

Tapping the linguistic competence in the respeaking process

Comparing intralingual paraphrasing done by interpreting trainees,
translation trainees and bilinguals

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Introduction

- linguistic and technical competences (Arumí Ribas & Romero Fresco 2008, Romero Fresco 2012, Eugeni 2008)
 - simultaneous listening and speaking (Romero-Fresco 2011: 45)
 - Geens (2011) – training interpreters into respeakers (Ghent)
 - ability to paraphrase and condense the text (Luycks et al. 2010, Sandrelli 2013)
 - qualitative omissions (meaningful words or phrases)
 - quantitative omissions (grammatical words, discourse markers, features of oral speech) (Eugeni 2009 as quoted in Sandrelli 2013)
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Objectives

- Are interpreters better predisposed than translators and bilinguals to being respeakers?
 - Are some paraphrases more difficult than others?
 - Is simultaneity a problem?
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Participants

- 17 interpreters and interpreting trainees
 - 18 translators and translation trainees
 - 6 controls (non-interpreting and non-translating bilinguals)
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Task

- Intralingual (Polish) paraphrasing of sentences
 - Simultaneous or delayed (counterbalanced) (after Christoffels & de Groot 2004)
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Stimuli

- 60 sentences recorded (approx. 110 wpm)
- "Perfect" subtitles (2 x 40 chars) manipulated = approx. 42-syllable sentences

Dziecko przyszło na świat nieco wcześniej,
ale wszyscy są szczęśliwi i zdrowi.

The child was born a bit earlier, but everyone is happy
and well.

Stimuli (gram)

- 20 sentences with grammar problems/hesitations

specjaliście... specjalista → specjalista

to an expert... an expert → an expert

Stimuli (mark)

- 20 sentences with oral discourse markers

właśnie

że tak powiem →

znaczy

prawda

(actually, so to say, I mean, well)

Stimuli (sem)

- 20 sentences with semantic redundancies

niezawierający alkoholu → bezalkoholowy

not containing alcohol → alcohol-free

Stimuli

Dziecko przyszło właściwie na świat nieco wcześniej niż się spodziewano, ale wszyscy... prawda... są bardzo szczęśliwi z tego powodu i zdrowi.

The child was actually born a bit earlier than expected, but... well...everyone is happy and well because of that.

Procedure

- Intralingual (Polish) paraphrasing of sentences
 - Stimulus sentences heard over headphones
 - Instructions
 - Training block
 - Simultaneous and delayed block (counterbalanced)
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Study design

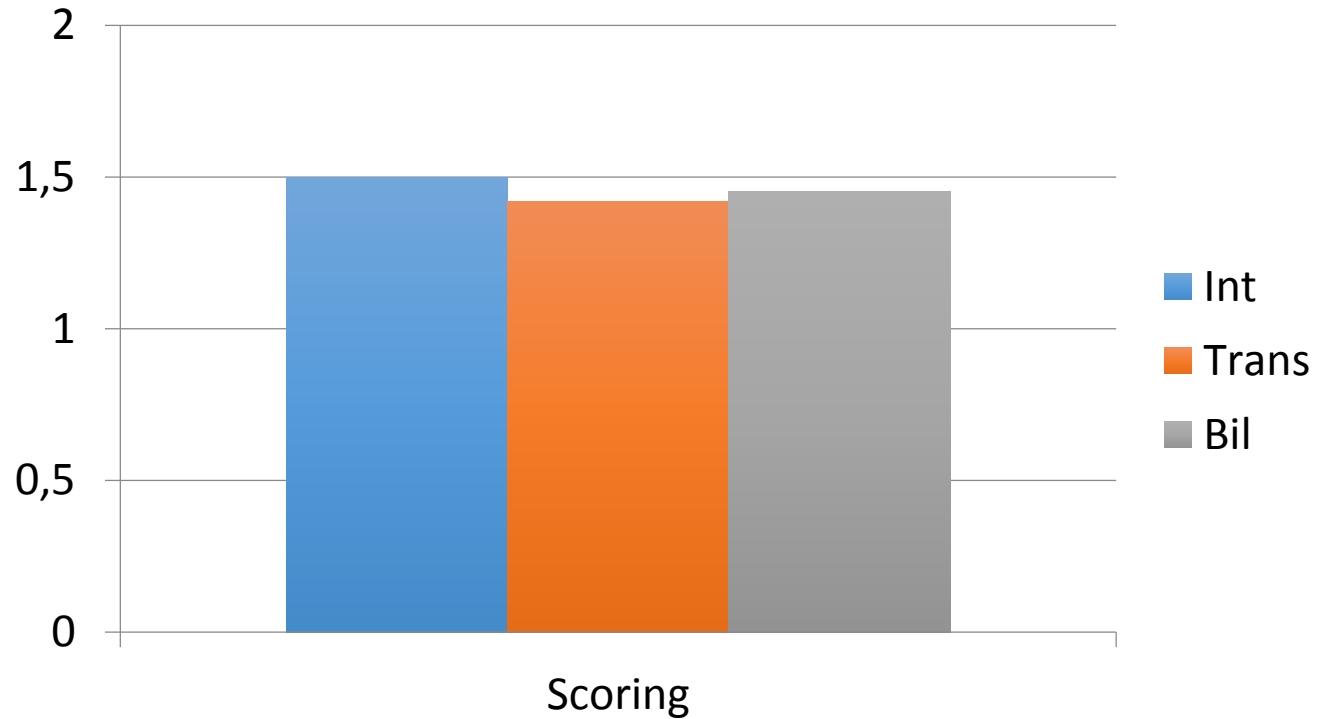
- Mixed factorial design
- 3 groups (int, trans, bils)
- 3 sentence types (gram, mark, sem)
- 2 conditions (simo, del)

Data analysis (dependent measures)

- Scoring
- Rating
- EVS (ear-voice span)

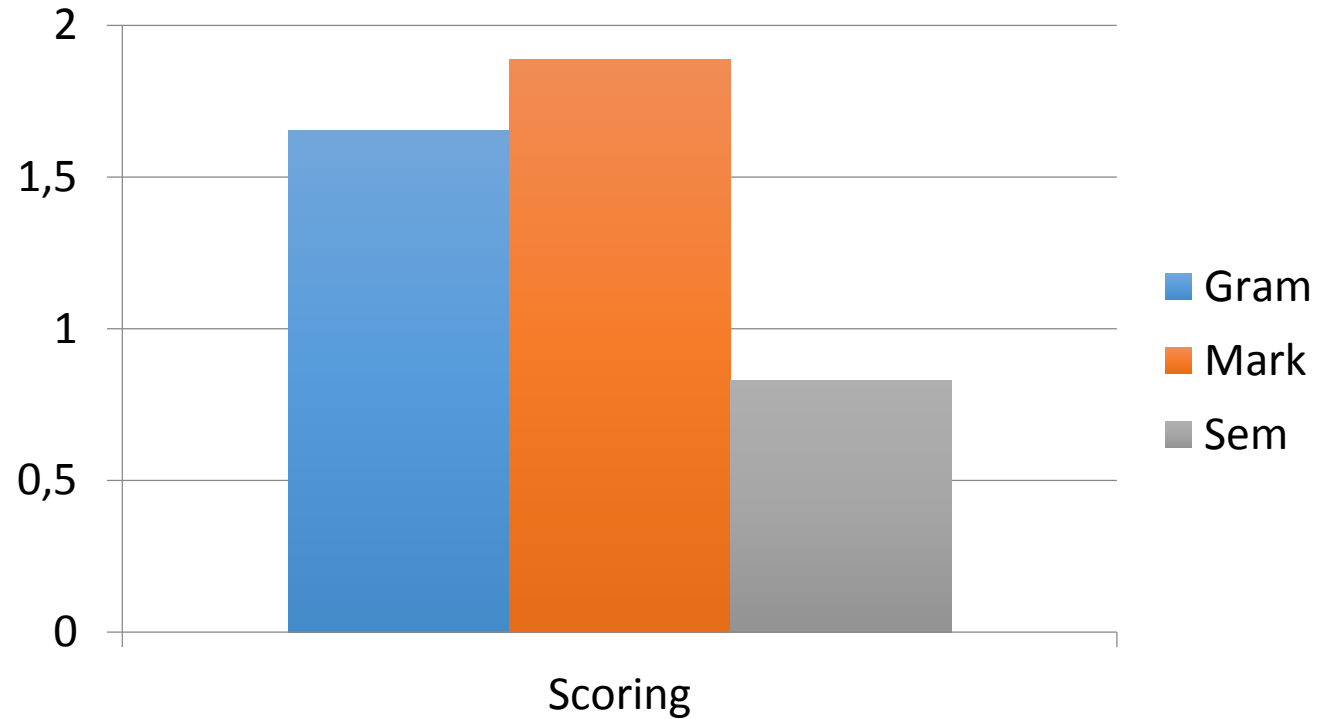
- Mixed ANOVAs

Results (scoring)



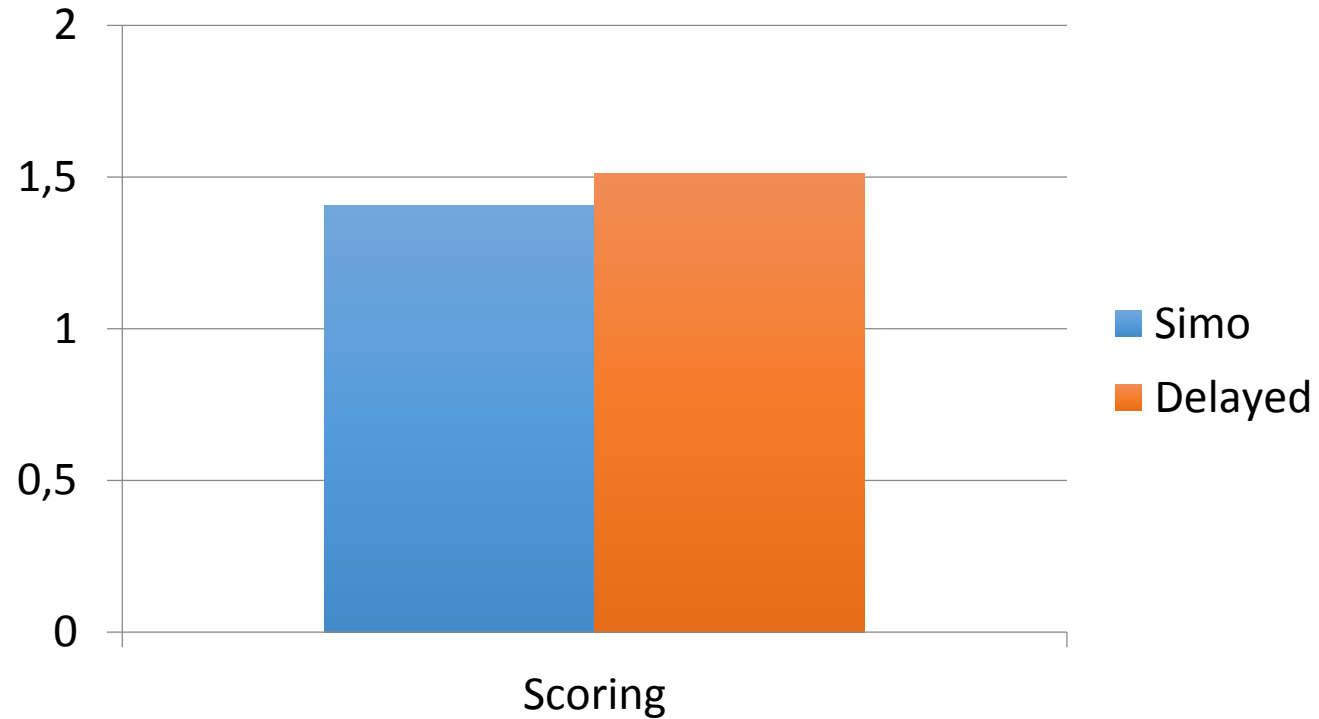
No main effect of group ($p=.118$)

Results (scoring)



Main effect of sentence type ($p < .001$)

Results (scoring)



Main effect of condition ($p < .01$)

Rating tool

Ankiety Respeaking

Zdanie A
Dziecko przyszło właściwie na świat nieco wcześniej niż się spodziewano, ale wszyscy
prawda są bardzo szczęśliwi z tego powodu i zdrowi.

Zdanie B
Dziecko było wcześniakiem... .., ale wszyscy bardzo się z tego cieszą.

W jakim stopniu oba zdania są tożsame znaczeniowo?

0 - wcale nie są tożsame
 1 - są tożsame w bardzo małym stopniu
 2 - są tożsame w małym stopniu
 3 - są tożsame w średnim stopniu
 4 - są tożsame w dużym stopniu
 5 - są tożsame w bardzo dużym stopniu
 6 - zdania są identyczne

Sentence 1 of 60

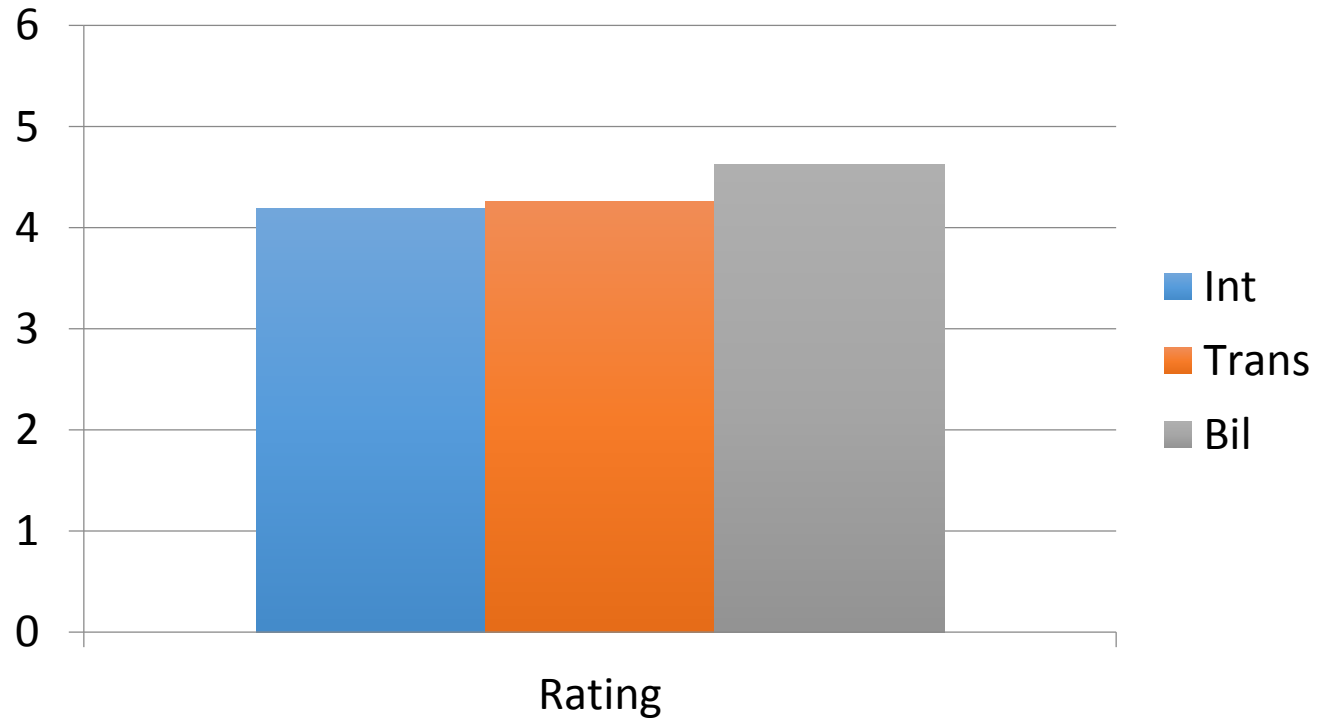
Instrukcje

Następne zdanie

Poprzednie zdanie

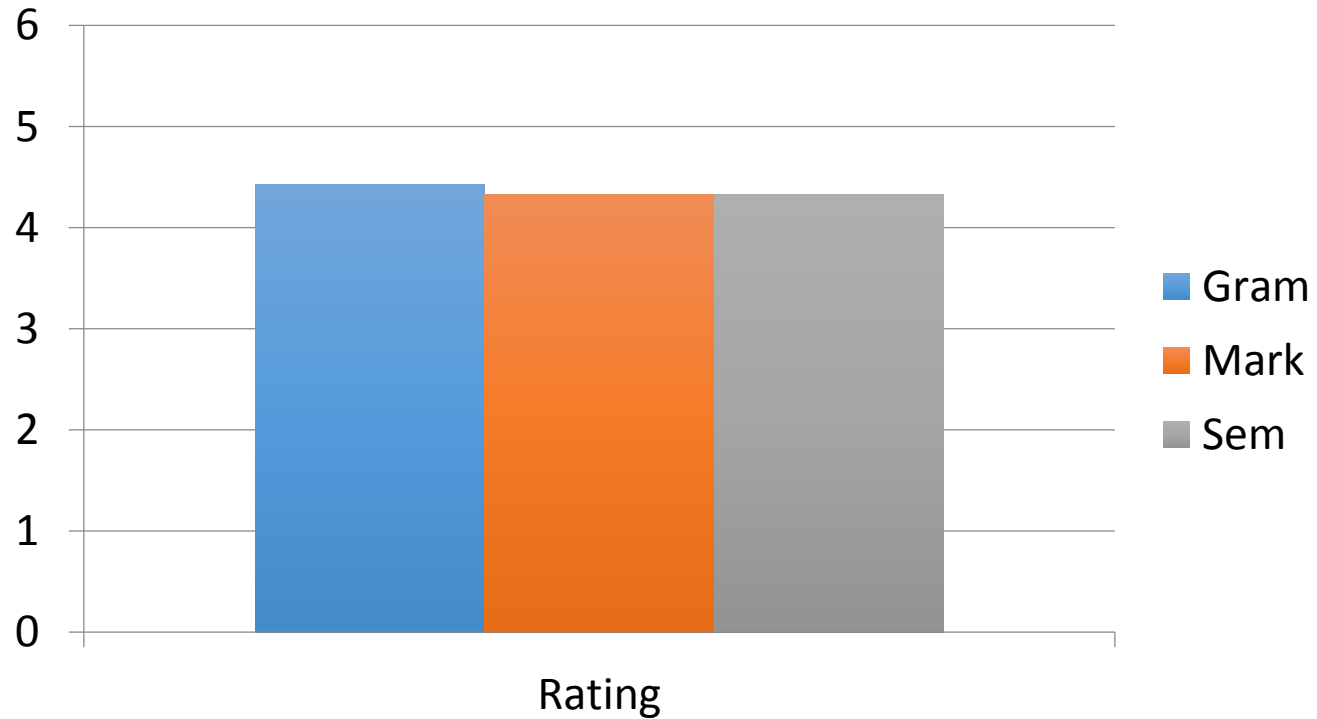
Zakończ Test

Results (rating)



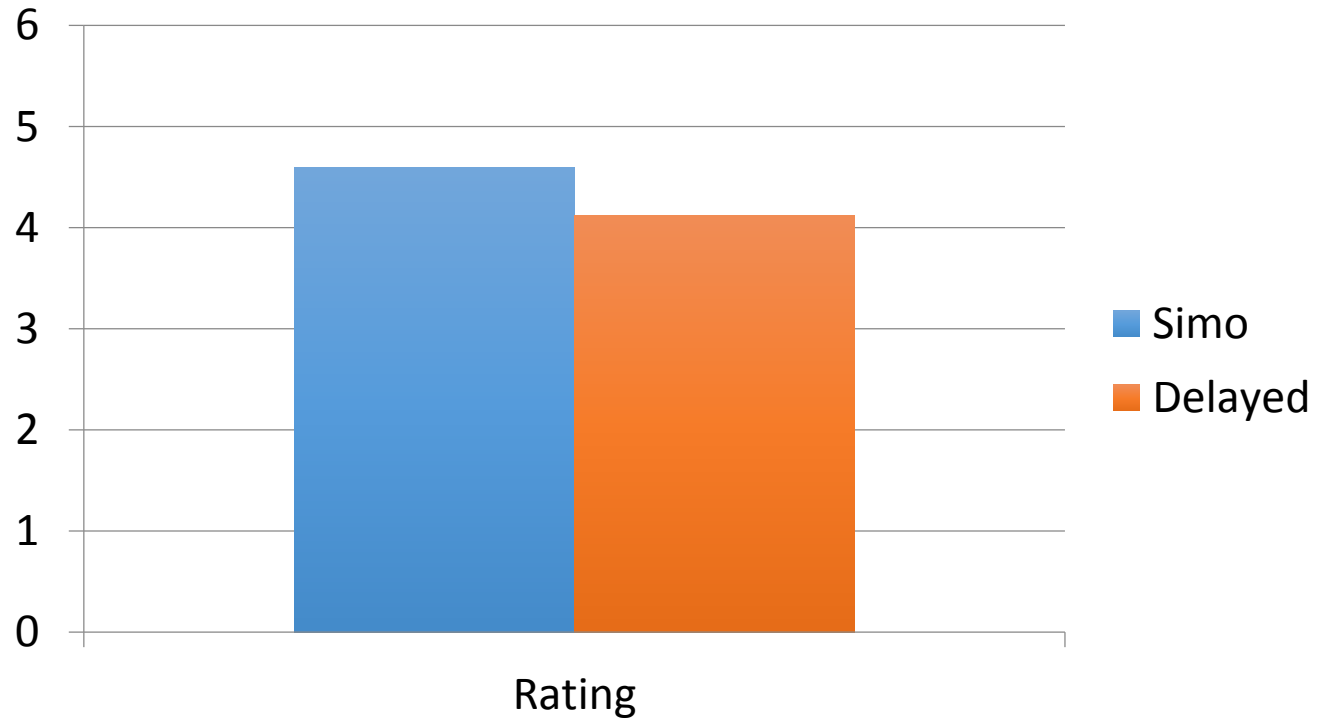
No main effect of group ($p=.381$)

Results (rating)



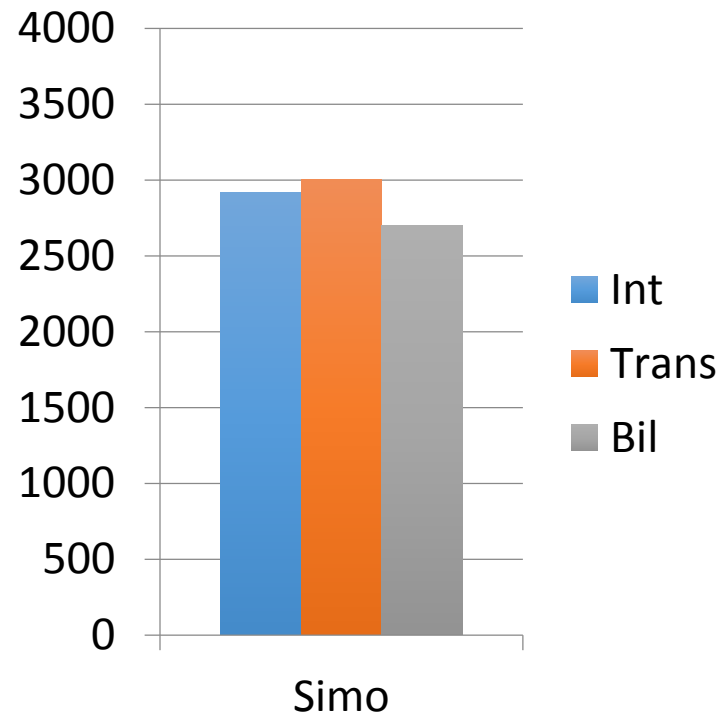
No main effect of sentence type ($p=.338$)

Results (rating)



Main effect of condition ($p < .001$)

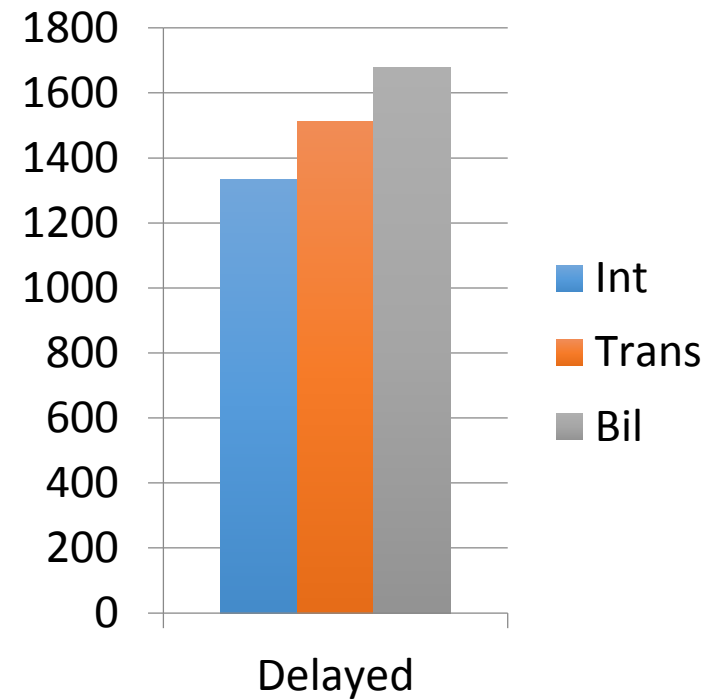
Results (EVS)



No group effect ($p=.833$)

The child was actually born a bit earlier than expected, but... well...everyone is happy and well because of that.

Results (latency)



No group effect ($p=.492$)

Conclusions

- No advantage for interpreters
 - No transfer of skills/training (no intralingual paraphrasing involved in interpreting/translation)
 - Good news - no group better predisposed to be respeakers
 - Semantic paraphrasing more difficult than reduction of oral discourse markers and grammar problems/hesitations
 - Simultaneous condition of better quality in rating, but delayed condition of better quality in scoring – verbatim repetition favoured by participants
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NARODOWE CENTRUM NAUKI
