

Can't You See the Big Picture?

The Importance of Teaching Beginner Interpreting Students 'Theme', 'New' and 'Grammatical Metaphor' in Consecutive Interpreting

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1. Introduction

One of the fundamental issues worth examining in relation to beginner interpreting students concerns their ability to convey the main idea of a message. Trainee interpreters, when compared to professional interpreters, are often reported to have trouble focusing on the substance of a text (Ilg and Lambert 1996: 79-80). In particular, the findings of an influential psycholinguistic experiment confirmed that professionals pay more attention to "semantics" (meaning-based interpretation to use Seleskovitch's terms) but trainees tend to concentrate more on "syntax" (e.g. Fabbro, B. Gran and L. Gran 1991: 13). That is, unlike professional interpreters, trainees often focus on words and phrases at the cost of the substance of the message. In particular, this myopic approach furthers their tendency to juxtapose what information they receive one phrase after another without relating the information in a

meaningful way (Ficchi 1999: 202; Peng 2009: 219). In this sense, trainee interpreters' failure to prioritize information in a message is a major obstacle to them becoming professional interpreters.

This seemingly natural inclination of the trainees leads to a series of questions that need to be asked for training purposes: what are some of the examples of this problem and what should be done to solve it? How can a trainer assist this trainees to shift their focus from insignificant details to the bigger picture of a message? What guideline would specifically target the trainees who have just joined the rest of the interpreter hopefuls, rather than something designed for the general demographics of interpreting trainees? These are some of the questions that this paper attempts to answer to help address this chronic issue in interpreting training. The theoretical framework used in this paper is a functional variety of linguistics theory referred to as Systemic Functional Linguistics (SFL). In particular, it employs SFL's textual resources Theme and New, and Grammatical Metaphor (see Section 3.1 and Section 3.2 for details). In utilizing the first two (Theme and New), SFL's intonation system will complement text analysis. The three concepts are used in such a way that they interact in a text to make up the overall structure of an interpreting text.

The main data includes end-of-semester interpreting exam recordings of consecutive interpreting of English texts rendered into Korean by eleven first-semester trainees enrolled in a postgraduate interpreting course in Australia. The recordings are analyzed against the source texts using the three SFL concepts and, where necessary, their notes taken during the exam are referred to as backup material to peep into the cognitive process of the trainees.

2. Consecutive Interpreting and Written-to-Be-Spoken Texts

The type of text often used in consecutive interpreting is called a "written to be spoken" text (Reiss 1971; Snell-Hornby 1997: 279). It appears to only concern spoken language and may be investigated as part of spontaneous

speech (Lederer 2002: 131-140), but many texts used for consecutive interpreting, prototypically speaking, are not spontaneous. Although they are spoken in many ways and often meant to be heard, speeches display the features of written language as well (Perlman 1998: 25; Dowis 2000: 33; Detz 2002: 45; O'Neal 2002: 11). In fact, they are monologic, as opposed to dialogic, often containing a complex hierarchical structure (Choi 2013).¹⁾ These hybrid qualities represent clashes between the impromptu features of orality and the characteristics of pre-planned written texts (Ilg and Lambert 1996: 74; Bühler 1989: 134; 1990: 538; cf. Shlesinger 1989). Thus, the written language in consecutive interpreting places trainees under great cognitive strain.

As indicated, consecutive interpreting involves monologues with hierarchy and complex structures. Firstly, monologues with hierarchy are monologic texts expressed in a series of related ideas. More specifically, the series of ideas contained in the monologic texts entail “a hierarchy of relative importance of ideas”, in which some ideas are more significant than others (Jones 1998/2002: 22). The differential arrangement of ideas makes up the backbone of the text, which should be rendered in the corresponding target language. Thus, the hierarchical structure of a text is considered to be one of the most prominent features for consecutive interpreting, as it provides the outline of the text (Hatim and Mason 1997; for an example of a type of speech text analyzed for hierarchical structure, see Choi 2013).

Secondly, the hierarchy incorporated in consecutive interpreting texts is expressed through complex linguistic structure. These texts often compromise long sentences with embedded clauses (Gile 2009: 172-173) or even nominalization (e.g. “prolonged negotiation” rather than “negotiated for long”). The embedded or nominalized clauses result in more dense information than clauses normally encountered in spoken language. In particular, the nominalization commonly found in a written text exacerbates the difficulty with speeches because it needs to be listened to, not read out loud. Thus, trainees need to be aware of the complex grammatical structure underlying the density of information to become proficient in consecutive interpreting.

1) These texts are also frequently used in the simultaneous settings.

Given the challenges arising from hierarchical written-to-be spoken texts, identifying hierarchical structure and understanding written language in consecutive interpreting texts would provide the key to a successful rendition of consecutive interpreting. For that purpose, this paper utilizes the concepts of Theme, New and Grammatical Metaphor as the organizing devices of a text. Further analyzed using the intonation system from the same theoretical framework, the outcome of the analysis would ensure greater validity and consistency.

3. SFL and the Three Concepts of Theme, New and Grammatical Metaphor

SFL focuses on how language is used in real-life situations. In SFL, meaning is central and there are three kinds of meanings: textual (how a text flows to make it a coherent whole), interpersonal (how meanings are exchanged between a speaker/writer and a listener / reader) and ideational meanings. Ideational meanings are broken to the experiential (what happens to whom, when, where, why and how) and the logical (how experiential meanings are linked). Of the three meanings, this paper adopts textual and ideational meanings as its theoretical framework. In relation to the above-mentioned three concepts, textual meaning comprises “theme” and “new”, and ideational meaning involves “(ideational) grammatical metaphor” (see Section 3.2 for details). The three concepts will be explained in succession, followed by an illustration of how grammatical metaphor is used to organize Theme,²⁾ and how New is expressed through the intonation system.

3.1 Textual Meanings: Theme and New

Textual meanings manage the flow of a text, expressed through two structures

²⁾ Grammatical metaphor organizes the New too, but it will not be pursued in this paper.

referred to as thematic structure and information structure. Thematic structure gives a text its distinctive qualities as a message, so that the text may read well as a coherent whole. In a clause, thematic structure has two parts: one is Theme and the other is referred to as Rheme. Theme, in English, comprises the first constituent of the clause as an angle or a starting point of the message, and Rheme encompasses the rest (e.g. In “I went to the park”, “I” is Theme and the rest, “went to the park”, is Rheme). What is significant about thematic structure (this also applies to information structure) is that the choices made for the structure shape meaningful patterns as the text develops, and thus the Theme and the Rheme in each clause should be understood in regards to the patterns of the text.

The other structure through which textual meanings manage the flow of a text is information structure. Information structure also has two parts, the Given and the New, but it is usually expressed through intonation choices. Information structure employs a concept similar to a clause called “information unit”, where the Given is part of the information already introduced to the listener, but the New is not known (Halliday and Matthiessen 2004: 89). This makes the former recoverable from the context and thus predictable, while the latter, the New, is unrecoverable and unpredictable. In English, the Given is normally followed by the New, on which intonation prominence falls (information focus) (Halliday and Greave 2008: 104; Halliday and Matthiessen 2004: 89; Martin et al. 2010: 22).³⁾ For example, in the clause “I went to the park”, the Given is “I” and the New is “to the park.”⁴⁾ In this sense, the New is newsworthy and salient in intonation.

Although thematic structure and information structure have a close semantic

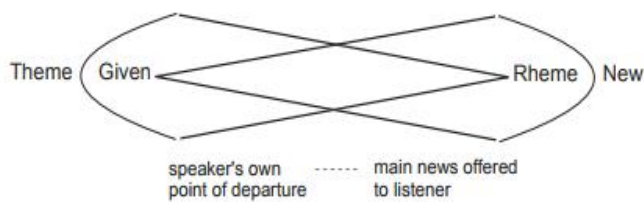
3) Determining the boundary between the Given and the New is not always clear-cut. Although the new is typically considered to appear in the last slot in a clause (Halliday and Matthiessen 2004: 89), the Given may come after the New. For example, in cases like ‘can you tell me about it?’, the Given it is located at the end. This sort of Given can be found particularly in spoken language, but this paper focuses on more common use of information structure.

4) Or the New could be ‘went to the park’ if the question was ‘what did you do?’ instead of ‘where did you go?’

relationship as can be inferred from the two possibilities, Theme-Rheme and Given-New are not the same. Theme is what the speaker chooses to take as a starting point, which is further developed in Rheme. Meanwhile, the New has information focus which highlights what the listener already knows as the Given. In other words, Theme-Rheme is considered speaker-oriented and Given-New is listener-oriented (Halliday and Matthiessen 2004: 93). Thus, the two structures complement each other.

The discrepancy between the thematic and information structures and their complementarity may be diagrammed, as shown in Figure 1. In the diagram, the thematic structure has prominence at the beginning (speaker's point of departure, Theme) and the information structure moves towards the peak at the end (main news for listener, New). Symbolically speaking, the meaning in an utterance moves from the speaker's Theme to the listener's New (Halliday and Greave 2008: 106). From this perspective, we can take the Theme and the New as the bare minimum of information in a clause.

<Figure 1> Clause as Wave Flowing from Speaker to Listener
(Halliday and Greave 2008: 106)

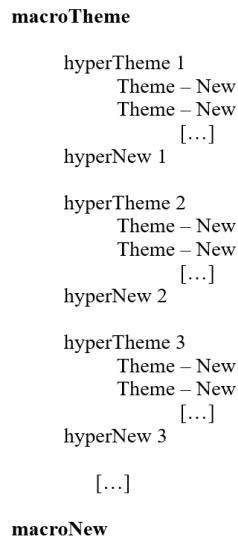


Moreover, the Theme and the New can extend to a paragraph and further to a text as well. As noted, the first constituent in a clause is Theme, and Themes contained in sentences of a paragraph act as the point of departure for the paragraph. This indicates that the sentences are predictive of the clause theme patterns that function as an orientation for the paragraph as a whole (Halliday and Martin 1993: 268). Prediction is complete with a paragraph Theme, which normally comes at the beginning of the paragraph in the form of a sentence. This is termed the hyperTheme. On the other hand, a paragraph New, which is called a hyperNew, is an accumulation of the newsworthy

information of a paragraph. The combination of New selections represents the point of the paragraph, which is often condensed in the last sentence (Halliday and Martin 1993: 271; Martin and Rose 2003: 182).

Higher in the hierarchical level than the concepts hyperTheme and hyperNew are macroTheme and macroNew. MacroTheme predicts one or more hyperThemes and macroNew refines one or more hyperNews. The hierarchy mentioned in this section is diagrammed in <Figure 2> below.

<Figure 2> Theme-New Hierarchy



From this perspective, a text is made up of the Theme - New hierarchy involving layers of predictable patterns, and these patterns can be utilized to make listeners, including trainee interpreters, ready for what is to come, which can reduce their cognitive load. In this paper, the three levels - Theme - New, hyperTheme and hyperNew, and macroTheme - are particularly relevant because the interpreting source texts to be analyzed are an extract of longer texts where sentence and paragraph-level analysis are of major concern. Examples of hyperTheme, hyperNew, macroTheme and macroNew are presented in Section 5.1.1 and Section 5.1.2.

3.2 Ideational Meaning: Grammatical Metaphor

Along with Theme and New, grammatical metaphor is involved in organizing a text, and is considered a “hallmark” of written language (Halliday 2004: 104). Analogous to lexical metaphor replacing one lexical item with another one (e.g. “money” replaces “time” in “Time is money”), grammatical metaphor substitutes one grammatical structure with another one (e.g. “*If you work out daily, you will live longer*” → “*Daily workout will lead to a longer life*”). In the example, the substitution involves nominalization (*work out* → *workout*, *live* → *life*), the most common type of grammatical metaphor, as well as the conjunction (*if*) being shifted to the verbal group (*leads to*). The structural change is related to the mode of language, with the former closer to spoken language and the latter more like written language (cf. Halliday 1985, 2004). From this perspective, grammatical metaphor may be used as a barometer for differentiating spoken from written text and those in-between on the spoken and written continuum (e.g. written-to-be spoken texts like speech texts for consecutive interpreting and spoken-to-be-written texts like subtitles).

Grammatical metaphor has profound impact on the textual structure by enabling Theme and New to do their job effectively (Halliday and Martin 1993: 264).⁵⁾ It is a “most powerful resource for packaging meanings - for grouping them together into Theme and New” (Halliday and Martin 1993: 265). Thematization is made possible through grammatical metaphor, specifically nominalization, because Themes (and often News) are inherently nominal groups. Below is an example of how the New (in italics) in the previous clause is taken up and grammatically metaphorized as the Theme (in bold) in the next sentence (Martin 1993: 265). The Themes and News comprise the gist of the text.

5) Grammatical metaphor comes in different forms (e.g. interpersonal grammatical metaphor) (Halliday and Matthiessen 2004 Chapter 10), but this paper considers ideational metaphors only.

(a) **Between 1937 and 1945** the value of industrial production *almost doubled*.

(b) **The increase** was *faster than otherwise would have occurred*.

(c) **The momentum** was maintained *in the post-war years*.

What is notable is that the Theme in a clause recaps the New in the previous clause. For example, the Theme “This increase” in Clause (b) takes a metaphorized form from the New “almost doubled” in Clause (a). From this, we can learn that the Theme may be predicted before it comes to its position. Likewise, the New can be postponed for comprehension until the Theme in the next clause is finished. Particularly in written language, the Theme and the New often express basically the same or related message, and either of them can compensate the loss of the other. Also, comprehension of the New can be better achieved by analyzing intonation choices (for details, see 3.3.1). In this sense, understanding this pattern in a text may save effort that must otherwise be invested without such knowledge (cf. Gile 2009 Chapter 7; Eggins Chapter 9).

4. Data and Method

4.1 Data

The two texts used in this paper are extracts from written texts. As noted, they were rendered by eleven first-semester students at the postgraduate level in the consecutive section of their semester-final exams. The first text was interpreted by six of the students and the second one rendered by the other five students enrolled in the same course six months later. The total word count per text is approximately 300 words, which is broken into two parts that the students interpreted one right after the other. The speech was read at the speed of around 100 words per minute, which is a little slower than what is considered to be a normal speed (150 words per minute) (cf. Seleskovitch 1978: 116).

Both texts are relatively high on the scale of written language, particularly

the second source text, more written than the first one, as measured by lexical density and rate of grammatical metaphor. As another gauge of written and spoken language, lexical density is obtained through the ratio calculated with the number of lexical items such as nouns, verbs and adjectives per clause (cf. Ure 1971, Halliday 1985: 80). The rate of grammatical metaphor is measured through the number of metaphorized words in a clause. The text interpreted by the second group is lexically denser than the first one (6.8 v. 5, with the normal range of lexical density for a written text being 3-6); the same is true in terms of the comparative density of grammatical metaphor (0.58 v. 0.25). The reason for the selection of highly written texts for the exam may be inferred from the fact that this course is a prerequisite to another subject on the program, which is a national interpreting accreditation course.

4.2 Method: Interaction of the Three Concepts to Form the Bare Bones of a Text

The method of analysis undertaken in this paper has three-parts: manual analysis, intonation analysis, and analysis of students' notes. First, manual analysis is used as the underlying method, conducted in such a way that Themes and News are deployed by way of grammatical metaphor. In particular, we will focus on how source texts develop by taking advantage of metaphorized themes and how the interpreting students render them. Second, intonation analysis is conducted using a sound analysis software program called Praat (meaning "talk" in Dutch).⁶ In SFL, intonation is mainly organized by three different systems and an important one of these (called the system of TONACITY) governs salience in syllables. The salient tonic syllable has steeper pitch movement, extended duration and slightly greater intensity (Halliday and Greave 2008: 97, 103). With Praat, we analyze the three categories as tools to help understand how the New is stressed and how the New and the metaphorized Theme interact. Third, students' notes taken during their interpreting process are examined to see if they captured metaphorized Themes. Being able to catch metaphorized themes is considered significant in

6) This software program can be downloaded from <https://www.fon.hum.uva.nl/praat/>

their interpreting capabilities because it seems closely related to their ability to predict in interpreting, one of the most important interpreting competencies.

5. Analysis and Discussion

In this section, the source texts are analyzed to illustrate how Theme (including macroTheme and hyperTheme) and New (including hyperNew) construct the structural frame of the texts. This framework helps unveil the hierarchy of information shrouded in the letters of the texts, illuminating what might appear to be the random arrangement of the message. In addition to the macro-level consideration, an analysis will be done to see how Theme, New and grammatical metaphor interact in the texts, particularly in Text 2. While Text 1 has only a small portion of grammatical metaphor, the second text contains a considerable amount of grammatical metaphor. The students' interpreting is compared against the analyzed STs to determine how well they deliver the gist of the message and the interaction between the three components.

The outcome of the assessment finds that a majority of the trainees failed to render the outline of the texts; they particularly seem to have struggled with metaphorized Themes because of the abstractness grammatical metaphor caused.

5.1 Text 1: Analysis of the ST and TTs

5.1.1 Structure of the ST at the Macro Level and Students' Interpreting

Text 1 is an extract from a blog posted to share one teacher's advice on how to help enhance children's reading levels.⁷⁾ The context given for the text is "[...] Mr. XXX, a teacher of reading, gives the parents some tips for improving their child's reading skills", and the overall structure is presented below. In the structure, the macroTheme provides an angle on what the text is about, under which the three hyperThemes coincide with the subheadings of the advice, given in three steps. HyperNews are not given in this paper

7) This text is modified from <http://www.thebottletree.net/2012/08/02/5-steps-to-significantly-increase-your-childs-reading-level/>

because the exam text is extracted from a much longer one and does not include the conclusion of all the subheadings.

macroTheme

I will introduce some great steps you can take toward that goal.

hyperTheme 1

Step 1: Determine your child's "just right" reading level

hyperTheme 2

Step 2: Organise your child's library

hyperTheme 3

Step 3: Read with your child daily!

In students' interpreting, while many of the individual words and phrases are rendered correctly, the structure that holds them together needs improvement. More specifically, although the majority of the students were handling hyperThemes (e.g. "Step 2: Organise your child's library") quite well, many of them struggled with rendering the macroTheme ("I will introduce some great steps you can take toward that goal"). In Table 1, five out of the six students have the hyperThemes correct, but half of them exhibit poor performance when it comes to macroTheme. In the process, the students' interpreting loses the direction for the whole text. Some might argue that the first part is not easy to catch because the context has yet to be set and the loss may be compensated by their better performance as the text progresses. Although there is some truth to this, the hypothesis is not necessarily supported because the macroTheme is already signaled in the context given ("Mr. XXX, a teacher of reading, gives the parents some tips for improving their child's reading skills").

<Table 1> Students' Interpreting of ST1: Overall Structure

	S1	S2	S3	S4	S5	S6	percentage
macroTheme	X	O	X	X	O	O	50%
hyperTheme 1	O	O	X	X	O	O	67%
hyperTheme 2	O	O	O	O	O	O	100%
hyperTheme 3	O	O	X	O	O	O	83%
Average							75%

5.1.2 Structure of the ST at the Micro Level and Students' Interpreting

The significance of the overall structure at the macro level is echoed at the micro level too. Taking the example of hyperTheme 2, we can see that the structural knowledge would save trainees interpreting errors. HyperTheme 2 (the second step) comprises six clauses, each of which has its Themes and News. In this section, some of the News in the clauses are reused as Theme in the following clause (Clauses 11-1, 11-2, 12-1). For example, the Theme in Clause 12-1, "Having a clear, organized library", is metaphorized from the New "all mixed up on one big shelf" in Clause 11-2 through contrastive relation.⁸⁾ (Themes are in bold and News are in italics; the numbers refer to clause complex [a combination of clauses] and clause numbers, e.g. 11-1: the first clause of the eleventh clause complex; an embedded clause is notated in double square brackets ([[]])).

10-1 Step 2: Organise your child's library

11-1 You most likely have *a collection of children's books in your home*.

11-2 (it is) probably *all mixed up on one big shelf*.

12-1 [[**Having a clear, organised library**]] will make *reading easier and more accessible*.

12-2 so **your child** is *more likely to read independently*

12-3 and (**your child**) find *interesting and appropriate books*.

The absolute minimum amount of information from the segment is as follows.

10-1 Step 2: Organise your child's library

11-1 You ...*a collection of children's books in your home*,

11-2 (it ...) ... *all mixed up on one big shelf*.

12-1 [[**Having a clear, organised library**]] ... *easier and more accessible*,

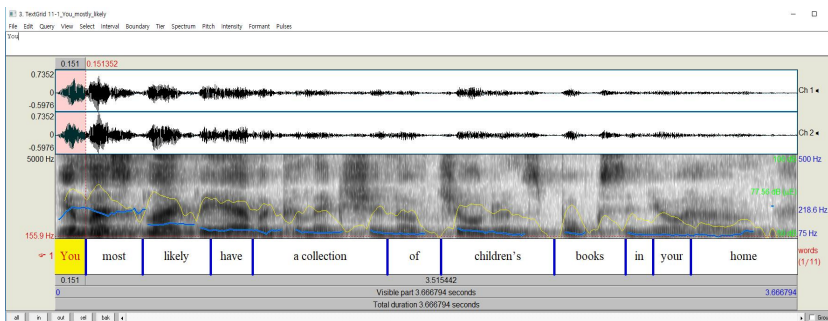
12-2 so **your child** ... *more likely to read independently*

12-3 and ... *interesting and appropriate books*.

8) Also, the item "having" may not be seen as constituting being 'metaphorized' in the most strict sense, but is treated as such in this paper because it does not have two different forms as other items to, e.g. "possess: possessing, possession".

In analysis of the above segment with Praat, the News tend to be prominent in extended duration and pitch movement and, in some cases, in intensity. In Figure 3 and Figure 4, duration is marked by word boundaries while the blue line represents pitch movement, and the yellow line refers to intensity. In Clause 11-1 (Figure 3), individual words in the New (“a collection of children’s books in your home”) tend to last longer than in the Theme (“you”) and Clause 12-1 (Figure 4) displays the New (“make reading easier and more accessible”) as slightly more salient in pitch movement and intensity than the Theme (“Having a clear, organized library”). Thus, the extended duration, together with the other two features of salient tonic syllable, can facilitate better comprehension of the New.

<Figure 3> Praat Analysis of Clause 11-1 in ST 1



<Figure 4> Praat Analysis of Clause 12-1 in ST 1

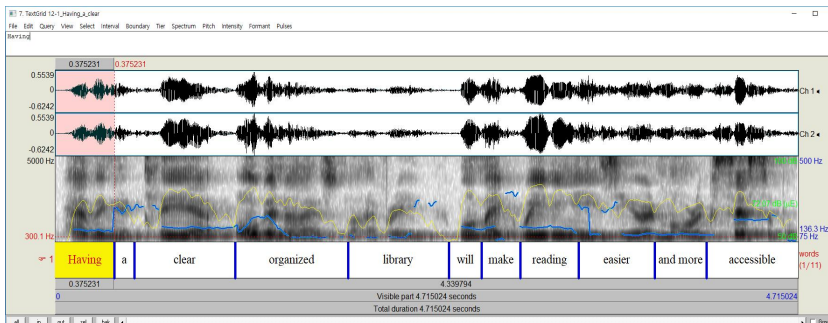


Table 2, mapping the students' interpreting of Step 2, shows that, of the six students, two misinterpreted the New, but three failed to render the metaphorized Theme correctly. The fact that more students, albeit only one more, performed better with the New than the Theme might demonstrate that the students were assisted by the salient pitch and intensity, and extended duration of the New.

<Table 2> Students' Interpreting of ST1: Metaphorized Theme in Step 2

	S1	S2	S3	S4	S5	S6	Success rate
New (Clause 11-1)	O	X	X	O	O	O	67%
Theme (Clause 12-1)	O	O	O	X	X	X	50%
Average							58.5%

An example of problematic interpreting of the metaphorized Theme is displayed in Example 1 below. In Example 1, part of the Theme in Clause 12-1 ("clear" and "organized" in "Having a clear and organized library") is replaced with the substitute "in such a way". Subsequently, this makes Clause 12-1 "if you prepare a library in such a way", with "in such a way" referring back to the New in Clause 11-2 ("all mixed in one big shelf"). This results in Clause 12-1 and Clause 12-2 being rendered as "if you prepare a library with all books mixed in one big shelf, it will make reading easier and more accessible". This is exactly the opposite of the Theme in the source text, which is a nominalized form of the New from the previous clause, through contrastive relation ("having a clear and organized library"). This is also at odds with the hyperTheme "Organize your child's library". Therefore, prior knowledge of how the metaphorized Theme interacts with the New from the previous clause, which is to be in line with the hyperTheme, would improve the overall structure of the paragraph.

Example 1 A Student's interpreting of ST 1: Step 2

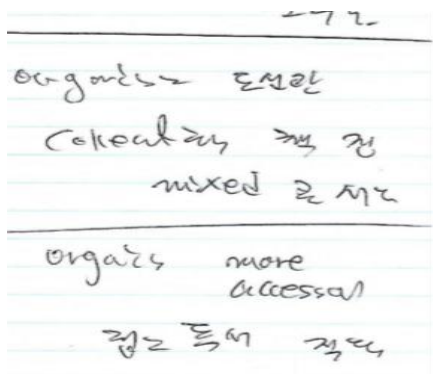
CC	C	Theme	Rheme
10	1	두 번째 스텝으로는 The second step	집에 서재를 만드는 것입니다. is to make a library at home.

11	1	여러 모든 많은 가정에서는 In many homes	많은 책들을 수집해서 다 섞어놓은 큰 서재를 가지고 있을 겁니다. you may have a large library of many books collected and all mixed up
12	1	그렇게 In such a way	서재를 마련해놓으면 if you have a library
	2	아이들이 Children	그런 책들에 접근할 확률이 높습니다. there are high chances (they) access such books,

What is noteworthy when analyzing students' interpreting of Text 1 is that although most of the students failed to have both the New and the metaphorized Theme right, they interpreted one of the two correctly, usually the New. This should lead them to take advantage of the notetaking technique in which a line is dragged between the two (as antonyms in this case), so that they may save some effort in listening (cf. Roderick 1998/2002: 56-57).

However, the notes students took reveal the opposite: none of the students used this technique. For example, the student's note from Example 1 (Figure 5) puts the New and the Theme as two separate utterances without a distinctive structural marker to denote the relationship. Although the note might have key words like "organise the library" (hyperTheme), "books mixed in a big shelf" (New), and "organise" (part of Theme), the student's interpreting is not successful in connecting the hyperTheme to the New and the metaphorized Theme. Thus, the disconnection has led to an interpreting error.

<Figure 5> A Student's Notes of Clauses 10-1 to 12-1 in ST 1



5.2 Text 2: Analysis of the ST and TTs

The second source text is an extract about the detention of refugees from the Refugee Council of Australia.⁹⁾

5.2.1 Structure of the ST at the Macro Level and Students' Interpreting

Text 2 has two parts. The first part of the interpreting task comprises hyperTheme 1, which is also macroTheme for the text, and hyperNew 1. The hyperTheme 1 and macroTheme provide the background for the text, which starts with legislation ("Australia's Migration Act"). The legislation, in turn, lays the groundwork for detention that has been caused by an illegal stay in the country. Located at the end of the first part of the passage, hyperNew 1 gives the consequences of the illegal stay, leading to prolonged detention. The second part states that there is no time limit for the detention (in hyperTheme 2) and explains the implications of such uncertainty, like stress and anxiety (in hyperNew 2). In this way, Text 2 has a clear structure of hyperThemes and hyperNews (because the exam text is an extract from a longer text, it has no macroNew).¹⁰⁾

macroTheme/hyperTheme 1

Australia's Migration Act states that people who [...] do not have permission to be in the country, must be detained [...] until they are granted visa or leave the country.

hyperNew 1

This has resulted in thousands of men, women and children being detained unnecessarily for prolonged periods [...]

hyperTheme 2

There is no time limit on immigration detention in Australia, which means that, in theory, a person can be detained for life [...]

hyperNew 2

Uncertainty about their future causes serious stress and anxiety [...]

9) The web page from which Text 2 is taken no longer exists but the text was able to be obtained because it was used as an exam text.

10) This text does not have a context section providing the background for the text, either.

Table 3 below sums up the students' interpreting of the gist of Text 2. As with Text 1, the students' rendition of Text 2 is most problematic in the first part of the text (hyperTheme 1 / macroTheme in this case), but the rest of the second text suffers more than the rest of the first text. In particular, the success rate of interpreting the first half of Text 2 correctly was considerably low, at an average of 10%: 20% for hyperTheme 1 / macroTheme and 0% for hyperNew 2. This means that only one out of the five students had the first segment right. The overall success rate with rendition of the texts is Text 1: 75% v. Text 2: 35%. There may be various reasons for this difference, such as the longer sentences and bigger words in Text 2, but more complex overall structure and structures at lower levels employing more written language in the text seem to have contributed to this result.

<Table 3> Students' Interpreting of ST 2: Overall Structure

	S7	S8	S9	S10	S11	percentage
macroTheme	X	O	X	X	X	20%
hyperTheme 1	X	X	X	X	X	0%
hyperTheme 2	X	X	O	O	X	60%
hyperTheme 3	X	X	O	X	O	60%
Average						35%

5.2.2 Structure of the ST at the Micro Level and Students' Interpreting

At the paragraph level, the segment under close examination has four clauses: two of them have metaphORIZED themes (Clause 9-1, Clause 10-1) and one metaphORIZED New (Clause 10-1). The Theme, "The lack of a time limit", in Clause 9-1 is metaphoric of its previous clause (Clause 8-1) and the Theme in Clause 10-1, "Uncertainty about their future", is metaphORIZED from the New in the preceding clause, "that detainees do not know whether or when they will be released". New in Clause 10-1, "serious stress and anxiety", is itself grammatically metaphORIZED from the non-metaphORIZED "was seriously stressed and anxious". The grammatically metaphORIZED Themes and New are the focus of the discussion below, against which students' interpreting is scrutinized.

7-1 There is no time limit on immigration detention in Australia, which means that, in theory, a person can be detained for life – unless the Australian Government decides to grant them a visa, or they agree to leave the country

8-1 **Many asylum seekers** remain in detention *for long periods, for several years in some cases.*

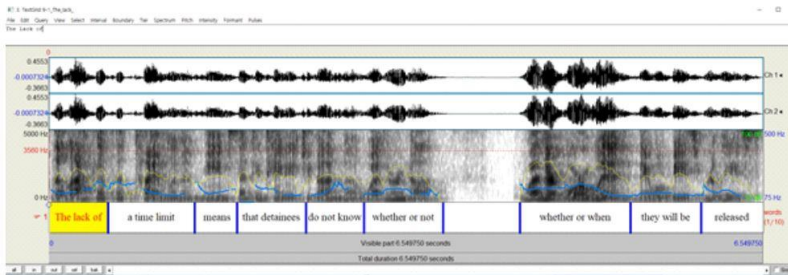
9-1 **The lack of a time limit** means that detainees do not know *whether or when they will be released.*

10-1 **Uncertainty about their future** causes *serious stress and anxiety.*

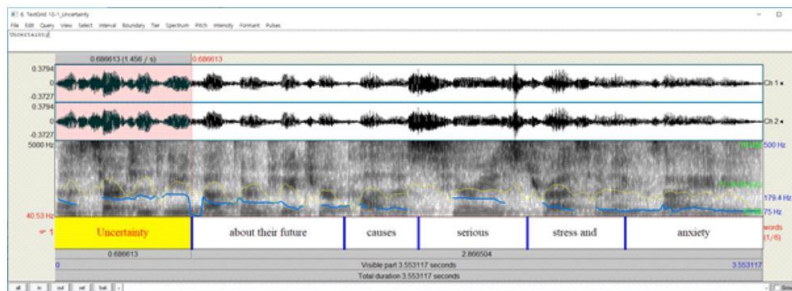
10-2 **which** gets worse, *the longer they are detained.*

Praat analysis of Clauses 9-1 and 10-1 demonstrates that the News in the previous clauses are salient in duration and intensity, signaling that they are something new and newsworthy. For example, the New in Clause 9-1 in Figure 6 (“detainees do not know whether or when they will be released”) is sort of summarized as Theme in Clause 10-1 in Figure 7 in the form of grammatical metaphor (“uncertainty about their future”). In this sense, the metaphorized Theme is predictable, knowledge of and appropriate training on which could save effort on the part of the students (cf. Gile 2009: Chapter 7) and help them focus their attention on what is to come as New (“serious stress and anxiety”).

<Figure 6> Praat Analysis of Clause 9-1 in ST 2



<Figure 7> Praat Analysis of Clause 10-1 in ST 2



At the clause in Text 2, handling grammatical metaphor seems to be one of the largest problems for the students: four of the five students who took the interpreting test had trouble tackling the metaphor. Their problematic rendition of the metaphor is largely classified in the following two kinds: one is simply missing the metaphorized Theme or New and the other is a non-human abstract theme being replaced with a human theme (*they*).

Example 2 Students' interpreting of ST 2: metaphorized Themes

1) TT1: Simply missed metaphorized Theme and/or New

CC	C	Theme	Rheme
6	1	수용소에 있는 기간은 The period (they) are in a detention centre	제한이 없습니다. has no limit.
7	1	어떤 사람은 Some of them	수용소에 평생을 있게 될 수도 있으며 might stay in the detention centre for life
	2	그들이 They	비자를 취득하지 않는 이상 as long as (they) don't acquire a visa
	3	(they)	계속해서 수용소에서 보내게 될 것입니다. are going to keep staying in the detention centre
8	1	수용소에서 오랜 시간을 보낸 난 민, 망명 신청자의 경우에, As for asylum seekers who spent long years in detention, they	수용소를 나가게 될지, 나가게 될지 아닐지, 그 리고 언제 나가게 될지에 대해서 확실치 않기 때문에, because (they) are not certain about whether or when they will get out
	2	수용소에 있는 기간이 the period they are in detention	길수록 the longer
	3	그들의 불안감은 their anxiety	증가하게 됩니다. increases

TT1 omits the metaphorized Themes and New in the ST and collapses the remainder of the segment into one long sentence. This is an inaccurate rendition on three accounts. First, it collapses the segment without considering how the structure of the chunk of information changes the ST's meaning. The combination of the reduction of the Theme ("Many" is removed from "Many asylum seekers") and the deletion of two Themes and one New results in something like "As for the asylum seekers who spent in detention for long periods, they do not know whether or when they will be out". This rendition excludes all others, for instance, those who have been detained but have not spent long periods in detention. That is at odds with the more general statement of the ST's "Many asylum seekers remain in detention for long periods" and "such lack of time limit means they do not know whether or when they will be out". Second, TT1 fails to grasp the larger structure of the text. Of the missed Themes, it loses the metaphorized Theme in Clause 10-1 ("Uncertainty about their future"). Considering the short passage comprises only a couple of paragraphs, the loss could represent a noticeable gap. Third, abstractness achieved through grammatical metaphor is lost. Grammatical metaphor packages information in an abstract way and abstractness is a deliberate choice for the text with the purpose of, for example, making it formal. From an analysis of student interpreting, the abstract structure seems to be what hinders them from comprehending the nominalized Themes, although they are already expressed in one way or another in the News of the previous clauses.

2) TT2: Non-human abstract Theme replaced with human Theme

CC	C	Theme	Rheme
9	1	망명 신청자들은 (Asylum seekers)	(수용소에서) 몇 달 동안 있을 수도 있고 might remain (in the detention centre) for several months, or
	2		몇 년 동안 있을 수도 있습니다. might remain (in the detention centre) even for several years.
10	1	그리고 이 망명 신청자들은 And these asylum seekers	언제 망명 수용소에 들어와서 언제 수용소를 떠나게 되는지 알지 못합니다. don't know when they are taken in and when they leave the detention centre

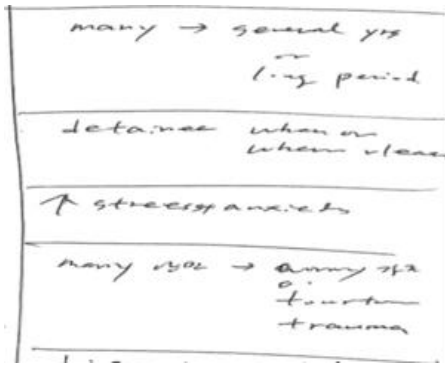
11	1	그래서 이 사람들은 so these people	이런 불안한 미래 때문에 스트레스를 받거나 may get stressed out because of their uncertain future
	2		아니면 정신적인 문제를 가질 수도 있습니다. or may have mental issues.
12	1	많은 망명 신청자들은 many asylum seekers	있는데 There are
	2	이 사람들을 These people	여기 고립된 지역에서 언제 밖으로, 호주 안으로 들어올지 모릅니다. do not know when (they) will be released from the isolated place out into Australia.
13	1	이들의 미래는 Their future	아직 정해지지 않았구요. has not yet been decided.
14	1	그렇기 때문에 That is why	더 많은 불안감과 스트레스를 받고 있고 (they) are getting more anxiety and stress

In a similar vein, the abstract packaging of information seems to have caused trouble with TT2 and TT3, whose repercussions are felt more overtly. These two renditions replaced the ST's abstract non-human Themes with more tangible human themes. TT2 substitutes abstract non-human Themes in Clause 9-1 ("The lack of a time limit") and Clause 10-1 ("Uncertainty about their future") with the human subjects, "the asylum seekers" and "these people". TT3 exhibits a similar rendition by adopting a human Theme, "these people", for Clause 9-1, and a Theme that is a little abstract but still involving a human possessive pronoun, "their future", for Clause 10-1. The latter is, in fact, part of Clause 10-1 in the ST, "Uncertainty about their future", where "Uncertainty about" is left out. The human Themes in both TTs are the ones that refer back to the Theme used in the first clause (Clause 8-1): "Many asylum seekers". From this analysis, it is worth consideration that both TTs rendered News relatively well in comparison to Themes. This is unexpected, considering that Themes can be predicted while News cannot before they appear in their place.

This unanticipated outcome is also reflected in students' notes. For example, in the note for TT1 in Figure 8 below, News ("several years or long period, when or where [they will be] released") are taken but metaphorized Themes are missing, being substituted with human Themes ("many", "detainees", "many 난민 [refugees]"). The note confirms that students'

interpreting performance lacks knowledge of the structure of the interpreting text. From this, we can infer that the lack of this knowledge would remain a large hurdle for these students to comprehend the text. To remove the hurdle, the students must learn the structure of texts through explicit teaching of this essential part of interpreting.

<Figure 8> A Student's Notes of Clauses 8-1 to 10-2 in ST 2



6. Concluding Remarks

This paper suggests a way to remedy beginner interpreting students' chronic problem of fixating on minor details over the gist of a text: by using SFL's linguistic concepts of Theme, New and grammatical metaphor. The paper finds that the majority of students failed to grasp how macroTheme / New, hyperTheme / New and Theme / New interconnect in conjunction with grammatical metaphor in a text to make their interpreting output coherent. In particular, metaphorized Themes are the most problematic for the students' interpreting, which could suggest that they have limited ability both to predict what is to come in the next segment and to decipher the "written" part of a "written-to-be-spoken" text. This inability also has a profound impact on the New of the text, because Themes interact with News in a clause. To help resolve this issue, the paper proposes that the intonation of News should be

utilized to predict Themes, be they metaphorized or not, in the next clauses. In notes, the more salient News can be dragged to a place where Themes should be. In this way, prior knowledge of the linguistic structure of an interpreting text at both the macro and micro-levels would benefit students.

Although simply understanding the text analysis method may not guarantee excellent interpreting performance, it could provide the students with a guide to handle highly written monologues, such as a pre-planned formal speech text. Just as with note-taking skills, putting learned patterns into practice would take a considerable amount of time and effort on the part of students, but once it is mastered it can be a useful asset in interpreting. Further study should seek to prove whether this text analysis helps improve students' ability to grasp the gist of the text or not. With this investigation, tests may be done with students' capability at macro as well as micro-level structure (interaction between News and Themes, particularly metaphorized Themes). A combination of acquiring the theory and diligent practice would position the students, particularly beginner interpreting students, favorably in their journey to becoming professional interpreters.

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[Abstract]

Can't You See the Big Picture?

The Importance of Teaching Beginner Interpreting Students
'Theme', 'New' and 'Grammatical Metaphor' in
Consecutive Interpreting

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(Pyeongtaek University)

This paper proposes a method of text analysis as a means to assist beginner interpreting students with prioritizing information in consecutive interpreting. Trainee interpreters' tendency to attend to minor details over the main idea of a text is widely known and well documented in interpreting research (e.g. Fabro, B. Bran and L. Gran 1991). However, research devoted to elaborating on how to address the issue and that targets new trainees in particular seems rare. This paper attempts to help the trainees identify and convey the essential meaning of a message by explicating how to analyze interpreting texts. In doing so, it uses Systemic Functional Linguistics (SFL) and SFL's three concepts involved in how information flows in a text - Theme, New and Grammatical Metaphor (Martin 1993). This paper shows that the three concepts and their interaction construe the gist of the source text, which students interpreters failed to be render. In particular, abstract non-human metaphorized themes are often missed, misinterpreted or replaced with human Themes. The main data include two English source texts and eleven Korean target texts rendered by postgraduate students and their notes taken during the rendition.

Keywords: beginner interpreting students, consecutive interpreting, Theme, New, Grammatical Metaphor

주제어: 통역과정 신입생, 순차통역, 주제부, 신 (정보), 문법 은유

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