Analysis of History About Simultaneous Interpreting Research in China: Tradition and Modern

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Abstract: Under the background of *Belt and Road* training top-class simultaneous interpreters becomes a focused topic. The purpose of this research is to draw the outline of SI history in China. To achieve this purpose we use descriptive-comparative approach to show the evolution of SI study in China. According to three historical stages we can discovery following changes: Chinese researchers gradually summarize experiences of interpreting practice, study foreign theories but keep exploring professional systems of training SI interpreters and researchers on the basis of unique Chinese characteristics. Through studying history we may came to the following conclusions: the development of SI history in China is mainly evolving on the path of complementation and modernization about *The Interpretive Theory of Translation*; cognitive psychology and psychological linguistics form the theoretic foundation of analyzing the mechanism about SI working memory; remote SI teaching during the epidemiological and post-epidemic era causes for concern; education informatization of interpreting under the background of artificial intelligence's era is being on the rise; SI study in Russian language is gradually showing rising trend during the recent ten years. We can make a forecast for the further SI research: it is going on the road of digitization and intellectualization, which may cause deeper technological change.

Keywords: SI History in China, Three Periods, *The Interpretive Theory of Translation*, Cognitive Psychology, Psychological Linguistics, SI Research in Russian Language, Digitization and Intellectualization

1. Introduction

SI theory in China during different periods has certain achievements. As Lu Xinchao points out, we could see the evolution of SI study: the period of initial research: 1980 - 2000, the period of rapid development: 2001 - 2010, as well as the period of complex development: 2011 - up to now. During the first period, the researchers were mainly teachers and students of the UN Translator and Interpreter Training Center at the Beijing Foreign Studies University. They introduced the profession of SI interpreters, skills and strategies in the process of SI (especially about Chinese - English). To some extent, they belong to ontological studies. In the second period, a group of Ph.D. students joined the research group. The number of articles increased significantly, and research topics were expanded to SI products and its productivity, education, meta-research, etc.

Psychological, communicative research, and other empirical methods such as experiment, observation appeared. During the third period: the number of articles increased rapidly, research topics were further expanded, covering most of the topics about SI international studies. Interdisciplinary perspectives were revealed, the share of empirical research increased, and the research methodology continued to enrich. Research and design are becoming more scientific [37].

The foundation about SI theory in China mainly occurred in three directions: 1) the practical experience of training UN translators and interpreters; 2) the practical experience of teaching SI in universities based on the work as a simultaneous interpreter; 3) *The Interpretive Theory of Translation*, its development in D. Gile's Efforts Model and the corresponding derivation in cognitive psychology, psychological linguistics; 4) other Russian and Western theoretical sources.

The following frequently key words: D. Gerver, B.

Moser-Mercer, G. V. Chernov, D. Seleskovich, M. Lederer and D. Giles.

2. Research Progress

2.1. Initial Research Period: 1980 - 2000

Scientific papers mainly describe SI's profession, practical experience, training, as well as the ability, skills and strategies (in Chinese - English). Zhang Zailiang, Li Qingyuan, Fang Shengping, Li Changshuan did useful work on this subject [7, 18, 21, 79-80]. Papers are devoted to macro-introduction, as well as more comprehensive and systematic microtechnologies, strategies for the transformation in English - Chinese. For example, the skills of sentence division by Zhang Zailiang, the skills of converting predicate verbs, attributive, adverbial and special sentences by Li Changshuan [18, 80]. These papers are mainly of personal experience. There is a small quantity of scientific, systematic and in-depth study of the working mechanism in SI process [37].

Zhang Weiwei's representative monograph begins the initial search for theoretical support with *The Interpretive Theory of Translation*. Zhou Dianqing and Wang Guizhi have rich experience in training simultaneous interpreters. At the same tine Dalian University of Foreign Languages has extensive experience of teaching SI in Japanese - Chinese [52, 78, 88].

2.2. The First and Second Decades of the XXI Century: The Period of Rapid Development: 2001 - 2010 and the Period of Complex Development: 2011 - up to Now

Zhong Weihe, Wan Hongyu, Yang Chengshu, Liang Junying described macro-review, skills, strategies [22, 49, 87]. Gao Bin and Chai Mingjiong write book reviews [8, 9]. Zhang Wei takes empirical studies [76]. Works during this period have become more scientific, systematic and in-depth. They use empirical (experimental, observational) methods of natural sciences and perspectives of cognitive psychology and communication to study the deep cognitive mechanisms of SI process. Experimental study of Zhang Wei is very influential [74-75]. Zhang Wei's research method is scientific, the design and process are rigorous and standardized, the data is detailed, and the explanation is sufficient. His PhD thesis - *Research on the Cognitiveness of Interpreting: the relationship between SI and working memory* received a national outstanding PhD prize. In addition, Wang Jianhua conducted a psychological experimental study of visual translation memory among SI students [55]. The field of research at this stage has been significantly expanded, the field of view has become wider, and the methods have become more scientific [37]. The SI study is beginning to find appropriate theoretical support in cognitive psychology, psychological linguistics, etc.

Personal experience has significantly decreased, empirical research has increased dramatically. Topics have become richer, prospects have become more diverse. Research on professional practice has increased significantly. Analysis have become more systematic and in-depth. For example, Wu Yuanning and Qu Qiang talk about experience and skills TV SI [42, 59]. Yao Lan, Gao Bin and Chai Mingjiong, Wan Yinying and Zhang Ailing, Li Jun, Lu Xinchao also make contributions [10, 20, 33-35, 37, 57, 66].

In empirical studies, researchers mainly focus on SI cognitive process. Such as the study of the working memory of SI-students from Zhang Wei; the study of cognitive functions, language the block and fluency of speech among SI students from Wang Jianhua, etc. There has been a significant increase in observational studies on quality and SI process, such as paper from Wang Binhua, Gu Yukui [37, 50, 54, 73].

Works of SI quality control appeared in Lu Xinchao, Wang Lidi's work [32]. Corpus studies have appeared, mainly focused on SI cognitive process, such as Qi Taoyun, Li Dechao and Wang Kefei, Lang Yue, Liu Jian and Chen Shuiping make their contributions [17, 19, 25, 40]. New research is considered, Chen Yang, Lu Xinchao explore new areas [4, 31, 36-37].

The field of view of Chinese researchers is constantly expanding. Firstly they began the initial generalization of personal experience, secondly they looked for the theoretical support from the cognitive psychology, then they connected information processing theory with SI practice. SI research in China is gradually developing along the way of combining foreign theories with practice.

The evolution of SI theory in the first decade of the XXI century shows the following features: a deep full study, development and expansion of the relationship between SI interpreters and their working memory on the basis of cognitive psychology. Zhang Wei, who conducts mass specialized experiments to compare, analyze the impact of SI on the competence of working memory. According to Zhang Wei's experiment, with the help of a prolonged expansion, deepening of SI training for students, and the constant accumulation of SI practical experience, the interaction of interpreting activities and working memory competencies will become more obvious [77]. Significantly, in Zhang Wei's study, we can clearly see the influence of *deverbalization*. However, compared to the initial search since the late 1980s, Chinese researchers in this period are conducting a more in-depth analysis of *deverbalization* in cognitive load. After the first decade of the XXI century, via scientific works of Chinese researchers, we can notice that a deep, wide influence of combining the theoretical foundations of *deverbalization* with a rethinking, generalization of specific problem-solving plans for the SI cognitive load. For example, Lu Xinchao's works after the second decade of the XXI century clearly reflect the combination of the basic principles in cognitive psychology + psychological linguistics with comparative linguistics of English - Chinese. Such problem-solving plans could also fit the typical stress of SI limited time.

Liu Miqing, Yang Chengshu, Zhuang Zhixiang, Cai Xiaohong, Qiu Ming (ed.), Yang Chengshu, Liu Heping,

Zhong Weihe, Wang Binhua, Liu Jianshu, Gao Bin, Xu Ming, Xu Wensheng, Liu Jianjun have representative works [3, 11, 23-24, 26-28, 41, 51, 60-61, 64-65, 87, 90].

There are also several representative SI textbooks:

Bei Wenli and Shi Guoan, Hu Gang and Chen Hongjin, Zhong Weihe, Mei Deming, Zhong Weihe and Zhan Cheng, Zhong Weihe, Jiang Xiaomei, Shen Guorong, Song Xieyi, Shao Wei, Zeng Chuansheng, Yao Bin make progress in training simultaneous interpreters [2, 14, 16, 38, 45-47, 70-71, 83-85].

There are several representative scientific papers in cognitive psychology and psychological linguistics from following researchers: Yang Chengshu (based on the theory of *deverbalization* and Noam Chomsky's economic principle of the minimalist program) and Zuo Rui (also based on the Noam Chomsky's economic principle of the minimalist program); Hu Die (based on Noam Chomsky's economic principle of the minimalist program and D. Gile's Effort Model); Bao Yaqian (based on the D. Gile's Effort Model); Xuan Zhongbo (based on models of Information Processing Model of D. Gerver and B. Moser-Mercer); Miao Yujie and Sun Zhixiang (based on the D. Gile's Effort Model and the relationship of sensory memory, short term memory and long term memory by Solso, Robert L); Wu Tingting (based on Rumelhart's theory of schemes on artificial intelligence); Su Xiaojun (based on the theories of the mechanism of *Prediction Probability Mechanism Model* G. V. Chernov); Zhang Jiliang (based on theories of D. Seleskovitch and M. Lederer); Jiang Feifei (also based on theories of D. Selescovitch and M. Lederer); Ren Wen (based on interpreter's subjective consciousness in the dynamic interpreting process by Basil Hatim and Ian Mason) study information processing mechanism of interpreters [1, 13, 15, 39, 43 48, 58, 62-63, 72, 91].

The evolution of SI theory in China has following characteristics:

Researchers are beginning to realize the disadvantages of *The Interpretive Theory of Translation*: too idealization. On the basis of *deverbalization*, researchers are deeply developing the D. Gile's Effort Model, in order to mitigate SI interpreter's cognitive load. They also discuss the relationship between SI, ascending and descending information processing, a system of joint actions for sensory memory, short-term memory and long-term memory, specific of SI strategies and skills in comparative linguistics on the basis of language materials and corpus.

Second and third period's research has a diversified development: in comparison with the late 1980s, which are mainly a generalization of the rich practical experience of the UN Training Center for SI Interpreters at BFSU, consecutive research routes are not so clearly. In addition to studies of SI cognitive load, the areas in this period are more diverse. Such as Lu Xinchao dedicated to the connection of theories of category prototypes by E. Rosch, language processing strategies and content between specific language combinations in interpreting by F. Pöchhacker, and information structure of K. Lambrecht with comparative

linguistics in English - Chinese [33-35]. Wu Yuanning and Qu Qiang focus on the application of SI skills in live television on the basis of correlation theory F. Pöchhacker, combining the theory of Audiovisual Translation by Veiga Maria José with the suddenness of SI in a live television broadcast [42, 59]. Lu Xinchao shows the influence of the theories of remote interpreting and training SI interpreter in Virtual Learning Environment by B. Moser-Mercer, K. G. Seeber, and B. Class [36]. Ren Wen studies digital natives and immigrants of Marc Prensky [44]. Deng Juntao and Zhong Weihe discuss the relationship between digital media community (Google Hangout, Facebook, etc.) and the interactive evaluation of interpreting by A. R. Smith) [6]. Wang Xiaoman and Wang Binhua show the the relationship between physical, psychological situations of an interpreter and the quality of remote SI from B. Moser-Mercer [56]. Deng Juntao, Xu Manjun and Zhao Tianyuan discuss the intelligent management of interpreting terms by M. T. O. Antón, speech recognition &transcription, SI intelligent pen by M. Orlando [5].

In Liu Miqing's work, interpreting is considered in syntactic linearity. Based on the theory of loan translation (on sociolinguistics) R. A. Hudson, the interpreter outputs the interpreting in the order of words, phrases [28]. Yang Chengshu shows SI strategies, such as *repeating the same word*, *switching themes*, *the change of the old and new information* in Japanese - Chinese - English on the basis of information territory information by Akio Kamio [65].

Cai Xiaohong describes the application of semantic representation by S. Ehrlich and fluency in broad and narrow sense R. Leeson to assess the degree of fluency and quality of target language [3]. Wang Binhua develops the evaluation of interpreting based on comparative rational orientation for the relationship between source language and target language. According to functional translation theory C. Nord, he compares differences between the interpreting actual norms on the spot, prescriptive norms in meta-discourse [51]. Zhong Weihe explores the quality control of interpreting, using the SI booth with the help of the computer (about information technologies, which can send various signals, in order to prompt the interpreter to the quality of speech based on the proportion theories of the duration in pauses compared to the duration of the speech (pause length/speech length, P/S) by G. V. Chernov [87].

V. Chernov's theory of the best stimulus corpus for SI interpreter (100-120 words per minute) is also reflected in Zeng Chuansheng's work. The author presents a study on the synchronization of listening and speaking in SI process, the cognitive load of SI interpreter and situations of incorrect translation and omissions [71]. In Liu Jianshu's work, we could see the application of language vague representation *(the information that was expressed by the language is within the limits where both sides of communication agree)* Jonna Channel, five basic principles of SI skills by D. Gile). Author srudies how to regulate the standard of interpreting fidelity, improve the fluency of interpreting expression and increase the speed of SI in English - Chinese [27].

Liu Jianjun presents *community interpreting* (may include consecutive interpreting, Whispering, sight translation in court, in hospital, police, public place based on the theories of sociology - the paradigm of the study about the translation theory by F. Pöchhacker (oriented discourse of target language)) [26]. We can also find *the research paradigm of discourse interaction* Cecilia Wadensjö, Cynthia B. Roy (focused on the model output and the coordination of discourse), and *interpreting model of professionalization* Zeng Wenzhong, *interpreting model of communicative information process* C. Stenzl, as well as *interpreting interactive model* by F. Pöchhacker [26].

Didactics study in the third period presents the following features:

1) A relatively perfect system of SI interpreter training in English - Chinese is gradually being formed in some universities, such as Beijing Foreign Studies University, Guangdong University of Foreign Studies and International Trade, Xiamen University, etc.

2) There are several representative Chinese researchers, such as Lu Xinchao Zhong Weihe, Liu Heping, Cai Xiaohong, Wang Binhua, Chen Jing, Yang Chengshu, etc., who are constantly actively conducting a deep, broad search for the establishment of a perfect system about training SI interpreters. In order to train effectively, they process the appropriate macroscopic, microscopic curricula.

3) *The Interpretive Theory of Translation* deeply affects SI didactics. For example, Liu Heping and Shao Wei develop visualization and the reality of information, visualization of consciousness language in training SI interpreter [24, 45]. Idea is mainly aimed at expanding the volume of short-term memory of SI interpreter with the help of information visualization, in order to reduce the difference in listening and speaking time, accurately and fluently output target language.

2.3. The Second Decade of the XXI Century: The Gradual Rise of SI Research in Russian Language

The friendship between Russia and China has been constantly deepening under *The Belt and Road*. There is an urgent question in training SI interpreter: how will we train top-class interpreters in Chinese - Russian?

History of teaching SI about Russian language in China started at the end of the first decade in XXI century, and meets with prosperity period after the second decade in this century. There are several representative scientific papers on SI theory and practice about the Russian language from Heilongjiang University, the Pedagogical Inner Mongolia Normal University, etc.

We may discover the influence of foreign theories in following works:

1) Translation shifts by L. S. Barkhudarov, V. G. Gak, V. N. Komissarov, L. K. Latyshev, Z. D. Lvovsky, R. K. Minyar-Beloruchev [29];

2) Forecast information by G. V. Chernov [30];

3) Language prediction by D. Gile [30];

4) D. Gile's Effort Model [1];

5) The cognitive model by D. Gile [53];

6) Encyclopedic knowledge of interpreters from Jean Herbert [53, 67];

7) Training SI interpreters by D. Gile (C = KL + ELK + A/Comprehension = Knowledge for the language + Extra-linguistic Knowledge + Analysis) [67-68];

8) Functioning model by Wolfram Wilss [69].

Zhao Wei, Guo Yuqi, Zhou Xuewei, etc. also do research in combing theory and practice of training SI interpreters [12, 81-82, 89].

3. Conclusion

Firstly we collected and analyzed scientific articles, monographs based on the materials of Lu Xinchao. Secondly we continued to improve the collection, analysis and synthesis of data in order to explain historical changes more clearly through the prism of mass, complex scientific works.

This study describes Chinese SI research from the 1980s to the present day: the period of initial research (1980-2000), the period of rapid development (2001-2010) and the period of complex development (2011-). In the first period, the researchers are teachers and students of the UN Training Center for SI Interpreters at BFSU. Their scientific works devoted to describe the profession and activities of SI interpreters, necessary skills and strategies of SI process. We can also see the generalization of experience and the construction of teaching methods (mainly in Chinese - English). Their research are empirical, with irregularity and fragmentation. In the second period, researchers are SI interpreters and teachers, graduate students. In their scientific works, we can often see theories of D. Gerver, B. Moser-Mercer, D. Gile, D. Seleskovich, M. Lederer, G. V. Chernov, etc. Foreign theories are also considered as a foundation for identifying and systematizing necessary skills, strategies in SI process. Researchers built teaching methods (mainly in Chinese - English) on the basis of foreign theories. The research at this stage is experimental. We can find an increase in the number of publications and fundamentality. In the third period, researchers are SI interpreters and teachers, graduate students and undergraduates. Comprehensive research is mainly aimed at connecting foreign theories with realities of teaching SI in China, developing a new system and models of teaching SI interpreters at a virtual platform. The research also has a synthetic, interdisciplinary character. Comparing with other two periods, it often has such distinctive features as complexity, diversity. There are also many scientific works of training SI interpreters in this period.

We may also discover topics: overview study (1980 -), skills and strategies (1981 -), cognitive psychology and working memory (2006 -), assessment and interdisciplinary approach (2007 -), remote SI (2011 -), corpus studies (2010 -). Works mainly reflect following contents: 1) contribution of foreign theory to Chinese system of teaching SI; 2) connection of skills, strategies of SI with systemic didactics

(mainly in English - Chinese); 3) addition of linguistic corpus on various grammatical categories between two language systems (mainly in English - Chinese); 4) request of labor market for training interpreters.

So far, distance SI education for interpreters is developing. New areas, such as Whispering and FGD (Focus Group Discussion for market research) begins. In the first period, key words, such as *practical experience, skills and strategies, tradition* could summarize the basic principles. In the second period, key words, such as *theoretical support, cognitive psychology, psychological linguistics, experiment, observation, didactics,* and *the special system of training interpreters* reflect the internal principles. When we enter into the third period, key words, such as *the professional system of training interpreters, remote and virtual platforms, tradition and modernity, inheritance, development and innovation* continuously convey interdisciplinary principles and the academic spirit.

We may also try to find such a new periodization about SI theory in China: 1) the period of studying the traditional variability about contrastive linguistics and cognitive psychological activity of interpreters in SI process: 1980-2010; 2) the period of integrating traditional Chinese and foreign translation theories, modern digital technologies, and the actual situation of training SI interpreters: 2011- up to now. A relatively perfect theoretical system of training SI interpreters in Chinese - English is deeply developing, which is based on *The Interpretive Theory of Translation* and D. Giles' cognitive load model. This system also complements cognitive psychology and psychological linguistics.

We see prospects for further research in a deeper and more thorough analysis of SI history about Russian language in China, a detailed description of the influence of traditional Soviet and modern Russian translation theories on SI practice and theory in China.

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