

The Application of Deverbalisation in Interpreting Notes*

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According to the interpretive theory of French interpretive school, translators should strive to break away from the original language form and pay attention to the thought or connotation of the original language. Therefore, in the training of interpreting notes, the trainer should strive to break away from the original language form to understand the communicative meaning of the original utterance in context, remember or record the thought or information of original utterance, and perform interpretation training more effectively. During the process of interpretation, especially the consecutive interpretation, notes is one of the most important skills. This article is an exploration of the interpreting practice of the “deverbalisation” hypothesis in interpretation theory. Starting from the commonly used skills and principles of interpreting notes, this paper analyzes some of the skills and principles commonly used in notes to explore the application of the “deverbalisation” hypothesis in interpreting notes.

Keywords: deverbalisation, interpreting notes, application

Introduction

The concept of “deverbalisation” was first introduced by Seleskovitch in 1976. Lederé (2001) later further explained this concept to describe an independent stage where meaning is abstracted from the language forms. The theory of interpretation suggests that interpreting is not a direct language conversion from source language to target language, but a process of understanding meaning, constructing and re-expressing. Visible, meaning is the key concept of interpretive theory. The assumptions of the entire theory are based on the construction, interpretation, and re-expression of meaning. From this point of view, “deverbalisation” is the most important because it is the bridge between understanding and expression. Just as “deverbalisation”, interpretation notes also play a necessary role because what interpreters write down is the thing that already understood or “deverbalisation”. Besides, in recent years, in order to meet China’s increasing demand for foreign exchange, cultivate high-quality translators, and promote the development of translation disciplines and translation industry, many translation associations, famous publishers, and universities are focusing on interpreting notes, one of the most important skills necessary for interpreting.

The Phenomenon of Deverbalisation

From the type of people’s memory, the type of memory used by the translator in the process of interpreting is short-term memory and the capacity of short-term memory is very limited. The American

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psychologist George Miller (1956) proved through a lot of practice that the average short-term memory capacity of people is only about 7 ± 2 information units. In consecutive interpreting, the speaker usually speaks two to three minutes and the speaking speed is usually 120 to 150 words per minute. It is difficult for an interpreter to remember the speaker's speech content solely by interpreting memory alone. The interpreters who have interpreting practice know that interpretation is an immediate activity. We can remember the whole content of a speech, but it is impossible for us to remember the words used in the speech. In fact, interpreters can remember the slight differences of meaning and express the meaning by fluently target language, the reason lies in a basic ability, which is remembering the understood content when the words symbols disappeared and breaking away from the original language form.

Understanding the Deverbalisation Phenomenon of Interpretation Activity

Professor Lederer (2001) fully explained the connotation of “deverbalisation” in modern interpretation of translation. She pointed out that “deverbalisation” is an intermediate stage between the stage of interpreting source language information and target language re-expression in the process of interpretation. At this stage, the structure of the language symbol disappears and the interpreter obtains the content of the source language and emotional significance. This stage marks the departure from the language symbols, which demonstrates that people can understand, remember, and extract meaning. Meaning can exist without relying on language words.

The most influential interpreter training model at the moment is the Gile model proposed by Professor Daniel Gile (1995) of the Higher Translation Institute of the National Oriental Language and Culture Institute in Paris, France. Professor Gile proposed the “interpretation model for simultaneous interpretation” and the “interpretation model for continuous interpreting” in terms of the work style of interpretation in *Basic Concepts and Models of Interpreting Training*, published in 2011. The Gile model divides interpreting into five stages, including listening and analysis, interpreting notes, short-term memory, note reading, and target language expression. The successful completion of the interpretation task requires the translator to scientifically allocate and coordinate his energy in listening, instructing, and translating. Interpreting trainees and teachers are practicing interpreting training and interpretation teaching according to the several stages proposed in the Gile model. Although the interpretation theory divided the translation into three parts: comprehension, deverbalisation, and expression, in fact, every link in the Gill pattern was inseparable from deverbalisation.

The Specific Application Rules of Deverbalisation in Interpreting Notes

Interpreting notes are mainly used in consecutive interpreting. In consecutive interpreting, the speaker usually speaks two to three minutes and the speaking speed is usually 120 to 150 words per minute. It is difficult for an interpreter to remember the speaker's speech content solely by interpreting memory alone. Therefore, translators must make use of interpretation notes to make up for the lack of brain memory. Interpreting notes is a tool for organizing and storing interpreting information and it is a means of assisting memory. Interpreting notes are extensions and supplements of memory. The recorded contents usually include concepts, propositions, professional names, and logical relations. The notes unit usually is the words or symbols that can express the meaning group. It can be seen that the process of interpreting notes is also a process of deverbalizing.

Use of Acronyms

In order to increase the speed of note-taking and reduce the writing content, acronym methods are often

used to increase the speed of recording. For example, eg (for example), etc (and so on), ie (that is), cf (compare), esp (especially), m (million meter), US (United States), etc. An interpreter acronym does not correspond to a word form but can express different meanings. Therefore, the acronym is not the form of an isolated word, but the meaning of the acronym in the context or the translator's understanding of the original text. For example, "std" can both represent standard and students and "pro" can represent professor, profession, and product. The Chinese words can also be separated from the Chinese form and recorded in simpler English acronyms. For example, the "United States" can use the "US" to indicate, "UN" can be expressed in terms of "United Nations", "construction" can be written as "cons", "liberation" can be written as "lib", "company" can be written as "Co", and so on.

As shown above, the interpreter will directly use certain abbreviations of the source vocabulary or some characters to replace more complex vocabularies or phrases in the notes. These acronyms do not express an isolated word, but a condensed vocabulary form formed by translators according to their position in the source text. This form is a meaning direction, which is based on the author's understanding for the meaning of the source text by deverbalizing. In the interpretation notes, the condensed expression of the translated language is a sufficient condition for confirming the existence of "deverbalisation". The linguistic connotation of the translated language, represented by the single words or abbreviations, clearly differs from the source text in terms of form, but its meaning is correspondent.

Use of Interpretation Symbols

A symbol in an interpreting note does not refer to a word or a phrase but indicate a specific thing or indicate a logical relationship. Therefore, an interpreting symbol may be an ideographic symbol indicating a meaning or a logical symbol indicating a logical relationship. The most common interpretation symbols are ideographic symbols and one symbol can represent different meanings in different contexts. For example, ">" can mean "more, bigger, higher, greater, than, and superior to", and can also mean "expect/wish" or "look forward to" in English. The symbols most used and most flexible in interpreting are the arrows. "↑" means "rise" and "increase" and may also means "develop" and "improve". "↓" represents "decrease" and "diminish". It also means "retreat" and "decline/recession". In addition, punctuation is also widely used in interpreting. For example, ":" is equivalent to "say, speak, talk, announce, declare, etc.", and also, it can express the noun "opinion, idea, viewpoint, etc.", "?" indicates "question, issue, problem, and confusion" in English. It can also indicate that the "how, why", and so on.

The symbol is one of the most distinctive expressions in interpreting notes. Using these symbols creatively can intuitively express the core meaning of the source language. It is precise and concise, which can help the translator to effectively recall the important content of the speech in a short period of time and improve the efficiency of the translator. In terms of external forms, these symbols are completely separated from the source language. From the intrinsic essence, they accurately express the meaning of the source language. If it is condensed into logos and symbols that have rich connotations in certain languages, it is completely deverbalizing.

Record Segment Meaning Frame

When teaching interpreters, teachers always ask students to "record meaning rather than words and phrases". The "meaning" includes two aspects. The "meaning" of the first level is a part of the information to be transmitted, specifically referring to "who did what to whom". The second level of meaning is hidden from the lines of the

words, which is more important. Therefore, in the interpreting notes, the meaning frame of the sentence segment is recorded, referring to the meaning of the first level, such as “subject and guest”, which is an important expression of deverbalsation. In the interpreter’s notes, the meaning frame is tilted from left to right. In this case, the interpreter’s notes are not in accordance with the original linguistic structure but are based on the habits of the interpreter. The reorganization of the structure reflects the process of “deverbalizing” of the brain when listening to the source text and recording notes.

Logical Word Identification

Logic words are important signs that reflect the context of the source text and play a crucial role in organizing and regulating the source text structure. In general, logical words include transitions, progressions, concessions, causalities, conditions, and parallel logical words. In the interpretation notes, the use of acronyms, symbols, and other means to represent the important logical words in the source text, clearly express the logical connotation between the important meaning of the source text and standardize the relationship between various meanings. The resulting meaning was logically processed to make the translator more clearly in the process of reading notes.

Conclusion

In summary, interpretation theory regards interpreting as an exchange activity rather than a simple linguistic transformation process. The interpreters, under the enormous pressure of on-site interpreting and the time limit, cannot rely solely on brains to memorize all the content to be interpreted, and must resort to the help of interpretation notes. When interpreters hear the source text linguistic flow information, they will analyze the meaning and deverbalsate it out of the source language, and then, condense it into various language symbols presented in the form of notes through re-encoding. This article starts from the “deverbalisation” of interpretation theory, analyzing various skills and principles in the interpretation of notes, trying to emphasize the significance and role of “out of language shell” in the notes, in the hope of providing certain guidelines for future interpretation practices.

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