

Are Interpreting Strategies Teachable? Correlating Trainees' Strategy Use with Trainers' Training in the Consecutive Interpreting Classroom

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Abstract

Since the early 1970s, interpreting strategies have aroused much interest among interpreting research scholars. Strategies should be recommended as components of interpreter training because they are useful for interpreters to solve or avoid problems resulting from cognitive and language-specific constraints. This paper reports on a small-scale study, investigating if undergraduates' strategy use is positively related to their teachers' inclusion of strategy training in the consecutive interpreting classroom. Forty-one undergraduate trainees and three of their teachers participated in the study. Retrospection was used to collect data on participants' mentioning of strategy use immediately after performing consecutive interpreting from English into Chinese. Questionnaires were administered to elicit data on teachers' inclusion of strategies in class. Data analysis shows that sixteen strategies were used by the students and that those strategies were taught by their teachers. A correlation analysis shows that there is a moderate correlation between student's strategy use and their teachers' inclusion of strategy training.

Introduction

Interpreting strategies are important aspects of interpreting expertise. Mode-specific strategies (Kalina 1994a: 221; Agrifoglio 2003: 99), for example, anticipation in simultaneous interpreting, give interpreters advantages to ease the workload caused by mode-specific constraints. Moreover, strategies allow

interpreters to use a minimum amount of processing efforts to reduce the negative effects of cognitive constraints (Riccardi 1998: 174; Gile 2009: 201), for example, high time pressure, extreme speech conditions, and less satisfying working conditions (Setton 1999: 35; Kalina 2002: 126). Furthermore, strategies such as segmentation (Lee 2007: 153), restructuring (Riccardi 1995: 216) and anticipation (Chernov 2004) lower the risk of overloading processing capacity caused by language-specific constraints, and are thus important aspects of expertise for interpreters working between languages that are syntactically different. Additionally, research has shown that expert interpreters' strategy use is different from that of novices (Kalina 1994b: 229; Sunnari 1995: 118), which support the status of strategy use as part of interpreting expertise. Therefore, strategies are crucial for high quality interpreting performance and should be seen as an essential component of interpreting competence (Kalina 2000: 7).

Since the 1970s (see Barik 1971; Goldman-Eisler 1972; Kirchhoff 1976/2002; Wilss 1978), interpreting strategy research has been the interest of many scholars. Past research on strategies concentrates mainly on simultaneous interpreting. Far less attention has been paid to strategies in consecutive interpreting. The relationship between students' use of strategies and strategy training has not received much attention.

Psychological research has proved that a minimum of six months of intensive training in tasks involving divided attention allows human beings to acquire particular procedural skills to carry out overlapping tasks (Hirst *et al.* 1980). Considering that strategies are also procedural skills, it can be hypothesized that training on strategy use enables trainees to apply them in their interpreting practice.

This paper reports on an observational study investigating if students' strategy use and strategy training are positively related. It first reviews the literature, then describes the research methodology, and moves on to analyze the results before presenting the conclusions.

1. Studies on strategies in interpreting research
 - 1.1 What is an interpreting strategy?

Interpreting strategies are termed differently as "coping tactics" (Gile 2009: 191) or "techniques" (Jones 1998: 101). According to the relevant literature (Kalina 1992: 253; Gile 2009: 191; Bartłomiejczyk 2006: 152), strategies are intentional and goal-oriented procedurals to solve problems resulting from the interpreters' processing capacity limitations or knowledge gap, or to facilitate the interpreter's task and prevent potential problems. The repeated and successful use of strategies leads to automatic activation. It is then that the interpreter is able to overcome the capacity limitations and make good use of available processing capacity (Kohn/Kalina 1996: 132; Riccardi 2005: 758).

1.2 Why are strategies important in conference interpreting?

There are many reasons for strategies to deserve the attention of trainers, practitioners and researchers.

Firstly, interpreting strategy as an important aspect of interpreting expertise should be a crucial component of interpreter education. It is held that “successful repeated use of a specific strategy leads to automation” and that “automated strategic processes reduce the cognitive load of interpreting” (Bartłomiejczyk 2006: 151). Trainers may group strategies into “general interpreting strategies, independent of the language pair used,” or “language pair-specific strategies, taking into account solutions imposed by structural and lexical diversities of the languages used” (Riccardi 2005: 765). Then exercises can be devised to help the trainees automatize the use of those strategies before students can use them to overcome constraints in certain interpreting tasks (An 2009: 206; Lee S. 2013: 27). For example, compression should be taught to students to cope with limitations of memory and the time pressure (Viaggio 1992: 51; Dam 1993: 311). Additionally, differences in strategies employed by novice and expert interpreters can be compared and contrasted for pedagogical purposes. Both Kalina (1994b: 229) and Sunnari (1995: 118) confirm that professionals’ strategic decisions are different from those of trainees. Experienced interpreters know how and when to use condensing based on macro-processing, while novice interpreters fail to produce a coherent message in the target language. According to Kalina (2000: 7), strategy application is crucial for high quality performance in interpreting and should be treated as an essential component of interpreting competence which serves the basis of pedagogical design.

Secondly, the interpreter has to allocate his or her available processing capacity strategically in interpreting practice to cope with two sources of constraints: cognitive constraints and language-specific constraints. The sources of cognitive constraints include high time pressure, division of attention, extreme speech conditions, and unsatisfying working environment (Setton 1999: 35; Al-Qinai 2002: 310; Kalina 2002: 126; Gile 2009: 192; Li 2010: 19). Such constraints require a lot of processing capacity. In Gile’s (2009: 190) words, if the required processing capacity exceeds the interpreter’s available processing capacity at a given time in the interpreting process, problems arise. Strategies allow the interpreter to use a minimum amount of processing efforts to get rid of the negative effects of those constraints (Riccardi 1998: 174; Gile 2009: 201; Lee M. 2013: 180). It is found that interpreters resort to a number of strategies that may ease the cognitive burden, improve the pace of delivery, and avoid the accumulation of untranslated information so that their memory and processing capacity will not be overloaded (Al-Qinai 2002: 318; Mizuno 2005: 750; Gile 2009: 190). Language-specific constraints also require the use of interpreting strategies. If the languages involved are syntactically different, the interpreter’s processing capacity is more likely to be overloaded. The interpreter has to store larger segments before syntactic disambiguation and restructure the message to comply with the target language rules (Riccardi 1998: 173; An 2009: 188; Liontou 2011: 152). The use of strategies such as anticipation (Lim 2011: 59; Liontou 2012: 230), segmentation (Donato

2003: 129; Lee 2007: 153), and restructuring (Riccardi 1995: 216; Donato 2003: 129) is particularly crucial.

Interpreting mode is an important factor that impacts the use of strategies. Consecutive and simultaneous are performed under different conditions. In Gile's (2009) words, the listening, memory, and note-taking phase is separated from the note-reading and reformulation phase in consecutive. The interpreter is not paced by the speaker. By contrast, in simultaneous, the interpreter is externally paced by the speaker, multitasking between listening, producing and monitoring.

The different mode-specific constraints lead to the use of mode-specific strategies (Kalina 1994a: 221; Agrifoglio 2003: 99). Considering the more demanding working conditions of simultaneous, strategy use is more typical of and crucial in simultaneous than in consecutive (Kalina 2000: 7). In simultaneous, when linguistic and extra-linguistic cues are available, the interpreter may use anticipation; when there is a lack of such cues, the interpreter may resort to segmentation to ease the workload (Riccardi 1998: 179; Seeber/Kerzel 2012: 232). Anticipation, segmentation, and extending or narrowing Ear-Voice-Span are specific to simultaneous. In consecutive, the interpreter may be more likely to use strategies like changing order, addition, and syntactic transformation and so on. Additionally, since both consecutive and simultaneous interpreting may share constraints such as high time pressure, high information density, incomprehensible input and so on, strategies can be used in both modes, for example, inferencing, omission, transcoding, compression, addition, repair, etc.

Thirdly, strategies are of great theoretical value in interpreting research in that they contribute to the description of the interpreting process. Strategies show "which decisions must be taken in a given situation or in view of certain probabilities so as to reach a goal within a behavioral plan" (Kirchhoff 1976/2002: 114). Interpreting can be "analyzed through the strategies applied to achieve the communicative goal" (Riccardi 2005: 753). An understanding of interpreters' use of certain strategies to solve problems reveals about the relations between the original discourse, the interpreted discourse, the possible problems in interpreting, the strategies applied, the interpreter, and the communicative setting. That might be why strategy remains one of the research interests of doctoral projects (Dam 1995; Kalina 1998; Chang 2005; Wang 2008; Liontou 2012).

Most studies on strategies are concerned with simultaneous interpreting. Research on consecutive interpreting strategies is rare. Kohn/Kalina (1996) explore SI and CI from a strategic point of view by means of recording and retrospection data, indicating that real-life interpreting situations do involve a group of specific strategies. Dam (1993, 1995) provides an empirical description of the condensation strategy in Spanish-Danish consecutive interpreting. Hu (2006) discusses the use of adaptation strategies (reduction, addition, etc.) in consecutive interpreting between Chinese and English.

Since the 1990s, the proportion of empirical studies has been on the rise. Some are devoted to individual interpreting strategies like anticipation (Lederer 1978, 1981; Van Besien 1999; Chernov 1992, 2004; Lim 2011; Liontou 2012) and compression (Sunnari 1995; Dam 1996, 1998; Wang 2008). Others investigate

empirically all strategies or a group of strategies used in a given interpreting task (Kohn/Kalina 1996; Donato 2003; Bartłomiejczyk 2006; Liontjou 2011). Kalina (1994b) and Sunnari (1995) conclude that professional interpreters are better than student interpreters in terms of strategy use. Donato (2003) and Bartłomiejczyk (2006) confirm that strategy use is related to language pair and working direction of the interpreting task. Snelling (1992) examines simultaneous interpreting as a language pair specific task, exploring the contrast between Romance languages and Germanic languages. Other empirical explorations of interpreting strategies can be found from Kalina (1992), Kohn/Kalina (1996), and Mizuno (2005).

As far as methods are concerned, some discussions on strategies are based on personal theorizing and for pedagogical purpose (Gile 2009; Wu 2001). Some are empirical research by using retrospection (Kohn/Kalina 1996; Bartłomiejczyk 2006), a methodological tradition of psychological research. Others adopt a corpus-based product-oriented approach (Kalina 1998; Donato 2003; Wang 2008; Liontjou 2012). Another paradigm is the expert-novice approach (Kalina 1998; Riccardi 2005; Sunnari 1995) which look into differences between experts and novices in terms of their interpreting problems and the different strategies they use.

Literature review reveals that scholars have not reached a consensus on the definitions of strategies. For instance, Kalina's (1998) expansion and Bartłomiejczyk's (2006) addition refers to the same strategy. Another example is the definition of omission. One defines it as: "when the interpreter decides to omit something that has been both heard and understood presumably because he or she assesses the information as redundant, not important, or not transferable due to differences between the SL and TL cultures" (Bartłomiejczyk 2006: 161). The other believes that omission is used when the interpreter encounters "incomprehensible input," "repetitive input," or "lags behind the speaker" (Al-Khanji *et al.* 2000: 553). The two definitions have something in common, but the latter is wider in scope in that it includes the condition of "incomprehensible input."

Additionally, some strategies overlap with others. For example, compression and omission have something in common. Compression happens when the original meaning is rendered by the interpreter in a more general and concise way, deleting what is repetitive or redundant. Omission is used when the interpreter omits incomprehensible input, unnecessarily repetitive, redundant, unimportant, or unacceptable utterances. Therefore, the application of one of them may entail the employment of the other.

Strategy training and the correlation between strategy training and strategy use among student interpreters have not been touched upon yet.

1.3 Strategies in consecutive interpreting and their definitions

More than thirty strategies can be identified in the literature. Only the sixteen strategies relevant to the current study will be discussed in this section.

Since the definition between scholars varies, it is important to define the strategies concerned. Table 1 presents each strategy with its names, definition and relevant authors. One strategy might be named differently by different scholars,

for example, omission, deletion and skipping all referring to the same strategy. Those strategies are not put into broad categories because they are termed differently by different scholars and the boundaries between some of them are not clearly identified. More detailed descriptions about them may be found in the relevant literature.

Strategy names	Definition	Researchers
Compression/ condensation/ summarizing/ filtering	The original meaning is rendered by the interpreter in a more general and concise way, usually with all repetitive, unimportant, or redundant information deleted or omitted.	(Sunnari 1995; Kohn/Kalina 1996; Dam 1996, 1998, 2001; Kalina 1998; Al-Khanji <i>et al.</i> 2000; Wu 2001; Al-Salman/Al-Khanji 2002; Al-Qinai 2002; Donato 2003; Chang 2005; Wang 2008; Bartłomiejczyk 2006; Li 2010; Liontou 2011)
Omission/ skipping/ ellipsis/ message abandonment	The interpreter uses periods of silence and pauses in which certain messages are not interpreted at all due to comprehension, note-reading, or memory failure.	(Barik 1971; Kohn/ Kalina 1996; Kalina 1998; Niska 1998; Al-Khanji <i>et al.</i> 2000; Wu 2001; Al-Salmon/Al-Khanji 2002; Al-Qinai 2002; Donato 2003; Chang 2005; Bartłomiejczyk 2006; Pöchhacker 2007; Gile 2009; An 2009; Lee M. 2013)
Text expansion/ addition/ elaboration	The interpreter adds information or expands the source discourse, so as to better convey or clarify the message and avoid unclear information in the target discourse.	(Barik 1971; De Feo 1993; Kohn/ Kalina 1996; Kalina 1998; Al-Khanji <i>et al.</i> 2000; Messner 2000; Donato 2003; Bartłomiejczyk 2006; Liontou 2011)
Delaying response/ stalling	The interpreter produces generic utterances, absent in the source speech. They provide no new information, but enable the interpreter to delay production while avoiding long pauses when faced with reformulation difficulties from information retrieval or word choice.	(Kirchhoff 1976/2002; Setton 1999; Al-Qinai 2002; Donato 2003; Riccardi 2005; Bartłomiejczyk 2006; Meuleman /Van Besien 2009; Gile 2009; Liontou 2011)

Strategy names	Definition	Researchers
Approximation/ attenuation	When the interpreter is not able to retrieve the ideal equivalent of a lexical element in the source discourse, she or he provides a near equivalent term, a synonym, or a less precise version of it in the target discourse.	(Kalina 1992, 1998; Kohn/ Kalina 1996; Niska 1998; Al-Khanji <i>et al.</i> 2000; Al- Qinai 2002; Al-Salmon/Al- Khanji 2002; Donato 2003; Bartlomiejczyk 2006)
Paraphrasing/ explaining	The interpreter explains the intended meaning of a source speech term or wording when the suitable target correspondent is hard to retrieve at the moment.	(Niska 1998; Wu 2001; Al- Qinai 2002; Donato 2003; Chang 2005; Bartlomiejczyk 2006; Gile 2009)
Morpho-syntactic transformation	The interpreter tries to depart from the surface structure of the original sentence and decides to express the meaning of the original message using a different syntactic construction.	(Kalina 1998; Riccardi 1999; Donato 2003; Chang 2005; Bartlomiejczyk 2006; Lion- tou 2011)
Transcodage/ transcoding/ calque	The interpreter selects the word-for-word translation method because the interpreter is not able to grasp the overall meaning of the source text.	(Seleskovitch 1978; Kohn/ Kalina 1996; Kalina 1998; Al-Qinai 2002; Donato 2003; Al-Salman/ Al-Khanji 2002; Bartlomiejczyk 2006; Gile 2009)
Parallel reformulation/ substitution	The interpreter tries to invent something that is more or less plausible in the context, or to substitute elements that are not understood with elements mentally available, because of comprehension, note-taking or note-reading failure, so as not to pause or leave a sentence unfinished.	(Kohn/Kalina 1996; Al- Khanji <i>et al.</i> 2000; Wu 2001; Al-Qinai 2002; Donato 2003; Bartlomiejczyk 2006; Gile 2009)

Strategy names	Definition	Researchers
Restructuring/ changing order	What is conveyed by the speaker in one position in the source discourse is interpreted by the interpreter in a different place in the target discourse, which ensures more idiomatic target language.	(Kirchhoff 1976/2002; Riccardi 1995; Al-Qinai 2002; Donato 2003; Bartłomiejczyk 2006; Gile 2009; An 2009)
Inferencing	The interpreter recovers lost or incomprehensible information on the basis of the speech context and his or her general knowledge.	(Kohn/Kalina 1996; Kalina 1998; Chernov 2004; Bartłomiejczyk 2006; Gile 2009)
Repair	The interpreter realizes that something said is misinterpreted, or can be interpreted in a better way, and he or she decides to make a correction.	(Kohn/Kalina 1996; Al-Khanji <i>et al.</i> 2000; Petite 2005; Bartłomiejczyk 2006; Liontou 2011)
Evasion/ neutralization	The interpreter avoids committing himself or herself to a definite position where analysis of the source discourse does not provide sufficient specification, and instead of misleading the audience, he or she leaves it for the audience to decide.	(Kohn/Kalina 1996; Kalina 1998; Al-Khanji <i>et al.</i> 2000; Donato 2003)
No repair	The interpreter leaves the fragment in question as it is, since repairs may cause more harm than help. It is different from making an error of which the interpreter is not aware, which is then not a strategic decision. No repair is a conscious choice not to make repairs in monitoring the output.	(Kalina 1998; Bartłomiejczyk 2006; Liontou 2011)

Strategy names	Definition	Researchers
Incomplete sentence	The interpreter uses fragmented utterances, stops in mid-sentences, and omits large units of the source discourse because of comprehension, note-reading, or memory failure. This is considered as a strategic decision because it is a conscious choice, instead of an unconscious behavior.	(Al-Khanji <i>et al.</i> 2000; Al-Salman /Al-Khanji 2002)
Repetition	The interpreter repeats previously interpreted elements through synonyms or synonymic phrases as a way of enhancing lexical accuracy or generating more time to organize the language.	(Donato 2003)

Table 1. Consecutive interpreting strategies, definitions and references

This paper focuses on the strategies used by student interpreters in a consecutive interpreting task from English to Chinese. The procedure entails recording and retrospection for trainees, and questionnaires for trainers. The purpose is to explore whether students' strategy use is influenced by teachers' training.

2. Methodology

2.1 Research question

This study aims to address the following question: Is students' strategy use related to strategy training in class?

2.2 Subjects

Forty-one students, 7 male and 34 female, participated in the study. Aged between 21 and 23, they were all third-year undergraduates with Chinese and English as their A and B language. They finished 6 months of training on sight translation and consecutive interpreting in the same T&I program.

Measures were taken to ensure validity in sampling. The students' language proficiency, particularly analytical listening skills, differs. Those who are weak in interpreting will transfer to the track of translation at the end of the third year. Although all 41 students participated in the study, only those who showed good

accuracy and delivery and scored 85 or more in the consecutive interpreting task concerned were chosen as the source of data for analysis. Two raters who were also the participants' teachers scored the interpretations holistically in terms of content consistency, language quality and delivery. Only 25 recorded consecutive interpretations were selected in data analysis. Such a decision was made to ensure that all the interpretations were comparable to the interpreting quality of novice interpreters. This is consistent with Duff's (2008) homogenous strategy of case selection. The aim is to remove out cases that will exert negative impact on the results, and describe well the subgroup concerned. In the current study, the homogenous subgroup was composed of those who scored 85 or more and whose interpreting performances were comparable to those of novice interpreters.

Three female teachers who are also freelance interpreters ranging from the age of 32 to 43 were involved in this research. They were all teachers of the participants with the same working language combination. They had been teaching interpreting for more than five years. The use of three teachers is not a large sample, but considering the size of the faculty and that all the teachers must be teachers of the student subjects, three teacher subjects was the best that could be done in this study.

2.3 Instruments

The instruments to collect data involved an interpreting task and its rating criteria, a stimulated oral verbalization task and teacher questionnaires.

The main criteria in choosing the source texts were authenticity and difficulty. Two English speeches were selected, one for warming up and the other for the real interpreting tasks. They are authentic test material taken from China Aptitude Test for Translators and Interpreters Level 3 (see appendix 1). According to an interview after the retrospection, none of the subjects had heard or read the speech before. A detailed description of the input material can be seen from table 2.

Description of the input speech	
Topic	Asia's prosperity and value
Genre	Political speech
Medium	Audio
Length	371 words
Delivery speed	148/wpm
Speaker	Male
Intonation/accent	Neutral/almost standard
Concrete/abstract	Primarily abstract
General/technical	General
Vocabulary/syntax	A few hard words and complex sentences
Language function	Informative and persuasive

Table 2. Description of the input speech

Rating criteria were designed to remove the poorly interpreted versions out so that the student interpreters' performance was comparable to novice interpreters in terms of content consistency, language quality and delivery.

The interpreting process lasted for about five minutes. Immediately after the interpreting task, retrospective verbalization was used to investigate the strategies employed. The student subjects were advised to verbalize their problems and their correspondent solutions from memory after the interpreting task. This process was prompted by stimuli, namely, reading the original transcript of the speech, and listening to their own interpretations.

Teacher questionnaires were designed to check if the teachers train students in the use of strategies in class. The instructions in the questionnaire made it clear that "Your choice should depend on what you did instead of what you should do". In this way, the possibility of saying yes to strategies that sound good but which have not been taught is lowered. The questionnaires were administered when the analysis of the students' data was done. The questionnaire consists of two sections, one on background information and the other including 16 strategies identified from the data of student subjects' verbalizations and interpretations (see appendix 2). The items on strategy training employ five-point scales. The more the statement applies to the teachers' practice in class, the higher the points they give.

It should be made clear that only the 16 strategies that were used by the students appeared on the teachers' questionnaire. Though the teachers might have taught more than 16 strategies, those that were not used by the students cannot help reveal the correlation between strategy training and strategy use. Given the purpose of this study, strategies making no contributions to the current research are excluded.

2.4 Data Collection

Data collection from student subjects was done in a computerized interpreting lab. Each subject's interpreting was recorded. Immediately after the interpreting, the subjects were asked to read the transcript of the source speech, listen to their own interpretations, and recall their interpreting process. Each time they recalled problems that occurred or threatened to occur in their interpreting, and decisions to solve the problems or to prevent them from arising, they took them down. Subsequently, the subjects reported their feedback in Chinese which is their mother tongue and was recorded. The recording and retrospection data were transferred to a computer for rating, selection, transcription, and analysis.

The questionnaires were used to collect data from the teachers after the students' data were analyzed. The researcher sent the questionnaires to the three teachers via email and they were all returned.

2.5 Transcription and data encoding

In transcription, only actual words were registered to avoid being time-consuming and less readable. All other aspects were eliminated from the transcript.

Data encoding started with classification of retrospective remarks into general categories. The classification system was adapted from Bartłomiejczyk (2006: 165). In encoding the retrospective data, references were also made to subjects' interpretations. Both the interpretations and retrospective remarks were characterized with variability. The interpretations varied in the quality of content and delivery. The retrospective remarks varied in terms of length, quantity, and quality.

The remarks were encoded into 1,570 segments. Over 25% were of strategic nature. The distribution of different types of segments is shown in table 3.

Segment type	Number of segments	Percentage
Product-oriented	459	29.2%
Strategic	405	25.8%
Problem-oriented	374	23.8%
ST-oriented	83	5.3%
Word-retrieval	79	5.0%
Interpreter's feeling	64	4.1%
Selection	15	1.0%
Others	91	5.8%
Total	1,570	100.0%

Table 3. Distribution of retrospective segments

Subsequently, the 405 strategic segments were classified into 16 categories of strategies. It needs to be noted that one segment may involve the use of more than one strategy because one problem may be solved by a combination of solutions. Since the subjects were advised to use their mother tongue in the retrospection, the translated versions of those retrospective remarks are presented in table 4.

Strategies	Evidence from subjects' retrospection
Compression	"Recognizing positive influences of each other despite differences among countries" in the original was not concise with regard to the target language, so I interpreted it as "seek common interests while reserving differences." This was clearer and did not distort the original.
Omission	The fourth segment was incomprehensible for me, particularly "economic development has created the conditions for the emergence of a middle class and civil society." Therefore, I only mentioned the other half of the sentence, which was "a democratic political system has been inevitable."
Addition	Since I made many divisions, I added "firstly," "secondly," and "thirdly." Then when I heard "behind peace and development in Asia," I added "we should work hard in cooperation for the peace and development in Asia." Occasionally I included some information which I felt did not alter the original message.
Stalling	While I was translating the seventh segment with the word "nationalism," the equivalent was at the tip of my tongue. I said "huh" several times during my thinking for the right word.
Approximation	"Guiding principle" was in my notes, but I could not come up with the appropriate equivalent so I said "rules people have to follow." This is somewhat different from the original but it supported the meaning.
Paraphrasing	The last segment includes a phrase "conveying Asian's voice to the world." I understood this, but did not know how to translate the surface structure. I therefore interpreted it as "make Asia understood by the world."
Syntactic transformation	A question in the source speech, "what are the specific challenges that we face?" was answered in the following text. It was interpreted as the statement, "we have to face a lot of challenges."
Transcodage	The fourth segment is long and includes an insertion. I only took down some key words and was unclear about the logical connections between them. I interpreted the sentence relying on the surface of the words in my notes.
Parallel reformulation	Towards the end of the speech, I missed the section "we thus see differences in the processes and speed of development." I replaced it with my own version that fit in the context. The meaning did not change much.
Changing order	When interpreting this segment, I put "politically," which appears at the end of the sentence in the source speech, at the beginning of the target speech. It would have been awkward if I had not done this.

Strategies	Evidence from subjects' retrospection
Inferencing	I heard, but did not understand "parochial." I guessed that it might mean limited in some way because it was followed by "nationalism and dogmatism."
Repair	When I was interpreting "leave behind," I translated it as "avoid," but then I thought it would not collocate well with "nationalism and dogmatism." I corrected it and replaced it with "abandon" which sounds good in the target language.
Evasion	I'm not quite sure about the meaning of this sentence, but I have to interpret it, obviously not based on my own invention. I relied on the context and conveyed the idea in a vague manner.
No repair	I interpreted it as "stepping forward" instead of "taking significant steps towards freedom." I thought the latter was better. Since the interpreting was completed, I did not correct it.
Incomplete sentence	While interpreting "our cooperation must not be of inward-looking closed nature," I did understand the meaning of the original, but I started with "cooperation should not be closed in nature," and I could not continue because I failed to come up with the right word corresponding to the remaining information. Therefore I did not complete the sentence.
Repetition	When I was interpreting this sentence, I saw "1" in my notes, I said "firstly," then when I was thinking about how to organize the coming information, I mentioned the point again by saying "the first point I would like to make."

Table 4. Strategies and evidence from subjects' retrospection

3. Results and discussion

3.1 Strategy use among students

The students' use of strategies is presented in table 5.

Strategy	Frequency of use	Percentage
Evasion	1	0.3%
No repair	1	0.3%
Incomplete sentence	4	1.0%
Repetition	6	1.5%
Transcodage	6	1.5%
Paraphrase	13	3.2%

Strategy	Frequency of use	Percentage
Repair	14	3.5%
Inferencing	17	4.2%
Compression	25	6.2%
Syntactic transformation	25	6.2%
Approximation	28	6.9%
Stalling	36	8.9%
Addition	42	10.3%
Changing order	45	11.0%
Parallel reformulation	57	14.0%
Omission	85	21.0%
Total	405	100.0%

Table 5. Frequency of strategy use

As can be seen from table 5, student interpreters employed strategies such as addition, paraphrase, changing order, syntactic transformation, and no repair and so on. Those strategies help communicating messages to the audience. However, there were also risky strategies such as incomplete sentence and repair, the frequent use of which may not help build the interpreter's positive image. Another group of strategies were for self-protection (Gile 2009: 213), including omission, repetition, compression, evasion, transcodage, inferencing, stalling, and parallel reformulation. The use of those strategies might have been related to the students' availability of processing capacity.

The results are suggestive of the relations between strategy use and interpreting modes. Different working modes pose different challenges and thus require the adoption of different strategies. In consecutive interpreting, the interpreter is not externally paced by the speaker and the phases of listening and speaking are separate. Interpreters are more likely to use strategies like changing order, addition, and syntactic transformation and so on.

The direction of the interpreting task, from the subjects' weak language English into the mother tongue Chinese might have influenced the results. The frequent use of omission, parallel reformulation, compression, and inferencing, suggests that listening comprehension might have posed difficulties in working from B language into A language among student interpreters.

Students' strategy use is consistent with the findings of Donato (2003) and Gile (2009) that strategy use has to do with the language pairs involved in the interpreting task. The use of changing order and syntactic transformation is necessary in interpreting between English and Chinese in that the two languages differ greatly in syntactic features. Moreover, not a single case of transfer (the interpreter uses target language words that are etymologically or phonetically similar to those in the source language) was identified.

3.2 Teacher subjects' feedback on strategy training

The questionnaires from the teachers required no transcription or encoding but analysis. The feedback from the teachers on the teaching of specific interpreting strategies reveals that the teachers attached importance to strategy training.

As can be seen in table 6, the teachers included strategy training in class. Strategies like paraphrase, syntactic transformation, omission and compression were the mostly taught ones. A point of 4 or more means that the teachers' responses to the items "I have taught my students to ..." in the questionnaire were "usually true of me" or "completely or almost completely true of me".

By contrast, strategies such as repetition, incomplete sentence, no repair, and transcodage were not taught. A point of 2 or less indicates that the teachers' choices on questionnaire items "I have taught my students to ..." were "usually not true of me" or "never or almost never true of me". Those strategies were not mentioned in class because they degrade the quality of interpreting and damage the credibility of the interpreters. It makes sense that teachers only stressed the use of strategies that help build interpreters' positive image.

Strategy	Responses from teacher subjects	Mean value	Std. Deviation
Paraphrase	3	4.33	0.58
Syntactic transformation	3	4.33	0.58
Omission	3	4	0
Compression	3	4	0
Changing order	3	4	1
Stalling	3	4	0
Evasion	3	3.66	0.58
Addition	3	3.33	0.58
Approximation	3	3.33	2.08
Parallel reformulation	3	3	1.73
Inferencing	3	3	1.73
Repetition	3	2.66	1.15
Incomplete sentence	3	2.33	1.53
Repair	3	2.33	1.53
No repair	3	1.66	0.58
Transcodage	3	1.33	0.58
Valid N (listwise)	3		

Table 6. Descriptive statistics on training of interpreting strategies

Although the teachers preferred not to teach strategies that degrade the interpreter's positive image, students still used some of them in their performances.

The reasons might be that students were forced to use them when their cognitive resources were overloaded and were not able to deal with it properly. Therefore, it is important for teachers to teach students how to use strategies appropriately to ease their cognitive workload without degrading their image.

It should be admitted that the teachers' practices differed from each other. The data indicates that some taught strategies like approximation, parallel reformulation, inferencing and repair in class, while others did not. This is not surprising because teaching is quite subjective and variability is normal.

3.3 Correlation between strategy use and training

This study aims at investigating if students' strategy use and strategy training are related. To show the effect of strategy training on student interpreters, a correlation analysis between strategy teaching and strategy use was conducted. Table 7 presents the correlation between the mean of the teachers' feedback on their teaching of strategies and students' strategy employment frequency.

		Strategy training	Strategy use frequency
Strategy training	Pearson correlation	1	.501*
	Sig. (2-tailed)	.	.040
	N	17	17
Strategy use frequency	Pearson correlation	.501*	1
	Sig. (2-tailed)	.040	.
	N	17	17

Note: * Correlation is significant at the 0.05 level (2-tailed).

Table 7. Correlation analysis between strategy training and strategy employment frequency

As can be seen from table 7, the correlation between the teachers' teaching of specific strategies and students' strategy use frequency is significant because it reaches the level of 0.05. The confidence on the positive correlation between the teaching of specific strategies and strategy employment frequency is 95%. In other words, there are five chances out of 100 where the result might be wrong. However, the positive relationship between teaching strategies and students' strategy use does not necessarily mean that there is a 100% causal relation between them. There are other factors which also determine the strategy use of student interpreters, among which are students' level of interpreting, knowledge base, the input material, memory, note-taking skills, etc. Since this is an observational study instead of an experimental research, no manipulation of variables means that the findings of this research need to be confirmed in the future.

It can be said that students' strategy use is partially attributed to teachers' teaching in class. However, since no control group who had not been taught

those strategies was involved in this study, it is still premature to conclude that the training of interpreting strategies is effective.

4. Concluding remarks

Data from the student subjects reveals that student interpreters employed 16 strategies. Some help build the interpreter's positive image, while others are risky and should only be used in emergency situations. This is consistent with the cost of using strategies which might be potential information loss, credibility loss, impact loss, or time and processing capacity cost (Gile 1997/2002: 172).

The strategies used by the students also suggest that strategy use is related to interpreting mode, language pair, and working direction, though more evidence from similar research designs is necessary to corroborate the current findings. The data from the teachers reveals that strategy training was a component of their interpreting classes. The correlation analysis shows that the teaching of specific strategies is positively related to students' strategy use.

The conclusion of this research suggests implications in interpreter education. Firstly, since strategy training contributes to students' strategy use, strategies should be a necessary component of interpreter training. The intentional and automatic use of them reduces the cognitive load, which helps to minimize the side effects from processing capacity saturation and facilitate the general interpreting process. Secondly, language pair-specific strategies may be introduced and repeatedly practiced by students. This may allow students to bridge the differences between the source language and the target language more efficiently.

The findings presented here are valid only for the language pair, interpreting mode, interpreting direction, and input speech involved in the current study. They cannot be generalized, and need to be treated with caution before they are further tested. Firstly, the data obtained for analysis is restricted because of the limited number of subjects, which may have influenced the outcome. Secondly, retrospection has its drawbacks. Some strategic decisions may not have been recalled because of the memory limitation of the subjects, the limitation of the stimulus materials, or the automatic nature of strategy use. The fact that the non-strategic fragments account for more than 70% of the retrospective remarks seems to support it. Given the above-mentioned weaknesses, it remains to be seen if the findings can be confirmed or rejected in the future.

Appendix 1 Input Material for the Interpreting Task

Ladies and gentlemen, what values should we pursue for the prosperity of Asia in the new century? I believe that the three values of freedom, diversity and openness are the driving forces behind peace and development in Asia. // First, it goes without saying that freedom refers to democracy and human rights politically. Economically, it means the development of a market economy. // Political freedom and economic freedom are reinforcing each other in the process of their development. With some twists and turns, Asia as a whole has been taking sig-

nificant steps towards freedom over the last half century. // Transition to a democratic political system has been inevitable, as economic development has created the conditions for the emergence of a middle class and civil society. I believe that the historic trends that are apparent in Asia should be a source of pride for us all. // Second, development in Asia has occurred against a background of tremendous diversity, where each country has its own distinctive history and social and cultural values. Naturally, we thus see differences in the processes and speed of development. // While respecting diversity, however, it is important for us to promote our common interests and our shared goals, recognizing positive influences of each other despite differences among countries. // In other words, we must leave behind parochial nationalism and dogmatism, and promote mutually beneficial cooperation based on equality in order to enjoy common prosperity. This should be our guiding principle. // Third, our cooperation must not be of an inward-looking, closed nature, but one characterized by openness to the world outside Asia. // In a world economy where globalization is advancing and economic integration, such as in Europe and Americas, is proceeding, cooperation both within Asia and between Asia and other regions must be pursued. This cooperation must be based on the principles of openness and transparency. // I believe Asia should set an example for the world by seeking regional cooperation that surpasses national and ethnic distinctions. // So, as we pursue prosperity in a free, diverse and open Asia, what are the specific challenges that we face? I'd like to discuss three challenges. They are reform, cooperation and conveying Asia's voice to the world. (taken from CATTI, Level 3, May, 2005.)

Appendix 2 Teacher Questionnaire

Part A Teacher background

A01. Name:

A02. Gender: M F

A03. Years of teaching interpreting:

(Round up to the nearest whole number and include the current school year.)

A04. Subject(s) taught:

(consecutive interpreting / simultaneous interpreting / sight interpreting)

Part B Strategy training

The following items are about the teaching of strategies to your students. Please decide the degree of truth of each statement below. Your choice should depend on what you did instead of what you should do.

1 = This statement is never or almost never true of me;

2 = This statement is usually not true of me;

3 = This statement is somewhat true of me;

4 = This statement is usually true of me;

5 = This statement is completely or almost completely true of me.

- B01. Addition: I have taught my students to add or expand something the speaker did not say in their interpreting to convey more complete and coherent target language.
- B02. Repetition: I have taught my students to repeat previously processed elements in interpreting as a way of enhancing lexical accuracy or gaining more time to organize the language.
- B03. Omission: I have taught my students to omit incomprehensible input or unnecessarily repetitive, redundant, unimportant or unacceptable utterances.
- B04. Evasion: I have taught my students to avoid committing themselves to a definite position where source-text-based analysis fails to provide sufficient specification.
- B05. Incomplete sentence: I have taught my students to use fragmented utterances, or to stop in mid-sentences and omit units of the text, if comprehension, note-reading, or memory failure arises.
- B06. Approximation: I have taught my students to provide a near equivalent term, synonym, or less precise version of it in case of not being able to retrieve an ideal equivalent.
- B07. Compression: I have taught my students to render the original meaning in a more general and concise way, with those repetitive, unimportant, or redundant deleted.
- B08. Paraphrase: I have taught my students to explain the intended meaning of a source language term or wording when the suitable target correspondent is hard to retrieve.
- B09. Changing order: I have taught my students to reformulate elements in one position in the source discourse in a different place in the target discourse so as to enable a better target language reformulation.
- B10. Syntactic transformation: I have taught my students to depart from the surface structure of the original sentence and express the meaning of the original message using a different syntactic construction.
- B11. Transcodage: I have taught my students to use word-for-word approach by relying on the surface structure of the source language because of not being able to grasp the overall meaning of the segment.
- B12. Stalling: I have taught my students to produce generic utterances absent in the source speech which provide no new information but which enable them to delay production and avoid long pauses when faced with information retrieval or word choice problems in reformulation.
- B13. Parallel reformulation: I have taught my students to invent something that is more or less plausible in the context, or to substitute elements that are not understood with elements mentally available because of comprehension, note-taking, or note-reading failure, so as not to pause or leave a sentence unfinished.
- B14. Repair: I have taught my students to make corrections when realizing that something said is misinterpreted, or can be interpreted in a better way.
- B15. No repair: I have taught my students to leave the fragment with the problem of misinterpretation or awkward expression as it is since correction may cause more harm than help.
- B16. Inferencing: I have taught my students to recover lost information on the basis of the speech context and their general knowledge.

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