The Development of Strategic Competence in C-E Consecutive Interpreting among MTI Students: A Longitudinal Study

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ABSTRACT

Interpreting competence is an important theme in interpreting theory and interpreting education. Strategic competence is the fundamental element in interpreting competence. Previous researches on interpreting strategic competence mainly focused on its conceptualization and students' acquisition or utilization of strategies, but the competence development trajectory for trainee interpreters remain unexplored. Against this backdrop, the thesis presented aims to explore the developmental features of trainee interpreters' strategic competence in Chinese-English consecutive interpreting, with an emphasis on their development trajectory and influential factors.

Based on a longitudinal study, three research questions were addressed: (1) What are the parameters defining strategic competence in Chinese-English consecutive interpreting? (2) How does trainee interpreters' strategic competence develop in Chinese-English consecutive interpreting? (3) What factors influence the development of trainee interpreters' strategic competence?

To address the first research question, the author initially extracted interpreting strategy parameters from a variety of sources including interpreting textbooks, research papers, and interpreting evaluation documents. Subsequently, an initial strategic competence framework was constructed and validated through expert judgment and observation of students' corpora. The findings suggest that the framework of strategic competence in Chinese-English

consecutive interpreting encompasses 13 types of interpreting strategies including transcoding, rank shift, omission, simplification, generalization, addition, substitution, approximation, order change, reformulation, repetition, repair and compensation, and 26 sub-strategies or coping tactics.

To address the second research question, a longitudinal study of one school year was conducted with the methods of interpreting testing, stimulated recall interviews, and learning journals. The participants were 55 MTI students specialized in interpreting from Guangdong University of Foreign Studies in China. The findings revealed that the developmental trajectory exhibited non-linear patterns and intricate dynamic fluctuations, characterized by alternating peaks and troughs, as well as periods of progress and regression. The number of strategies employed by trainee interpreters varied throughout the training program with varying growth rates, while the types of strategies remained consistent. The critical period for the development of C-E interpreting strategic competence was observed to be between the third and seventh month.

In response to the third research question, the author incorporated semi-structured interviews in addition to the data collection procedure mentioned in addressing question 2. A total of approximately 340,000 words of text materials were collected, including interview audio transcriptions and learning journals. The data underwent content analysis and grounded theory methodology. The findings suggested that the development of trainee interpreters' strategic competence was influenced by eight major factors. The external factors included the learning environment, courses, and instructors, while internal factors comprised students' learning background, personal experience, non-intellectual attributes, interpreting-related competences, and learning methods.

The present research holds both theoretical and practical significance. The theoretical significance lies in the discovery of developmental features pertaining to students' strategic competence and the proposal of the developmental curve hypothesis. In terms of pedagogical implications, these findings may prove practically valuable for interpreting training, learning,

and assessment.

KEYWORDS: developmental path, factors, interpreting strategic competence, longitudinal study, parameters

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口译能力是口译理论及口译教育研究的重要议题之一。策略能力是口译能力中的核心子能力。现有口译策略能力研究主要关注策略能力构成以及学习者口译策略的习得与运用特征，对于学习者口译策略能力发展路径缺乏了解。基于此，本论文以汉英交传为例，旨在探索学习者口译策略能力发展路径特征及其影响因素。

借助纵向研究方法，本研究旨在回答以下问题：（1）汉英口译策略能力包含哪些构成参数？（2）学习者汉英口译策略能力发展呈现何种特征？（3）学习者汉英口译策略能力发展的影响因素有哪些？

针对研究问题 1，采用文献法，从口译教材、研究论文以及口译测评文献中获取口译策略参数，初步建构口译策略能力框架并通过专家判断法和学习者口译语料进行验证。研究结果发现汉英交替传译策略能力构成框架包括代码转换、层级转移、省略、简化、概括化、增加（解释）、替代、近似表达、语序重组、信息重构、重复、修正和补偿等 13 个类别策略及 26 种具体子策略。

针对研究问题 2，采用测试法、回溯性访谈和日志法，对广东外语外贸大学 55 名 MTI 学

生展开为其一学年的跟踪研究。研究结果发现学习者汉英交替传译策略能力发展呈现出跳跃式、阶段性和非线性的曲线发展，存在高峰与低谷、进步与退步的交替；在交替传译学习期间，学习者口译策略使用数量呈现不同趋势的曲线变化，但口译策略类型未发生改变；学生口译策略能力发展的关键变化期在交传学习的第 3 个月至第 7 个月。

针对研究问题 3，除研究问题 2 中所提及的方法外，亦采用半结构化访谈收集数据。在转写访谈音频、整理学习者日志后共获得文字材料约 34 万字。借助内容分析和扎根理论的方法，研究发现影响学习者汉英交传策略能力发展的主要因素有 8 类，学习者外部因素包括环境、课程、教师，学习者内部因素有学习背景、个人经历、非智力因素、口译相关能力和学习方法。

本研究具有一定理论与实践意义。研究的理论贡献在于发现学习者汉英交传策略能力发展特征，并提出口译策略能力发展路径假设；实践意义在于为口译教、学、测提供参考。

关键词：发展路径、因素、口译策略能力、纵向研究、构成参数