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AN EMPIRICAL STUDY OF EXPLICITATION PATTERNS IN CONSECUTIVE INTERPRETING: A COMPARISON BETWEEN PROFESSIONAL AND NOVICE INTERPRETERS

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An Empirical Study of Explicitation Patterns in Consecutive Interpreting: A Comparison between Professional and Novice Interpreters

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CERTIFICATE OF ORIGINALITY

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_____ (signed)

_____TANG Fang_____ (Name of student)

ABSTRACT

This dissertation focuses on the explicitation patterns between professional and novice interpreters in consecutive interpreting (CI). Although explicitation has been studied as a Translation Universal through corpus-based translation studies several times, its features in interpreting, especially in CI, have only been mildly touched upon. Given the obvious differences between translation and interpreting, it is worthwhile exploring whether explicitation in interpreting has any distinct features in terms of forms and causes.

Previous researches show divergence in the relationship between translation expertise and explicitation features. Levý assumes that explicitation often occurs in average and bad translations (1965: 78). Blum-Kulka suggests that the less experience the translator has, the more his or her process of interpretation of the source language (SL) might be reflected in the target language (TL) (1986/2004: 301). Yet Englund-Dimitrova's experiment shows that it is professional translators who tend to explicitate, whereas novices tend not to (2003: 30). But so far there is no mention of the impact of professional expertise on explicitations in interpreting. The present study aims to fill the gap and discover how expertise influences interpreters' explicitation patterns through a comparative study between professional and novice interpreters.

From the very beginning of interpreting research, interpreting from B to A language ("passive" interpreting) has been recognized as the only acceptable working direction (Bros-Brann 1976; Donovan 2003; AIIC 1991; Herbert 1952;

Seleskovitch 1978 &1984; Seleskovitch & Lederer 1989; Jones 1998/2008; Déjean Le Féal 2005, etc.). Yet, an increasing number of scholars and practitioners began to emphasize the necessity and importance of interpreting from A language to B language ("retour" interpreting) (Denissenko 1989; Martin 2005; Seel 2005). Ever since then, much discussion has centered on the issue of interpreting directionality. Do interpreters' working directions change their ways of making explicitations? Gumul (2006a) has detected significant differences in simultaneous interpreting (SI) between English and Polish, but there is no research on how explicitation patterns change with the interpreting directions (from Chinese to English [C-E] and from English to Chinese [E-C]). This is another key research question to be answered in the present study.

In order to answer the above questions, 12 professionals and 12 novices were invited to do CI in a controlled working environment where they were recorded performing E-C and C-E consecutive interpreting (CI) for two seven-minute speeches followed by stimulated retrospection right after the task. The recordings were transcribed. The analysis section took into account not only the subjects' interpretation, but also their retrospection, the researcher's interview with them and interpreters' interpreting notes, to ensure there was a triangulation testing.

A typology framework and an explanatory framework have both been established to explore the forms and the motivations of explicitation. The typology framework is based on Halliday's systemic functional grammar. With quantitative analysis on the frequency of each form of explicitation and qualitative analysis on the motivation of each case, differences in explicitation patterns between

professional and novice interpreters have been detected. Generally speaking, in both language directions (C-E and E-C):

1) professional interpreters made significantly more explicitations than novice interpreters, especially explicitations for clarification. This demonstrates "**a tendency of clarification**" – The more experienced the interpreter, the more s/he tends to clarify the implied information to optimize listeners' processing; 2) more additions of inferrable modifiers and circumstantial adjuncts can be found in the professional group, which indicates "**a tendency of adding frame-based knowledge**" – The more experienced the interpreter, the more relevant frames s/he has accumulated and the quicker s/he can associate the heard information with other messages in his/her established frames; 3) more additions of conjunctive adjuncts for clarifying were identified in the professional group, which suggests "**a tendency of cohesion enhancement**" – The more experienced the interpreter, the more s/he is able to perceive the inter-clausal relationships and the more s/he tends to add conjunctive adjuncts to reveal them; 4) more additions of intensifiers to reinforce speakers' attitude have been found in the professional group, which reflects "**a tendency of intensifying**" – The more experienced the interpreter, the more s/he tends to intensify the implied attitude of the speakers; 5) more explicitated information was found in professional interpreters' notes, which reveals "**a tendency of deverbalizing**" – The more experienced the interpreter, the quicker s/he can deverbalize the information s/he hears; 6) more explicitations for time-management and gap-filling can be observed in the novice group, which verifies "**a tendency of using explicitations as**

strategies to make up for inadequate interpreting competency" – The less experienced the interpreter, the more s/he is prone to use explicitations as ways to compensate their unsatisfactory performance.

Language directions can affect interpreters' explicitation patterns from the following respects:

1) Interpreters tend to explicitate the original information through paraphrasing in C-E CI whereas they do so through addition in E-C CI. Therefore, a "**Principle of Substitution**" while interpreters are interpreting from A to B language and a "**Principle of Addition**" while they are interpreting from B to A language can be concluded.

2) The difficulties that interpreters encounter can be located by explicitations for time-management and gap-filling. Statistics show more modifier additions and more participant-based substitutions (see Section 3.3) for time-management in C-E CI and more circumstantial adjunct additions and more process-based substitutions (see Section 3.3) for gap-filling in E-C CI. This validates that the difficulties interpreters encounter while interpreting from A to B language are mainly **participant-based** information whereas while interpreting from B to A language are mainly **process-based** information.

3) There are significantly less attitude-related additions and substitutions for attitude reinforcement that can be observed in E-C CI. This verifies that while interpreting from A to B language, interpreters show **greater extent of subjectivity**.

4) More explicitated information can be related by the symbols or layout in interpreters' notes in C-E CI and there is less misinterpretation of notes in C-E CI,

which confirms that while interpreting from A to B language, presumably due to the better understanding of the original, the notes interpreters take down are more **understandable and explicitation-driven**.

The present study not only validated but also quantified the differences of explicitation patterns between professional and novice interpreters as well as between interpreting from A to B language and vice versa. The established theoretical frameworks (including the typology and explanatory frameworks) and the multi-channel way of data collection may also provide methodological support for further studies on explicitations or other shifts occurring in the process of interpreting. The small sample size, limited length of source materials, the inherent incompleteness of interpreters' retrospection and the less satisfactory ecological validity in the data collection section all limit the impact of findings in this particular study. If the above limits can be solved in future studies, it will be interesting to explore other aspects of explicitations, such as, the effect of explicitation and different features of explicitation between translation, consecutive interpreting and simultaneous interpreting.

Keywords: explicitation patterns; consecutive interpreting; language direction; professional interpreters; novice interpreters

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LIST OF ABBREVIATIONS

<u>Forms of Explicitation</u>

A1: modifier-based explicitation

A2: process-based explicitation

A3: circumstance-based explicitation

A4: participant-based explicitation

B1: engagement-related explicitation

B2: attitude-related explicitation

B3: graduation-related explicitation

C1: reference-based explicitation

C2: ellipsis-based explicitation

C3: conjunction-based explicitation

<u>Motivations of Explicitation</u>

M1: for time-management

M2: for gap-filling

M3: for clarification

M4: for appraisal

M5: related to notes

    M51: related to the explicitated symbols on the notes

    M52: related to the layout of the notes

    M53: related to the misinterpretation of notes

    M54: related to symbols written down upon misunderstanding the original message

<u>Others</u>

ECP: professional group in E-C CI

ECN: novice group in E-C CI

CEP: professional group in C-E CI

CEN: novice group in C-E CI

SL: source language

TL: target language

ST: source text

BT: back translation

TT: target text

Add: addition

Sub: substitution

Avg.: average

T: total

P: professional interpreter

N: novice interpreter

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ANNOTATION SYSTEM FOR TRANSCRIPTION

<p>: pause

<uh>: stammer/hesitation

~: stretched pronunciation

A11: modifier-based explicitation for time-management purpose

A12: modifier-based explicitation for gap-filling purpose

A13: modifier-based explicitation for clarification

A21: process-based explicitation for time-management purpose

A22: process-based explicitation for gap-filling purpose

A23: process-based explicitation for clarification

A31: circumstance-based explicitation for time-management purpose

A32: circumstance-based explicitation for gap-filling purpose

A33: circumstance-based explicitation for clarification

A41: participant-based explicitation for time-management purpose

A42: participant-based explicitation for gap-filling purpose

A43: participant-based explicitation for clarification

B11: engagement-based explicitation for time-management purpose

B12: engagement-based explicitation for gap-filling purpose

B14: engagement-based explicitation for reinforcing appraisal information

B21: attitude-based explicitation for time-management purpose

B22: attitude-based explicitation for gap-filling purpose

B24: attitude-based explicitation for reinforcing appraisal information

B31: graduation-based explicitation for time-management purpose

B32: graduation-based explicitation for gap-filling purpose

B34: graduation-based explicitation for reinforcing appraisal information

C11: reference-based explicitation for time-management purpose

C12: reference-based explicitation for gap-filling purpose

C13: reference-based explicitation for clarification

C21: ellipsis-based explicitation for time-management purpose

C22: ellipsis-based explicitation for gap-filling purpose

C23: ellipsis-based explicitation for clarification

C24: ellipsis-based explicitation for reinforcing appraisal information

C31: conjunction-based explicitation for time-management purpose

C32: conjunction-based explicitation for gap-filling purpose

C33: conjunction-based explicitation for clarification

CHAPTER ONE INTRODUCTION

1.1 Justifications and Motivations for the Present Research

1.1.1 Why Study Explicitation in Interpreting?

The term "explicitation" is first introduced by Vinay and Darbelnet as "a stylistic translation technique which consists of making explicit in the target language what remains implicit in the source language because it is apparent from either the context or the situation" (1958/1995:342). A large number of studies have been carried out to investigate explicitations in translation. In addition, quite a number of corpus-based translation studies have tried to identify explicitation as one of the Translation Universals. Are these findings also applicable to interpreting? Interpreting is an extraordinarily complex cognitive activity that requires an interpreter to deal with several tasks in quick succession, including listening to what the speaker says, storing the message in their mind (or in notes in CI), listening to the speaker's next segment of message, retrieving the previously stored message, expressing it in another language and monitoring the output. If we take into consideration the heavy cognitive load and time pressure interpreters endure while conducting this multitasking job, it seems that it is not easy for interpreters to make extra effort to explicitate. However, previous studies have revealed that explicitation not only exists in interpreting but also is a strategy that interpreters adopt frequently (Niska 1999; Ishikawa 1999; Gumul 2006a, 2006b, 2008; Xue 2007; Zhang 2009; Hu & Tao 2009). Why do interpreters make extra effort in adding new information while it has

already been quite a challenge for them to encode the original message into another language? What kind of explicitations do they perform often? Will there be any interpreting-inherent reasons that motivate interpreters' explicitations? This study will investigate the above questions with a view to helping readers reach a clear perception of the features of explicitation in interpreting.

1.1.2 Why Limit This Study to Consecutive Interpreting?

Previous studies have shown that explicitation exists in both consecutive interpreting (CI) and simultaneous interpreting (SI) (See Section 2.2.3 & 2.3 for more details). Also, a number of studies have already been done on explicitation in SI (Niska 1999; Ishikawa 1999; Gumul 2006a, 2006b, 2008). For explicitation in CI, some studies have also been conducted (Xue 2007; Zhang 2009; Hu & Tao 2009). Yet, Xue's research lacks elaboration on the typology method that she used (see Section 2.2.3) and the research scope of the other two are rather limited (Zhang's research only presents a case study while Hu & Tao only focuses on explicitation of textual meaning). Therefore, this particular study attempts to fill this gap by conducting a systematic study on explicitation in CI.

1.1.3 Why A Comparative Study Between Professional and Novice Interpreters?

Intuitively, as interpreters need to face heavy time pressure in their jobs, it seems reasonable that less experienced interpreters may tend to render information with fewer shifts because their reaction in information processing is relatively slow. But

on the other hand, as interpreters' aim is usually to facilitate communication, it is also justifiable that more experienced interpreters are more likely to clarify information. This is exactly the finding in Englund-Dimitrova's experiment (2003: 30), which revealed that professional translators tend to explicitate, whereas students tend not to (see Section 2.3 & 2.5). However, Levý assumes that explicitation often occurs in average and bad translations (1965:78). In addition, Blum-Kulka suggests that "the less experienced the translator, the more his or her process of interpretation of the SL might be reflected in the TL" (1986/2004: 301). Since there are conflicting findings about the relationship between translation experience and explicitation features, the present study attempts to shed more light on this controversial issue through a comparison of explicitation patterns between professional and novice interpreters in CI (between Chinese[1] and English) with a view to revealing the relationship between interpreting experience and explicitation patterns.

1.1.4 Why Explore Explicitation Patterns in Both English-Chinese Direction and Vice Versa?

In previous literature, Gumul (2006a) has investigated explicitation and directionality in SI and found out that more cases of explicitation can be identified in the Polish-English (A→B) direction than in the English-Polish (B→A) direction. What about explicitation in interpreting between Chinese and English, two languages further complicated by the linguistic and cultural distances between them? Will there be any lopsided distribution between these two language directions? Or is there any

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[1] In this study, Chinese refers only to Putonghua.

distinctive feature of explicitation in each language direction? So far, no research has touched upon this field, which prompts the need for a comparison between the two language directions in the present study.

1.2 Research Questions

The above review naturally leads to the following questions:

1) What are the characteristics of explicitation in CI?

2) How does interpreting experience affect interpreters' explicitation patterns?

3) How do language directions (between Chinese and English) affect interpreters' explicitation patterns?

1.3 The Organization of the Dissertation

This dissertation is composed of nine chapters. The first chapter is an introduction to the background of the research, including justifications and motivations for the study, as well as the research questions.

The second chapter features a review of previous studies on explicitation, including discussion on the definition, typology, motivation of explicitation, and the relationship between interpreting experience and explicitation. The insights gained from this review will lay the foundations of the present study.

The third chapter illustrates the methodology employed in the thesis. In this part, a typology framework and an explanatory framework which categorizes explicitation will be established for further quantitative comparison. Based on

systemic functional grammar (Halliday & Matthiessen 2004), explicitations will be further divided into three categories: experiential explicitation, interpersonal explicitation and textual explicitation (see Section 2.2 for more details).

The fourth chapter will explore experiential explicitations in CI. Section 4.1 and 4.2 will compare the experiential explicitations performed by professional interpreters and novice interpreters in C-E and E-C CI respectively. Section 4.3 will focus on the comparison of experiential explicitations between C-E and E-C CI.

Chapter five will investigate interpersonal explicitations in CI. Section 5.1 and 5.2 will compare the interpersonal explicitations performed by professional interpreters and novice interpreters in C-E and E-C CI respectively. Section 5.3 will focus on the comparison of interpersonal explicitations between C-E and E-C CI.

Chapter six will focus on textual explicitations in CI. Section 6.1 and 6.2 will compare the textual explicitations performed by professional interpreters' and novice interpreters' in C-E and E-C CI respectively. Section 6.3 will focus on the comparison of textual explicitations between C-E and E-C CI.

Chapter seven will investigate the impact of interpreters' notes on their explicitation patterns.

Chapter eight provides an explanation for the findings on features of explicitation in CI, the differences in explicitation patterns between professional and novice interpreters in C-E CI and E-C CI as well as the differences in explicitation patterns between C-E CI and E-C CI.

Chapter nine summarizes the major findings, implications and the limitations of

the present research. Suggestions for future research will be presented at the end.

CHAPTER TWO LITERATURE REVIEW

Although features of explicitation in interpreting have rarely been investigated, this phenomenon, being regarded as one of the Translation Universals, is frequently explored in studies on written translation. Since translation and interpreting are both means of language-mediated communication, treading the terrain of explicitations in written translation may also shed light on features of explicitation in interpreting. Hence, in this chapter, previous studies that have dealt with explicitations in both translation and interpreting will be discussed.

2.1 Defining Explicitation

As mentioned in Chapter one, the term "explicitation" is first defined by Vinay and Darbelnet as "a stylistic translation technique which consists of making explicit in the target language what remains implicit in the source language because it is apparent from either the context or the situation" (1958/1995: 342). This is a rather vague definition since it does not state clearly what the phrases "making explicit" and "remains implicit" refer to. In addition, how to judge whether the information is "apparent" or not? Regardless of the vagueness of Vinay and Darbelnet's definition, quite a number of scholars have begun their exploration of explicitation based on this definition, which has led to a serious consequence: some scholars believe they were investigating the same thing while in fact they have radically different notions about just what explicitation is. Hence, it is important to define explicitation clearly at the

very beginning of this study. To avoid ambiguity, the inferential sources, features and forms of explicitation will be elaborated based on a detailed review and discussion of previous literature.

2.1.1 Explicitation: What Should Be the Inferential Source?

In Becher's PhD dissertation, he conducted a corpus-based study of explicitation and implicitation in translations of business texts. He realized the vagueness in previous definitions and redefined explicitness as "the verbalization of information that the addressee might be able to infer if it were not verbalized. Explicitation is observed where a given target text is more explicit than the corresponding source text" (2011: 18-19).

To avoid unnecessary complexity, Becher did not clarify the inferential source of explicitation in his definition. However, he claimed that "it is of course legitimate and highly relevant to ask for the inferential sources that are available to the addressee" (2010a: 3). Moreover, interpreters, especially novice interpreters, might add or substitute information that is deviant from the original speech due to their inadequate processing ability, such as being unable to understand or memorize the original information, etc. Therefore, to rule out those phenomena, the inferential sources of explicitated information will be clarified in the working definition of explicitation (see Section 3.1).

Similar to Vinay and Darbelnet's definition, Delisle, Lee-Jahnke and Cormier define explicitation as "a translation procedure where the translator introduces precise semantic details into the target text for clarification or due to the constraints

imposed by the target text that were not expressed in the source text, but which are available from contextual knowledge or the situation described in the source text (1999: 139).

It can be noted that this definition does not specify what one of the inferential sources (the situation) refers to. In systemic functional linguistics, "situation" is defined as a "contextual unit at the instance pole of the cline of instantiation viewed from the instance pole of the cline" (Matthiessen et al. 2010: 201). In this sense, it is a concept overlapping with "context". So what does "context" refer to exactly?

Halliday claims that when we talk about "context", we should take into account not only "the wording that came before and after whatever was under attention" but also situation and culture[2] (1998: 3-4). Halliday's idea on "context" is based on Catford, who defines "co-text" as "the text which accompany the item under discussion" and "context of situation" as "those elements of the extra-textual situation which are related to the text as being linguistically relevant" (1965: 31).

Considering the fact that interpreting often occurs in face-to-face communication and both parties usually come from different cultural backgrounds, it is reasonable that interpreters tend to clarify situational and cultural information so as to facilitate communication through their interpreting. The following examples may well illustrate this point:

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[2] Culture, in this study, is defined as "knowledge shared by a group of people through a process of socialization. It can be recalled without referring to any specific communicative occasion."

(1)[3]   ST: 溫家寶總理...聽了 5 節課

TT: Premier Wen Jiabao...visited~ five lectures, **with students**.

BT: 溫家寶總理...聽了~五節課，**和學生們一起**。

The rendition expressed out one of the manner of attending the lectures (with students), which is background information that can be inferred not from the co-text but from the situation.

(2)   ST: 劉延東同志...發表了一篇重要講話

TT: **State Councilor** Liu Yandong has addressed an important speech

BT: **國務委員**劉延東發表了一篇重要講話

The added part "state councilor" is what the interpreter inferred from the source language culture. This example illustrates that in addition to the co-text and the situation, the explicated information might also need to be inferred from the culture.

Since the co-text, the situation and the culture can all be the inferential sources of explicitation in interpreting, the notion of "context" proposed by Halliday will be employed in the working definition of explicitation used in the thesis. Hence, in this study, the inferential sources of the explicitated information will cover three aspects: "co-text", "situation" and "culture".

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[3] In this dissertation, all the numbered examples, except those indicated otherwise, are quoted from the data collected for the present study.

2.1.2 Explicitation: Obligatory or Optional?

Pym maintains that explicitation covers operations that are obligatory or optional (2005: 4). According to Baumgarten et al., "optional explicitation is due to culture-specific world knowledge in the source and target language communities and differences in communicative conventions between these two communities" and obligatory explicitation is "caused by grammatical differences between the source and the target language" (2008: 181-182). This corresponds with Frankenberg-Garcia's idea that explicitation is voluntary if it is used for "no grammatically compelling reason" (2004: 1). For instance, in the rendition of "two books" into "兩本書", the addition of the Chinese classifier "本" is obligatory.

2.1.3 Explicitation: Conscious or Subconscious?

Vinay and Darbelnet define explicitation as "a stylistic translation technique" (1958/1995: 342) and Blum-Kulka interprets it as "a universal strategy inherent in the process of language mediation" (1986/2004: 302). But they do not indicate whether this strategy or technique is conscious or subconscious, which in Becher's opinion "has led to much confusion in the literature on explicitation right from the outset" (2010a: 8). In previous studies, some researchers regard it as subconscious (Olohan & Baker 2000: 141) while others claim it to be conscious (Overas 1998; Englund-Dimitrova 2005a: 37). As Overas points out, translation-inherent explicitation is the result of an operational norm (1998: 3), which is defined by Toury as a norm "directing the decisions made during the act of translation itself" (1995: 58). But Becher challenges Overas's conception with two features inherent in the

notion of norms – "the social-cultural specificity and their basic instability" (2010a: 12-13). These two features indicate that, if the translation-inherent explicitation results from operational norms, it should be language-pair specific. But this contradicts with its basic nature – being translation-inherent means applying to all language-pairs. Therefore, the idea that translation-inherent explicitation is a conscious operational norm can be regarded as untenable. Furthermore, in Englund-Dimitrova's experimental study (2003), where she collected both the concurrent verbalization and computer logging of a translator's writing process, all professionals show certainty in their process of making the implicit contrast relations explicit, whereas three of the five students reveal uncertainty. This indicates that both conscious and subconscious explicitations exist in translation.

Turning to interpreting, the word "strategy" usually emphasizes the aspects of problem-solving, preventing potential problems or simply facilitating the interpreter's task (Gile 1995; Kohn & Kalina 1996; Jones 1998/2008), which are all consciously made. However, given the specificity of interpreting and the heavy cognitive load imposed on interpreters, strategic behavior might also be subconscious or automatic. Gumul (2006b) conducted an experiment on explicitation in SI. She asked 14 subjects to do SI for two recorded authentic speeches. Then they had to listen to the dual-track recording of their own outputs and the source text and make comments if they feel they have made an explicitation. Explicitating shifts which subjects reported in their retrospective remarks were treated as conscious choices while other cases detected by Gumul were regarded as subconscious ones. The total number of explicitating shifts identified amounted to 802 cases. Through the analysis

of both the interpreting outputs and the retrospective comments, 93.15% of those explicitating cases are subconscious while only 6.85% are conscious. Thus, the result validates the above theoretical speculations. Although there might be conscious explicitation that subjects did not comment on and subconscious explicitation that subjects made comments on, Gumul's study still demonstrates that both conscious and subconscious explicitating shifts exist in interpreting. Hence, in the present study, both conscious and subconscious explicitation will be investigated.

2.1.4 Forms of Explicitation: Addition or Substitution?

Although Nida does not discuss directly the concept of explicitation, his analysis of additions is in essence about explicitation. Nida lists the most common and important types of addition as follows: "a) filling out elliptical expressions; b) obligatory specification; c) additions required because of grammatical restructuring; d) amplification from implicit to explicit status; e) answers to rhetorical questions; f) classifiers; g) connectives; h) categories of the receptor language which do not exist in the source-language; and i) doublets" (1964/2004: 227-240). He emphasizes that although the above techniques may be taken as involving "additions", "there has been no actual adding to the semantic content of the message". They are "making explicit what is implicit in the source-language text. Simply changing some elements in the message from implicit to explicit status does not add to the content; it simply changes the manner in which the information is communicated" (ibid. 231). Therefore, all the above categorizations of additions can be regarded as explicitation.

Nida & Taber point out that "each message which is communicated has two

basic dimensions, length and difficulty" (1969/2004: 164). Redundancy does not always contribute to making a translation easier to understand. They put forward the concept of "legitimate redundancy", defined as adding only information implicit in the original to an explicit level, which can be regarded as his definition of explicitation. He emphasizes "adding information not implicit in the original ... cannot be said to come within the scope of legitimate redundancy" (ibid. 165). This can be taken as the earliest contribution to the relationship between addition and explicitation which regards "addition" as a more generic term than "explicitation". Adding information which is not implicit in the original is excluded from his concept of "explicitation".

Kamenicka is also interested in drawing a borderline between explicitation and addition. She holds that the distinction "is closely related to the concept of retrievability from context". Whether it is explicitation or addition depends on "whether the information that marks the locus of the translation shift in the TT surface structure can be retrieved from the ST context" or not (2007a: 51). Therefore, the same as Nida, Kamenicka suggests that this kind of addition, in the case that the information added cannot be retrieved from the context, should be excluded from the scope of explicitation.

Séguinot puts forward three forms of explicitation:" something is expressed in the translation which was not in the original; something which was implied or understood through presupposition in the source text is overtly expressed in the translation, or an element in the source text is given greater importance in the translation through focus, emphasis, or lexical choice" (1988: 108). The first type

equals to Nida's concept of "illegitimate redundancy" and Kamenicka's concept of addition but non-explicitation which has been excluded from the scope of explicitation by them both. It seems that all kinds of additions, whether they can be inferred from the original or not, are taken as explicitation in Séguinot's view. However, Séguinot, the same as Nida, believes addition is a generic term of explicitation, because she suggests "explicitation should [...] be reserved in translation studies for additions in a translated text which cannot be explained by structural, stylistic, or rhetorical differences between the two languages" (ibid.). This indicates that addition caused by structural, stylistic or rhetorical differences between source and target language does not come into the scope of Séguinot's concept of explicitation.

Séguinot mentions explicitation should be reserved for additions, yet all the three forms she mentions can also be realized by means of substitution. For example, our education system→中國的教育體系 (**China's** education system), in this explicitation case, "our" has been substituted by "China's". So it can be inferred that in her opinion, addition can also be qualitative. The increase in number of words does not necessarily mean that there has been an addition. No matter whether the number of words increases, as long as there is semantic addition, explicitation happens. So in Séguinot's view, substitution is mixed with addition.

All kinds of repetitions belong to quantitative additions. But only certain repetitions involve qualitative addition. To be specific, only repetition that makes a qualitative contribution to the original information can be ranked as an explicitation. If the repetition is just a quantitative addition without any contribution to the

meaning of the original, it should be excluded from the scope of explicitation in the present study.

It seems that in the previous study, explicitation is always linked with addition or substitution. To simplify matters, it is necessary to make a clear borderline between addition and substitution, so as to avoid Séguinot's ambiguity. In the present study, addition refers to the presence of extra information in the rendition with all the meaning in the original maintained. Substitution means the absence of certain information in the original with make-up in the rendition. And the relationship between explicitation and addition and substitution is shown in Figure 1.
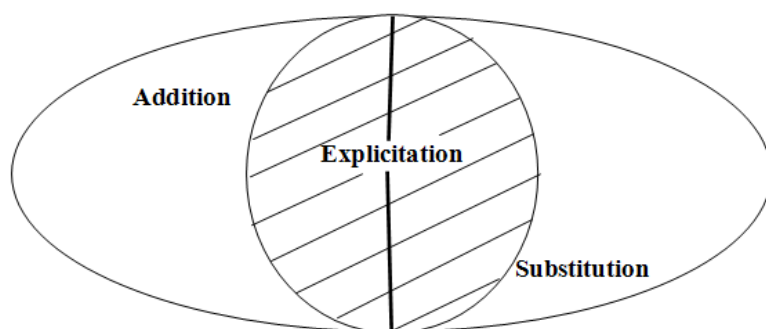
Figure 1. The Relationship between Explicitation, Addition and Substitution

In the present study, explicitation excludes adding information which cannot be inferred from the context, such as the non-qualitative repetition mentioned above and the addition of meaningless expressions like "well, you know", etc.; explicitation also eliminates substitutions by replacing constituents of the original with words or phrases which cannot be inferred from the context, as the sentence "He loves **chrysanthemum**" being rendered into "他喜歡花" (He loves **flower**).

2.1.5 Explicitation: Specification or Generalization?

Perego examined two forms of explicitation, addition and specification, in his study on the subtitling translation of two Hungarian films with Italian subtitles and categorizes them into three types – cultural explicitation, channel-based explicitation and reduction-based explicitation – as shown in Table 1 (2003: 73).

Table 1. Types and Forms of Explicitation in Subtitling Translation (Perego 2003)

Cultural	Channel-based	Reduction-based
Addition	Addition	Addition
Specification	Specification	Specification

She views addition as "a quantitative label" referring to the presence of extra items in the translated subtitle, for instance, inserting the politeness marker "please"; meanwhile, specification is "a qualitative label" (ibid.) designated for a strategy of making the translation more specific in meaning as when the sentence "As if it were true **what people say about him"** in the source script is replaced by "Are you saying that **the accusation** is true?" (ibid. 78).

It should be noted that in the present study, not all specification can be regarded as explicitation. The yardstick that "the explicitated information can be inferred from the context" should be referred to. In the case "請給我一杯可樂 (Please give me a cup of cola) → Please give me a cup of **Coca Cola**", since we are not sure whether the speaker refers to Coca Cola or Pepsi or other brand of cola, this case can only be taken as non-explicitating specification.

Contrary to Perego (2003), Kamenicka tries to associate explicitation with

generalization. She further investigates explicitation by distinguishing the relation between explicitation and implicitation on the one hand and specification/ generalization on the other (2007a: 47). To argue against Overas who subsumes specification into explicitation and generalization into implicitation (1998: 10), she lists a few examples of generalizing explicitations to show the existence of reverse connections. Explicitation, in her view, cannot be universally paired up with specification as opposed to generalization. Similarly, implicitation cannot always be associated with generalization, although examples of specifying implicitation are harder to find, especially due to the generally lower frequency of implicitation in translation. One of her examples of generalizing explicitation is the rendition of "the stone composition floor" into "the hard floor" (2007a: 50). Kamenicka claims the example as the replacement "of a specification of the material of the floor with a general property most relevant with respect to the event" (ibid.). In C-E translation, generalizing explicitation is easy to find. For instance, "你這樣是丟了西瓜，撿了芝麻 (You are just picking up the sesame while dropping the watermelon) →What you have lost is greater than what you have gained". In this example, although the interpreter dropped the two specific images – watermelon and sesame, he expresses the intention of the speaker through a comparison of the weight of those two images. Again, "湯姆現在可以說是苟延殘喘 (Tom is now at his last gasp.) →Tom is dying now". Here "苟延殘喘" means "to be at one's last gasp", which is only one specific scene of "dying". "Dying" also contains some other implied meanings, such as unable to move, with extremely slow heartbeats, etc. So dying is a more general

concept than "苟延殘喘". However, since dying can easily be inferred from the scene of "being at one's last gasp", this case can be regarded as explicitation. As illustrated by these two examples, it is justifiable to conclude that explicitation can not only pair up with specification but also generalization. As long as a shift delivers the information which can be inferred from the context, whether it is in form of specification or generalization, it can be put into the category of explicitation.

2.2 Typology of Explicitation

2.2.1 Typology of Explicitation: Parallel-corpus Based vs. Comparable-corpus Based

The historical development of Blum-Kulka's "explicitation hypothesis" generates the idea that "a translation will be more explicit than a corresponding non-translation, which may be either the source text or a parallel text in the target language" (Pym 2005: 2). With the advent of corpus-based translation studies, in order to validate explicitation as one of the Translation Universals, research on explicitation is no longer limited to parallel corpora any more. Some scholars are interested in not only the explicitation identified by comparing the target text with the source text, but also the explicitation identified through comparing translation with non-translations in target language (Vehmas-Leto 1989; Puurtinen 1998, 2003a, 2003b, 2004; Olohan & Baker 2000; Olohan 2001, 2002a, 2002b, 2003; Kenny 2005; Chen 2006; Dai & Xiao 2010; Xiao 2012).

The first comparable-corpus based explicitation study was conducted by Vehmas-Lehto in 1989, comparing the frequency of cohesive devices in Finnish

newspaper articles translated from Russian with that in Finnish non-translated texts. Vehmas-Lehto lists several examples of explicit cohesive devices such as "additional connectives for strengthening the level of cohesion at the start of sentences or clauses" and "the use of more emphasizers for clarifying propositions" (1989: 204). This study demonstrates greater explicitness of Finnish translation in comparison not with the Russian originals but with authentic Finnish texts, and suggests an entirely new idea that translated target language texts are more explicit than authentic target language texts of the same register, because of the use of explicitation strategies.

In the present study, instances of explicitations will be identified through a comparison between the interpretation and its source speech. Due to this reason, research concerning explicitation identified from comparable-corpus will not be discussed in this study.

2.2.2 Typology of Explicitation in Translation

The first systematic classification was made by Klaudy who distinguishes four types of explicitation: (1) "obligatory explicitation" – an indispensable category caused by "differences in syntactic and semantic structure of languages". For example, the lack of definite articles in Russian will entail "numerous additions" in translations from Russian into English; (2) "optional explicitation" – the one attributed to "the differences in the text-building strategies and stylistic preferences between languages". Examples are the addition of connective elements to strengthen cohesive links; (3) "pragmatic explicitation" – the one resulting from "the differences in cultures" involving the translator's inserted explanations of source culture specific

concepts; and (4) "translation-inherent explicitation" – the one ascribed to "the nature of the translation process itself", being "explained by one of the most pervasive, language-independent features of the translation activity, namely the necessity to formulate ideas in TL that were originally conceived in SL" (1998: 82-83). In this classification, obligatory and optional explicitations are related to the linguistic systems. Pragmatic explicitations are obviously related to the cultural system while translation-inherent ones explain the general tendency in translation.

Klaudy's unification of the manifold observations on explicitation into a single framework is an interesting and meaningful attempt. Yet this classification is still being questioned in some ways: for one, "the distinctions between these types are by no means clear-cut [...] since they are based upon different types of criteria that overlap" (Englund-Dimitrova 2005a: 27); Becher also queries the existence of translation-inherent explicitation because its nature is not clear. Is it a kind of subconscious process or a conscious strategy? Or could anyone illustrate this type with examples (2010a: 1)?

For the former doubt, Klaudy and Károly improve their previous categorization and reformulated the traditional explicitation hypotheses as a wider "asymmetry hypothesis" which intimates "explicitations in L1→L2 [SL→TL] direction are not always counterbalanced by implicitation in the L2→L1 [TL→SL] direction because translators – if they have a choice – prefer to use operations involving explicitation, and often fail to perform optional implicitation" (2005: 14). Based on this hypothesis, it can be inferred that obligatory explicitations are symmetrical whereas optional ones are generally asymmetrical.

As regards the latter doubt, in Kamenicka's study on the relation between explicitation profile and translator's style, she proposes a finer typology of translation-inherent explicitation based on the Hallidayan metafunctions of language: experiential, logical, interpersonal and textual explicitation (2007b: 118). She mentions that "as far as the borderline between optional and translation-inherent explicitation/implicitation is concerned, the existence vs. a lack of a competing more or less explicit stylistic variant in the TL conforming to the criterion of naturalness was used as a criterion" (ibid. 126). But judging from those examples she gave as illustration, her so-called "translation-inherent explicitation" phenomena overlap with optional phenomena. For instance, "it's easy for me to remember things" → "it's **<u>extremely</u>** easy for me to remember things" (ibid. 127). It is obvious that there are several other explicit stylistic variants in the TL which sounds natural, like adding "dramatically", "especially" instead of "extremely". Since Kamenicka does not adhere to the criteria she states herself, it is doubtful whether translation-inherent explicitation really exists.

Although the existence of translation-inherent explicitation still needs further exploration, Kamenicka's notion of classifying explicitation from the perspective of language's three metafunctions is logical and revealing. So far, three other studies have also referred to these three functions as the theoretical basis for typology.

One is made by House (2004). The term House refers to as "explicitness" is similar to "explicitation" in the present study. She firstly distinguishes between obligatory and optional explicitation and formulates that obligatory explicitness tends to result from "the language-specific nature of syntactic and semantic structures...

without it target language structures would be ungrammatical" (ibid. 194). To further illustrate optional explicitation, she subdivides it into three categories as shown in Figure 2.
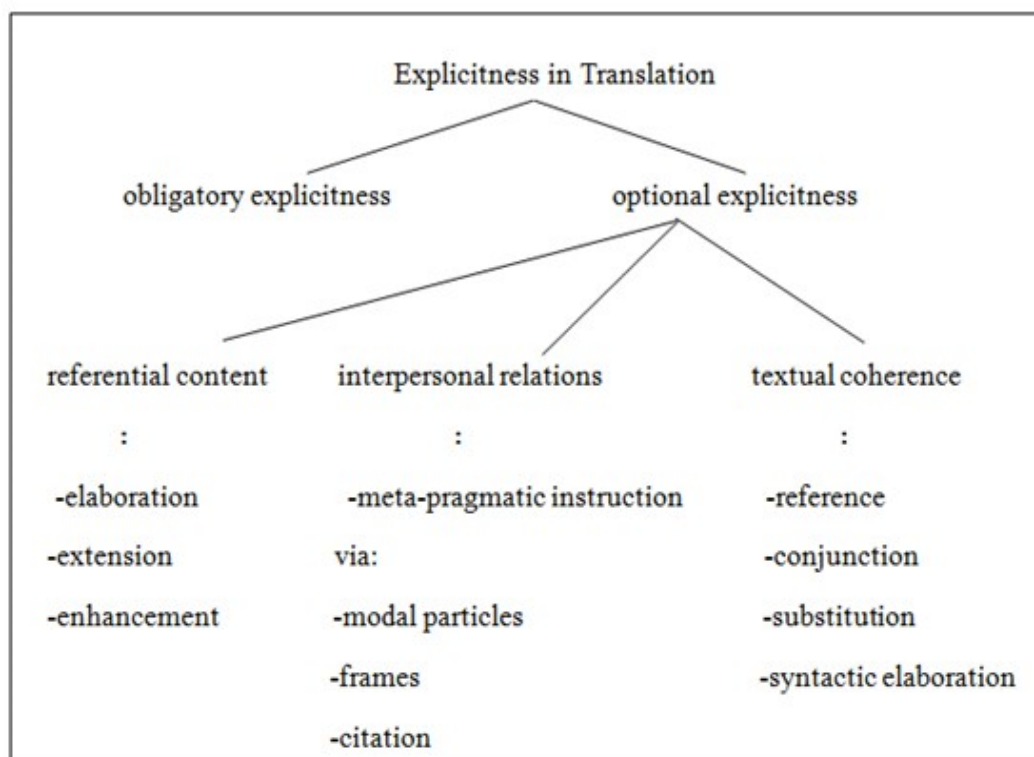
Figure 2. House's Typology of Explicitness in Translation

The first type is related to the ideational function of language which is "to make the propositional contents ... either elaborated, extended or enhanced in the sense of Halliday (Halliday & Matthiessen 2004: 195)"; the second category concerns with "the Hallidayan interpersonal function". She also relates this type with "pragmatic explicitation" and that it can be realized by providing "metapragmatic instructions" (König 1991, cited from House 2004: 196), in form of modal particles, frame (Goffman 1974, cited from House 2004: 197) or citation; the third kind of optional explicitation links with "the Hallidayan textual function component", especially with

"the way cohesion and coherence is created in texts across different languages" by flexibly dealing with "reference and lexical cohesion", "conjunction", "substitution and ellipsis (0-substitution)" and "syntactic elaboration" (House 2004: 195-199).

House's typology elaborates clearly different forms of explicitation according to her definition. However, some points still need to be discussed here:

(1) Elaboration, extension and enhancement are three kinds of expansion used to represent the relations between clauses, but House uses them as three ways of performing ideational explicitation. She proposes that ideational explicitation occurs when "the propositional content is elaborated, extended or enhanced in the sense of Halliday (Halliday & Matthiessen 2004)" (ibid. 195), which means that the ideational explicitation created by House should concern only explicitation occurring between clauses, because Halliday claims that elaboration occurs when "one clause expands another by elaborating on it [...]: restating in other words, specifying in greater details, commenting, or exemplifying"; extension occurs then "one clause expands another by extending beyond it: adding some new element, giving an exception to it, or offering an alternative"; enhancement occurs when "one clause expands another by embellishing around it: qualifying it with some circumstantial feature of time, place, cause or condition" (ibid. 378). But if we take a look at the examples House listed as elaboration (Hemoglobin→ Hämoglobin, **der rote Blutfarbstoff** = Hemoglobin, **the red blood coloring material**), extension (respiratory transport→ Transportvorgänge bei der Atmung = **Transportation procedures with the respiration**) and enhancement (the addition of a quotation as an embellishment of the original text), none of them concerns relations between two clauses (the first two

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examples occur within one clause and the third one shows relations between two paragraphs). Therefore, in House's typology system, the original meaning of elaboration, extension and enhancement defined by Halliday has been changed. Yet the lack of necessary redefinition makes it hard for the reader to get a clear perception about the ideational explicitation House proposed.

(2) Goffman uses the idea of "frames" to label "schemata of interpretation" that allow individuals or groups "to locate, perceive, identify, and label" events and occurrences, thus rendering meaning, organizing experiences, and guiding actions (1974: 21). Why does House put the form "adding frame" into explicitation concerning interpersonal relations? What kind of "metapragmatic instructions" can a frame provide? If House's concept of enhancement goes beyond the level of clause, how does she distinguish enhancement with an adding frame while both of them are in essence adding background information?

(3) If elaboration is not limited to relations between clauses, how to draw a clear borderline between elaboration and "reference" as well as "substitution" in textual coherence?

From the above analysis, it is obvious that due to the lack of formulation on three ways of realizing the explicitation of referential content, overlapping parts can still be observed in House's typology of explicitation, which makes it necessary to make some further modifications in the present study.

Further research on explicitation where the typology is also based on Halliday's three metafunctions of language was carried out by Becher in his PhD dissertation. At the very beginning, Becher intended to resort to the Hallidayan framework of

systemic functional linguistics, which "has considerably enriched linguistics research by offering a predominantly functional and multidimensional perspective on language". But he later found that no "objective criteria" can be adopted to keep the three types separate (2011: 85). Hence he set up his own framework as follows:

1) **Interactional shifts** concern the appearance of the source text author and the target text addressee in the target text (cf. Halliday's interpersonal metafunction).

2) **Cohesive shifts** concern the cohesion of the target text as compared to the source text (cf. Halliday's textual metafunction).

3) **Denotational shifts** concern the description of the states of affairs expressed by the target text (cf. Halliday's ideational metafunction).

(ibid. 86-87)

Although he emphasized the downside of Halliday's framework, it cannot be denied that Becher's framework is in fact also based on the three Hallidayan metafunctions of language. But his framework is more manageable because each type in it is "more clearly delimited" (ibid. 87). To be specific, there are only two ways of making interactional explicitation in his framework (he referred to Thompson & Thetela 1995:107):

1) Assigning interactional roles (e.g. questioner and answerer) to author and reader, e.g. by using questions and imperatives.

2) Referring to author and reader, e.g. by means of personal pronouns.

(ibid. 90)

Since there is no shift of the first way in his data, he focused on the second way and

illustrated a "scale of interactional explicitness" ("high degree": "reference to author or reader by means of personal pronoun; "medium degree": reference to author by means of company's name"; "low degree": "reference to author or readers by means of a descriptive expression", like the company, etc.; "lowest degree": "no explicit reference to author or reader, as e.g. in passive constructions") (ibid. 91). Once the translator makes reference to an author or reader by employing an expression with a higher degree of explicitness, he will identify it as an interactional explicitation.

From the above illustration, it can be found that Becher made a few modifications and delimitations on the Hallidayan metafunctions of language so as to create a framework particularly suitable to his data, which was a corpus of English and German business texts as well as their translations in both directions. Although his framework might not be able to be applied to the analysis of other data, it is still possible to build an operative framework to analyze explicitation based on the Hallidayan metafunctions of language.

2.2.3 Typology of Explicitation in Interpreting

The fourth study referring to Hallidayan language metafunctions in classifying explicitation was conducted by Xue (2007). This MA thesis was a minicorpus-based study, comparing explicitation features between two corpora: CECIC (Chinese-English Conference Interpreting Corpus) and OENC (Original English News Corpus). Xue also listed three types of explicitation:

1) "ideational explicitation" – "explicitation of cultural elements" and the "subject or object of a sentence";

2) "interpersonal explicitation" – explicitation of "the relationship among different communicators, modal information and evaluative information";

3) "textual explicitation" – the repetition and addition "to make clear the logical relations among sentences".

(ibid. 28-31)

Instead of offering a detailed elaboration on possible forms of each type, she just lists a few examples unsystematically, which reduces the plausibility of the results. In the present study, an integrated framework of explicitation, listing clearly the forms of each type will be provided.

In addition, the aim of Gumul's research was to identify and analyze various forms of explicitations in SI, ranging from lexical and syntactic levels to the pragmatic stratum. This product-based study indicates that explicitation is mainly cohesion-based in SI. The six most common forms of explicitation include adding connectives – 40%; shifts from referential cohesion to lexical cohesion, i.e. lexicalization of pro-forms – 20%; replacing nominalizations with verb phrases – 13%; reiterating lexical items, filling out elliptical constructions, and shifts from reiteration in the form of paraphrase to reiteration in the form of identical/partial repetition – 6% each. The other seven types of explicitating shifts constitute 9% of all instances of explicitation identified in target texts (2006b: 182). Gumul just lists explicitation shifts without giving them a systematic theoretical categorization.

Zhang conducted a case study exploring explicitation phenomenon in C-E CI in which he puts explicitation into three categories: obligatory explicitation for conforming to grammatical rules, context-complementary explicitation to facilitate

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comprehension and optional explicitation which is subject to the interpreter's choice (2009: 77-81). In fact, the third type overlaps heavily with the second type. For instance, one of the examples for the third type (在奧巴馬當選總統以後 after Obama was elected as the President → after Barak Obama was elected **the new president of the United States**) is in essence the same as another example of the second type (十一五規劃 the eleventh five year program→ eleventh five year program **for national economic and social development**). They are both optional explicitation in the form of adding background information.

Compared with typology referring to the Hallidayan language metafunction, the other methods mentioned above are either with overlapping between each type (Klaudy 1998; Zhang 2009) or listing various forms unsystematically (Gumul 2006b; Xue 2007). This study holds the same view as Becher that the Hallidayan framework of systemic functional linguistics is formulated with a "considerable degree of vagueness" (2011: 85), yet it will still establish an integrated framework based on the three metafunctions of language. Because with proper refinement on each function, this framework can 1) draw a clear borderline between each type and 2) better reveal the function of explicitation. Details about the new framework will be given in Section 3.3.

2.3 Motivations of Explicitation

In previous studies, the three most common factors researchers often resort to as motivations for performing explicitation include:

1) linguistic differences between SL and TL (Steiner 2001; Pöchhacker 2004;

Xue 2007; Zhang 2009; Hu & Tao 2009);

2) stylistic preferences (Vinay & Darbelnet 1958/1995; Blum-Kulka 1986/2004;

   Klaudy 1998)

3) cultural differences (Klaudy 1998; Steiner 2001; Pöchhacker 2004;

   Baumgarten et al. 2008)

For instance, the first three type of explicitation Klaudy formulated can just be attributed to linguistic differences, stylistic preferences and cultural discrepancies; Hu & Tao claim the differences between English hypotaxis and Chinese parataxis should be regarded as the motivation for explicitation (2009: 67-73).

Pym claims that explicitation is ostensibly found in translations, since they cannot assume the same degree of shared content as non-translations can (2007: 178). Pym even suggests the reason why translators provide more "communicative clues" than non-translators could be backed up with presuppositions made by Simeoni, who claims that translators "have always occupied subservient positions among the dominant professions of the cultural sphere" (1998: 7), therefore somehow more given to working so as to minimize the processing effort of other participants (Pym 2005: 9).

But it was not until Englund-Dimitrova (2003, 2005a, 2005b) who first carried out a psycholinguistic investigation on explicitation that translators' processing problems have been given attention as a factor leading to their use of explicitations. Subjects in her study were asked to translate a short biographical text from Russian into Swedish (their mother tongue) by using computers. It should be noted that in

order to collect data for psycholinguistic investigation, Englund-Dimitrova recorded subjects' concurrent verbalizations – they were asked to report whatever comes into their mind while translating; what's more, their keystrokes are recorded by the ScriptLog software as well. In this way, two kinds of psycholinguistic data contributed to her exploration of the translation process. She concludes that according to the reasons lying behind explicitation, two kinds of explicitation can be found. One is "norms-governed explicitations" (2005a: 37), which result from lexico-grammatical and pragmatic contrasts between the source and target language. So this type of explicitation is language pair-specific. They are featured with a high degree of regularity and are irrelevant to a translator's processing problems. The other is "strategic explicitation" (ibid.), which is due to the translator's inadequate processing capability. She found out that once translators encounter a processing difficulty, they may reformulate certain ideas in the target text so as to facilitate their further processing.

The second type of explicitation Englund-Dimitrova identified is interesting. Interpreters have to face with processing challenges more frequently than translators due to the fact that they cannot refer back to the original text again and again and spend a large amount of time in looking up useful background information. Hence it is reasonable to assume that some strategies, which do not exist in the process of translating, can be found in the interpreting process. On what occasion will interpreters resort to explicitation as a strategy? Which form of explicitation will they employ? These are all intriguing questions that would be investigated in this particular study.

Moreover, some researchers also take interpreters' preference or habits into account (Xue 2007; Hu & Tao 2009). This has inspired the present study to conduct a comparative study between professional interpreters and novice interpreters and to explore whether there is any different explicitation preference between them.

2.4 Professional Experience and Explicitation

Toury queries whether there are "any differences in the application of the strategy of explicitation by language learners and translators" (1991: 51). The present study will investigate whether there is any difference in the application of explicitation between professional and novice interpreters.

Previous studies have suggested that the frequency of explicitation in translation is related to the degree of experience of the translator (Levý 1965; Blum-Kulka 1986/2004; Englund-Dimitrova 2003; 2005a; 2005b). To be specific, Levý assumes that explicitation often occurs in average or bad translation (1965: 78). Since average or bad translation is usually done by translators with limited experience, it can be inferred that Levý maintains that explicitation tends to be mainly done by inexperienced translators. Blum-Kulka focuses on the explicitation of adding cohesive ties. She compares translations between English and French done by professional and amateur translators and identifies explicitation in forms of longer texts, paraphrased expressions using more words, and insertion of adversative connectives. She claims that "explicitation is a universal strategy inherent in the process of language mediation, as practiced by language learners, non-professional translators and professional translators alike", and not absent from professional

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translators (1986/2004: 302). However, she also believes "the less experienced the translator, the more his or her process of interpretation of the SL might be reflected in the TL", that is, the more explicitation he or she might perform (ibid. 301).

The above statement implies that "explicitation may be common, but that it is undesirable, that there might have been a way of producing a better translation or that a more competent translator might have produced an equivalent text" (Séguinot 1988: 107).

As mentioned in Section 2.3, Englund-Dimitrova (2003, 2005a, 2005b) conducted an experiment to investigate the relationship between translators' explicitation of different kinds of links and their translation expertise. Four professional translators, two translation students and three languages students took part in her experiment. In her 2003 article, she centers on the contrastive relations within text segments consisting of two sentences in the text. By analyzing their translations of a Russian biographical text of 440 words into Swedish, she identifies patterns of explicitation that can be related to experience in translation and concludes that "professional translators tend to explicitate, while students tend not to, although there are exceptions to both tendencies" (2003: 29).

It now seems obvious that there are conflicting findings in the relevancy of translators' expertise to the explicitness of their translations. Since previous studies on this topic only focus on certain specific forms of explicitation, such as the contrastive relations within text segments consisting of two sentences in the text (ibid: 23), this study intends to expand the scope of exploration and compare professional and novice interpreters' explicitation patterns not only in cohesive aspects but also

experiential and interactional aspects (see the typology framework in Section 3.3).

2.5 The Explicitation Hypothesis vs. Explicitation as a Translation Universal

Blum-Kulka is the first person to suggest that explicitation is "inherent in the process of translation". She defines explicitation as the redundancy resulting from the process of interpretation by the translator. She observed that shifts of cohesion often occur in translated texts, and that all translators, no matter their background or experience, tend to expand the source text in the translation. She then put forward "the Explicitation Hypothesis" which states that "the process of translation, particularly if successful, necessitates a complex text and discourse processing" (1986/2004: 300).

> "*The process of interpretation performed by the translator* on the source text might lead to a TL text which is more redundant than the SL text. This *redundancy* can be expressed by a rise in the level of *cohesive explicitness* in the TL text. This argument postulates an observed cohesive explicitness from SL to TL texts *regardless of the increase traceable to differences between the two linguistic and textual systems involved*. (ibid. my emphasis)"

This hypothesis has won support from several scholars (Leuven-Zwart 1989, 1990, Hewson & Martin 1991, Overas 1998, Olohan & Baker 2000). However, there are a few points pertinent to this hypothesis that should be noted:

1) Blum-Kulka, only talked about "cohesive explicitness" in her hypothesis.

However, many later studies on explicitation have explored explicitation beyond the scope of cohesion. They may all share with Kamenicka the view that explicitation is a more general concept and that Blum-Kulka's definition should be extended (2007a: 46). Yet, research within this widened scope cannot be regarded as verification of "the Explicitation Hypothesis". An analysis of the following two representative studies may explain this point:

The Norwegian scholar Overas (1998) selected 40 segments from novels in an English-Norwegian parallel corpus. Through analyzing the first 50 sentences in each of those segments, she aimed to test Blum-Kulka's Explicitation Hypothesis through identifying translation-inherent explicitation. Table 2 shows an overview of her result.

Table 2. Explicitation and implicitation occurrence in Overas's study (1998)

	English–Norwegian	Norwegian–English
Explicitation	347	248
Implicitation	149	76

Overas considered that a full-blown investigation into the stylistic norms of English and Norwegian was impossible, so she neglected this step, which caused the inclusion of optional explicitation into the scope of translation-inherent explicitation. Furthermore, although Overas provided a working definition for explicitation – "the kind of translation process where implicit, contextually recoverable ST material is

rendered explicit in TT" (1998: 4), she failed to hold this criterion in the process of identifying explicitation. As a result, some non-explicitation phenomena are included as translation-inherent explicitation. The following example is a good case in point:

ST: Na er St. Patric den storste helgenen i hele irland.

BT: Now St. Patric is the greatest saint in all of Ireland.

TT: Now Saint Patric is **regarded as** the greatest saint in all of Ireland.

Due to the above methodological defects, although explicitation cases have been found in both directions, this finding cannot evidence Blum-Kulka's Explicitation Hypothesis.

The second case is Pápai's (2004) research, which involves both a parallel corpus and a comparable corpus. She first identifies explicitation strategies in the parallel corpora of English originals and their Hungarian translations. At the next step, she uses some of the explicitation strategies identified in the first part of the study to investigate comparable corpora of translated and non-translated texts in Hungarian. In both steps, she includes not only shifts in cohesion but also instances of disambiguation, and additions of linguistic and extra-linguistic information. Hence, her research should also be excluded as justification for Blum-Kulka's Explicitation Hypothesis.

2) Blum-Kulka does not specify what she means by redundancy.

Séguinot investigates translations between English and French and suggests

explicitation in translation "does not necessarily mean redundancy" (1988:106).

In China, Wang (2003: 410-416) investigates sentence parallelism in E-C/C-E translation, based on data collected from a bi-directional parallel corpus of English and Chinese texts. His study reveals that the TL texts are much longer in both translated English and Chinese compared with their originals. Although what exactly Blum-Kulka means by "redundancy" is still not clear, it is unjustifiable to validate the existence of explicitation through an increase in the number of words. It is easy to find cases of using more words than the original to express the exact meaning of the original or make more explicit the implicit meaning of the original. For example, Morning → 早上好 (one word in English but three characters in Chinese); I am delighted to attend this conference→我很高興來到這裏 (seven words in English but eight characters in Chinese).

3) The idea that explicitation occurs "regardless of the increase traceable to differences between the two linguistic and textual systems involved" is correspondent with the "translation-inherent explicitation" proposed by Klaudy (1998:83).

Both Klaudy and Blum-Kulka assume the existence of a special type of explicitation which can be found in any language-pair. But Blum-Kulka urges that more empirical studies should be conducted to help confirm whether cohesive patterns in translated texts a) "tend to approximate the target language norms", b) "tend to reflect source language norms", or c) derive from neither of the above, "but forming a system of their own, possibly indicating a process of explicitation"

(1986/2004: 313). This proposal reflects her recognition of the necessity to distinguish optional explicitation from translation-inherent explicitation. She also suggests that "a large-scale contrastive stylistic study" of both language directions should be performed between any language-pair so as to exclude optional explicitation (ibid. 312). Becher holds that "optional explicitation of course needs to be identified and excluded in testing the Explicitation Hypothesis" because its existence is language-pair specific. This also applies to obligatory explicitation. According to his logic, if one wanted to prove that the Explicitation Hypothesis is true, the only way to do so is to identify the existence of translation-inherent explicitation (2010a: 13). Although mystery still shrouds translation-inherent explicitation, the present study intends to investigate the existence of "interpreting-inherent" explicitation.

4) Explicitation does not always result from "the process of interpretation performed by the translator on the source text". There are other reasons which may explain the higher degree of explicitation.

This is an idea proposed by Becher (2010a: 6-7). He took Olohan and Baker as an example. They investigated the frequency of the complementizer *that* in combination with the reporting verbs "say" or "tell" in translated versus non-translated English texts. They carried out their research using the Translational English Corpus (TEC) and a comparable corpus called the British National Corpus (BNC). The former contains English target texts from four different genres translated from different source languages while the latter is composed by non-translated

English texts. Both corpora together include 3.5 million words (Olohan & Baker 2000). They believe that a higher incidence of the optional words "that" in translated English would provide evidence of inherent, subliminal processes of explicitation in translation (ibid. 10). The result showed a significantly higher frequency of reporting "that" in translated texts than in non-translated texts. However, Becher suggests that their findings did not represent evidence for the Explicitation Hypothesis, because the explicitation cases they identified could be explained by two alternative explanations – "source language interference" as well as translators' "conservatism" (2010a: 11).

5) To validate the Explicitation Hypothesis is not equivalent to proving Explicitation as a Translation Universal. There is another way to prove the latter statement.

This is an idea that needs further elaboration. Of course, the alternative explanations Becher mentioned above ("source language interference and translators' conservatism") can be useful tools to refute the Explicitation Hypothesis, which states that explicitation is caused by the translators' process of interpretation performed. However, regarding to the question whether explicitation is a Translation Universal, the exact motivation does not matter at all, as long as explicitation indeed occurs in translation. The present study holds that the motivation of explicitation might not be as simple as Blum Kulka suggests. However, whatever the motivation is, it cannot be regarded as counterevidence to disaffirm explicitation as a Translation Universal.

In other words, proving Blum-Kulka's Explicitation Hypothesis does not mean the same thing as proving explicitation is a Translation Universal. Although the former task can only be realized through proving the existence of translation-inherent explicitation, the latter task can be accomplished in another way.

Actually, so far no one has illustrated translation-inherent explicitation with any concrete example. All corpus-based translation studies are language-pair specific. Thus, the explicitation phenomena researchers identified are all language-dependent. It is impossible to justify any explicitation phenomena they identified as translation-inherent by simply confirming its existence in his or her corpus study. If researchers really want to exemplify translation-inherent explicitation, the only way is to demonstrate that certain forms of explicitation exist in every language pair. Yet, it should be noted that even if the translation-inherent type of explicitation does not exist at all, there is still another way to test the hypothesis "explicitation is a Translation Universal". For instance, in China, Huang completed his PhD dissertation on the explicitation and implicitation of conjunctions and personal pronoun subjects in a parallel corpus. In his study, explicitation is regarded as a Translation Universal. However, he does not claim the forms he uses as examples of explicitation – adding conjunction and specification of personal pronoun – are translation-inherent explicitation (2007). As illustrated above, no one can confirm these two forms as being translation-inherent merely through a study of a specific language pair (in Huang's study, it is between Chinese and English). But this study still contributes to the affirmation of explicitation as a Translation Universal. No matter what form explicitation appears in a certain language pair, as long as

explicitation can be found in every language pair, the hypothesis that "explicitation is a Translation Universal" can be justified. This is just like if someone would like to justify the statement that "language is universal", it is not necessary to prove that every country around the world shares one language. This argument can be confirmed as long as we find that language exists in every country or region of the globe, even though each has its own pronunciation rules and grammatical features.

Turning to interpreting research, although the multi-tasking nature of interpreting might preclude recurrent explicitations, or "impels the interpreter to resort to certain forms of text-condensing" (Gumul 2006b: 176), the studies conducted in the field of SI (Shlesinger 1989 & 1995; Ishikawa 1999; Niska 1999; Gumul 2006a & 2006b) and CI (Xue 2007; Hu & Tao 2009; Zhang 2009) have shown that the phenomenon of explicitation does prevail in some modes of interpreting.

In her study on shifts in cohesion in simultaneous interpreting, Shlesinger asked 13 advanced student interpreters to render an eleven-minute piece of English impromptu speech into Hebrew. The results showed that interpreters tend to fill in ellipsis with reiteration, thus making the connection more explicit (1995: 201).

Hu & Tao explored the optional explicitation phenomena in C-E conference interpreting based on a large-scale parallel corpus. Through the analysis of interpreters' use of conjunction words like "that" and "to", they confirm that explicitation of textual meaning is quite apparent in C-E CI (2009: 67-73).

In short, although the above studies aim mainly at proving explicitation as one of the universals of translation, none of them has succeeded in proving the existence of

translation-inherent explicitation. It should be made clear that the hypothesis that "explicitation is a Translation Universal" can still be justified without proving the existence of translation-inherent explicitation. As long as explicitation can be found in translation between every language pair, no matter in what form it presents, no matter how frequently it occurs, it can be regarded as a Translation Universal. Likewise, the fact that "the current study finds out several types of explicitation in CI" can also be regarded as a piece of supporting evidence in proving that "explicitation is a Translation Universal".

2.6 Studies on Directionality of Interpreting

"Directionality in translation studies usually refers to whether translators are working from a foreign language into their mother tongue or vice versa" (Beeby 1998: 63). So the directionality of interpreting can refer to whether the interpreters work from a foreign language into their mother tongue or the other way round. If the interpreter works from his/her mother tongue to a foreign language, it is labeled as "retour interpreting" (Page 2006: 212).

So far, there are two polarized views on the question of whether conference interpreters should work from their B language into their A language or vice versa: one is held by "the Western European camp" (ibid. 212). A consensus has been reached among them that "although some interpreters are obliged in the course of their professional life to work into their 'B' language, most interpreters, and especially teachers of interpreting, insist on the fact that true interpretation […] can occur only into one's 'A' language" (Bros-Brann 1976:17). They shun the idea of

retour interpreting and agree that a B language is less versatile and more "vulnerable" than an A language (Donovan 2003: 373) and only in one's native language is speech production "spontaneous" (Seleskovitch 1968: 43), idiomatic, and can achieve best information transmission (AIIC 1991:3; Seleskovitch & Lederer 1989:135). Déjean Le Féal claims that "performance in a learned language is always shakier and less assured than in the mother tongue" (2005: 172). Conversely, the other is the "Eastern European camp" led by the Soviet Union (Page 2006:212), which prefers retour interpreting. They believe that "no one is exempt from comprehension problems and as one cannot interpret what s/he has not understood, the comprehension phase must be given priority over production" (Martin 2005: 84). Seel also lays stress on comprehension and holds that an interpreter is more culturally competent in his or her mother culture and therefore "more competent to interpret out of his mother tongue" (2005: 76). In addition, Denissenko maintains that "comprehension in the mother tongue is easier than in an acquired foreign language [...] he [the interpreter] has a wider choice of possible ways and means of conveying the same message in his native tongue" (1989: 157). The necessity of retour interpreting has been emphasized by them (e.g. Bartlomiejczyk 2004: 247).

Except the above opposite views drawn from intuitive speculations, theoretical analyses have also been carried out. They hold contradictory views from each other because their opinions are based on opposite assumptions. For instance, Goldman-Eisler contends that comprehension requires more attention than production (1972:139) while Gile holds that "generally production requires more attention because the production often involves a deliberate effort to avoid linguistic

interference from the source language, both in retrieving lexical items and in constructing syntactically acceptable target-language sentences" (2005: 11). If the former assumption holds true, then working into B language entails less processing capacity than that of working into A language; yet, if Gile's presumption is true, working into A language will be easier than into B language.

Since it is hard to discern which supposition reflects the truth, it is advisable to resort to empirical investigation. Tommola & Heleva (1998:177-186) found that more propositions are rendered successfully in the B to A language direction when doing SI for a difficult text. Chang (2005: 56-61) also demonstrated that professional interpreters scored higher in the propositional accuracy and made less errors when doing SI from their B language to A language (from English to Chinese). Yet, Färber demonstrates that students did better in simultaneous interpreting in terms of completeness and accuracy when working into their B language (from German to English) (2002). Moreover, Lee demonstrates that trainee interpreters tended to commit more errors of meaning when working into their A language (Korean) and more errors of language and presentation when working into their B language (English) (2003).

In sum, although being frequently analyzed by intuitive speculation, theoretical inference and empirical research, just as Gile comments, it is still not possible to evaluate the "relative merits" of interpreting into the A language and retour interpreting, because "they have not been investigated empirically to a sufficient extent to allow any clear conclusions to be drawn" (2009: 56). Hence, more empirical research should be continued.

Among previous studies on explicitation, Gumul (2006a) conducted an experiment to explore whether explicitation is dependent on the directions of interpreting. There are 28 advanced interpreting students who were asked to do SI between English and Polish. Results show that there were 481 explicitation shifts from B language to A language while there were 624 explicitation shifts from B to A. Gumul concludes that for one thing, "explicitation appears to be dependent on the direction of interpreting to a certain extent"; for another thing, "more frequent occurrence of explicitation in interpreting into a B language is apparently due to the constraints intrinsic to the process of interpreting"; last but not least, "the vast majority of explicitations identified in both directions of interpreting appear to be either subconscious or automatic and hardly ever attributable to any strategic behavior" (ibid. 28-29).

Gumul's research was conducted within the language pair of English and Polish. Will there be different explicitation features in interpreting from English to Chinese and vice versa? The present study attempts to answer this question.

2.7 Summary of Previous Studies

The review of literature on explicitation in this chapter has furnished some insightful conclusions and will be rounded off with a summary as follows:

The features of explicitation in translation have been frequently investigated, yet explicitation in interpreting has yet to be adequately researched. Considering the fundamental differences between translation and interpreting as well as the unique complexity of interpreting, such as ephemeral and one-time presentation, limited

working memory capacity and immediate production, it is reasonable to presume that not all claims concerning explicitation in translation can be applicable to interpreting. Hence more research should be carried out to investigate explicitation in interpreting with emphasis placed on the unique features of interpreting.

Quite a number of previous studies on explicitation do not base their research on a clear definition. They either adopt vague definitions proposed by previous scholars or apply their own definitions inconsistently. Since each study has to analyze unique data different from others, it is extremely important to provide a definition for explicitation that is applicable for the collected data. Hence, a working definition has been formulated for this study (see Section 3.1).

Blum Kulka's Explicitation Hypothesis postulates that there should be a kind of "translation-inherent explicitation". It is surprising that so far no one has succeeded in illustrating it with any substantial example and some scholars even doubt its existence (e.g. Becher 2010a). Inferred from Englund-Dimitrova's "Strategic Explicitation" (2005a: 36), it is possible that some explicitations might be motivated by processing difficulties interpreters encounter in the process of interpreting. These relevant cases certainly exemplify the questioned "interpreting-inherent explicitations". In this study, attempts will be made to prove the existence and investigate features of "interpreting-inherent explicitations".

Becher has demonstrated that due to grave methodological errors, a number of studies claiming to offer support for the Explicitation Hypothesis (Overas 1998; Olohan & Baker 2000; Kenny 2005) actually fail to justify the Hypothesis (2010b: 3-8). Based on this idea, he further infers that "it is misleading to call explicitation a

possible 'universal' of translated text (ibid. 75)". Yet, the current study maintains that even if there's no translation-inherent explicitation, as long as explicitation can be found in translation between any language pair, no matter in what diversified forms, explicitation can be regarded as a Translation Universal.

The discussion on interpreting experience and explicitation has shown that conflicting findings on the relationship between the frequency of explicitation and the level of translators' professional experience can be observed. The present study conducts a comparative study on explicitation patterns between professional interpreters and novice interpreters to find out whether there are any different features in their explicitation patterns while they are conducting CI.

The discussion on interpreting directionality has made clear that although intuitive speculation, theoretical analysis or empirical studies have all been conducted, scholars still fail to justify which interpreting direction (from A language to B language or vice versa) is more suitable for interpreter's cognitive processing. Hence, the present study will compare explicitation patterns in C-E CI and E-C CI, with a view to shedding light on the issue of interpreting directionality.

CHAPTER THREE RESEARCH DESIGN

The research design of the present study will be fully delineated in this chapter. Due to the complexity of the explicitated information, decisions on whether something can be regarded as explicitation and what motivated the interpreter's to use it can be rather subjective. Hence it is significant to show as clearly as possible how those choices have been made.

3.1 Working Definition of Explicitation

In Section 2.1, attempts have been made to clarify the inferential sources of the explicitated information as well as features and forms of explicitation. Based on the above analysis, explicitation and explicitating can be redefined as follows:

Explicitation stands for translation shifts made by an interpreter when s/he provides additional information which can be inferred from the context (the co-text, situation and culture).

Explicitating refers to the process of performing explicitation.

Becher defines explicitness as "the verbalization of information that the addressee might be able to infer if it were not verbalized" and "explicitation is observed where a given target text is more explicit than the corresponding source text" (2010a: 3). He emphasizes that his definition of explicitness and explicitation are both

product-based, which indicates he is not concerned about the process of explicitation. The present study deals not only with the forms of explicitation but also the motivations behind it, so it is necessary to make this study both product-oriented and process-oriented. Therefore, in the present study, "explicitating" is adopted to refer to the *process* (related mainly to interpreters' motivation of making explicitation) while explicitation the *product* (related mainly to the forms explicitations present).

To sum up, explicitation can be both conscious and subconscious yet obligatory explicitation is excluded. The explicitated information should be inferred from either the co-text or the situation or the culture. Explicitation can be an addition, substitution, specification and generalization as long as the explicitated information can be inferred from the context.

3.2 Data Collection

3.2.1 Aims

The data that need to be collected include interpreters' CI products, their stimulated retrospection (see Section 3.2.5) which is a reflection of their thinking process while interpreting and notes they take down while interpreting.

3.2.2 Subjects

Altogether 24 people participated in this study. Among them, twelve are professional interpreters with at least two years of formal interpreting training experience and at least 90 days of interpreting working experience and twelve are novice interpreters

who are MA students studying interpreting at the Hong Kong Polytechnic University. They all have Chinese as their mother tongue and English as their second language. Detailed information about them has been provided in Table 3-1 (For information of each subject, see Appendix C).

Table 3-1. Detailed Information of the Subjects

	Avg. Age	Gender (M : F)	Training Time	Working Experience	Remarks
Professional Group	28	3 : 9	over two years	over 90 days	5 interpreter trainers; 1 freelancer; 6 in-house interpreters
Novice Group	23	2 : 10	one semester	0	no real interpreting experience

3.2.3 Variables

Explicitation pattern, which refers to the frequency and distribution of various kinds of explicitation phenomena, is the only dependent variable in the study and the other two independent variables include:

1) *Participants' professional experience*: Subjects have been categorized into two groups according to their years of professional experience. One is the professional group including interpreters with over four years of working experience; the other is the novice group comprising of interpreting trainees who have just received their systematic interpreting training for one semester;

2) *Language direction*: In order to investigate explicitation features of subjects while interpreting in different language directions, this research asked subjects to interpret in two directions – one is from A language to B language and the other is

from B language to A language. All subjects have Chinese as their A language and English as B language, thus, in this study, A language to B language refers to Chinese to English while B language to A language refers to English to Chinese thereinafter.

3.2.4 Materials

With a view to testing whether explicitation in CI has a direction-specific tendency, the original speeches include both Chinese and English speeches to ensure the implementation of bidirectional interpreting tasks. The two speeches are both related to the topic of education reform so as to minimize the interference that might be caused by differences in background information requirements.

The Chinese speech (see Appendix B) was delivered by former Minister of Education Zhou Ji at a press conference of the State Council Information Office on Aug. 27th, 2009. The excerpted part is the speaker's answer to a question raised by a journalist about educational reform in China, especially in the rural areas.

The English speech (see Appendix B) was addressed by Professor Philip Hallinger to a group of Chinese teachers in a training program on educational leadership and management in the Asia-Pacific region. In the excerpted part, the speaker focuses on the characteristics of good and bad leadership, the resistance caused by changes, as well as the role teaching faculty should play while facing changes.

The information in the speeches are organized with a clear and logic structure and delivered at normal speed. There is no noise or disturbing accent. And they have

been provided with CI service while they were delivered. Hence, they can be regarded as prototypical speeches that Chinese interpreters usually encounter in CI assignments.

3.2.5 Procedure

1) Warm-up: A brief introduction of the procedure and requirements of the tasks subjects are invited to do in a controlled working environment was first given to each subject. Handouts (see Appendix D) providing information about the main idea, glossary, length, as well as the speaker and the audience of the original speeches were distributed to the subjects. After ten minutes preparation, they took part in a warm-up exercise through which they were expected to familiarize themselves with the voice of the speaker and the working conditions.

2) CI Task: The 24 subjects (12 professional and 12 novice interpreters) took part in the CI task one after the other with their interpretations being recorded. The linguistic and paralinguistic information in the recordings were transcribed for further analysis;

3) Retrospection: Immediately after interpreting, the transcription of the original materials was handed out to the subjects. They were asked to listen to their recordings while referring to the handouts. In order to keep them blind about the aim of the tasks – identifying interpreters' explicitation patterns – they were asked to make comments whenever they felt they adopt some kind of shift. They have also been reminded that their remarks should only reflect what they thought about during the task of interpreting. According to Zimmerman & Schneider, this kind

of delayed retrospection as an approach to elicit data about the working process can not only generate information about "actual employed strategies" and "preferred strategies" but also shed light on subjects' "declarative knowledge" – "comments in which learners tell us what they think they did or even ought to have done in solving a lexical problem" (1987: 179 & 194);

4) Interviews (stimulated retrospection): As Kalina has summarized, supplementary methods are advised to be adopted because retrospective comments made by interpreters themselves may have two drawbacks: on the one hand, "not all decisions made by the interpreter during interpreting are conscious, nor are they all remembered"; on the other hand, interpreters may not comment "on everything they remember or notice during the retrospection session, or for rationalizing or explaining their own performance" (1998: 151-159, translated by Vik-Tuovinen 2002: 63). These may both affect the reliability of the analysis. Thus, while subjects are doing self-retrospection, questions to stimulate their retrospection have also been raised so as to better reveal the interpreters' cognitive as well as metacognitive processes in conducting explicitation. Questions include "Just now, you add… to …, what were you thinking about at that moment?", "You've substitute … with …, why?", "Is this your habit of interpreting or not?" etc. To help subjects express their ideas in the most comfortable way, both retrospection and interviews were conducted in Chinese, the subjects' native language.

3.3 Data Transcription

The transcription of the interpreters' rendition (see Appendix A) began after all the data have been duly collected. Conversation analysts Heritage & Atkinson claim that "conversation analysts do *not* claim that the transcription system captures the details of a tape recording in all its particularities, *or* that a transcript should (or ever could) be viewed as a literal representation of, or observationally adequate substitute for, the data under analysis" (1984: 12). It suggests that "all transcripts will miss out some details and will be relatively subjective" (Schjoldager 1996: 68). To minimize the subjectivity and possibility of information loss, the following three basic principles of transcription have been stipulated:

1) All sounds, including both the linguistic and the paralinguistic information, should be transcribed.

2) The transcription should be as orthographic as possible;

3) Paralinguistic information should be labeled with clear signs.

The first principle dictates that except verbal information, prosodic features including pauses, stammers and stretched pronunciations will also be transcribed.

To implement the second principle, sentences were initiated by capital letters; sentence boundaries were marked by full stops, question marks or exclamation marks; proper nouns also began with capitals; however, different from standard orthography, commas are used not to indicate semantic pauses, but short pauses the subject makes (compared with pauses indicated by marker <p> as informed in Table 3-2, the pause indicated by comma is relatively short, less than one second);

For the third principle, the transcription contains a few self-devised symbols that cannot be found in standard orthography. Table 3-2 presents the specific symbols adopted in the transcription.

Table 3-2. Symbols for Transcription

Features	Symbols	Examples
Pause	marker <p>	the teachers in China have reached the number of <p> one point six million
Stammer/ hesitation	marker <uh>	the faculty's <uh> training program
Stretched pronunciation	marker ~	for the~ festival
Unusual pronunciation	spelling	motoblize (should be mobilize)
False start	spelling	The top leaders ex- extended their congratulations
Intonation	Full stop Question mark Exclamation mark	Yesterday was our Teachers' Day. What is the key point? Thank you for your presence!

3.4 Typology of Explicitation in CI

With a view to finding out as many explicitating shifts in the data as possible, it is necessary to find a proper framework that can be adopted as a guidepost for this study. In Section 2.2, it has been mentioned that Halliday's metafunctions of language have inspired several studies on explicitation in both translation and interpreting. Yet, those studies either committed certain methodological errors or did not provide well-formulated illustrations of each type they classified; furthermore, Becher argues that this theoretical basis lacks "objective criteria for keeping the three categories apart" (2011: 86). Does this mean it is impartial to employ metafunctions of language as the theoretical basis of classifying explicitation? The answer is definitely no. If we take a closer look at Becher's framework, it is clear that his

framework is to a large extent based on this theory. What should be noted is that he has made some modifications which leads to a framework that is, in his own words, "more objective and reliable, terminologically precise and incomplete in the sense that, unlike the Hallidayan framework, it does not aim to be a full-fledged theory of language" (ibid.).

The present study will also take Halliday's three metafunctions of language as a theoretical basis for classifying forms of explicitation. To make this valid for the collected data, a few refinements have been made to set up a framework of explicitation as shown in Figure 3-1.
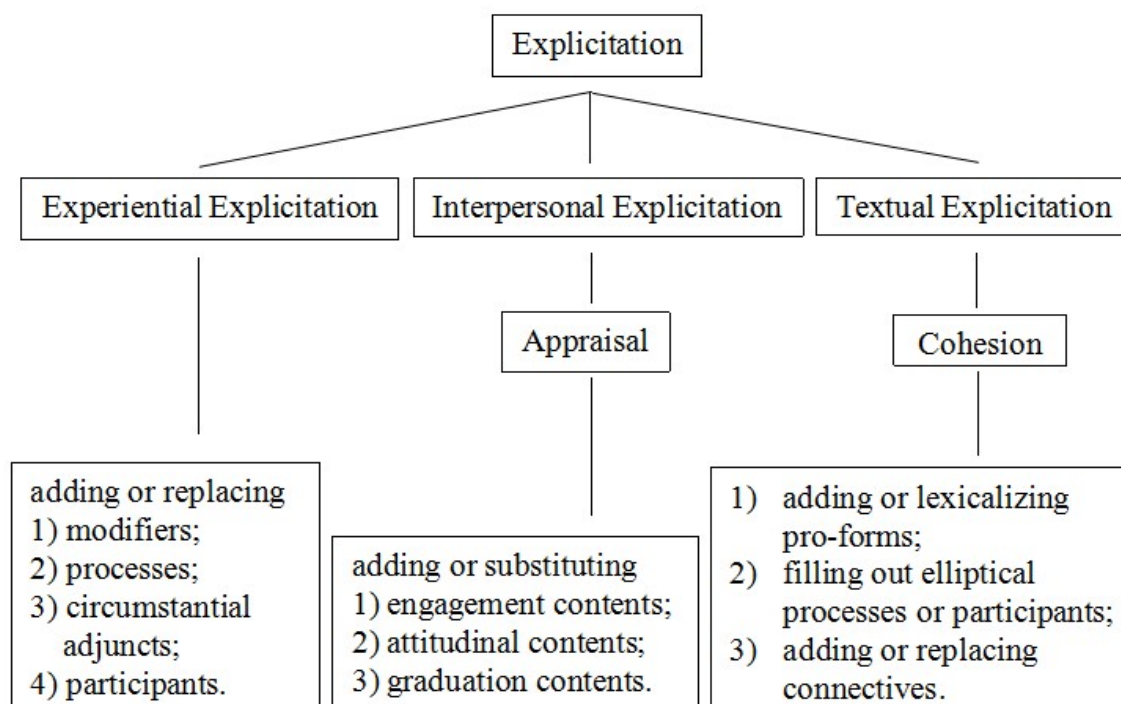
Figure 3-1. A Framework of Explicitation in Consecutive Interpreting

According to Halliday & Matthiessen, language has three metafunctions: an ideational function, an interpersonal function and a textual function. The ideational

function, which enables people to "construe human experience", can be "distinguished [...] into two components, the experiential and the logical". The interpersonal function means "language is always [...] enacting our personal and social relationships with the other people around us", while the textual function "relates to the construction of text" (2004: 29-30).

The first type of explicitation is experiential explicitation. In the present study, experiential explicitation occurs when the explicitated information belongs to "experiential modifiers", "processes", "circumstantial adjuncts" or "participants". The first type of experiential explicitation includes adding or substituting experiential modifiers. Here "experiential modifier" is a concept that includes "epithet", "classifier" and "qualifier". These three concepts all indicates some quality of certain entity. An epithet refers to "properties of the thing represented by the nominal group along different qualitative dimensions such as age, size, value [...] Epithets serve as premodifier [...] There are two kind of epithets operating in the nominal group: experiential epithet and interpersonal epithets" (Matthiessen et al. 2010: 90). In the sentence, "*I like you **beautiful** dress*". "Beautiful" is an interpersonal epithet, which is a concept that should be discussed in the interpersonal explicitation part (see the following discussion on "attitude"). A classifier refers to "a particular subclass of the thing in question". There are "significant differences" between epithets and classifiers. Namely, a "classifier does not accept degrees of comparison or intensity" (Halliday & Matthiessen 2004: 319-320). For instance, we cannot say "*This is a very plastic bag*", because plastic is a classifier not an epithet. When a nominal group indicating a certain property of an entity follows the entity, it has been labeled as

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qualifier (ibid. 323). The way Halliday and Matthiessen deal with modifiers is extremely delicate. But in this study, that meticulous way cannot be followed, since the comparison of different frequencies of explicitation related to the three subcategories is not the focus of the present study. Instead, no matter whether the added or substituted parts belong to epithets, classifiers or qualifiers, as long as they show the experiential property of the entity, they will be put into the category of experiential modifier-based explicitation. The following are examples to illustrate the above subcategories:

Example 3.4-1

ST: 現在我們的教育發展到一個最關鍵的時刻，發展到了一個新的曆史時期。在這個曆史時期…

BT: Now our education develops into the most critical moment, develop into a new historical stage. In this historic stage…

TT: also now we come to a new historical stage of educational development. In now the **new** stage…

Example 3.4-2

ST: 劉延東同志在表彰大會上發表了一篇重要講話.

BT: Comrade Liu Yandong had delivered an important speech at the awarding ceremony.

TT: **State councilor** Liu Yandong has addressed an important speech.

Example 3.4-3

ST: 落實好十一五規劃綱要

BT: to implement well the outline of the Eleventh Five-Year Program

TT: to implement well the outline of the Eleventh Five-Year Program **for national economic and social development**.

The three examples above all have additions of experiential modifiers. Example 3.4-1 demonstrates explicitation by way of adding the experiential epithet "new", which is a concept inferrable from the preceding sentence. Example 3.4-2 presents an explicitation case through adding the classifier "State Councilor", which is inferred from Chinese culture. Finally the English rendition in example 3.4-3 added a qualifier to manifest the purpose of "the Eleventh Five-Year Program" mentioned in the sentence. This addition can be inferred from Chinese culture and might better inform listeners who are not quite familiar with that program.

Experiential explicitation can also be realized by the addition or substitution processes, participants or circumstantial adjuncts, which are the three nuclear experiential structural elements. Using a somewhat simplified definition, a process refers to the verbal group in any clause (ibid. 176); participants refers to the subjects and objectives in any clause (ibid.); circumstantial adjuncts are typically realized by adverbial groups or prepositional phrases to indicate time, place, manner, cause and condition (ibid. 335). Cases for illustration are as follows:

Example 3.4-4

ST: …黨和國家領導人親切地接見了全國的優秀教師代表。

BT: …Party and State leaders kindly grant an interview to representatives of

excellent teachers of the country.

TT: …leaders have **attended the ceremony** for excellent teachers.

Example 3.4-5

ST: …向 60 年來為中國的教育事業作出貢獻的全體人民教師和教育工作者

表示節日的問候和誠摯的慰問.

BT: … sent their cordial holiday greetings to all the teachers and faculty staff

who have made contributions to China's education in the past six decades.

TT: … sent their greetings and thanks to the teachers who have made

contributions **to the faculty development** and education in the past 60

years.

Example 3.4-6

ST: 昨天是我們的教師節

BT: the day before yesterday is our Teachers' Day

TT: So one day before the Teachers' Day **in China.**

These three examples illustrate various forms of the experiential explicitation. In

example 3.4-4, the interpreter rendered "接見…代表"(grant an interview

with…representatives) into "attend the ceremony", which is a substitution of the

process and participant. The substituted information is what can be inferred from the situation, where teachers' representatives are received by national leaders in a celebration ceremony of the Teachers' Day. Since the participant substitution here is for the collocation with the process substitution, it cannot be labeled as a separate case of explicitation. Example 3.4-5 presents us with an explicitation case by way of adding a participant. In the Chinese original, the speaker only mentions "contribution to education" but the interpreter extends this with "contribution to the faculty development". Motivation related issue will be discussed in the following Section, yet here the key point is the addition of a participant that can be inferred from the culture constitutes an experiential explicitation case. Likewise, in example 3.4-6, the interpreter supplemented the phrase "in China" which is a circumstantial adjunct indicating the exact place of celebrating the Teachers' Day.

The second type is interpersonal explicitation. When the interpersonal function is mentioned, the first thing that comes to mind is usually mood and modality. But they are not a manageable basis for the analysis of explicitation because it is not clear whether the addition of modal verb can be labeled as explicitation or not. For instance,

Example 3.4-7

ST: 我們要為農村輸送更多高質量的老師。

BT: We should send more excellent teachers to the rural areas.

TT: We **can** improve the quality of the rural teachers.

In this case, the addition of "can" seems to be a compulsory addition so as to make the rendition understandable. Due to the lack of clarity in this kind of addition, it is advisable to rule out the addition of modal verbs from the current study.

To make the interpersonal explicitation measurable and quantifiable, the appraisal system established by Martin & White (2005) has been referred to. Figure 3-2 shows an overview of this System.
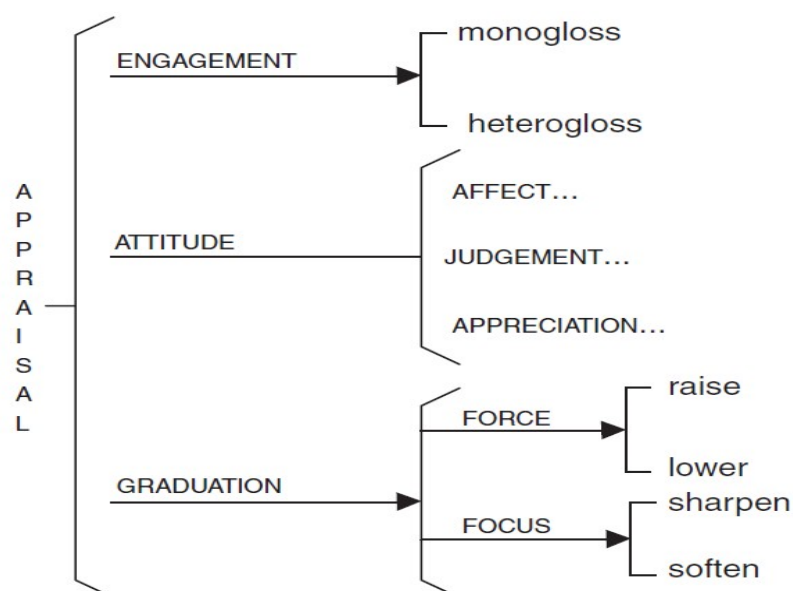
Figure 3-2. An Overview of Appraisal System

There are mainly three elements in the appraisal system. Among them, "engagement is concerned with the ways in which resources such as projection, modality, polarity, concession and various comment adverbials position the speaker/writer with respect to the value position being advanced and with respect to potential responses to that value position – by quoting or reporting, acknowledging a possibility, denying, countering, affirming and so on" (ibid. 36). To apply it to the exploration of

explicitation in interpreting, this concept relates to the interpreter's ways of presenting the speaker's attitude. When the added elements explicitly show who is responsible for the following point of view, it was labeled as "engagement-based explicitation." For instance,

Example 3.4-8

ST: 剛才你提的這個問題確實是一個非常重要的問題。

BT: The question you have just raised is an extremely important question.

TT: **<u>I think</u>** <uh> the question you have just raised is extremely important.

The above example shows clearly it is the speaker who is responsible for the following opinion.

The second element is "attitude", which is concerned with "our feelings, including emotional reactions, judgments of behavior and evaluation of things" (ibid. 35). This concept could be used to explain the added or substituted parts that reflect a kind of attitude the speaker holds, but is not overtly expressed in the original speech. For instance,

Example 3.4-9

ST: 我們已經基本解決了讓孩子們有學上的問題.

BT: We have almost solved the problem and let children have access to schooling.

TT: We have **<u>achieved the goal</u>** that to let all the children to go to school.

The above case illustrates the interpreter's attempt in explicitating the speaker's attitude through replacing a neutral expression with a commendatory one. In the original speech, the speaker's "solve the problem" states China's completion of a historical task in an objective way. But according to Chinese culture, especially for a political speech, the leaders usually highlight the bright side of China and talk about the country's achievements so as to ensure people that China is becoming a better country. This replacement conforms to such an unwritten tradition and amplifies the positive effect of "solving this problem".

The third element "graduation" is concerned with the intensity of attitude. This concept has to do with two kinds of adjustments. One deals with "the degree of an evaluation – how strong or weak the feeling is" and the other deals with "the strength of boundaries between categories – constructing core and peripheral types of things" (ibid. 37). This concept can be used to describe the added or substituted information which is inferrable from the context and increases the intensity of the speaker's attitude. For instance,

Example 3.4-10

ST: 歷史上中國人就有尊師重教的傳統

BT: Because it's a tradition in history [for] Chinese people to respect teachers and value education.

TT: We had a **very good** <uh> tradition in respecting the teachers.

In this case, there are two additions. For the first one, an intensifier "very" has been

added and it forms an explicitation case increasing the degree of the speaker's evaluation of the "tradition". This is indicated in the speaker's expressions "歷史上" (in history) and "就" (just). For the second one, the modifier "good" shows overtly the speaker's positive evaluation of the tradition, which can be inferred from either the co-text (the same as the first addition) or from Chinese culture.

The third category is textual explicitation. When the added or substituted information is relevant to the cohesion of the text, it belongs to textual explicitation. In this study, cohesion is investigated from three aspects: reference, ellipsis and conjunction. For the reference element, a concept "proform" has to be introduced first. A proform is "a word, substituting for other words, phrases, clauses, or sentences, whose meaning is recoverable from the linguistic or extralinguistic context" (Schachter 1985:24-25). And when a proform is replaced by a concrete words, phrases, clauses, or sentences it refers to in the text, it forms the lexicalization of the proform, which is one kind of referential explicitation in this study. Another kind of referential explicitation is made by adding proforms to refer to the entities mentioned in the previous or following text. For the ellipsis component, once the elliptical processes or participants are added by the interpreter, elliptical explicitation occurs. For the conjunction element, conjunctive adjuncts also called textual adjuncts are "adverbial groups or prepositional phrases which relate the clause to the preceding text" (Halliday & Matthiessen 2004: 81). If a conjunctive adjunct is added or substituted to reflect the correct relationship between the clause and its preceding text, this is considered as a conjunction-based explicitation. The following are a few examples of textual explicitation:

Example 3.4-11

ST: 他們吶，這個，向全國的教師表示節日的祝賀.

BT: They extended their holiday greetings to teachers of the whole country.

TT: **The top leaders** ex- extended their gratu-, congratulations to the teaching
<P> team.

Example 3.4-12

ST: Supporting teachers and principals. Remember the change process starts
with feeling. Getting people to be interested.

TT: 我們要支持教師<uh>因為改變是、往往是來自**他們的**<uh>感興趣。

BT: We need to support teachers <uh> because change is, often is from **their**
<uh> being interested.

Example 3.4-13

ST: 溫家寶總理專門到北京 35 中聽了 5 節課，這個，召開了教師座談會

BT: Premier Wen Jiabao specially attended five classes in the No. 35 Middle
School of Beijing and held a discussion with the faculty members

TT: Premier Wen Jiabao actually attended five classes in the No. 35 Middle
School of Beijing and **he** also held a round table meeting with the faculty
members.

In example 3.4-11, the interpreter inferred from the co-text and replaced the pronoun
"they" with the specific group of people "the top leaders" it refers to, which

represents a case of referential explicitation. Since "top" is independent from "the leaders" (see 3.5.1), it will be labeled as a separate appraisal-based explicitation shift. Example 3.4-12 illustrates the referential explicitation in the form of adding a proform to refer to a previous entity. Example 3.4-13 illustrates two forms of explicitation. Through providing the subject "he", the interpreter has made an elliptical explicitation. By complementing the conjunctive adjunct "also", s/he presented a conjunctive explicitation.

3.5 Shifts Excluded from the Analysis

Shifts were excluded from the analysis in this study of explicitation for the reasons as follows:

1) Shifts which are associated with the lexico-grammatical rules of the target language.

2) Shifts that are not covered by the working definition of explicitation provided in Section 3.1.

3) Shifts leading to semantic deviations from the original speech.

4) Repetition or shifts that occur in the correction part.

5) Shifts that have to be excluded for practical reasons.

The first type in fact is similar to obligatory explicitation mentioned in Section 2.1.3. To be exact, in this study, obligatory explicitation is defined as explicitation which is caused by the lexico-grammatical rules of the target language. Since obligatory explicitation reflects only interpreters' awareness of lexico-grammatical rules and

that violation of the rules would lead to ungrammatical expressions, obligatory explicitation will not be explored in the present study. For instance, in example 3.4-11, within the phrase "extended their congratulations", the word "their" is not indicated in the original speech but can be inferred from the situation. Yet due to the fact that "extend one's congratulations" is a set phrase in English and the deletion of "their" leads to an ungrammatical expression, this case will be put into the category of "obligatory explicitation" and will not be analyzed in this study.

Another point that should be noted is the coordinating conjunction "and". If only through the addition of "and" can the rendition be grammatical, this addition will be excluded from our analysis of explicitation. For instance, in the following case, the addition of "and" is grammatically requested:

Example 3.5-1

ST: 尊師重教

BT: respecting teachers and valuing education

TT: valuing _**and**_ respecting teachers, _**and**_ teaching

Example 3.5-2

ST: 所以我們教師隊伍建設還存在著很嚴峻的挑戰，一個最突出的就是...

BT: Therefore there are still severe challenges in the building of our faculty. One of the most prominent is...

TT: Obviously there are a lot of challenges for us in the building of quality teaching team. _**And**_ one of the outstanding question is...

Yet, in example 3.5-2, without the addition of "and", the rendition is grammatically correct. So the addition of this "and" increased the cohesion through making explicit the coordinative relations between the original two clauses.

The second type refers to those cases where the added or substituted part cannot be inferred from the context. For instance,

Example 3.5-3

ST: During that period of time, I also wrote, did research and wrote articles about effective superintendence...

TT: 在那些年的時間裏面，我同樣地也是做了一些研究，*發表*了一些文章。

BT: During those years, I also did some research and ***published*** some articles.

In the English original, the speaker only mentioned that he wrote some articles, the fact that whether they have been published or not cannot be inferred from the context. Hence the equal sign drawn by the interpreter between "wrote articles" and "published article" does not provide justifications for labeling example 3.5-3 as a case of explicitation.

The third type can be illustrated by the following example:

Example 3.5-4

ST: And you, all of you, your job is to find the right speed.

TT: 在座的很多人，你們的工作就是要去*加速這些變化*。

BT: To many of you who present, your job is to ***speed up these changes***.

Example 3.5-5

ST: I think we all know that whenever there is change, people will resist.

TT: 因此，我們就，也知道其實~當發生變化的時候呢，人們就會普遍產生這種抗拒感。

BT: *__So__*, we just, also know in fact~ once change happens, people would generally generate this kind of resistance.

In example 3.5-4, "find the right speed" has been rendered as "to speed up these changes", which is a misunderstanding of the original meaning. Hence it will be ruled out from the analysis. Example 3.5-5 presents us with a case that the conjunctive adjunct added by the interpreter does not reflect the real relationship between the two relevant clauses. As a matter of fact, a number of shifts belong to this type of deviation, given the huge processing efforts interpreters have to devote to the task so as to deal with this multitasking task.

Another type of explicitating instance that will be excluded is repetitions or the explicitating shifts in the correction parts. One transcription principle of this study, as mentioned in Section 3.3, is that all sounds should be transcribed. Thus, repetition and the information which can be regarded broadly as false starts will also be transcribed. For instance,

Example 3.5-6

ST: 最關鍵的問題是什麼？是質量。

BT: What is the most important issue? [It] is quality.

TT: I think <u>the most important part</u> <u>and</u> <u>also</u> the essence of this issue is that <u>we</u>

<u>should have good</u> <uh> we should have good teachers.

In the rendition, "the most important part" is a semantic repetition of "the essence".

It is ruled out in the study because it does not offer new information. What is more,

"and" and "also" was also excluded, since they are dependent on the previous part of

the repetition. Furthermore, in the second clause, the repeated part "we should have

good" was excluded. What should be noted here is that in the process of identifying

explicitation, only the final version of the interpreters' rendition will be analyzed.

The first "we should have" conforms to the definition of explicitation. Yet the

interpreter repeated this idea once again. Thus, only the second "we should have"

was analyzed in this study. In sum, explicitations occurring in the correction part

would be labeled as "false starts" and would be ruled out from the analysis.

 Finally, language fillers are excluded for the reasons listed below.

 Language fillers: As will be discussed in Section 3.7, explicitation in

interpreting may be conducted for the purpose of time-management. But sometimes,

the information added for delaying purposes does not convey its formal meaning. So

while analyzing the data, it is the meaning rather than the form that needs to be

focused on. And fillers that are not expressing the semantic meaning their superficial

forms carry will be excluded. For instance:

Example 3.5-7

ST: And the principal cannot force the teachers to change. And you cannot

force the principal to change.

TT: 有時候領導想變但是老師不變，這是一個問題，有阻力了。**那麼**或

者說老師他想變，但是老師**這個**不可能去<uh>指揮校長說你要改變

BT: Sometimes leaders want to change but teachers do not change. This is a

problem. There is resistance. **Thus** or teachers want to change, but

teachers ***[uh]*** cannot <uh> command principal [and] say you need to

change.

Formally "那麼" can be a conjunctive adjunct and "這個" can be a proform. Yet,

in the above case, they were added simply for time-management with no concrete

semantic meaning. Thus, they will be excluded from the present analysis.

3.6 Overlapping Explicitation Cases

Some overlapping cases can still be identified in the process of data analysis and the

following part of this section attempts to make a clear division between those cases.

3.6.1 The Unit of Explicitation

In example 3.4-4, "親切接見" (kindly granted an interview to) has been substituted

by "attended the ceremony". It can be seen that the interpreter has performed a shift

of process and a shift of participant, but this case will be counted only as a single

shift. The reason is that the participant "ceremony" is used to collocate with the

process "attend" so as to formulate an idea which can be inferred from the context. Yet, let us consider another example:

Example 3.6-1

ST: 第一個問題，我想談一談教師隊伍建設的問題。昨天是我們的教師節...

BT: For the first question, I would like to talk about the building of teachers' team. Yesterday was our Teachers' Day…

TT: First, I would like to talk about the building of the faculty team in China. **<u>But before that I would like to say</u>** yesterday was the Teachers' Day…

In this example, the interpreter added a conjunctive adjunct "but", a circumstantial adjunct "before that" and attitudinal information "I would like to say". Since they are independent from each other (the deletion of any of them does not lead to a sentence incomplete in meaning), they were counted as three explicitation cases.

To sum up, within an added or substituted part, if different forms of explicitation can be identified, as long as each part is independent from each other, or a certain part can be deleted without leading to information incompleteness, this part will be counted as an individual explicitation shift.

3.6.2 The Distinction between Modifier-based and Circumstance-based Explicitation

In some cases, the explicitated information may belong to both the experiential modifier and the circumstantial adjunct. For instance,

Example 3.6-2

ST: 昨天是我們的教師節...

BT: Yesterday was our Teachers' Day…

TT: It was the Teachers' Day **of China** yesterday …

In this example, "我們的" (our) has been replaced by "of China". On the one hand, the substituted part "of China" can be taken as a qualifier modifying the Teachers' Day; on the other hand, it can be labeled as a circumstantial adjunct indicating the place of the Teachers' Day. To avoid double counting, a rule has been made: if the explicitated information is modifying a noun or nominal phrase, no matter whether it refers to time, place, manner, cause or condition, it would be counted as modifier-based explicitation. So example 3.6-2 was counted as experiential explicitation with the addition of the modifier. On the contrary, in the following example, the added part "in China" is modifying the location of "there are", so it was counted as experiential explicitation by way of adding the circumstantial adjunct.

Example 3.6-3

ST: 人口大國

BT: a country with huge population

TT: there are a lot of populations **in China**.

3.6.3 The Distinction between Conjunctive Adjuncts and Circumstantial Adjuncts

Cases where the explicitated information can be labeled either as a conjunctive adjunct or a circumstantial adjunct can also be identified. For instance, "before that" in example 3.6-1 functions both as a circumstantial adjunct indicating time or a conjunctive adjunct improving the cohesion. To make the quantitative analysis more precise, the rule that "when the explicitated part refers to time, location, cause, manner or condition, as long as it does not modify the noun or nominal phrase, it will be labeled as circumstance-based explicitation" has been adhered to. As "before that" is time-related and modifies the whole clause rather than any nominal phrase, it was counted as circumstantial adjunct-based explicitation. Yet, there is still another exception. When the added or substituted part is a conjunction, even if it related to time, place, manner, cause or condition, the case should be regarded as conjunctive adjunct-based explicitation. For instance in example 3.6-4, although the added part is cause-related, since "so" is a conjunction, this case was counted as a textual explicitation by way of the addition of a conjunctive adjunct.

Example 3.6-4

ST: 我們已經基本解決了讓孩子們有學上的問題，下一個階段我們就是要...

BT: We have almost solved the problem of letting children have access to schooling, in the next stage we just have to…

TT: We have solved the problem of the access to education for the kids, **so** next we have to …

3.6.4 The Distinction between Process-based Explicitation and Attitude-based Explicitation

We should note that the process-based explicitation in this study refers only to the experiential process. In other words, if the explicitated process expresses the attitude of the speaker and this idea has not been shown in the original message, it was counted as an appraisal-based interpersonal explicitation rather than a process-based experiential explicitation. For instance,

Example 3.6-5

ST: 教育大計，教師為本。

BT: The plan to develop education relies on teachers.

TT: **<u>we should improve</u>** the overall construction of the teaching <p> staff.

In this case, the substituted part "we should improve the construction of the teaching staff" is a process but it expresses the speaker's implied attitude of appealing people to get started on improving the quality of teachers, so it was counted as "appraisal-based interpersonal explicitation".

Sometimes although the process in the rendition expresses the speaker's attitude, but this attitude has already been explicitly expressed in the original. In this case, the explicitation would be labeled as process-based explicitation, because it is more like rephrasing rather than reinforcing the speaker's attitude. For instance,

Example 3.6-6

ST: the two important points are:

TT: **<u>要強調</u>**兩點:

BT: [I] would like to emphasize two points:

In this case, the rendition expressed the speaker's evaluation on the importance of those two points, which is an attitude that is already shown in the original. So rather than being labeled as appraisal-based explicitation, it will be labeled as process-based explicitation.

3.6.5 The Distinction between Modifier-based Explicitation and Appraisal-based Explicitation

The analysis process also encountered overlapping parts between modifier-based explicitation and appraisal-based explicitation. For instance,

Example 3.6-7

ST: no direction

TT: 沒有這個<uh>一個**明確的**目標

BT: without <uh> a **clear** aim

In this case, although "clear" is an interpersonal modifier in general sense, it does not reflect any implied appraisal of the speaker. Instead, it is motivated by the interpreter's intention of making the rendition more accurate. Thus, it was labeled as a modifier-based explicitation. So in the present study, if the added or substituted interpersonal modifier does not reflect the speaker's implied appraisal, it will be labeled as modifier-based explicitation rather than appraisal-based explicitation. Yet, in example 3.6-8, since it is the speaker's intention to highlight the importance of this job, the added modifier "important" will be labeled as "appraisal-based" explicitation rather than "modifier-based" one.

Example 3.6-8

ST: And you, all of you, your job is to find the right speed.

TT: 所以在座各位領導<p>的一個**重要**作用，就是實現這個平衡

BT: so an **important** function of every leader presented <p> is to realize this

balance.

3.6.6 The Distinction between Circumstance-based Explicitation and Appraisal-based Explicitation

There are also overlapping parts between circumstance-based explicitation and

appraisal-based explicitation when the explicitated information is on the one hand,

an appraisal and on the other hand, a circumstantial adjunct illustrating the time,

location, cause, manner or condition of the original information. To distinguish

them, another rule has been formulated, which stipulates that in this situation, the

point that should be checked is whether the explicitated information reflects the

speaker's attitude. If yes, it is labeled as appraisal-based explicitation; if not, it is

a circumstance-based explicitation. For instance,

Example 3.6-9

ST: For example, could solve problem.

TT: 我<p>舉個例子就是<p>要做一個很好的領導者的其中一個特性很

有可能就是要**快速**解決問題的這種能力

BT: I <p> give an example namely <p> one of the characteristics of being a

very good leaders is very likely to be the ability of solving problems

rapidly.

In this example, "快速 (rapidly)" is in general sense an interpersonal modifier (showing people's evaluation). Yet this concept is not related to the speaker's attitude. It actually reflects the manner of the process "solve problem". Thus, this case has been put into the category of circumstance-based explicitation. Yet, in example 3.6-9, since "禮貌地 (quietly)" reflects the "respect" the speaker mentioned in the previous clause "And because Asians give respect to seniority and position", it has been labeled as "appraisal-based explicitation".

Example 3.6-10

ST: they will be quiet when they resist the change.

TT: 他們通常<p>選擇的<p>是<p>安靜**禮貌地**來表示他們的一些不滿

BT: They usually <p> choose to <p> express some of their dissatisfaction quietly [and] **politely**.

3.7 An Explanatory Framework of Explicitation in CI

As mentioned in Section 2.3, previous literature focuses mainly on linguistic differences, stylistic differences or cultural differences between the source language and the target language to explain the motivation for performing explicitation. This proves to be valid in the study of explicitation in translation. Yet, it is not until the Englund-Dimitrova's mention of "the strategic explicitation" (2003; 2005a; 2005b) did researchers begin to treat the processing difficulties translators encountered in the

process of translating as motivations for their explicitations. The present study investigates the motivations of explicitations in CI. Since interpreters meet more processing challenges and time pressure than translators, more attention should be paid to the process of interpreting. Through a careful analysis of the data collected, especially interpreters' retrospective remarks, an explanatory framework, taking full consideration of problems interpreters might encounter while interpreting has been established as shown in Table 3-3.

Table 3-3. Explanatory Framework for Explicitation in CI

	Types	Motivations	Criteria
M1	Time management	lacking time in recalling the original message, recognizing notes or figuring out proper ways of expression	1) interpreters mentioned in retrospection; 2) there is hesitation, pause, correction, stretched pronunciation or repetition after the explicitation; 3) there is a proper noun or figure after the explicitation.
M2	Gap-filling	failing in understanding, remembering or expressing the original contents	1) interpreters mentioned in retrospection; 2) the explicitated information can be inferred not from the original message but other information from the context.
M3	Clarifying	interpreter's expectation of reducing listeners' processing efforts	1) interpreters mentioned in retrospection; 2) the explicitated information is inferrable from the original message.
M4	Reinforcing	reinforcing the speaker's attitude	1) interpreters mentioned in retrospection; 2) the explicitated information reinforcing or foregrounding the speaker's attitude.
M5	Note-taking	the way notes have been written down	1) the interpreter mentioned in retrospection; 2) the explicitated information does not explicitly mentioned in the original speech but can be elicited from interpreters' notes.

There are altogether five types of motivations. The first motivation is labeled as

"time-management". When interpreters cannot offer a proper rendition, for example for certain proper noun or figure in the original speech, they may make some additions or substitution in the target language so as to gain extra time for further thinking. Usually these explicitations are accompanied by interpreters' stammers, pauses, stretched pronunciations or corrections, which are markers for interpreters' incompetence in interpreting (hereinafter "incompetence indicator/marker" refers to stammers, pauses, stretched pronunciation, repetition or corrections). In sum, if explicitation occurs when the interpreter intends to gain extra time in recalling the original information, in recognizing notes, or in figuring out proper ways of target language expression, it was labeled as explicitation for "time-management".

Example 3.7-1

ST: 胡錦濤、溫家寶、李長春、習近平等黨和國家領導人親切地接見了全國的優秀教師代表

BT: The Party and state leaders, Hu Jintao, Wen Jiabao, Li Changchun, Xi Jinpin etc. granted a kind interview to the representative of the excellent teachers all-around the country.

TT: **our** <uh> leaders Hu Jintao, Wen Jiabao, Xi Jinping, etc. have, have met the representatives of good teachers <uh> around the country.

The example 3.7-1 shows clearly there are stammers following the added part "our". And according to the interpreter's retrospection, it is due to the fact that s/he is struggling with the names of the leaders that have been listed in the original speech.

Hence this case has been labeled as explicitation for "time-management".

Secondly, when the interpreter fails to understand, recall or express the original contents, s/he may replace it with other information that can be inferred from the previous co-text or from the situation or culture. This approach can ensure a fluent information flow so the listener would not be distracted and would not notice the interpreter's incompetence. This type of explicitation is labeled as the explicitation for "gap-filling".

Example 3.7-2

ST: 劉延東同志在表彰大會上發表了一篇重要講話.

BT: Liu Yandong made an important speech at the awarding ceremony.

TT: And~ **another leader** also went to, also made a speech in Tea-, on Teachers' Day.

It is not easy to remember an unfamiliar name while interpreting. In example 3.7-2, because the interpreter does not know LiuYandong is an important State Councilor, s/he failed to remember her name. But inferring from the context, the interpreter assumed that s/he could be a state leader, so s/he substituted the specific name with a general political title. Since the substituted information is not inferred from the original name but from the political identity of the state leaders mentioned in the previous paragraph, this case will be put into the category of explicitation for "gap-filling".

From the above analysis, it is clear that explicitations, no matter being attributed

to intention of time-management or gap-filling, can showcase interpreters' "inadequate interpreting competence". To be specific, this kind of incompetency refers to failures in understanding, recalling or expressing the original information, in recognizing notes, as well as failing in performing the above processes on time.

As regards the third motivation, when no "incompetence indicator" can be found after the explicitation case, and the explicitated information is inferrable from the original message s/he has to interpret, it was labeled as explicitation for "clarifying". Example 3.4-5 above would be a good case in point. Since there is no marked stammer, pause, false start, stretched pronunciation, correction, proper noun or figure following the addition and it is a modifier for the original content, this case was ranked as explicitating for "clarifying".

Fourthly, when the explicitated information is relevant to the speaker's appraisal information (including engagement-based explicitations, appraisal-based explicitations and graduation-based explicitations, see Section 3.4 for detailed elaboration), it was labeled as explicitation for "reinforcing attitude".

Example 3.7-3

ST: 最重要的差距就是教師隊伍，教師的質量

BT: The most important gap is the teaching team, the quality of teachers.

TT: But the core issue of this problem is that <p> **we need to solve** the problem

of the education staff

In example 3.7-3, the speaker only states a neutral fact that "the quality of teachers is

the most significant gap between education in the urban and rural areas." But in the rendition, the interpreter directly expresses an attitude "we need to solve the problem", which is an attitude the speaker indicates several times in the original speech. In this way, the interpreter highlighted the importance of this action "to solve the problem".

Except for these four motivations, the explicitated information sometimes can also be related to the symbols used by interpreters or the layout of the notes that they take down. Yet, notes can be regarded only as a superficial motivation. The underlying motivation is still attributed to the four motivations listed above. For instance,

Example 3.7-4

ST: 最關鍵的問題是什麼？是質量。

BT: What's the most crucial issue? [It] is quality.

TT: <uh> The key is teaching staffs and the quality **of education.**

key 招

In example 3.6-4, a modifier "of education" has been added to specify the quality. When we refer to the interpreter's notes, it is obvious that this substitution can be attributed to the symbol "教 (education)". What is more, there is no incompetence indicator after this addition. So the underlying motivation of this case would be for clarification. Thus, in this study, this kind of cases will be counted twice, once as explicitation for clarification and once as being related to notes.

Example 3.7-5

ST: 我們已經從一個人口大國建設成為一個人力資源大國, 但我們現在要向

人力資源強國進軍。

BT: We have already built ourselves from a country with a huge population to a

country with human resources, yet we now should march towards a country

with strong human resources.

TT: **<u>In the past</u>**, there are too many, there are a lot of populations in China; And

<u>now</u> <p> this population has turned into human resources. **<u>And later on</u>**, we

will going to improve the quality of this human resources.
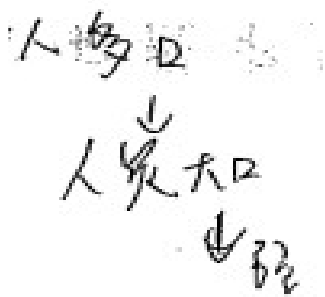
In example 3.7-5, the special structure "In the past... now... later on..." which makes

explicit the temporal relationships between these three stages can be attributed to the

layout of the interpreters' notes. Yet, since this layout was motivated by the

interpreter's intention to clarify the original logic, so the underlying motivation of

this case should be "for clarification". Thus in the current study, such cases will be

counted twice, once as cases attributed to the interpreter's notes and once to the

interpreter's intention to clarify.

 Due to the overlapping between notes and the other four motivations, in this

study, the impact of notes on interpreters' explicitation patterns will be discussed

separately in Chapter 7.

3.8 Summary

The research design presented above intends to set up an integrated framework for the comparison of explicitation patterns both quantitatively and qualitatively between professional interpreters and novice interpreters in CI.

To make a nuanced analysis of explicitation patterns, a network comprised of factors like linguistic forms and cognitive motivations has been established. With the unfolding of quantitative differences between these two groups and between two language directions, a qualitative analysis will be followed by explanations for the differences identified.

CHAPTER FOUR EXPERIENTIAL EXPLICITATIONS IN CI

Moser-Mercer et al. claims that "experts' semantic interpretation almost always being tied to the context of a speech or a text, whereas novices' semantic interpretations are often entirely unrelated to the context" (2000:109). If we base our hypothesis on this statement, it seems that the professional group would make more experiential explicitations than their novice counterparts. Will there be any difference between these two groups' performance on experiential explicitations, or any difference between interpreting from two different language directions? These questions will be investigated in this chapter.

According to the categorization framework of the present study (see Figure 3-1), there are four subcategories under experiential explicitation: modifier-based explicitation, process-based explicitation, circumstantial adjunct-based explicitation and participant-based explicitation. Each will be successively explored in this chapter.

4.1 Comparison of Experiential Explicitation Patterns between Professional and Novice Interpreters in C-E CI

4.1.1 Modifier-based Explicitations

For a terminological note, the word "modifier" will only refer to "experiential modifier" (see Section 3.3). Table 4.1-1 lists all the modifier-based explicitation shifts detected in C-E CI. The qualitative analysis, as shown in the table, has identified three types of situation in which interpreters made modifier-based

explicitations.

Table 4.1-1. Frequency of Modifier-based Explicitations in C-E CI

A1	M1		M2		M3		T
	Add	Sub	Add	Sub	Add	Sub	
CEP	40	5	0	5	**266**	20	336
CEN	**81**	0	9	6	161	14	271

The following observations can be made from the above table:

Observation One: Professional interpreters carried out more implied modifier additions for clarification than their novice counterparts.

Observation Two: There are more implied modifier additions for time-management in the novice group than in the professional group.

Observation Three: Novice interpreters implemented more modifier-based explicitations for gap-filling than the professionals.

Observation Four: Overall, the majority of modifier-based explicitations are employed for clarification. Yet still 15% of modifier-based explicitations in the professional group and 35% in the novice group have also been used as strategies to make up for interpreters' "inadequate interpreting competency" (see Section 3.6).

Illustration on the observations:

1) There are over 200 inferrable modifier additions in both groups and all 24 subjects have made this type of explicitation, which demonstrates that both professional and novice interpreters seem to pursue the strategies of specifying nouns or nominal groups mentioned by the speaker with additional modifiers in C-E CI. The following are some typical examples:

Example 4.1.1-1

ST: 第一個問題，我想談一談教師隊伍建設的問題。

BT: First of all, I would like to talk about the issue of faculty team building.

P1: First, I would like to talk about the building of the faculty team [A13]**in China**.

The explicitation evidenced in the above example, the addition of modifier "in China", a concept inferrable from the situation, provides a more precise description of the location of the mentioned faculty team building.

Example 4.1.1-2

ST: 而現在我們教育發展到一個最關鍵的時刻

BT: And now our education has developed into the most critical moment.

N12: and now, the [A13]**national** education has come into a very critical period.

In example 4.1.1-2, the modifier "national", a concept inferrable from the co-text, has been added. As a result, listeners can acquire better knowledge about the exact scope of the mentioned "education".

These two examples illustrates vividly that "if a speaker [in this case, an interpreter can be regarded also as a speaker] is unsure of the accessibility of an entity in a hearer's consciousness, s/he is likely to oversupply information so that

comprehension is ensured" (Toole 1996: 278).

Moreover, there are 286 modifier additions for clarification in the professional group while only 175 in the novice group. In order to find out whether there is significant difference between these two groups in the number of modifier-based explicitations for clarification, a statistical test should be conducted. Since there are only 12 subjects in each group, which is less than 30, the required minimal sample size for the parameter test (Salkind 2011: 182), the Mann-Whitney Test, a kind of non-parametric test widely adopted to compare differences between two groups (Corder & Foreman 2009: 57), has been conducted by using SPSS 19.0.

Table 4.1-2. Mann-Whitney Test on the number of A13 (Add) btw two groups in C-E CI

A13(Add)	U	Z	r	p	Remarks
CEP vs. CEN	36.00	-2.083	0.425	0.037	95%

As shown in Table 4.1-2, the test reveals a significant difference between the two groups (p=0.037). With the p value below 0.05, the odds of difference between these two groups are more than 95%. Moreover, as pointed out by Field, "[…] a test statistic is significant does not mean that the effect it measures is meaningful or important. The solution […] is to measure the size of an effect" (2009: 56), so the current study also takes another indicator, the effect size, into account. An effect size "is an objective and (usually) standardized measure of the magnitude of observed effect" (ibid.). Following the advice of Field, r has been adopted as the effect size measure for a Mann-Whitney Test (ibid. 550). And r can be calculated from the Z

value (generated by the Mann-Whitney Test) and N value (the size of the study, i.e., the number of total observations) according to the following equation (Rosenthal 1991:19):

$$r = \frac{|Z|}{\sqrt{n}}$$

Based on the above equation, with the absolute value of Z in the SPSS output being 0.2083 and the total observation number being 24, the effect size measure r here is 0.425. According to the guidelines given by Cohen, the thresholds for a small effect, a medium one and big one are 0.1, 0.3 and 0.5 (1988, cited from Field 2009:57). So the magnitude of the above differences is somewhere between medium and big. In other words, the independent variable – interpreters' years of experience – has exerted a medium effect on the number of modifier additions they would use for clarification. Thus, it is justifiable to argue that while doing C-E CI, professional interpreters specify entities mentioned by the speaker through the addition of modifiers more often than their novice counterparts. The following examples made by professional interpreters may help illustrate the point:

Example 4.1.1-3

ST: 召開了教師座談會

BT: held a discussion with teachers

P1: held a round table meeting~ with the faculty members [A13]**of the**

school

Example 4.1.1-4

ST: 在這個歷史時期

BT: at this historical moment

P6: in this [A13]**new** era [A13]**of development**

In these two examples, to secure listeners' optimal processing, P1 added the modifier "of the school" to clarify where those faculty members come from, while P6 specified "the era" with two other features "new" and "of development".

2) Altogether 40 additions of implied modifiers for time-management have been identified in the professional group while 81 additions were found in the novice group.

Table 4.1-3. Mann-Whitney Test on the number of A11 (Add) btw two groups in C-E CI

A11(Add)	U	Z	r	p	Remarks
CEP vs. CEN	29.50	-2.469	0.504	0.014	95%

As shown in Table 4.1-3, the Mann-Whitney Test reveals a significant difference between these two groups (p=0.014). The p value, being lower than 0.05, also indicates an over 95% possibility that a significant difference exists between these two groups. Furthermore, with the effect size measure r here being 0.504, the magnitude of the difference is big. In other words, the independent variable – interpreters' experience – has exerted a huge effect on the number of modifier additions interpreters would make for time-management. Thus, it is safe to conclude

that while lacking information-processing time, novice interpreters make more extensive use of inferrable modifier additions to gain extra time than their professional counterparts. The following are typical examples from the novice group:

Example 4.1.1-5

ST: 第三件事呢，是大力加強農村教師的培訓。

BT: The third thing, is to greatly enhance the training of rural teachers.

N3: The third thing [A11]**we need to do** <p> is to <p> enhance the training

for teachers in rural areas.

N3 did not jot down anything for "大力 (greatly)" while listening to the original speech. It seems plausible that N3 needs some extra time to search his/her mind for the information that was missing. For this purpose, an easily inferrable modifier, to be specific, a qualifier (see Section 3.3), "we need to do" has been added, which made the concept of "the third thing" more specific to listeners.

Example 4.1.1-6

ST: 為什麼黨中央、國務院和人民群眾對教師隊伍建設這麼重視呢？

BT: Why do the Party Central Committee, the State Council and people

attach so much importance to the building of the faculty team?

N7: the reason why I, <uh> [A42]the government and the [A11]**Chinese** <uh>

party has attached so much importance on the quality, <uh> on

^{A42}improving the quality ^{B34}overall is...

N7 mentioned in retrospection that the jotting down of "CPC" distracted himself/herself from listening to the other two entities "the State Council" and "people". So while interpreting, s/he replaced "the State Council" with a more general idea "the government". Although the addition of the modifier "Chinese" can be attributed to the notes, the hesitation marker followed by also suggests this addition is a time-gaining strategy. A plausible explanation for this may be that while uttering "Chinese <uh>", N7 was trying to recall the exact names of the other two entities s/he missed while listening.

3) Only the novice group has made modifier additions for gap-filling and these nine cases are conducted by five novice interpreters respectively. Hence, it can be claimed that while encountering information loss, novice interpreters are more inclined to fill in these gaps with other inferrable expressions, which are specified by additional modifiers. This practice is clearly exhibited in the following examples:

Example 4.1.1-7

ST: 在這個歷史時期，我剛才說到了，是一個全面提高教育質量的新階段。

BT: At this historical stage, I mentioned just now, [it] is a new stage to improve education quality in an all-around way.

N7: Now <uh> [A32]over the [A12]**past** years, [B22]China has been working [B32]very hard on improving the quality of education endeavor.

Although N7 noted down the keyword "曆 (history)" to represent the original idea "在這個曆史時期" (at this historical stage), s/he later misinterpreted it as "曆史上" (in the past history). That is why s/he replaced the original temporal phrase with "over the past years". Since this new idea can be inferred not from the original message but other information in the co-text, it forms an instance of explicitation for gap-filling. Within this phrase, "past" is an independent part that can be deleted without causing any loss of information, thus it was labeled separately as an implied modifier addition for gap-filling.

Example 4.1.1-8

ST: 劉延東同志在**表彰**大會上發表了一篇重要講話

BT: Comrade Liu Yandong delivered an important speech in the awarding ceremony.

N2: [C31]And in the, in the meeting, [A12]**where we are going to make <uh> our congratulation to** [A12]**our teachers**, Ms., Mr. Liu give a speech.

N2 mentioned in his/her verbalization that s/he did not know the English expression for "表彰大會" (awarding ceremony) so s/he decided to fill in this gap caused by incompetence in expressing with some explanation "where we are going to make <uh> our congratulation to our teachers", an idea that is inferrable from the previous text rather than the original segment. Thus, this modifier should be labeled as an implied modifier addition for gap-filling. This explanation makes explicit to listeners some conventional routine that would occur in an awarding ceremony.

4) There are 50 modifier-based explicitations implemented for time-management or gap-filling in the professional group while there were 96 in the novice group, which demonstrates that not all modifier-based explicitations are conducted for clarification; in some cases, they are carried out to make up for interpreters' inadequate interpreting competence. The above examples 4.1.1-5, 4.1.1-6, 4.1.1-7 and 4.1.1-8 well illustrate this point.

4.1.2 Process-based Explicitations

Table 4.1-4 lists all the process-based explicitation shifts detected in C-E CI. The qualitative analysis, as shown, has identified three types of situation in which interpreters have used process-based explicitations.

Table 4.1-4. Frequency of Process-based Explicitations in C-E CI

A2	M1		M2		M3		T
	Add	Sub	Add	Sub	Add	Sub	
CEP	3	1	0	3	17	98	122
CEN	2	1	1	6	26	94	130

The following observations can be made from the table:

Observation One: There are more inferrable process additions for clarification in the novice group than in the professional group.

Observation Two: There are a similar number of inferrable process substitutions for clarification in both groups.

Observation Three: There are a similar number of process-based explicitations carried out for earning extra processing time in both groups.

Observation Four: There are a similar number of process-based explicitations performed for gap-filling in both groups.

Observation Five: Overall, the majority of process-based explicitations are employed for clarification. Yet there are still 3% of interpreters in the professional group and 8% of interpreters in the novice group who use this as the strategy to make up for their incompetent performance (see Section 3.6).

Illustration on the observations:

1) Altogether there are 17 process-based additions for clarification in the professional group while there are 26 in the novice group. Since the difference is rather marginal, the data may not be sufficient to conclude that novice interpreters are more prone to specify the original information by providing additional processes more often than their professional counterparts.
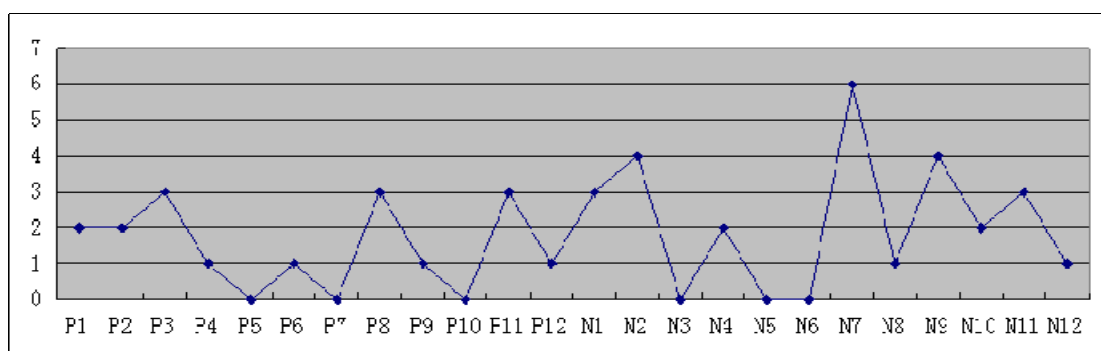
Figure 4.1-1. Frequency of A21 (Add) made by each subject in C-E CI

Yet, as is graphically represented in Figure 4.1-1, the majority of professional and novice interpreters (18 out of 24) did perform this type of explicitation. Thus, it can be concluded that it is common for both professional and novice interpreters to pursue the strategies of adding processes for clarifying the original message. This point can be well illustrated by the following examples:

Example 4.1.2-1

ST: 所以，為什麼我覺得你問的，第一個問題特別重要呢？

BT: So, why do I think the first question you asked is very important?

P1: So I [B24]would like to say the first~ issue you mentioned is very important. [A23]**It's about building of the faculty team**.

Except expressing the speaker's emphasis on the importance of the first question, P1 added another process "It's about building of the faculty team" to resolve the possible ambiguities about what the first question refers to.

Example 4.1.2-2

ST: 城鄉之間教育還存在著比較大的差距...我們正在繼續努力

BT: there is still relatively large gap between education in the rural and

urban areas...We are continuing in making efforts

N11: We are [A33]now working [B34]very hard [A23]**to, narrow down the**

differences [A43]between the \<uh\> faculty in the rural [C23]area and the

urban area.

In the original, the speaker did not mention what kind of effort they are making,

so this information is leaving for listeners to think about by themselves. Yet, N11,

as a listener and communication-mediator, added a process "to narrow down the

differences", which further elucidates to listeners what the purpose of "努力"

(making efforts) is.

   2) There are around 100 inferrable process substitutions for clarification in

both groups and as shown in Figure 4.1-2, every interpreter has conducted this

kind of explicitation.
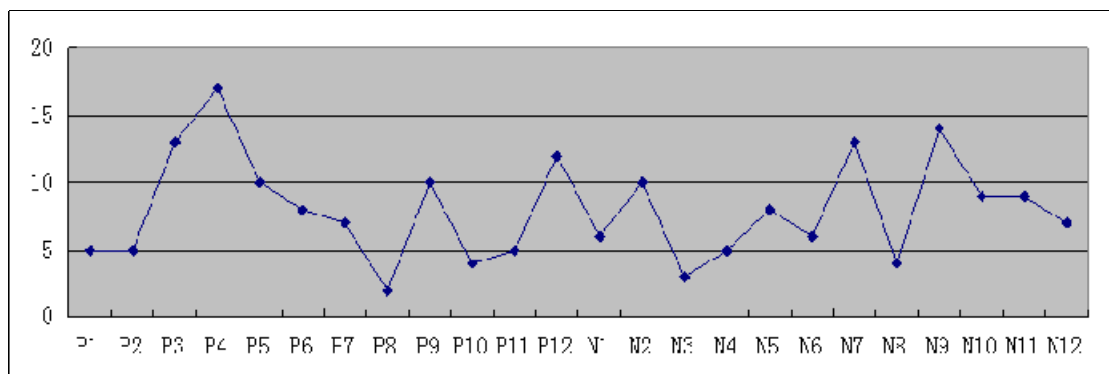
Figure 4.1-2. Frequency of A21 (Sub) made by each subject in C-E CI

Hence it is justifiable to claim that professional and novice interpreters regularly rephrase the original process for listeners' better comprehension. For instance:

Example 4.1.2-3

ST: 在教師隊伍建設這個方面，我們要**擺在更加突出的戰略地位**

BT: In terms of the building of faculty team, we should put [it] in a more prominent strategic position

P3: We need to [A23]**improve the strategic, significance** of the team building of the faculty.

The original process "擺在更加突出的戰略地位 (put in a more prominent strategic position)" has been rephrased into the more straightforward idea "improve the strategic, significance". P3 mentioned in his/her retrospection that s/he found the logic of the original quite unclear so s/he did not render it literally. Instead s/he replaced it with the general idea "increase the strategic significance", which is his/her understanding after processing this original information.

Example 4.1.2-4

ST: 黨和政府特別重視農村教師隊伍建設

BT: the Party and government attach great importance to the building of rural faculty team.

N11: the [A13]Communist Party and the government have [B24]made a lot of

efforts [A23]**to improve** [A43]the quality of the <uh> teaching faculty in the

rural areas.

The original process "重視" (attach importance to) has been paraphrased into

"made efforts to improve". In this phrase, "made efforts" is a judgmental addition

emphasizing the contribution made by "the Party and the government" while "to

improve" is a process substitution of "重視" (attach importance to).

　　3) Process-based explicitations for time-management and gap-filling are

very rare in both groups (seven cases in the professional group and ten in the

novice group), so it is not regular for professional or novice interpreters to earn

extra time or fill in gaps resulted from information loss through the addition or

substitution of processes.

4.1.3 Circumstance-based Explicitations

Table 4.1-5 lists all the circumstance-based explicitation shifts detected in C-E CI.

As is shown, the qualitative analysis has identified three types of situation, where the

interpreters have adopted this type of explicitation.

Table 4.1-5. Frequency of Circumstance-based Explicitations in C-E CI

A3	M1		M2		M3		T
	Add	Sub	Add	Sub	Add	Sub	
CEP	18	0	0	1	**100**	8	127
CEN	**52**	1	1	3	58	7	122

The following observations can be yielded from the above table:

Observation One: There are more inferrable circumstance-based additions for clarification in the professional group than in the novice group.

Observation Two: There are more circumstance-based additions for time-management in the novice group than in the professional group.

Illustration on the observations:

1) 100 additions of inferrable circumstantial adjuncts have been detected in the professional group while there are 58 in the novice group, which demonstrates that it is common for professional and novice interpreters to add circumstantial adjuncts in C-E CI as an approach to facilitate listeners' comprehension.

Table 4.1-6. Mann-Whitney Test on the number of A33 (Add) btw two groups in C-E CI

A33(Add)	U	Z	r	p	Remarks
CEP vs. CEN	34.50	-2.176	0.444	0.030	95%

In addition, as shown in Table 4.1-6, the Mann-Whitney Test reveals a significant difference between these two groups (p=0.030). With the p value lower than 0.05, the odds of the difference are above 95%. Furthermore, with the effect size measure r being 0.444, the magnitude of the difference is somewhere between medium and big. This shows that there is an interaction between the independent variable – interpreters' experience – and the number of circumstance-based additions interpreters have conducted. Therefore, we can conclude that compared with their novice counterparts, professional interpreters are more prone to make

more circumstance-based additions as a way to facilitate the communication more frequently than their novice counterparts in C-E CI. The following are a few typical examples from each group:

Example 4.1.3-1

ST: 在這個歷史時期，我剛才說到了，是一個全面提高教育質量的新階段。

BT: At this historical stage, [as] I mentioned just now, [it] is a new stage to enhance the education quality in an all-around way.

N6: [C23]We have [A33]**already** entering into a new stage. As just, as I just mentioned that, we need to improve [A13]our quality of education.
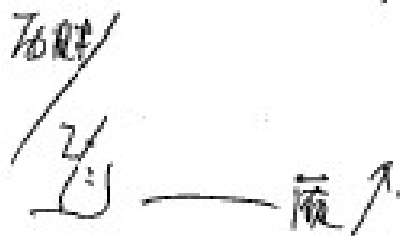
In this example, the original circumstantial adjunct "在這個歷史時期" (at this historical stage) has been elaborated into "we have already entering into a new stage" which is a concept that is inferrable from the previous clause "我們教育 [...] 發展到了一個新的歷史時期" (Our education […] has developed into a new historical stage). N6 reported in the verbalization that this new structure was formed while looking at "曆時" (historical stage) in the notes. Within this shift, the implied actor "we" has been complemented. So the "we have...entered into" part was labeled as an "ellipsis-based explicitation". Furthermore, the added

temporal element "already" was labeled as "a circumstance-based explicitation", reiterating the current state of being in a new development stage. Since no incompetent marker (see Section 3.6) can be found around these shifts, they were put into the category of being motivated by the intention of clarification.

Example 4.1.3-2

ST: 硬件差距還有，但是不是最重要的

BT: there is still [a] gap in infrastructure, but [it] is not the most important.

P2: [A21]we could see <uh>the hardware <uh> facility [A13]of the schools are not the most <uh> critical [A43]difference [A33]**between the two areas**

In this case, the participant "difference" in the second clause has been provided by P2 so as to provide listeners with more detail. Furthermore, a circumstantial adjunct "between the two areas" has been added to inform listeners with the specific area of this difference.

2) There are 18 inferrable circumstantial adjunct additions for time-management in the professional group while there are 52 in the novice group.

Table 4.1-7. Mann-Whitney Test on the number of A31 (Add) btw two groups in C-E CI

A31(Add)	U	Z	*r*	*p*	Remarks
CEP vs. CEN	21.00	-3.045	0.622	0.020	95%

The Mann-Whitney Test, as shown in Table 4.1-7, reveals a significant difference (*p*=0.020). The *p* value, below 0.05, suggests an over 95% possibility for the existence of a significant difference between the two groups. Moreover, as the effect size measure *r* reaches 0.622, the magnitude of the difference is markedly big. In other words, the independent variable – interpreters' experience – has exerted a huge effect on the number of inferrable circumstantial adjunct additions interpreters performed for time-management. This demonstrates that while lacking information-processing time, novice interpreters tend to gain extra time by adding inferrable circumstantial adjuncts more frequently than their professional counterparts. The following are two typical examples of adding circumstantial adjuncts for time-management conducted by novice interpreters:

Example 4.1.3-3

ST: 我們已經...建設成為一個人力資源大國

BT: we have already...built into a country with large human resource

N8: we ... [A31]**now** [C21]we \<p\> have changed into, transformed into \<p\> a~ country [B34]full of human resources

In this example, N8 did not take any notes. The pause and repetition indicate the additions of the circumstantial adjunct "now" and the elliptical subject "we" as strategies of time-management. It seems plausible that N8 is using the extra time thus gained to figure out ways of expressing the ensuing term "人力資源大國" (a country with large human resource).

Example 4.1.3-4

ST: 我們已經建立起一支有1600萬人的一支教師隊伍

BT: We have already built a faculty team with 16 million people.

N5: I think we have [A31]**now** [A31]**in China** <uh> 16 million teaching staffs

[A33]in all

Here two circumstantial adjuncts "now" and "in China" have been added, which illustrate the time and location of the process "have a group of teachers". The hesitation makers "<uh>" suggest these two additions could result from the time-management intention. Referring to the following relatively complex figure "16 million", it is likely for N5 to make the above two explicitations while thinking about how to transcode the figure from Chinese to English.

4.1.4 Participant-based Explicitations

Table 4.1-8 lists the three types of participant-based explicitation shifts detected in C-E CI.

Table 4.1-8. Frequency of Participant-based Explicitations in C-E CI

A4	M1		M2		M3		T
	Add	Sub	Add	Sub	Add	Sub	
CEP	2	0	0	20	37	100	159
CEN	1	0	0	23	41	88	153

This table allows us to make the following observations:

Observation One: There are a similar number of inferrable participant additions for clarification in both groups.

Observation Two: There are a similar number of participant substitutions for clarification in both groups.

Observation Three: There are a similar number of participant-based explicitation shifts for gap-filling in both groups.

Observation Four: Although the majority of participant-based explicitations are employed for clarification, 14% of relevant cases in the professional group and 16% in the novice group have been adopted for compensating interpreters' inadequate interpreting competence (see Section 3.6).

Illustration on the observations:

1) As displayed in Figure 4.1-3, every subject has added participants for clarification.
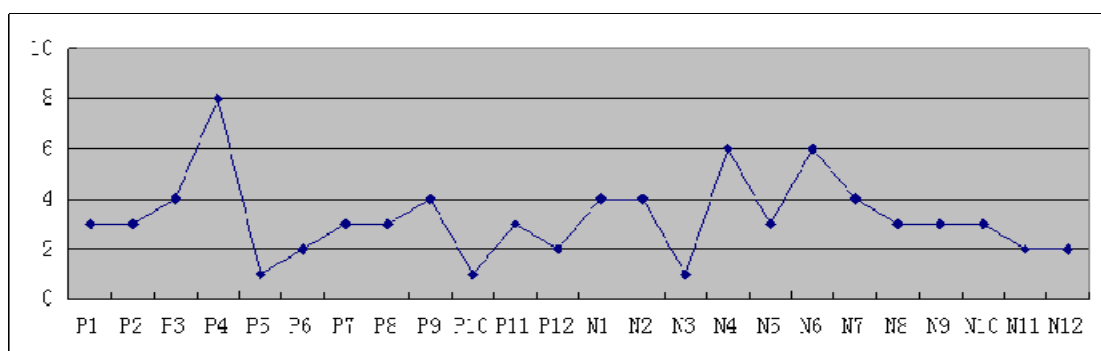
Figure 4.1-3. Frequency of A43 (Add) made by each subject in C-E CI

Specifically speaking, with about 40 inferrable participant additions for clarification in both groups (37 in the professional group and 41 in the novice group) and the involvement of every interpreter, it could be concluded that the addition of inferrable participants to facilitate listeners' comprehension is a regular practice for both professional and novice interpreters. Typical examples are as follows:

Example 4.1.4-1

ST: 這是一支很好的隊伍，是一支能戰鬥、能奉獻的隊伍

BT: This is a very good team, is a team that can fight and contribute.

P2: in this <uh> this team, they are really very good and [C23]they have the capacity to fight and [C33]also to contribute [A43]**to the education** [A13]of China.

In this example, although it has not been noted down in P2's notes, s/he added the

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participant "to the education" to the original process "to contribute". This is a

concept inferrable from the co-text. Since no incompetent markers (see Section 3.6)

can be found around the addition, this addition was labeled as a participant addition

for clarification, informing listeners of the exact area the contributions are dedicated

to.

Example 4.1.4-2

ST: 同時我們能夠看到在教師隊伍建設這個方面，我們要擺在更加突

出的戰略地位。

BT: Meanwhile we can see in terms of the building of faculty team, we

shall put [it] in a more prominent strategic position.

N6: And we saw, we've [A31]already~ seen that <uh> we need to <uh>

[A23]lay out the strategic <uh> strategic measures of <uh> building up a

[B24]good teaching faculty [A43]**for** [A13]our **children**.
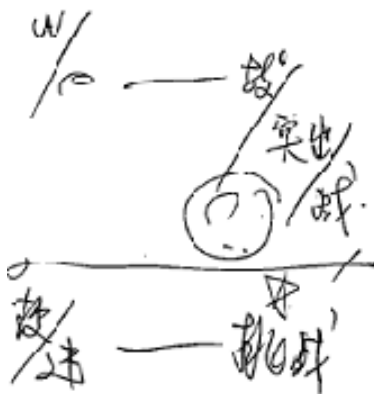
Here, "children", the beneficiary[4] of the original process "擺在更加突出的戰略地

位" (put ... in a more prominent strategic position), has been provided by N6, which

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[4] A "beneficiary" is a kind of participant in systemic functional grammar. According to Halliday (Halliday & Matthiessen 2004: 293), the beneficiary is the one to whom or for whom the process is said to take place.

illustrates directly to listeners who is the receiver of this process.

2) Figure 4.1-4 displays every subject's frequency in making participant substitutions for clarification.
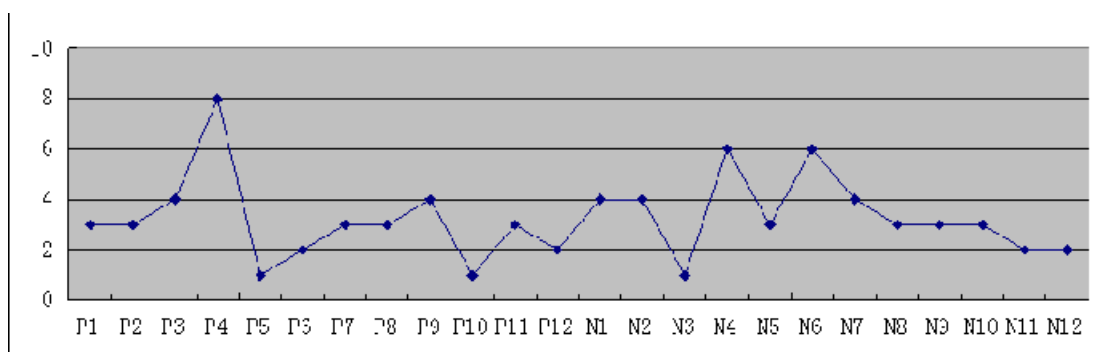
Figure 4.1-4. Frequency of A43 (Sub) made by each subject in C-E CI

With 100 inferrable participant substitutions for clarification in the professional group while there are 88 in the novice group and every interpreter's involvement, it can be safely concluded that to optimize communication through rephrasing the original participants is regularly made by professional and novice interpreters in C-E CI. The following are some typical examples from both groups:

Example 4.1.4-3

ST: 下一個階段我們就是要想辦法讓孩子們能夠上好學。

BT: [In] the next stage, we are going to think out ways to let children be able to receive good education.

N1: [C33]And in the next stage, our [A23]target is [A43]**to improve the quality of education**.

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In this example, the original participant "上好學" (to receive good education) has been rephrased into "to improve the quality of education". If the original participant is children-oriented, the replaced one can be regarded as government-oriented, stating clearly to listeners what the government needs to do so as to fulfill the task of letting children have a good education.

Example 4.1.4-4

ST: 所以大家都知道，百年大計，教育為本；教育大計，教師為本。

BT: So you all know that, the fundamental issue of the one hundred year's great [development] plan lies in education; the fundamental issue of the educational [development] plan lies in the teachers.

P6: <uh> That is what we call <uh> <uh> the long range <uh> [A23]that is what we call [A43]**the future** lies in a [B34]long-range program of education, [C33]and [C23]that is what we call [A43]**the future of education** lies in a [B24]good <uh> [A13]troop of teachers.

P6 did not take down any notes for this segment. She/he mentioned in the retrospection that for those "four-character structures" in the original, s/he needed extra time to decode them. That is why s/he uttered some hesitations and repetitions at the beginning part. Making full use of the time thus earned, s/he was able to explicitate the original information by rephrasing "百年大計" with "the future" and "教育" with "the future of education". With the repeated use of "the future... lies in" at the beginning of each clause, a parallel structure has been

achieved, which to some extent echoes the original structure "...大計...為本; ...大計...為本" (the fundamental issue of...plan lies in...; the fundamental issue of...plan lies in...).

3) There are two inferrable participant additions employed for time-management in the professional group while there is one in the novice group. Due to the scarcity of relevant cases, hardly can any judgment be made on whether the quantity of this type of explicitation has any relationship with the interpreters' years of experience. This has to be explored by further studies with a larger sample size and longer interpreting material. Yet, some common features can still be detected from the three cases.

Example 4.1.4-5

ST: 從有學上到上好學

BT: from having access to education to have access to good education

P8: from [A41]**the period** of <uh> from the period that [C23]children has the opportunity <uh> have the opportunity to go to school into <uh> [C23]the period that [C23]they have <uh> the opportunity to receive better education

Here the hesitation marker suggests that P8 added the category word "the period" so as to gain extra time in reorganizing the following idea. As a result, P8 also complemented the process of "have access to education" with its implied subject

"children". Similar explanation also applies to the following case, where the category word "a measure of" has been added for gaining extra time in figuring out ways of rendering the following complex program name.

Example 4.1.4-6

ST: 我們這幾年來推廣了一個"農村義務教育階段特設崗位計劃"

BT: We have promoted a "special post program for the rural compulsory education"

P2: in recent years, we have [C33]also adopted [A41]**a measure of** <p> compulsory education special <p> [A13]teachers' position system

Example 4.1.4-7

ST: ...能夠為我們農村的孩子們，能夠提供更加優質的教育資源，使得他們接受良好的教育

BT: ... can provide our rural children with better education resources, to let them receive good education

N10: ...give the children there <uh> [A41]**the chance** <p> to have <uh> a better education.

In this example, the hesitation marker, the illegible symbols in the notes and the missing "更加優質的教育資源 (better education resources)" suggest that N10's

addition of the participant "the chance" was for earning some time in recognizing

notes and dealing with the following key information.

The above analysis shows that for time-gaining purposes, the participants that

interpreters added are all category words. In other words, while lacking

information-processing time, professional and novice interpreters might both earn

extra time through the addition of category words before the original participants.

4) As shown in Figure 4.1-5, only two interpreters from each group did not

perform participant substitutions for gap-filling.
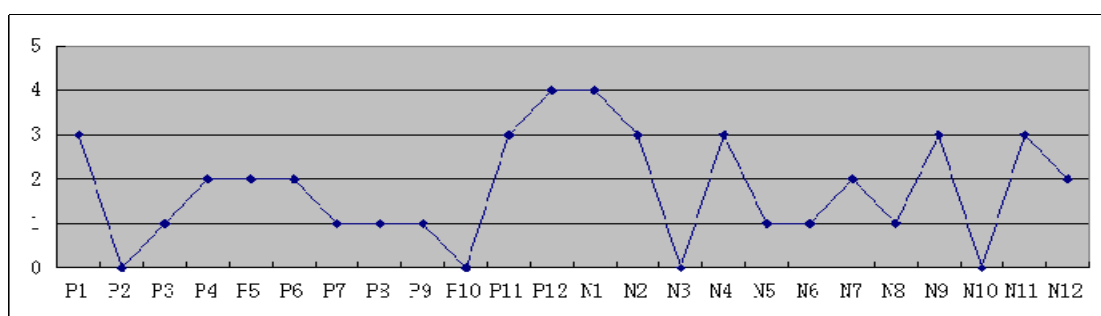
Figure 4.1-5. Frequency of A42 (Sub) made by each subject in C-E CI

With the involvement of the majority of interpreters in both groups in substituting

participants for gap-filling, it is justifiable to conclude that while missing participant

elements in the original, both professional and novice interpreters tend to replace this

information loss with another participant that is inferrable from other information in

the context. The following are typical examples from each group:

Example 4.1.4-8

ST: 劉延東同志

BT: Comrade Liu Yandong

P3: [A42]one of the leader

P4: [A42]Another of our colleagues

P12: [A42]one of [A13]our [A13]government leaders

N9: [A42]another leader

N11: [A42]One member of the Communist Party

Names of person, especially names that the interpreter is not familiar with, are always hard to deal with while interpreting. In the above rendition, while missing the exact name, the interpreters tried to replace it with the person's title, which is inferrable from the situation (in the national reception ceremony, important speeches are usually delivered by national leaders).

Example 4.1.4-9

ST: 為什麼 [...] 對教師隊伍建設這麼重視呢？

BT: Why [...] attach so much importance to the building of the faculty team?

P1: [...] pays special attention and great importance to~ [A42]the issue of [A42]**education**

P4: [...] has attached great importance to [A42]**education**.

P5: the constant importance has been [A13]constantly played [...] on [A42]**education**

P6: [...] attach great importance to [A42]**education**

P8: [...] pay a lot of attention to [A42]**education**

P9: [...] valued [A42]**education**, a lot

P11: [...] pay close attention to [A42]the topic of [A42]**education**.

P12: [...] attach great importance to [A42]**education**

N1: [...] are concerned with [A42]the quality of [A42]**education**

N5: [...] have paid great attention to [A42]**education**

N7: [...] has attached so much importance on the quality, <uh> on

[A42]**improving the quality**

N8: Why [...] emphasize on the importance of [A42]**education**?

N9: [...] think that [A42]**education** is very important

N11: [...] attach great importance to the [A42]**education**

N12: [...] pay great attention to [A42]**national education development**

While rendering this clause, the majority of interpreters, both professionals and novices have replaced the original participant "教師隊伍建設" with "education", a more general concept. This substitution can be related to the following clause "中國人就有尊師重教的傳統" (in history, Chinese people have embraced the tradition of respecting teachers and valuing education) where "尊師重教" (respecting teachers and valuing education) appears as the key information. So inferring from the idea of the following clause, interpreters extended the implication of "the building of faculty team" to the more general scope of "education". And since the inferential source is not the original information but the following clause, the above replacement was labeled as participant-based explicitation for gap-filling.

4.1.5 Experiential Explicitations

Based on the above analysis on four sub-categories of experiential explicitations, it is found that in C-E CI, there are three types of situation in which interpreters have employed experiential explicitations. Table 4.1-9 sums up the exact number of experiential explicitations performed by each group:

Table 4.1-9. Frequency of Experiential Explicitations in C-E CI

EE	M1		M2		M3		T
	Add	Sub	Add	Sub	Add	Sub	
CEP	63	1	0	29	400	226	719
CEN	136	2	11	38	286	203	676

The data have been further measured by the Mann-Whitney Test. As illustrated in Table 4.1-10, significant differences between the two groups can be identified in the frequency of adding inferrable experiential content for time-management (p=0.004), gap-filling (p=0.015) and clarification (p=0.043) purposes.

Table 4.1-10. Mann-Whitney Test on the number of CEEM1 (Add), CEEM2 (Add) & CEEM3 (Add) btw two groups in C-E CI

CEP vs. CEN	U	Z	r	p	Remarks
CEEM1(Add)[5]	22.50	-2.865	0.585	0.004	95%
CEEM2(Add)[6]	42.00	-2.440	0.498	0.015	95%
CEEM3(Add)[7]	37.00	-2.024	0.413	0.043	95%

4.2 Comparison of Experiential Explicitation Patterns between Professional and Novice Interpreters in E-C CI

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[5] CEEM1 (Add) represents experiential additions for time-management in C-E CI.
[6] CEEM2 (Add) represents experiential additions for gap-filling in C-E CI.
[7] CEEM3 (Add) represents experiential additions for clarification in C-E CI.

4.2.1 Modifier-based Explicitations

As mentioned in 4.1.1, "modifier" in this dissertation refers only to "experiential modifier" (see Section 3.3). Table 4.2-1 lists the three types of modifier-based explicitation shifts detected in E-C CI.

Table 4.2-1. Frequency of Modifier-based Explicitations in E-C CI

A1	M1		M2		M3		T
	Add	Sub	Add	Sub	Add	Sub	
ECP	8	0	2	0	**154**	10	174
ECN	12	0	6	1	111	8	138

The statistics lead to the following observations:

Observation One: Professional interpreters employed more inferrable modifier additions that aim for clarification than novice interpreters do.

Observation Two: Although the majority of modifier-based explicitations are for clarification, there are still cases where inferrable modifiers were added for compensating interpreters' inadequate interpreting competence (see Section 3.6).

Observation Three: There are a similar number of inferrable modifier additions for time-management in both groups.

Illustration on the observations:

1) Figure 4.2-1 displays that each of the 24 interpreters has carried out modifier additions for clarification in E-C CI.
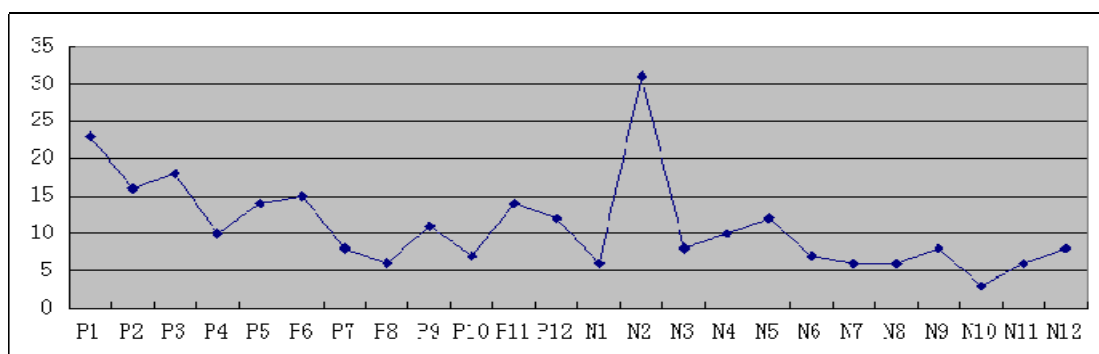
Figure 4.2-1. Frequency of A13 (Add) made by each subject in E-C CI

Furthermore, with the majority (94% for the professional group and 86% for novice group) of modifier-based explicitations in E-C CI employed for the purpose of clarification, it is justifiable to claim that both professional and novice interpreters tend to specify nouns or nominal groups with modifiers that are implied in the original speech so as to minimize communicative risks. The following are typical examples from each group:

Example 4.2.1-1

ST: But the two important points are: one, not China. But also I am not talking about managing change in America.

P12: 那 [A31] 今天 <p> [A13] 我們要講的重點呢~ [B34] 實際上 [B34] 並不是關注美國 [A13] 在學校管理方面面臨的一些 [A43] 挑戰

BT: [A31]Today <p> the focus [A13]that we are going to talk about~ [B34]actually [B34]just does not focus on any [A43]challenges America faces [A13]**in school's management**.

Example 4.2.1-2

ST: Their bosses created the resistance because they did not take time to explain the purpose, the benefit, explain what they will need to do.

N2: [C31] 所以 <p> [A31] 現在~ [B24] 我們應該要 [B34] 更好地去解釋 [A13] 我們這種 **[A13] 改變的**目的和 [A13] 根本的 [A42] 原因。

BT: [C31]Therefore <p> [A31]now~ [B24]we should explain [B34]in a better manner [A13] our purpose [A13]**of change** and [A13]fundamental [A42]motivation

In example 4.2.1-1, P12 specified the change American faces with a modifier "in school's management". This idea can be obtained from the handouts distributed in the briefing Section. P12 tried to narrow down the scope of the word "change" so as to optimize listeners' comprehension. Similarly, in example 4.1-2, N2 clarified the word "purpose" with the modifier "of change".

Moreover, 154 modifier-based additions for clarification were found in the professional group while 111 were found in the novice group. The Mann-Whitney Test has been employed to measure this difference and the results are listed in the following table.

Table 4.2-2. Mann-Whitney Test on the number of A13 (Add) btw two groups in E-C CI

A13(Add)	U	Z	*r*	*p*	Remarks
CEP vs. CEN	32.00	-2.327	0.475	0.020	95%

Table 4.2-2 reveals that for modifier additions that are attributed to the intention of clarification, the Mann-Whitney Test reveals a significant difference between these two groups (*p*=0.020). With the *p* value below 0.05, the odds for the difference between the two groups can be more than 95%. Also, with the effect size measure *r* being 0.475, the magnitude of this difference is somewhere very close to big. This means that interpreters' experience has a huge impact on the number of modifier additions interpreters might implement for clarification. Therefore the data validate that professional interpreters are more likely to add implied modifiers before nouns or nominal groups as strategies of minimizing listeners' comprehension efforts than their novice counterparts. This point can be further illustrated with the following examples detected in the professional group:

Example 4.2.1-3

ST: So I will share from my research and personal experience of managing change in Asia

P3: 所以我 [B24] 希望可以 [A43] 跟大家分享一下我的 [A43] 研究所得還有個人的 [A13] <u>工作</u>經驗

BT: So I [B24]hope [I] can share [A43]with you my [A43]research findings and personal [A13]**<u>working</u>** experience.

Example 4.2.1-4

ST: So even though change is difficult, we must adapt.

P4: 所以呢即使變革很難，我們都必須 ^{A23} 要<uh>解決人們 ^{A13}**<u>恐懼變革</u>**

<u>的</u>心理。

BT: So even if change is difficult, we must ^{A23}deal with people's mentality

^{A13}**<u>of being afraid of change</u>**.

In example 4.2.1-3, the specific scope of the experience the speaker would like to share has been pointed out by the word "working", the modifier added by P3. In example 4.2.1-4, the original process "adapt" has been specified as "deal with people's mentality" by P4. Moreover, an additional modifier "of being afraid of change" has been provided to elaborate the mentality.

2) 12 modifiers additions for time-management can be found in the novice group while there are eight in the professional group. Notwithstanding the rather small number, some common features can be found in these cases. Following are some typical examples:

Example 4.2.1-5

ST: the focus is about Asia

P7: ^{A11}**我們**~^{A31} 今天呢~的重點是放在<p>亞洲這個國，整個亞洲

BT: ^{A31}today~ ^{A11}**our**~ focus is put on <p> Asian cou-, the whole Asia.

Example 4.2.1-6

ST: And you, all of you, your job is to find the right speed.

N1: [C33]所以 [A11]<u>在座</u> [C11]各位領導<p>的一個 [B24]重要作用，就是 [A43]實現這個平衡。

BT: [C33]So one of the [B24]important function of [A11]**presented** [C11]leaders <p> is [A43]to realize the balance.

Example 4.2.1-7

ST: The focus today of my presentation is leading change in Asia.

N2: 今天我<p> [A11]<u>所要講的</u>題目呢~就是要講講 [A13]我們在亞洲所面臨的 [B34]一系列的改變和調整

BT: Today I <p> the topic [A11]**that will be mentioned**~ is to talk about [B34]a series of changes and adaptions [A13]that we face in Asia.

Example 4.2.1-8

ST: The focus today of my presentation is leading change in Asia.

N11:我今天所要講， [A11]<u>所要講的</u>主題是亞洲的主要變化

BT: The topic I will talk about today, [A11]**will talk about** is major changes in Asia.

和(us)

The four examples all adopted the syntactic structure of "X is Y". For the first three examples, although the participant "Y" has been noted down by relevant interpreters, they all made revisions to it: P7 added a modifier "整個" (the whole); N1 changed "find speed" into "實現平衡" (keep balance); N2 added a modifier "一系列的" (a series of). In the last example, N11 did not write down the participant. It may thus be concluded that for the structure "X is Y", the interpreter tends to add modifier for "X" when s/he encounters problem in dealing with "Y", so as to gain extra time in figuring out ways of expressing the idea of "Y".

Moreover, the added modifiers above, "我們的" (our), "在座的" (presented) and "所要講的" (that will be talked about) are all formulaic expressions with little information value. In other words, the meaning of the whole sentence would be more or less the same even without them. This feature also applies to other 17 instances of modifier additions that aim for time-management. Hence, it is reasonable to claim that while lacking information-processing time, both professionals and novices are prone to add low information modifiers before nouns or nominal groups as a strategy for gaining extra time.

4.2.2 Process-based Explicitations

Table 4.2-3 lists the three types of process-based explicitations detected in E-C CI.

Table 4.2-3. Frequency of Process-based Explicitations in E-C CI

A2	M1		M2		M3		T
	Add	Sub	Add	Sub	Add	Sub	
ECP	10	0	2	30	72	87	201
ECN	15	1	1	50	46	69	182

The following observations can be elicited from the table:

Observation One: Professional interpreters implemented more process-based explicitations for clarification.

Observation Two: A similar number of process-based explicitations are adopted for time-management consideration in both groups;

Observation Three: Novice interpreters performed more process-based substitutions as a gap-filling strategy;

Illustrations on observations:

1) The professional group conducted 159 process-based explicitations for clarification while the novice group conducted 115.

Table 4.2-4. Mann-Whitney Test on the number of A23 btw two groups in E-C CI

A23	U	Z	r	p	Remarks
CEP vs. CEN	47.00	-1.448	0.296	0.148	no significant difference

Notwithstanding the higher frequency observed in the professional group, the Mann-Whitney Test, as shown in Table 4.2-4, displays that the difference does not reach significance (p=0.148). Moreover, with the effect size measure r being 0.296, the magnitude of the difference is somewhere close to medium. Thus, interpreters' experience only exerted a medium effect on interpreters' performance of

process-based explicitation for clarification.

Yet, as shown in Figure 4.2-2, every subject adopted process-based explicitations for clarification.
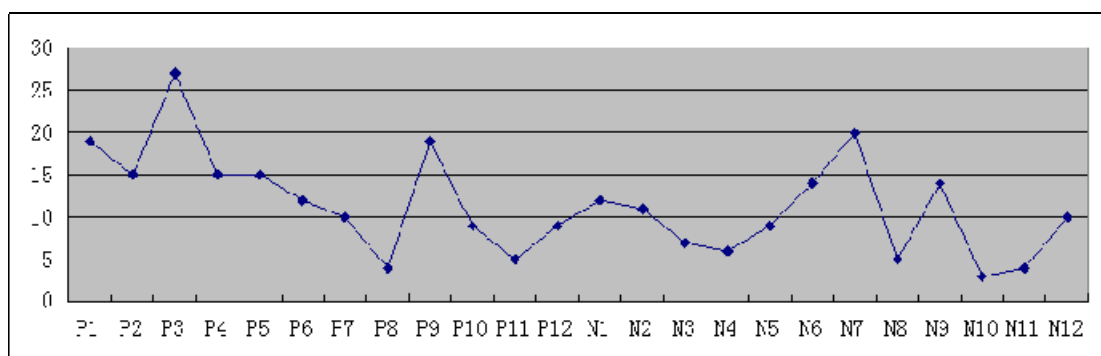
Figure 4.2-2. Frequency of A23 made by each subject in E-C CI

Therefore, with every subject's involvement in practicing this type of explicitation and over one hundred relevant cases in each group, it still can be claimed that both professional and novice interpreters seem to pursue the strategies of clarifying the original message through the addition of inferrable processes or the rephrasing of the original processes. The following are typical examples from both groups.

Example 4.2.2-1

ST: When you were younger, we look at the leader above us.

P10: ...當我們比較年輕的時候呢，都 [A23] **會對領導做出評判**。

BT: ...when we are younger, [we] will all [A23]**make judgment on leaders**.

Instead of rendering the second clause literally as "我們會看我們的上級領導", P10 minimized listeners' comprehension efforts by stating directly its implication "make

judgment on leaders". Similar rephrasing can also be found in the following case, where "move up in career" has been replaced by "成為領導層" (become ... leadership), which elaborates to listeners a specific position involved in the promotion.

Example 4.2.2-2

ST: But sometimes when we move up in our own career

N7: 你們獲得了職業的提升，^{A23}**成為了** ^{A13}學校的**領導層**

BT: you get promotion in [your] career, ^{A23}**becomes [one of] the** ^{A13}school's

   leadership

3) Figure 4.2-3 displays clearly that eight professional interpreters and seven novice interpreters have adopted process additions as a way to gain extra time.
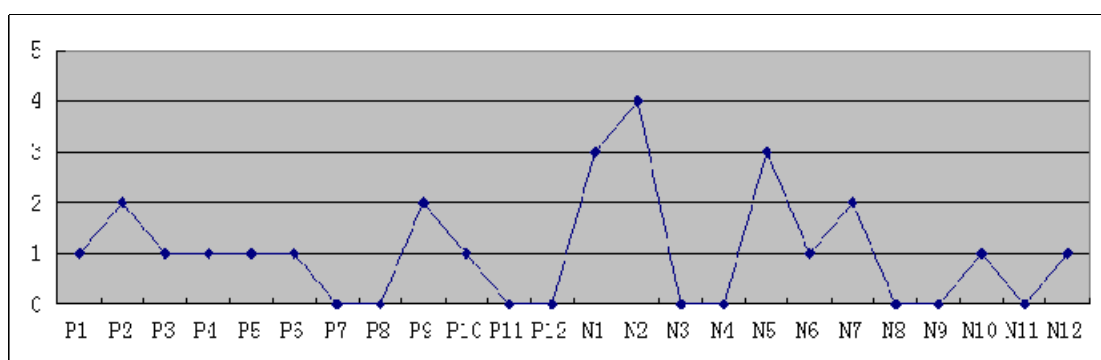
Figure 4.2-3. Frequency of A21 (Add) made by each subject in E-C CI

With 15 out of the 24 subjects' involvement in practicing this type of explicitation, it is justifiable to conclude that for both professional and novice interpreters, process-based additions may be used for earning extra information-processing time.

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Following are some typical examples from each group:

Example 4.2.2-3

ST: So today, I'd also want to have you looked into the mirror.

P4: 所以今天我希望大家 [A21] **做的一件事情就是**<p>可以看一下鏡子， [A23] 反思一下自己...

BT: So today [A21]**what I hope you to do is** <p> to look into the mirror, [A23]do some introspection...

In this example, P4 added a process "做的一件事情就是" (what... to do is) and a pause to get more time in dealing with the phrase "look into the mirror". Since P4 wrote down the keyword "mirror" in his/her notes, s/he has the choice of rendering the original clause literally. Instead s/he provided not only a literal rendition but also its metaphoric implication. It can be inferred that with the time gained through making the above explicitation, P4 is searching for optimal way of expressing the idea that the keyword "mirror" in his/her notes represents.

Example 4.2.2-4

ST: but today I want you to look into the mirror and think about your own leadership

N2: 但是我今天<uh>[A21] **目的呢~就是**想要大家自己能夠很真誠地問一下自己，自己是屬於怎樣的領導者

BT: but I today <uh> **the aim~ is** hope you can sincerely ask yourself, what

kind of leader are you belong to
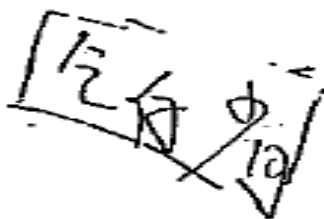
Two words "今" (today) and "自省" (self-introspection) were noted down in the

above example. N2 did not render according to his/her notes. This suggests that s/he

had reorganized the message mainly relying on his/her memory rather than notes.

This makes it plausible that his/her addition of the process "目的呢~就是" (the aim~

is) is to slow down the delivery and gain extra time to search for a better way of

expressing the ensuing key information.

Similar to those two cases analyzed above, the processes interpreters added in

all the other 23 relevant cases are more form-oriented than information-oriented.

Since the added processes have particularly low information value, it may be safely

concluded that lacking information-processing time, professional and novice

interpreters may add semantically weak processes as a way of earning extra

processing time.

3) There are 30 process-based substitutions used as a gap-filling strategy in the

professional group and 50 in the novice group.

Table 4.2-5. Mann-Whitney Test on the number of A22 (Sub) btw two groups in E-C
CI

A22(Sub)	U	Z	*r*	*p*	Remarks
CEP vs. CEN	33.00	-2.292	0.468	0.220	no significant difference

As shown in Table 4.2-5, the Mann-Whitney Test reveals only an insignificant difference between these two groups in process substitutions that were attributed to gap-filling (p=0.220). Yet, with the effect size measure r being 0.468, the magnitude of this difference is somewhere close to big. In other words, although the odds of difference between the two groups in the number of this type of explicitation is less than 80%, interpreters' years of experience indeed exerted a relatively huge effect on interpreters' performance in this respect. The following are typical examples carried out by novice interpreters to illustrate process substitutions for gap-filling purposes:

Example 4.2.2-5

ST: Their bosses created the resistance because they did not take time to explain the purpose, the benefit, explain what they will need to do.

N11: [C33] 所以 [A22] <u>**有些人會進行反抗**</u> [A41] 這些變化呢~是因為他們<uh>沒有 [A43] 向人們解釋 [A13] 變化的目的。

BT: [C33]Therefore [the fact that] [A22]<u>**some people will resist**</u> [A41]these changes~ is because they <uh> do not explain [A43]to people the purpose [A13]of change.

N11 did not record the actor of the original process in his/her notes. She/he also mentioned in verbalization that s/he missed some information while listening to the original speech. Therefore, for the replacement of "their bosses created the resistance" with "some people will resist" in the rendition, a reasonable explanation

could be the missing of the original actor and misinterpretation of the symbol "人" in his/her notes. As a result, N11 chose to fill in the gap with another inferrable idea "some people will resist".

Example 4.2.2-6

ST: So it's very important to understand why people resist. Or else, we cannot solve the problem of change.

N4: 那麼我們要理解為什麼他們要反對 [A43] 這些計劃。[A22] **<u>我們\<uh\>怎樣才能夠去實現這些變化</u>**。

BT: So we shall make clear why they will resist [A43]these plans. [A22]**How can we \<uh\> realize these changes**.

In this example, a process substitution can be identified. N4 reported in his/her retrospection that s/he did not catch the exact words of the last clause so s/he organized an idea based on the context. His/her words explained the appearance of "how 解" (solve) in his/her notes. Based on this notes, N4 filled the information loss with "how can we realize these changes".

4.2.3 Circumstance-based Explicitations

Table 4.2-6 lists the three types of circumstance-based explicitation shifts detected in E-C CI.

Table 4.2-6. Frequency of Circumstance-based Explicitations in E-C CI

A3	M1		M2		M3		T
	Add	Sub	Add	Sub	Add	Sub	
ECP	**60**	0	13	1	**148**	12	234
ECN	48	0	**22**	1	77	9	157

The following observations can be elicited from the above table:

Observation One: Professional interpreters carried out more circumstance-based explicitations for clarification than their novice counterparts.

Observation Two: For both groups, around 40% (32% in the professional group and 45% in the novice group) circumstance-based explicitations were added to make up for interpreters' inadequate interpreting competence.

Observation Three: Professional interpreters added more inferrable circumstantial adjuncts for time-management purposes than their novice counterparts.

Observation Four: Novice interpreters employed more circumstance-based explicitations for gap-filling than their professional counterparts.

Illustration on the observations:

1) Figure 4.2-4 displays that every interpreter has conducted circumstance-based additions for clarification.
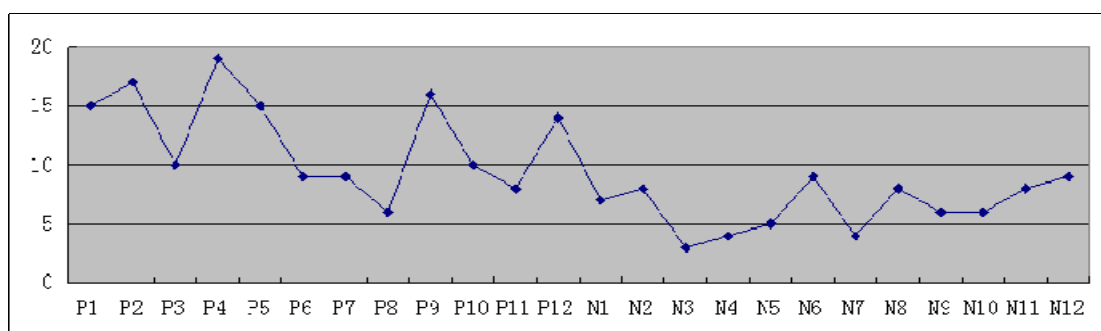
Figure 4.2-4. Frequency of A33 (Add) made by each subject in E-C CI

With around 100 relevant cases in both groups and every subject using this type of explicitation, the addition of implied circumstantial adjuncts to facilitate listeners' comprehension can be regarded as a common practice for professional and novice interpreters. The following are typical examples from each group:

Example 4.2.3-1

ST: And it's easy to become the leader that your staff don't like.

N5: [B31] 其實~你會 [A33]<u>**不由自主地**</u>變成了那種 [A42] 你自己 [A23] 認為不好的領導。

BT: [B31]actually~ you will [A33]<u>**spontaneously**</u> become the kind of leader that [A42]you [A23]think is bad.

In this example, the added manner "不由自主地" (spontaneously) is inferrable from the original "it's easy to", which emphasizes to listeners the "sub-consciousness" of the action to "become another kind of leader".

Example 4.2.3-2

ST: Ok, so all of you have opinion about good leadership and bad leadership.

P3: 好了，大家 [A33]<u>**通過討論之後**</u>，都對優秀的領導和糟糕領導有了一定的看法

BT: Ok, [A33]<u>**through discussions**</u>, you all have certain opinion about good leadership and bad leadership.

In this example, the original clause was a summary of the previous discussion, where listeners provided their description of good and bad leaders. Inferring from this idea, P3 added the circumstantial adjunct "通過討論之後" (through discussion), which made explicit that the relevant opinions were based on a previous discussion.

Moreover, 148 circumstantial adjunct additions can be found in the professional group while only 77 were found in the novice group. A Mann-Whitney Test was conducted to test the significance of the difference.

Table 4.2-7. Mann-Whitney Test on the number of A33 (Add) btw two groups in E-C CI

A33(Add)	U	Z	r	p	Remarks
CEP vs. CEN	12.50	-3.456	0.705	0.010	95%

As it is shown in Table 4.2-7, the test reveals a significant difference between the two groups (p=0.010). In addition, with the effect size measure r being 0.705, the magnitude of the difference is markedly big. It confirms that the independent variable – interpreters' experience – exerts a huge effect on the quantity of circumstantial adjunct additions that interpreters may implement for clarification. Therefore, it validates that professional interpreters tend to add more circumstantial adjuncts as a way to ease listeners' comprehension than novices. The following is typical examples from professional interpreters:

Example 4.2.3-3

ST: And write down three characteristics that make that person a good leader.

P1: 那麼 [C23] 你 **[A33]** <u>現在</u>就可以列這樣的一個人的三個 [A13] 主要的特性。

BT: So [C23]you **[A33]<u>now</u>** can write down three [A13]major characteristics of a

person like this.

The original clause represents a requirement the speaker made to ask the listeners

to start to "write". The circumstantial adjunct "now" added by P1 further

illustrates the speaker's expectation that listeners could start this action as soon as

possible.

Example 4.2.3-4

ST: But sometimes when we move up in our own career, we forget.

P12: 那麼， [A33] <u>隨著我們年齡的增長</u>，我們自己也會 [A33] <u>慢慢</u>晉升到 [A33]

到領導的這個層次，那可能我們就會忘記所有的 [C13] 這些<uh>[A43] 差

領導的 [C13] 這些特質了

BT: So, [A33]**<u>as we get older</u>**, we ourselves will also [A33]**<u>gradually</u>** move up to

[A33]to the leader's level, so it is possible we will forget all [C13]these

characteristics of [C13]these [A43]bad leaders.

In the above example, "move up in one's career" refers to "get a promotion". Usually,

getting a promotion is a relatively slow process, which needs a certain period of time.

To reflect these two features of the idea "getting promotion" to listeners, P12 added

two circumstantial adjuncts "隨著我們年齡的增長" (as we get older) and "慢慢" (gradually).

2) Figure 4.2-5 displays that every subject has added circumstantial adjuncts for time-management purposes, which demonstrates that it is a regular practice for professional and novice interpreters to add circumstantial adjuncts to gain extra information-processing time. The following are typical examples from each group:
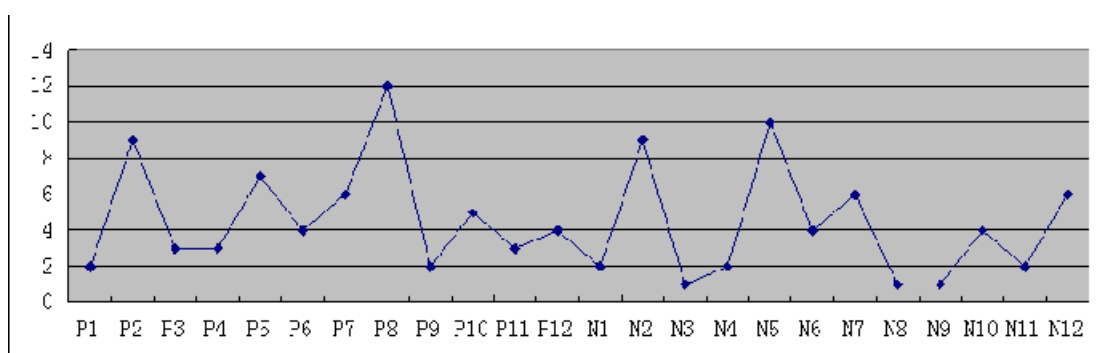
Figure 4.2-5. Frequency of A31 (Add) made by each subject in E-C CI

Example 4.2.3-5

ST: they will be quiet when they resist the change. But they will still resist.

N1: 但是他們 [A31] **通常**<p>[A21] 選擇的<p>是<p>安靜 [B24] 禮貌地來 [A23] 表示 [A13] 他們的一些不滿

BT: but [what] they [A31]**usually** <p> [A21]choose <p> is <p> [A23]to express some of [A13]their dissatisfaction in [a] quiet and [B24]polite way.

In this example, N1 did not take down any notes. To retrieve the information, s/he had to rely totally on memory. It seems possible due to the above facts, s/he added the manner indicator "usually" as well as a pause so as to slow down the production

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of the following key information "quiet when resisting change".

Example 4.2.3-6

ST: So the focus is about Asia.

P9: 我們 [A31]今天<p>關注的 [A43]這個區域是亞洲。

BT: [A31]**Today** <p> [A43]the district <p> we focus on is Asia.

In the above example, a temporal indicator "今天" (today) has been added. The pause indicates this addition as a time-gaining strategy. What did P9 earn the time for? Based on his/her notes, P9 could have rendered the original message as "so we focus on Asia" or "so the focus is Asia". Yet s/he rephrased it into a longer version "the district we focus on is Asia". This indicates that while uttering the added "today" and the pause, P9 may be thinking about ways of expressing the character "亞" (Asia) in his/her notes.

Table 4.2-8. Mann-Whitney Test on the number of A31 (Add) btw two groups in E-C CI

A31(Add)	U	Z	r	p	Remarks
CEP vs. CEN	53.50	-1.078	0.220	0.281	No significant difference

As shown in Table 4.2-8, the Mann-Whitney Test exhibits an insignificant difference between these two groups (p=0.281) in this aspect. What is more, with the effect size measure r being 0.220, the magnitude of this difference is somewhere between small

and medium. Hence, no statistically significant effect of interpreters' experience on interpreters' employment of circumstantial adjunct additions for time-management could be found in the present study. This testifies that there is no significant interaction between interpreters' years of experience and the circumstantial adjuncts they would use to earn extra information-processing time.

3) As shown in Figure 4.2-6, there are six professional interpreters and one novice interpreter who did not add circumstantial adjuncts for gap-filling.
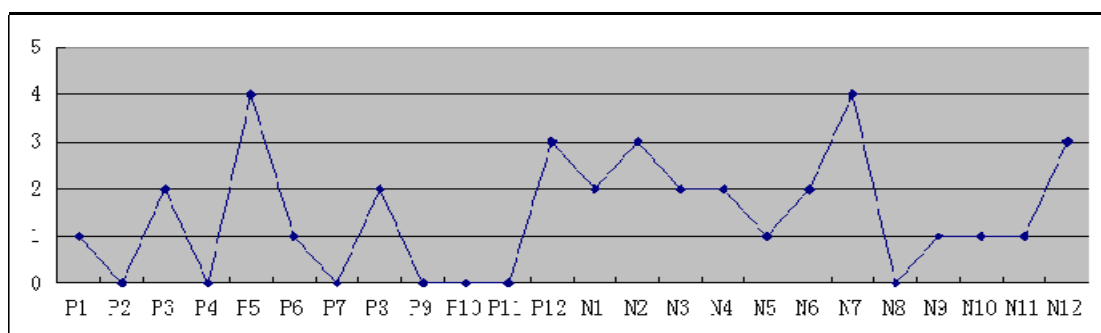
Figure 4.2-6. Frequency of A32 (Add) made by each subject in E-C CI
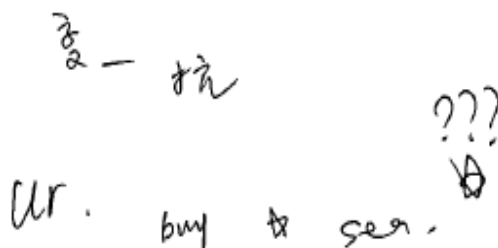
Besides, only 13 circumstance-based additions were conducted by professional interpreters for gap-filling and 22 by novice interpreters. Since the quantitative difference is marginal and more than half of the subjects did not perform this type of explicitation, no generalization about any difference between the two groups can be made. But still, 11 out of 12 novice interpreters have filled the gap resulting from information loss by adding implied circumstantial adjuncts, which indicates that this type of explicitation is performed commonly among novice interpreters. For instance,

Example 4.2.3-7

ST: And this is the Yin-yang. There is change and there is resistance. And you, all of you, your job is to find the right speed.

N12: [A32]<u>**從抗拒變化，到適應力**</u>，你們需要做的呢，就是~[A42] 要來適當的來引導這些變化。

BT: [A32]<u>**From resisting change to adaption**</u>, [what] you need to do, is~ to properly, [A42]lead these changes.

N12 did not take any notes for the first clause and for the second clause s/he only jotted down two characters, "變" (change) and "抗" (resistance). Moreover, the three question marks in his/her notes clearly show N12 missed some information in the third clause. This also suggests that s/he needs more time to deal with the missed message. While doing so, it seems plausible that s/he filled that time slot with "從抗拒變化，到適應力" (from resisting change to adaption), an idea s/he can infer from the two Chinese characters s/he noted down and the previous idea – "So even though change is difficult, we must adapt" – which the speaker emphasized.

Example 4.2.3-8

ST: And now in your own career, you move up to a higher level. When you were younger, we look at the leader above us.

N7: ^{C33} 假設一下你 ^{A33} 現在可以年輕個<uh>^{A32}**十幾二十歲**，那麼你正在職業上升期，假設你們都擁有了上述的這些的優秀的品質，^{A33} 然後你們獲得了職業的提升，^{A23} 成為了 ^{A13} 學校的領導層

BT: ^{C33}if you ^{A33}now can be ^{A32}**ten or twenty years** younger, you are in a rising stage in your career, if you have all the good qualities mentioned above, ^{A33}then you got professional promotion, ^{A23}becomes a leader ^{A13}of the school.

N7 reported that s/he did not note down anything for this segment because s/he encountered difficulty in hearing and understanding the original message. Referring from her retrospection and rendition, it seems plausible that due to the failing in grasping the idea of "look at leaders above us", N7 added "十幾二十歲" (ten or twenty years) to specify the extent of "年輕" (getting younger) so as to fill the gap which should be used to express the idea of "look at leaders above us".

4.2.4 Participant-based Explicitations

Table 4.2-9 lists all the participant-based explicitation shifts detected in E-C CI. The qualitative analysis, as shown in the table, has identified three types of situation in which interpreters have adopted this type of explicitations.

Table 4.2-9. Frequency of Participant-based Explicitations in E-C CI

A4	M1		M2		M3		T
	Add	Sub	Add	Sub	Add	Sub	
ECP	5	1	0	8	101	63	178
ECN	2	1	1	10	86	56	156

The following observations can be made from the table:

Observation One: Professional interpreters employed more participant-based explicitations for clarification than novice interpreters.

Observation Two: Overall, for both groups, participant-based explicitation is mainly carried out for clarification. Yet, in spite of the small number, for both groups, there are still around 10% of participant-based explicitations (8% for professional group and 9% for the novice group) that can be attributed to an interpreter's inadequate interpreting competence.

Illustration on the observations:

1) As illustrated by Figure 4.2-7, each interpreter has implemented participant-based explicitations in E-C CI.
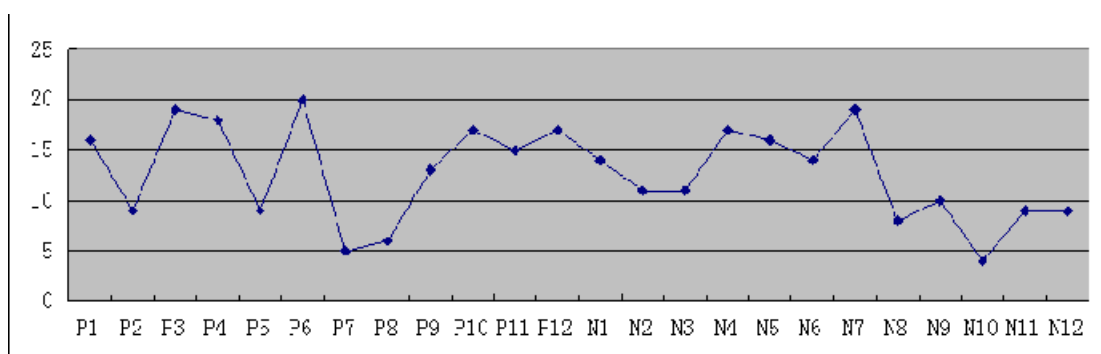
Figure 4.2-7. Frequency of A43 made by each subject in E-C CI

There are 164 participant-based explicitations in the professional group while there are 142 in the novice group. Since the quantitative difference is marginal, there is no need for statistical testing and it is not possible to find any inter-group difference. Yet with over one hundred relevant shifts in both groups, this still can verify that professional and novice interpreters regularly add or specify participants so as to

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reduce listeners' comprehension efforts. The following examples from both groups can well illustrate this point:

Example 4.2.4-1

ST: And you, all of you, your job is to find the right speed.

P8: ^{C33}那麼你們就是要找出 ^{A33}這中間的一個適應的 ^{A43}**方法**。

BT: ^{C33}thus you should find ^{A43}**a method** to adapt ^{A33}between them.

In this example, what is the purpose of "finding the right speed"? The context informs us that it is to keep a balance between change and resistance. In this connection, "to find the method of adapting" is a reasonable rephrasing of the original, which clarifies the purpose of the original participant.

Example 4.2.4-2

ST: And this is the yin-yang. There is change and there is resistance

N7: 改、^{A43}**改革的必須性**以及 ^{A43}**改革的困難**是一個陰陽體，它是一個 ^{A43}**矛盾體**

BT: ^{A43}**The necessity of chan**, change and ^{A43}**the difficulty of change** is yin yang. It is a ^{A43}**paradox.**

N7 specified the original participant "change" into "the necessity of change", "resistance" into "the difficulty of change" to facilitate listener's comprehension. Moreover, a participant "矛盾體" (paradox) has been added to inform listeners of the specific characteristic of "yin-yang".

2) Professional group adopted five participant additions while the novice group adopted two for time-management considerations. A common feature of these shifts can be identified from the following typical examples:

Example 4.2.4-3

ST: So it's very important to understand why people resist.

P5: 所以 [A23] 我們要思考 [A41] **一個問題**<p>為什麼有阻力

BT: so [A23]we have to think about [A41]one question<p> why there's resistance.

In this example, "一個問題" (one question) is a participant for the process of "thinking" and also an appositive of the following clause "why there's resistance". Since P5 did not take any notes for the original participant, it seems possible that s/he added a very general term that can always be collocated with the predicate "think about" and during this period of time s/he is recalling the concrete idea of the original participant.

Example 4.2.4-4

ST: So I think, a very important part of your job is managing the change in your school

N5: 所以說 [B21] 我們想談的 [A41] **問題**呢~就是<p>我們 [A43] 如何能夠有效地去做一些改變

BT: So [A41]**the issue** [B21]that we want to talk about~ is <p> [A43]how can we

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effectively make some changes.

In example 4.2.4-4, with the hint of the stretching pronunciation and the pause, N5's addition of the process "the issue is" can be regarded as a time-winning strategy. In the notes, s/he clearly noted down "manage change", which suggests that s/he could have rendered this clause literally as "your job is managing change". However, since s/he paraphrased the idea of "managing change" in the rendition, it is reasonable to claim that the addition of the process "問題呢~就是" (the issue is) and the modifier "我們想談的" (that we want to talk about), which are ideas easily inferred from the situation, is to gain extra time in rephrasing the idea of "manage change" into "how can we effectively make some changes".

As illustrated by those two examples, the participant added for extra time earning are category words functioned as an appositive to the original participant. This explanation also applies to the other five cases. This demonstrates that in E-C CI professionals and novice interpreters might add category words as appositives to the original participants so as to gain more processing time.

3) Figure 4.2-8 displays that more than half of all the subjects have implemented participant substitutions for gap-filling.
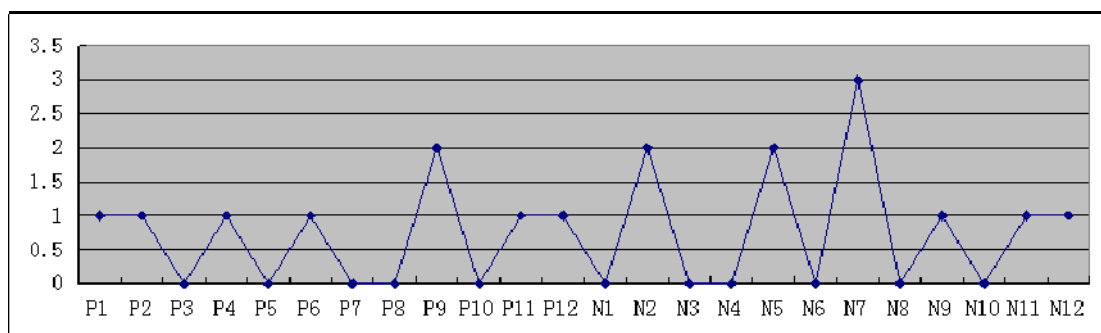
Figure 4.2-8. Frequency of A42 (Sub) made by each subject in E-C CI

This indicates that both professional and novice interpreters tend to substitute the original concept with another one that is inferrable from other information in the context to fill in the gap resulting from information loss. For instance,

Example 4.2.4-5

ST: And I also have the experience of being the **Dean** of a business school in

Thailand

P2: 另外我自己也是 [A33] 曾經擔任一個商學院的<uh>[A42] **領導**

BT: Besides I myself also [A33]once took the position of <uh> **the leader** in a

Business School

In this example, there is nothing written down in P2's notes to represent "Dean". The hesitation shows P2 encountered some problem in rendering the word "Dean". It may be that s/he failed to recall the word or s/he forgot the way to express it in Chinese. Instead, s/he replaced it with a more general term "領導" (the leader) which is inferrable from the following clause "where I manage

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change" (It is the leader not the staff who manages change. For staff, they only carry out change.).

Example 4.2.4-6

ST: Their bosses created the resistance because they did not take time to explain the purpose, the benefit, explain what they will need to do

P9: [C33] 如果 [A23] 不去 [A33] 好好地解釋，才，[A12] 要做這種變化的 [A42] **<u>理由</u>**，就會有更多的抵抗

BT: [C33]If [we do] [A23]not explain [A33]in a good way, just, [A42]**<u>the reason</u>** [A12]of doing this kind of change, [there] will be more resistance.

In this example, a series of participant for the process "explain", including "purpose", "benefit", "what need to do" has been replaced by "reason", a concept inferrable from the previously mentioned "They resisted because they didn't know why". Since no participant has been recorded in the notes, it is likely that since P9 failed to recall the original participants, s/he decided to replace them with what s/he can infer from the previous sentence.

Example 4.2.4-7

ST: They resisted because they didn't know why ...Their bosses created the resistance because they did not take time to explain the purpose, the benefit, explain what they will need to do.

N2: [A33] 很多情況下人們 [C33] 之所以抵觸是因為他們不知道原因是什麼......[C31]所以\<p> [A31] 現在~[B24]我們應該要 [B34] 更好地去解釋[A13]我們這種 [A13] 改變的目的和 [A13] 根本的 **[A42] 原因**。

BT: [A33]In may cases [C33]the reason that people resist is because they don't know what is the motivation...[C31]Therefore \<p> [A31]now~ [B24]we should explain [B34]in a better manner [A13] our purpose [A13]of change and [A13]fundamental **[A42]motivation.**

In this example, "原因" (motivation) is a concept that can be inferred from the previous sentence "They resisted because they didn't know why". His/her notes show that N2 only recorded one out of the three elements the speaker mentioned. In order to fill in the gap of the other two points, s/he conducted the above addition.

4.2.5 Experiential Explicitations

Based on the above analysis on four sub-categories of experiential explicitations, it can be found that in E-C CI, there are three types of situation in which interpreters have carried out experiential explicitations. Table 4.2-10 sums up the number of experiential explicitations performed by each group according to different motivations:

Table 4.2-10. Frequency of Experiential Explicitations in E-C CI

	M1		M2		M3		T
	Add	Sub	Add	Sub	Add	Sub	
ECP	83	1	17	39	475	172	787
ECN	77	2	30	62	320	142	633

The data have been further measured by the Mann-Whitney Test. As illustrated in Table 4.2-11, significant differences between the two groups can be identified in the frequency of substituting experiential content for gap-filling (p=0.021) and adding experiential information for clarification (p=0.009).

Table 4.2-11. Mann-Whitney Test on the number of ECEM2 (Sub), ECEM3 (Add) btw two groups in E-C CI

ECP vs. ECN	U	Z	r	p	Remarks
ECEM2(Sub)[8]	33.00	-2.304	0.470	0.021	95%
ECEM3(Add)[9]	26.5	-2.630	0.537	0.009	95%

4.3 Comparison of Experiential Explicitation Patterns between C-E and E-C CI

4.3.1 Modifier-based Explicitations

Table 4.3-1 displays the frequency of modifier-based explicitations according to motivations and language directions.

Table 4.3-1. Frequency of Modifier-based Explicitations in CI (C-E vs. E-C)

A1	M1		M2		M3		T
	Add	Sub	Add	Sub	Add	Sub	
C-E	121	5	9	11	407	34	587
E-C	20	0	8	1	265	18	312

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[8] ECEM2 (Sub) represents experiential substitution for gap-filling in E-C CI.
[9] ECEM3 (Add) represents experiential additions for clarification in E-C CI.

Observations from the above table are as follows:

Observation One: More modifier-based explicitations for clarification can be found in C-E CI than in E-C CI.

Observation Two: More modifier additions for time-management can be found in C-E CI than in E-C CI.

Illustration on the observations:

1) 441 modifier-based explicitations for clarification have been detected in C-E CI while there are only 283 in E-C CI. Figure 4.3-1, which displays each subject's frequency of modifier-based explicitations for clarification according to the language directions of the CI task, shows a clear effect of language direction on the frequency of modifier additions across both professional and novice interpreters.
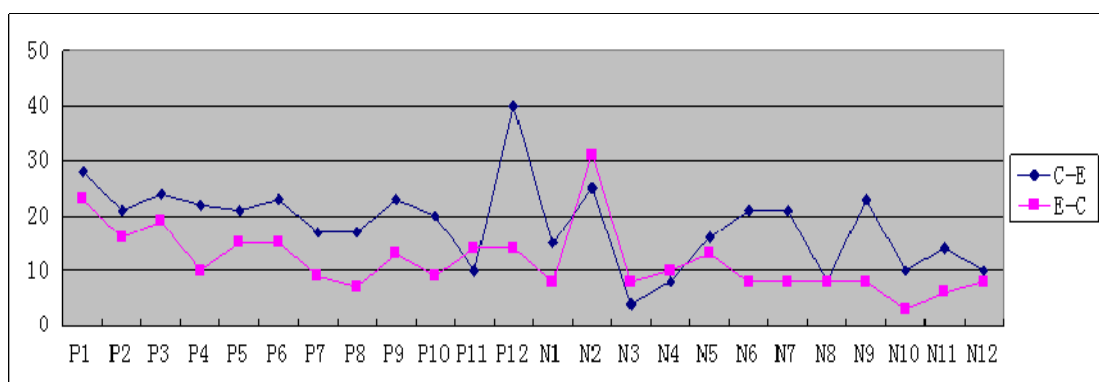
Figure 4.3-1. Frequency of A13 made by each subject according to language direction

As there are only 24 subjects in each group, less than 30, the required minimal sample size for the parameter test (Salkind 2011: 182), a non-parametric test has been chosen to measure the difference between explicitations identified while interpreting from two opposite language directions. As what we are going to compare

here is two sets of score coming from the same subjects, according to Field (2009: 552), the Wilcoxon Signed Ranks Test is adopted to compare 24 interpreters' explicitation patterns in C-E and E-C CI.

Table 4.3-2. Wilcoxon Signed Ranks Test on the number of A13 according to language direction

A13(Add)	Z	r	p	Remarks
C-E vs. E-C	-3.592	0.518	0.000	95%

As shown in Table 4.3-2, the Wilcoxon Signed Ranks Test reveals a highly significant difference between the two language directions (p=0.000). With the p values below 0.05, the odds of difference between these two language directions for both groups are more than 95%. Moreover, with the effect size measure r being 0.518, the magnitude of the difference is somewhere over big, suggesting that the independent variable -- language direction -- exerts a huge effect on interpreters' frequency in making modifier-based explicitations. It demonstrates that interpreters are inclined to make modifier-based explicitations for clarification more frequently in C-E CI than in E-C CI.

2) In C-E CI, 121 additions of implied modifiers for time-management have been detected while in E-C CI there are only 20 relevant cases. Figure 4.3-2 clearly illustrates frequency of modifier additions for time-management employed by each professional and novice interpreter according to different language directions.
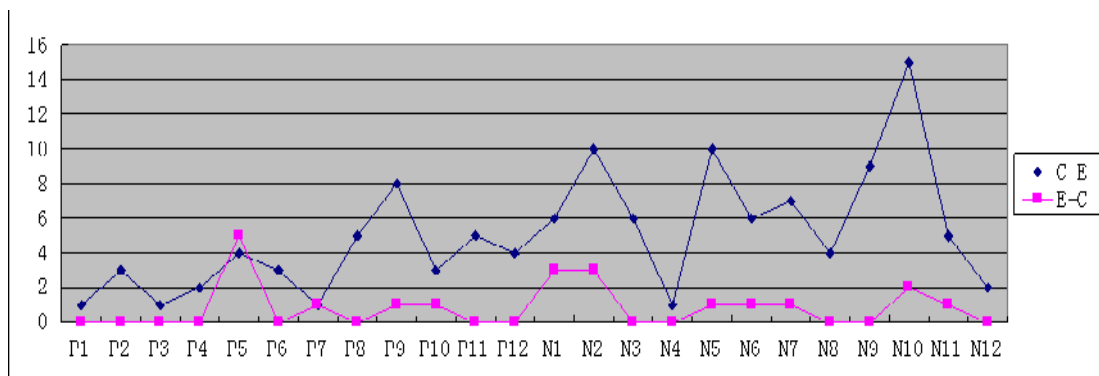
Figure 4.3-2. Frequency of A11 made by each subject according to language direction

It can be elicited in this figure that in the C-E direction, every subject has carried out modifier additions for time-management; yet in E-C, only four professional interpreters and seven novice interpreters did so.

Table 4.3-3. Wilcoxon Signed Ranks Test on the number of A11 (Add) according to language direction

A11(Add)	Z	*r*	*p*	Remarks
C-E vs. E-C	-4.128	0.596	0.000	95%

A Wilcoxon Signed Ranks Test, as shown in Table 4.3-3, reveals a significant difference between the frequency of modifier additions for time-management in C-E and E-C CI. The *p* value below 0.05 suggests a higher than 95% possibility of the existence of a significant difference between these two language directions. What is more, the effect size measure *r* being 0.596 also displays a strong effect of language direction on interpreters' frequency in adding modifiers for time-management. In other words, interpreters tend to add modifiers for time-gaining more frequently in C-E CI than in E-C CI.

4.3.2 Process-based Explicitations

Table 4.3-4 displays interpreters' frequency of process-based explicitations according to the motivations and interpreting directionality.

Table 4.3-4. Frequency of Process-based Explicitations in CI (C-E vs. E-C)

A2	M1		M2		M3		T
	Add	Sub	Add	Sub	Add	Sub	
C-E	5	2	1	9	43	**192**	252
E-C	**25**	1	3	**80**	**118**	156	383

The following observations can be made from the table:

Observation One: Interpreters carried out more process-based additions for clarification in the E-C direction than in the C-E direction.

Observation Two: Interpreters implemented more process-based substitutions for clarification in the C-E direction than in the E-C direction.

Observation Three: Interpreters adopted more process-based additions for time-management in the E-C direction than in the C-E direction.

Observation Four: Interpreters employed more process-based substitutions for gap-filling in the E-C direction than in the C-E direction.

Illustration on the observations:

1) 118 process-based additions for clarification have been made by subjects in the E-C direction while 43 were done in the C-E direction. Figure 4.3-3 displays that the majority of subjects have carried out relevant explicitations more frequently in E-C CI.
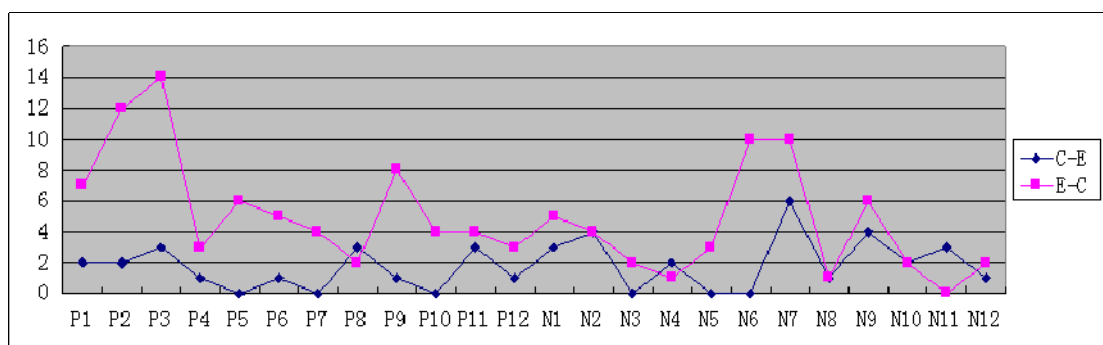
Figure 4.3-3. Frequency of A23 (Add) made by each subject according to language direction

A Wilcoxon Signed Ranks Test, as shown in Table 4.3-5, reveals a highly significant difference between the two language directions (p=0.000). The effect size measure r being 0.503 suggests the magnitude of the difference between the two language directions is big, implying that the independent variable – language direction – actually exerted a huge effect in interpreters' frequency of adding process for clarification. This verifies that interpreters tend to add inferrable processes as ways of clarifying in E-C CI more often than in C-E CI.

Table 4.3-5. Wilcoxon Signed Ranks Test on the number of A23 (Add) according to language direction

A23(Add)	Z	r	p	Remarks
C-E vs. E-C	-3.487	0.503	0.000	95%

2) 192 process-based substitutions for clarification have been detected in the C-E direction while there are only 156 in the E-C direction. Figure 4.3-4 shows that the majority of subjects have adopted more relevant cases in C-E CI.
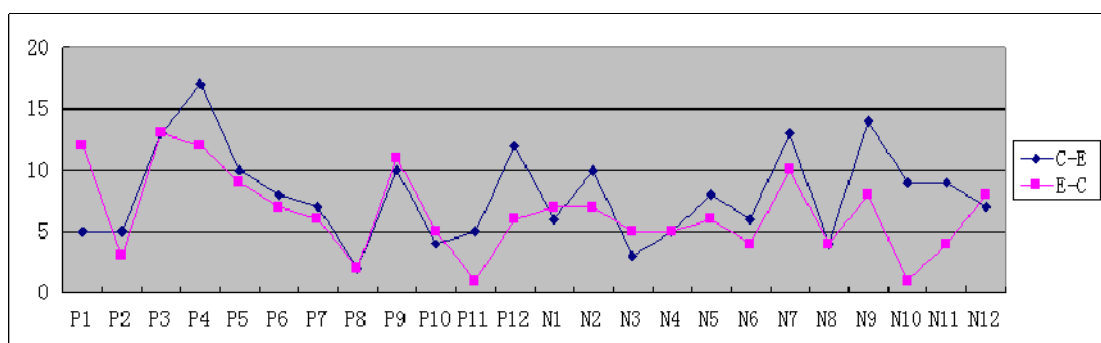
Figure 4.3-4. Frequency of A23 (Add) made by each subject according to language direction

Moreover, the Wilcoxon Signed Ranks Test, as illustrated in Table 4.3-6, shows a significant difference between the frequency of process substitutions in the two language directions (p=0.023). It can be concluded that interpreters are prone to rephrase processes for clarification more frequently in C-E CI than in E-C CI.

Table 4.3-6. Wilcoxon Signed Ranks Test on the number of A23 (Sub) according to language direction

A23(Sub)	Z	r	p	Remarks
C-E vs. E-C	-2.272	0.328	0.023	95%

3) 25 inferrable process additions for time-management have been identified in E-C CI while there were only five in C-E CI. Figure 4.3-5 clearly displays that about half of the interpreters implemented more process additions for time-earning purposes in E-C CI.
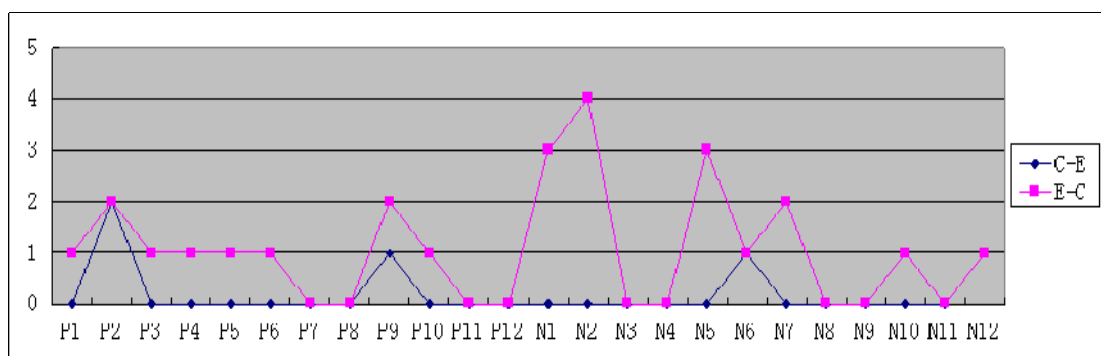
Figure 4.3-5. Frequency of A23 (Add) made by each subject according to language direction

Also, the Wilcoxon Signed Ranks Test, as shown in Table 4.3-7, reveals a significant difference between the frequency of process additions for time-management in the two language directions (*p*=0.002).

Table 4.3-7. Wilcoxon Signed Ranks Test on the number of A21 (Add) according to language direction

A21(Add)	Z	*r*	*p*	Remarks
C-E vs. E-C	-3.165	0.457	0.002	95%

With the *p* value below 0.05, there is over 95% possibility that this difference exists. The effect size measure *r* being 0.457 reveals a close to big magnitude of this difference, suggesting that professional and novice interpreters tend to add processes for time-management more frequently in E-C than C-E CI.

4) 80 process substitutions have been detected in E-C CI while there were only nine in C-E CI. As shown in Figure 4.3-6, a clear effect of language direction on interpreters' performance of rephrasing processes for gap-filling can be observed.
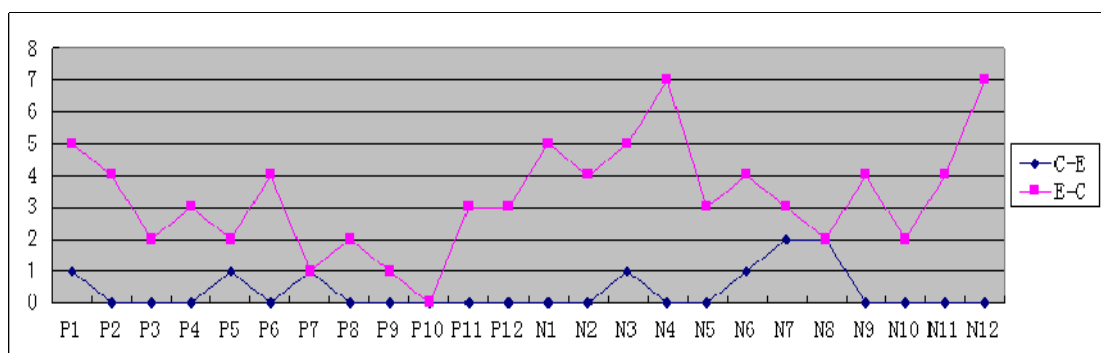
Figure 4.3-6. Frequency of A22 (Sub) made by each subject according to language direction

Measured by the Wilcoxon Signed Ranks Test (see Table 4.3-8), a highly significant difference has been identified (p=0.000). Moreover, with the effect size measure r being 0.579, the magnitude of this difference is big.

Table 4.3-8. Wilcoxon Signed Ranks Test on the number of A22 (Sub) according to language direction

A22(Sub)	Z	r	p	Remarks
C-E vs. E-C	-4.041	0.579	0.000	95%

Therefore, it can be concluded that interpreters encountered more information loss in E-C CI and they tend to replace the processes they lost with other ones that can be inferred from other contextual information.

4.3.3 Circumstance-based Explicitations

Table 4.3-9 displays the frequency of circumstance-based explicitations according to motivations and language directions.

Table 4.3-9. Frequency of Circumstance-based Explicitations in CI (C-E vs. E-C)

A3	M1		M2		M3		T
	Add	Sub	Add	Sub	Add	Sub	
C-E	70	1	1	4	158	15	249
E-C	**108**	0	**35**	2	**225**	21	391

Observation One: Interpreters implemented more circumstance-based additions for clarification in E-C CI than in C-E CI.

Observation Two: Interpreters performed more circumstance-based additions for time-management in E-C CI than in C-E CI.

Observation Three: Interpreters adopted more circumstance-based additions for gap-filling in E-C CI than in C-E CI.

Illustration on the observations:

1) Interpreters employed 158 circumstance-based additions in C-E CI while 225 in E-C CI. Figure 4.3-7 reveals a general higher frequency of interpreters' additions of circumstantial adjuncts in E-C CI based on each interpreter's performance.
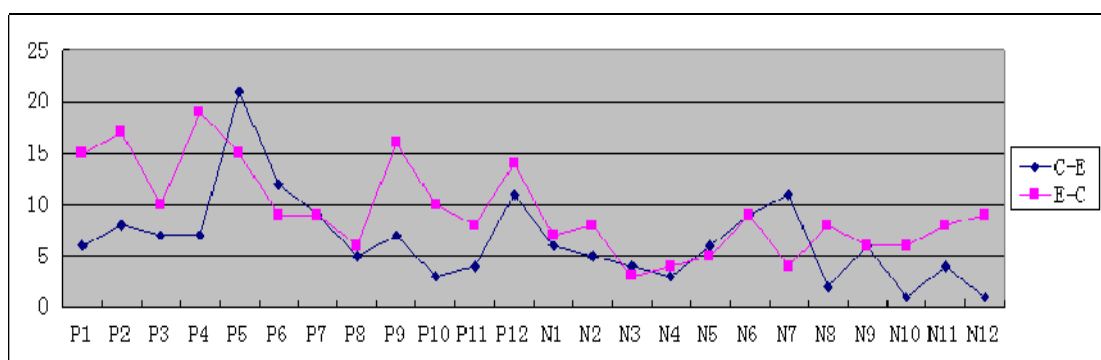
Figure 4.3-7. Frequency of A33 (Add) made by each subject according to language direction

Moreover, as illustrated in Table 4.3-10, the Wilcoxon Signed Ranks Test reveals a

significant difference (*p*=0.011), suggesting that interpreters carried out significantly

more circumstance-based additions for clarification in E-C CI than in C-E CI.

Table 4.3-10. Wilcoxon Signed Ranks Test on the number of A33 (Add) according to language direction

A33(Add)	Z	*r*	*p*	Remarks
C-E vs. E-C	-2.544	0.367	0.011	95%

2) In C-E CI, interpreters implemented 70 circumstantial adjunct additions for

time-management while in E-C CI, they made 108 relevant cases.
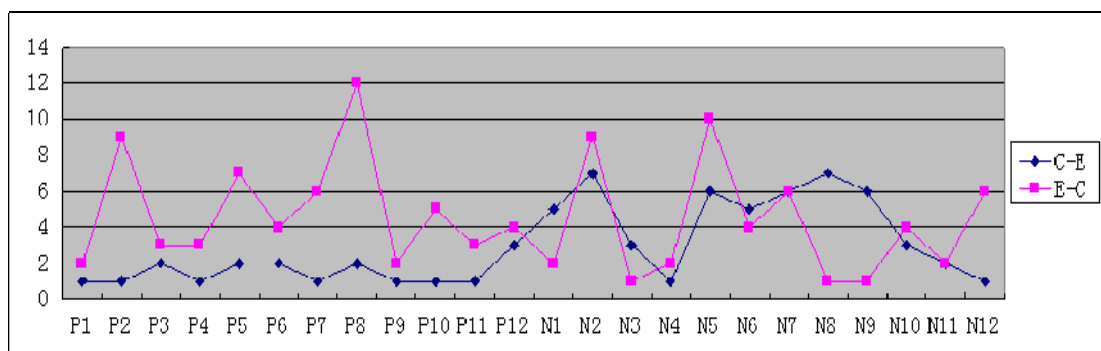
Figure 4.3-8. Frequency of A33 (Add) made by each subject according to language direction

As displayed in Figure 4.3-8, a higher frequency in E-C CI can be found clearly

among professional interpreters. Yet for the novice group, there is no unified

tendency. Thus, a Wilcoxon Signed Ranks Test was implemented to measure the

inter-direction difference in the professional group.

Table 4.3-11. Wilcoxon Signed Ranks Test on the number of A31 (Add) in the professional group according to language direction

A31(Add)	Z	*r*	*p*	Remarks
C-E vs. E-C	-3.077	0.444	0.002	95%

As illustrated in Table 4.3-11, there is a significant difference in the professional group's performance between the two language directions (*p*=0.002), which suggests that professional interpreters adopted significantly more circumstantial adjunct additions for clarification in E-C CI than in C-E CI.

3) With 35 additions of circumstantial adjuncts for gap-filling in E-C CI and only one in C-E CI, it is obvious that interpreters encountered more information loss in E-C CI and while encountering those information losses, it is rare for interpreters to add circumstantial adjuncts as methods of gap-filling in C-E CI.

4.3.4 Participant-based Explicitations

Table 4.3-12 displays the frequency of participant-based explicitations according to motivations and language directions.

Table 4.3-12. Frequency of Participant-based Explicitations in CI (C-E vs. E-C)

A4	M1		M2		M3		T
	Add	Sub	Add	Sub	Add	Sub	
C-E	3	0	0	**43**	78	**188**	312
E-C	7	2	1	18	**187**	119	334

Observation One: Interpreters conducted more participant additions for clarification in E-C CI than in C-E CI.

Observation Two: Interpreters carried out more participant substitutions for

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clarification in C-E CI than in E-C CI.

Observation Three: Interpreters implemented more participant substitutions for gap-filling in C-E CI than in E-C CI.

Illustration on the observations:

1) Interpreters adopted 78 circumstantial adjunct additions in C-E CI while there were 187 in E-C CI. Figure 4.3-9 clearly displays a general higher frequency in interpreters' addition of participants in E-C CI based on each interpreter's performance.
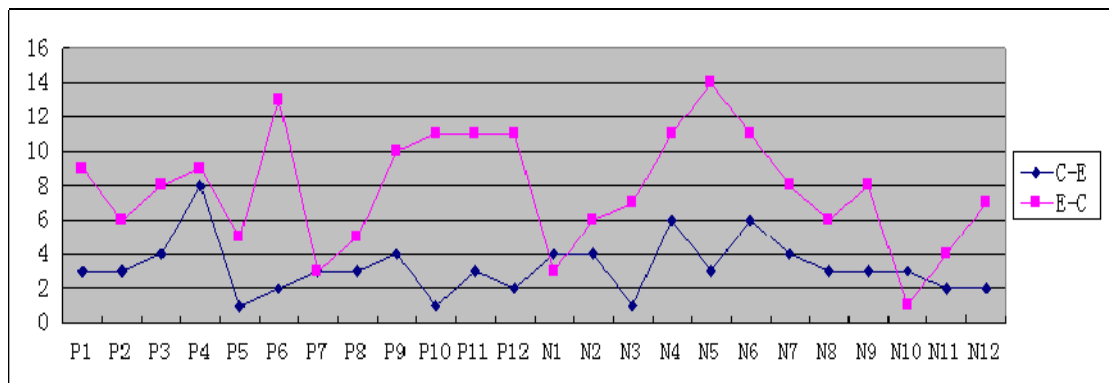
Figure 4.3-9. Frequency of A43 (Add) made by each subject according to language direction

As illustrated in Table 4.3-13, a highly significant difference between different interpreting directionality can be observed in a Wilcoxon Signed Ranks Test (p=0.000). The effect size measure r being 0.580 reveals that the magnitude of the difference is huge. These two indicators suggest that interpreters added significantly more participants for clarification in E-C CI than in C-E CI.

Table 4.3-13. Wilcoxon Signed Ranks Test on the number of A43 (Add) according to language direction

A43(Add)	Z	r	p	Remarks
C-E vs. E-C	-4.022	0.580	0.000	95%

2) In C-E CI, interpreters employed 188 participant substitutions for clarification while in E-C CI, they made 119 relevant cases. As displayed in Figure 4.3-10, a general higher frequency in interpreters' replacement of participants can be observed in C-E CI based on each interpreter's performance.
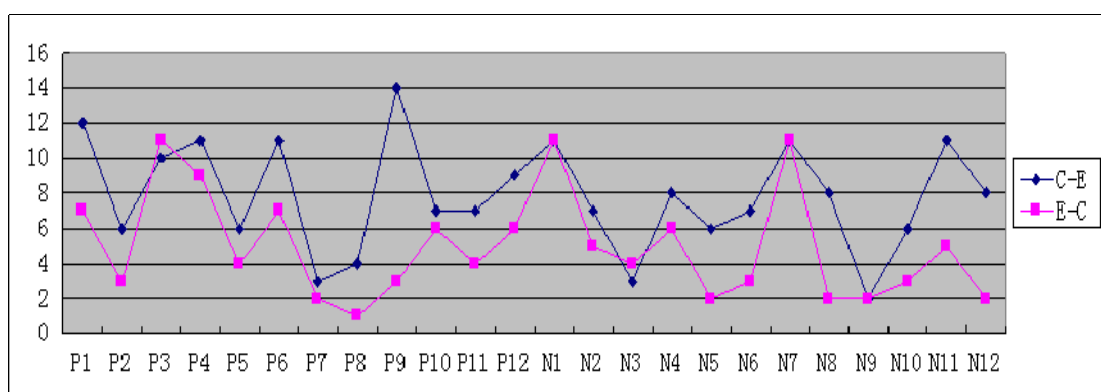
Figure 4.3-10. Frequency of A43 (Sub) made by each subject according to language direction

As illustrated in Table 4.3-14, a significant difference between two different language directions can be observed (p=0.020) through a Wilcoxon Signed Ranks Test, implying that interpreters adopted significantly more participant substitutions for clarification in C-E CI than in E-C CI.

Table 4.3-14. Wilcoxon Signed Ranks Test on the number of A43 (Sub) according to language direction

A43(Sub)	Z	r	p	Remarks
C-E vs. E-C	-2.335	0.337	0.020	95%

3) 43 participant substitutions for gap-filling have been detected in C-E CI while there were 18 in E-C CI. A general higher frequency in interpreters' replacement of participants for gap-filling can be seen in C-E CI based on each interpreter's performance (see Figure 4.3-11).
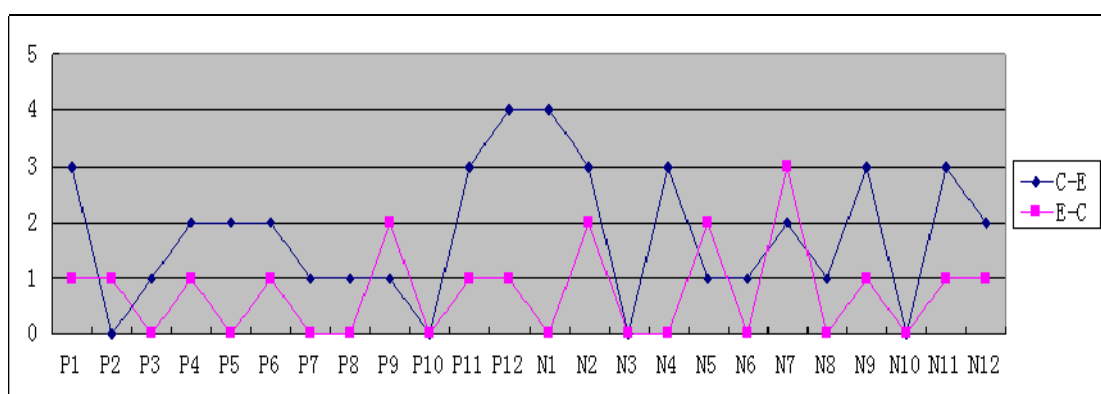
Figure 4.3-11. Frequency of A42 (Sub) made by each subject according to language direction

To measure the difference, the Wilcoxon Signed Ranks Test has been implemented (see Table 4.3-15), where a significant difference between the two language directions in frequency of participant substitutions for gap-filling has been revealed ($p= 0.002$, $r=0.452$).

Table 4.3-15. Wilcoxon Signed Ranks Test on the number of A42 (Sub) according to language direction

A42(Sub)	Z	r	p	Remarks
C-E vs. E-C	-3.134	0.452	0.002	95%

It suggests that interpreters encountered more participant losses in C-E CI and they are inclined to replace the original participant with the other one that can be inferred

from some other information in the context.

4.3.5 Experiential Explicitations

Based on the above analysis on the four sub-categories of experiential explicitations, it can be found that in C-E and E-C CI, there are three types of situation in which interpreters have conducted experiential explicitations. Table 4.3-16 sums up the number of experiential explicitations in each language direction according to different motivations:

Table 4.3-16. Frequency of Experiential Explicitations in C-E & E-C CI

EE	M1		M2		M3		T
	Add	Sub	Add	Sub	Add	Sub	
C-E	199	3	11	67	686	**429**	1395
E-C	160	3	**47**	**101**	**795**	314	1420

The data have been further measured by the Wilcoxon Signed Ranks Test. As illustrated in Table 4.3-17, significant differences between the two groups can be identified in the frequency of adding experiential content for gap-filling (p=0.000), substituting experiential content for gap-filling (p=0.003), adding experiential information for clarification (p=0.000) and substituting experiential information for clarification (p=0.000).

Table 4.3-17. Wilcoxon Signed Ranks Test on the number of EM2 (Add), EM2 (Sub), EM3 (Add) & EM3 (Sub) btw two groups in E-C CI

C-E vs. E-C	Z	r	p	Remarks
EM2(Add)[10]	-3.767	0.544	0.000	95%
EM2(Sub)[11]	-2.988	0.431	0.003	95%
EM3(Add)[12]	-4.259	0.615	0.000	95%
EM3(Sub)[13]	-4.117	0.594	0.000	95%

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[10] EM2 (Add) represents experiential additions for gap-filling.
[11] EM2 (Sub) represents experiential substitutions for gap-filling.
[12] EM3 (Add) represents experiential additions for clarification.
[13] EM3 (Sub) represents experiential substitutions for clarification.

CHAPTER FIVE INTERPERSONAL EXPLICITATIONS IN CI

Previous studies on explicitation mainly focus on formal-oriented cases (Blum-Kulka 1986/2004; Vehmas-Leto 1989; Shlesinger 1995; Olohan & Baker 2000; Olohan 2001, 2002a, 2002b; 2004; Wang 2003; Puurtinen 2004; Kenny 2005; Huang 2007), like the addition of connectives, and the lexicalization of personal pronouns. In recent years, more studies have turned to the meaning-oriented cases (Weissbrod 1992; Klaudy 1993; Englund-Dimitrova 1993; Perego 2003; Pápai 2004; House 2004; Ke 2005; Gumul 2006a & 2006b; Kamenicka 2007b; Xue 2007; Zhang 2009; Becher 2011; Wang 2012; Xiao 2012), such as lexical specification, disambiguating metaphors, and culture-related additions, etc. Yet, so far, the explicitation of appraisal-related information has rarely been systematically explored (Zhang 2002:17). This chapter intends to fill in this gap by investigating appraisal-related explicitations from three aspects: engagement, attitude and graduation (see Section 3.3 and Martin & White 2005).

5.1 Comparison of Interpersonal Explicitation Patterns between Professional and Novice Interpreters in C-E CI

5.1.1 Engagement-related Explicitations

Table 5.1-1 displays all the engagement-related explicitation shifts detected in C-E CI. As shown in the table, the qualitative analysis has identified two types of situation in which interpreters make such explicitations. One situation is when interpreters lack information-processing time, and the other is when interpreters want

to clarify who is responsible for the ensuing point of view.

Table 5.1-1. Frequency of Engagement-related Explicitations in C-E CI

B1	M1		M4		T
	Add	Sub	Add	Sub	
CEP	3	0	4	0	7
CEN	29	1	3	0	33

This table provides evidence for the following observations:

Observation One: More additions of inferrable engagement elements for time-management can be detected in the novice group.

Observation Two: Engagement elements were added mainly for time-management rather than for clarifying.

Illustration on the observations:

As displayed in Figure 5.1-1, among the 24 subjects, two professional interpreters and five novice interpreters conducted engagement-related explicitations for the purpose of time-management. So novice interpreters are therefore more likely than professional interpreters to gain extra time through the addition of engagement information.
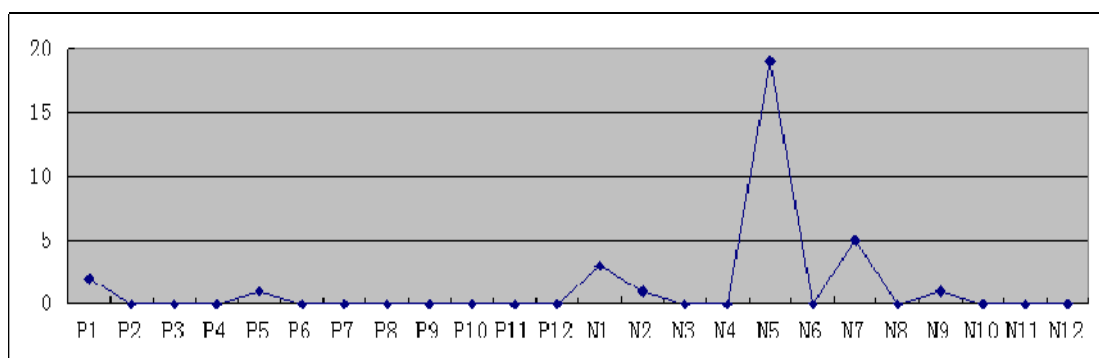
Figure 5.1-1. Frequency of B11 made by each participant in C-E CI
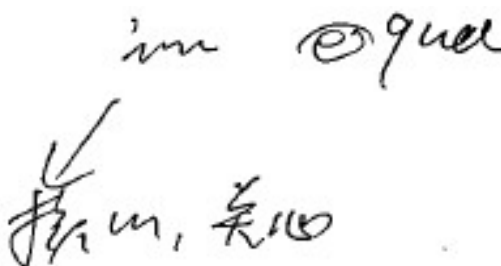
Moreover, for novice interpreters, 87% of engagement-based explicitation can be attributed to the intention of time-management, which suggests that for novice interpreters, additions of engagement elements are mainly for gaining extra information-processing time rather than increasing listeners' awareness about who shares the responsibility for the ensuing comments. Typical examples from the novice group are shown below:

Example 5.1.1-1

ST: 最關鍵的問題是什麼？是質量。而提高教育質量的最核心的問題是什麼？最關鍵的問題是什麼？是教師，是教師隊伍建設。

BT: What's the most important issue? [It] is quality. And what's the critical issue in improving the quality of education? What's the most important issue? [It] is the faculty, is the building of the faculty team.

N5: [B11]**I think** <p> the most important part and also the essence of this issue is that we should have good <uh> [C23]we should have [B24]good teachers.

N5 reported that s/he failed to note down "質量" (quality) in his/her notes which led to the replacement of "質量" (quality) with "教師" (teachers). Referring to his/her notes, it could be found that the original "關鍵" (critical) has been mistakenly noted down as "關心" (care). This might to some extent trigger

confusion in N5's mind and require him/her to slow down the information delivery. Hence, s/he added the engagement element "I think" and a pause as ways of earning extra time in connecting ideas s/he noted down. For the addition of "I think" itself, as the engagement information, it emphasizes the speaker's intention to draw listeners' attention in developing education and teachers' quality.

Example 5.1.1-2

ST: 如果說現在城鄉之間教育還存在著比較大的差距的話，硬件差距還有，但是不是最重要的，最重要的差距就是教師隊伍，教師的質量。

BT: If [you] say there is [a] relatively large gap between education in rural and urban areas, there is gap in infrastructure. Yet [it] is not the most important. The most important gap is faculty team, the quality of teachers.

N9: \<uh> Now if we say there is also gap between the education in cities or in rural areas [B11]**we think that** \<uh> the points [A13]that make [B34]such a large gap is the quality of teachers rather than \<uh> the hardware [A13]in school.

In this case, the phrase "we think that" has been added, removing the ambiguity of who shares the idea that the key to education development in the rural and

urban areas lie in the quality of teachers. The hesitation marker behind this phrase indicates N9's intention of gaining extra processing time. In N9's retrospection, s/he reported that "I noted down '硬件 (hardware)' on my notes, but did not find a proper way to express this concept in English, so I put the latter part first". This remark illustrates clearly while adding the phrase "we think that", N9 is on the one hand searching for an English equivalent of "硬件" and on the other hand trying to reconstruct the original information.

The major manifestation of engagement-related explicitation is the addition of phrases like "I/we think/believe (that)" and "in my opinion". Although interpreters may not be aware of it, all of the above phrases they added generate a reinforcement effect, emphasizing the speaker's engagement in commenting. And since the speaker, as the Minister of Education, is speaking on behalf of the government, this kind of addition also strengthens the authoritativeness and enhances the credibility of those comments.

5.1.2 Attitude-related Explicitations

Table 5.1-2 lists the frequency of all attitude-related explicitation shifts detected in C-E CI. As is shown, the qualitative analysis has identified three types of situation in which interpreters have implemented this type of explicitation. They are 1) lack of professing time; 2) encountering information loss; and 3) for reinforcing the speaker's implied attitude.

Table 5.1-2. Frequency of Attitude-related Explicitations in C-E CI

B2	M1		M2		M4		T
	Add	Sub	Add	Sub	Add	Sub	
CEP	2	1	2	9	94	89	197
CEN	2	0	6	13	65	68	154

This table justifies the following observations:

Observation One: More attitude-related additions for reinforcing the speaker's attitude can be identified in the professional group than in the novice group.

Observation Two: More attitude-related substitutions for reinforcing the speaker's attitude can be detected in the professional group than in the novice group.

Illustration on the observations:

1) There are over one hundred explicitation shifts for reinforcing the speaker's attitude in both groups. Moreover, as shown in Figure 5.1-2, every subject has used this type of explicitation.
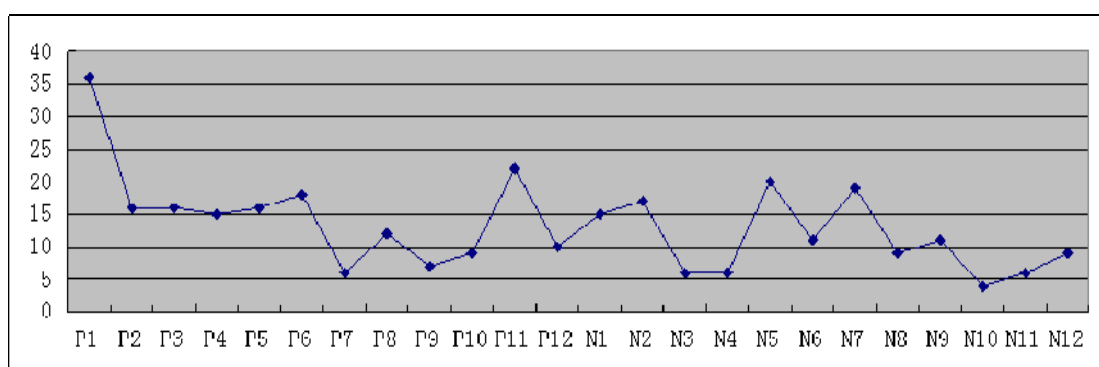
Figure 5.1-2. Frequency of B24 made by each participant in C-E CI

These two indicators suggest that it is common for professional and novice interpreters to make explicit the speaker's attitude in C-E CI. The following two examples originated from each group may well illustrate this point:

Example 5.1.2-1

ST: 在這個歷史時期，我剛才說到了，是一個全面提高教育質量的新階段。

BT: At this historical stage, I mentioned just now, is a new stage to improve education quality in an all-around way.

N12: In this great, in this historical era, [B24]**we should** pay attention to developing <p> overall, comprehensive and <uh> quality of education.

The original information is a statement of the fact that "this moment is a new stage to develop education". Yet it is obvious that the speaker's intention of stating the fact is to motivate people to contribute to this issue. With this in mind, N12 shifted the original into an appeal by introducing a request "we should", which explicitly shows that people, including all the listeners, should shoulder the responsibility of developing education. In this sense, the explicitation shifts the original one-way announcement to a two-way interaction.

Example 5.1.2-2

ST: 而現在我們教育發展到一個最關鍵的時刻，發展到了一個新的歷史時期。

BT: Now our education has developed into one of the most critical moment, developed into a new historical stage.

P10: And at this new stage, [B24]**we should** [B34]further more **develop education**.

The original message is just a statement describing a certain situation, namely "education developed into a critically new stage". Yet this indicates the speaker's underlying intention to arouse people's attention to the development of education. In the rendition, P10 expressed this implied attitude of the speaker by directly asking listeners to get involved in this task, markedly increasing the interactionality.

Example 5.1.2-3

ST: 尊師重教的傳統

BT: the tradition of respecting teachers and valuing education

P7: the tradition of [B24]**advocating** <uh> education and also admiring our respecting [A13]our teachers

The original "重" (value or attach importance to) has been paraphrased as "advocate". Compared with "value", "advocate" depicts the speaker's intention of "encourage people to participate in enhancing the quality of education" in a more explicit way, because "value" only illustrates an individual's attitude while "advocate" foregrounds the intention of persuading others to share the same view.

2) 183 attitude-related explicitations can be detected in the professional group while 133 in the novice group. A Mann-Whitney Test was conducted to measure the difference between groups.

Table 5.1-3. Mann-Whitney Test on the number of B24 btw two groups in C-E CI

B24	U	Z	r	p	Remarks
CEP vs. CEN	49.00	-1.334	0.272	0.182	No significant difference

As shown in Table 5.1-3, no significant difference can be found between these two groups (p=0.182). With the effect size measure r being 0.272, the magnitude of this difference is somewhere between small and medium. Therefore it could be concluded that the effect of an interpreter's years of experience only exerts a small effect on interpreters' frequency of making attitude-related explicitations for reinforcing the speaker's attitude and no significant difference could be detected between the two groups in this regard.

5.1.3 Graduation-related Explicitations

Table 5.1-4 lists all the graduation-related explicitation shifts identified in C-E CI. The qualitative analysis has detected three types of situation in which interpreters performed graduation-related explicitations.

Table 5.1-4. Frequency of Graduation-related Explicitations in C-E CI

B3	M1		M2		M4		T
	Add	Sub	Add	Sub	Add	Sub	
CEP	14	0	0	3	135	8	160
CEN	6	0	9	0	114	14	143

The following observations can be elicited from the table:

Observation One: More inferrable intensifier additions for reinforcing the speaker's attitude have been identified in the professional group.

Observation Two: More inferrable intensifier additions for time-management

have been identified in the professional group.

Observation Three: Only novice interpreters added intensifiers as strategies for gap-filling.

Illustration on the observations:

1) 135 intensifier additions for attitude emphasis have been found in the professional group while 114 were found in the novice group. A Mann-Whitney Test was conducted to measure the difference.

Table 5.1-5. Mann-Whitney Test on the number of B34 btw two groups in C-E CI

B34 (Add)	U	Z	r	p	Remarks
CEP vs. CEN	50.00	-1.278	0.261	0.219	No significant difference
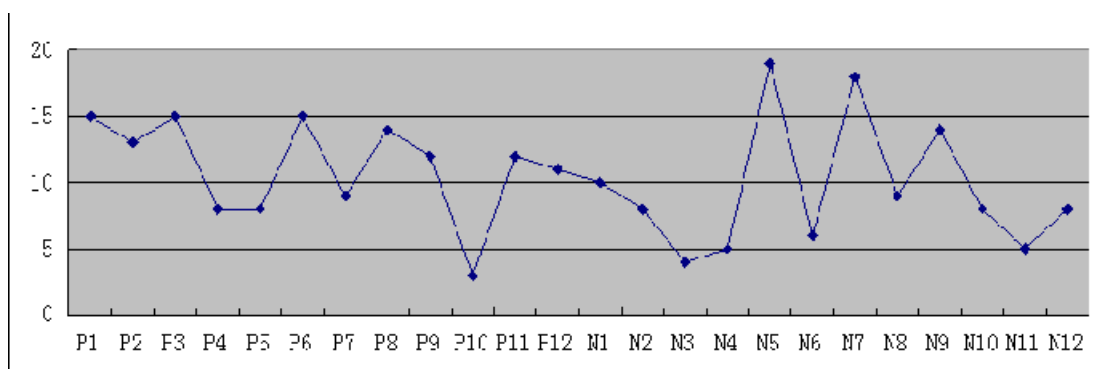
Figure 5.1-3. Frequency of B34 (Add) made by each participant in C-E CI

As shown in Table 5.1-5, no significant difference can be observed between the frequencies in intensifier additions for attitude emphasis in the two groups. Yet it should be noted that with over 100 relevant additions in both groups and every subject's involvement in conducting this type of explicitation (see Figure 5.1-3), we may conclude that to reinforce the speaker's attitude through the addition of intensifiers is a regular practice shared by professional and novice interpreters. The

following examples from each group can well illustrate this point:

Example 5.1.3-1

ST: 所以這幾年來，黨和政府特別重視農村教師隊伍建設

BT: So over these years, the Party and government attached great importance to the building of rural faculty team.

N11: <uh> For [B34]**many** years, the [A13]Communist Party and the government have [B24]made a lot of efforts to [A23]improve [A43]the quality of the <uh> teaching faculty in the rural areas.

In this example, "many" has been added to intensify the efforts made by the Party and government in developing a good faculty team, which conforms to the speaker's intention in reinforcing the priority the government has given to this issue for a long period of time.

Example 5.1.3-2

ST: 下一個階段我們就是要想辦法讓孩子們能夠上好學

BT: In the next stage we need to think out ways of letting children be able to receive good education.

P4: In the next stage, what we need to do is to [A23]come up with [B34]**various** ways to [A23]provide quality education to these children.

Here "various" has been added to intensify the government's determination in

improving education quality. Compared with the original wording "想辦法" (try to), the new version depicts vividly that the government will spare no efforts so as to fulfill this task.

2) As displayed in Figure 5.1-4, the 14 intensifier additions for time-management in the professional group were carried out by four professional interpreters while the five relevant cases in the novice group were conducted by five novice interpreters. It suggests that for both professional and novice interpreters, while lacking information-processing time, intensifiers may be added as the way to earn extra information-processing time. Typical examples from each group can be found as follows:
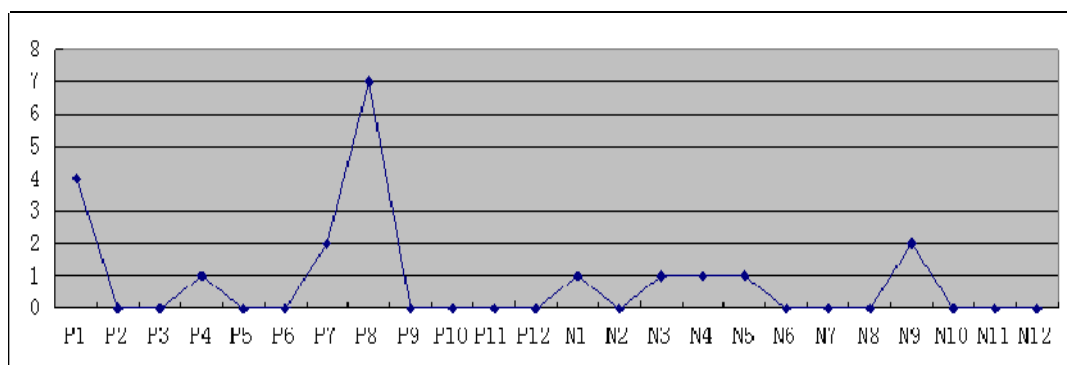
Figure 5.1-4. Frequency of B31 (Add) made by each participant in C-E CI

Example 5.1.3-3

ST: 這樣我們就組織了大批優秀的師資到農村去從事教學工作。

BT: In this way, we organized a large number of excellent teachers to go to rural areas to teach.

P2: ^{B24}This can help us to increase, improve the teacher's quality. ^{C31}And~ ^{B31}**of course** <uh> these schemes are quite successful.

P2 reported in the retrospection that s/he did not hear this segment clearly. But based on the notes, s/he was able to organize an idea inferrable from the original segment. Actually, "organizing lots of excellent teachers to teach in rural areas" can obviously "help improve the teacher's quality". Yet, since P2 is not sure whether this rendition conforms to the original information, s/he decided to complement this with an additional idea that is easily inferrable from the previous text "these schemes are quite successful". Before making a decision, a conjunctive adjunct "and", an emphasizers "of course" and a hesitation marker "uh" have been uttered to gain extra processing time.

Example 5.1.3-4

ST: 所以這幾年來，黨和政府特別重視農村教師隊伍建設

BT: So in recent years, the Party and the government paid special attention to the building of rural faculty team.

P1: [B31]**Actually** \<uh\> recent years have witnessed [A24]the efforts, of the [A43]party leaders and the government [A13]to solve the issues of the teachers in the rural area.

In this example, the intensifier "actually" has been added at the very beginning.

Since it foregrounds the importance of the following information, it was labeled as a graduation-based explicitation. The following hesitation marker also suggests this addition as a time-winning strategy. What was P1 thinking about at that moment? P1 did not take any notes for the process of this clause. In his/her rendition, rather than expressing this idea literally, s/he replaced it with another process "witness the efforts". Thus, during the time gained through uttering "actually" and "uh", it may be plausible that P1 is trying to recall from his/her working memory the original process which cannot be found in his/her notes. Later resulting from the fail to retrieve that message, s/he reorganized another inferrable process.

Example 5.1.3-5

ST: 前天上午胡錦濤、溫家寶、李長春、習近平等黨和國家領導人親切
地接見了全國的優秀教師代表

BT: The day before yesterday, the Party and State leaders Hu Jintao, Wen Jiabao, Li Changchun [and] Xi Jinpin, etc., had a cordial meeting with excellent teachers' representatives all over the country

N4: [C33]And the day before yesterday, [B31]**a lot of** <uh> national leaders <uh> went to visit the teachers and [A23]to~ celebrate the holiday with them

N4's notes show clearly that s/he did not record the names of those leaders. N4

also reported that s/he did not keep the names of those leaders in the mind, so s/he had to use a very general term "national leaders" instead. Before making this decision, the phrase "a lot of" has been added to gain extra processing time. This addition foregrounds the importance the government has attached to the issue of celebrating with excellent teachers' representatives and can assure listeners of the government's devotion to education development.

3) Intensifier additions for gap-filling can only be found in the novice group and these nine cases were adopted by the five novice interpreters (see Figure 5.1-5). To some extent, this indicates that while encountering information loss, novice interpreters make more extensive additions of intensifiers to the message they use to fill in the gap resulting from information loss. The following are typical examples to illustrate the intensifier additions conducted by novice interpreters for gap-filling:
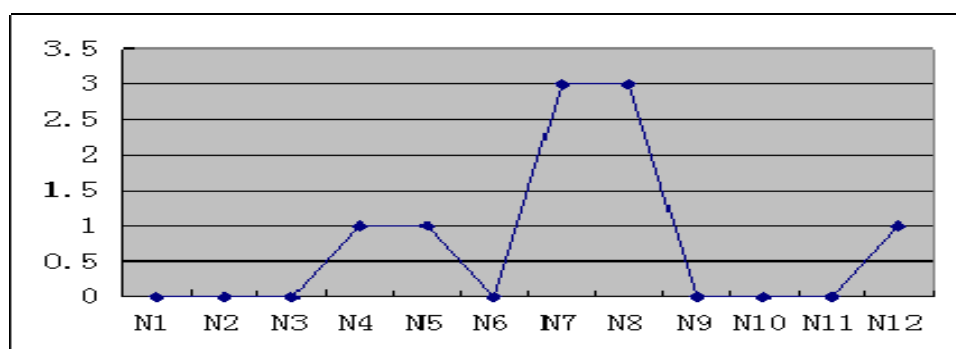
Figure 5.1-5. Frequency of B32 (Add) made by each novice interpreter in C-E CI

Example 5.1.3-6

ST: 在這個歷史時期，我剛才說到了，是一個全面提高教育質量的新階段。

BT: At this historical stage, I mentioned just now, is a new stage to enhance the

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education quality in an all-around way.

N7: Now <uh> [A32]over the [A12]past years, [B22]China has been working [B32]**very**

hard on improving the quality of education endeavor.

N7 did not take down any notes for this segment. The original information is concerning the speaker's expectation for the future development. Yet, in N7's rendition, s/he formed an idea about China's efforts on improving education in the past. Since this idea can be inferred not from the original segment but the previous paragraph, it was labeled as a gap-filling strategy. In this way, the added "very", which intensifies the degree of hard working, was labeled as a graduation-based explicitation for gap-filling.

Example 5.1.3-7

ST: 績效工資制度不僅僅是收入的提高，同時也是一次人事分配制度的

改革

BT: The performance payment system is not only the increase of income, but also is a reform of the personnel distribution system.

N4: [C33]And this plan is not only [C33]concerning about the increasing salary [A13]of the teachers, but also [C21]it is the <uh> [A42]quality improvement for [B32]**all** the teachers' education.

In N4's retrospection, s/he reported that s/he encountered difficulty in rendering "人 事分配制度" (reform of the personnel distribution system), so s/he chose to fill in this gap with a general concept that can easily be inferred from the context, namely

"quality improvement for all the teachers' education". Since the replaced information can be inferred not from the original information, it was labeled as a gap-filling strategy. Within this replacement, the intensifier "all" is labeled as a separate graduation-based explicitation for gap-filling (see Section 3.5.1).

5.1.4 Interpersonal Explicitations

Based on the above analysis on three sub-categories of interpersonal explicitations, it can be detected that in C-E CI, there are three types of situation in which interpreters have employed interpersonal explicitations. Table 5.1-6 shows the exact number of interpersonal explicitations performed by each group according to different motivations:

Table 5.1-6. Frequency of Interpersonal Explicitations in C-E CI

	M1		M2		M4		T
	Add	Sub	Add	Sub	Add	Sub	
CEP	19	1	2	12	233	97	364
CEN	37	1	15	13	182	82	330

The Mann-Whitney Test, as illustrated in Table 5.1-7, reveals a significant difference between the two groups in the frequency of adding inferrable appraisal information for gap-filling (p=0.063).

Table 5.1-7. Mann-Whitney Test on the number of CEIM2 (Add) btw two groups in C-E CI

CEP vs. CEN	U	Z	r	p	Remarks
CEIM2(Add)[14]	47.5	-1.861	0.380	0.063	90%

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[14] CEIM2 (Add) represents interpersonal additions for gap-filling in C-E CI.

With the *p* value below 0.10, the odds of difference are 90% above. In addition, as the effect size measure *r* being 0.380, the magnitude of the difference is medium, indicating that novice interpreters tend to add more appraisal-related information as strategies to make up for information loss.

5.2 Comparison of Interpersonal Explicitation Patterns between Professional and Novice Interpreters in E-C CI

5.2.1 Engagement-related Explicitations

Table 5.2-1 displays all the engagement-related explicitation shifts detected in E-C CI. The qualitative analysis has identified three types of situation in which interpreters have implemented such explicitations. They are for time-management, gap-filling and appraisal reinforcement.

Table 5.2-1. Frequency of Engagement-related Explicitations in E-C CI

B1	M1		M2		M4		T
	Add	Sub	Add	Sub	Add	Sub	
ECP	10	0	1	0	4	0	15
ECN	7	0	3	0	4	0	14

Based on figures in this table, the following conclusion can be drawn:

With about 70% (73% in the professional group and 71% in the novice group) engagement-related explicitations carried out for time-management and gap-filling purposes, it is justifiable to conclude that in E-C CI, engagement elements were added mainly to make up for interpreters' inadequate interpreting competency (see Section 3.6). The following examples may well illustrate this point:

Example 5.2.1-1

ST: And you, all of you, your job is to find the right speed.

P4: ^{C33} 所以 ^{B11} **我覺得**~我們 ^{A33} 今天所有人要做的事情，就是要找到這個

合適的 ^{A43} 平衡點，找到 ^{A43} 解決的辦法。

BT: ^{C33}So ^{B11}**I think**~ the thing we ^{A33}today all the people need to do, is to

find the appropriate ^{A43}balance, find ^{A43}the solution.
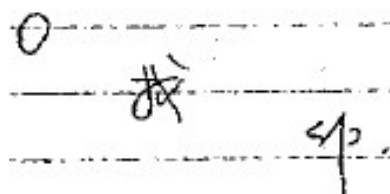
In P4's retrospection, s/he reported that although s/he heard the phrase "to find the

right speed" and jotted down "sp" to represent this idea, s/he was still not sure about

its meaning. Referring to the previous idea "yin-yang", s/he formed an idea of "find a

balance and solution". During this thinking process, s/he uttered in a stretching way

the phrase "I think", an engagement component making explicit who is responsible

for the ensuing idea, so as to gain extra processing time.

Example 5.1-2

ST: Their bosses created the resistance because they did not take time to

explain the purpose, the benefit, explain what they will need to do.

N7: ^{C32} 所以 ^{B12} **我認為** ^{B22} 這點非常得重要。

BT: ^{C32}So ^{B12}**I think** ^{B22}this point is very important.

In example 5.1-2, N7 did not jot down any notes. His/her rendition shows that s/he

failed to recall the original content and chose to make a replacement with an implied idea "this point is very important". To be exact, this idea can be inferred from the speaker's elaboration on the issue "why people resist". The speaker's detailed explanation on this issue reveals his/her intention to foreground its importance. Since the whole segment of this rendition are adopted for filling out the time slot resulting from the lost information and the added part "I think" can be deleted without generating any information loss to the idea N7 expressed. This engagement component is labeled as a separate explicitation case (see Section 3.5.1), more specifically, an engagement-related explicitation for gap-filling.

Altogether, the engagement-related explicitations found in E-C CI include expressions like "我想/我覺得/我認為" (I think) and "我相信" (I believe). The above analysis confirms that professional and novice interpreters are prone to add engagement components like "I think" and "I believe" as a way to make up for their interpreting incompetency, that is, for gaining extra information-processing time or filling in gaps triggered by information loss.

5.2.2 Attitude-related Explicitations

Table 5.2-2 lists all the appraisal explicitation shifts identified in E-C CI. The qualitative analysis has detected three types of situation in which interpreters have employed appraisal explicitations.

Table 5.2-2. Frequency of Attitude-related Explicitations in E-C CI

B2	M1		M2		M4		T
	Add	Sub	Add	Sub	Add	Sub	
ECP	0	0	0	3	30	20	53
ECN	7	1	0	7	33	20	68

This table provides evidence for the following observations:

Observation One: Attitude-related explicitations were usually conducted for reinforcing the speaker's attitude.

Observation Two: There are still cases where attitude-related explicitations were implemented to compensate for interpreters' inadequate competency.

Illustration on the observations:

1) The majority of appraisal-based explicitations are for reinforcing the speaker's attitude. Figure 5.2-1 displays each subject's frequency in conducting attitude-related explicitations for foregrounding the speaker's attitude.
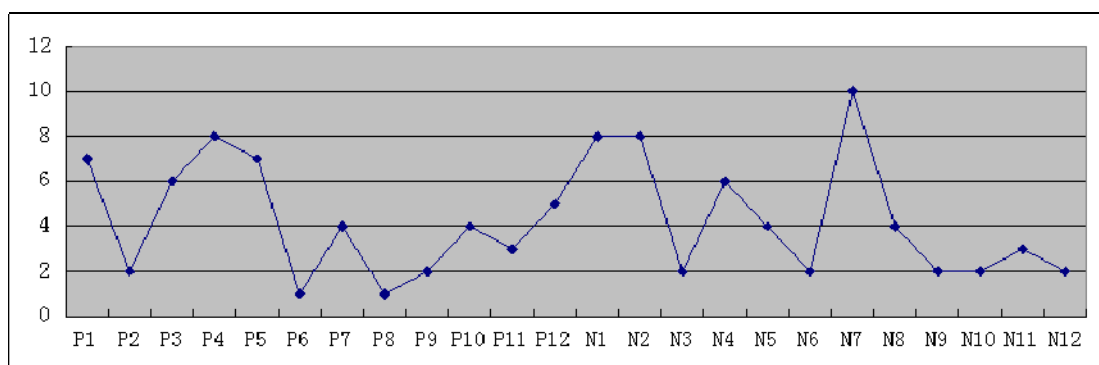
Figure 5.2-1. Frequency of B24 made by each subject in E-C CI

All the 24 participating interpreters used this type of explicitation. Altogether there were 50 relevant cases in the professional group while there were 53 in the novice group, which demonstrates that it is common for professional and novice interpreters

to explicitate a speaker's implied affectional, judgmental and appreciational messages. This point can be well illustrated by the following examples from each group:

Example 5.2.2-1

ST: I think, will be quite relevant to you.

P10: 對於大家 [B34] 都非常得<uh>[B24]**<u>有</u>**這個**<u>借鑒的意義</u>**

BT: quite <uh> [B24]**<u>inspiring</u>** to you [B34]all

In this example, the original "relevant" is a neutral word. Yet in the rendition, P10 replaced it with "inspiring", a commendatory idea inferrable from the context. In this way, the speaker's implied idea "you can learn something from my speech" has been explicitly illustrated. Similar consideration also applies to the following case where "relevant to" has been replaced by "somewhat helpful", which reinforces the speakers' confidence in the usefulness of his speech.

Example 5.2.2-2

ST: the lessons, I think, will be quite relevant to you.

N12: 我相信呢~在 [C13] 亞洲這一塊，應該是對你們來說會 [B24] **<u>比較有用的</u>**

BT: I believe~ this Section [C13]about Asian, should be [B24]**<u>somewhat helpful</u>** to you.

Example 5.2.2-3

ST: I will share from my research and personal experience of managing

change in Asia.

P10: 我 ᴮ²⁴ **希望** ᴬ³³ 今天能夠 ᴬ⁴³ 給大家分享一下我在這方面的經驗還有

一些個人的經歷。

BT: I ᴮ²⁴**hope** ᴬ³³ today [I] can ᴬ⁴³share with you my experience and some

personal undergoing in this aspect.

The original speech belongs to a factual statement. Yet, in the rendition, through

P10's addition of "hope", the speaker's implied willingness to deliver this speech

has been revealed, and the distance between the speaker and listeners has been

reduced.

Example 5.2.2-4

ST: ...to work with the leaders at the school level

N5: ...和學校的領導人共同 ᴮ²⁴**努力**

BT: ...to ᴮ²⁴**make effort** with leaders at the school level

The original action "to work" expresses a neutral meaning. Yet the context shows the

speaker's intention of getting people work hard so as to fulfill changes. To make

explicit this implied intention of the speaker, P11 rephrased the original word

"work " into a positive expression "make effort" in the rendition.

 2) Despite the fact that the majority of appraisal-related explicitations are for

reinforcing the speaker's attitude, there are still cases where appraisal information

were added for compensating interpreters' incompetence (5% for the professional

group and 22% for the novice group). The following typical examples may well illustrate this point:

Example 5.2.2-5

ST: Leaders cannot make the change happened alone.

N2: ...因此 [A13] 我們的這些領導呢不能夠 [B22] **很好地**，實施 [A12] 自己 [B32] 這一系列的改變的 [A42] 措施和計劃。

BT: ...therefore [A13]our leaders cannot, carry out [B22]**very well** [their] [A12]own [B32]series of [A42]measurement and plan of change.

Example 5.2.2-6

ST: your job is [...] being able to work with the leaders at the school level to make change happen successfully.

N12: 你們的工作....在學校層面呢，對於變化進行有效地處理，[B22] **能夠使你們更加的成功**。

BT: Your job... At the school level, effectively deal with changes, [B22] [this] **can make you more successful**.

In example 5.2.2-5, due to the missing of "alone" in N2's notes and memory, s/he failed to render the original meaning in a precise way. Instead based on his/her notes and previous context, s/he came up with the idea "leaders cannot carry out changes very well". Since this new idea is inferred not from the segment the interpreter should have rendered, it should be regarded as "gap-filling strategy". And as "very well" is a separable constituent, it was labeled as a case illustrating "appraisal-related explicitation for gap-filling". The same consideration also applies to the example 5.2.2-6, where the lost original idea has been replaced with a new idea "can make you more successful", which is one of the speaker's implied judgment and can be inferred from the previous co-text.

5.2.3 Graduation-related Explicitations

Table 5.2-3 lists all the graduation-related explicitation shifts detected in E-C CI. The qualitative analysis, as is shown, has identified three types of situation in which interpreters employed graduation-related explicitations.

Table 5.2-3. Frequency of Graduation-related Explicitations in E-C CI

B3	M1		M2		M4		T
	Add	Sub	Add	Sub	Add	Sub	
ECP	**19**	0	4	0	**172**	1	196
ECN	12	0	**13**	0	111	5	141

The following observations can be yielded from this table:

Observation One: Professional interpreters adopted more intensifier additions for attitude reinforcement than their novice counterparts.

Observation Two: Professional interpreters performed more intensifier additions

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for time-management than their novice counterparts.

Illustration on the observations:

1) Table 5.2-3 shows that the majority of graduation-related explicitations for attitude reinforcement are in the form of additions. Professional interpreters conducted 172 implied intensifier additions while their novice counterparts made only 111 relevant additions.

Table 5.2-4. Mann-Whitney Test on the number of B34 (Add) btw two groups in E-C CI

B34(Add)	U	Z	r	p	Remarks
ECP vs. ECN	37.50	-1.999	0.408	0.046	95%

As shown in Table 5.2-4, the Mann-Whitney Test displays that there is a significant difference between the two groups (p=0.046). With the p value below 0.05, the odds of difference between these two groups are above 95%. Moreover, with the effect size measure r being 0.408, the magnitude of this difference is somewhere between medium and high, which refers to a relatively strong effect of the independent variable, interpreter's years of interpreting experience, on interpreters' performance of reinforcing the speaker's attitude through the addition of inferrable intensifiers. These suggest that professional interpreters add implied intensifiers for reinforcing the speaker's appraisal message more frequently than their novice counterparts do. The following are typical examples from each group:

Example 5.2.3-1

ST: I am not a professional on leading change in China.

P7: <u>**B34** 當然</u>對於中國的變化來說呢~我 **B34** <u>的確</u>算不上一個專家
professional.

BT: **B34**<u>**Of course**</u> as to changes in China, I **B34**<u>**indeed**</u> cannot be counted as an
expert.

In this example, with the addition of intensifiers "當然" (of course) and "的確"
(indeed), P7 foregrounded the speaker's acknowledgment of not being an expert
in a certain area, which also strengthened the contrast with the following clause
"but I have been doing research on managing change in Asian countries for
twenty years".

Example 5.2.3-2

ST: So even though change is difficult

N2: 雖然 **A13** 我們面臨這些改變 **B34** <u>都</u>是 **B34** <u>十分</u>困難的

BT: Although these changes **A13**that we face are **B34**<u>**all**</u> **B34**<u>**very**</u> difficult.

Here N2 added two intensifiers "都" (all) and "十分" (very), which intensified the
speaker's emphasis on the scope and degree of the difficulty that they are facing.

 2) As shown in Table 5.2-3, all graduation-related explicitations carried out for
time-management purpose are in the form of additions. Among them, 19 were carried
out by professional interpreters while 12 were carried out by novices. So the

difference is only marginal.
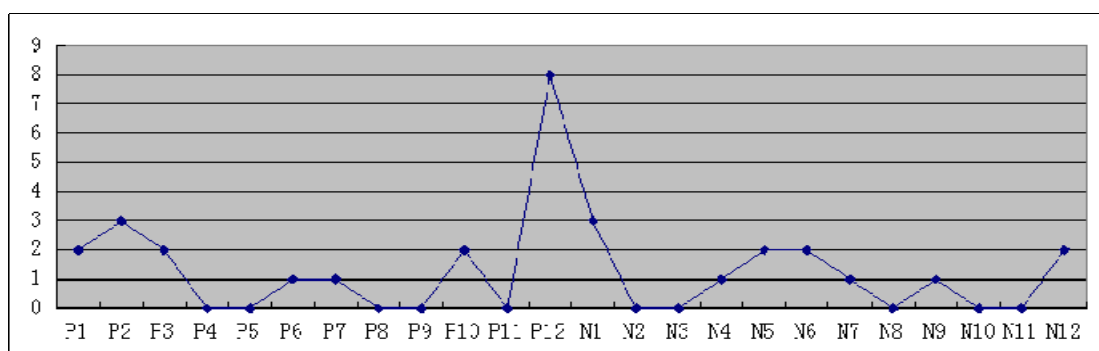
Figure 5.2-2. Frequency of B31 made by each subject in E-C CI

Yet, as shown in Figure 5.2-2, seven interpreters in both groups did perform this type of explicitation, thus it could be claimed that for both professional and novice interpreters, adding intensifiers while lacking processing time is a common practice. The following cases can well illustrate this point:

Example 5.2.3-3

ST: Gentle

P10: C21 要 **B31** <u>非常得</u>這個<uh>溫<uh>溫柔

BT: C21should be **B31**<u>very</u> <uh> gen <uh> gentle

In the original speech, several other adjective words are following "Gentle", which forms a long list of characteristics for good leaders. To gain extra time in recalling those features, an intensifier "非常得" (very) was added.

Example 5.2.3-4

ST: I think also very important is to be a model. Be the change you want to

see.

N1: [B31] **其實**<p>[A23] 讓人們接受變革的一個方法就是，[C23] 自己身體力行，

展示這個變化 [A33] 之後的好處。

BT: [B31]**As a matter of fact** <p> [A23]one method of making people accept

changes is, to implement it [C23]yourself, [and] show the benefit

[A33]following this change.

Although "model" has been jotted down as "榜" (model) in N1's notes. She/he

reported in the retrospection that s/he thought that instead of rendering "model"

literally, it was better to redefine this concept. So s/he rephrased "be a model" into

"展示這個變化之後的好處" (show the benefit following this change). Thus it is

reasonable to infer that while uttering the added intensifier "其實" (as a matter of

fact) and the pause <p>, N1 was searching for ways of rephrasing the concept of

"being a model".

5.2.4 Interpersonal Explicitations

Based on the above analysis on three sub-categories of interpersonal explicitations, it

can be detected that in E-C CI, there are three types of situation in which interpreters

have employed interpersonal explicitations. Table 5.2-5 shows the exact number of

interpersonal explicitations performed by each group according to different motivations:

Table 5.2-5. Frequency of Interpersonal Explicitations in E-C CI

	M1		M2		M4		T
	Add	Sub	Add	Sub	Add	Sub	
ECP	29	0	5	3	206	21	264
ECN	26	1	16	7	148	25	223

As illustrated in Table 5.2-6, the Mann-Whitney Test displays a significant difference between the two groups in the frequency of explicitating appraisal information for gap-filling (p=0.032).

Table 5.2-6. Mann-Whitney Test on the number of ECIM2 btw two groups in E-C CI

ECP vs. ECN	U	Z	r	p	Remarks
ECIM2[15]	36.50	-2.148	0.438	0.032	95%

The effect size measure *r,* being 0.438 also shows a close to big effect of interpreters' experience on their performance of making appraisal-related explicitations for gap-filling. Therefore, it could be concluded that novice interpreters reinforce the speaker's appraisal information when encountering information loss more frequently than their professional counterparts do. The following two cases conducted by N5 can well illustrate this point:

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[15] ECIM2 represents interpersonal explicitations for gap-filling in E-C CI.

Example 5.2.4-1

ST: We are not a king, so we cannot make people change with just an order.

N5: 所以說 [A22] 我們 **[B32]** <u>真正</u>要做的就是如何能夠使人們，<uh>使領導力在這一方面發揮 [A12] 它應有的作用。

BT: So [A22]what we **[B32]**<u>really</u> need to do is how to make people, <uh> make leadership exert [A12]its due impact.

In this case, N5 did not take any notes. His/her rendition does not relate to the original content but is a point inferrable from the previous text. The addition of "really" reinforces the speakers' confirmative attitude on making leadership working properly but since this whole idea is expressed as a gap-filling strategy, the adjunct "really" has to be labeled as an "intensity-related explicitation for gap-filling".

Example 5.2.4-2

ST: Many changes are happening at the same time

N5: <uh>[C33] 其次呢~[B21] <u>我想講一下</u><p>就是 [A22] 變化呢 **[B32]** <u>其實</u>能夠引起很多的問題

BT: <uh> [C33]secondly~ **[B21]**<u>I would like to talk about</u> <p> is [A22]<u>change</u> **[B32]**<u>actually</u> can trigger many problems.

Also, in this case, while notes failed to remind N5 of the original content, s/he first added "I would like to talk about", an expression revealing the speaker's willingness to talk, to win extra processing time and then chose to replace the following clause with what can be inferred from the previous text. Within this replaced part "change actually can trigger many problems", the intensifier "actually" was labeled as a "gap-filling strategy".

5.3 Comparison of Interpersonal Explicitation Patterns between C-E and E-C CI

5.3.1 Engagement-related Explicitations

Table 5.3-1 displays the frequency of engagement-related explicitations according to motivations and language directions.

Table 5.3-1. Frequency of Engagement-related Explicitations in CI (C-E vs. E-C)

B1	M1		M2		M4		T
	Add	Sub	Add	Sub	Add	Sub	
C-E	32	1	0	0	7	0	40
E-C	17	0	4	0	8	0	29

Statistics show that more engagement-related additions for time-management can be detected in C-E CI. A Wilcoxon Signed Ranks Test has been conducted to measure the difference.

Table 5.3-2. Wilcoxon Signed Ranks Test on the number of B11 (Add) btw C-E & E-C CI

B11(Add)	Z	r	p	Remarks
CE vs. EC	-0.241	0.035	0.810	No significant difference

The test result exhibits an insignificant difference in interpreters frequency of adding engagement-related information for time-gaining (p=0.810).

5.3.2 Attitude-related Explicitations

Table 5.3-3 displays the frequency of attitude-related explicitations according to motivations and language directions.

Table 5.3-3. Frequency of Attitude-related Explicitations in CI (C-E vs. E-C)

B2	M1		M2		M4		T
	Add	Sub	Add	Sub	Add	Sub	
C-E	4	1	**8**	**22**	**159**	**157**	351
E-C	7	1	0	10	63	40	121

The following observations can be elicited from the above table:

Observation One: More attitude-related additions for emphasis can be detected in C-E CI than in E-C CI.

Observation Two: More attitude-related substitutions for emphasis can be identified in C-E CI than in E-C CI.

Observation Three: More attitude-related explicitations for gap-filling can be detected in C-E CI than in E-C CI.

Illustration on the observations:

1) 159 attitudinal additions have been detected in C-E CI while only 63 occurred in E-C CI. As shown in Figure 5.3-1, the majority of subjects (apart from three exceptions) have carried out more relevant cases in C-E CI.

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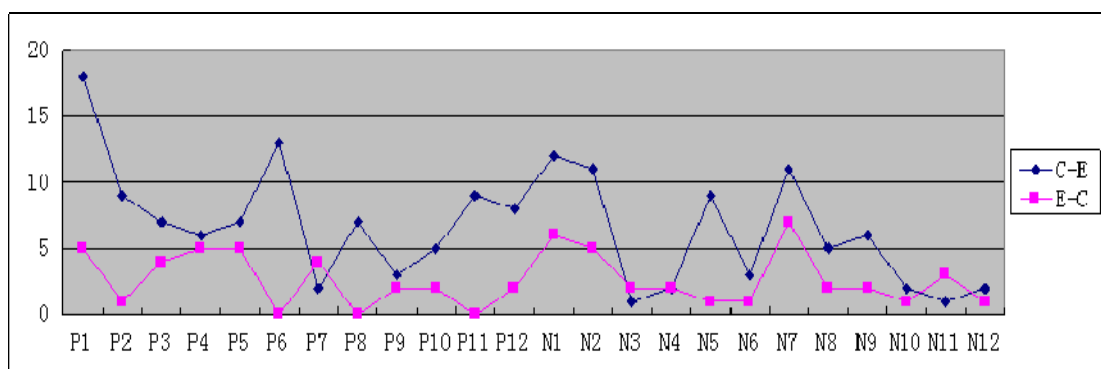
Figure 5.3-1. Frequency of B24 (Add) made by each subject according to language direction

The Wilcoxon Signed Ranks Test, as shown in Table 5.3-4, reveals a significant difference in the frequency of using attitudinal additions for reinforcement between different language directions (p=0.000).

Table 5.3-4. Wilcoxon Signed Ranks Test on the number of B24 (Add) btw C-E & E-C CI

B24(Add)	Z	r	p	Remarks
CE vs. EC	-3.658	0.528	0.000	95%

Moreover, with the effect size measure r being 0.528, the magnitude of this difference is somewhere above big, which refers to a huge effect of interpreting directionality in the frequency of attitudinal additions for emphasis. Hence, it is safe to conclude that interpreters are more likely to add attitudinal information as a way to reinforce speakers' attitude in C-E CI than in E-C CI.

2) The frequency of attitudinal substitutions in C-E CI and E-C CI are 157 and 40 respectively. Figure 5.3-2 displays that the majority of subjects (with only one exception) adopted more attitude-based substitutions in C-E CI.
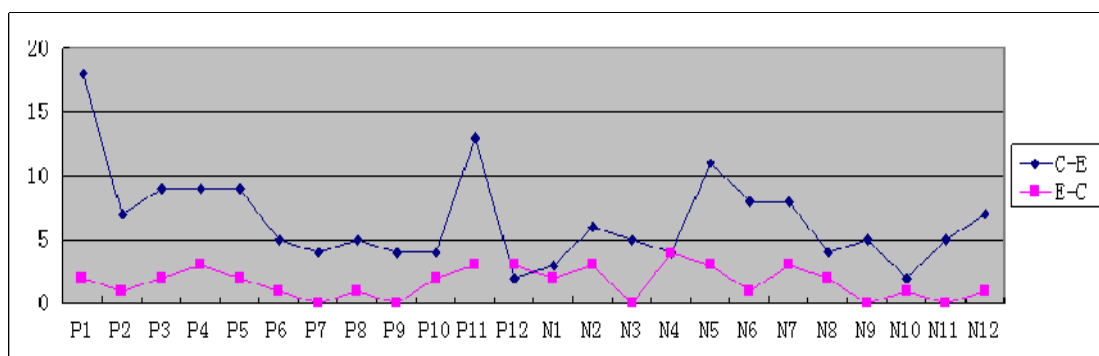
Figure 5.3-1. Frequency of B24 (Sub) made by each subject according to language direction

Moreover, as shown in Table 5.3-5, the result of the Wilcoxon Signed Ranks Test also reveals a significant difference between C-E and E-C CI (p=0.000). Also, with the effect size measure r being 0.598, the magnitude of this difference is very big, implying that there is a strong effect of language directions on interpreters' performance in conducting attitudinal substitutions for emphasis.

Table 5.3-5. Wilcoxon Signed Ranks Test on the number of B24 (Sub) btw C-E & E-C CI

B24(Sub)	Z	r	p	Remarks
CE vs. EC	-4.144	0.598	0.000	95%

Therefore, it is reasonable to conclude that interpreters are more likely to make attitudinal substitutions as a way to reinforce the speaker's attitude in C-E CI than E-C CI.

3) 30 attitude-related explicitations for gap-filling have been detected in C-E CI while only 10 relevant cases in E-C CI.

Table 5.3-6. Wilcoxon Signed Ranks Test on the number of B22 btw C-E & E-C CI

B22	Z	r	p	Remarks
CE vs. EC	-2.229	0.322	0.026	95%

As shown in Table 5.3-6, the Wilcoxon Signed Ranks Test has revealed a significant difference between the two language directions (p=0.026). The effect size measure r being 0.322 also suggests a medium degree effect of language direction on the frequency of attitude-related explicitations interpreters would conduct for gap-filling. Therefore, it is justifiable to conclude that interpreters encountered more information loss in C-E CI and they tend to use attitude-related explicitations as an approach to fill in the gap resulting from information loss in C-E CI more frequently than in E-C CI.

5.3.3 Graduation-related Explicitations

Table 5.3-7 displays the frequency of graduation-related explicitation according to motivations and language directions.

Table 5.3-7. Frequency of Graduation-related Explicitations in CI (C-E vs. E-C)

B3	M1		M2		M4		T
	Add	Sub	Add	Sub	Add	Sub	
C-E	20	0	9	3	249	**22**	303
E-C	**31**	0	**17**	0	**283**	6	337

The following observations can be elicited from the above table:

Observation One: More graduation-related additions for subjectivity reinforcement can be detected in E-C CI than in C-E CI.

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Observation Two: More graduation-related substitutions for subjectivity reinforcement can be identified in C-E CI than in E-C CI.

Observation Three: More graduation-related explicitations for time-management can be found in E-C CI than in C-E CI.

Observation Four: More graduation-related additions for gap-filling can be observed in E-C CI than in C-E CI.

Illustration on the observations:

1) In C-E CI, there are 271 graduation-based explicitations for reinforcing the speaker's attitude while in E-C, there are 289 relevant cases. Figure 5.3-2 shows that the majority of professional interpreters conducted more relevant cases in E-C CI. Yet for the novice interpreters, no unified tendency could be observed.
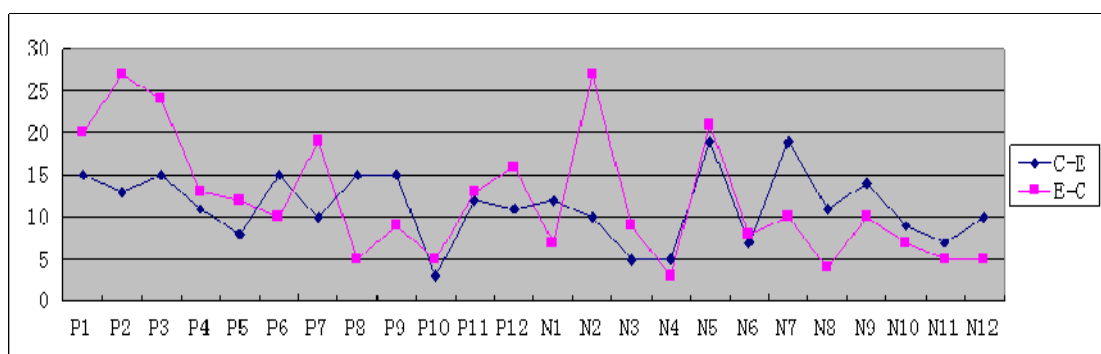
Figure 5.3-2. Frequency of B34 made by each subject according to language direction

Table 5.3-8 shows the result of the Wilcoxon Signed Ranks Test on the professional group's performance between the two language directions. Clearly, no significant difference can be observed (p=0.271). And with the effect size measure r being 0.206, the magnitude of the difference is somewhere between small and medium.

Table 5.3-8. Wilcoxon Signed Ranks Test on the number of B34 btw C-E & E-C CI

B34(Add)	Z	r	p	Remarks
CE vs. EC	-1.101	0.206	0.271	no significant difference

Thus, it is clear that language direction only exerts a medium impact. In other words, professional interpreters' performance in graduation-based explicitation for emphasis does not change significantly from C-E CI to E-C CI.

2) The number of intensifier additions for time-management in C-E CI and E-C CI is 20 and 31 respectively. Table 5.3-9 displays the result of the Wilcoxon Signed Ranks Test.

Table 5.3-9. Wilcoxon Signed Ranks Test on the number of B31 (Add) btw C-E & E-C CI

B31(Add)	Z	r	p	Remarks
CE vs. EC	-1.392	0.201	0.164	no significant difference

As shown in Table 5.3-9, only an insignificant difference has been found between interpreters' performance on intensifier additions for time-gaining in C-E and E-C CI ($p= 0.164$). Moreover, the effect size measure r being 0.201 also indicates a medium impact of language directions on interpreters' frequency in adding intensifiers for time-earning.

4) Nine intensifiers have been added for gap-filling in C-E CI while 17 in E-C CI. Table 5.3-10 displays the result of the Wilcoxon Signed Ranks Test.

Table 5.3-10. Wilcoxon Signed Ranks Test on the number of B32 (Add) btw C-E & E-C CI

B32(Add)	Z	*r*	*p*	Remarks
CE vs. EC	-1.330	0.048	0.184	no significant difference

The test result reveals only an insignificant difference between interpreters' frequency in adding intensifiers for gap-filling in C-E CI and E-C CI ($p= 0.184$). Moreover, with the effect size measure *r* being 0.048, the magnitude of difference is quite small, suggesting a lack of interaction between the independent variable, language directions, and interpreters' frequency in adding intensifiers for gap-filling.

5.3.4 Interpersonal Explicitations in CI

Based on the above analysis on three sub-categories of interpersonal explicitations, it can be found that in C-E & E-C CI, there are three types of situation in which interpreters have conducted interpersonal explicitations. Table 5.3-11 shows the exact number of interpersonal explicitations in each language direction according to different motivations:

Table 5.3-11. Frequency of Interpersonal Explicitations in C-E & E-C CI

IE	M1		M2		M4		T
	Add	Sub	Add	Sub	Add	Sub	
C-E	56	2	21	**25**	415	**179**	**698**
E-C	55	1	21	10	354	46	487

The data have been further measured by the Wilcoxon Signed Ranks Test. As illustrated in Table 5.3-12, significant differences between the two groups can be

identified in the frequency of total interpersonal explicitations (p=0.002), substituting

appraisal information for gap-filling (p=0.034) and for attitude reinforcing (p=0.000).

Table 5.3-12. Wilcoxon Signed Ranks Test on the number of IM2 (Sub), IM4 (Sub)
& IE btw C-E & E-C CI

C-E vs. E-C	Z	r	p	Remarks
IM2(Sub)[16]	-2.121	0.306	0.034	95%
IM4(Sub)[17]	-4.173	0.602	0.000	95%
IE[18]	-3.070	0.443	0.002	95%

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[16] IM2 (Sub) represents interpersonal substitutions for gap-filling.
[17] IM4 (Sub) represents interpersonal substitutions for reinforcing.
[18] IE represents interpersonal explicitation.

CHAPTER SIX TEXTUAL EXPLICITATIONS IN CI

Previous studies on explicitation "has mainly investigated explicitation as textual cohesion" (Sergio & Falbo 2013: 24). In Künzli and Moser-Mercer's empirical research on the translation process, they concluded that novice translators and interpreters tend to treat each sentence in an isolated manner and fail to establish discourse links (1995: 304-306). Based on their findings, it would be fair to assume that novice interpreters might also make less textual explicitations than their professional counterparts. Is there a higher frequency of textual explicitations in the professional group? Will there be any difference in interpreters' adoption of textual explicitations while interpreting in different language directions? This chapter intends to analyze these questions from the following three sub-categories of textual explicitations (see Figure 3-1): reference-based explicitation, ellipsis-based explicitation and conjunction-based explicitation.

6.1 Comparison of Textual Explicitation Patterns between Professional and Novice Interpreters in C-E CI

6.1.1 Reference-based Explicitations

Table 6.1-1 lists all the reference-based explicitation shifts detected in C-E CI. Qualitative analysis, as is shown in this table, has found out that there are two kinds of situation where interpreters have employed reference-based explicitations. They are for time-management and for clarification.

Table 6.1-1. Frequency of Reference-based Explicitations in C-E CI

C1	M1		M3		T
	Add	Sub	Add	Sub	
CEP	0	1	8	23	32
CEN	9	3	15	18	45

This table allows us to make the following observations about two groups' explicitation patterns:

1) There are 23 proform-lexicalization shifts carried out for clarification in the professional group and 18 in the novice group. Each subject's frequency in lexicalizing proforms for clarifying is graphically represented as Figure 6.1-1.
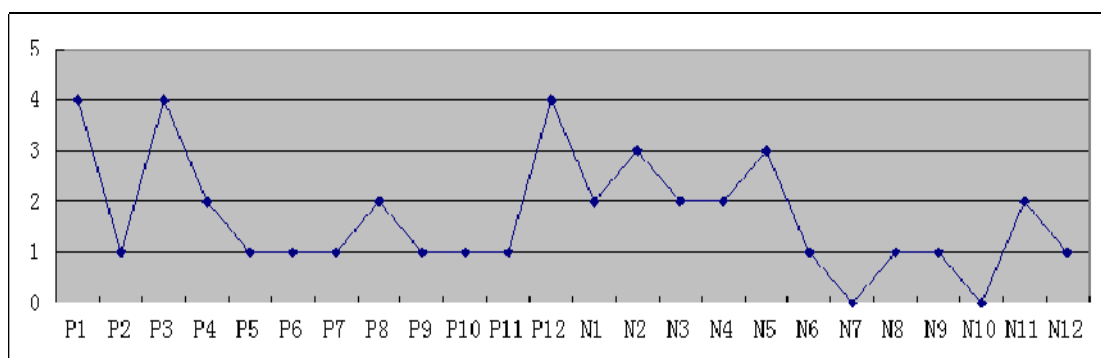
Figure 6.1-1. Frequence of C13 (Sub) made by each subject in C-E CI

As is shown, 22 out of the 24 interpreters performed this type of explicitation. This clearly demonstrates that the lexicalization of proforms in C-E CI to optimize listeners' comprehension is a regular practice shared by professional and novice interpreters. This point can be well illustrated by the following examples:

Example 6.1.1-1

ST: 經過 60 年的努力，我們已經建立起一支有 1600 萬人的一支教師隊

伍，這是一支很好的隊伍...

BT: After six decades' efforts, we have already established a teaching team with 160 million people. This is a very good team...

N8: [C31]And <uh> 60 years hard working, [A31]now~ we have <uh> more than <uh> 66 <p> million teachers. [C31]And~ [B34]all of [C13]**<u>the teachers</u>** are of good quality...

The relationship between the proform "這" (this) and "teachers" is implied in the original and waiting for the listeners to figure out by themselves. However, in the rendition, by lexicalizing "this" into "the teachers", N8 could reduce the processing effort of the target listeners. Similar consideration is also applicable to the following case, where P9 lexicalized the proform "我們" (we) into "Our country" to accelerate listeners' comprehension.

Example 6.1.1-2

ST: 我們已經從一個人口大國建設成為一個人力資源大國

BT: We have already built up from a country with huge population into a country with huge human resource.

P9: [C13]**<u>Our country</u>** has already transformed from a country with a big population into a country with big human resource, hu-, big, hu-, human resources.

2) As graphically represented in Figure 6.1-2, seven novice interpreters have

employed referential explicitations as the strategy for time-gaining while only one professional interpreter did so.
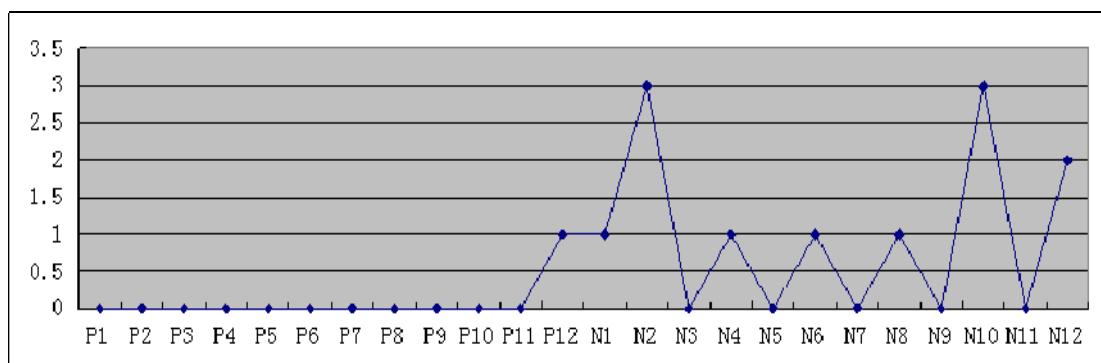
Figure 6.1-2. Frequence of C11 made by each subject in C-E CI

This clearly demonstrates that it is only a common practice among novice interpreters to perform reference-based explicitations for time-management. Typical cases are as follows:

Example 6.1.1-3

ST: 溫家寶總理...他說他用這種方式來表達對教師的, 教師節的慰問

BT: Premier Wen Jiabao... He said he use this approach to express [his] greetings to teachers for Teachers' Day.

N6: Premier Wen Jiabao ...[C11]**Premier Wen Jiabao** <uh> sent his sincere <uh> sincere <uh> <uh> sent, sent his wishes [B34]best wishes to them

In this example, the proform "he" has been replaced by "Premier Wen Jiabao". As is suggested by the following repetition and hesitation marker, this shift is employed as a time-management strategy. To be specific, referring to N6's notes, a question marker besides "問" (greet) could be found, which indicates that N6 failed to figure out the English equivalence to "慰問" (greetings). Actually, "慰問" is a very formal Chinese expression and it refers to either "to show sympathy to somebody" or "to greet somebody". Here, judging from the context, it means "Premier Wen would like to greet teachers in China for Teachers' Day and also to thank them for their hard work". It seems possible that N6 did not know how to express this concept "慰問", so s/he lexicalized the proform with a longer expression it refers to and try to gain extra time in figuring out the proper equivalent.

Example 6.1.1-4

ST: ...發表了一篇重要講話，它的題目是"國家發展，希望在教育；辦好教育，希望在教師"。

BT: ...delivered an important speech, the title of it is "The hope of national development lies in education; the hope of good education lies in teachers"

N4: ...give a speech ... the topic C11**of the speech** is <uh> the development of C13China depends on the team of the teachers, C31and <p> the development of the teachers' team depend on the development of the students.

In this case, N4 replaced "它" (it) with "the speech". N4 did not write down any notes for this segment. The ensuing hesitation marker suggests this shift as a strategy for time-earning. The original title in Chinese is with parallel syntactic structure and relatively high information density. Despite the fact that N4 failed to recall the relationship between "education" and "teachers", s/he kept the rendition of the title in a parallel structure. Moreover, there is a structural transformation from "the hope of X is Y" into "X depends on Y". So it may be possible that while making the above lexicalization, N4 is trying to on the one hand, search for the original information from his/her working memory and on the other hand think about a proper parallel structure.

6.1.2 Ellipsis-based Explicitations

All the ellipsis-based explicitation shifts identified in C-E CI are shown in Table 6.1-2. Qualitative analysis has found out that there are three types of situation in which interpreters have conducted ellipsis-based explicitations. They are for time-management, clarification and subjectivity reinforcement.

Table 6.1-2. Frequency of Ellipsis-based explicitations in C-E CI

C2	M1		M3		M4		T
	Add	Sub	Add	Sub	Add	Sub	
CEP	7	0	**56**	0	10	0	73
CEN	**19**	0	28	0	8	0	55

The following observations can be elicited from this table:

Observation One: Professional interpreters performed more ellipsis-based

additions for clarification than their novice counterparts.

Observation Two: Novice interpreters conducted more ellipsis-based additions for time-management than their professional counterparts.

Illustration on the observations:

1) 56 elliptical explicitation shifts for clarification have been detected in the professional group while 28 occurred in the novice group.

Table 6.1-3. Mann-Whitney Test on the number of C23 (Add) btw two groups in C-E CI

C23(Add)	U	Z	r	p	Remarks
CEP vs. CEN	26.50	-2.680	0.547	0.007	95%

As shown in Table 6.1-3, the Mann-Whitney Test reveals a significant difference between these two groups (p=0.007). With the effect size measure r being 0.547, the magnitude of the difference is somewhere above big. This indicates that professional interpreters tend to provide in their renditions the elliptical processes or participants that have been omitted in the original more often than their novice counterparts. The following are typical examples employed by professional interpreters:

Example 6.1.2-1

ST: 從有學上到上好學

BT: from having access to education to having access to good education

P1: [C23]**you see the change** from <p> having access to schooling to having

access to good schooling

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Example 6.1.2-2

ST: 從有學上到上好學

BT: from having access to schooling to receiving good education

P3: [C24]we need to [A23]provide quality education [A43]to the children rather than

[B34]simply [A23]providing [C23]**them** with educational opportunities.

In example 6.1.2-1, P1 added the omitted process "you see the change", which elucidates the speaker's intention to increase the interaction with the listeners; for example 6.1.2-2, the omitted participant "them" has been added by P3 to resolve possible ambiguities.

2) Seven ellipsis-based explicitation shifts implemented for time-management have been identified in the professional group while 19 in the novice group. A Mann-Whitney Test has been conducted to measure the difference.

Table 6.1-4. Mann-Whitney Test on the number of C21 (Add) btw two groups in C-E CI

C21(Add)	U	Z	*r*	*p*	Remarks
CEP vs. CEN	35.00	-2.260	0.531	0.024	95%

The result, as shown in Table 6.1-4, reveals a significant difference between professional and novice interpreters (*p*=0.024). With the *p* value below 0.05, the odds for the difference are above 95%. Moreover, the effect size measure *r* being 0.531 suggests that the magnitude of the difference is somewhere above big, implying that the independent variable – interpreters' years of experience – exerted a huge effect on

interpreters' frequency of adding elliptical components for time-gaining purpose. Therefore, it is fair to claim that novice interpreters make more extensive use of ellipsis-based additions for time-management than their professional counterparts. The following are typical examples from each group:

Example 6.1.2-3

ST: 溫家寶總理專門到北京 35 中聽了 5 節課，這個，召開了教師座談會，發表了重要講話

BT: Premier Wen Jiabao took the initiative to attend five classes in the No. 35 Middle School of Beijing, held a discussion with teachers [and] delivered an important speech.

N1: Premier Wen Jiabao [A23]visited <p> Beijing <uh> thirty <p> fifth <uh> middle school, [C31]and~ visited five lessons, [A33]with students [C13]there and [C21]**he** [C31]also <p> have a had a meeting with staff [C11]there <p> by rendering an~ important speech.

溫　B　35　·5 less
　　　　　　·座谈

Example 6.1.2-4

ST: 我們還動員了大批的城鎮教師去到農村支援，還有師範生到農村實習支教。

BT: we also motivated a large number of teachers from urban and town to go to rural areas to help, and also students from Normal University to go to

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rural areas to support education.

P12: we also <uh> motivated <uh> lots of teachers from urban areas to work in rural, [A33]in schools in rural areas, and also [C21]**we will encourage** <uh> students graduated from, normal universities or teachers' colleges, to support education in rural areas.

In example 6.1.2-3 and 6.1.2-4, as two relevant clauses share the same actors and they are connected by "and", it is grammatically justifiable to omit the actors in the latter clause. However, both N1 and P12 complemented the elliptical actor in the rendition. The hesitation markers behind these two shifts indicate these two cases as time-earning strategies. For case 6.1.2-3, the original "座談會" (a meeting where people sit together to discuss certain issues) has been noted down as "座話" (sit, talk), which fails to be a straightforward reflection of "座談會". It seems plausible that N1 conducted the above addition so as to gain extra time to search for a proper equivalent for the concept "座談會" in English；for case 6.1.2-4, in P12's retrospection, s/he claims that while uttering the elliptical actor and predicate as well as the hesitation, s/he was searching for proper expression of the original concept "師範生" (normal university students). She/he reported that "I think it refers to not only students from Normal Universities but also from Teachers' College".

6.1.3 Conjunction-based Explicitations

Table 6.1-5 lists all the conjunction-based explicitation shifts detected in C-E CI. As is shown in this table, qualitative analysis has identified two types of situation in which interpreters have adopted conjunction explicitations. They are for time-management and for clarification.

Table 6.1-5 Frequency of Conjunction-based explicitations in C-E CI

C3	M1		M3		T
	Add	Sub	Add	Sub	
CEP	69	0	**281**	5	355
CEN	**146**	1	145	3	295

The following observations about two group's explicitation patterns can be elicited from the table:

Observation One: Professional interpreters implemented more inferrable conjunction additions for clarification than their novice counterparts.

Observation Two: Novice interpreters carried out more conjunction-based explicitations for time-management than their professional counterparts.

Illustration on the observations:

1) Table 6.1-5 also shows that the majority of conjunction-based explicitation cases for clarification are in the form of addition. Each subject's frequency in adding conjunctive adjuncts for clarification is graphically delineated in Figure 6.1-3.

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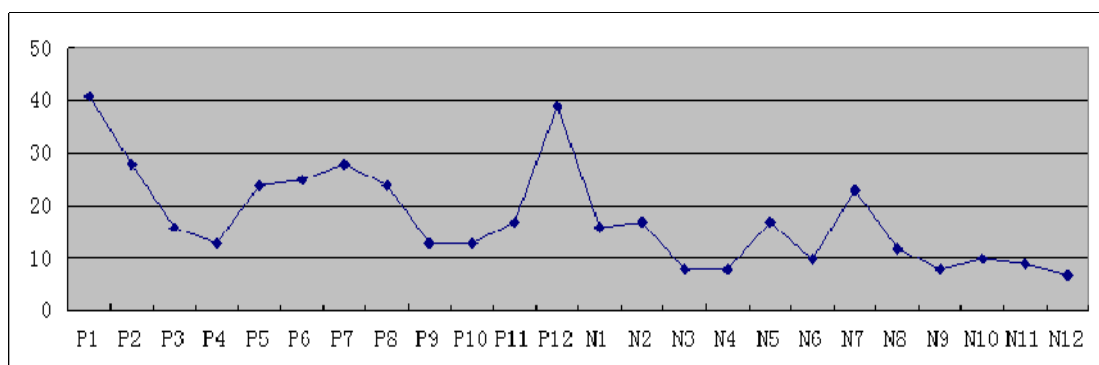
Figure 6.1-3. Frequence of C33 (Add) made by each subject in C-E CI

Both groups conducted over 100 conjunctive adjunct additions for clarification and every interpreter has performed this type of explicitation (see Figure 6.1-3), which demonstrates that it is common for both professional and novice interpreters to pursue the strategy of adding conjunctive adjuncts so as to reveal the implied logical relations between clauses. The following are typical examples from each group:

Example 6.1.3-1

ST: 因為歷史上中國人就有尊師重教的傳統，而現在我們教育發展到一個最關鍵的時刻，發展到了一個新的歷史時期。

BT: Because it's a tradition in history [for] Chinese people to respect teachers and value education. And now our education has developed into the most critical moment, developed into a new historical stage.

N1: [A31]Partly~ [C23]it is because Chinese has the tradition of, valuing and respecting teachers, and teaching. [C33]**On the other hand**, I think [C13]Chinese education has entered a new stage of development.

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These clauses are the two reasons the speaker adopted to explain why the building

of a faculty team has attracted great attention. With this in mind, N1 added "on

the other hand" in the rendition to clarify the relationship between the two facts

the speaker proposed.

Example 6.1.3-2

ST: 我們要讓我們的老師都能夠到農村去接受，這個鍛煉，同時要為農

村輸送更多的高質量的老師。

BT: We should enable our teachers to receive <uh> training in rural areas and

dispatch more high quality teachers to the rural areas.

P2: [C31]And~ we want to [B24]encourage more teachers to the rural areas [C33]**in

order to**, [A23]improve the quality, of the teachers' team for the rural areas.
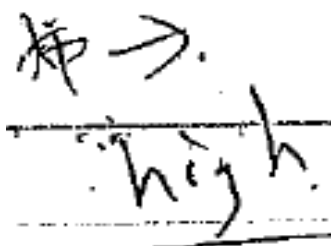
Here "輸送更多的高質量的老師" (dispatch more high quality teachers) has been

paraphrased as "improve the quality, of the teachers' team", which is actually the

result of the original action. If we say the original "讓...去接受鍛煉" (let...to receive

training) and "輸送...老師" (dispatch teachers) are action-oriented, "improve the

quality" is more goal-oriented. To emphasize this relation, the conjunctive adjunct

"in order to" was added. In this way, the causal relation between the two clauses has

been revealed explicitly rather than leaving listeners to find this out all by

themselves.

2) 281 additions of conjunctive adjuncts for clarification have been identified in the professional group while there were only 145 in the novice group.

Table 6.1-6. Mann-Whitney Test on the number of C33 (Add) btw two groups in C-E CI

C33(Add)	U	Z	r	p	Remarks
CEP vs. CEN	17.50	-3.158	0.645	0.002	95%

As shown in Table 6.1-6, the Mann-Whitney Test reveals a significant difference between the two groups (p=0.002). With the p value below 0.05, there is an over 95% possibility for the existence of the significant difference. Moreover, with the effect size measure r up to 0.645, the magnitude of the difference is quite a big one. It suggests that professional interpreters can better perceive the inter-clause relationships and are inclined to reveal them through the addition of conjunctive adjuncts more frequently than their novice counterparts. The following cases undertaken by professional interpreters can well illustrate this point:

Example 6.1.3-3

ST: 一個最突出的就是我們農村教師隊伍的建設，剛才你提的這個問題確實是一個非常重要的問題。

BT: One of the most prominent is the building of our rural faculty team. The question you raised just now is indeed a very important question.

P12: one of [A13]our prominent education is, [A43]the quality of teaching stuff in rural areas of [C13]China. [C33]**So that's why**, [A23]I have mentioned [B34]for several times that your question is a very important one.

The implied causal relation has been revealed through the addition of the adjunct "so". Since "that's why" is with the same function as "so", namely to reveal the inter-clause causal relation, these two were combined and labeled only as one explicitation shift.

Example 6.1.3-4

ST: 同時我們能夠看到在教師隊伍建設這個方面，我們要擺在更加突出的戰略地位。所以我們教師隊伍建設還存在著很嚴峻的挑戰

BT: Meanwhile we can see in terms of the building of faculty team, we should put [it] in a more prominent strategic position. Therefore there are still severe challenges in the building of faculty team.

P5: [C33]And [B11]in my opinion~ we need to \<p\> prioritize [A43]the roles of teachers from, a~ strategic perspective. \<uh\> [C33]**However**, we are still \<p\> met with formidable challenges [A13]to improve education.

The relation between those clauses is actually adversative rather than causal. The speaker's adoption of "所以" (therefore) may just intend to change the topic. However, P5 did not render literally. She/he reported that although s/he noted down the causal connector, s/he did not follow it, because s/he mainly relied on his/her memory rather than notes. In the previous text, the speaker mentioned "competent teaching team", but here the speaker mentions "challenges", so the

underlying relation should be an adversative one.

3) In C-E CI, almost all the conjunction-based explicitation cases motivated by time-management purpose are in the form of adding conjunctive adjuncts. Altogether 69 relevant cases were detected in the professional group while 146 were found in the novice group.

Table 6.1-7. Mann-Whitney Test on the number of C31 (Add) btw two groups in C-E CI

C31(Add)	U	Z	*r*	*p*	Remarks
CEP vs. CEN	24.00	-2.779	0.567	0.005	95%

As shown in Table 6.1-7, the Mann-Whitney Test reveals a significant difference between these two groups (p=0.005). A more than 95% possibility for the existence of the significant difference can be revealed from the p value, which is far below 0.05. Moreover, the effect size measure r being 0.567 also suggests the magnitude of the difference between the two groups is a big one. Therefore, it is justifiable to claim that in C-E CI, novice interpreters are more likely than their professional counterparts to provide implied conjunctive adjuncts as an effective way to gain extra processing time. The following are typical examples carried out by novice interpreters:

Example 6.1.3-5

ST: 溫家寶總理專門到北京 35 中聽了 5 節課，這個，召開了教師座談會

BT: Premier Wen Jiabao take the initiative to attend five classes in the No. 35

Middle School of Beijing, held a discussion with the faculty members.

N7: Premier Wen has <uh> attended five~ classes in the 35~ Middle School in Beijing and [C21]he [C31]**also** <uh> held a conference, a round table conference with [B34]a lot of teachers [C13]there.
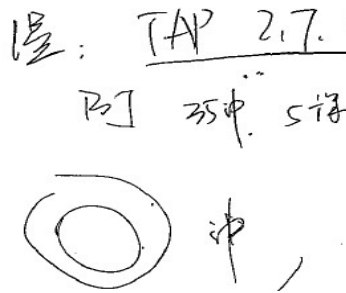
N7 added a connector "also" in the rendition. The following hesitation marker and correction (from "a conference" to "a round table conference") indicates this addition as a time-earning strategy. Referring to the notes, it could be found that N7 drew two circles in his/her notes after hearing "座談會" (discussion). She/he reported that while reading his/her notes, s/he took some time to think about whether the two circles refers to "round table meeting". Based on the retrospection, it can be inferred that N7's addition of "also" here is to gain extra time to figure out a more precise rendition of "座談會".

Example 6.1.3-6

ST: 我們已經基本解決了讓孩子們有學上的問題，下一個階段我們就是要想辦法讓孩子們能夠上好學。

BT: we have already basically solved the problem of letting children have access to education. At the next stage, we should make efforts to enable children to have good education.

N7: we've <uh> we've managed to get every <uh> every kid to <uh> school and have them education. [C31]**However** <uh> [A23]we haven't been able to guarantee that the quality of education was good enough.
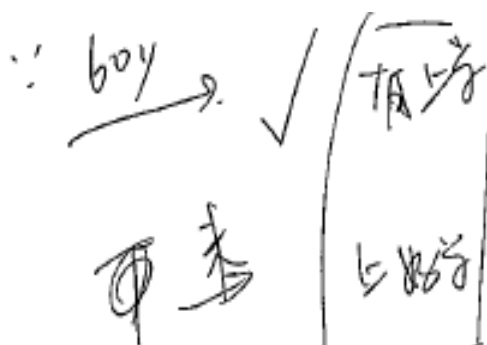
The first clause talks about the task that has already been accomplished while the second clause talks about the task that needs to be done. Following this line of reasoning, there is an implied adversative relation between them. N7 made explicit this relation through the addition of "However". The hesitation marker followed by indicates this addition as a time-management strategy. Referring to N7's rendition, it was found that s/he paraphrased the second clause. So it is fair to assume that N7 was thinking about ways of expressing the following idea while uttering out "however" and "uh".

6.1.4 Textual Explicitations

Based on the above analysis on three sub-categories of textual explicitations, it can be detected that in C-E CI, there are three types of situation in which interpreters have employed textual explicitations. Table 6.1-8 shows the exact number of textual explicitations performed by each group according to different motivations:

Table 6.1-8. Frequency of Textual Explicitations in C-E CI

	M1		M3		M4		T
	Add	Sub	Add	Sub	Add	Sub	
CEP	76	1	345	28	10	0	460
CEN	174	4	188	21	8	0	395

As illustrated in Table 6.1-9, the Mann-Whitney Test proves significant differences between the two groups in the frequency of adding inferrable textual information for time-management (p=0.005) and clarification (p=0.002).

Table 6.1-9. Mann-Whitney Test on the number of CETM1 (Add) & CETM3 (Add) btw two groups in C-E CI

CEP vs. CEN	U	Z	r	p	Remarks
CETM1(Add)[19]	23.50	-2.805	0.573	0.005	95%
CETM3(Add)[20]	17.50	-3.150	0.643	0.002	95%

6.2 Comparison of Textual Explicitation Patterns between Professional and Novice Interpreters in E-C CI

6.2.1 Reference-based Explicitations

Table 6.2-1 lists all the reference-based explicitation shifts detected in the E-C CI. As is shown in this table, qualitative analysis found out that in E-C CI, there are two types of situation where interpreters have carried out reference-based explicitations. They are for time-management and for clarification.

Table 6.2-1. Frequency of Reference-based Explicitations in E-C CI

C1	M1		M3		T
	Add	Sub	Add	Sub	
ECP	1	3	**26**	**41**	71
ECN	1	2	17	24	44

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[19] CETM1 (Add) represents textual additions for time-management in C-E CI.
[20] CETM3 (Add) represents textual additions for clarification in C-E CI.

This table provides evidence for the following observations about the two groups' explicitation patterns:

Observation One: For both groups, the majority of their reference-based explicitation shifts are employed for clarification.

Observation Two: A larger number of reference-based explicitations for clarification have been carried out by professional interpreters.

Illustration on the observations:

1) With 94% of referential explicitations in the professional group and 93% in the novice group made for clarification, it is justifiable to conclude that in E-C CI, referential explicitations are conducted mainly for minimizing the communicative risk. The following are typical examples employed by professional and novice interpreters respectively:

Example 6.2.1-1

ST: the lessons, I think, will be quite relevant to you. But **that**'s for you to decide yourself.

N10: <uh>所以希望 [A11] 今天的<p>演講可以<p>[B24] 給你們一些啟發。並且，但是<p>[C13] **是哪一方面的啟發** [A33] 還需要你們自己去決定。

BT: <uh> so [I] hope [A11]today's <p> speech can <p> [B24]give you some inspiration. And, but <p> [C13]**in which aspect the inspiration lies** is [A33]still for you to decide.

The proform "that" refers to "whether the lesson is relevant to you". Although N10 reported in the retrospection that s/he did not hear the exact expression "relevant to you" clearly, s/he still can infer from the context that it related to the idea that "whether the lessons will help you" so s/he jotted down "幫→y" on his/her notes. Thus, while producing the Chinese rendition later, s/he lexicalized "that" with a concrete idea "in which aspect does the inspiration lie" based on his/her understanding, which in his/her own words "is more straightforward".

Example 6.2.1-2

ST: But **that**'s for you to decide yourself.

P2: 那 [B11] 我想呢~大家也是可以選擇 [C13] **是否去借鑒** [A43] 我的一些經驗

BT: So [B14]I think you can also choose [C13]**whether to refer to** [A43]my experience

P2 did not take down any notes for this segment. Yet in his/her rendition, the proform "that" has been lexicalized as "whether to refer to". Notwithstanding the fact that P2 did not explain this shift in his/her retrospection, since this was not followed by any hesitation, pause, stretching sound or repetition, and the content is exactly relevant to the original, it was labeled as "explicitation for clarification".

2) 67 reference-based explicitation shifts for clarification have been identified in the professional group while there were only 41 in the novice group.

Table 6.2-2. Mann-Whitney Test on the number of C13 btw two groups in E-C CI

C13	U	Z	*r*	*p*	Remarks
CEP vs. CEN	27.00	-2.633	0.537	0.008	95%

As shown in Table 6.2-2, the Mann-Whitney Test reveals a significant difference between these two groups (*p*=0.008). Moreover, with the effect size measure *r* being 0.537, the magnitude of the difference is big. So we may conclude that professional interpreters are more likely than novice interpreters to conduct reference-based explicitations for improving the cohesion of the target text. The following examples can well illustrate this point:

Example 6.2.1-3

ST: But I want you to have one person in your mind.

P6: 但是我希望你能<uh>大家<uh>腦海中都能有 [C13]<u>這樣的</u>一個人

BT: But I hope you can <uh> your <uh> mind can all have [C13]**<u>such</u>** a person.

N3: 我想要你們在腦海中每個人想一個人

BT: I want you to think of one person in your mind.

P6 added a demonstrative pronoun "this". The addition makes clear that the speaker intends to refer to the "good leaders" mentioned in the previous discourse, not to a more general, previously unverbalized state of affairs that he assumes the reader to be familiar with. Hence, this anaphoric reference makes the referent tracking easier for the listeners. Yet as is shown in N3's rendition, no such referential explicitation has been adopted.

Example 6.2.1-4

ST: the lessons, I think, will be quite relevant to you.

P9: [C13]我 [A33]今天 [A43]跟大家**講的** [B34]都**是** [A13]我們的**經驗跟研究**，供，以 [A23]供大家的參考

BT: [B34]All [C13]**that I am going to tell** [A43]you [A33]today **is** [A13]my **experience and research.** [They are] [A23]for your reference.

N7: 我希望這將是會對你來講非常 [B24]有幫助的<uh>一個演講

BT: I hope this will be a quite [B24]helpful <uh> speech to you.

P9 replaced the proform "the lessons" with the concrete idea it refers to, the afore-mentioned "the speaker's research and experience that s/he would like to share". This specification increases the degree of cohesion in P9's rendition. Yet as shown in N7's interpretation, no such shift has been performed.

6.2.2 Ellipsis-based Explicitations

All the ellipsis-based explicitation shifts detected in E-C CI are shown in Table 6.2-3. The qualitative analysis has found out three types of situation in which interpreters have carried out ellipsis-based explicitations. They are for time-management, for clarification and for reinforcing the speaker's attitude.

Table 6.2-3. Frequency of Ellipsis-based Explicitations in E-C CI

C2	M1		M3		M4		T
	Add	Sub	Add	Sub	Add	Sub	
ECP	25	0	118	4	5	0	152
ECN	18	0	108	2	2	1	131

The following observations about two group's explicitation patterns can be elicited from the table:

Observation One: For both groups, ellipsis-based explicitations are adopted mainly for clarification.

Observation Two: The number of ellipsis-based explicitation cases for clarification in the professional group is similar to that of the novice group.

Observation Three: The number of ellipsis-based explicitation cases for time-management in the professional group is similar to that of the novice group.

Illustration on the observations:

1) With about 80% of ellipsis-based explicitations in both groups are being carried out for clarification (80% for the professional group and 84% for the novice group), it can be concluded that the main reason for interpreters to make ellipsis-based explicitations is to facilitate listeners' comprehension. The following examples from both groups can well illustrate this point:

Example 6.2.2-1

ST: This side, think of the best leaders with whom you have worked.

P11: [A33] 首先這邊 [C23] **我希望大家能夠**寫出 [A13] 你們認為自己見過的 8 個最好的領導人、領導者或者管理者

BT: [A33]First of all this side [C23]**I hope you can** write eight leading persons, leaders or administrator [A13] you think are the best

Example 6.2.2-2

ST: Begin.

N3: [A33] 現在 [C23]<u>你們可以</u>開始了。

BT: [A33]Now [C23]<u>**you can**</u> start.

The original sentence in the first example above is an imperative one. In P11's rendition, s/he added up with the omitted part "I hope you can". In this way, the sender and receiver of the action have been clarified. Similar considerations also apply to the second example where the omitted part "you can" in the imperative has been provided by N2.

 2) Figure 6.2-1 displays each subject's performance in adding elliptical components for time-management purposes.
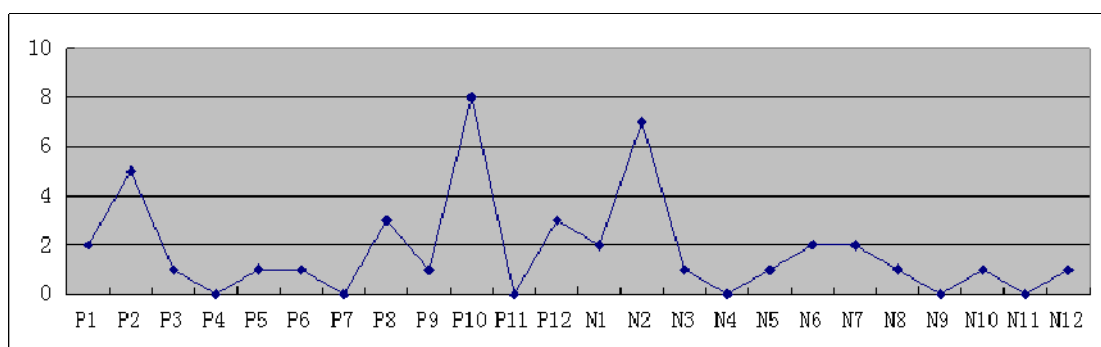
Figure 6.1-2. Frequency of C21 (Add) made by each subject in E-C CI

As is shown in Figure 6.2-1, the majority of professional interpreters and novice interpreters have implemented ellipsis-based explicitations for time-management (only three in each group did not). Hence, it can be concluded that actors or processes omitted in the original might be replenished by both professional and

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novice interpreters as strategies to gain extra processing time. For instance,

Example 6.2.2-3

ST: the two important points are: one, not China.

N7: 那麼<uh>但是 [A13] 要切記的一點是，[C21] **我要講的**<p>不是在 [A43] 中國的改變。

BT: So <uh> but one thing [A13] [that] should be remembered is, [C21]**what I am going to talk about** <p> is not [A43]changes in China.
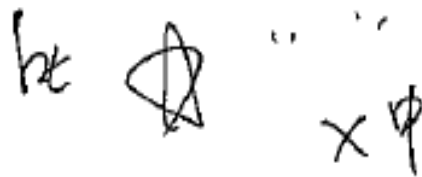
Example 6.2.2-4

ST: the two important points are: one, not China.

P3: 當然還有兩點希望大家可以記住的，就是今天<p> [C21] **這一個演講**呢~並不是只是針對中國。

BT: Of course [there are] still two points [I] hope you can remember, namely today <p> [C21]**this speech**~ is not only focus on China.

For the former example, the omitted actor has been provided. The following pause suggests that this addition could be a time-management strategy. Referring to his/her notes, it is clear that if s/he based their interpretation on his/her notes, his/her

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rendition could be "but an important point is: not China." Yet in his/her real rendition, s/he also elaborated the original participant "China" into "changes in China". Hence, it could be inferred that while uttering the added actor and the pause, N7 is thinking about the rendition of the participant. Turning to the latter example, P3 made a similar explicitation by adding an inferrable actor. Both the previous pause and the stretching way of pronunciation suggest that P3 might use this explicitation shift to gain extra time. But what was s/he thinking about at that moment? Comparing his/her notes and his/her rendition, it seems plausible that while uttering the added part, P3 could be trying to figure out whether the symbol "×" represents "not" or "not only".

6.2.3 Conjunction-based Explicitations

Table 6.2-4 lists all the conjunctive adjunct-based explicitation shifts detected in E-C CI. As is shown in this table, qualitative analysis has identified three types of situation in which interpreters have conducted conjunction-based explicitations. They are for time-management, for gap-filling and for clarification.

Table 6.2-4. Frequency of Conjunction-based Explicitations in E-C CI

C3	M1		M2		M3		T
	Add	Sub	Add	Sub	Add	Sub	
ECP	52	2	0	0	**143**	10	207
ECN	55	0	6	0	101	7	169

The following observations can be elicited from this table:

Observation One: Overall, for both groups, the majority of their conjunctive adjunct-based explicitation shifts are employed for clarification.

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Observation Two: Professional interpreters performed more conjunctive adjunct-based explicitations for clarification than their novice counterparts.

Observation Three: Both groups conducted similar number of conjunction-based explicitation cases for time-management purpose.

Illustration on the observations:

1) Around 70% of all the conjunctive adjunct-based explicitation shifts employed by both groups (to be exact, 69% in the professional group and 64% in the novice group) are for clarification, which proves that interpreters tend to facilitate listeners' comprehension by making explicit the implied relationship between clauses in their target language rendition. For instance,

Example 6.2.3-1

ST: I don't know, but today I want you to look into the mirror and think about your own leadership.

P6: 我不知道。但是 [C33] 不管怎樣你們自己看看這個~鏡子，想想自己會是什麼樣的一種領導。

BT: I don't know. But [C33]**no matter what** you look into the mirror, think about what kind of leader you are.

Example 6.2.3-2

ST: And this is the yin-yang. There is change and there is resistance. And you, all of you, your job is to find the right speed.

N1: [A21] 我們可以看到<p>變化和抗拒 [B34] 其實是有一個 [A43] 陰陽平衡的，

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^{C33} <u>所以</u> ^{A11} 在座 ^{C11} 各位領導<p>的一個 ^{B24} 重要作用，就是 ^{A43} 實現 ^{C13} 這個平衡

BT: ^{A21}We can see <p> [between] change and resistance. ^{B34}Actually there is a ^{A43}balance between yin-yang. ^{C33}<u>So</u> [for] ^{C11}every leader ^{A11}presented, one [of your] ^{B24}important function, is ^{A43}to realize ^{C13}this balance.

In the first example, P6 added the conjunctive adjunct "no matter what" so as to make the concessive relation between the two clauses explicit to the listeners and facilitate their understanding. Similar considerations also apply to the second case where N1 added "So" to notify the listeners about the causal relationships between the features of yin-yang and the necessity to find a balance.

2) Table 6.2-5 shows that the professional group carried out 143 conjunctive adjunct additions for clarification in E-C CI while the novice group made 101.

Table 6.2-5. Mann-Whitney Test on the number of C33 (Add) btw two groups in E-C CI

C33(Add)	U	Z	*r*	*p*	Remarks
CEP vs. CEN	38.00	-1.973	0.403	0.048	95%

As shown in Table 6.2-5, the Mann-Whitney Test reveals a significant difference between the two groups (*p*=0.048). With the *p* value below 0.05, the odds for the difference are above 95%. Moreover, with the effect size measure *r* being 0.403, the magnitude of the difference is somewhere between medium and big. Therefore, it can be concluded that, professional interpreters are more likely than novice interpreters

to add conjunction adjuncts for improving the cohesion of the target text. The following examples can well illustrate this point:

Example 6.2.3-3

ST: And you, all of you, your job is to find the right speed.

N1: ^{C33} <u>所以</u> ^{A11} 在座 ^{C11} 各位領導<p>的一個 ^{B24} 重要作用，就是 ^{A43} 實現這個平衡

BT: ^{C33}<u>So</u> ^{C11}you ^{A11}presented leaders' <p> one ^{B24}important function, is ^{A43}to realize this balance

N2: ^{C33} <u>所以</u>說我們 ^{B34} 必須，要 ^{A43} 學會如何去應對這種調整跟改變。

BT: ^{C33}<u>So</u> we ^{B34}definitely, need to ^{A43}learn how to deal with this adaptation and change.

N3: Nil

N4: 在座的很多人，你們的工作就是要去加速這些變化。

BT: many of people presented, your job is to speed up these changes.

N5: ^{C33} <u>所以</u>說我們每一個人吶~都應該 ^{A23} 以一種正確的方式去適應這種、這種變化

BT: ^{C33}<u>So</u> each of us~ should ^{A23}adapt to this change with a correct approach.

N6: 你們的工作就是要找到合適的步伐 ^{A23} 來<uh>跟上這種改變。

BT: Your job is to find the right speed ^{A23}to catch up with this change.

N7: 我們要做的是選擇一個適當的、^{A13} 改變的速度。

BT: what we need to do is to choose a proper speed ^{A13}of change.

N8: Nil

N9: 你們的工作是 ^{A23}調整好 ^{A13}改變的速度。

BT: Your job is to ^{A23}adjust the speed ^{A13}of change to a good condition.

N10: 你們的，你們要做的事情就是找到正確的 ^{A43}方法。

BT: You, what you need to do is to find the right ^{A43}approach.

N11: ^{C33}**所以**大家的工作就是 ^{A43}幫助、促成這些改變。

BT: ^{C33}**So** your job is ^{A43}to help, facilitate these changes.

N12: 你們需要做的呢，就是~^{A42}要來適當的來引導這些變化。

BT: what you need to do, is~ ^{A42}to properly guide these changes.

P1: ^{C33}**那麼**我們 ^{A33}作為領導者，^{A13}其中的一個 ^{B24}重要的責任就是要找到一個 ^{B34}非常好的、^{A13}人們可以適應的一個速度 ^{A23}來實現 ^{A13}我們的改革和變革。

BT: ^{C33}**So** we ^{A33}as the leaders, ^{A13}one of the ^{B24}important responsibility is to find a ^{B34}very good, a speed ^{A13}that people can adapt to ^{A23}to realize ^{A13}our reform and change.

P2: ^{C33}**那**我們就得要去 ^{B34}真正地 ^{A23}知道要怎麼樣去管理好 ^{C13}這樣的一種反抗、這種抗拒，去更好的管理變化。

BT: ^{C33}**So** we need ^{A43}to ^{B34}truely ^{A23}understand how to manage well ^{C13}this kind of revolt, this kind of resistance, to better manage changes.

P3: ^{C33}**所以** ^{A13}在座每一位的工作呢就是要找到一個 ^{A43}方法 ^{A23}去應對這個轉變。

BT: ^{C33}**So** the job of every one ^{A13}presented is to find an ^{A43}approach ^{A23}to deal with this change.

P4: ^{C33}<u>所以</u> ^{B14}我覺得~我們 ^{A33}今天所有人要做的事情，就是要找到這個合適的 ^{A43}平衡點，找到 ^{A43}解決的辦法。

BT: ^{C33}<u>So</u> ^{B11}I think~ the thing we ^{A33}today all the people need to do, is to find the appropriate ^{A43}balance, find ^{A43}the solution.

P5: ^{C31}另外一個呢~我們也 ^{A23}要探討 ^{A13}我們 ^{B34}到底 ^{A13}變化的這個速度要有多快。

BT: ^{C31}Besides~ we also need ^{A43}to discuss how fast ^{B34}on earth ^{A13}our speed ^{A13}of change is.

P6: Nil

P7: ^{C33}<u>那麼</u>你們的工作呢~就是要去~找，找到<uh><uh>找到合適的目標和節奏。

BT: ^{C33}<u>So</u> your job~ is to~ fi, find <uh><uh> find the appropriate aim and speed.

P8: ^{C33}<u>那麼</u>你們就是要找出 ^{A33}這中間的一個適應的 ^{A43}方法。

BT: ^{C33}<u>So</u> you need to find out a proper ^{A43}approach ^{A33}between them.

P9: Nil

P10: ^{C33}<u>那麼</u>你們的一項工作呢，就是去<uh>找到 ^{A13}適應這種變化的一種合適的 ^{A43}方式。

BT: ^{C33}<u>So</u> one of your job, is to <uh> find a proper ^{A43}approach ^{A13}that [can] adapt to this change.

P11: ^{C33}<u>那麼</u>在我們抗拒這些變化發生的時候，^{A23}我們要知道 ^{A43}怎麼樣能夠尋求一個平衡。

BT: ^{C33}<u>So</u> while we resist this change to happen, ^{A23}we need to know ^{A43}how

[we] can find a balance.

P12: Nil

In example 6.2.3-3, except one novice and three professional interpreters who missed this segment, nine professional interpreters added conjunctive adjuncts to make explicit the inter-clause relationship while only four novice interpreters employed the same shift.

3) Around 30% of conjunctive adjunct-based explicitations (26% for the professional group and 33% for the novice group) are motivated by the intention of gaining extra processing time. Table 6.2-4 also shows that in only two cases is this carried out through the replacement of conjunctive adjuncts, so the majority of conjunction-based explicitations for time-management are implemented through the addition of conjunctive adjuncts.
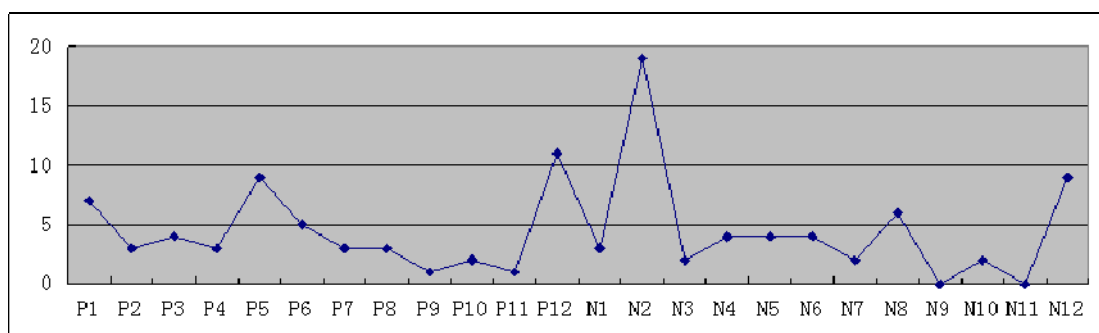
Figure 6.2-2. Frequency of C31 (Add) made by each subjects in E-C CI

Moreover, as displayed in Figure 6.2-2, 22 out of 24 subjects have added conjunctive adjuncts for time-earning purposes. This proves that it is a regular practice for professional and novice interpreters to gain processing time through adding implied conjunctive adjuncts. The following examples from both groups may well illustrate

this point:
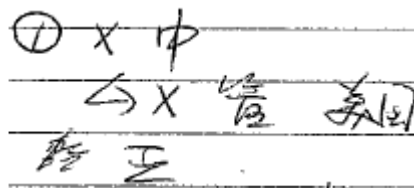
Example 6.2.3-4

ST: one, not China. But also I am not talking about managing change in America. So the focus is about Asia

P1: [C23] 我們關注的 [B34] 並不是中國，而且呢我們也不會講在美國管理改革或管理這樣方面的一些東西。[C31] **但是** 呢~[A33] 今天講的亞洲 [A13] 國家的 [A43] 一些經驗...

BT: [C23]what we focus on is [B34]actually not China, and we will not talk about managing changes or something in the management aspect in America either. [C31]**But**~ [A43]some experience of Asian [A13]countries talked about [A33]today...
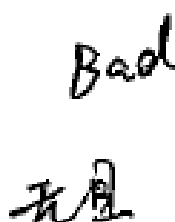
Example 6.2.3-5

ST: Bad leader. Without aim, aimless...

N1: <uh>[A11] 大家關於糟糕的領導所提出來的<uh>[C21] 特點<uh>有<p>[C31] **比如說**<p>沒有~眼界，沒有遠見...

BT: <uh> [C21]the characteristics about bad leaders [A11]that you have proposed <uh> include <p> [C31]**for example** <p> no~ vision, no foresight

In the first example, P1 replaced the original conjunctive adjunct "so" with "but", because those two clauses are not in causal but transition relations. Moreover, the stretching way of pronunciation reveals his/her intention of earning extra time. Based on his/her notes, s/he could have rendered into "重點是亞洲" (the focus is Asia). Yet in his/her real rendition, s/he restructured this part as "some experience of Asian countries talked about today". Thus, it can be inferred that while uttering "but", P1 is restructuring the following idea in his/her mind. Similar considerations also applies to the second example where the implied conjunctive adjunct "for example" has been added while N1 searches for the proper Chinese equivalent of the symbol "目" (aim) in his/her notes.

6.2.4 Textual Explicitations

Based on the above analysis on three sub-categories of textual explicitations, it can be detected that in E-C CI, there are four types of situation in which interpreters have employed textual explicitations. Table 6.2-6 shows the exact number of textual explicitations performed by each group according to different motivations:

Table 6.2-6. Frequency of Textual Explicitations in E-C CI

	M1		M2		M3		M4		T
	Add	Sub	Add	Sub	Add	Sub	Add	Sub	
ECP	78	5	0	0	285	55	7	0	430
ECN	74	2	6	0	226	33	2	1	334

As illustrated in Table 6.2-7, the Mann-Whitney Test has found significant differences between the two groups in the frequency of textual information additions

for gap-filling (p=0.014), for clarification (p=0.093) and substitutions for clarification (p=0.035).

Table 6.2-7. Mann-Whitney Test on the number of ECTM2 (Add), ECTM3 (Add) & ECTM3 (Sub) btw two groups in E-C CI

ECP vs. ECN	U	Z	r	p	Remarks
ECTM2(Add)[21]	42.00	-2.449	0.500	0.014	95%
ECTM3(Add)[22]	43.00	-1.678	0.343	0.093	90%
ECTM3(Sub)[23]	36.00	-2.110	0.431	0.035	95%

6.3 Comparison of Textual Explicitation Patterns between C-E and E-C CI

It has been confirmed that interpreters are prone to explicitate implicit links by inserting appropriate cohesive devices (Shlesinger 1995:211). Moreover, in Gumul's exploration of explicitation in SI between Polish and English, "explicitation is mainly cohesion-related" and the two most common changes are "adding connectives" and "shifts from referential cohesion to lexical cohesion" (equivalent to "the lexicalization of proforms" in the present study) (2006a: 179). In addition, in his/her later investigation (2007) of explicitation in SI from different language directions, Gumul found that more additions of connectives (167:227) can be identified in the retour interpreting (from A to B language). Are textual explicitations common in CI between Chinese and English? Which is the most frequently adopted type of textual explicitations? Will there be more textual explicitations in C-E CI? The following discussion, analyzing from each subcategory of textual explicitations, is going to investigate those questions.

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[21] ECTM2(Add) represents textual additions for gap-filling in E-C CI.
[22] ECTM3 (Add) represents textual additions for clarification in E-C CI.
[23] ECTM3 (Sub) represents textual substitutions for clarification in E-C CI.

6.3.1 Reference-based Explicitations

Table 6.3-1 displays the frequency of reference-based explicitations according to motivations and language directions.

Table 6.3-1. Frequency of Reference-based Explicitations in CI (C-E vs. E-C)

C1	M1		M3		T
	Add	Sub	Add	Sub	
C-E	9	4	23	41	77
E-C	2	5	**43**	**65**	115

The following observations can be elicited from the above table:

Observation One: More referential additions for clarification can be identified in E-C CI than in C-E CI.

Observation Two: More lexicalization of proforms for clarification can be detected in E-C CI than in C-E CI.

Illustration on the observations:

1) 43 referential additions were detected in E-C CI while there were 23 in C-E CI. Figure 6.3-1 shows that about half of the interpreters added referential components more frequently in E-C CI.
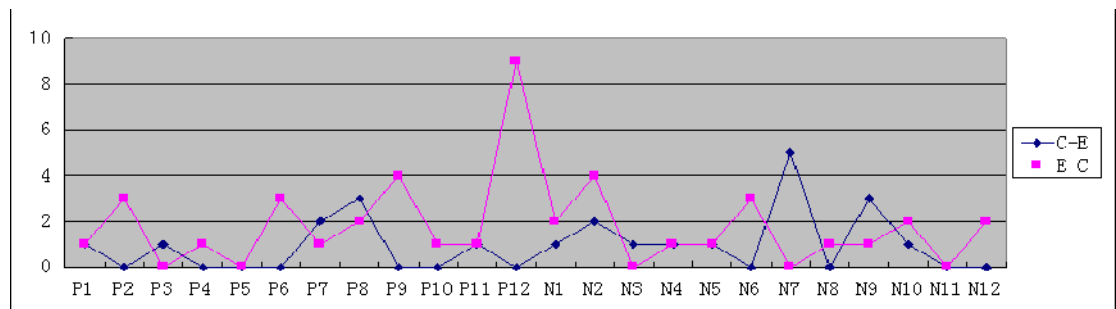
Figure 6.3-1. Frequency of C13 (Add) made by each subject according to language direction

241

To measure the difference, the Wilcoxon Signed Ranks Test has been implemented (see Table 6.3-2), which revealed a significant difference between the two language directions (p=0.097).

Table 6.3-2. Wilcoxon Signed Ranks Test on the number of C13 (Add) btw C-E & E-C CI

C13(Add)	Z	r	p	Remarks
CE vs. EC	-1.658	0.239	0.097	90%

With the p value below 0.10, the odds of inter-direction difference in referential additions for clarification are above 90%. Therefore, it is fair to conclude that interpreters are more likely to make referential additions for clarification in E-C CI than in C-E CI. Yet, with the effect size measure r being 0.239, the magnitude of this difference is only at a medium level.

2) In E-C CI, 65 lexicalizations of proforms have been identified while in C-E CI, the number is 41. Figure 6.3-2 displays a general higher frequency in E-C CI among professional interpreters while for the novice group, no unified tendency can be observed.
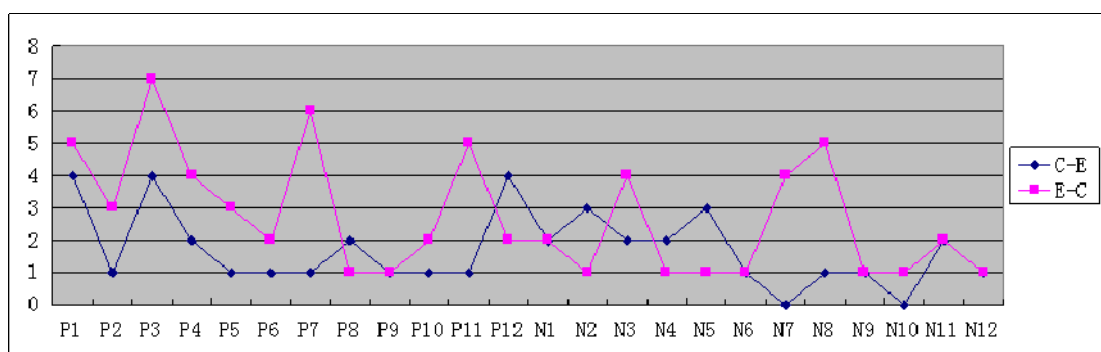
Figure 6.3-2. Frequency of C13 (Sub) made by each professional subject according to language direction

To measure the inter-direction difference among professional interpreters, a Wilcoxon Signed Ranks Test was implemented.

Table 6.3-3. Wilcoxon Signed Ranks Test on the number of C13 (Sub) performed by professional interpreters btw C-E & E-C CI

C13(Sub)	Z	r	p	Remarks
CE vs. EC	-2.155	0.440	0.031	95%

As shown in Table 6.3-3, the Wilcoxon Signed Ranks Test has revealed a significant difference between the two language directions (p=0.031). The p value, being lower than 0.05, suggests an over 95% possibility of the existence of a significant difference in referential additions for clarification between the two language directions. Moreover, the effect size measure r, being 0.440, also reveals that the magnitude of this difference is close to big. Therefore, it is safe to conclude that professional interpreters are more likely to lexicalize proforms for clarification in E-C CI than in C-E CI.

6.3.2 Ellipsis-based Explicitations

Table 6.3-4 displays the frequency of ellipsis-based explicitations according to motivations and language directions. Qualitative analysis, as shown in Table 6.3-4, reveals three types of situation, where interpreters have made ellipsis-based explicitations.

Table 6.3-4. Frequency of Ellipsis-based Explicitations in CI (C-E vs. E-C)

C2	M1		M3		M4		T
	Add	Sub	Add	Sub	Add	Sub	
C-E	26	0	84	0	18	0	128
E-C	**43**	0	**224**	6	9	1	283

The following observations can be elicited from the above table:

Observation One: More ellipsis-based additions for clarification can be detected in E-C CI than in C-E CI.

Observation Two: More ellipsis-based additions for time-management can be found in E-C CI than in C-E CI.

Illustration on the observations:

1) 224 ellipsis-based additions have been identified in E-C CI while 84 have been identified in C-E CI. A general higher frequency in E-C CI based on each interpreter's performance can be observed, as displayed in Figure 6.3-3.
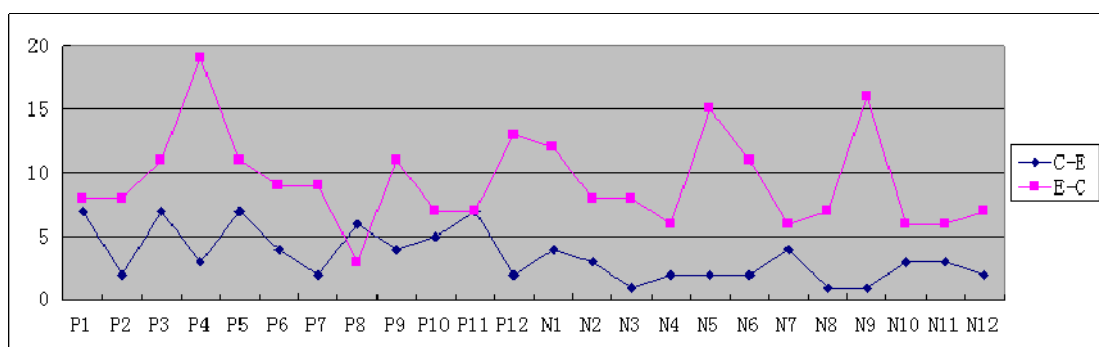
Figure 6.3-3. Frequency of C23 (Add) made by each subject according to language direction

As shown in Table 6.3-5, the Wilcoxon Signed Ranks Test has revealed a significant difference between the two language directions (p=0.000).

Table 6.3-5. Wilcoxon Signed Ranks Test on the number of C23 (Add) btw C-E &
E-C CI

C23(Add)	Z	r	p	Remarks
CE vs. EC	-4.049	0.584	0.000	95%

With the *p* value below 0.05, the odds of inter-direction difference in ellipsis-based

additions for clarification are above 95%. Furthermore, with the effect size measure *r*

being 0.584, the magnitude of this difference is huge. Therefore, it can be concluded

that interpreters are more likely to add elliptical components for clarification in E-C

CI than in C-E CI.

2) In E-C CI, 43 ellipsis-based additions for time-management have been

identified while in C-E CI, the number is 26. Despite the larger total number in E-C

CI, no unified tendency can be observed about interpreters' performance in adding

elliptical components in different language directions (see Figure 6.3-4).
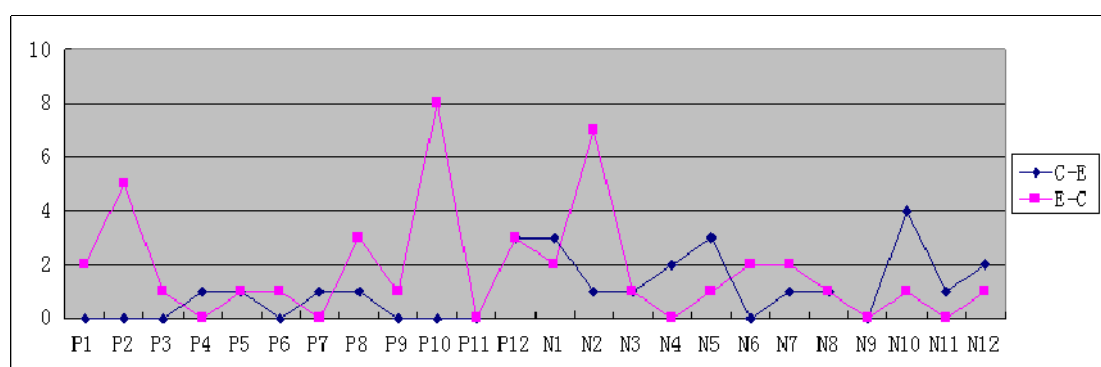
Figure 6.3-4. Frequency of C21 (Add) made by each subject according to language
direction

As shown in Table 6.3-6, the Wilcoxon Signed Ranks Test exhibits an insignificant

difference between the two language directions (*p*=0.341).

Table 6.3-6. Wilcoxon Signed Ranks Test on the number of C21 (Add) btw C-E &
E-C CI

C21(Add)	Z	*r*	*p*	Remarks
CE vs. EC	-0.952	0.137	0.341	No significant difference

Moreover, the effect size measure *r*, being 0.137, also proves that the magnitude of the difference is only slightly above small, clearly showing that interpreters do not perform differently in adding elliptical components for time-gaining in E-C CI versus C-E CI.

6.3.3 Conjunction-based Explicitations

Table 6.3-7 displays the frequency of conjunction-based explicitations according to motivations and language directions.

Table 6.3-7. Frequency of Conjunction-based Explicitations in CI (C-E vs. E-C)

C3	M1		M2		M3		T
	Add	Sub	Add	Sub	Add	Sub	
C-E	**215**	1	0	0	**426**	8	650
E-C	107	2	6	0	244	17	376

The following observations can be elicited from the above table:

Observation One: More conjunction-based additions for clarification can be detected in C-E CI than in E-C CI.

Observation Two: More conjunction-based additions for time-management can be identified in C-E CI than in E-C CI.

Illustration on the observations:

1) 244 conjunction-based additions have been detected in E-C CI while 426

were detected in C-E CI. As displayed in Figure 6.3-5, a general higher frequency

can be observed in C-E CI based on each interpreter's performance.
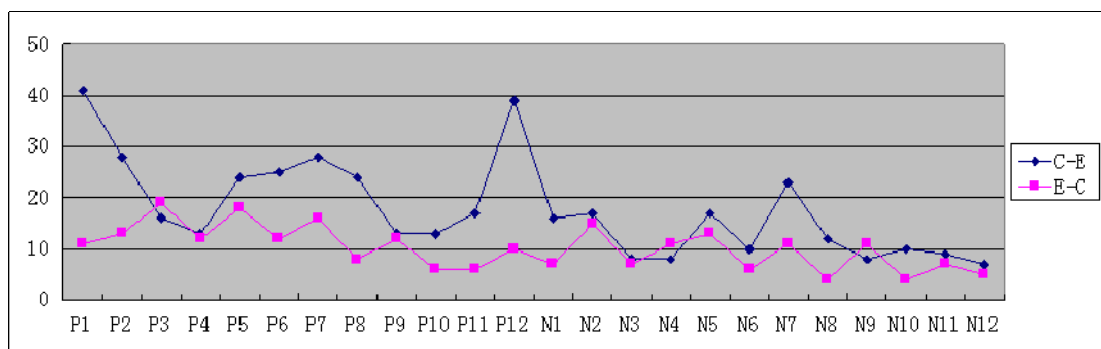
Figure 6.3-5. Frequency of C33 (Add) made by each subject according to language direction

As shown in Table 6.3-8, the Wilcoxon Signed Ranks Test has revealed a significant

difference between the two language directions (p=0.000).

Table 6.3-8. Wilcoxon Signed Ranks Test on the number of C33 (Add) btw C-E & E-C CI

C33(Add)	Z	r	p	Remarks
CE vs. EC	-3.603	0.520	0.000	95%

The p value, being far below 0.05, indicates that the odds of inter-direction difference

in ellipsis-based additions for clarification are above 95%. Moreover, the effect size

measure r, being 0.520, also reveals that the magnitude of this difference is huge.

Hence, the result justified the following conclusion: interpreters are more likely to

add conjunctive adjuncts for clarification in C-E CI than in E-C CI.

2) In E-C CI, 107 conjunction-based additions for time-management have been

identified while in C-E CI, the number is 216. As displayed in Figure 6.3-6, no

unified tendency can be observed in the professional group while a general higher

frequency can be observed in C-E CI based on each novice interpreter's

performance.
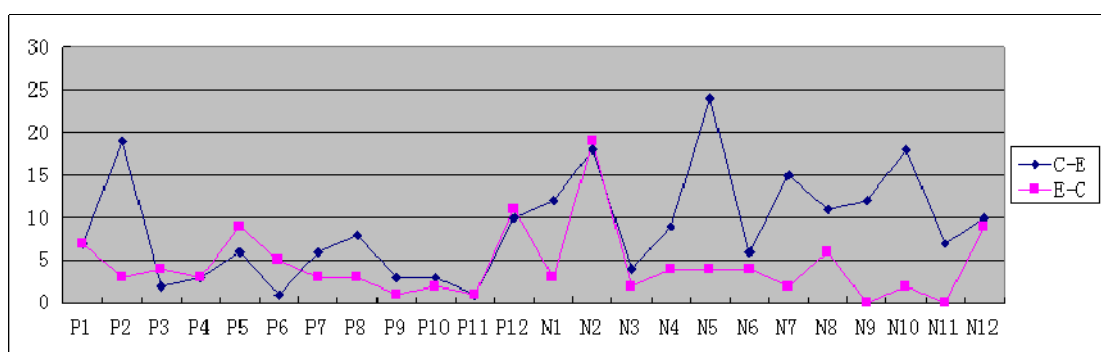
Figure 6.3-6. Frequency of C31 (Add) made by each novice subject according to
language direction

As shown in Table 6.3-9, the Wilcoxon Signed Ranks Test has revealed a significant

difference between the two language directions (p=0.003).

Table 6.3-9. Wilcoxon Signed Ranks Test on the number of C31 (Add) performed by
novice interpreters btw C-E & E-C CI

C31(Add)	Z	*r*	*p*	Remarks
CE vs. EC	-2.945	0.601	0.003	95%

Still, with the effect size measure *r* being 0.601, the magnitude of the difference is

quite large. So it can be safely concluded that novice interpreters make more

extensive use of conjunctive adjunct additions for time-gaining in C-E CI than in E-C

CI.

6.3.4 Textual Explicitations

Based on the above analysis on three sub-categories of textual explicitations, it can be found that in C-E & E-C CI, there are altogether four types of situation in which interpreters have conducted textual explicitations. Table 6.3-10 shows the exact number of textual explicitations in each language direction according to different motivations:

Table 6.3-10. Frequency of Textual Explicitations in C-E & E-C CI

TE	M1		M2		M3		M4		T
	Add	Sub	Add	Sub	Add	Sub	Add	Sub	
C-E	**250**	5	0	0	533	49	18	0	855
E-C	152	7	**6**	0	511	**88**	9	1	774

The data have been further measured by the Wilcoxon Signed Ranks Test. As illustrated in Table 6.3-11, significant differences between the two groups can be identified in the frequency of adding cohesive devices for time-management ($p=$ 0.027, $r=$ 0.319) and for gap-filling ($p=$ 0.034, $r=$ 0.306) as well as substituting cohesive devices for clarification ($p=$ 0.002, $r=$ 0.441).

Table 6.3-11. Wilcoxon Signed Ranks Test on the number of TM1 (Add), TM2 (Sub) &TM3 (Sub) btw two groups in E-C CI

C-E vs. E-C	Z	r	p	Remarks
TM1(Add)[24]	-2.211	0.319	0.027	95%
TM2(Add)[25]	-2.121	0.306	0.034	95%
TM3(Sub)[26]	-3.052	0.441	0.002	95%

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[24] TM1 (Add) represents textual additions for time-management.
[25] TM2 (Add) represents textual additions for gap-filling.
[26] TM3 (Sub) represents textual substitutions for clarification.

CHAPTER SEVEN NOTE-RELATED EXPLICITATIONS IN CI

As González summarizes, "the study of note-taking has been central in consecutive interpreting research" (2012: 55). So far, a large volume of literature has been dedicated to interpreters' notes (Rozan 1956; van Hoof 1962; Seleskovitch 1975; Kirchhoff 1979; Alexieva 1994; Ilg & Lambert 1996; Lung 1996; Szabó 2006; Albl-Mikasa 2008; González 2012). In recent years, an increasing number of researchers have become interested in comparing the different features of notes between professional and student interpreters (Andres 2002; Dam 2004a, 2004b, 2007; Dam et al. 2005; Dai & Xu 2007; Xu & Chai 2008; González 2012). In general, these studies mainly investigated interpreters' choice of language and forms while working with different language pairs or interpreting texts with varying difficulty. For instance, Andres (2002) found out that both student and professional interpreters tend to be SL-oriented; and Dam (2004b) observed that with the increase of difficulty of the ST, interpreters tend to make more notes with the SL.

The present chapter is going to explore interpreters' note-taking from a new perspective – the relationship between explicitation and interpreters' note-taking. Professional and novice interpreters' explicitation patterns that relate to the notes they took while interpreting will be compared.

Altogether four types of situation where notes may be related to interpreters' explicitations in CI have been detected. They are: 1) the explicitated information has been written down in the notes (M51); 2) the explicitated information can be

inferred from the layout of the notes (M52); 3) the explicitated information is related to interpreters' misinterpretation of the symbols in the notes (M53); and 4) the explicitated information is related to the symbols interpreters wrote down upon misunderstanding the original information (M54).

7.1 Noted-related Explicitation in C-E CI

Table 7-1 lists all the notes-related explicitation shifts identified in C-E CI.

Table 7-1. Frequency of Notes-related explicitations in C-E CI

Notes-related	M51	M52	M53	M54	Total
CEP	34	7	3	6	50
CEN	18	5	16	3	42

The data can justify the following observations:

Observation One: professional interpreters tend to record explicitated information in their notes more often than their novice counterparts;

Observation Two: the layout of both groups' notes may generate explicitations;

Observation Three: novice interpreters misinterpreted their notes more often than their professional counterparts;

Observation Four: both professional interpreters and novice interpreter might record in their notes symbols written down upon misunderstanding of the original information.

Illustration on the observations:

1) There are 34 explicitation shifts related to explicitated symbols in the notes of the professional interpreters while only 18 occurred in novices' in C-E CI, which suggests that more explicitations are formed during the listening and analysis section for professional interpreters rather than that of novice interpreters. Following examples may well illustrate this point:

Example 7-1

ST: 但是面對著新的形勢

BT: But facing the new situation

P4: However, [A23]**times have changed**.

While listening to the original speech, P4 jotted down "new ts" in his/her notes as a hint to recall the idea "new times". This has also contributed to P4's rephrasing of the original idea into "times have changed".

Example 7-2

ST: 這項措施是根本性的，當然還有一系列的措施。

BT: This measure is fundamental. Of course there are still a series of measures.

P5: <uh> Of course, [A23]**the lists that I have proposed** [A33]just now, **are not exhaustive**.

While listening to the second clause, P5 noted down "list not ex". This suggests that s/he has decided to paraphrased "there are still a series of measures" into "the lists that I have proposed are not exhaustive" before or while taking notes. So the explicitation shift was finished in the comprehension stage.

2) Seven explicitation cases are relevant to the layout of notes in the professional group while there were five in the novice group, which proves that the layout of professional and novice interpreters' notes can both reflect the implied connections between information. For example:

Example 7-3

ST: 我們已經從一個人口大國建設成為一個人力資源大國，但我們現在要向人力資源強國進軍。

BT: We have already built from a country with huge population to a country with huge human resource, but we are now striving for [a] country with powerful human resource.

P1: As we know [C13]China [A23]**used to be** a nation with huge population [C33]but [A33]**now** [B24]I would like to see it like China as a nation with huge human resources. But in the next, few years or [A33]**in the near future**, [B24]we hope that China will be a nation with a huge~ basis of good human resources.

In this example, it is the layout of the notes which makes clear that the speaker was talking about three different statuses: one for the past, one for the present and one for the future. That explains why P1 added "used to be", "now" and "in the near future" in his/her rendition.
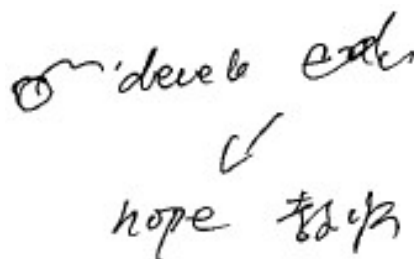
3) There are only three explicitation cases related to misinterpretation of notes in the professional group while there were 16 in the novice group. The following are typical examples to illustrate this point:

Example 7-4

ST: 國家發展，希望在教育；辦好教育，希望在教師

BT: The hope of national development lies in education; the hope of good education lies in teachers.

N5: [A11]our <uh> country's [A13]**educational** development. [C33]And [B24]**he hopes that** [B34]all **the teachers could their, make their own contributions to the development of China**.

The symbol "edu" in the notes originally represents "the hope of national development", yet N5 misinterpreted it as the modifier of "development", which led to the expression "country's educational development". Likewise, "hope" has been misinterpreted as a mental process of the speaker, which led to the
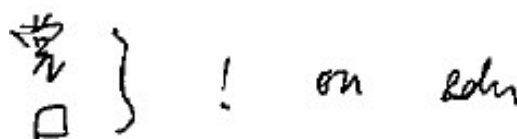
expression "he hopes that ...". Nevertheless, since these new ideas can be inferred from the original segment, they were labeled as "explicitation" rather than "random addition or substitution". This case also illustrates that novice interpreters may note down the exact words uttered by the speaker while not understanding the original meaning.

Example 7-5

ST: 為什麼黨中央、國務院和人民群眾對教師隊伍建設這麼重視呢？

BT: Why do the Party Central Committee, the State Council and people attach such importance to the building of faculty team?

N9: The [A13]communist party and [A11]our <uh> [A42]**country** <uh> think that education is very important.

The symbol "□" originally represents "國務院" (the State Council). Yet while reading his/her notes, N9 misinterpreted it as "國家" (country), which led to the replacement of "the State Council" with "country". Since the speaker's listing of the three elements "party", "state council" and "people" indicates this issue has attracted the attention of the whole country. The above substitution can be labeled as an explicitation. To be exact, it forms a participant-based explicitation for gap-filling. More importantly, this case also depicts the fact that novice interpreters have not equipped themselves with a group of controllable symbols yet, which means that while interpreting, there is the chance that they will jot

down symbols they are not quite familiar with or symbols that are with confounded meaning.

To sum up, the above cases validate that:

a) novice interpreters are more dependent on their notes rather than their memory;

b) novice interpreters tend to make notes with the exact words the speaker utters while not understanding the meaning the speaker expressed;

c) novice interpreters are not good at using symbols. They may jot down unfamiliar symbols in a hurry while failing to recall the meaning they represent.

4) There are six explicitation cases in the professional group and three cases in the novice group that relate to symbols in the notes that were written down as misunderstandings concerning the original information in C-E CI. Typical cases are as follows:

Example 7-6

ST: 最重要的差距就是教師隊伍，教師的質量。

BT: The most important gap is the faculty team, the quality of teachers.

P1: It ^{B34}actually lies in the team member, actually the faculty member, ^{C31}so~ ^{B11}I think <p> ^{B22}**the responsibility of the teachers in the rural area should be enhanced**.
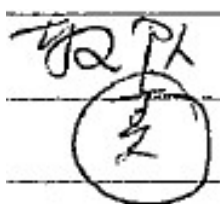
Based on the character "責" (responsibility) in P1's notes, it can be inferred that s/he misheard "質量" (quality) into "責任" (responsibility). Based on previous content, P1 organized an inferrable idea relevant to "responsibility". This explains the replacement of "the quality of teachers" into "the responsibility of the teachers in the rural area should be enhanced".

Except mishearing, there are also cases where interpreters may note down symbols that did not reflect the original concept. For instance,

Example 7-7

ST: 為什麼黨中央、國務院和人民群眾對教師隊伍建設這麼重視呢？

BT: Why do the Party Central Committee, the State Council and people attach such importance to the building of faculty team?

N5: ...the central committee, the state council and [A13]our people have paid great attention to [A42]**education**.

The original concept "教師隊伍建設" (the building of faculty team) has been noted down with the symbol "edu". That explains why N5 made the substitution in the above example. Although "education" is a more general idea than the original "the building of faculty team", since this substitution can be inferrable from the speaker's following emphasis on "Chinese people value education", it

was labeled as explicitation.

The above analysis makes clear that both professional and novice interpreters may mishear or misunderstand the original message, and there are cases where explicitations is induced from symbols they jot down upon mishearing or misunderstanding the original information.

7.2 Notes-related Explicitation in E-C CI

Table 7-2 lists all the notes-related explicitation shifts identified in E-C CI.

Table 7-2. Frequency of Notes-related explicitations in E-C CI

Notes-related	M51	M52	M53	M54	Total
ECP	**18**	**6**	8	3	35
ECN	13	1	**18**	3	35

Statistics provide evidence for the following observations:

Observation One: professional interpreters wrote down more explicitated information in their notes than novices;

Observation Two: the layout of professional interpreters' notes may generate more explicitations than those of the novices';

Observation Three: there is more misinterpretation of notes in the novice group;

Observation Four: professional interpreters and novice interpreter both noted down symbols upon misunderstanding the original information.

Illustration on the observations:

1) There are 18 explicitation shifts related to the explicitated symbols in the notes of the professional interpreters while there are14 in the novices' in E-C CI, which makes it plausible that professional interpreters start to make explicitations in the listening Section more frequently than novice interpreters. This point can be illustrated by the following examples:

Example 7-8

ST: I think also very important is to be a model.

P4: 同樣重要的 [C23] 一點就是 [C23] 你要成為一個 [A13] <u>**變革的**</u>榜樣

BT: [C23]One point that is also important is [C23]you should be a model [A13]<u>**of change**</u>.
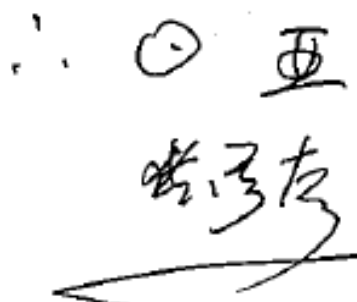
In the above example, under the influence of the symbol s/he used to represent "change", P4 added a modifier "of change" to specify the kind of model the speaker advocated, which is an idea that can be inferred from the subsequent clause "Be the change you want to see".

Example 7-9

ST: So I will share from my research and personal experience of managing change in Asia...So the focus is about Asia and the lessons, I think, will be quite relevant to you. But that's for you to decide yourself

P9: 我 A33 今天主要是想 A43 和各位分享一下我對於在亞洲<p>改變管理的一些研究以及我個人的一些經驗...我們 A33 今天關注的 A43 這個區域是亞洲。C13 我 A33 今天 A43 跟大家講的 B34 都是 A13 我們的經驗跟研究，供，以 A23 <u>**供大家的參考**</u>

BT: A33Today I want to share A43with you some research and some of my personal experience I have on managing change in Asia... A33Today A43the district we focus on, is Asia. B34All C13those I tell A43you A33today is A13our experience and research, for, A23<u>**for your reference**</u>.

Here "but that's for you to decide yourself" has been replaced by "for your reference", which makes explicit the speaker's intention to give this lecture, an idea only implicitly indicated in the previous sentence "the lesson I think will be quite relevant to you". It is shown clearly that this substitution was motivated by P9's notes, where the character "供參考" (for your reference) can be detected.
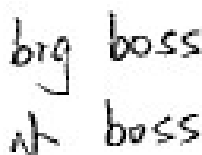
2) Six cases are relevant to the layout of the notes in the professional group while there was only one in the novice group, which verifies that the layout of professional interpreters' notes can better reflect the implied connections between information than that of their novice counterparts. The following are typical examples to illustrate this point:

Example 7-10

ST: could be your big boss now, could be your little boss,

P2: [C33]或者是你的自己的這個大老板呐，[C33]或者是你們的小老板

BT: or your own big boss, or you little boss

Here, P2 added two conjunctive adjuncts "or". This can be attributed to the parallel layout of the two persons "big boss" and "小 boss" on the notes.

3) In E-C CI, there are only eight explicitation cases related to misinterpretation of notes in the professional group while there were 18 in the novice group. For instance,

Example 7-11

ST: When you were younger, we look at the leader above us.

N12: <uh>當我們年輕的時候呢，我們<uh>[A22]是被人領導的。

BT: <uh> when we were young, we <uh> [A22]**were led by [other] people**.

The above case illustrates N12's replacement of the process "look at the leader above us" with "were led by [other] people", which is inferrable from the word "leader" in the original ("we look at leader" indicates "we have leader"). It is clear that this shift can be attributed to N12's notes. There s/he draws a

bracket-shaped symbol on top of the character "L" (stands for "leader"). She/he intended to use it to represent "leaders are above us", yet while reading it, s/he misinterpreted it as "we are under the leader's control".
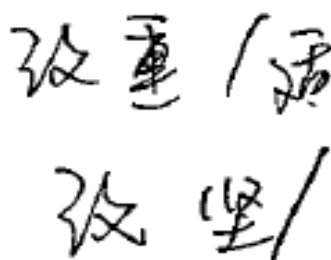
 4) Three explicitation cases in both groups are related to the symbols in the notes that were written down showing misunderstanding of the original information in E-C CI. A typical case is as follows:

Example 7-12

ST: So even though change is difficult, we must adapt. And this is the Yin-yang. There is change and there is resistance.

N10: <uh>那改變，那 [B24] 最重要的是在、[A32] 在 [A23] 發生改變的時候我們要 [A23] 學會去適應這種，[A23] **要讓這種改變能夠持續下去**。

BT: <uh>so the change, so [B24]the most important is while, [A32]while changing [A23]happens we should [A23]learn to adapt this kind of, [A23]**should keep this kind of change going on**.

The original idea "because change and resistance are like the two parts of yin-yang, they co-exist with each other so we should keep a balance between them" has been replaced with "we should keep this kind of change going on". This is an idea that can be inferred from the co-text and situation (the speech is

about how to make change happen successfully), so it could be labeled it as a case of the process-based explicitation. In N10's notes, s/he jotted down two characters "改" (change) and "堅" (insistence) to represent the original meaning. Obviously here s/he misheard "resistance" as "insistence". Thus later when s/he read the notes, s/he misconnected them into the idea "should insist on changing". This example represents a typical explicitation motivated by notes taken down while misunderstanding the original.

Apart from mishearing, there are also cases where interpreters may note down symbols that did not reflect the original concept. For instance,

Example 7-13

ST: For example, could solve problem.

P12: 比如說 [C23] 他 [B24] 善於解決問題 [A33] **等等** [C13] 這樣一些特質

BT: For example [C23]he [B24]is good at solving problems, [A33]**and so on**, [C13]these characteristics.

In this example, the speaker is giving example. P12 made anticipation that there will be more than one example that the speaker would like to offer. Thus in his/her notes, s/he draws an angle bracket to prepare for a long listing of characteristics shared by good leaders. But as a matter of fact, in the original speech, the speaker only provided one feature. While reading his/her notes, P12

might forget his/her mis-anticipation, so s/he added "and so on". This addition belongs to the addition of the circumstantial adjunct. To be specific, it is a condition indicator, making explicit that good leaders have other features. Fortunately, this addition is inferrable from the co-text, the original "for example" indicating there are other features. So it forms an explicitation rather than a groundless addition.

The above analysis demonstrates that both professional and novice interpreters may mishear or misunderstand the original message. In some cases, explicitations are induced from symbols jotted down upon mishearing or misunderstanding the original information.

7.3 Comparison of Notes-related Explicitation in C-E CI and E-C CI

Table 7-3 lists all the notes-related explicitation shifts identified in C-E CI and E-C CI.

Table 7-3. Frequency of Notes-related explicitations according to language direction

Notes-related	M51	M52	M53	M54	Total
C-E	**52**	13	19	9	**92**
E-C	31	7	**26**	6	70

We can infer the following observation from the above statistics: Generally speaking, more explicitations are notes-related in C-E CI than in E-C CI; interpreters made more explicitations based on the information noted down in C-E CI; more explicitations in E-C CI are formed due to interpreters' misinterpretation of their notes.

CHAPTER EIGHT FINDINGS AND DISCUSSION

Interpreters' professional experience and interpreting directions are two independent variables the present study adopted to explore explicitation patterns in CI. Our analysis in the above chapters (Chapter Four to Seven) has demonstrated different explicitation patterns between professional and novice interpreters in C-E CI and E-C CI as well different explicitation patterns between C-E and E-C CI. In this chapter, we will seek explanations for these identified differences from theories like Filmore's Frame Semantics, Chesterman's Expectancy Norms, and Anderson's Three Stages in Skill Acquisition, etc.

8.1 Interpreting Experience and Explicitation Patterns in C-E CI

Table 8-1 displays the explicitation patterns of professional and novice interpreters in C-E CI.

Table 8-1. Explicitation Patterns of Professional and Novice Interpreters in C-E CI

CEP	M1	M2	M3	M4	T	CEN	M1	M2	M3	M4	T
A1	45	5	**286**	0	336	A1	**81**	15	175	0	271
A2	4	3	115	0	122	A2	3	7	120	0	130
A3	18	1	**108**	0	127	A3	**53**	4	65	0	122
A4	2	20	137	0	159	A4	1	23	129	0	153
B1	3	0	0	4	7	B1	**30**	0	0	3	33
B2	3	11	0	**183**	197	B2	2	19	0	133	154
B3	14	3	0	143	160	B3	6	9	0	128	143
C1	1	0	31	0	32	C1	12	0	33	0	45
C2	7	0	**56**	10	73	C2	**19**	0	28	8	55
C3	69	0	**286**	0	355	C3	**147**	0	148	0	295
T	166	43	1019	340	1568	T	354	77	698	272	1401

8.1.1 Explicitations for Clarification

As shown in Table 8-1, professional interpreters in general made more explicitations than their novice counterparts in C-E CI, especially explicitations for clarification (p=0.007, r=0.548). This finding is consistent with the result yielded from Vik-Tuovinen's study, where he proved that professionals discussed how their potential audience would react to their interpretation more frequently than novices (2002: 68). Levý proposed that translation is "a decision-making process" from beginning to end (1967: 1171). The high frequency of experiential additions for clarification in the professional group indicates that professional interpreters are more listener-oriented and can make greater contributions in facilitating communication than their novice counterparts in C-E CI.

Among all the experiential explicitations performed for clarification, the major forms found in both groups include adding modifiers and circumstantial adjuncts as well as replacing processes and participants.

For the addition part, professional interpreters added significantly more inferrable modifiers (p=0.037, r=0.425) and circumstantial adjuncts (p=0.030, r=0.444) than novice interpreters, which may be attributed to professional interpreters' more extensive accumulation and quicker retrieval of "frames". The concept of "frames" originates from Filmore's frame semantics. In his system, communication cannot be fulfilled by making clear the dictionary meaning of the individual words they hear. Understanding should be based on people's established semantic frames. "A frame is invoked when the interpreters, in trying to make sense of a text segment, is able to assign it an interpretation by situating its context in a

pattern that is known independently of the text" (Filmore 1985: 232). For example, the sentence in example 3.3-2 "劉延東發表了演講" (Liu Yandong made a speech) makes no mention of "State Councilor", yet interpreters who share certain political knowledge would immediately invoke the title of the person who addressed the speech and add the title as a modifier to the person's name. Also in example 4.2.3-2, the circumstantial adjunct "通過討論" (through discussion) has not been mentioned by the speaker, yet for interpreters who elicit the frame related to the communication situation, where the speaker has just discussed the good and bad features of leaders, this adjunct has been evoked from their minds and added into their interpretation. Filmore also stressed that not all frames are "innate, in the sense that they appear naturally and unavoidably in the cognitive development of every human"; some frames are "learned through experience or training" (ibid.). "Words represent categorizations of experience and each of these categories is underlain by a motivating situation occurring against a background of knowledge and experience" (Filmore 1982: 112). Still using the above example, we know that the association between the name "Liu Yandong" and her title "State Councilor" is not innate. Only interpreters who know of this connection can generate this frame in their minds. The fact that more modifier and circumstantial adjunct additions can be observed in the professional group verifies that professional interpreters have established more extensive frames and they can associate background knowledge with the words and sentences they hear in a more efficient way. We may thus conclude that with the increase in interpreting experience, interpreters have accumulated more associated knowledge and they can retrieve relevant frame knowledge quicker than their novice

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counterparts.

As regards the substitution part, no significant difference can be detected between the frequency of process and participant substitutions of the two groups. This finding is contrary to Moser-Mercer's previous study (Moser-Mercer et al. 2000), in which five student interpreters and five professional interpreters were invited to shadow two texts (one in their A language, the other in their B language). Her study shows that student interpreters "proved to be rather faithful shadowers"; whereas professional interpreters "made greater use of substitution, producing nonetheless sentences that were grammatically correct, and did not alter the meaning of the sentences" (ibid. 115-118). This contradiction may be explained by the inherent incompatibilities between the shadowing task and the CI task. To be specific, shadowers only need to repeat phonologically, imitating the sound they hear whereas interpreters are required to not only understand the meaning but also transfer it into another language. Furthermore, the similar number of process and participant substitutions identified in the present study between professional and novice groups also confirms that in C-E CI, interpreters' tendency to paraphrase is not very relevant to their professional experience.

Among all the textual explicitations implemented for clarification, the major form is the addition of conjunctive adjuncts. Professional interpreters added more conjunctive adjuncts for clarification than novice interpreters ($p=0.002$, $r=0.645$). In addition, significantly more additions of inferrable elliptical information ($p=0.007$, $r=0.547$) can also be detected in the professional group. Fitts and Poser propose that there are three stages in skill acquisition: "the cognitive stage", "the associative

stage" and "the autonomous stage" (cited. in Anderson 2000: 280-282). At the

cognitive stage, novices "acquire an initial, often verbal, characterization of the skill"

(Anderson 1983: 217), for instance, memorizing steps that are needed to fulfill one

task; in the second stage – "the associative stage" – "errors in the initial

understanding are gradually detected and eliminated" and "connections among the

various elements required for successful performance are strengthened (Anderson

2000: 281); and in the autonomous stage, "a skill [...] is highly practiced [and]

knowledge that is initially taught explicitly becomes [...] automatic" (Hoffman 1996:

91). The above quantitative findings just echo the "three stages theory", which

indicates that experts can better perceive the associative connections between two

things than novices. The higher frequency of professional interpreters in adding

implicit conjunctive adjuncts and elliptical components for clarification suggests that

professionals can better perceive the inter-clause relations in the original speech and

tend to improve the cohesion in their renditions more frequently than novice

interpreters.

8.1.2 Explicitation for Time-management

Toury, holding that translation is a norm-governed activity, was the first person to

systematically introduce the concept "norms" into Translation Studies (Li & Tang

2012: 22). A norm, as illustrated by Toury, falls between "objective, relatively

absolute rules" and "fully subjective idiosyncrasies" (1980: 51). And translation

norms are defined as "the translation of general values or ideas shared by a

community – as to what is right or wrong, adequate or inadequate – into performance

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instructions appropriate for and applicable to particular situations" (Toury 1995: 55).

Based on the idea that some norms can be treated as "solutions to problems posed by certain interaction situation" (Ulmann-Margalit 1977: 9), Chesterman further developed translation norm theory by proposing "the expectancy norms", which refers to norms that "are established by the receivers of the translation, by their expectations of what a translation [...] should be like (Chesterman 1993: 9). A large number of studies on the quality of interpreting from the perspective of users' expectations have been conducted (Bühler 1986; Kurz 1989, 1993a, 1993b, 2001; Marrone 1993; Vuorikoski 1993, 1998; Kopczynski 1994; Mack & Cattaruzza 1995; Moser-Mercer 1997; Ru 1996; He 2002; Zhang 2008, 2011; Zhang & Ke 2008; Christensen 2011; Wang 2013). Most of these studies collect data from questionnaires. Among the parameters they investigate, "fluency of delivery" has always been one of the most critical factors that influence users' evaluation. For instance, 139 CI users filled in questionnaires designed by Wang (2013). Their responses show that "fluency" is the top one element they are concerned about (ibid. 111). In the present study, considerably less experiential explicitations for time-management have been identified in the professional group (p=0.004, r=0.585). In other words, less incompetence indicators, like hesitations, pauses, stretching pronunciation and self-correction are found in the professional group. This verifies that with the increase in interpreting experience, interpreters can deliver their rendition more fluently and better fulfill the expectancy norms.

Among all the experiential and textual explicitations implemented for time-management, the major manifestation found in the professional group is the

addition of modifiers whereas for the novice group, the major form is adding modifiers, circumstantial adjuncts and conjunctive adjuncts. Novice interpreters added significantly more inferrable modifiers (p=0.014, r=0.504), circumstantial adjuncts (p=0.020, r=0.622) and conjunctive adjuncts (p=0.005, r=0.567) than professional interpreters. The results can be interpreted in two ways. First, novice interpreters have encountered more interpreting difficulties than professionals in C-E CI. Second, while being in lack of information-processing time, novice interpreters tend to add implied modifiers, circumstantial adjuncts and conjunctive adjuncts. The higher frequency of experiential and textual explicitations for time-management in the novice group indicates that more hesitations have been found in their renditions. As "hesitant delivery [...] can greatly reduce the quality perceived by the listeners, and in some cases prevent accurate comprehension of the interpretation" (Tommola & Heleva 1998: 185), the more frequent adoption of modifier-based, circumstance-based and conjunction-based additions as time-management strategy may make novice interpreters' performance less convincing to the listeners than that of professional interpreters.

As regards all interpersonal explicitations carried out for time-management, novice interpreters added more inferrable engagement information whereas professional interpreters added more inferrable intensifiers than novice interpreters. The difference is marginal, which rejects any conclusive findings. Yet some tendencies may be perceived before it can be testified by further studies: novice interpreters tend to gain extra processing time through the addition of engagement information while professional interpreters tend to do so through the

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addition of intensifiers.

8.1.3 Explicitation for Gap-filling

Among experiential explicitations used for gap-filling, the major manifestation in both groups is the substitution of participants, where interpreters failed to render the original participant and replace it with another one that can be inferred not from the information he/she is expected to render but from other information in the context. If we make a close investigation of the relevant cases, it can be found that more than half (15 cases in the professional group and 16 cases in the novice group) can be attributed not to interpreters' difficulty in understanding, memorizing or expressing, but their "inaccurate anticipation". Since the first study of anticipation in conference interpreting conducted by Herbert (1952), the importance of "anticipation" in SI has often been emphasized quite often (Moser 1976; Kirchhoff 1976; Wilss 1978; Lederer 1978 & 1981; Seleskovitch 1984; Van Dam 1989; Chernov 1994; Kohn & Kalina 1996; Setton 1999). Yet its features in CI have rarely been investigated. According to Vandepitte, anticipation refers to "the interpreter's mental generation of (parts of) assumptions that correspond to those that have not yet been expressed by the speaker" (2001: 329). It is believed that anticipation is applied at the comprehension stage only (Kalina 1992: 255-256). And "previous knowledge of a topic on which interpretation has to be done will activate subsets in the lexicon that are semantically based" so as to achieve anticipation (De Bot 2000: 74). These two features of anticipation just stand as explanations of the inaccurate anticipations

identified in this study. For instance, the original "重視教師隊伍建設" (attach importance to the building of the faculty team) has been rendered into "attach importance to education". In the retrospection, some interpreters reported that they felt they could infer the ensuing information from the pre-text, so they did not listen to the original word for word. This conforms also to Gile's Tightrope Hypothesis, which assumes that "most of the time, interpreters work close to saturation, be it in terms of total processing capacity requirements or as regards individual Efforts because of high Effort-specific requirements and/or sub-optimized allocation of resources to each of them" (1995:182). According to this hypothesis, if interpreters believe they can anticipate the following information, they might pay less attention to listening to the input and more attention to other concurrent acts, like memorizing and note-taking. They may treat this act as a fashion to balance well with other processing demands. Since the study found that both groups undertook a similar number of participant substitutions for gap-filling, and the majority can be attributed to interpreters' imprecise anticipation, it may be concluded that in C-E CI, both professional and novice interpreters, having barely any difficulty in A language comprehension, tend to anticipate more frequently so as to allocate more efforts to other concurrent processing acts.

In interpersonal explicitation, a significant difference can be detected in the frequency of adding appraisal information for gap-filling conducted by the two groups (p=0.063, r=0.380). The higher frequency in the novice group suggests that they encountered information loss more often than professionals. In addition, it also demonstrates that they tend to fill in the gap resulting from information

loss with appraisal information that the speaker implies while professional interpreters rarely do so.

8.1.4 Explicitation for Subjectivity Reinforcement

Among all the interpersonal explicitations employed for reinforcing speakers' attitude, both professional and novice interpreters are featured with the addition of attitudinal intensifier. Moreover, professional interpreters added more inferrable intensifiers than novice interpreters (135:114). The difference between the two groups did not reach significance. This might be attributed to the small sample size and short interpreting material. Nevertheless, it is an important issue for further study to explore whether there is any correlation between interpreters' experience and their performance on reinforcing speakers' attitude. The statistics in the present study may still indicate a possible tendency that professional interpreters are more prone to reinforce the inferrable attitudinal information through the direct addition of implied intensifiers. For instance, for the sentence "下一個階段我們就是要想辦法讓孩子們能夠上好學 (in the next stage we just need to let children be able to receive good education)", P2 interpreted it as "now we **really** need to **greatly** improve the~ education quality". In this sentence, the speaker expressed the determination of the government in improving education quality in China. To reinforce this kind of determination, P2 added "really" to emphasize the urgency of this task and "greatly" to foreground the degree of education quality the government intends to enhance.

8.1.5 Notes-related Explicitation

Due to the small number of notes-related explicitations in C-E CI, no significant statistics can be derived from this aspect of the research. Yet, two differences are still worth noting:

More explicitations can be related to the symbols noted down by professional interpreters than novices, which verifies that more explicitation cases are formed by professional interpreters in the listening and analyzing stage. This corroborates previous findings which claim that with the increase of expertise, interpreters' deverbalization ability will improve (Tang 2010: 41). "Deverbalization" is the core concept in the Paris school's Interpretive Theory (*theorie du sens*) and the key step in the Triangular Model proposed by Seleskovitch, in which she posited that interpreting is "a triangular process", whose "pinnacle is the construct of sense" (Pöchhacker 2004: 97). To be specific, the three steps in this model are: 1) merging elements of linguistic meaning with extra-linguistic knowledge to obtain sense; 2) deverbalizing that sense as it emerges; and 3) spontaneously expressing this sense linguistically (Seleskovitch & Lederer 1989), where deverbalization stands for the process to acquire "sense" from the deep structure of the original message. The finding that more explicitated information has been observed in professional interpreters' notes can be ascribed to their quicker acquiring of "sense" and better deverbalization skill.

There are more explicitation cases that can be attributed to the misinterpretation of notes in the novice group than in the professional group. This can be attributed to two tendencies shared by novice interpreters: on the one hand,

they often take down more notes using the exact words of the speaker while not

understanding the meaning the speaker expresses (see example 7-4); on the other

hand, novice interpreters are not as good as professionals at using symbols. They

may jot down unfamiliar symbols in a hurry and fail to recall the meaning they

represent later (see example 7-5).

8.2 Interpreting Experience and Explicitation Patterns in E-C CI

As displayed in Table 8-2, in general, professional interpreters made more

explicitations than their novice counterparts in E-C CI.

Table 8-2. Explicitation Patterns of Professional and Novice Interpreters in E-C CI

ECP	M1	M2	M3	M4	T	ECN	M1	M2	M3	M4	T
A1	8	2	**164**	0	174	A1	12	7	119	0	138
A2	10	32	**159**	0	201	A2	16	**51**	115	0	182
A3	60	14	**160**	0	234	A3	48	23	86	0	157
A4	6	8	**164**	0	178	A4	3	11	142	0	156
B1	10	1	0	4	15	B1	7	3	0	4	14
B2	0	3	0	50	53	B2	8	7	0	53	68
B3	19	4	0	**173**	196	B3	12	13	0	116	141
C1	4	0	**67**	0	71	C1	3	0	41	0	44
C2	25	0	122	5	152	C2	18	0	110	3	131
C3	54	0	**153**	0	207	C3	55	6	108	0	169
T	196	64	989	232	1481	T	182	121	721	176	1200

8.2.1 Explicitations for Clarification

Among all the experiential explicitations implemented for clarification, the major

forms in both groups include the addition of modifiers and circumstantial adjuncts.

The Mann-Whitney Test shows significant differences between the two groups in the

addition of inferrable modifiers (p=0.020, r=0.475) and circumstantial adjuncts (p=0.010, r=0.705). Notwithstanding the less-than-significant difference, professional interpreters did make more process additions (72:46), process substitutions (87:69) and participant additions (101:86) in terms of the total number of explicitation instances.

This pattern is quite similar to that found in C-E CI (see Section 8.1.1). As in frame semantics, "a frame is evoked by the text if some linguistic form or pattern is conventionally associated with the frame in question" (Filmore 1985: 232), the significantly greater number of modifier and circumstantial adjunct additions in the professional group proves professional interpreters adopt more listener-oriented approach (Vik-Tuovinen 2002: 68) and have established broader semantic frames which enables them to retrieve background information more efficiently in E-C CI. The non-significant higher frequency of relevant substitutions indicates that the ability and tendency of paraphrasing is not intertwined with interpreters' professional experience.

Among all the textual explicitations employed for clarification in both groups, the major manifestations include the addition of conjunctive adjuncts and elliptical components. Similar to two groups' performance in C-E CI, professional interpreters added significantly more conjunctive adjuncts than novice interpreters (p=0.048, r=0.403), which suggests professional interpreters possess better "associative ability" (see Section 8.1.1) and "use more global plans whereas novices tend to favor low-level – microcontextual – plans" (Moser-Mercer 1997: 257). On the basis of this competency, they can better perceive the implied logic in the original speech and

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tend to enhance the cohesion in their rendition more frequently than novice interpreters.

8.2.2 Explicitation for Time-management

As regards the experiential explicitations carried out for time-management in E-C CI (see Figure 8-2), the major manifestation in both groups (72% in the professional group and 62% in the novice group) is the addition of circumstantial adjunct. Statistics show that there is no significant difference between the two groups (p=0.281, r=0.220). Yet as the 24 subjects all added circumstantial adjuncts for time-management, it can be assumed that while lacking information-processing time in E-C CI, professional and novice interpreters may both attempt to gain extra time through the addition of circumstantial adjuncts.
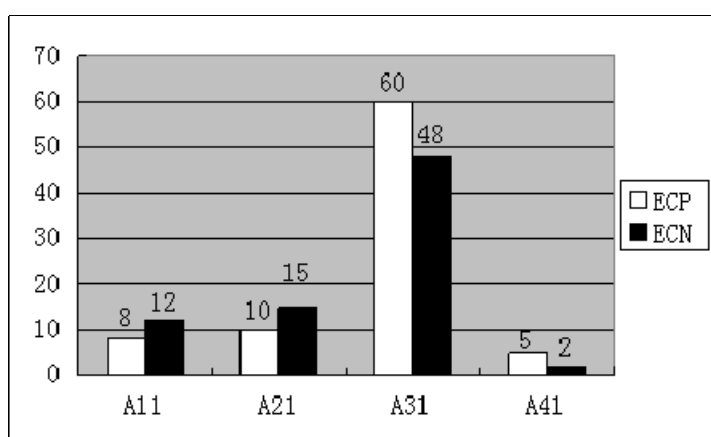
Figure 8-2. Experiential Explicitation for Time-Management of Two Groups in E-C CI

No significant difference can be observed between the two groups' experiential explicitations for time-management in E-C CI. This is contrary to the situation in C-E

CI, where significant difference has been identified. Taking a close look at the two groups' performance, it can be found out that the change originates from the reduction of modifier additions in both groups (the novice group reduced more) and the increase of circumstantial adjunct additions in the professional group. Among explicitations for time-earning purposes, the addition of modifiers indicates interpreters' difficulties in dealing with the following participants while the addition of circumstantial adjuncts suggests their difficulties in rendering the following processes. If this logic holds, does it show novice interpreters encountered less participant-related problems whereas professional interpreters encountered more process-related problems in E-C CI than in C-E CI? The answer should be studied from two perspectives: from the changes in explicitations for gap-filling, it can be seen that for both professional and novice groups, more process-based explicitations occurred while less participant-based explicitations appeared. This shows that compared with the Chinese original in C-E CI, the English original in E-C CI led to more process-related difficulties and less participant-related ones. This explains the decrease of modifier additions for time-management in both groups and the increase of circumstantial adjunct additions in the professional group. Another question that could be asked is why did novice group not increase its relevant circumstantial additions? Were the novice interpreters more competent in resolving those process-based difficulties than the professionals? It can be observed that the number of process-based explicitations for gap-filling in the novice group has increased to a larger extent than that in the professional group. This suggests that although the novice group did not increase its circumstantial adjunct addition as much as the

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professional group, it lost more process-based information. So for the professional interpreters, while encountering more process-related difficulties in E-C CI, they chose to resolve them with the help of the extra processing time they gained through making explicitations; whereas for the novice group, they chose to replace the original processes they failed to render with other processes inferrable from the context. To sum up, although the novice group did not make more explicitations for time-management than professionals in E-C CI as they did in C-E CI, they made more explicitations for gap-filling, which reflects that compared with C-E CI, in E-C CI, novice interpreters missed more information.

Among all the interpersonal explicitations carried out for time-management purposes, only novice interpreters added inferrable attitudinal information. Besides, professional interpreters added slightly more inferrable intensifiers than novice interpreters. These demonstrate a tendency that when lacking information-processing time, professional interpreters tend to add intensifiers while novices tend to add the attitudinal information that the speaker implies.

The major form of textual explicitations adopted for time-management is the addition of conjunctive adjuncts (65% in the professional group and 72% in the novice group). Although no significant difference can be observed in this type of explicitation in the present study, 22 out of 24 interpreters' have performed this kind of explicitation, which can still verify that it is a common practice for professional and novice interpreters to add conjunctive adjuncts as a way to earn extra processing time.

8.2.3 Explicitation for Gap-filling

As shown in Table 4.2-11, the Mann-Whitney Test reveals that novice interpreters performed significantly more experiential substitutions for gap-filling than professional interpreters (p=0.021, r=0.470). The major manifestation of explicitation for gap-filling in both groups is through the substitution of the original processes interpreters failed to render with other processes that can be inferred from other information in the context. Despite the lack of significant difference (p=0.220, r=0.468) in the number of process substitution for gap-filling between the two groups, the effect size measure r of 0.468 confirms that the magnitude of this difference is close to big. This validates that the independent variable – interpreter's professional experience – indeed exerts a relatively huge effect on the number of process substitutions that interpreters might make for gap-filling in E-C CI. Part of the explanation of the insignificance may lie in the small number of subjects and the short length of the original speech. A further exploration with a larger sample size and longer interpreting material may be able to better distinguish the two groups' performance in this regard. Moreover, novice interpreters made more appraisal-based explicitations for gap-filling than professional interpreters (p=0.032, r=0.438), mainly in the forms of adding intensifiers and replacing non-attitudinal expressions with attitudinal ones. The greater number in the novice group proves that the novice group encountered more information loss in E-C CI than professionals. This coincides with the finding in a previous study (Liu 2001; Liu et al. 2004) where professional interpreters were found to be "better in selecting important ideas from the speech input under conditions where stringent task demands jeopardize

completeness and accuracy of the output" (Liu et al. 2004: 19). In other words, novice interpreters are not as skillful as professionals in processing information. It is more difficult for them to concentrate on critical information while minimizing the effort dedicated to trivial details. As a result, they tend to miss the greater portion of message.

8.2.4 Explicitation for Subjectivity Reinforcement

Among all the appraisal-based explicitations implemented for reinforcing the speaker's attitude, the most frequently adopted manifestation is the addition of intensifiers. Professional interpreters made more additions of inferrable intensifiers than novice interpreters did (p=0.046, r=0.408). For instance, when the speaker asked listeners to list characteristics of good and bad leaders, for a better reflection of the strong contrast between being good and bad, P1 interpreted the good features like "gentle" as "<u>必須</u>是<u>非常得</u>儒雅" (**must** be **very** gentle) and "innovative" as "<u>必須富</u>有創意" (**must** be **full of** creativity) whereas the bad features like "without innovation spirit" as "<u>一點都</u>沒有創造力" (without **any** creativity **at all**). This finding is similar to that found in C-E CI, where the professional group also made more intensifier additions than their novice counterparts. Therefore, with this tendency being observed in two language directions, the existence of "**an intensifying tendency**" in interpreters' CI performance between English and Chinese can be confirmed. In other words, with the increase of interpreting experience, interpreters are more inclined to reinforce the speaker's attitude with the direct addition of intensifiers.

8.2.5 Notes-related Explicitation

The differences between professional and novice interpreters in notes-related explicitations lie mainly in the number of cases related to the layout of notes and those which resulted from the misinterpretation of notes.

Similar to the situation in C-E CI, novice interpreters made more explicitations due to their misinterpretation of the notes they took down during E-C CI. As discussed in Section 8.1.5, this can be explained for the following reasons: one is novice interpreters' tendency to note down the exact words the speaker says while not understanding the meaning; the other is that novice interpreters are still in the process of establishing their own individual notes system. Before building up a fully-fledged system, novice interpreters may easily adopt symbols they are not familiar with and misinterpret those symbols while reading notes (see example 7-11).

The layout of professional interpreters' notes has stimulated more explicitations than that of the novices' in E-C CI. This echoes what has been found in the previous research on air traffic control (ATC) (Seamster et al. 1993). ATC is a profession similar to interpreting due to the fact that practitioners are dealing with multitasks under heavy time constraints. For instance, controllers have to read and analyze "data from the radar screen, flight progress strips, and communicate with pilots about individual aircraft" so as to avoid potential conflicts (ibid. 269). Seamster et al. validates that professional controllers have mastered "some way to overcome the normal information processing limitations" because information in their mind has been organized and structured (ibid. 279).

In other words, professionals enjoy a "more comprehensive and organized view of the evolving situation (ibid. 278). This expertise may also equip interpreters with ways to take notes in a more structured way, which results in the higher number of explicitations inferable from the layout of notes (see example 7-10).

8.3 Interpreting Directionality and Explicitation Patterns

Table 8-3 showcases the explicitations in C-E CI and E-C CI respectively.

Table 8-3. Explicitation Patterns in C-E & E-C CI

C-E	M1	M2	M3	M4	T	E-C	M1	M2	M3	M4	T
A1	**121**	20	**441**	0	582	A1	20	9	283	0	312
A2	7	10	235	0	252	A2	26	**83**	**374**	0	383
A3	71	5	173	0	249	A3	**108**	**37**	**246**	0	391
A4	3	**43**	266	0	312	A4	9	19	**306**	0	334
B1	33	0	0	7	40	B1	17	4	0	8	29
B2	5	**30**	0	316	351	B2	8	10	0	103	121
B3	20	12	0	271	303	B3	31	17	0	289	337
C1	13	0	64	0	77	C1	7	0	**108**	0	115
C2	26	0	84	18	128	C2	43	0	**230**	10	283
C3	**216**	0	**434**	0	650	C3	109	6	261	0	376
T	515	120	1697	612	2944	T	378	185	1808	410	2681

8.3.1 Explicitations for Clarification

The majority of experiential explicitations in both language directions are motivated by the intention to clarify (80% in the professional group and 78% in the novice group). Significant differences can be observed in many sub-categories. Among them, interpreters substituted more modifiers (34:18, $p=0.040$), processes (192:156, $p=0.023$), participants (188:119, $p=0.020$) and added more modifiers (407: 265, $p=0.002$) in C-E CI while added more processes (118:43, $p=0.000$), circumstantial

adjuncts (225:158, *p*=0.011) and participants (187:78, *p*= 0.000) in E-C CI. The general tendency of experiential explicitations for clarification is that more substitutions tend to occur in C-E CI while more additions tend to occur in E-C CI. It is generally assumed that if interpreters render from A to B language (in this study it refers to C-E), more difficulties may occur in production while from B to A language (in this study it refers to E-C), more difficulties may occur in comprehension. In C-E CI, since less comprehension efforts are required according to Gile's Effort Model, interpreters can spare more efforts in other concurrent acts (1995: 175-176). So it seems plausible they may tend to think about ways to rephrase the original message so as to optimize listeners' comprehension. Whereas in E-C CI, comprehension tends to be relatively more effort-consuming, interpreters need to structure the information based on what they heard in the original while adding more specific details to facilitate listeners' processing.

The majority of textual explicitations in both language directions are also motivated by the intention to clarify (68% in C-E CI and 77% in E-C CI). Significant differences between the two language directions can be observed in the following sub-categories:

First of all, with respect to the additions of conjunctive adjuncts, more relevant cases could be identified in C-E CI (*p*=0.000, *r*=0. 520). This finding echoes Gumul's previous study (2007) where she identified more connective additions in retour interpreting (from A to B language). Denissenko claims that in the interpreting process, comprehension is the most crucial part and "the losses at input cannot be repaired" (1989: 157). Therefore it is reasonable to infer that if the interpreter detects

less implied inter-clausal relationships in the input, the relationships they can reflect in the target language rendition would correspondingly be less. That also explains interpreters' higher frequency in adding conjunctive adjuncts in C-E CI.

More additions of elliptical components (*p*=0.000, *r*=0.584) and a significant higher frequency of lexicalizing proforms have also been detected in the professional group in E-C CI (*p*=0.031, *r*=0.440). According to Gile's Effort Model for CI, while "phase one" centers around information comprehension, which includes "listening and analysis, note-taking, short-term memory operations and coordination", "phase two" focuses on information delivery, which comprises "remembering, note-reading and production" (1995: 179). The first two elements in phase two concern information retrieval from working memory and notes whereas production relates mainly to interpreters' language proficiency. In Chang's study, she found that interpreters "tend to be more likely to omit messages that they had difficulty expressing in their B language" (2005: 123). Compared with interpreters' A language, their B language proficiency is in general less satisfactory. Therefore, it is understandable that interpreters tend to add less elliptical information and lexicalize less proforms in their C-E CI (from A to B language).

8.3.2 Explicitation for Time-management

Although no significant difference appears between the total number of experiential additions for time-management (*p*=0.248) in C-E and E-C CI, interpreters added significantly more processes (*p*=0.002, *r*=0.457) and circumstantial adjuncts (*p*=0.002, *r*=0.444) in E-C CI for time-earning purposes. Furthermore, for the

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professional group, the number of additions of inferrable modifiers for time-gaining (p=0.000, r=0.596) in C-E CI is significantly more than that in E-C CI. Explicitations for time-management are good indicators to the problems interpreters encountered in the interpreting process. For instance, as mentioned in Section 8.2.1, when modifiers are added, we know interpreters have encountered problems in dealing with the ensuing nouns or nominal groups; when more circumstantial adjuncts are added, the difficulties tend to be related to the following processes. Therefore, the above findings are in line with the findings of experiential explicitations for gap-filling (see Section 8.3.3), from which we learn that interpreters encounter more problems in rendering process-based information in E-C CI and more participant-based information in C-E CI.

A significant difference has been observed in the textual explicitations that are carried out for time-management (p=0.027, r=0.319). To be specific, the inter-direction difference lies mainly in novice interpreters' addition of conjunctive adjuncts (p=0.003, r=0.601). The higher number of additions for time-management in C-E CI (515:378) also proves that interpreters may have encountered more difficulties in C-E CI. In addition, the third paragraph of Section 8.3.1 has analyzed why interpreters can better perceive inter-clausal relationships in C-E CI. Hence, with more inter-clause relationships perceived while listening to A language and more processing time needed while delivering in their B language, it is a natural tendency for interpreters to add more conjunctive adjuncts in C-E CI rather than in E-C CI.

8.3.3 Explicitation for Gap-filling

For the experiential explicitations carried out for gap-filling, significant differences between the two language directions lie in the substitution of processes (p=0.000, r=0.579) and participants (p=0.002, r=0.452). To be specific, significantly more process substitutions for gap-filling have been detected in E-C CI while more participant substitutions for the same purpose have been identified in C-E CI.

As regards the process substitution in E-C CI, as interpreters render from their B to A language, they might naturally encounter more difficulties in comprehension than production process. As Dam once claimed, "the more difficult the source text, the more interpreters tend to deviate from its surface form in their target text production" (2001: 50). So the more difficult the original, the more interpreters tend to rephrase the original structures, which constitutes a good explanation for the higher frequency of process-based substitutions in E-C CI.

As revealed in Chang's study, language proficiency played a role in interpreters' decision-making process and may "affect their allocation of resources" (2005: 123). While producing renditions, interpreters take into account "the linguistic resources available to them" (ibid. 123) and "interpreting from A to B is [...] linguistically – or rhetorically – deficient" (Janis 2002: 55). In C-E CI, being from A to B language, interpreters tend to encounter more difficulties in production and their accessible linguistic resources are more limited. In this sense, they are very likely to omit the information they encounter difficulty in expressing in B language. And to make up for those omissions, relevant substitutions should be filled in, which might be the reason for the higher frequency of participant-based substitutions in C-E CI.

A significant difference has been observed in the interpersonal explicitations that have been carried out for gap-filling (p=0.034, r=0.306). Among those cases, the major manifestation is substituting non-attitudinal information with attitudinal message. A higher frequency of this substitution can be detected in C-E CI (p=0.000, r=0.598). While interpreters miss some original information, it is an automatic reaction for them to fill in the gap with information they can easily access (for the reason of interpreters' better perception of attitudinal information in C-E CI than E-C CI, see Section 8.3.4). Moreover, it is not unusual for speakers to foreground their attitude more than once. So in case that non-attitudinal information has been missed, the substitution of it with attitudinal information sounds natural and may better cover interpreters' incompetency. This explains why more information loss has been filled in with the speaker's implied attitude in C-E CI.

8.3.4 Explicitation for Subjectivity Reinforcement

The majority of interpersonal explicitations in both language directions are motivated by the intention to reinforce the speaker's attitude (85%% in C-E CI and 82% in E-C CI). Significantly more additions (p=0.000, r= 0.528) and substitutions (p=0.000, r=0.584) of attitudinal information can be observed in C-E CI than E-C CI. Bao (2005) proposed two kinds of bilinguals, one being compound bilinguals the other being coordinate bilinguals. The former refers to bilinguals who are native speakers of two languages, which they acquire at the same time and with the same approach; the later refers to bilinguals who can speak another B language with the same proficiency as their A language (equals to their mother tongue). They learn the two

languages at different times and in separate environments (ibid. 61). Most Chinese people who can speak English fall into the category of coordinate bilinguals. They acquire Chinese since they were born as this is their mother tongue while they learn English later at school as their second language. So are the 24 subjects in this study, who have Chinese as their A language and English as their B language. To them, the comprehension of A language is usually better than that of their B language. Naturally, it is more difficult for them to perceive and be affected by the speaker's implied attitude while interpreting from B to A language. This suggests that more attitudinal messages are available in their mind during C-E CI. Since more attitude-related information can been restored in interpreters' mind while interpreting from Chinese to English, it is no wonder they would conduct a higher number of attitudinal additions and substitutions in this language direction.

8.3.5 Notes-related Explicitation

The major difference in notes-related explicitations between C-E CI and E-C CI lies in the number of explicitations that can be ascribed to the explicitated information interpreters noted down. More relevant cases have been identified in C-E CI. As Dam suggests, "when capacity requirements for listening and analysis were low [...] the subjects had more processing capacity available for the note-taking component" (2001: 259). It is thus plausible that interpreters' better comprehension of their A language has resulted in slightly more explicitated information written down on notes in C-E CI. Moreover, with better comprehension, it is reasonable to expect a quicker response, which provides interpreters with more time and less effort in reorganizing

the information and to note down the implied information. Conversely, interpreters'

lack of familiarity with their B language can adversely affect their comprehension,

which may lead to the mechanical recording of original wordings in their notes.

Worse still, the notes jotted down without full understanding of meaning may even

cause interpreters to misinterpret their notes while reading their notes, which is also a

plausible explanation for the slightly higher number of notes-related explicitations

resulting from misinterpretation of notes in E-C CI.

8.4 Features of Explicitation in CI

Among all the explicitations performed by both groups in both directions, as

shown in Figure 8-4, about 13% in the professional group and 31% in the novice

group in C-E CI as well as about 17% in the professional group and 25% in the

novice group in E-C CI are carried out to make up for inadequate interpreting

capability (see Section 3.6), which provides empirical evidence for the existence

of interpreting-inherent explicitations in CI.
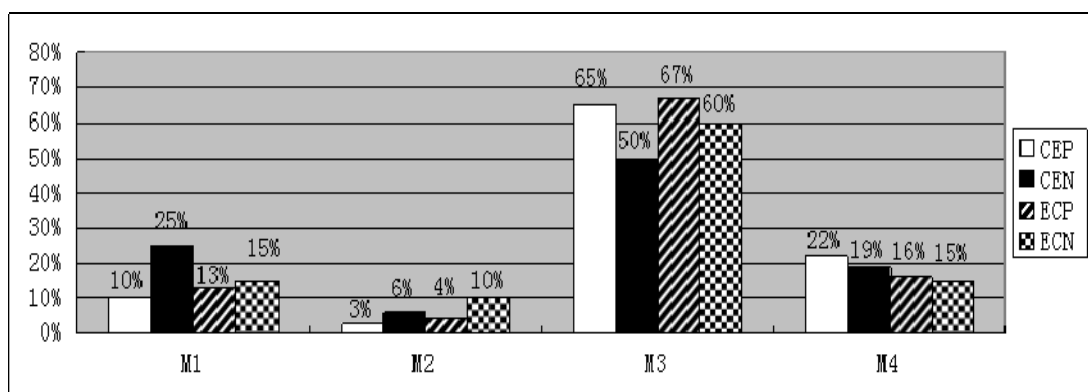
Figure 8-4. The Pattern of Motivations of Explicitation for Two Groups in C-E &
E-C CI

8.4.1 Features of Explicitation in C-E CI

About half of explicitations in C-E CI (47.5%) are related to the experiential meaning. To make explicit the experiential meaning of the original speech, interpreters mainly resort to the addition of inferrable modifiers. About 23.5% of explicitations in C-E CI relate to the appraisal information. Interpreters tend to reinforce the speaker's attitude through the addition of intensifiers and the speaker's implied attitude. About 29% of explicitations in C-E CI deal with the cohesive mechanism of the rendition. Major form of the textual explicitations is the addition of conjunctive adjunct.
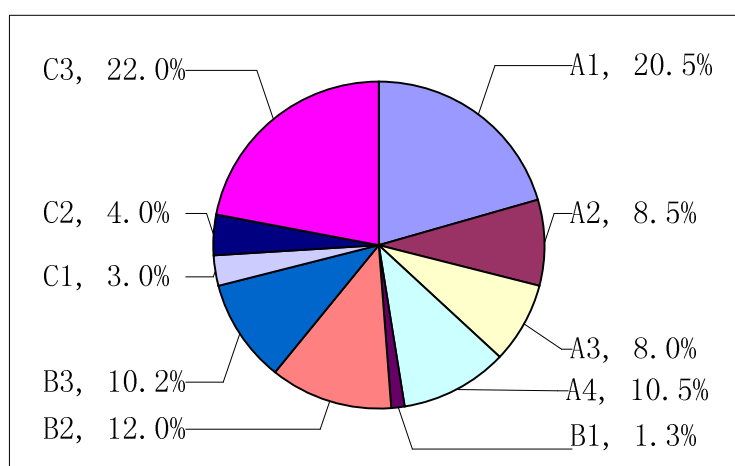
Figure 8-5. The Pattern of Forms of Explicitation in C-E CI

In C-E CI, the majority of explicitations (58%) are employed to clarify the original information. Among these cases, the most common manifestations include the addition of modifiers, conjunctive adjuncts and circumstantial adjuncts, as well as the rephrasing of original processes and participants. While lacking information-processing time, interpreters tend to earn extra time through the addition

of conjunctive adjuncts, modifiers and circumstantial adjuncts. Information loss occurs often on experiential participants. Interpreters usually make up for this gap by replacing the original participant with another one that is inferrable from other information in the context. About 20% explicitations identified in C-E CI are conducted to reinforce speakers' attitude. The widely-adopted way is through the addition of implied attitudinal information and intensifiers.
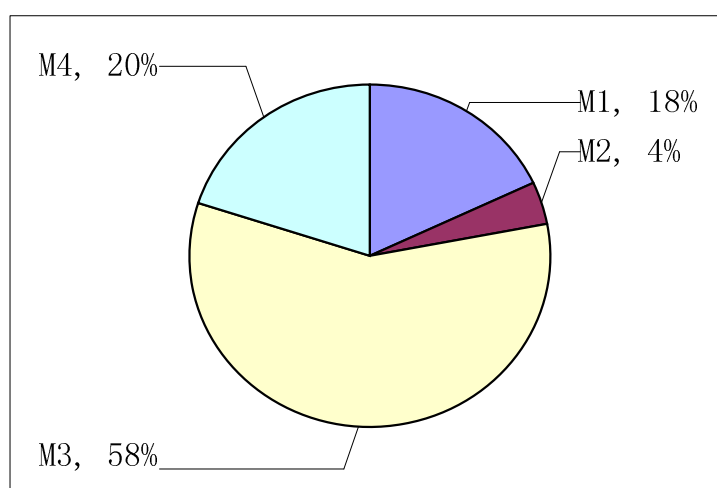
Figure 8-6. The Pattern of Motivations of Explicitation in C-E CI

8.4.2 Features of Explicitation in E-C CI

Over half of explicitations in E-C CI (53%) are related to the experiential meaning. To make explicit the experiential meaning of the original speech, interpreters tend to add inferrable modifiers and circumstantial adjuncts. About 18% of explicitations in E-C CI relate to the appraisal information. Interpreters tend to reinforce the speaker's attitude mainly through the addition of intensifiers. About 29% of explicitations in E-C CI deal with the cohesive mechanism of the rendition. The major forms of textual explicitations are the complementation of elliptical processes and participants

as well as the addition of conjunctive adjuncts.
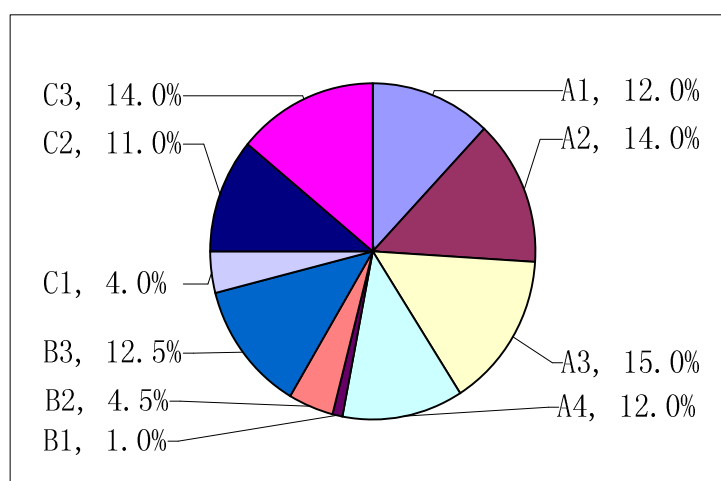
Figure 8-7. The Pattern of Forms of Explicitation in E-C CI

In E-C CI, 64% of explicitations are employed as strategies to clarify the original message. The most common manifestations include the addition of modifiers, circumstantial adjuncts, elliptical processes and participants as well as conjunctive adjuncts. While lacking information-processing time, interpreters are inclined to earn extra time through the addition of circumstantial adjuncts and conjunctive adjuncts. Information loss occurs often in the experiential process. Interpreters usually make up for this gap by organizing a new process that is inferrable from other information in the context. Among 15% of explicitations adopted to reinforce speakers' attitude, the most common strategy is the addition of intensifiers.
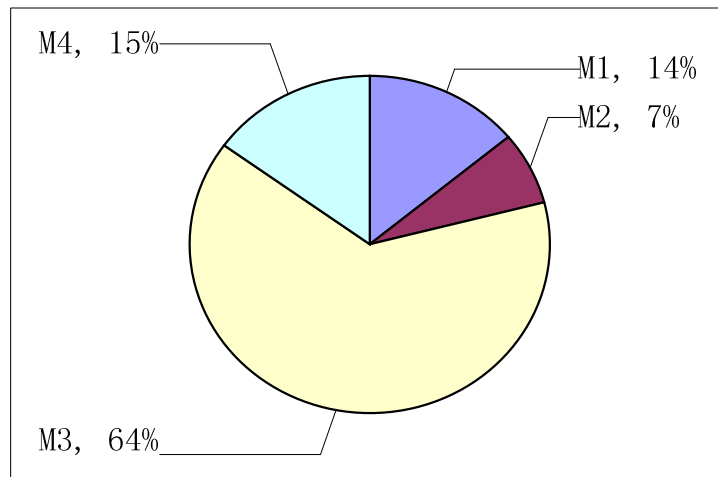
Figure 8-8. The Pattern of Motivations of Explicitation in E-C CI

CHAPTER NINE CONCLUSION

A comprehensive summary of the major findings in the preceding chapters on differences between professional and novice interpreters' explicitation patterns in C-E CI and E-C CI as well as differences between them will firstly be presented in this chapter. A discussion of implications and limitations of the study will follow. Finally, the chapter concludes with suggestions for future studies.

9.1 Major Findings in Summary

1) What are the characteristics of explicitation in CI?

Existence of interpreting-inherent explicitations: explicitations for time-management and gap-filling are attributed to the inherent cognitive difficulties interpreters encountered while working. Altogether 44% of explicitations in C-E CI and 42% in E-C CI are motivated by the above purposes. Notes-related explicitations are also CI-specific. There are about 3% of explicitations in both groups that are related to interpreters' notes. Thus, this study has provided empirical evidence to verify the existence of interpreting-inherent explicitations.

Patterns of forms of explicitation in CI: about half of those explicitations identified in C-E and E-C CI are related to the experiential message; about 20% are related to appraisal information and 30% are cohesion-related.

Patterns of motivations of explicitation in CI: over half (60%) of those explicitations identified in C-E and E-C CI are made for clarification; about 15% is

for time-management; about 5% is to make up for information loss and about 20% is to reinforce speakers' attitude.

2) How does interpreting experience affect interpreters' explicitation patterns?

This study finds out that the following explicitation-related tendencies can be attributed to interpreters' professional experience:

Tendency of clarification: Clarification occurs when the addition or substitution of inferrable information is used for optimizing listeners' comprehension rather than compensating interpreters' inadequate competency or reinforcing speakers' attitude. In this study, significantly more explicitations for clarification can be observed in the professional group (see Section 8.1.1 & 8.2.1), which clearly demonstrates that the more experienced the interpreter, the more listener-oriented s/he is and the more s/he tends to clarify the original information.

Tendency of adding frame-based knowledge: The addition of frame-based knowledge occurs when experiential or attitudinal modifiers, circumstantial adjuncts or modal adjuncts[27] are added. In this study, professional interpreters added significantly more inferrable modifiers and circumstantial adjuncts than novice interpreters (see Section 4.1.1, 4.2.1 & 4.2.3). This shows a tendency that the more experienced the interpreter, the more relevant frames s/he has accumulated and the quicker s/he is able to associate the information s/he hears with other information in his/her established frames.

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[27] Modal adjuncts refer to "the adverbial group or propositional phrase" (Halliday & Matthiessen 2004: 74) that "are closely associated with the meanings constructed by the mood system (temporality, modality and intensity) (ibid. 126) or that "express[es] the speaker's attitude wither to the proposition as a whole or to the particular speech function" (ibid. 129).

Tendency of cohesion enhancement: Cohesion can be enhanced through the addition of cohesive adjuncts. In this study, statistics show that more additions of conjunctive adjuncts can be observed in the professional group (see Section 6.1.3 & 6.2.3). This reflects that the more experienced the interpreter, the more s/he is able to perceive the inter-clausal relationships and the more s/he tends to add conjunctive adjuncts to reveal them.

Tendency of intensifying: In this study, intensifying phenomena occurs through the addition of attitudinal modifiers or modal adjuncts, as well as the replacement of the original attitudinal modifiers or modal adjuncts with others which can enhance the degree of the speaker's attitude. The present study shows that more additions of intensifiers can be observed in the professional group (see Section 5.1.3 & 5.2.3). This manifests "an intensifying tendency" in interpreters' CI performance, which indicates that the more experienced the interpreter, the more s/he tends to intensify the speaker's appraisal information.

Tendency of deverbalizing: Deverbalizing usually occurs at interpreters' listening and comprehension stage. Championed by the Paris School, deverbalization is a process through which interpreters can acquire the "sense" (see Section 8.1.5) of the information (Pöchhacker 2004: 97). In the present study, this tendency is reflected from the higher amount of explicitated information identified from professional interpreters' notes (see Section 7.1 & 7.2), which indicates the more experienced the interpreter, the quicker s/he can deverbalize.

Tendency of using explicitations as strategies to make up for inadequate interpreting competency: This tendency is reflected by the higher number of

explicitations for time-management and gap-filling in the novice group (see Section 8.1.2, 8.1.3 & 8.2.3). That is to say, the less experienced the interpreter, the more s/he tends to adopt explicitations as ways to compensate for his/her unsatisfactory performance.

Similarity in paraphrasing experiential information: Similar with the above-mentioned deverbalizing, paraphrasing can also show that interpreting is based not on "linguistic conversion procedures (transcoding)" (Pöchhacker 2004: 97). Yet, in this study, paraphrasing is reflected mainly from interpreters' interpretation (final expression) rather than notes. No quantitative difference can be found in the performance between the two groups in paraphrasing process-based and participant-based information for clarification, so professional interpreters did not paraphrase experiential information more often than novice interpreters. In other words, interpreters' frequency of paraphrasing experiential information does not correlate with their interpreting experience.

3) How do language directions (between Chinese and English) affect interpreters' explicitation patterns?

Interpreters tend to explicitate the original information through restructuring and paraphrasing in C-E CI whereas they do so through addition in E-C CI. Therefore, we can conclude that there is a "**Principle of Substitution**" while interpreting from A to B language and a "**Principle of Addition**" while interpreting from B to A language.

Explicitations for time-management and gap-filling are good signals to locate the difficulties interpreters encounter. With more modifier additions and more participant-based substitutions for time-management in C-E CI as well as more circumstantial adjunct additions and more process-based substitutions for gap-filling in E-C CI, we can conclude that the difficulties interpreters encounter while interpreting from A to B language are mainly **participant-based** information whereas while interpreting from B to A language are mainly **process-based** information.

Significantly more attitude-related additions and substitutions for reinforcing can be observed in C-E CI. So it validates interpreters' **greater extent of subjectivity** while interpreting from A to B language.

In C-E CI, more explicitated information can be reflected by the symbols or layout in interpreters' notes and less misinterpretation of notes occurs than in E-C CI, which verifies the following conclusion that while interpreting from A to B language, with better understanding of the original, the notes interpreters write down are more **understandable and explicitation-driven**.

9.2 Implications of the Study

Theoretically, the definition, typology and explanatory frameworks of explicitation shifts in CI that this study has established can provide a theoretical basis for further studies on explicitation in other language-mediated activities, such as translation, simultaneous interpreting, etc.

Methodologically, as Kalina emphasized the need to combine different observational techniques in interpreting research (2005: 775), data analysis in this study is based on not only participants' interpretation but also their stimulated retrospective remarks and notes. These multi-channel collected data may support or refute each other and thus enhance the validity of the conclusion.

Empirically, the data collected in this study on explicitation patterns between professional and novice interpreters and between CI in different language directions may provide empirical support for future studies on interpretese, interpreting directionality and interpreter's expertise;

Pedagogically, by revealing and explaining factors leading to the different explicitation patterns between professional and novice interpreters, this exploration may shed light on ways to improve the teaching and learning of CI. For instance, by referring to the "Tendency of Cohesion enhancement", which shows that professional interpreters can better perceive the implied inter-clausal relationships, trainers can devise some exercises where trainees should try their best in figuring out the implied logical relations between clauses; by referring to the "Tendency of Deverbalizing", which reveals that novice interpreters tend to take down the exact words of the speaker before they understand their meaning, trainers can remind trainees that they should rely mainly on their memory rather than their notes and they should put priority to the comprehension and analysis section and never take any notes before they understand the original information; through the comparison of explicitation in E-C and C-E CI, this study also proves that while interpreting from A to B language,

difficulties tend to be participant-related and while interpreting from B to A language, difficulties tend to be process-related. Based on this finding, for better performance in interpreting from A to B language, trainees may do more terminology exercises whereas for better performance in interpreting from B to A language, trainees may so more process-based retelling exercises.

9.2 Limitations of the Study

There are some limitations that should be noted while referring to the results of this particular study. Details are as follows:

Small sample size: There are only 24 participants in the study so the performance of each subject could substantially influence the result of the study. Thus the findings yielded from this study can only be regarded as tentative conclusions on the interpreter's explicitation patterns in CI.

Comparability of two source speeches: It is impossible to find out two exactly comparable source materials with one in Chinese and the other in English. To minimize the differences, two speeches on the same topic "education reform" had been chosen. Yet, there are still other variables which were unable to be controlled for, such as differences in voice quality between the two different speakers, different occasions of delivery (one is in the Q&A Section of a press conference while the other is during a training course) and different information density. Each of them may affect interpreters' explicitation performance.

Ecological validity: Since it is barely possible to have a group of interpreters

interpreting the same text on real-life occasions, a simulated working environment has to be controlled for data collection. Hence the data was elicited from an artificially controlled setting, which suggests that many of the important features characterizing real-life interpreting are either missing or compromised. For instance, the original speech is pre-recorded. Although the recorded speech was provided with CI while it was actually delivered, the interpreter's performance might be affected by the voice quality and the unavailability of observing the speakers' gestures and the listeners' responses.

Stimulated retrospection: Stimulated retrospection can help us tap into the participants' interpreting process. Yet, its reliability and validity still cannot be fully guaranteed (Ericsson & Simon 1980: 216). Moreover, individual differences can also be found in the collected retrospection, where subjects who were either more conscious or more articulate about their thinking processes have contributed with more data than other participants who tended to make fewer comments during the retrospective interviews. Another drawback lies in that there are still certain numbers of explicitation shifts that have not been discussed in the retrospection section. This was either due to participants' overlooking or the author's failing to figure out every explicitation shift immediately after interpreting. To make up for the incompleteness through retrospection, an explanatory framework has been established and the motivation of each explicitation case has been analyzed based not only on retrospection but also interpreters' notes and prosodic features.

9.3 Suggestions for Further Studies

Due to the limited scope of this study, there are still several questions about explicitation in interpreting that have not been addressed. For instance, the issue relates to the effect of explicitation has not been studied. Although interpreters may intend to clarify the original information through explicitations, do the listeners really find it helpful? If yes, to what extent can it facilitate listeners' comprehension? If not, how often do the "unhelpful" explicitations occur? Is there any difference between professional interpreters and novice interpreters in this aspect?

It is safe to assume that explicitation appears with distinctive features in different text types. Yet, in this study, the source material touches only upon a lecture and a press conference's Q&A session. Thus it would be meaningful to explore explicitation in other interpreting occasions, such as business negotiation, medical diagnosis, or courtroom trials.

Another potentially interesting topic could be a comparative study between translation and different modes of interpreting to see whether there are or what are the differences in the forms, motivations and effects of explicitation between translation and CI, between translation and SI, and between CI and SI.

APPENDIX A. Transcription of Interpretation

1. Transcription of C-E CI
Novice interpreters
N1

第一個問題，我想談一談教師隊伍建設的問題。昨天是我們的教師節，前天上午胡錦濤、溫家寶、李長春、習近平等黨和國家領導人親切地接見了全國的優秀教師代表，他們吶，這個向全國的教師表示節日的祝賀，向60年來為中國的教育事業作出貢獻的全體人民教師和教育工作者表示節日的問候和誠摯的慰問。

<uh> For the question number one, I want to talk about~ the building of ^A11 our~ teaching team. Yesterday is the teachers' festival. ^C33 And the day before yesterday, ^A13 Premier wen jiabao, the ^A13 President ^A13 of China Hu jintao and other <uh> ^B34 central leaders, meet the representatives of teacher from all over the, country. They expressed, their ^B21 sincere <p> congratulations and greetings to them for the festival and ^C23 they ^C33 also ^A23 confirm their ^B34 great contribution to ^A43 the development of education in china.

R：有什麼要講的嗎？這一段。

S："祝賀"這個詞我思考了很久，我還會好奇就是不是出現了兩次嗎？比如說"問候"，後來又來了一個"慰問"，是不是翻譯一個就行了。然後我把"60年來向中國教育事業做出貢獻的"，從意思上是一種肯定吧，所以我說出來confirm。

溫家寶總理專門到北京35中聽了5節課，這個，召開了教師座談會，發表了重要講話，他說他用這種方式來表達對教師的,教師節的慰問。

Premier Wen Jiabao ^A23 visited Beijing <uh> thirty <p> fifth <uh> middle school ^C31 and~ visited~ five lessons, ^A33 with students ^C13 there and ^C21 he ^C31 also <p> have a had a meeting with staff ^C11 there <p> by rendering an~ important speech. He ^B24 would like to express his ^B24 sincere greeting for the~ festival.

S：我把"他說"省略掉了，然後就把"重要講話"變成了by rendering這種方式，就是把它合成。我好奇"三十五中"應該是thirty five或是fifth，我不知道，不確定，我選擇了fifth。

R："對於教師的、教師節的慰問"，你只說了"教師節的慰問"，"教師的"就省略了，為什麼？

S：我覺得這個語境裏面已經是suppose有"教師"了。

R：就是當我們express"教師節的慰問"的時候？

S：對，而且前面已經說了meeting with whom,所以我覺得他要表達的受眾應該是一個，就沒有再重複了。

R：然後"聽了五節課"，visited five lessons of student。

S：其實of說出來有點後悔，但是收不住了，就...

R：還有嗎？

S：沒有了。

劉延東同志在表彰大會上發表了一篇重要講話，它的題目是"國家發展，希望在教育；辦好教育，希望在教師"。所以，為什麼我覺得你問的，第一個問題

特別重要呢？為什麼黨中央、國務院和人民群眾對教師隊伍建設這麼重視呢？因為歷史上中國人就有尊師重教的傳統，而現在我們教育發展到一個最關鍵的時刻，發展到了一個新的歷史時期。

\<uh\> Yesterday \<uh\> an important speech was rendered, [C33]and the topic is the development of [A13]China rely on [A43]the quality of teaching, while the teaching, [A43]the quality of teaching relies on [A43]the quality of teachers. So~ why the \<uh\> [A13]communist party and the people, both of them are concerned with [A42]the quality of education? [A31]Partly~ [C23]it is because Chinese has the tradition of, valuing and respecting teachers, and teaching. [C33]On the other hand, I think [C13]Chinese education has entered a new stage of development.

S：“劉延東”我沒有聽出來，所以我就把它變成了“被動”。然後“希望”我把它翻譯成（rely），其實我在理解的時候，當時在我腦海裏面已經沒有“希望”這個詞了，完全就是誰依賴於誰的關系，所以我就把它說成（rely）。我故意區分一下“尊師”和“重教”（teacher vs teaching），“最關鍵的時刻”這個忘了。

R：你的筆記上記了沒有？

S：沒有，就只記了新時期。

R：開頭的時候說（yesterday）。

S：沒有沒有，我說的是（yesterday an important speech…）。

R：對，就是這個（yesterday）是哪裏來的？

S：因為當時我suppose的是“劉延東和溫家寶”在一起。

R：OK，那“表彰大會”呢？

S：我把這個point漏掉了，它在我腦海裏面沒有留下任何痕跡。

R：但溫家寶總理專門到三十五中這裏有沒有說是昨天啊？

S：對啊，很奇怪，可能是想象吧，好神奇，不知道，解釋不了。

R：那還有什麼？

S：沒有。

在這個歷史時期，我剛才說到了，是一個全面提高教育質量的新階段。因為我們經過60年的奮鬥，我們已經基本解決了讓孩子們有學上的問題，下一個階段我們就是要想辦法讓孩子們能夠上好學。我們已經從一個人口大國建設成為一個人力資源大國，但我們現在要向人力資源強國進軍。

\<uh\> The [A13]new stage in history is about improving the quality of education in all aspects. In the last 60 years, we have already [A23]offered \<uh\> [A13]accessible education to every~ children, every child in china. [C33]And in the next stage, our [A23]target is [A43]to improve the quality of education. [C33]And we know that China has \<uh\> experienced a transformation from a country with huge population into a country with [A13]quality population.

S：好像沒有什麼要說的。

R：“在這個歷史時期”，the new stage in history is about

S：我腦海裏面想要表達的就是“有史以來”那種歷史關系，但是可能表達得不對的。

R：就是“這個新的歷史時期是關於”為什麼用這種表達方法呢？是跟上面要聯系嗎？

S：我不知道為什麼，是不是覺得也許另外一種possible的。

R：然後我們講到“在這個歷史時期”嘛，對不對？你剛才問說：我覺得是不是

應該什麼？

S：你剛才問我說為什麼會用is about，我好奇的是你心裏面的答案是不是應該是什麼什麼是什麼什麼？

R：不對，我們沒有做judgement，我們現在做一個描述就好了，我不會說哪一個對哪一個錯。

S：我知道，但是對於我說就是這樣表示，就是很自然的，"這是一個新時期"，就感覺這個"新時期"的topic是這個。

R：為什麼我會問這個問題，是因為前面有講到"發展到了一個新的曆史時期"，後面就說"在這個曆史時期"，我就想說你是不是想要承接上面？

S：沒有。

R：就沒有這個想法？

S：對。

R：所以你翻清一段之後上一段你不一定記得的，還是你有意識的在連上面一段？

S：我在這裏沒有這個意識，但是上面的東西我會記得。

R：明白。

S：可能我不會說我要承接上文，但是比如說上文用過的詞，我會盡量把它用成同樣的詞，對於同一個object。

R：明白，就是術語一致。

S：嗯。

R：我還有一個問題"人力資源大國到人力資源強國"，這個沒有譯，為什麼？

S：我也不知道為什麼，我在翻譯的時候總有一種企圖，如果這個東西太繞的話，我就把它丟掉，或者是壓抑自己不要去說它。我知道"人力資源強國"是（strong human resource），但是我就覺得（human resource）太長了，我就把更general了一步，把它變成了（strong quality），其實我有時候也會覺得有一點沮喪，會壓抑自己不去說它，我也覺得很奇怪，可能是覺得說出來太繞了，怕出錯。

從有學上到上好學，從大到強，最關鍵的問題是什麼？是質量。而提高教育質量的最核心的問題是什麼？最關鍵的問題是什麼？是教師，是教師隊伍建設。所以大家都知道，百年大計，教育為本；教育大計，教師為本。

[C33]So [C23]we are [A33]now focused on [A23]allow children [C33]not only have access to education, but also [A23]to have~ quality education. So [B14]I think the quality [A11]of edu-, education <p> is the~ crucial point, [B24]helping~ us transform from a [A43]large country to a [A43]strong country.

R：明白。"從有學上、上好學、從大到強、關鍵的問題是教師質量"這裏順序好像重組了一下？

S：對，我有這種...不能說癖好，但我會先去定位主語是什麼，說得更像英語。然後我就感覺中文和英語有一點老是對調的感覺，老是要從尾巴調到頭上去，所以我就會…

R：所以你認為重點是"質量"，所以你就應該把它提前變成主語。

S：在做（sight interpreting）的時候也會這樣。

R：好，我們繼續。你有什麼還要講的嗎？

S：我想問的是"人力資源大國、人力資源強國、人口大國"應該怎麼翻譯？

R：這個我們等一會兒再講，等一會兒我們會整體的一起來，比方說你希望我

評價什麼之類的，或者遇到什麼問題，我們會接下來一個部分講。現在就這個過程，其它沒有什麼。

經過60年的努力，我們已經建立起一支有1600萬人的一支教師隊伍，這是一支很好的隊伍，是一支能戰鬥、能奉獻的隊伍。但是面對著新的形勢，其實對我們的教師隊伍建設提出了很高的要求，新的要求，同時我們能夠看到在教師隊伍建設這個方面，我們要擺在更加突出的戰略地位。

With efforts of 60~ years, ^{A33}now we got a teaching team, of 16 million people, ^{C31}and~ ^{B11}we think that <p> they are people who can fight ^{A43}for their career and ^{C33}also contribute ^{B34}a lot ^{A43}to ^{A11}the country's <p> education. However, in the new stage ^{A13}of development, the <p> building of teaching team has present, new requirement, for us, and we ^{B34}really need to ^{A23}put more attention and~ emphasis, on the~ building of teaching team.

S：“能戰鬥”這裏我猶豫了一下，覺得太抽象了。“對我們提出的要求”我譯成了“體現出很多要求”。沒有了。

R：“更加突出的戰略地位”。

S：我印象裏面已經沒有“戰略地位”這四個字了，我當時的理解就是說我們要更注重它，所以就說了（attention和emphasis）。

R：好。“能戰鬥”翻譯成（fight for their career and contribute a lot to the country's education）？

S：嗯。

R：這是為什麼呢？

S：我覺得“能戰鬥”是中文和英文常見抽象的區別，但是我看過人家做的翻譯好像他們並沒有徹底的把“戰鬥”這個意思拋棄，而是說他們非常刻苦、投入什麼的，還是會用表面詞的意思，所以我就用了（fight）。“能奉獻”我在由於到底是（sacrifice）還是（contribute），後來我覺得它不是（sacrifice），是一種肯定他們能夠帶來很多東西，所以我就用（contribute）。

R：好，還有嗎？

S：沒有了。

所以我們教師隊伍建設還存在著很嚴峻的挑戰，一個最突出的就是我們農村教師隊伍的建設，剛才你提的這個問題確實是一個非常重要的問題。

^{B34}Obviously there are ^{B34}a lot of challenges for us in building of ^{B24}quality teaching team. ^{C33}And one of the outstanding question is mentioned by you just now ^{C21}it is about the <p> ^{A42}education in rural area.

S：就把順序顛倒了一下吧？就是又從尾巴上翻譯回來。

S：因為習慣。

R：好。開頭用了一個（Obviously）。

S：這裏倒是我有意識，但是我想讓整個東西聽起來有一個語境，有一個整體感。

R：意思是說refer to前面的？

S：就有一個感覺就是你我都知道，而且這個問題是你提出來的，我們已經探討過了，就“很明顯，我承認”。

R：好，還有嗎？

S：“最突出”我糾結了，用的是（outstanding），當時心裏面有一點打賭，因為

（outstanding）整個詞的色彩是"積極向上的"， 是褒義，我就有點不敢用，但是又沒有其它可以用。

R：那你說（outstanding question）嗎？

S：（problem）還是（question）？ 好像是（question）。

R：他這裏說"最突出的是教師隊伍建設"。

S：我還有一個習慣就是，比如說"一個最什麼什麼的問題"，我會傾向於把它譯成"什麼什麼中（one of）"，我會用這個結構。

R：你是不是把整個句子重組了？原文是"一個最突出……就是建設，所以你剛才提的問題非常重要"，但其實他問的問題就是"農村教育建設"。

S：我就說成是（one of the outstanding question is mentioned by you）。

R：好，明白。還有什麼嗎？

S：沒有了。

如果說現在城鄉之間教育還存在著比較大的差距的話，硬件差距還有，但是不是最重要的，最重要的差距就是教師隊伍，教師的質量。

If there \<p\> still is gap between city, urban and rural area in quali- in education quality, ^{C33}then, the most important \<p\> ^{C23}gap will not be lied in facilities, but in the quality of teachers.

S："硬件"我又譯到底是（hardware）還是（facility），"城市"我已經講出來了，但是有糾結，有印象是（urban）還是（city），因為我覺得如果是（urban）的話就可以和rural area整齊一點。

所以這幾年來，黨和政府特別重視農村教師隊伍建設，但是還存在著很多問題。我們正在繼續努力，一個最重要的措施呢，就是提高農村教師隊伍的經濟地位、政治地位、社會地位、職業地位。

Although, ^{A11}our government and the ^{A43}party leaders, are \<uh\> pay a lot of attention on ^{A42}education problems~, but we still ^{B24}need to \<uh\> put ^{B34}more efforts. ^{C31}And ^{B11}I think \<p\> the solutions for the so-, ^{A13}for the \<p\> solving of teaching building in rural areas, is to improve the economic, political, social and career status of, teachers in rural areas.

S："一個重要的措施"這裏我想說的是"解決這個問題的重要措施"，結果我就方向轉了，（solution of the problem），所以我卡殼了。"職業地位"我不知道怎麼譯。

R：你譯成（professional status）？

S：沒有，我譯成（career status），現在聽起來好奇怪。然後"黨"讓我覺得很棘手。

R：加了（although），"所以這幾年來"就沒有譯，就變成了（although … paying）。

S：我感覺我把這裏的"但是"提前了。

R："但是"提前了。（but we still need to put more effort）就沒有說"還存在很多問題"，這個沒有說。

S：我記得是有翻的。

R：所以就是把意思翻譯成"特別重視teaching 的問題"這樣？

S：有一點吧，我可能前一些人就想已經暗示了，雖然重視還要努力，潛臺詞就是"問題還存在"，這個確實是漏掉了。

R："我們正在努力"這裏，（I think one of the solution）。

S：跟上面"最突出"是一樣的，是一個壞習慣吧，我想用（one of）替代它。

R：就是用（one of）替代"最高級"的"最"。

S：對，我覺得是因為寫論文的習慣，我們在寫論文的時候會教我要去說"最高級"，要顯得客觀。然後我就會忍不住的，就是把它替換掉了。我覺得會有一點影響。

R：這你覺得寫論文的方法應該在這裏有適用？

S：不是，我不是覺得它應該用，是一種自然而然的。

R：在表達的時候會受到寫論文使用思維的影響。

S：對。比如說上次翻譯的時候，我最後有一句說（spelling of the word changed the form），但是我當時第一個反應就是（lexical form），然後就覺得很抽象，說完之後才後悔。學術的東西就把最地道的表達給忘了，這個我有印象。

R：還有嗎？

S：沒有了。

R：好，我們繼續。

在很多措施當中，最根本的一條，是今年1月1日開始實施的義務教育教師績效工資制度。在這個要求呢，第一，是要求我們的義務教育的老師，特別是農村的義務教育的老師的工資收入要不低於當地公務員的。

One of the fundamental policies ^{A11}to solve this problem~ is <p> put, into effect, from <p> this year, the first of Janua-, January. ^{C31}And~ it's about <p> the ^{A43}merit paid system of obliga- obligatory education, teachers. ^{C33}And one of the requirement is about their, ^{A13}minimum salary. It~ should~ be no~ less than the local workers.

當然，績效工資制度不僅僅是收入的提高，同時也是一次人事分配制度的改革，我們進行績效考核，進一步地調動廣大教師的積極性。

We can say that ^{A43}the merit paid system is not only~ ^{C33}about the improvement about ^{A13}teachers' salary, but also ^{C33}about the re~composition, or the resoursh,^{A42}resource distribution, ^{A13}in teaching team. We are ^{B24}trying to <uh> in, put more incentives for the teachers ^{B24}to contribute ^{B34}more.

R：這裏有什麼問題嗎？

S："公務員"這個詞我聽進去了，但是對我沒有產生意義。"人事分配制度"我想把它換成"資源的重新調配"，因為我不太懂到底是什麼樣，我就把它理解為"資源的重新分配"。

R：什麼叫做"公務員"在腦海中有明確印象嗎？

S：雖然人家在說"公務員"，但是我當時聽的時候就聽成"工人"了。

R：工人嗎？

S：對，很奇怪，有時候有些詞在我腦海裏不會有,doesn't make any sense。

R：那你的筆記是什麼？

S："當"，就是"當地"

R：好。還有就是"績效考核"翻譯成…

S：（merit paid system）。

R：那是"績效工資制度"嘛，那"績效考核"？

S：這個我漏了，我把它直接就默認為"工資制度也是一種分配制度的改革，也是一種積極性的提高"。

R："調動積極性"就是（put more incentive for the teachers to contribute more），

為什麼會翻譯成"加上更多的激勵措施，讓他們付出/貢獻更多"。

S：因為我當時腦海沒有"積極性"這個詞，不知道怎麼說。

R：當時腦海裏沒有這個詞，所以就利用另外一種方式去解釋。Paraphrase

S：是的。

R：還有嗎？

S：沒有了。

這項措施是根本性的，當然還有一系列的措施。我們的一個基本思想就是要吸引社會上優秀的人才來當老師，要吸引優秀人才到農村，到基層，去長期從教，終身從教。

Beside the fundamental policies we still got other series of policies [A13]to, solve this problem. One of our core ideas [A11]in the policies~ is to attract talents, to work as teachers, [B34]especially in rural areas for life-long period.

S："社會上優秀人才"我覺得很長，"核心是優秀人才"，我用了talent。其實當時"長期從教，終身從教"我就覺得是一回事，所以就說了一個，然後"基層"我不知道怎麼說，我記得這個詞，但是我說不出來。

R："還有一系列的措施"（other series of）。

S：好像是（besides）吧。

R：重點不是（other），是說後面（to solve this problem），你有加（to solve this problem），措施後面還有加。

S：對，我覺得也是一種語境的考慮吧，上面我們講（problem），所以再來我講"措施"的時候，我就想把它define的clear一點。

我們采取了一系列措施，使得我們有更多的優秀人才到農村去從教，比如我們這幾年來推廣了一個"農村義務教育階段特設崗位計劃"，這個計劃是非常成功的。我們第一批"特崗計劃"的這個老師們啊，三年一個周期，今年已經完成了他們的工作期，已經畢業了。現在這批老師能夠有60%到90%都能夠留在當地的農村，繼續地當老師。

 <uh> One, among the policies, of [B24]attracting talents to teaching in rural areas, one of the example is our 'scheme of special positions, in~ obligatory education of rural areas. <uh> It <p> can be regard, it can be regarded as a success. [C31]And~ [A31]now~ we have finished the first session [A13]of the <p> scheme. [C31]And [B31]actually~ one scheme remains three years as one period. [C31]And~ [A31]now~ the teachers have [B34]all graduated. 60~ percent to 90 percent of them [B24]decided to remain [A33]in their current positions, and teaching in the rural areas.

S：我會覺得已經畢業了之後就很奇怪，已經工作但是又畢業，但是我還是順從了用"畢業"這個詞。

R："農村特崗計劃"你是怎麼翻的？

S：我說的是（scheme of special positions in obligatory education of rural area），也是有顛倒的，先把"特崗"提上去。

R：第一批特崗就要第一批…

S：（first session）。

R：當時腦海中就只有這一個詞還是說…

S：還有一個是（section），但是覺得好奇怪，可能時間和空間的區域上。

R：你覺得第一批是指的說來訓練的老師、來參加計劃的老師，是第一個學期

第一段還是說這一堆老師是屬於…

S：這一堆，"首屆畢業生"。

R：首屆，所以你就是（session）。就是說你已經理解到這一堆已經完成了，不會再上第二堂課？

S：對。

R：明白，那我們接著聽。

今年我們，今年啊~我們有大概有20萬大學畢業生到農村去擔任教師，同時我們還動員了大批的城鎮教師去到農村支援，還有師範生到農村實習支教，這樣我們就組織了大批優秀的師資到農村去從事教學工作。

[C31]And this year <p> about one, about 0.2 million <uh> people will <p> work as teacher in rural areas, and they, universi-, lots of university graduates will join the teaching team in the rural areas. Besides, we also encourage teachers in urban areas to support [A43]the education [A33]in villages. [C31]And~ lots of graduates from formal, schools will also be added, [A33]as an support force in education of rural areas. So [A23]you can see that we [A31]now get <p> abundant, teaching resources for education in rural areas.

S：在"大學生"的時候我有沖動就是"20萬"之後直接連"大學生"，但是我又懷疑了一下自己，所以我就把它分開了。

R：這個"20萬"你以為要麼指的是一共"20萬大學畢業生"，要麼就還加上？

S：就是這種沖動，質疑了一下，就選了一條路走下去。"師範生"應該是（normal），但是我記成是（formal），我見過也記過一下，但是後來又忘記了。

R：你說的是（formal）？

S：對。

R：我聽成（normal）了。

S：運氣不錯。記不清。

R：然後（So you can see that we）。

S：對，"這樣"。

R：還有什麼嗎？

S：沒有。

下一步要把這個制度啊，要把它制度化，我們要讓我們的老師都能夠到農村去接受，這個鍛煉，同時要為農村輸送更多的高質量的老師。

We are [A31]now~ [B24]trying to institutionalize this, scheme. [C31]And~ [B24]we hope, there can be [B34]more and more, teachers <uh> go to rural areas and~ practice their [A13]teaching skills, and [A23]improve~ themselves. [C31]And [B11]I believe~ <p> [B24]this kind of scheme~ can, help [B34]a lot in <p> adding more [A43]teaching resources to rural areas.

R：有嗎？

S：這個我覺得沒有什麼特別的，就是個"接受鍛煉"。

R：（improve themselves）。

S：對，還有（practice their teaching skills）。

R：就是你要explain還是…？

S：我找不到直接對等的詞，所以覺得加一點東西才夠。

R：還有嗎？

S：沒有。

第三件事呢，是大力加強農村教師的培訓。我們在農村現在有幾百萬老師，我們要大力提高他們的學習和培訓力度，使他們不斷地提高自己。

[C33]And the third task is about training of teachers [A31]now~ in rural areas. There are millions of teachers, in rural areas, [C33]and [B24]we hope we can [B24]help them improve their quality of learning, [A43]quality of teaching, by training them.

我們經過多年的努力，我們希望大大改進農村教師的質量，能夠為我們農村的孩子們，能夠提供更加優質的教育資源，使得他們接受良好的教育。

With years of efforts, we are hoping that the quality of education in rural areas can be improved significantly and [C21]we [B24]sincerely hope children in rural areas can receive good education.

R："第三件事加強培訓"。

S：嗯，我把它對調了，"培訓力度"調到後面，"學習能力、教學質量、改善自己、（by training them）"。"優質的教育資源"被我忘記了。沒有了。

R：（sincerely hope）"我們真誠的希望"。

S：對，但我覺得放到後面有一種停感，特別是在結尾，就考慮到一般中文講話的習慣，就是要真誠一點。我在聽的時候"大大"這個詞我沒有聽進去，但是我覺得在那個語境之下，順其自然的應該加一點東西，所以就加了一個（sincerely），覺得好幸運啊。

R：好，總的有什麼要說的嗎？

S：可能會覺得我自己有點繞。

N2

第一個問題，我想談一談教師隊伍建設的問題。昨天是我們的教師節，前天上午胡錦濤、溫家寶、李長春、習近平等黨和國家領導人親切地接見了全國的優秀教師代表，他們吶，這個向全國的教師表示節日的祝賀，向60年來為中國的教育事業作出貢獻的全體人民教師和教育工作者表示節日的問候和誠摯的慰問。

For the first question <p> in terms of the improvement of our edu-, of [A11]our teachers. And, because yesterday is the Teachers' Day, and the day before yesterday [A13]our national leaders has paid visit, to~ the representatives of teachers from the [C13]China and make their [B34]great congratulation to the representative, and make, their sincere wishes to~ those~ [B24]excellent teachers in China.

S：領導人的名字很多，一個個翻會浪費時間，筆記也記不了這麼快，就用了"our national leaders"

R：教師隊伍建設

S：我的理解是"提高教師質量"

R：because

S：我當時覺得兩句之間沒有什麼聯系，所以我加了

R：是有意識要加的嗎？

S：是

溫家寶總理專門到北京35中聽了5節課，這個，召開了教師座談會，發表了重要講話，他說他用這種方式來表達對教師的,教師節的慰問。

[C33]And Premier Wen [C31]also <p> went to the <p> No. 35 Middle School in Beijing, [C33]and listen to five classes [C13]there, [C33]and also in the press conference, [C21]he <p> [C33]also [A23]talk about, something~ about education. [C13]Premier Wen said he [B24]wanted to use this methods to express his [B24]sincere wishes to [A13]our education system [A13]in China.

S：座談會翻錯了"press conference"，最後譯成"sincere wishes to our teachers"可能會更好

R：慰問 → sincere wishes

S：我覺得慰問就是給予祝福

R：座談會 → press conference

S：活動之後一般會舉行一些發布會之類的，首先想到的就是 press conference

R：聽了五節課 → have five classes

S：理解成 上了五節課

劉延東同志在表彰大會上發表了一篇重要講話，它的題目是"國家發展，希望在教育；辦好教育，希望在教師"。所以，為什麼我覺得你問的，第一個問題特別重要呢？為什麼黨中央、國務院和人民群眾對教師隊伍建設這麼重視呢？因為歷史上中國人就有尊師重教的傳統，而現在我們教育發展到一個最關鍵的時刻，發展到了一個新的歷史時期。

[C31]And in the, in the meeting, [A12]where we are going to make <uh> our congratulation to [A12]our teachers, Ms, Mr. Liu give a speech. [A22]It's about [A12]our education in China. [C31]And [A31]in this speech <p> he~ make a statement that <p> the development in [C13]China relies, on the education rely-, development and in the education development, the teachers [A23]plays a crucial role. So, this is why the first question is very important and the reason why [A11]our~ [A42]China attach great importance to the improvement of [A13]our teachers, it is because, in a historical perspective, we always respect [A13]our teacher and pay more importan-, pay importance to, [A13]our education. And presently, it is a crucial time for us, to boost the development of [A13]Chinese education.

S：劉延東同志，不知道他是誰，就記了個姓。講話題目就是主要內容，表彰大會不會說，就解釋了一下

R：問句譯成了陳述句

S：對語氣理解錯了

在這個歷史時期，我剛才說到了，是一個全面提高教育質量的新階段。因為我們經過60年的奮鬥，我們已經基本解決了讓孩子們有學上的問題，下一個階段我們就是要想辦法讓孩子們能夠上好學。我們已經從一個人口大國建設成為一個人力資源大國，但我們現在要向人力資源強國進軍。

This is a moment [A43]for us, to improve [A13]our educational quality in all respects. In [A11]the past fifty years, we have basically resol-, solve, solve the problem of [A23]provide the access for our~ for [A11]our children to go to school, [C33]so next, we should [A23]improve [A11]our~ education quality. [A33]In the past, there are too many, there are a lot of populations [A33]in China. [C31]And [A31]now <p> [A23]this population has turned into human resources. [C33]And [A33]later on, we will going to [A23]improve the quality of this human resources.

S：全面我譯成"in all respects"，更清晰。還有 provide the access，應該是 accessibility 吧，讓孩子有更多的途徑去上學。

R：so

S：可能是習慣性地加一些關系連接詞

R：In the past

S：從過去到現在，說的是過去的情況

R：但 → And later on，這些添加是有意識的嗎？

S：對

從有學上到上好學，從大到強，最關鍵的問題是什麼？是質量。而提高教育質量的最核心的問題是什麼？最關鍵的問題是什麼？是教師，是教師隊伍建設。所以大家都知道，百年大計，教育為本；教育大計，教師為本。

[C33]So [C23]we are <p> witnessing a, witnessing a transformer that from, [B24]having the ability to go to school to [B24]having the ability to have better education and [C33]also [C23]we are witness the process of, from being [A43]a~ country with a large population, to [A43]a country with high quality population. So <p> [C11]here~ the importance is [A43]to increase, the quality [A13]of [A13]our education. [C31]And [C11]here <p> the [B34]more important thing is [A43]to increase the quality of [A13]our teachers. [C31]And [C11]here our <p> long-term, [A11]our [B34]long-term plan is [A43]to increase [A11]our~ educational system. [C31]That's to say <p> the [B34]more important thing is [A43]to increase the quality of [A13]our teachers.

S：從大到強 我加了自己的解釋，更清晰了；還有 問題和答案 我都連在一起了，更加直接，不要設問再答；然後"百年大計"我覺得不是真的一百年，而是指一個長期的計劃。

R：of our education

S：有意識加的

R：So

S：隨口說的

R：transformer

S：有意識加的

R：educational system

S：受上文的影響

經過60年的努力，我們已經建立起一支有1600萬人的一支教師隊伍，這是一支很好的隊伍，是一支能戰鬥、能奉獻的隊伍。但是面對著新的形勢，其實對我們的教師隊伍建設提出了很高的要求，新的要求，同時我們能夠看到在教師隊伍建設這個方面，我們要擺在更加突出的戰略地位。

[A31]Nowaday~ the teachers [A11]in China <p> have reached the number of <p> one point six million, [C31]and this <p> is a group [A11]of people <p> who has <p> their, who [B24]have their enthusiasm [A23]to improve, the Chin, the educational system [A13]in China. But [A31]now <p> [A23]there are [B34]a lot of, changes [A33]in China. So we have, [C33]so we must give much [B34]more high expectation, to, [A43]the improvement of [A13]our teachers' quality. [C33]So we must, [B24]spare no effort to [A23]improve, the development of [A13]our education system.

S：最後筆記沒有做清楚，所以後面部分沒譯好；"一支能戰鬥、能奉獻的隊伍"

采用了解釋沒有直譯，

R：教師隊伍建設→ to the improve the teachers' quality； 提出了很高的要求→ much more high expectation，有意識嗎？

S：對，是的

所以我們教師隊伍建設還存在著很嚴峻的挑戰，一個最突出的就是我們農村教師隊伍的建設，剛才你提的這個問題確實是一個非常重要的問題。

如果說現在城鄉之間教育還存在著比較大的差距的話，硬件差距還有，但是不是最重要的，最重要的差距就是教師隊伍，教師的質量。

[A31]Presently~ we face [B34]a lot of challenges [A13]in terms of improving, the quality of [A13]our teacher, especially in rural area. [C31]So~ the question we have just raised, is, of great importance. If there still are some, differences between the rural and urban education, [B11]I think<uh> the hardware of these differences is of no more importance. The most important things is the quality of [A13]our teachers.

S："一個最突出的就是"後面省略了"教師隊伍的建設"，因為我覺得前面提到了。

R：Presently, 有意識加的嗎？

S：好像是，他在談論現在的狀況

R：嚴峻的挑戰→ a lot of challenges

S：嚴峻的沒有記下來，憑印象用了 a lot of

所以這幾年來，黨和政府特別重視農村教師隊伍建設，但是還存在著很多問題。我們正在繼續努力，一個最重要的措施呢，就是提高農村教師隊伍的經濟地位、政治地位、社會地位、職業地位。

Recently~ [A42]China has attach great importance to the rural area and <p> teachers' development there, but there are still a lot of problems [C13]there. But there are still a lot of problems [C33]so we [B24]have to keep on to spare no efforts [A23]to improve, this aspect. The most importantly, we have to, raise, the status of our rural teachers, in terms of economy, in terms of society, and some other aspects.

S："經濟地位、政治地位、社會地位、職業地位"沒記下來

R：所以這幾年來，所以沒譯

S：強調時間

R：黨和政府→ China

S：外國聽眾應該是把兩者等同的。

R：to improve this aspect.

S：有意識補充的，讓它更明白

在很多措施當中，最根本的一條，是今年1月1日開始實施的義務教育教師績效工資制度。在這個要求呢，第一，是要求我們的義務教育的老師，特別是農村的義務教育的老師的工資收入要不低於當地公務員的。

[C33]And here is a very [B24]practical, policy carried out in July 1, this year. [C31]And that's to, and that's a policy, which, we should have a performance-based system, for our compulsory teachers in rural area. [C33]That's to say the, the, the incomes of the this rural teachers should not be less than, the level of the civil servants.

R： in rural area.

S：受到一開始給的材料的影響。

當然，績效工資制度不僅僅是收入的提高，同時也是一次人事分配制度的改革，我們進行績效考核，進一步地調動廣大教師的積極性。
這項措施是根本性的，當然還有一系列的措施。我們的一個基本思想就是要吸引社會上優秀的人才來當老師，要吸引優秀人才到農村，到基層，去長期從教，終身從教。

Of course, this is only, not only [A43]a way to increase the incomes [A13]of [A13]our rural teachers, but <p> [C23]it's also [A43]a way to reform <uh> to reform [A42]the structure of [A11]our~ educational system. [C31]That's to say <p> we use the way to inc, to, to add more acentive, to [A13]our people to [A23]let them to be attracted by the rural area. [C33]So let the <uh> [B24]let the people play a [B34]more positive role, in being teachers, or go to the rural area to be a teacher.

S：人事分配制度，沒反應過來，就直接說"教育體系"了
R：of our rural teachers,
S：受上文的影響
R：所以你傾向於交代清楚背景、範圍
S：對
R：調動廣大教師的積極性 → let them to be attractive by the rural area
S：對，是有意識的解釋。

我們采取了一系列措施，使得我們有更多的優秀人才到農村去從教，比如我們這幾年來推廣了一個"農村義務教育階段特設崗位計劃"，這個計劃是非常成功的。我們第一批"特崗計劃"的這個老師們啊，三年一個周期，今年已經完成了他們的工作期，已經畢業了。現在這批老師能夠有60%到90%都能夠留在當地的農村，繼續地當老師。

We [C31]also have <p> [A13]other ways [B24]to~ attract those excellent people, to rural area to be teacher. For example we have ca-, carried out a plan, where, we [B24]attract a lot of <p> [B34]a lot of [B24]outstanding human resources to rural area [A23]to be teacher [C13]there. [C31]And this <p> is a three-year term plan. [C33]And the first three-year, term plan, we have, some teachers already has finished, the first term. [C31]And~ [A31]according to a statistics <p> 60-90% of these student [B24]decided to stay, in the rural area and keep on, be a teacher there.

S：遇到專有名詞"...計劃"的時候，我傾向於解釋，而不是找對等的東西。
R：We also have
S：因為前面也一直在談論措施，層次分明一些
R：是有意識的嗎？
S：是的
R：according to statistics,
S：有意識的

今年我們，今年啊~我們有大概有20萬大學畢業生到農村去擔任教師，同時我們還動員了大批的城鎮教師去到農村支援，還有師範生到農村實習支教，這樣我們就組織了大批優秀的師資到農村去從事教學工作。

下一步要把這個制度啊，要把它制度化，我們要讓我們的老師都能夠到農村去接受，這個鍛煉，同時要為農村輸送更多的高質量的老師。

This year, about~ two hundred thousand graduate students has went, has, gone to rural area to be teacher there. At the same time, a lot of excellent urban~ teachers [C33]also went to rural area. Besides~ some, normal, university students [C31]also~ went to rural areas, [B24]to give their efforts, to support the education, there. Accordingly, we have a lot of excellent teachers go to rural area, [B24]to support, the educational development, there.

[C31]So~ the next thing [B24]we have to do is to, make it much more s, standardized and [A23]make it a regular thing, [C31]thus~ we can have more and more excellent teachers go to, rural area.

R：So the next thing

S：這個不是有意識加的，當時可能是在想"制度化"怎麼說

R：所以後面你也一再解釋 standardized and make it a regular thing

S：對

R：去從事教學工作 → to support educational development there

S：結合上下文理解的結果

第三件事呢，是大力加強農村教師的培訓。我們在農村現在有幾百萬老師，我們要大力提高他們的學習和培訓力度，使他們不斷地提高自己。

我們經過多年的努力，我們希望大大改進農村教師的質量，能夠為我們農村的孩子們，能夠提供更加優質的教育資源，使得他們接受良好的教育。

The third is to~ [A23]give more training to rural teachers. Nowadays, there are [A31]about several million rural teachers. [C33]So we must increase our efforts to train these teachers, let them can increase their own [A43]quality [A13]in terms of education.

After many years of efforts, we [B34]must increase the quality of [A13]our rural teachers. [C31]Thus~ [A13]our rural children can have a better, can have a better education.

S：不斷地提高自己 我會譯成"提高他們的自身素質"

R：in terms of education.

S：想強調"教育方面的"

R：So

S：想讓邏輯關系更加明確

N3

第一個問題，我想談一談教師隊伍建設的問題。昨天是我們的教師節，前天上午胡錦濤、溫家寶、李長春、習近平等黨和國家領導人親切地接見了全國的優秀教師代表，

The first problem I want to talk about is the~ construction of the teaching team. Yesterday is Tea, Teachers' festival <uh> Teachers' Day. And the day before yesterday, [A11]our <uh> leaders Hu Jintao, Wen Jiabao, Xi Jinping, etc. have, have met the representatives of good teachers <uh> around the country.

S：我第一個反應時很緊張，不知道翻譯這幾個人的名字。然後是記住他講的是昨天是教師節、前天是接待這些教師，還有比如說一些什麼詞語就是全國優秀教師代表。

R：name list 你怎麼處理？

S：我寫下來的。我寫 hu、wen、xi

他們呐，這個向全國的教師表示節日的祝賀，向 60 年來為中國的教育事業作出貢獻的全體人民教師和教育工作者表示節日的問候和誠摯的慰問。
They addressed [B24]warm greetings to [B34]all the representatives and [C31]also to <p> all the~ teachers in [A11]the past~ six decades, warm greetings to [C13]the Teachers' Day.
S："為中國的教育事業作出貢獻的全體人民教師和教育工作者"我就直接譯成了 teachers，因為我覺得那樣翻太麻煩了，而且 teachers 的意思差不多。

溫家寶總理專門到北京35中聽了5節課，這個，召開了教師座談會，發表了重要講話，他說他用這種方式來表達對教師的,教師節的慰問。
<uh> Mr. Wen has <uh> <uh> went to <uh> [A12]Mr. Wen went to a Middle School to listen to five [A13]observe classes, and [C31]also~ held a forum to <uh> have some discussions with the teachers as a way to <uh> as a way to <uh> greet those teachers.
S：34 中沒有翻，因為一開始不知道"總理"怎麼翻，然後就猶豫了一下，以至於把 34 中給忘了。

劉延東同志在表彰大會上發表了一篇重要講話，它的題目是"國家發展，希望在教育；辦好教育，希望在教師"。所以，為什麼我覺得你問的第一個問題特別重要呢？為什麼黨中央、國務院和人民群眾對教師隊伍建設這麼重視呢？因為歷史上中國人就有尊師重教的傳統，
Why do I think your first question is very important? Because <uh> why our commu-, our, [A11]our~ party and [A11]our~ people pay so much attention to the construction of the teaching team, because <uh> China is a country that historically respect the teachers.
S："黨中央、國務院和人民群眾"這個不知道怎麼翻，所以就直接翻成"黨和人民"了。然後，我覺得"歷史上中國人就有尊師重教的傳統"一般都會說成是"中國是一個尊師重教的國家"，所以就翻成了"China is a…"。
R：為什麼兩個問題中間停頓了？
S：因為"尊師重教"這個成語比較印象深刻，所以我就想表達出來，但是又突然想到還有一個問題，然後我就把它加進去了。

而現在我們教育發展到一個最關鍵的時刻，發展到了一個新的歷史時期。
And now our education has come to, a very important period. <uh> This is a period when, our education can be improved [A33]in~ quality.
S：這個完全是自己 make up 出來的。我只聽到"發展到一個最關鍵的時刻"然後我就想到"可以提高教育質量"，然後我就 make up 出來了。哦，不是，這句是跟後面一句聯系起來的，因為我覺得中間的"在這個歷史時期，我剛才說到了"沒什麼意思，所以我省略了，直接說了頭和尾。

在這個歷史時期，我剛才說到了，是一個全面提高教育質量的新階段。因為我們經過60年的奮鬥，我們已經基本解決了讓孩子們有學上的問題，下一個階段我們就是要想辦法讓孩子們能夠上好學。
After <uh> efforts of [A31]about 60 years, we have <uh> ensure all the students will

have a school to go. ^{C33}But ^{A33}now ^{A23}the problem is to make <uh> a quality education for ^{B34}every, ^{A43}student.

S："有學上到上好學"應該也要用 parallel structure，所以我後面用到了"having a school to go to having a good school to go"，但是這裏沒有反應過來。

我們已經從一個人口大國建設成為一個人力資源大國，但我們現在要向人力資源強國進軍。

We have <uh> ^{B24}progressed from a~ large population country to a large <uh> human resource country and we ^{B24}are struggling to be <uh> good human resource country.

S："人口大國"、" 人力資源大國"、" 人力資源強國"因為我周到這幾個我會混，所以我就把它們全都記下來了。

R：那"進軍"為什麼用了 struggle 呢？

S：因為我覺得進軍應該不太容易，所以

從有學上到上好學，從大到強，最關鍵的問題是什麼？是質量。而提高教育質量的最核心的問題是什麼？最關鍵的問題是什麼？是教師，是教師隊伍建設。所以大家都知道，百年大計，教育為本；教育大計，教師為本。

So from having a school to <p> go to having a good school to go, the key point <uh> from big to strong the key point is quality. And what's the~ core of improving the quality of education? It's the~ construction of teaching team.

S：本來忘了"從大到強"，後面因為我寫下來了，我又把它補充上去了。由於補充了，所以就完全不記得這裏有一個問句了。

R：那你覺得這個問句如果是刪除或者換種方式？

S：我想這裏用問句是為了讓大家更 pay attention 一點。

S：我覺得"最核心、最關鍵""教師、教師隊伍建設"都是一個意思，是中文演講的特點，所以就這樣翻了。

經過60年的努力，我們已經建立起一支有1600萬人的一支教師隊伍，這是一支很好的隊伍，是一支能戰鬥、能奉獻的隊伍。但是面對著新的形勢，其實對我們的教師隊伍建設提出了很高的要求，新的要求，同時我們能夠看到在教師隊伍建設這個方面，我們要擺在更加突出的戰略地位。

After effort of ^{A31}about~ 60 years, we have a teaching team that contain about <uh> 60 million ^{A43}teachers. But in this new stage, we have met new challenges to <p> improve the quality of these teachers.

S："是一支能戰鬥、能奉獻的隊伍"沒有翻，當時就覺得這些很 Chinese，於是就把它忽略掉了。因為在英文裏面，我覺得"有一只教師隊伍"就是 positive 的，所以我覺得翻不翻沒有什麼太大的區別。而且因為這是個实验，所以我覺得不是特別緊張，如果是考試，我還是會盡量把它翻出來。

所以我們教師隊伍建設還存在著很嚴峻的挑戰，一個最突出的就是我們農村教師隊伍的建設，剛才你提的這個問題確實是一個非常重要的問題。

<uh> ^{C33}But the construction of teaching team has <p> still, still has ^{B34}a lot of challenges. ^{C33}And one ^{C13}of them is the teaching team in rural area as you mentioned.

S：as you mentioned 後面本來想加"as a very serious problem"，但是我覺得好像沒有必要說這句話，我就停住了。

如果說現在城鄉之間教育還存在著比較大的差距的話，硬件差距還有，但是不是最重要的，最重要的差距就是教師隊伍，教師的質量。
<uh> We know that <uh> there's still ^{B34}some differences between the <uh> urban ^{C21}area~ and the <uh> rural area about the teaching team <uh> on the~ equipments. But ^{B14}I think the most important difference is ^{A33}still on the teachers.
S：我本來是想直接翻成"城鄉教育在硬件上有較大的差異，但是最重要的是教師的質量"，所以我就譯成"and the equipments"，我不知道"硬件"怎麼翻。

所以這幾年來，黨和政府特別重視農村教師隊伍建設，但是還存在著很多問題。我們正在繼續努力，一個最重要的措施呢，就是提高農村教師隊伍的經濟地位、政治地位、社會地位、職業地位。
In recent years ^{A13}our party and the government is trying a lot to improve, the quality of the~ teachers in the countryside. ^{C33}And ^{B24}we are ^{A31}now~ emphasizing the improvement of their economic, political and social status.
S：本來記得有"一個最重要的措施呢"，但是害怕忘記，所以就直接把後面的譯出來，就忘記了。"職業地位"不會翻。

在很多措施當中，最根本的一條，是今年1月1日開始實施的義務教育教師績效工資制度。在這個要求呢，第一，是要求我們的義務教育的老師，特別是農村的義務教育的老師的工資收入要不低於當地公務員的。
<uh> The~ most basic strate-, the most basic policy we have carried out is that, from January 1 this year, <uh> we will carried out <p> ^{A43}the performance-oriented salary <uh> system, which means that the ^{A13}basic requirement of the salary of the countri-, teachers in the countryside has to~ be <uh> more than the basic salary of the <uh> <p> ^{A22}We have also set up a salary to <uh> assist these teachers.
S：我聽到他說"什麼什麼分配制度"，但是沒聽到"人事"，所以就我就直接跳過了，說"績效考核"。還有"義務教師"不記得了，所以只譯成"老師"了，還有就是有一句話不和 grammar "the most basic policy we have carried out is that from January 1 this year, we have carried out performance-oriented salary system"，就是翻到後面就亂了。

當然，績效工資制度不僅僅是收入的提高，同時也是一次人事分配制度的改革，我們進行績效考核，進一步地調動廣大教師的積極性。
Of course, this is not, only about salary. This is also <uh> a reform on the~ distribution of ^{A12}teachers. We, hope that we can do this to <uh> ^{A23}improve the participation of ^{A11}our~ teachers.
S："調動廣大教師的積極性" 本來想用 activate the participation of teachers
R： 為什麼後來用了"improve"
S： 覺得 activate 很拗口。
S： "人事分配制度" 我覺得就是"教師的分配"
S： "我們進行績效考核" 這裏我就沒有再重複一遍了，因為前面已經說過了，而且說起來也太長了，不方便。

R： 第一處"績效工資制度"用了 this 來代替，為什麼？

S： 因為前面已經講過了，所以我想這裏就不用說了

這項措施是根本性的，當然還有一系列的措施。我們的一個基本思想就是要吸引社會上優秀的人才來當老師，要吸引優秀人才到農村，到基層，去長期從教，終身從教。

Of course we have <p> a lot of steps ^A33 in this process. ^C33 But this is the <p> basic theme. The main idea is to attract the gre-, the talents to participate in the~ education in rural <p> areas and~ to encourage them ^A23 to stay ^A33 in the countryside for a long time.

S： "到基層" 不會說，"終身從教"也沒講，就用了"stay for a long time"; "社會上優秀的人才"就用了 talents，因為不會直譯

R： "Of course" 提前了是因為？

S： 習慣吧，而且覺得提前比較 make sense.

我們采取了一系列措施，使得我們有更多的優秀人才到農村去從教，比如我們這幾年來推廣了一個"農村義務教育階段特設崗位計劃"，這個計劃是非常成功的。我們第一批"特崗計劃"的這個老師們啊，三年一個周期，今年已經完成了他們的工作期，已經畢業了。現在這批老師能夠有60%到90%都能夠留在當地的農村，繼續地當老師。

We have taken <p> a series of actions to ^B24 attract good teachers to the rural areas. <uh> And, for example, the special placement for compulsory education in rural~ areas. ^C33 And this has been very successful. <uh> For, we have three years for a round and the first round has ended. ^C31 And <uh> the first, the, group of teachers has graduated from this special placement plan. ^C31 And~ around 60 to 90 percent of them will stay in the countryside for, for the further education.

S： 這段基本上都說到了。

R： graduated 後面又補充了 from this special placement plan

S： 因為中間隔了很多內容，害怕聽眾會搞不清他們從哪裏畢業，所以就說清楚

R： 繼續地當老師 用了 for the <u>further</u> education，為什麼？

S： 覺得直接譯成 continue to teacher 不 make sense

今年我們，今年啊~我們有大概有20萬大學畢業生到農村去擔任教師，同時我們還動員了大批的城鎮教師去到農村支援，還有師範生到農村實習支教，這樣我們就組織了大批優秀的師資到農村去從事教學工作。

This year we~ have <p> around two million student, teachers from the city to <uh> support ^A43 the education in the countryside. And we also have other resources like <uh> the students in <uh> education colleges to <p> teach students in countryside.

S： "這樣我們就組織了大批優秀的師資到農村去從事教學工作"沒說，因為我覺得這幾句的意思很像，沒必要照譯。

下一步要把這個制度啊，要把它制度化，我們要讓我們的老師都能夠到農村去接受，這個鍛煉，同時要為農村輸送更多的高質量的老師。

The next s-, the next step is to settle down this kind of C13 special placement plan. <uh> On the, C33 on one hand we can have A13 our teachers gain B34 more experience in <p> countryside and <uh> on the other hand, we can, give the, give more great teachers to the rural areas.

S： "制度化"不會表達

R： 把它制度化 用了 special placement plan

S： 怕聽眾不明白，因為離前面提到的又隔了很遠了

R： on one hand...on the other hand

S： 記的時候就形成了這種邏輯

第三件事呢，是大力加強農村教師的培訓。我們在農村現在有幾百萬老師，我們要大力提高他們的學習和培訓力度，使他們不斷地提高自己。

The third thing A11 we need to do <p> is to <p> enhance the training for teachers in rural areas. Now we have millions of teachers in rural areas. C33 And B24 it's B34 very important to <uh> give more training to them, A12 on education.

S： "使他們不斷地提高自己"沒譯，因為當時聽的時候去記 training 了，寫的有點長，加上我對數字一直都很緊張，所以就很容易不能集中精神聽後面的

R： 那麼後面的 it's very important to <uh> give more training to them, on education 是？

S： 是自己亂加的，我覺得應該是講培訓，沒有太聽清，因為前面又說有那麼那麼多的老師，就覺得要培訓他們應該是很重要。

我們經過多年的努力，我們希望大大改進農村教師的質量，能夠為我們農村的孩子們，能夠提供更加優質的教育資源，使得他們接受良好的教育。

In these years of efforts, we hope that we can improve the quality of teachers in rural ar- rural areas and C23 we hope that we can provide high quality education to the, children in the countryside.

S： "我們經過多年的努力"本來應該是 past tense，但後面又說"we hope",所以我用了"In this years of efforts"，我覺得應該是一個持續的過程，而不是 past tense.

N4

第一個問題，我想談一談教師隊伍建設的問題。昨天是我們的教師節，前天上午胡錦濤、溫家寶、李長春、習近平等黨和國家領導人親切地接見了全國的優秀教師代表。

The first question <p> is C31 concerning about~ the tea, the teachers' team construction. Yesterday is the Teachers' <uh> Festival. C33 And the day before yesterday, B31 a lot of <uh> national leaders <uh> went to visit the teachers and A23 to~ celebrate the holiday with them.

S： 因為沒記到各個領導人，所以用了概括的表達 national leaders，"親切地"這些都沒有表達出來，因為筆記上就記了"領導"。

R： 是筆記記錄得少還是腦記得少？

S： 都少。所以邊思考邊譯，就有點慢。

R： 就是你覺得語速有點慢？

S： 對，因為當時還在想，那些名字沒有講出來，這樣好不好？

R：就可能還沒有協調好各項任務之間的關系。

S：對，40%的精力都在想前面翻得怎麼樣。

他們呐，這個向全國的教師表示節日的祝賀，向 60 年來為中國的教育事業作出貢獻的全體人民教師和教育工作者表示節日的問候和誠摯的慰問。

They sent their [B24]sincere congratulations to the <uh> to the teachers in [A13]our whole country. [C33]And to those who have contributed [A43]their <uh> efforts to the <uh>60 years <uh> teaching, they sent their [B24]warm greetings to them.

S：我可能還在想前面的，然後這個 60 年處理得不好，沒有不記得 60 年什麼了，然後就在想應該是 60 的教學，就加在後面了。原來是"60 年教師事業的發展"。譯錯了，可能記得時候就不太對，回憶也沒想起來。我太依賴筆記了，聽的時候想把所有都記下來，記下來的都是單獨的字，就沒太注意理解。

R：所以再聽一遍，不記筆記，你可能會譯得更好，是嗎？

S：應該是。

溫家寶總理專門到北京35中聽了5節課，這個，召開了教師座談會，發表了重要講話，他說他用這種方式來表達對教師的，教師節的慰問。

Premier Wen Jiabao went to the <uh> Beijing, the 35 <uh> secondary school. He had listened [A33]with the students and had a sa-, had a seminar with the teachers. He, give a speech [A43]to <uh> [B34]all the teachers presented.

R：uh 是 uh 什麼呢？比方說 Premier Wen Jiabao <uh>

S：因為筆記上記了"北 35"，我就在掙紮要不要翻 35 或者就譯成"secondary school"就好，但是又想已經記下來了，所以就說譯吧

R：<uh>是想要不要翻，為什麼想不翻呢

S：不知道哦，可能覺得不重要吧，就不用說得那麼具體了，可能他在哪個中學不那麼重要吧！其實應該要翻的對吧

R：研究過程中我不能 judge，我們聽完後再討論這個吧

S：因為你停了，所以我就趕緊翻了，所以後面的"用這種方式來表達對教師的，教師節的慰問"也就沒翻了

R：就是你不想留空

S：對

劉延東同志在表彰大會上發表了一篇重要講話，它的題目是"國家發展，希望在教育；辦好教育，希望在教師"。

He give a, he [C33]also give a speech [A43]to the teachers [C31]and~ he give a speech is, the topic [C11]of the speech is <uh> the development of [C13]China depends on the team of the teachers, [C31]and <p> the, development of the teachers' team depend on the development of the students.

S：我不知道那個人不是溫總理，但是我沒聽到"劉延東同志"，又不能瞎編一個名字，所以就說成了"he"；然後它主題的名字我沒有理解所以就翻錯了

R：為什麼沒理解呢？

S：當時我翻的時候就知道翻得牛頭不對馬嘴，自己瞎編的，也沒有邏輯

R：所以其實你對你的譯文是有意識的，你會知道它到底有沒有在 make sense

S：對。另外因為好久沒記筆記了，所以對於筆記也太注重了，所以沒有仔細去聽，而且筆記有時會看不明白。

所以，為什麼我覺得你問的第一個問題特別重要呢？為什麼黨中央、國務院和人民群眾對教師隊伍建設這麼重視呢？因為歷史上中國人就有尊師重教的傳統，而現在我們教育發展到一個最關鍵的時刻，發展到了一個新的歷史時期。

Why your question is so important? <uh> Because [A12]our [A42]nation, and people, attach great importance to the teachers' team construction and it is the tradition, and it is the key point for [A12]our [A42]nation to develop.

S：因為筆記上只有"傳統"，所以"歷史上中國人就有尊師重教的傳統"就沒有翻到。

R：兩個問題譯成了因果關系了呢？

S：我把它譯成肯定句了。聽的時候我已經錯誤地理解了。在講後一個為什麼時，我在記前一句的"重要"就沒聽見，所以就把後一句當成結果了。筆記沒記太多，所以譯得很簡單。

在這個歷史時期，我剛才說到了，是一個全面提高教育質量的新階段。因為我們經過60年的奮鬥，我們已經基本解決了讓孩子們有學上的問題，下一個階段我們就是要想辦法讓孩子們能夠上好學。我們已經從一個人口大國建設成為一個人力資源大國，但我們現在要向人力資源強國進軍。

[A31]Now~ <p> we <p> [C23]our aim is to improve to the education quality. We have <p> come~ around 60 years and we have solved the problem [A13]of <uh> providing education for children. <uh> in the later~ time, we have to [A23]focus~ on the construction of the education to provide, education to every, child. <uh> Our China, is, [C13]China is a country of <uh> that population and we have to [A23]improve the quality of every <p> people.

S："下一個階段我們就是要想辦法讓孩子們能夠上好學"應該是"provide better education"，但是我記的時候就記成"要讓更多的孩子上學"，所以就記錯了。

R：為什麼會記成"更多"呢？

S：可能沒聽懂，就自己瞎編了。

S：我記了"人口"，也寄了"人力資源強國"，但是我看不懂我的筆記，只看懂了"人口"然後就想人口多，就應該要讓人口的質量上去。而且你一停了，我就想著趕緊翻上面的，就沒想著去理解了。

從有學上到上好學，從大到強，最關鍵的問題是什麼？是質量。而提高教育質量的最核心的問題是什麼？最關鍵的問題是什麼？是教師，是教師隊伍建設。所以大家都知道，百年大計，教育為本；教育大計，教師為本。

<uh> Besides the [A33]providing <uh> education [A43]for the children, what is <uh> the point of <uh> from being [A43]a big country to [A43]a strong coun-, strong country? The~ key point is [A43]to develop and improve the quality [A13]of, education. <uh> [C31]And~ in this regards, it is very important [A43]to build a strong team in, this plan.

S：一開始的 uh 是因為我把"從"聽成了"除了"，然後覺得譯不下去了，就在想到底對不對。"百年大計，教育為本；教育大計，教師為本"因為這是在後一部分，但我又急著翻前面了，所以老是翻不好。

R：這個很重要，就是最後一部分常常因為急著翻前面而沒譯到

經過60年的努力，我們已經建立起一支有1600萬人的一支教師隊伍，這是一支

很好的隊伍，是一支能戰鬥、能奉獻的隊伍。但是面對著新的形勢，其實對我們的教師隊伍建設提出了很高的要求，新的要求，同時我們能夠看到在教師隊伍建設這個方面，我們要擺在更加突出的戰略地位。

C23We have gone, through, 60 years, C33and we have built <uh> a team of 16 million teachers. C31And~ the teachers are quite A12qualified and, excellent. We, we have, we are facing higher A43challenges to, <p> build a B24stronger team.

S：we have built 後面又 er 了，因為第一，當時在想時態用得對不對；第二我在想後面的數字，因為對數字還不是很敏感。後面"一支好隊伍"就根據自己的理解譯成"qualified and excellent"。

所以我們教師隊伍建設還存在著很嚴峻的挑戰，一個最突出的就是我們農村教師隊伍的建設，剛才你提的這個問題確實是一個非常重要的問題。

The <p> construction of A13our teachers' team is quite a big challenge A43for B34all of us, and especially, the~ rural teachers' team construction, and the question, just now is quite <p> an important one.

S："農村教師隊伍的建設"一開始忘了"農村"，然後又補上去了。

如果說現在城鄉之間教育還存在著比較大的差距的話，硬件差距還有，但是不是最重要的，最重要的差距就是教師隊伍，教師的質量。
所以這幾年來，黨和政府特別重視農村教師隊伍建設，但是還存在著很多問題。我們正在繼續努力，一個最重要的措施呢，就是提高農村教師隊伍的經濟地位、政治地位、社會地位、職業地位。

C31And the~ important <uh> measure is to improve the political, economical and social position of the rural, of the teachers in the rural area.

S：The important measure 的時候遲疑，是因為在想 measure 和 method，哪個詞更好一點。

在很多措施當中，最根本的一條，是今年1月1日開始實施的義務教育教師績效工資制度。在這個要求呢，第一，是要求我們的義務教育的老師，特別是農村的義務教育的老師的工資收入要不低於當地公務員的。

The important <uh> measure, that is set this year <uh> January 1st. <uh> It is, it is the A43performance-oriented salary system, for, for the compulsory education teachers. C31And~ in this point <uh> the teachers' salary should not be lower, than the civil servant.

S：我沒調整語序，今年一月應該是"January 1st this year"，不符合英文的表達，翻到後面的時候我意識到了。"It is, it is"重複是因為在看筆記上的"績效工資制度"，在想該怎麼翻。

當然，績效工資制度不僅僅是收入的提高，同時也是一次人事分配制度的改革，我們進行績效考核，進一步地調動廣大教師的積極性。

C33And this plan is not only C33concerning about the increasing salary A13of the teachers, but also C21it is the <uh> A42quality improvement for B32all the teachers' education.

R：有什麼 comments 嗎？
S：人事分配制度 不會翻

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這項措施是根本性的，當然還有一系列的措施。我們的一個基本思想就是要吸引社會上優秀的人才來當老師，要吸引優秀人才到農村，到基層，去長期從教，終身從教。

We still have a lot of measures [A13]concerning this <uh> mea- <uh> program. [C31]And we want to <uh> <uh> attract [B34]more talent, talents to become teachers, and [C24]we want more people to come to the rural area, and to be a teacher <uh> [C13]here for a long time.

S：有些地方有停頓和遲疑，是在 try to figure out the notes

R：那現在你認得出筆記嗎？

S：恩，看出來了，是"思想的思"，當時沒認出來，所以沒有說。

R："終生從教"沒有說

S：覺得跟"長期從教"意思差不多

R：所以是聽到了，也記下了，卻主動選擇省略，對嗎？

S：是

我們采取了一系列措施，使得我們有更多的優秀人才到農村去從教，比如我們這幾年來推廣了一個"農村義務教育階段特設崗位計劃"，這個計劃是非常成功的。我們第一批"特崗計劃"的這個老師們啊，三年一個周期，今年已經完成了他們的工作期，已經畢業了。現在這批老師能夠有60%到90%都能夠留在當地的農村，繼續地當老師。

<uh> Recently <uh>, there are some <uh> a lot of measures <uh> we have <uh> conducted a lot of measures, and [C21]we <p> have [A33]already [B24]attracted a lot of talents <uh> to, to come to the rural areas to become~ teachers. Recently, in the rural area, we conducted a program of special <uh> posts and it is, it apro-, it <uh> proved to be a success. In, [C31]And~ this program <uh> enables a lot of teachers to finish their three-year program. [C33]And they~ graduated [B24]successfully. <uh> Recently, a lot of, more than six- sixty to ninety percent teachers, they [B24]are willing to stay in the rural area to become teachers.

S：因為忘了劃分割線，所以一開始忘了從哪裏開始，後面就補上去了。

R：some <uh> a lot of

S：一系列我在想是 some 還是 a lot of

R：所以同時有想很多事情對不對？1）從哪裏開始；2）是不是弄錯了順序；3）選詞

R：一開始的 Recently 是看到後面去了，是吧？

S：對

R：然後第二個和第三個 Recently 呢？

S：加一些詞，然後有時間去想筆記上的東西。

R：60-90%能夠留在農村 → willing to

S：沒記住原文，根據自己的理解加上的

今年我們，今年啊~我們有大概有20萬大學畢業生到農村去擔任教師，同時我們還動員了大批的城鎮教師去到農村支援，還有師範生到農村實習支教，這樣我們就組織了大批優秀的師資到農村去從事教學工作。

下一步要把這個制度啊，要把它制度化，我們要讓我們的老師都能夠到農村去

接受，這個鍛煉，同時要為農村輸送更多的高質量的老師。

This year, we have more than two~ hundred~ thousand college graduates <uh> come to the rural areas to become teachers. <uh> Besides that, we also have, some teachers from the <uh> urban area to be teachers, here in the rural. <uh> In this way, we have a lot of <uh> talents <uh> from the urban area to become teachers here. <uh> In, in the next few years, we, we want to system-, systemize it and we want to have more teachers to come to the rural areas ^{A23}==to have more experience== ^{A23}==to improve their== <uh> ^{A13}==education performance==.

R：記筆記的時候，一開始寫了二十萬，然後一邊在聽下面的，還寫了"城鎮"

S：因為後面聽的比較有思路，所以就可以分心來算前面的數字

R：然後"師範生"呢？

S：可能就是去算數了，所以沒記下來

R："組織大批優秀教師"加了 from the <uh> urban areas

S：我知道老師前面有一些東西，但沒記下來，所以就自己補充了一些

R：下一步"In the next year"，你覺得兩個概念是對等的嗎？

S：第一反應就是這個了

R： to have more experience to improve their education performance

S：記了 老師 農 段 高，所以就根據理解的大意自己加一些東西

第三件事呢，是大力加強農村教師的培訓。我們在農村現在有幾百萬老師，我們要大力提高他們的學習和培訓力度，使他們不斷地提高自己。

<uh> Third, we want to <p> in the rural areas, ^{C24}==we want to== train ^{B34}==more== talents <p> talented people and now in the rural area we have more than a few millions teachers. <uh> We ^{A33}==still== want to improve ^{A43}==their, performance== ^{A13}==in teaching==.

R：你就是看著筆記直譯，那你有回憶嗎？

S：一點點，大部分靠筆記，然後有監聽自己的譯文

R："大力提高...使他們..."而你會概括的譯成"to improve their performance in teaching"

S：我一邊在聽也一邊再整理信息，然後這裏我覺得就可以簡單的譯成這樣

R：筆記上記了什麼

S：就是提高學習，因為聽著覺得後面差不多，就沒有記了。

我們經過多年的努力，我們希望大大改進農村教師的質量，能夠為我們農村的孩子們，能夠提供更加優質的教育資源，使得他們接受良好的教育。

<uh> After <uh> a lot of year's <uh> hard working, we've already made a lot of <uh> progress in improving teacher's, ^{A43}==performance== and, quality. <uh> ^{C33}==And== our stu-, ^{A11}==our~== ^{A43}==students== <uh> ^{A23}==have== ^{B34}==a lot of== ==opportunity to enjoy== this resources, and to ^{A23}==have more~ chances to== receive <uh> higher education.

S："多年的努力"有點卡，在想應該怎麼說。後面"為農村的孩子們"我在重複"our students"，因為我記得是孩子，然後我就在想 student 可不可以，然後覺得可以，所以有重複。

R：優質的教育、良好的教育譯成了"higher education"，因為這裏農村的教育可能更多的是"基礎教育"

S：我記了"良"，但是不會表達，又因為 higher education 用得比較多，所以...

第一個問題，我想談一談教師隊伍建設的問題。昨天是我們的教師節，前天上午胡錦濤、溫家寶、李長春、習近平等黨和國家領導人親切地接見了全國的優秀教師代表，他們呐，這個向全國的教師表示節日的祝賀，向60年來為中國的教育事業作出貢獻的全體人民教師和教育工作者表示節日的問候和誠摯的慰問。

First I would like to ^{A23}answer the questions concerning the construction of the teaching staff. <uh> And <uh> I think that it would, <uh> and express our best wishes for the Teachers' Day. I think the day, before yesterday, <uh> ^{A13}President Hu Jintao, ^{A13}Premier Wen Jiabao as well as other <uh> leaders, ^{C31}like <uh> Li Changchun and Xi Jin, Xi Jinping ^{A33}on behalf of the central government, they <uh> they expressed their ^{B34}best wishes and greetings to all the representatives from the teaching staff and ^{C21}they ^{C31}also <uh>said that they would like to express their best, express their congratulations to all the teachers ^{A33}for, having a good Teacher's day and they also mentioned that <uh> ^{C21}they ^{C31}also mentioned that, <uh> they want to, they want to ^{B22}thank the contributions they have made for China's ^{A43}education development.

S：覺得剛開始有點不太連貫，這段講的時候有很多反複，最後一句"向 60 年來…"這句比較長，筆記也沒記全，miss 了很多東西。

R：加了　on behalf of the central government

S：對政治話題較熟悉，後面也提到了黨和政府，幾位領導是 9 個常委裏的 4 個，他們來的目的其實是代表"黨和政府"，所以就加了

R：I think

S：無意識的，在看筆記，又不能停下來不說，就加了這類 filler、口頭禪。

R："昨天是教師節"說了一半，突然停下來加上了"I think that it would, and express our best wishes for the Teachers' Day"

S：這可能是筆記的原因，筆記沒有記下來，所以銜接不好。

溫家寶總理專門到北京35中聽了5節課，這個，召開了教師座談會，發表了重要講話，他說他用這種方式來表達對教師的,教師節的慰問。

Premier Wen Jiabao went to the No. 35 Middle School of Beijing~ and ^{C21}he <uh> listen to five class, and he listen to five classes, and he, he, he, and he especially gave a meeting to all the teachers and to ^{B24}lay ^{B24}special emphasize that ^{B24}he is paying ^{B34}great attention to education.

S：第五節課，一開始想用 lecture，後來想在中學不應該用 lecture，就用了 classes。另外，"他用這種方式"我覺得是廢話，可以省略，直接說"他表示慰問"就行了。

R：加了　paying great attention to education

S：我覺得他是希望通過開會來表達對教育的重視。

劉延東同志在表彰大會上發表了一篇重要講話，它的題目是"國家發展，希望在教育；辦好教育，希望在教師"。所以，為什麼我覺得你問的，第一個問題特別重要呢？為什麼黨中央、國務院和人民群眾對教師隊伍建設這麼重視呢？因為歷史上中國人就有尊師重教的傳統，而現在我們教育發展到一個最關鍵的時刻，發展到了一個新的歷史時期。

C31 And <uh> A13 state councilor Liu Yandong has addressed an important speech and her B34 major topic is about A11 our~ country's <uh> A13 educational development. C33 And B24 he hopes that B34 all the teachers could their, make their own contributions to the development of China. And why I, I say that C13 the education <uh> problem is important is because that the central committee, the state council and~ A13 our people have paid great attention to A42 education. And it's been a long, it's been a B24 time-honored traditional in China that we always respect A13 our teachers and education. So this, and C31 also <uh> the improvement of our education has marked a historical <uh> B22 will help China to~ better enter into a historical stage.

S："國家發展希望在教育…"這一句沒記全，按自己的理解說的。最後一句話"發展到最關鍵的時刻，新的歷史時期"，聽對了，但譯錯了，譯成了"已經進入"，沒有把這個過程說出來。

R：就加了"help China to better enter into a historical stage"

S：恩

R："第一個問題特別重要"你具體化了這個問題，是有意識地為了讓意思更清晰嗎？

S：恩

R："為什麼…"問句變成了陳述句

S：我可能沒聽出它是個問句，就忽視了為什麼，就理解為他在陳述事實。

在這個歷史時期，我剛才說到了，是一個全面提高教育質量的新階段。因為我們經過60年的奮鬥，我們已經基本解決了讓孩子們有學上的問題，下一個階段我們就是要想辦法讓孩子們能夠上好學。我們已經從一個人口大國建設成為一個人力資源大國，但我們現在要向人力資源強國進軍。

C31 And~ B11 I think <p> during this historical stage, B24 the B34 first priority A11 for us <p> is to improve the overall educational quality A43 for A13 our people. And I think during the past six years, we have fundamentally solve the problems of making access for s, for <uh> for kids to go to school. C33 And the next stage A11 we are going to enter into <uh> is that to make them have, A23 receive good education quality. C33 And A11 now~ China is <uh> C13 China is a country with a huge population but now we are going to develop, we are going to develop China into a country with good human resources.

S：60 年只說了 six years，這段基本意思都譯出來了，就是最後一句"向強國進軍"，當時沒有想出好的表達，思維有點混亂，就照自己的理解譯了。還有就是"有學上和上好學"，漢語說很簡單，英語就不容易表達了，就用了"接受高質量的教育"

R：the first priority

S：前面講了溫家寶、講了劉延東，我覺得這一段應該是周濟發表自己的觀點，首先說的一點我覺得應該是最重要的一點，就用了 the first priority。

R："是一個全面提高教育質量的新階段" to improve the overall educational quality of our people

S：可能是理解的問題。雖然後面強調了"孩子"，但我當時沒有聽到，就覺得應該包括了整體，包括小學、中學、大學的教育質量，所有就用了 people 而不是 kids。

R：經常出現 and now 之類的，有意識到嗎？

S：因為筆記有時看不清，需要花時間去想，又不能停下來不說，為了保持連貫性，就加了這類詞

R：所以是有意識的行為！

S：對

從有學上到上好學，從大到強，最關鍵的問題是什麼？是質量。而提高教育質量的最核心的問題是什麼？最關鍵的問題是什麼？是教師，是教師隊伍建設。所以大家都知道，百年大計，教育為本；教育大計，教師為本。

[C31]And from~ having access to go to school to [A33]receiving good quality of education, [B11]I think <p> the most important part and also the essence of this issue is that we should have good <uh> [C21]we should have [B24]good teachers. [A23]There's a saying goes that the most important <uh> part of having a good education is that [C21]we should enhance <uh> the [B34]overall quality of [A13]our teachers. [C33]So [A33]by saying so [B15]I mean that [B24]we should improve the [B34]overall construction of the teaching <p> staff.

S：質量我譯成了"教師隊伍"；後面結尾十六字的四字俗語，很難表達，就譯出了核心意思，"最重要的是教育"。

R：為什麼"質量"譯成了"教師隊伍"？

S："質量"沒有記到，但已經設問了，所以主觀推斷是"教師隊伍"

R："從大到強"前面加了 I think，然後"從大到強"沒譯出來

S：也是為了銜接

R：就是說為了有更多的時間想後面的部分

S：對，很多都是這種，像什麼 I think、and also 之類的

R：the most important part and also the essence of this issue，兩個類似的概念同時表達出來了

S：這也是延緩時間，因為說這些不耗費腦筋，順口就說了，還能有時間想下面該怎麼說。

經過60年的努力，我們已經建立起一支有1600萬人的一支教師隊伍，這是一支很好的隊伍，是一支能戰鬥、能奉獻的隊伍。但是面對著新的形勢，其實對我們的教師隊伍建設提出了很高的要求，新的要求，同時我們能夠看到在教師隊伍建設這個方面，我們要擺在更加突出的戰略地位。

[C33]And I think during [A11]the past~ six years of hard working, I think we have [A31]now [A31]in China <uh> 16 million teaching staffs [A33]in all [C33]and they have dedicated themselves [A43]to the development of [A13]China's education. And under these new circumstances, [B11]I think <uh> we need to put new requirements for [B34]all the teachers, that [B22]those teaching staffs need to make more contributions in [A32]under this strategic stage.

S：這段說的比較快，因為前面記得比較全，然後害怕會忘記後面，所以就講得有點快，然後最開始的那個 60 年又講成了 six years。最後，那個"高要求、新要求"還有那個"擺在更加突出的戰略地位"我好像又譯成了"已經步入"

R："一支能奉獻的隊伍"後面加了 to the development of China's education

S：有意識加的，感覺只用 dedicate 會錯過一些東西，就把奉獻的對象用一個表語補充出來了。

所以我們教師隊伍建設還存在著很嚴峻的挑戰，一個最突出的就是我們農村教師隊伍的建設，剛才你提的這個問題確實是一個非常重要的問題。

如果說現在城鄉之間教育還存在著比較大的差距的話，硬件差距還有，但是不是最重要的，最重要的差距就是教師隊伍，教師的質量。

[B11]I think that <p> the biggest problem and difficulty [A11]we are facing [A31]now <uh> is to construct a [B24]better teaching faculty. [C31]And~ [B11]I think~ we are [C31]also <uh> we are facing severe challenges in so doing. [B11]I think~ the question just you have raised [A23]is about the rural teaching, education quality [C33]and [B11]I think that <p> this <p> [A33]as for this aspect [B24]we need to improve it.

And we know that there has always been some <uh> there has always been some <uh> disparities between rural and urban education. But thi-, but to what, but [B11]I think <uh> [B34]to some extent that, that is not very important. But the core issue [A11]of this problem is that <p> [C24]we need to solve the problem of the education staff.

S：這兩句譯得比較凌亂。"硬件設施"首先想到的是不要譯，然後想著後面可能會出現"軟件設施"，所以覺得還是要譯，然後想著譯成"學校、設備"等等，又覺得太長，最終還是沒譯。第一句話"還存在挑戰"，開頭就一直是圍繞著這個句子在說。第二段第一句"還存在很大的差距"，其實譯成 gap 就可以了，但當時沒想出這個詞，所以就用了 disparity，用在這裏很不適合。在"硬件差距"那兒把思路打亂了，所以後面的"教師隊伍、教師質量"就沒有譯出來，譯成了"education quality"。

R：所以在"硬件差距"後面你還加了 to some extent 之類的，就是還想把它表達出來

S：對，當時在"硬件差距"後面還畫了一個圈，就是在想。想法太多，要不要譯？要不要舉個例子來說？

R："你剛才提的這個問題非常重要"："這個"你具體化了"is about the rural education quality"，這是有意識的嗎？

S：恩，對，因為他說是個重要的問題，所以我覺得顯化一下比較好。

所以這幾年來，黨和政府特別重視農村教師隊伍建設，但是還存在著很多問題。我們正在繼續努力，一個最重要的措施呢，就是提高農村教師隊伍的經濟地位、政治地位、社會地位、職業地位。

<uh> [B11]I think that <uh> over the [A13]past years, the [B34]central government <uh> has make great effort, has [B24]made [B34]great efforts to construct a better rural teaching <uh> <uh> teaching, to enhance the construction of the <uh> rural teaching staff. And [C33]even if it is, they still exist a lot of problems, [C33]but [B14]I think that the most important thing is that we need to enhance the overall role, I think <uh> [C24]we need to enhance the political, economical, social and [A11]their <uh> vocational status of the rural teachers.

S：最開始"重視隊伍的建設"好像譯錯了。然後"但是存在很多的問題"是一個結果，我好像譯成了一個條件 even if

R：結果變成了條件，這種轉變成怎樣形成的？

S：我當時理解的是"盡管存在問題，但是…"

R："黨和政府"直接譯成了"the central government"

S：恩

R：還有這個"重視"，enhance the quality of rural teachers.

在很多措施當中，最根本的一條，是今年1月1日開始實施的義務教育教師績效工資制度。在這個要求呢，第一，是要求我們的義務教育的老師，特別是農村的義務教育的老師的工資收入要不低於當地公務員的。

當然，績效工資制度不僅僅是收入的提高，同時也是一次人事分配制度的改革，我們進行績效考核，進一步地調動廣大教師的積極性。

[C33]And among [B34]all these measures [A13]we have adopted, [B11]I think that <p> the most significant one is the one that we <p> from Jan, 1 this year, we have a-dopted that the special <uh> the special position plan for rural a(rea), for compulsory educational stage. [C31]And [C31]also <uh> [A31]by so doing <p> [B11]I think that <p> [C31]for instance [A43]the first measure [A11]we are going to adopt <p> is [A43]to enhance the compulsory education teachers' salary, especially <uh> for those [A13]who are working in the rural areas. [C33]And we need to enhance their salary [C31]in order to~ make them as <uh> as <uh> [A23]is almost like the public servants. [C31]And [C31]also this is <p> basically, [A23]their salary is [A33]basically defer, dependent on the salary system, on the salary system of the performance ratio. [B11]I think <p> [B22]this is a big move, move, a big movement we have made step for(word), [B22]we have stepped forward.

S："義務教育績效工資制度"譯得比較混亂，"不低於當地公務員…"現在想覺得挺容易的，但是當時沒想出來，被這個邏輯搞混了，所以繞了半天都沒繞出來。然後最開始"最根本的一條"我譯成是"最重要的一條"。

R：不低於當地公務員這裏你加了 And we need to enhance their salary，前面你已經說過這個了，然後這裏再說了一遍是為什麼？是想把後面的結構想出來嗎？

S：應該不是。它前面講了"義務教師…"後面又講了一遍，所以這裏我應該是對著譯的。

S："績效工資制度"當時在准備的時候有想過，也不知道對不對，所以就那樣說了。

R：前面那個"最根本的"你譯成了"最重要的"，你自己知道嗎？

S：不知道。當時原文沒聽清，因為在平常的練習中常常用到 the most significant，所以就這樣譯了。

R：所以筆記上這種詞你基本上不記，都是憑記憶的。

R：對。

這項措施是根本性的，當然還有一系列的措施。我們的一個基本思想就是要吸引社會上優秀的人才來當老師，要吸引優秀人才到農村，到基層，去長期從教，終身從教。

[C31]And [B11]I think <p> [A23]we have adopted many measures and some of them are very, are the fundamental ones and [A23]we are [C33]also going to introduce a series of [A13]new measures [A33]to support this program. [C31]And [B11]I think that <p> we are going to attract [B34]more excellent intellectuals to [B24]dedicate themselves to the teaching career, [B34]especially in the rural areas. [C31]And [B11]I think we need s- <uh> teachers to work in rural areas for long time, long period of time and [B31]even~ [B24]dedicated themselves [C13]there.

我們采取了一系列措施，使得我們有更多的優秀人才到農村去從教，比如我們這幾年來推廣了一個"農村義務教育階段特設崗位計劃"，這個計劃是非常成功的。我們第一批"特崗計劃"的這個老師們啊，三年一個周期，今年已經完成了他們的工作期，已經畢業了。現在這批老師能夠有60%到90%都能夠留在當地的農村，繼續地當老師。

For example in recent years that we have adopted the special position plan for rural education compulsory stage. ^{C33}And this has marked a great success. ^{C31}And~ the first batch of the <uh> teachers have, er, have complete, have graduated this year. And they've been, ^{C31}and~ the whole period last for three years. ^{C31}And~ ^{B34}almost 60 to 90 percent of the teaching staffs, they have remained in their rural teaching positions.

S：因為"基層"不會譯，所以當時雖然用 and 起句了，後來還是轉了說別的東西。然後"吸引優秀人才來當老師"，當時就想譯成"attract excellent to"，又覺得不夠正式，所以就意譯成了"dedicate…"

R："a series of new measures to"

S：他上面講了很多措施，根本性的，我當時的理解是，他上面講的還不夠，所以還需要一些"新的"措施。

S：還有"完成了工作期，已經畢業了"，當時想把"工作期"譯出來"complete their working period"，又覺得不太好，最後就把它直接譯成"畢業了"，但是當時在這就卡在這個"工作期"上面。

R：almost 60 to 90 percent，有意識到嗎？

S：是有意識加的，因為我覺得他那個數據並不是完全得准確，所以就把"大約"這個概念說出來了。

今年我們，今年啊~我們有大概有20萬大學畢業生到農村去擔任教師，同時我們還動員了大批的城鎮教師去到農村支援，還有師範生到農村實習支教，這樣我們就組織了大批優秀的師資到農村去從事教學工作。

This year, I think approximately 0.2 million college graduates, graduates will graduate from college and~ ^{B11}I think all the, ^{B24}these graduates will dedicate themselves <uh> in developing the rural teaching <uh> staff. ^{C31}And~ also ^{B11}I think that~ we are ^{C31}also <uh> going to encourage the, encourage ^{B34}more teachers from urban area to support the rural ^{A43}educational development. ^{C33}And ^{B34}more students graduated from the Normal Universities are ^{C33}also enter into this career. By so doing ^{B11}I~ think~ that we will gre-, ^{B24}we will enhance ^{A13}our rural educational program ^{B24}into a better stage.

S：我覺得全篇用了太多的"dedicate"，可能聽眾聽了會煩。其實現在聽來，這個詞有點大，這一段可能並沒有"致力於"這個概念，只是"從事教育工作"。最後"組織大批優秀教師…"沒有聽清楚，所以就自己編了，就是"提高中國的教育質量"。

R：graduates will graduate from college

S：本來想說 college graduates，但沒說出 college，又沒辦法補上，為了有大學這個概念，所以後面就加了這個動詞。

下一步要把這個制度啊，要把它制度化，我們要讓我們的老師都能夠到農村去接受，這個鍛煉，同時要為農村輸送更多的高質量的老師。

^{C33}And the next stage ^{A11}we are going to enter <p> is that we have ^{A43}to build in a set system. We are going to send more teachers to the rural areas and ^{B24}let them to help the ^{B34}overall education development ^{A13}in the rural areas ^{A13}in China.

S：後半句又譯錯了。"輸送人才"我譯成了"提高教育的質量"

R：為什麼呢？

S：就是每次聽到最後的時候，然後又返回去譯前面的，就容易把後面的部分忘記，就會用一些講出來不會錯的內容來填充。

R：下一步 the next stage we are going to enter

S：其實並不是想銜接下面的內容，但是就覺得像是一個固定搭配一樣。就想 this is why，this is 後面就會跟上 why 一樣。

第三件事呢，是大力加強農村教師的培訓。我們在農村現在有幾百萬老師，我們要大力提高他們的學習和培訓力度，使他們不斷地提高自己。

^{C31}And ^{B11}I think <p> the next <uh> important <p> the third step ^{A13}we are going to adopt <p> is to enhance the rural a(rea), the rural area's teachers training. I think that nowadays ^{A31}in China we <p> in rural areas we have several millions of teachers and what we are going to do is to <uh> ^{B24}help them to study and enhance their training ^{A43}quality and we need to make this training and we need to make continuous progress, we need to make continuous training in order to ^{B24}help them improve themselves.

我們經過多年的努力，我們希望大大改進農村教師的質量，能夠為我們農村的孩子們，能夠提供更加優質的教育資源，使得他們接受良好的教育。

^{A32}In recent years, ^{B11}I think that~ the ^{B32}overall ^{B22}teaching quality in rural areas has been enhanced. ^{C33}And ^{B22}this will lead to a greater effect on the ^{B34}overall teaching quality for ^{A43}the students and ^{C13}the students ^{B24}could improve in a better manner.

S："不斷提高自己"這兒來回說了多幾次，但是可能有點迷糊。最後用了並列的結構"能夠為孩子提供…"這兒遺漏的信息也會比較多。

R：這還是前面說的那個原因嗎？

S：對，因為聽到最後，可能筆記記得不全，然後返回去譯前面的就會把後面的部分遺忘了。

N6

第一個問題，我想談一談教師隊伍建設的問題。昨天是我們的教師節，前天上午胡錦濤、溫家寶、李長春、習近平等黨和國家領導人親切地接見了全國的優秀教師代表，他們吶，這個向全國的教師表示節日的祝賀，向60年來為中國的教育事業作出貢獻的全體人民教師和教育工作者表示節日的問候和誠摯的慰問。

^{A33}To answer ^{A13}your first question, I would like to ^{A33}first talk about the building up of ^{A13}our teaching faculty. <uh> Yesterday was the <uh>Teachers' <uh> Day. ^{C33}And the day before <uh> ^{A13}our leaders ^{C33}including Hu Jintao, Wen Jiabao <uh> they <uh> met with~ the <p> representative of the excellent teachers around ^{C13}China. <uh> The leaders <uh> sent their, sincerely <uh> se(nt), sent their sincere wishes to the <uh> whole faculties <uh> teaching faculties ^{A13}around China.

S：我的語流問題比較嚴重。比如說建設、祝賀，在這些地方會有卡殼。

R：第一個問題 → To answer your first question

S：理解錯了

R：全國優秀教師代表 → the representative of the excellent teachers around China. 是有意識的嗎？

S：是吧，應該要把它顯化出來，要強調是中國的。

溫家寶總理專門到北京35中聽了5節課，這個，召開了教師座談會，發表了重要講話，他說他用這種方式來表達對教師的,教師節的慰問。

<uh> Premier Wen Jiabao went to the No. 34 <uh> High School in Beijing and held a seminar with the teaching staffs in, [A13]of that school. Through this method, [C11]Premier Wen Jiabao <uh> sent his sincere <uh> sincere <uh> <uh>sent, sent his wishes [B34]best wishes to them.

S：前面覺得還可以，就是後面"祝賀"這裏出現了前面一樣的問題，不會翻譯，在英文裏沒有對應的詞語，所以卡殼了，但是最後我想出了另外一種方式來表達。

R：a seminar with the teaching staff in, of that school. 這個添加是有意識的嗎？

S：是的，因為我覺得 seminar 這個詞有平等的意思，而實際上溫總理的地位應該更高，所以我就把"該校的老師"這個概念說出來了。等於是一種補救措施吧，也不知道恰不恰當。

劉延東同志在表彰大會上發表了一篇重要講話，它的題目是"國家發展，希望在教育；辦好教育，希望在教師"。所以，為什麼我覺得你問的，第一個問題特別重要呢？為什麼黨中央、國務院和人民群眾對教師隊伍建設這麼重視呢？因為歷史上中國人就有尊師重教的傳統，而現在我們教育發展到一個最關鍵的時刻，發展到了一個新的歷史時期。

A very good teacher, he held an important speech on this seminar. [C31]And~ his topic was the <uh> development of~ [A13]our education <uh> is rely on the teaching staffs <uh> rely on the education <uh> which <uh> is [B34]strongly [A23]supported by the teaching staffs, so that's why I think, your question is very important. Because [A31]nowadays <uh> the <uh> [A12]our [A42]nation and people attach great importance to the teaching staffs. <uh> We had a [B34]very [B24]good <uh> tradition~ in respecting the teachers and currently <uh> it is [C31]also <uh> [B34]very important [A43]to~ pay attention to the building up of the teaching staffs.

S：第一個人名沒有聽清楚，也覺得不太重要，因為就出現了一次，所以就沒說。最後一句也沒聽清楚，但是不想留下斷句，就根據自己的理解去補充完整了。

R：so that's why I think your question is very important. 變成了陳述句

S：自己的理解

R：尊師重教 → respecting the teachers 重教沒有譯，有聽到嗎？

S：有聽到，但是把重點放在了前面，表達的時候就忽略了。

在這個歷史時期，我剛才說到了，是一個全面提高教育質量的新階段。因為我們經過60年的奮鬥，我們已經基本解決了讓孩子們有學上的問題，下一個階段我們就是要想辦法讓孩子們能夠上好學。我們已經從一個人口大國建設成為一個人力資源大國，但我們現在要向人力資源強國進軍。

[C23]We have [A33]already entering into a new stage. As just, as I just mentioned that, we need to improve [A11]our~ quality of education. During <uh> [A33]since the~ founding of new China, <uh> we already solved the problem of <uh> [A13]sending children to the school. [C33]And our next <uh> mission is [A43]to improve [A13]our quality of [A13]our education. We <uh> [A33]traditionally is a nation with a large population and we now <uh> have to go to the next stage of <uh> <uh> <uh> next stage of the, of the <uh> we, we need to [A22]go to the next stage.

S：這段我作了比較大的調整"全面提高..."""...新階段"我都把它融成了一句話。而且在 60 年來的奮鬥我把它說成是"自建國以來"；而且"人力資源強國"就可能是平時積累不夠，一時想不起怎樣表達。如果再有一次機會，就會把這部分直接砍掉，然後猶豫的部分也應該縮短。

R：在這個歷史時期 → We have already entering into a new stage

S：我直接看的筆記上的 stage，我覺得這個也不是特別關鍵。

R：加了 自建國以來，是有意識的嗎？

S：是的，看背景資料然後我就知道了，就顯化出來了。

R：traditionally

S：無意識的，說出來之後我也一驚，但是說出來了就沒法改，就要硬著頭皮說下去。

從有學上到上好學，從大到強，最關鍵的問題是什麼？是質量。而提高教育質量的最核心的問題是什麼？最關鍵的問題是什麼？是教師，是教師隊伍建設。所以大家都知道，百年大計，教育為本；教育大計，教師為本。

[C23]We [A13]already solved the problem of sending [A11]our~ children to the school and [A31]already <uh> [B24]accomplished the transformation to be a nation with <uh> well-educated people. And~ the, key issue of, improving the educational quality is based on the <uh> education. [C31]And~ [A43]to <uh> reach [A11]our~ goal in this century is rely on the <uh> teaching staffs.

S：聽的時候覺得結構比較混亂，最關鍵的、最重要的...但是由於時間太短，最終還是沒能縷清，就開始譯了，所以這段就是一個總結性的翻譯。

R：transformation 、 well-educated people 是有意識加的嗎？

S：不是，就是有時候腦子裏跳出什麼詞就用什麼詞了。

R：就是這個"強"這個詞就讓你想到了"well-educated people"是嗎？

S：對，因為我沒有想到 talented 這個詞

R："最關鍵的問題是..."→ the key issue of the <uh> the educational quality is based on the education

S：這裏我自己也很混亂

R："百年大計..."→ to reach our goal in this century

S：准備的時候有想過這些詞，就是因為英文沒有對應成分，所以就根據自己的理解這樣譯了。

經過60年的努力，我們已經建立起一支有1600萬人的一支教師隊伍，這是一支很好的隊伍，是一支能戰鬥、能奉獻的隊伍。但是面對著新的形勢，其實對我們的教師隊伍建設提出了很高的要求，新的要求，同時我們能夠看到在教師隊伍建設這個方面，我們要擺在更加突出的戰略地位。

<uh> We [A33]already made efforts in the [A11]past sixty decades. [C33]And we already

have a very good teaching <uh> faculty with sixteen million <uh> teachers. They are [B34]very dedicated [A43]to their works. However, <uh> with the [A13]ever-changing environment [A11]of <uh> the globe <uh> we, [B24]these teachers need to meet the new <uh> requirement [A33]according to these changes. And we saw, we've [A31]already~ seen~ that <uh> we need to <uh> [A23]lay out the strategic <uh> strategic measures of <uh> building up a [B24]good teaching faculty [A43]for [A13]our children.

S：有一部分是直譯，有一部分是概括性譯，比如"能戰鬥、能奉獻"我就用了"They are very dedicated to their works"，但是由於摳個別字眼，就會出現卡殼的狀況，比如說"戰略"這個詞，我就不知道後面應該加什麼，但是最後還是完整地把意思說出來了。

R：strategic measures to building up good teaching faculty for our children

S：對，是根據理解加的。

R：with the ever-changing environment of the globe

S：在筆記過程中就會有一些加工，有的時候這種加工會偏離原文

所以我們教師隊伍建設還存在著很嚴峻的挑戰，一個最突出的就是我們農村教師隊伍的建設，剛才你提的這個問題確實是一個非常重要的問題。
如果說現在城鄉之間教育還存在著比較大的差距的話，硬件差距還有，但是不是最重要的，最重要的差距就是教師隊伍，教師的質量。

[C33]However we still have some~ difficult challenges. [C31]And <uh> one [C13]of them is as you mentioned, <uh> the building of the teaching faculty in rural areas.
<p> If <uh> there's a huge gap between [A43]the development of urban and rural education, <uh> [A21]we can say that <uh> [A13]the teaching facilities is not a problem but the key issue is the quality of~ [A13]our teachers.

S：這段一些繁瑣的詞我就省略了，比如說"教師隊伍建設"，我就直接說"面臨嚴峻的挑戰"。然後"硬件"the teaching facilities，我是想把它顯化出來。

R： we can say that

S：把前半句"如果說"假設的那個條件省略了，因為自己知道城鄉教育確實存在差距，所以就進行了一個小小的深加工。

R：所以 → However

S：無意識的加的

所以這幾年來，黨和政府特別重視農村教師隊伍建設，但是還存在著很多問題。我們正在繼續努力，一個最重要的措施呢，就是提高農村教師隊伍的經濟地位、政治地位、社會地位、職業地位。

In recent years, the governments have [A31]already <p> [B24]done a lot of <uh> efforts [A23]to <uh> improve the <uh> education in rural areas. [C33]And most important measure is to improve the position of <uh> teachers in rural areas of their <uh> economy, political positions and so on so forth.

S：這段我簡化了很多，因為覺得像"我們做了很多努力"，這個沒有必要說。重要的是後面的措施，因此"繼續努力"這些就省略了。然後後面四個地位，後面兩個地位會比較沒有那麼重要，所以省略了。

R：就是你會把自己認為不重要地信息省去。

S：對，因為我會根據上下文判斷信息的重要性。

R：黨和政府 → the government

S：因為我不知道怎麽處理"黨"，而且黨統領著政府，政策不是由黨而是由政府來制定、實施的。黨只是傳達一種精神。

R：所以這個省略也是有意識的？

S：也不是，因為當時確實不知道怎麽處理"黨"！

在很多措施當中，最根本的一條，是今年1月1日開始實施的義務教育教師績效工資制度。在這個要求呢，第一，是要求我們的義務教育的老師，特別是農村的義務教育的老師的工資收入要不低於當地公務員的。

當然，績效工資制度不僅僅是收入的提高，同時也是一次人事分配制度的改革，我們進行績效考核，進一步地調動廣大教師的積極性。

Among these measures, the fundamental one is the <uh> ^{A43}==salary based on their~ teaching performance== which <uh> we issued ^{A43}==this plan== on the January 1st. It is required that ^{A11}==our~== teachers <uh> especially in rural areas <uh> have a ^{A13}==minimum== salary <uh> which is <uh> <uh> larger than the workers. ^{A43}==The plan of <p> salary based on the teaching performance== is not only ^{A43}==a measure== to improve their incomes but also a reform of their, ^{A12}==of the~ rural teaching faculties== which can <uh> <uh> e-, extract their motivations.

S：這裏還是太摳字眼了,然後像"人事分配制度"我當時就是采用模糊化的策略。

R：minimum salary 有意識加的嗎？

S：對。

R：larger than the workers

S：因為已經陷於這種結構了，就沒有辦法再說一遍，所以只能硬著往下譯。

R：公務員 → workers？

S：聽錯了，沒聽到公務員。

這項措施是根本性的，當然還有一系列的措施。我們的一個基本思想就是要吸引社會上優秀的人才來當老師，要吸引優秀人才到農村，到基層，去長期從教，終身從教。

^{A32}==Besides these measures== we also have some other ^{B24}==practical== measures ^{A33}==to solve this problem.== ^{C33}==However==, our key <p> our key issue is to attract ^{B34}==more== talents to go to the rural areas for teaching.

S：這段中文有很多重複，所以我就簡化成"吸引更多的人才去農村"。

R：就覺得"到農村""到基層"是差不多的概念？

S：對，因為我的詞匯儲備裏沒有"基層"這個概念，為了避免這種很歧義的翻譯，我就幹脆把它省略。

R：那"長期、終生從教"呢？

S：因為在最後，所以筆記沒記到，那譯到最後其實也就不記得了。

我們采取了一系列措施，使得我們有更多的優秀人才到農村去從教，比如我們這幾年來推廣了一個"農村義務教育階段特設崗位計劃"，這個計劃是非常成功的。我們第一批"特崗計劃"的這個老師們啊，三年一個周期，今年已經完成了他們的工作期，已經畢業了。現在這批老師能夠有60%到90%都能夠留在當地的農村，繼續地當老師。

今年我們，今年啊~我們有大概有20萬大學畢業生到農村去擔任教師，同時我

們還動員了大批的城鎮教師去到農村支援，還有師範生到農村實習支教，這樣我們就組織了大批優秀的師資到農村去從事教學工作。

We've launched <uh> so much <uh> [B34]so many measures to <uh> [B24]attract talents to go to rural areas. For example, we've launched a plan of <uh> special job opportunities for <uh> students <uh> to go to the rural areas <p> and <p> [B24]help the compulsory education. It is a success. <uh> This plan is running for three years as a turn [C31]and <p> <uh> some teachers have already [B24]accomplish their [A43]mission. <uh> [A31]Around 60-90% of them <uh> [B24]decided to stay in the rural areas and continue their teaching over there.

[C33]And this year, we have two hundred thousand graduate students went to the rural areas for teaching. Meanwhile, [C33]not only we encourage graduated students to go to the rural areas but also <uh> some other talents <uh> in the society, for example <uh> teaching faculties in urban areas and some other teachers in, the society to go to the rural areas.

S：本來我想將這個計劃說成一個比較簡練的名稱，但發現非常不成功，然後再解釋了一下。然後在處理"第一批"，我不會說，就換成了"一些老師"，後半段語序有很大的調整，先說總結的"吸引大批優秀教師去農村"，然後再舉例，是有意識的調整。

R：around 60-90%

S：這是無意識的，一般說到數字就會加這樣的詞。

R：如何評價一下呢？

S：大多數情況下是可以接受的，有的時候說准確數字的時候就不行，不過那個時候我也會留意。

R：Meanwhile,

S：有意識加的，我要表現這種連接關系，既有上面的計劃，又有後面的措施。

R：師範生"some other..."也是模糊化的處理

S：對，因為我聽的時候沒太聽清楚，所以就只能這樣。

下一步要把這個制度啊，要把它制度化，我們要讓我們的老師都能夠到農村去接受，這個鍛煉，同時要為農村輸送更多的高質量的老師。

We need to [A23]build up a system <uh> to [B24]encourage the teachers [A13]from the urban areas to go to the rural areas [C31]so that <uh> more and more [A13]talented teachers could <uh> [A23]get <uh> [A13]hands-on experience [A13]of teaching in the rural area.

S：因為不能說出有冒險的詞，又不會說"制度化"，所以就選了 system；老師可以到農村去，我就聯想到可以得到實踐方面的經驗，這可能是處理上有些問題，但是可能他們不是對等的，但是當時我第一反應就是這樣。

第三件事呢，是大力加強農村教師的培訓。我們在農村現在有幾百萬老師，我們要大力提高他們的學習和培訓力度，使他們不斷地提高自己。

我們經過多年的努力，我們希望大大改進農村教師的質量，能夠為我們農村的孩子們，能夠提供更加優質的教育資源，使得他們接受良好的教育。

[A23]We [C33]also projected some training [A43]program for teachers. Now we have millions of teachers, <uh> they need to <uh> greatly <uh> improve themselves [A33]through <uh> [A13]continuous study.

We hope that <uh> through our efforts, we could improve the teaching qualities in the rural areas [C33]so that we could provide an <uh> excellent teaching [A43]environment for [A13]our children.

S：這段前面還是譯得比較完整。後半段我記筆記的時候察覺到了一種因果關系，所以有意識的加上了 so that

R：provide an excellent teaching environment for our children

S：根據自己的理解譯的。

N7

第一個問題，我想談一談教師隊伍建設的問題。昨天是我們的教師節，前天上午胡錦濤、溫家寶、李長春、習近平等黨和國家領導人親切地接見了全國的優秀教師代表，他們吶，這個向全國的教師表示節日的祝賀，向60年來為中國的教育事業作出貢獻的全體人民教師和教育工作者表示節日的問候和誠摯的慰問。

So <uh> first of all, I would like to <uh> talk something about [A43]the quality <uh> of [A13]our teachers. Now [A23]we [B34]all know that yesterday was the Teachers' Day. [C33]And the day before that, <uh> some leaders of [A13]our country [C31]including <uh> [A13]President Hu, <uh> [A13]Premier Wen and <uh> other [B21]important <uh> leaders have met <uh> with [B34]many teachers to <uh> greet them on the <uh> [B24]special occasion and [B34]especially for their contribution over [A11]the past 60 years <uh> on the busi-(ness), on the business of [A13]our education.

S：我記得是胡錦濤溫家寶，後面就忘了。我主要是根據筆記，然後發現自己有一些語法錯誤，例如 on the special occasion 其實後面可以直接接 for their contribution 就可以了，但是後面又加了 for...

R：就是你覺得本來應該更 concise 一些的，對嗎？

S：對。還有"教師隊伍建設"應該就是"提高教師質量"，所以就翻譯成 improve the quality of teachers. 但是我覺得應該要加點什麼，因為人的質量，似乎有點 insulting，但是又沒想好，所以全篇都是用這個。

R：親切的

S：像這樣的形容詞我很少會譯，一般就當做聽不見。我也不知道為什麼。然後"全國優秀教師代表"，因為我筆記練得不好，就會分散我的注意力，所以我就說"跟老師見面"而不是"教師代表"

R："接見了"用了"meet"

S：不然用什麼呢？第一反應就是 meet，因為親切接見嘛！

R：還有就是整篇的開頭有很多，now、ok 那種。

S：我沒感覺到，可能是說話的習慣。比如上課時，我做好筆記可以開始翻了，就會說 ok，然後 now 可能我比較經常說 now let's talk about

R：那這樣的 language marker 會幫聽眾嗎？還是會幫到你嗎？

S：都不會，但是我改不了。

溫家寶總理專門到北京35中聽了5節課，這個，召開了教師座談會，發表了重要講話，他說他用這種方式來表達對教師的,教師節的慰問。

Now, Premier Wen has <uh> attended five~ classes in the 35~ Middle School in Beijing and [C21]he [C31]also <uh> held a conference, a round table conference with [B34]a lot of teachers [C13]there. [C31]And~ in this way he <p> was [B24]trying to show <uh> his

[B22]gratitude to [A11]our <uh> teachers [A33]for their contribution.

S：我沒翻"發表重要講話"，沒有記，如果我做視譯會翻。

R：為什麼是"round table conference"？

S：因為我畫了一個圓形，在想是不是圓桌會議。

R：還有嗎？

S：慰問→ 感謝，因為中文的慰問我不知道是慰問什麼，所以就選了那個比較 make sense 的。

R：他說他用這種方式→ in this way he was

S：肯定不能 literal 吧

R：為什麼？

S：因為老外不這麼說話。

劉延東同志在表彰大會上發表了一篇重要講話，它的題目是"國家發展，希望在教育；辦好教育，希望在教師"。所以，為什麼我覺得你問的，第一個問題特別重要呢？為什麼黨中央、國務院和人民群眾對教師隊伍建設這麼重視呢？因為歷史上中國人就有尊師重教的傳統，而現在我們教育發展到一個最關鍵的時刻，發展到了一個新的歷史時期。

Now <uh> on the conference <uh> [A22]we have heard an important talk on the <uh> [A12]on the educational business named that <uh> the development of the country rely on, depends on [A43]the quality of education; [C33]and the development of education depends on teachers. And so the reason why I think your question is [B24]excellent and [C31]also <uh> the reason why I, <uh> [A42]the government and the [A11]Chinese <uh> party has attached so much importance on the quality, <uh> on [A42]improving the quality [B34]overall is that <uh> in Chinese history, it has been <uh> a custom that we value the quality of teachers that [C23]we value [A43]the quality of education. And now we are experiencing a crucial time of [A11]our <uh> [A12]country's development. [C33]And it's [C33]also a new stage [A43]for us [A23]to improve <uh> the quality of education.

S：剛開始我沒聽清他的名字，所以我就想辦法怎樣逃過，不說他的名字。所以開始就特別卡，所以就將動作改了改, heard。還有後面這句翻得很 Chinglish，前面很長，因為我記得他的中文，然後筆記也是這個順序，所以就被綁住了。

R：最後有一個 crucial time to improve quality of education

S：就是因為不記得原文，是靠自己的理解的。

R：國務院→"government"

S：因為我筆記上就寫了"黨中央"，然後筆記又影響了我聽國務院，所以我就自己胡謅的一個

在這個歷史時期，我剛才說到了，是一個全面提高教育質量的新階段。因為我們經過60年的奮鬥，我們已經基本解決了讓孩子們有學上的問題，下一個階段我們就是要想辦法讓孩子們能夠上好學。我們已經從一個人口大國建設成為一個人力資源大國，但我們現在要向人力資源強國進軍。

Now <uh> [A32]over~ the [A12]past years, [B22]China has been working [B32]very hard on improving the quality of education endeavor. And [B34]especially over [A11]the past~ sixty years, we've <uh> we've managed to get every <uh> every kid to <uh> school and have them education. [C31]However <uh> [A23]we haven't been able to guarantee

that the quality of education was good enough. C31 And C31 also <uh> A31 during the past years <uh> we've changed from a country of B34 simply great amount of population to a country with <uh> great <uh> quality <uh> A13 good quality of population. C33 And we are C33 also now B24 working B34 very hard to improve <uh> the quality <uh> of our, I mean to <uh> to get B34 as many talent as possible A13 in A13 our country.

從有學上到上好學，從大到強，最關鍵的問題是什麼？是質量。而提高教育質量的最核心的問題是什麼？最關鍵的問題是什麼？是教師，是教師隊伍建設。所以大家都知道，百年大計，教育為本；教育大計，教師為本。

Now <uh> the status that we've managed to get <uh> to popularize education <uh> <uh> I mean that from C23 getting every kid to school to C23 getting them good education, from C23 developing from A43 a big country to A43 a strong country, <uh> B11 I think <uh> the key lies in the quality A13 of education. C33 And to improve the quality of education, the key is A43 to improve the quality of A13 our teachers. And therefore we say that A43 to develop A13 our country B24 to a <uh> B24 long-lasting strong economy, the~ key is A13 our education. C33 And C33 also the key of A13 our education is <uh> lies in <uh> A43 the quality of A13 our teachers.

S：這個 Now 我真不知道，就是一個語言習慣，就等於一個新的話題的開始。我會把問題變成陳述句，因為這樣我和聽眾都比較省力，兩方面。還有就是停了之後又接著說，是因為"百年大計"那 16 個字一開始沒看懂，後來才給它補完。

R：這一段的困難就是沒有記完

S：所以中間隔那麼遠。

R：I think

S：這個是 filler，順口說的。還有"百年大計"，說錯了，然後只能硬著頭皮說下去。我說的是"經濟"。

經過60年的努力，我們已經建立起一支有1600萬人的一支教師隊伍，這是一支很好的隊伍，是一支能戰鬥、能奉獻的隊伍。但是面對著新的形勢，其實對我們的教師隊伍建設提出了很高的要求，新的要求，同時我們能夠看到在教師隊伍建設這個方面，我們要擺在更加突出的戰略地位。

<uh> Over A11 the past~ 60 years, we managed to <uh> A23 enlarge the number of teachers A31 in China. <uh> C33 And C33 also A22 the quality of teachers B32 overall has been <uh> improved~ B32 significantly. <uh>They have contributed B34 a lot A43 to <uh> the B34 whole education A33 in China. However, we are facing <uh> new situation A33 now. C33 And C33 also it generated the requirements and demands for teachers A33 in terms of their <uh> ways of education. And also, and C33 therefore in the meantime, we should A23 place <uh> strategic, <uh> strategic solution, <uh> strategic <uh> requirement on <uh> A43 improving the quality of teachers.

S：戰略，哎，每一段的最後一句我都沒聽清也沒記到，就害到自己不知道是"戰略什麼"，編又編不來。然後數字因為我換的很慢，所以沒翻，我說 enlarge the number。

R："能戰鬥"沒翻

S：聽不懂的就沒翻。

R：“教師隊伍建設”→ ways of education

S：我本來想說提了很高要求，對什麼提了很高要求呢？所以就選了教學方式。

R：I would like to say

S：跟前面的 I think 一樣，覺得這樣更順

R：什麼順？意思的順還是 fluency 的順？

S：fluency，意思我根本就沒考慮到。

所以我們教師隊伍建設還存在著很嚴峻的挑戰，一個最突出的就是我們農村教師隊伍的建設，剛才你提的這個問題確實是一個非常重要的問題。

<uh> And so it is <uh> a new challenge for us [A43]to improve the quality of teachers [B34]overall, especially to improve the teachers in the village <uh> and [C33]therefore [B11]I think <p> your problem <uh> your question is a [B24]good question. Ok!

如果說現在城鄉之間教育還存在著比較大的差距的話，硬件差距還有，但是不是最重要的，最重要的差距就是教師隊伍，教師的質量。

<uh> If we think, <uh> if we were, <uh> we admit that there is still distance <uh> in terms of education between <uh> urban areas and <uh> villages. <uh> [A23]I would [B24]have to say that <uh> hardware <uh> [B34]of course [B24]is <uh> the obvious one but not the most important [C13]one. The most important gap [A13]between <uh> urban [C13]area and rural area is quality of teacher.

所以這幾年來，黨和政府特別重視農村教師隊伍建設，但是還存在著很多問題。我們正在繼續努力，一個最重要的措施呢，就是提高農村教師隊伍的經濟地位、政治地位、社會地位、職業地位。

And so recently <uh> in recent year <uh> <uh> the government and [A13]the Chinese Communist Party has pla- in, has placed great importance to the development of <uh> the <uh> the team of teachers in rural areas. <uh> [C33]And one of the most important and [B24]influential <uh> <uh> policies is that we are trying to improve their economic status, <uh> political status, social status and <uh> occupational status.

S：我其實不想翻隊伍的。有時候說的話不受控制。

在很多措施當中，最根本的一條，是今年1月1日開始實施的義務教育教師績效工資制度。在這個要求呢，第一，是要求我們的義務教育的老師，特別是農村的義務教育的老師的工資收入要不低於當地公務員的。

One of the fundamental <uh> policies [A11]we implement <uh> started from <uh> the first of January this year <uh> is that <uh> the salary of teachers [A23]will be based on their performance. [C33]And that requires that first of all <uh> the teachers, especially the teachers in the village will have a salary that's no less than <uh> that of the civil servant, in that area.

當然，績效工資制度不僅僅是收入的提高，同時也是一次人事分配制度的改革，我們進行績效考核，進一步地調動廣大教師的積極性。

[C31]And <p> that measure [B34]in particular <uh> not, does not only raise their [A43]economic status but also can [A23]improve their morales [A33]in general, [B22]to

encourage them to <uh> teach better.

S：有一些小語法錯誤，就會忘了主語是什麼。

R："義務教育"

S：忘了

R：有記嗎？

S：有記忘了翻。可能這個 burden 有點重，因為我在想"工資就由績效決定的"，然後譯完這個負擔下來了，就忘了前面有個定語。人事分配制度，筆記沒有記，他就說到後面去了。

R：in particular

S：就是這樣會順一些

R：to stimulate the teachers morale, to encourage them to teach better

S：想要解釋調動他們的積極性，同時因為前面漏了一些，還把它說長一點，把時間補上。

這項措施是根本性的，當然還有一系列的措施。我們的一個基本思想就是要吸引社會上優秀的人才來當老師，要吸引優秀人才到農村，到基層，去長期從教，終身從教。

Now, we also <uh> [A31]along with the <uh> this measurement <uh> this measure, we also have a series of measures that, [B24]that's been proved [B34]very effective. [C33]And our purpose is to attract [B34]more talents to be teacher and [C33]also to encourage them to join <uh> the team of teachers in village to teach <uh> in village <uh> long term and even <uh> spend or [B24]contribute their life to education [A13]in village.

我們采取了一系列措施，使得我們有更多的優秀人才到農村去從教，比如我們這幾年來推廣了一個"農村義務教育階段特設崗位計劃"，這個計劃是非常成功的。我們第一批"特崗計劃"的這個老師們啊，三年一個周期，今年已經完成了他們的工作期，已經畢業了。現在這批老師能夠有60%到90%都能夠留在當地的農村，繼續地當老師。

Now, [A33]other than that series of measures, we [C31]also <uh> in recent years have developed a program called special posts [B24]dedicated for the compulsory education in villages. [C31]And~ that program <uh> would [A23]require teachers to stay and <uh> teach in villages for three years, <uh> because three year is a term for them. [C31]And~ [A31]after that <p> [A23]they have their free will to choose to stay or to leave the village and <uh> [A23]go to the cities. [C31]And now <p> in their first term, and [A31]about 60-90% of them [B24]choose to stay in the village and continue <uh> to educate kids [A33]in the village.

S：三年一個周期這裏，three years is a term，finish their first term 有歧義。其實我翻的時候有意識到，但是改又來不及了，所以就...。整段沒怎麼記筆記，就記了數字。

R：other than that measure we have adopted

S：不知道，可能他的意思是不斷遞進的，除了這個措施，還有...所以就變成這樣了。不過應該影響不大

R：繼續在當地當老師 to educate kid in the village

S：前面是說 stay in the，可能是想換個說法吧

今年我們，今年啊~我們有大概有20萬大學畢業生到農村去擔任教師，同時我們還動員了大批的城鎮教師去到農村支援，還有師範生到農村實習支教，這樣我們就組織了大批優秀的師資到農村去從事教學工作。

Now this year, <uh> there are two hundred thousand <uh> college graduates <uh> B24 choose to <uh> work as a teacher in rural area <uh> in addition to <uh> <uh> other <uh> undergraduate or graduate students, <uh> choosing to <uh> support rural areas <uh> A33 by working C13 there as a teacher. And so we A33 already A23 have a B34 very strong team and B24 strong force of teachers to support the education in rural areas A33 in China.

S：我想說我後面又開始編了。For 誰怎樣，for the kids 又怎樣，就增譯很多

R：為什麼要這樣？

S：就是受語言控制，開了頭就必須要說完。

下一步要把這個制度啊，要把它制度化，我們要讓我們的老師都能夠到農村去接受，這個鍛煉，同時要為農村輸送更多的高質量的老師。

Now B11 I think <uh> the next step <uh> A43 for us A13 to do, is to systemize, <uh> to systemize the current situation, C33 by that I mean that we should B24 encourage our teachers A23 to <uh> work in rural areas, A23 to educate people in rural areas <uh> C13 for them A23 to B34 better practise their skills and also <uh> for us, A43 for B34 all the kids in the rural areas to <uh> B24 to acquire better education.

第三件事呢，是大力加強農村教師的培訓。我們在農村現在有幾百萬老師，我們要大力提高他們的學習和培訓力度，使他們不斷地提高自己。

Now <uh> C33 other than that, B11 I think~ we C31 also <uh> A23 improve the number of trainings <uh> for the teachers in rural areas C33 so that A23 they can receive better <uh> A13 occupational education as well as <uh> A13 career training, C33 given that we A31 already have <p> millions of teachers in the rural areas.

我們經過多年的努力，我們希望大大改進農村教師的質量，能夠為我們農村的孩子們，能夠提供更加優質的教育資源，使得他們接受良好的教育。

C31 And~ B11 I think over <uh> the years of efforts, B24 we've <uh> achieved a lot and A23 we are A33 still on our way to <uh> improve the quality of teachers in rural areas <uh> in order to give A13 our kids in rural area better education and C31 also better <uh> better fu- <uh> B22 better future.

S："經過多年的努力"我覺得之後就應該是展望未來，所以中間要加一點過渡。

R：所以當 speaker 缺乏邏輯時，

S：對，我就要解釋清楚。

N8

第一個問題，我想談一談教師隊伍建設的問題。昨天是我們的教師節，前天上午胡錦濤、溫家寶、李長春、習近平等黨和國家領導人親切地接見了全國的優秀教師代表。他們吶，這個向全國的教師表示節日的祝賀，向60年來為中國的教育事業作出貢獻的全體人民教師和教育工作者表示節日的問候和誠摯的慰問。

<uh>The first question I want to <p> say is that the problem of teaching contingent

problem, teaching contingent construction problem. <uh> yesterday [A31]as we know <p> is the Teacher's Day. [C31]And~ the day before yesterday, [A13]Premier Wen and~ <uh> some other [B24]important leader has <uh> think, has [A22]thank that the delegation of teacher from all around the country. [C31]And they~ say <uh> they expressed their [B24]warm hearted congratulations to all the teachers and [B34]all the staff and <uh> relevant workers in this field and thanks them [A33]for their hard working.

S：哪些人去看過，拜訪老師那裏，就是"溫家寶…"但是後面"習近平、李長春"那裏我就不知道什麼頭銜，我就省掉了，應該沒有必要說，因為時態作用，"前天上午他們去"，不知道為什麼我單複數經常會混淆，然後時態也會搞亂。

R：第一個是什麼會亂？

S：單複數，如果人家配have不知道為什麼就想到has，有時候想到會不會是顛倒過來，這是時態的問題。

R：你在翻譯的時候有意識到這些嗎？

S：沒有。

R：你聽的時候才意識到。

S：其實我那一瞬間有意識到，但是我會繼續講下去，就是不要回去改它。因為我在想後面的東西，所以前面的東西沒有去修正。

R：還有呢？比方說當時你遇到什麼問題你怎麼解決的？還有就是當時你有哪一塊在想什麼東西？

S："優秀教師代表"好像teacher's delegation很怪，但是delegation是代表的意思嗎？

R："代表團"。

S：我就把它譯成"團"，代表教師的那個團，這個表達像教師代表了嗎？想不出來，我馬上想到"代表"那個詞，然後想到用，然後把"教師"加到後面，聽起來很怪，"優秀"兩個字，怎麼也想不出來。

R："教師隊伍建設"你是怎麼翻的？

S：剛才查到說是contingent。

R：contingent。

S：contingent不是派遣隊的意思，我覺得特別奇怪，我覺得像特種部隊的感覺，但我又想不出別的詞來。

R：你又只看到這個version？

S：還有一個troop，就是"軍隊"。

R：然後你覺得這些都可以嗎？

S：我覺得troop不行，但是contingent其實我覺得行，但我用team又覺得好小，好像我對這個"隊伍"我太理解，所以我就把譯成contingent。它應該指那個團體，瘋了，我想它應該不用翻譯。

溫家寶總理專門到北京35中聽了5節課，這個，召開了教師座談會，發表了重要講話，他說他用這種方式來表達對教師的，教師節的慰問。

Premier Wen had <uh> come to the thirty five <uh> high school in Beijing. [C11]There~ he had listened to 4 classes, and hold a <p> a conference to express his <uh> expresstive, [B22]congratulation~ and comfort to these teachers.

S：對"慰問"這個詞我當時想不出來，所以就用。

R：你剛才說是congratulation and什麼？

S：“慰問”我想到“安慰”就用comfort那個詞，很奇怪。又“慰”又“問”。

R：還有什麼嗎？

S：時態好像又錯了，hold召開座談會。

R：“北京三十五中”，翻譯成34 high school。

S：第三十五個中學。

R：high school是高中。

S：是高中嗎？

R：他說的是“三十五中”，為什麼你翻譯成“高中”，還是你不知道high school是“高中”的意思。

S：我是把它理解成“高中”，因為有好幾個中學，這是第三十五個高中。

R：我沒有在說你翻的對還是錯，我問的問題都沒有任何的judgement。

S：好像每個地方都有一中、二中、三中、四中…，然後我就翻成“第三十五中學”。

R：第三十五中是高中，他沒有初中？

S：對。

R：我是想問為什麼加high school？

S：因為我家附近就有一個中學叫“一中”，他就是高中部。在我心裏說到幾中的時候，我立馬想到高中沒有想到初中。

R：其實是沒有特別去翻譯成high school。

S：連想到沒想就直接想到高中，不會想到初中，因為初中在我心裏不是中學，因為他是義務的，是不是不算得上中學的感覺。

R：好吧，那接著聽。

劉延東同志在表彰大會上發表了一篇重要講話，它的題目是“國家發展，希望在教育；辦好教育，希望在教師”。所以，為什麼我覺得你問的第一個問題特別重要呢？為什麼黨中央、國務院和人民群眾對教師隊伍建設這麼重視呢？因為歷史上中國人就有尊師重教的傳統，而現在我們教育發展到一個最關鍵的時刻，發展到了一個新的歷史時期。

So why the first question is so important. Why <p> the ^A13^Communist party and committee <uh> emphasize on~ the importance of ^A42^education? Because in the history of, China <uh> Chinese people has always respect the, respect, respect <p>. And now is a critical period for the development of, ^A13^Chinese education. ^C33^And it has come to a new <p> new phrase.

R：這裏呢？

S：“尊重教師的傳統”。不知道為什麼一時想不起來“尊師重教”，“重教”重視教育，“重視”這個詞如果用attach importance太長了，但是我又想不到一個動詞value，可是看起來好奇怪，可能就在想這個詞語怎麼翻譯吧。

R：劉延東同志那一句話也沒有翻。

S：這句話我在寫筆記的時候有寫上去，但是到翻的時候不知道為什麼會把它給pass掉了。我看一下我的筆記，“國家的發展希望在教育”，不知道就這樣錯過來，當我翻完發現好像有一塊空的感覺，好像覺得哪裏缺了。

R：但是又想不起來。

S：然後我就很鬱悶缺了，那我要繼續下去。

R：你翻完才發現你缺了那一塊，而且不知道是缺了哪一塊。

S：因為意識裏面一直清楚的記得，我應該把這一塊給漏掉了，不知道怎麼從

這裏開始翻起，看來這我是做標記的習慣。

R：還有嗎？

S：主要就是這個成語。

S："新的歷史時期" historical phrase

R：你是要用phase嗎？phrase是短語的意思。

S：哦對。

在這個歷史時期，我剛才說到了，是一個全面提高教育質量的新階段。因為我們經過60年的奮鬥，我們已經基本解決了讓孩子們有學上的問題，下一個階段我們就是要想辦法讓孩子們能夠上好學。我們已經從一個人口大國建設成為一個人力資源大國，但我們現在要向人力資源強國進軍。

[C31]And [A31]now <p> at this [B24]important moment <uh> [B24]we need to improve the qualification <p> quality of [A11]our <uh> [A43]education system. After <uh> after struggling <uh> in about, for [A31]about 60 years <uh> we have solved the problem of [A43]compulsory education. [C31]And~ [B22]this is the [B34]most basic, basic need for education. [C31]And next, next phrase, we need to <uh> [A23]confirm that <uh> [B34]everybody can~ receive good education, <uh> we had, we had use to, we [A23]used to be a country of a lot people, and [A31]now [C21]we <p> have changed into, transformed into <p> a~ country [B34]full of human resources. [C31]And~ [A31]in the future, we, we aim at being, being a country [A13]full of talents.

S：這個部分奮鬥怎麼都想不起來，但是我覺得 structure 很怪，"掙紮"意思就是想不起來，就像到 struggle 有一個意思是這樣。"解決孩子有上學"的問題，這句話翻不出來，但我覺得他應該是"達到義務教育系統健全"，我說"解決義務教育的問題"好象也挺奇怪的，我就說"我們終於建設起義務教育的系統"。"上好學"我覺得應該是讓他"接受高質量的教育"吧，所以就 receive better education。"人口大國"直接說這個國家還有很多人。"人力資源"的"資源"我譯成 resources。這個"強國"我覺得是不是說每個人都受到很好的教育，要發揮人才的作用，我就用 talent。

R："在這個歷史時期"你用了important moment 為什麼。

S：我覺得中國平常講話就是說"書寫歷史"好像特別重要的感覺，"歷史時期"就覺得他講話非常含糊，我必須把它講得非常直接那種感覺，因為無論在哪裏都是歷史上的一個點，好像是廢話，他不一樣應該就用important比較適合。

從有學上到上好學，從大到強，最關鍵的問題是什麼？是質量。而提高教育質量的最核心的問題是什麼？最關鍵的問題是什麼？是教師，是教師隊伍建設。所以大家都知道，百年大計，教育為本；教育大計，教師為本。

<uh> all of this phenomenon, the most important, the critical, the most important problem i-, about [B34]all these challenges is <uh> [A43]the problem of teachers. And for [B34]a long range program [A11]of a country <p> the most important program, is~ education. And in this program, the most critical factor is~ [A43]the construction of teaching, teaching, teaching~ team.

S：這一段翻得好差。"從有學上到上好學，從大到強"，因為上面都講過，我就用"這一切的現象為什麼產生變化"。我覺得這段話講了好多廢話，應該是有點想按照他原話，比如說他說"最重要的問題是老師"，我就把他翻譯成是"老師的問題"，但我發現錯了，好像聽起來是"老師導致的"感覺，應該是"提高老

師素質很重要"。我也不知道自己在講什麼。

R：後面"百年大計　教育為本"這個也沒有翻。

S：我一遇到這種四個字，就想講中文拼音給他。

R：那個在glossary裏面有。

S：我查到好像是long range program，但好像講得不太清。

R：好，那我們接著。

經過60年的努力，我們已經建立起一支有1600萬人的一支教師隊伍，這是一支很好的隊伍，是一支能戰鬥、能奉獻的隊伍。但是面對著新的形勢，其實對我們的教師隊伍建設提出了很高的要求，新的要求，同時我們能夠看到在教師隊伍建設這個方面，我們要擺在更加突出的戰略地位。

所以我們教師隊伍建設還存在著很嚴峻的挑戰，一個最突出的就是我們農村教師隊伍的建設，剛才你提的這個問題確實是一個非常重要的問題。

[C31]And after <uh> 60 years hard working, [A31]now~ we have <uh> more than <uh> 66 <p> million teachers. [C31]And~ [B34]all of [C13]the teachers are of good quality and [C23]they [A22]have [B34]a lot of experience, but in order, however, after new situation <uh> there will be new <p> there will be new [A43]challenge for them. [C33]So [A33]in this situation, [B22]we need <p> to change [B32]a lot. The most important question is the rural teachers' construction.

S：這裏這個"1600萬"我又想到聽成"1600萬"了，然後"戰鬥能奉獻"，記筆記的時候把"戰鬥"寫下來了，但是在看的時候不知道寫什麼，就想說跟"戰鬥"有什麼關系，好奇怪。"要求"這兩個字想不出來，我想說應該是"挑戰"吧，提高什麼質量之類的，有更難的任務要完成，我覺得是這個意思。

R：提出了很高的要求？

S：嗯。我那時候猜他教師要變化的很大，就是因為形勢更難對付的感覺，所以用"挑戰"這個詞。

R：好。還有嗎？

S："戰略地位"我翻譯不出來。

R：好，接著。

如果說現在城鄉之間教育還存在著比較大的差距的話，硬件差距還有，但是不是最重要的，最重要的差距就是教師隊伍，教師的質量。

If there is a big gap, between countries <uh> the city and the countries in the term of <uh> the <p> [A43]education system, <uh> it is not the problem of the~ facility, but the problem of the teachers' quality, quality.

S："城鄉之間差距大"，"差距"我想到用gap，那"城鄉"用city好像覺得好小，應該用別的詞語但想不出來，但是那個"鄉"我看不出來用那個英文表達，但是最重要的差距是"教師隊伍、教師質量"，還有一些"硬件"，"硬件"我條件反射就想到設備facility，其實"硬件"用hardware這個單詞。然後"差距不在硬件"不知道為什麼我想到"問題不在硬件"其實應該說difference，"硬件的不同"，好像被我越掰越遠的感覺。

R：好。

所以這幾年來，黨和政府特別重視農村教師隊伍建設，但是還存在著很多問題。我們正在繼續努力，一個最重要的措施呢，就是提高農村教師隊伍的經濟

地位、政治地位、社會地位、職業地位。

And recent, and recent years, <uh> the [A13]Communist party and [A43]political leaders has attached importance in on the teaching, teachers' improvement. But there are still lots of <p> problem [A13]need to solve. [C33]And the most important one is the rural teachers. We need to improve their quality in terms of <uh> their economy status, political status, social status and career status.

S：“我們正在努力”基本上能夠翻譯，前面就會很多問題要解決，下面就是解決問題的措施這些就不說，然後“經濟地位”economic　還是economical。“這些年來特別重視”這幾個詞我一個也翻譯不出來，recent“這幾年”怎麼說？

R：我等一下再告訴你。好，接著。

在很多措施當中，最根本的一條，是今年1月1日開始實施的義務教育教師績效工資制度。在這個要求呢，第一，是要求我們的義務教育的老師，特別是農村的義務教育的老師的工資收入要不低於當地公務員的。

當然，績效工資制度不僅僅是收入的提高，同時也是一次人事分配制度的改革，我們進行績效考核，進一步地調動廣大教師的積極性。

<uh> There are a lot of measures [A13]to solve this problem. [C33]And the most basic one is the <uh> [B24]major task in this year at January the first. And we have started the program of compulsory pay by performance system. [C31]And it has <uh> it has stated that the rural teachers' salary cou(ld) cannot be low <p> cannot be lower than the local political servants. It is not just an improvement of the rural teachers' status, but also~ an lift up to their motivation.

S：“義務教育”、“教師績效工資制度”，我強調的是“績效工資”是pay　merit system？

S：還有就是compulsory，覺得compulsory很怪，應該是compulsory education。還有“要求”，我覺得應該是什麼法律文件，就想state“當地公務員”的“公務員”是什麼servant，應該就是樣。

這項措施是根本性的，當然還有一系列的措施。我們的一個基本思想就是要吸引社會上優秀的人才來當老師，要吸引優秀人才到農村，到基層，去長期從教，終身從教。

<uh> The basic idea of these measures is to attract <uh> attract elite in social~ to become teachers and to <p> [B24]dedicate their, themselves to rural part [B34]especially.

S：“優秀人才”我想用elite這個詞，不知道對不對。

R：“根本性的”還有“一系列措施”。

S：這中間沒有翻是吧？

R：嗯。

S：因為我覺得他上面講過“最根本一條”，然後這個“措施”又講了好幾次，就應該不用再說了，講同一件事情，這項措施指的就是“義務教育”，前面提過後面覺得沒有必要再講。

R：還有嗎？

S：沒有。

我們采取了一系列措施，使得我們有更多的優秀人才到農村去從教，比如我們這幾年來推廣了一個“農村義務教育階段特設崗位計劃”，這個計劃是非常成功

的。我們第一批"特崗計劃"的這個老師們啊，三年一個周期，今年已經完成了他們的工作期，已經畢業了。現在這批老師能夠有60%到90%都能夠留在當地的農村，繼續地當老師。

<uh> B32All these measure has, A23had come into effect. <uh> For example, one A11of our program is <uh> a program of rural teaching position <uh> on rural compulsory education system has <uh> A23has good effects. C33And the first teachers came there has <uh> finished their work. This system is 3 years <uh> 3 years, is separated by 3 years. C33And there are A31about 60 to 90 percent of the A11graduated~ teachers <uh> B24willing to leave as country, and still, in there, of working as rural teacher.

S：前面第一句又沒有翻譯，"采取了一系列措施"，因為前面講過，所以沒有必要再說，"吸引優秀人才"前面也說過，覺得也沒必要說，就直接講"計劃"。"農村義務教育階段特設崗位…"，我覺得應該是專門為農村安排一些特別的教師位置，就是為了農村的義務教育。"三年一個周期"的"周期"想不出來，就是一個階段，就用三年隔開的意思。"一畢業"應該是…

R：你用的是finish their work。

S：graduate它又不是學校，我覺得finish "完成任務"又很怪，這個"畢業"講不出來，好怪。

R："這批老師能夠有改變…多少留在農村"，"這批老師"你用the graduated teacher，加上了graduated，當時自己有意識嗎？

S：前面的"畢業"不敢翻，覺得應該錯，後面覺得應該可以吧，就把它加上去，很矛盾。

R：所以你加是因為前面"畢業"的概念呢漏掉了，想補充回來是嗎？

S：對，因為腦子還在想"畢業"在哪裏，最後想把它翻譯出來。

今年我們，今年啊~我們有大概有20萬大學畢業生到農村去擔任教師，同時我們還動員了大批的城鎮教師去到農村支援，還有師範生到農村實習支教，這樣我們就組織了大批優秀的師資到農村去從事教學工作。

下一步要把這個制度啊，要把它制度化，我們要讓我們的老師都能夠到農村去接受，這個鍛煉，同時要為農村輸送更多的高質量的老師。

<uh> this year there are about 0.2 million <p> graduates <uh> come to the rural part and become teachers there. At the same time, there are a lot of city, teachers come from cities <uh> willing to, B24willing to work in countrysides. And also there are B34a lot of graduates from <p> teacher university and coming to <p> rural parts and work, working there. And C31so~ there are a lot of people now, are willing, B24willing to become rural teachers.

C33And the next step of these measures to, to make this measure a system, C33so we can gain more and more teachers to work B34hard. C31And <uh> A22they will C33also get a, learn B32a lot from, from the new <p> from this system. C33And C33also we can A23improve the quality of rural teachers.

S："師範"說不出那個詞，就用 teacher university 覺得好奇怪。還有"20 萬"我想到"200 萬在退一個零"。"制度化"我想用"…化"的那種詞，又想到什麼什麼化這種詞，systemize 就是把它變成一個制度。接著就是"鍛煉"，我覺得聽起來"鍛煉"很奇怪，應該是過程中可以學到很多東西。

R："我們要把他制度化，讓老師們到農村接受鍛煉"，你會說成make them，

你加的這個連接詞"So"你知道嗎？

S：我完全沒有意識到的，感覺是一個目的吧，把它變成強制性的做，我想不起來。

第三件事呢，是大力加強農村教師的培訓。我們在農村現在有幾百萬老師，我們要大力提高他們的學習和培訓力度，使他們不斷地提高自己。

[C33]And the third part is [C24]we need to consolidate the [A43]training program of rural teachers. Now we have a lot, several teachers in the rural parts and [C33]so we need to, we need [A43]more training program to improve [A43]their quality, to have improved [A43]their [A13]study, ability.

S："大力加強培訓"的"加強"想不到，我就想到"鞏固"，然後"提高他們的學習"，我覺得應該"提高自學能力"，"培訓力度"的"力度"也是想不出來，"不斷提高自己"我沒有說到，因為前面講過，我覺得不用再講一次。

我們經過多年的努力，我們希望大大改進農村教師的質量，能夠為我們農村的孩子們，能夠提供更加優質的教育資源，使得他們接受良好的教育。

[C31]So~ in a in a high degree, in the rural, children in the rural part can receive qualified resources and good guidance from, [A33]from good teachers.

S："大大改進教師質量"覺得前說了應該不用再說，然後"為這些孩子提供優質的教育資源"我想用qualified resources，"接受良好教育"我覺得應該是老師變好，所以他們得到傳教的方式更好，但是good teacher好像是廢話，因為good teacher肯定給人一個好的教育。

N9

第一個問題，我想談一談教師隊伍建設的問題。昨天是我們的教師節，前天上午胡錦濤、溫家寶、李長春、習近平等黨和國家領導人親切地接見了全國的優秀教師代表，他們呐，這個向全國的教師表示節日的祝賀，向60年來為中國的教育事業作出貢獻的全體人民教師和教育工作者表示節日的問候和誠摯的慰問。

<uh> I would like to first [A23]answer the question of the building <p> of [A11]our teaching, of our teachers. <uh> Yesterday was the Teachers' Day. <uh> At that day, the leaders of [A11]our~ party [C31]like <p> [A13]President Hu Jintao, [A13]Premier Wen Jiabao, and, other people <p> have seen teacher representatives. They sent them <p> their [B34]great wishes. They wish all the teachers, <uh> all the teachers who have made [B34]great contribution in <p> the sixty years after, after China, [A33]after the establish of China. They sent their great wishes and wish them, a happy Teachers' Day.

S：60 年來，只說 60 年很奇怪，然後也不知道當時為什麼就想不起 PRC

R：親切的 沒有翻，為什麼？

S：覺得英文這麼說沒必要。

R：教師隊伍建設 → building of teachers

S：恩，這是搭配不對。

R：那剛剛上網有沒有查到什麼？

S：我沒有查到這個，可能就過掉了。

溫家寶總理專門到北京35中聽了5節課，這個，召開了教師座談會，發表了重

要講話，他說他用這種方式來表達對教師的,教師節的慰問。

Premier Wen Jiabao especially went to \<p\> the No. 35 Middle School of Beijing. \<uh\> [C23]He listened to several classes [C13]there and made a speech [C13]there. By doing so, he thi- \<uh\> he, he uses [B24]his [B24]own way to sent his wishes to the teachers.

S：就漏掉開會，沒記下來，By doing so, 這裏不知道為什麼就卡了。

R：然後 34 譯成 24，就是筆記上是 34，但說就成了 24 了。

S：不知道為什麼。

R：他說他用這種方式 → he think

S：因為這裏是表達他的一種想法。

R：對教師的教師節的慰問 → sent his wishes to the teachers

S：因為要前後一致，還有就是也沒有想到其他，就用這個了

劉延東同志在表彰大會上發表了一篇重要講話，它的題目是"國家發展，希望在教育；辦好教育，希望在教師"。所以，為什麼我覺得你問的，第一個問題特別重要呢？為什麼黨中央、國務院和人民群眾對教師隊伍建設這麼重視呢？因為歷史上中國人就有尊師重教的傳統，而現在我們教育發展到一個最關鍵的時刻，發展到了一個新的歷史時期。

[C31]And~ [A42]another leader also went to, [C33]also made a speech in Tea-, on Teachers' Day. The title of his speech is that [C31]in order to \<p\> develop [A13]our country, [A13]our hope lies on education. [C31]And how~ to~ develop [A13]our education, the most important thing is on [A13]our teachers. Therefore~ it is the reason why your first question is very important. The [A13]communist party and [A11]our \<uh\> [A42]country think that [A42]education is very important. It is [C33]not only because in Chinese traditions, we have \<uh\> the tradition of representing, repre-, respecting the teachers and also now~ we come to a new historical stage of educational development.

S：沒聽到劉延東同志，就略了；然後我覺得就跟回原文"the hope lies in"就會更好，然後我最後漏了"發展到最關鍵的時刻"

R：尊師重教

S：我就譯成 respecting the teachers

R：重教呢？

S：因為覺得意思差不多，就沒譯了。

R：你是哪裏人？

S：廣東

R：我以為你是臺灣的，ok，那他說"為什麼...為什麼..."

S：第一個譯成 the reason why；第二個譯成了陳述句；因為我覺得反正它都是設問，後面都有原因，所以我就直接把他譯成陳述句了。

在這個歷史時期，我剛才說到了，是一個全面提高教育質量的新階段。因為我們經過60年的奮鬥，我們已經基本解決了讓孩子們有學上的問題，下一個階段我們就是要想辦法讓孩子們能夠上好學。我們已經從一個人口大國建設成為一個人力資源大國，但我們現在要向人力資源強國進軍。

\<uh\> In [A31]now~ the [A13]new stage of educational development, \<uh\> [B34]all we focus is on the quality provi-, provided in, o-(f), the quality of education [A13]that we

can provide. <uh> In [A11]the past 60 years, we have [B24]achieved the goal that to let all the children to go to school. Now in the next stage [A11]of educational development <p> the goal, [A23]our goal became, becomes to [A23]provide better education for the children, to provide high quality education for them. <uh> We, there are a lot of, there are a lot of people in China and we have successfully make all these people <uh> be, <uh> be, we has [B24]successfully make all these people go to school. [C33]And now what we should do is to [A23]let them to receive, better education. [B24]To focus on the quality of education is the key point [A13]of <uh> the <p> educational development [A33]at present.

S：“人口大國，人力資源強國”因為不會翻，所以又重複了一遍。

R：就是說從“我們”到“核心是質量”都決定不翻，就是有聽到但決定不說。

S：對

R：筆記上為什麼老師會有圈圈呢？

S：是指不懂的地方，如果最後還是不會就不翻。

R：假如真的做會，也會這樣嗎？還有考試或者練習才這樣？

S：應該都會吧！

R： the next stage of educational development,

S：因為他說“在這個歷史階段”，但是我覺得說 historical stage 很怪，所以就說清楚了是什麼 stage。

R：better 跟 high 之間糾結了很久

S：因為我覺得是 better，但是讀筆記的時候又覺得是 high，所以就糾結了一下。

從有學上到上好學，從大到強，最關鍵的問題是什麼？是質量。而提高教育質量的最核心的問題是什麼？最關鍵的問題是什麼？是教師，是教師隊伍建設。所以大家都知道，百年大計，教育為本；教育大計，教師為本。經過60年的努力，我們已經建立起一支有1600萬人的一支教師隊伍，這是一支很好的隊伍，是一支能戰鬥、能奉獻的隊伍。

As [A31]now~ [A23]we are focusing on~ raise the quality of [A11]our~ education, the most important point lies on the teachers. <uh> We all know that, through develop our coun-, [C33]in order to [A23]develop [A11]our <uh> country the hope lies in education; [C33]and [C33]in order to raise the quality provided by, by, <uh> by [A13]our education, the most important point lies in [A13]our teachers. [A31]Now~ we have <uh> sixteen billion teachers [A33]in China, [C3~]and <p> they, have [B34]all done [B34]great contributions [A43]to the education [A33]in China.

S：“很好的隊伍，是一支能戰鬥、能奉獻的隊伍”我就簡單譯成“they have all done great contributions to the education in China”。

R：“最核心的問題是什麼？最關鍵的問題是什麼？是教師，是教師隊伍建設”也沒有翻

S：因為我覺得重點是“關鍵就是教師質量”

R：百年大計呢？

S： in order to develop our country

R：查了嗎？

S：查了，但是對不上，就覺得這裏的百年只是個虛數，就沒有說。

但是面對著新的形勢，其實對我們的教師隊伍建設提出了很高的要求，新的要

求，同時我們能夠看到在教師隊伍建設這個方面，我們要擺在更加突出的戰略地位。

[A31]Now <uh> We en, we enter a new time [A13]of development. <uh> [A23]We have higher and new requirement for [A13]our teachers. [C31]Therefore <uh> to establish <p> [A43]to train, better teachers become a more important part, [A13]of educational development.

S：new time 是因為只寫了"new"後來就不記得是"新形勢"了，然後"教師隊伍建設"寫了"建"字，然後發覺 establish 都接不上，就選了 train。

R：更突出的戰略地位

S：寫的是"more important "

所以我們教師隊伍建設還存在著很嚴峻的挑戰，一個最突出的就是我們農村教師隊伍的建設，剛才你提的這個問題確實是一個非常重要的問題。

<uh> During the <uh> training of teachers, the most challenging parts and the most important parts is the training of teachers in rural areas. [C31]Therefore <p> the question you raise, is very important.

S：所以到建設這裏連成了一句話。

如果說現在城鄉之間教育還存在著比較大的差距的話，硬件差距還有，但是不是最重要的，最重要的差距就是教師隊伍，教師的質量。

<uh> Now if we say there is also gap between <p> the education in cities or in rural areas <uh> [B11]we think that the key <p> the points [A13]that make [B34]such a large gap is, the quality of teachers rather than <uh> the hardware [A13]in school.

S：我就記了硬件，但是讀的時候不知道怎麼說，所以就先說後面，然後再說 rather than

所以這幾年來，黨和政府特別重視農村教師隊伍建設，但是還存在著很多問題。我們正在繼續努力，一個最重要的措施呢，就是提高農村教師隊伍的經濟地位、政治地位、社會地位、職業地位。

<uh> Therefore, these years, the government and the party pay highly attention on the development of teachers in rural areas. There are a lot of questions existed. <uh> [C31]And~ we have, a lot of problems [A13]to tackle [A13]on this questions. <uh> The most important policy is that [C24]we try [B34]hard to raise the stage, the educational status, political status and social status of teachers in rural areas.

S: question 筆記上是用 Q 表示，但是沒有讀出來。措施，現在想到了 measures，但是當時就想到了 policy，所以我後面還是一直用 policy；然後經濟地位也是筆記寫錯了，不知道為什麼就寫成了教育，可能，反正筆記讀起來是有點怪。

在很多措施當中，最根本的一條，是今年1月1日開始實施的義務教育教師績效工資制度。在這個要求呢，第一，是要求我們的義務教育的老師，特別是農村的義務教育的老師的工資收入要不低於當地公務員的。

Among [B34]all these policies [A11]conducted by the government <p> the most important one is, [A43]the merit-pay system in the compulsory schools, especially in compulsory schools in the rural area. <uh> The first <p> point of this policy is [A43]to raise the salary of, these teachers and made them as high as the salary of the public

servant.

R：筆記上寫了 3

S：因為 glossary 一定會出現，所以我為了省事就會用數字代替

R：公務員 → public servant，glossary 就是這樣想的嗎？

S：對，我想到的就是這個。

R：1 月 1 日

S：漏掉了

R：最根本的一條，是譯成了 key point 對不對

S：對，可以進行了轉換。

當然，績效工資制度不僅僅是收入的提高，同時也是一次人事分配制度的改革，我們進行績效考核，進一步地調動廣大教師的積極性。

Not only means a raise of salary, it also means that [A23] we have more measurements to <uh> measure how the teachers perform.

S：人事分配 我打了個圈，然後後面"績效工資"我查了，就是按表現發工資，所以就譯了 to measure how the teachers perform，但是調動積極性就沒有譯。

R：為什麼？

S：因為寫筆記的時候畫圈啊，想"人事分配"啊，然後後面就只聽到了"績效工資"，漏掉了。

R：會不會是它在講"調動積極性"時，你還在想前面是怎麼回事？

S：有可能。

這項措施是根本性的，當然還有一系列的措施。我們的一個基本思想就是要吸引社會上優秀的人才來當老師，要吸引優秀人才到農村，到基層，去長期從教，終身從教。

[B31] Of course <uh> [C13] the merit-pay system is only one policy [A13] we provided, there are also other policies. [A23] What we hope is that we can attract <uh> the high quality talents to become teachers and make them to become teachers in rural areas <p> for a long time.

S："根本性的"沒記下來，就記了 other，所以這樣翻了；然後"基層"，但不知道該怎麼翻，就沒翻，"長期終生"就簡化成"for a long time"

我們采取了一系列措施，使得我們有更多的優秀人才到農村去從教，比如我們這幾年來推廣了一個"農村義務教育階段特設崗位計劃"，這個計劃是非常成功的。我們第一批"特崗計劃"的這個老師們啊，三年一個周期，今年已經完成了他們的工作期，已經畢業了。現在這批老師能夠有60%到90%都能夠留在當地的農村，繼續地當老師。

<uh> All the policies we provided <uh> in [B24] attracting excellent talents to <p> be teachers in rural areas. <uh> One policy [A11] that we provided is <p> the plan specially designed [A23] to train posts in compulsory schools in rural area. [C31] And~ this plan has become a great success. [A23] We [B24] successfully attracted a group of teachers [A23] to teach [A33] in rural areas. [C31] And <uh> the period [A13] of their first teaching post is~ three years. [A31] Now~ [A23] three years has past [C31] and <uh> they have all receive high <uh> pays, from~ the rural area. [C31] And <p> [B24] more importantly, [A31] after the three years <uh> [B31] as high as 60-90% of these teachers

^{B24}decided to stay in the rural areas and continue to be a teacher.

S："三年一個周期"說的不好；"畢業"我覺得很怪，在筆記上畫了個圈，寫了個 ok，後來就不知道 ok 的意思了，就自己加了一句"they all receive high <uh> pays from the rural area."。我覺得不是很好。

今年我們，今年啊~我們有大概有20萬大學畢業生到農村去擔任教師，同時我們還動員了大批的城鎮教師去到農村支援，還有師範生到農村實習支教，這樣我們就組織了大批優秀的師資到農村去從事教學工作。

<uh> This year we have two hundred thousand college graduates that goes to, that go to the rural area, to become a teachers. And we also have a large amount of teachers in the urban area that turn to rural areas ^{A23}to be teachers. And also ^{B34}a lot of normal university graduates will come to the rural areas, to, be teachers ^{C13}there. By ^{B34}all these means, we have ^{B24}successfully ^{B24}attracted a lar-, a large excellent teacher for the rural areas use.

S：師範生到農村實習支教，沒有說"實習"

R：為什麼譯成"畢業生"

S：因為前面是"畢業生"，受到影響了。

R：By all these means

S：通過這些努力

R：去到農村支援 → turn to rural areas to be teachers

S：沒有翻到支援

R：但它這裏應該是"暫時的"，有理解到嗎？

S：沒有

R：有聽到"支援"嗎？

S：沒有

下一步要把這個制度啊，要把它制度化，我們要讓我們的老師都能夠到農村去接受，這個鍛煉，同時要為農村輸送更多的高質量的老師。

In the last stage ^{A13}of development, we wanted to <uh> ^{A23}make it compulsory for ^{B34}all ^{A43}the teachers to spend some time in the rural areas. ^{B34}Only ^{A33}by doing so ^{A23}can we <uh> make the quality of education in, those areas higher.

S："制度化"不會翻，所以根據理解譯了 "make it compulsory for all the teachers to spend some time in the rural areas"

R：接受鍛煉、為農村輸送更多優秀教師

S：因為筆記沒有記，就沒有想到這裏是兩個意思。

第三件事呢，是大力加強農村教師的培訓。我們在農村現在有幾百萬老師，我們要大力提高他們的學習和培訓力度，使他們不斷地提高自己。

The first step to develo-p, ^{A13}to raise the quality in rural area, in rural area education is by training the teachers there. We now have millions of teachers in the rural area. ^{C33}And we should ^{A23}help them to learn and train them ^{C33}so that they ^{A23}can become~ good teachers.

S："so that they could become good teachers"不好，好像說他們不是 good teachers 一樣，應該用 improve

我們經過多年的努力，我們希望大大改進農村教師的質量，能夠為我們農村的孩子們，能夠提供更加優質的教育資源，使得他們接受良好的教育。

After the efforts of B34 so many years, <uh> what we hope is that we can indeed, we can B34 indeed raise the quality of teachers in rural areas and allow the childrens in those areas to receive better education.

S：最後兩句"提供更加優質的教育資源，使得他們接受良好的教育"合成了一句

R：我們希望大大改進 → we hope is that we can indeed

S：沒記下來，我就只說提高教師質量。

N10

第一個問題，我想談一談教師隊伍建設的問題。昨天是我們的教師節，前天上午胡錦濤、溫家寶、李長春、習近平等黨和國家領導人親切地接見了全國的優秀教師代表。他們呐，這個向全國的教師表示節日的祝賀，向60年來為中國的教育事業作出貢獻的全體人民教師和教育工作者表示節日的問候和誠摯的慰問。

I will ask the first question that about the <uh> construction of tea-, of teachers. And yesterday is our Teachers' Teachers' Day. C31 And~ the day before yesterday A11 our <uh> official <uh> leaders <uh> as-, res- <uh> respect our, A11 our <uh> B34 very outstanding teachers. C33 And they <p> salute their <uh> B22 respect for them, and <uh> honor to all~ the teachers in A13 our nation.

S：動詞沒記下來，看著筆記就不知道，應該用 meet 就可以了。筆記有點亂

R：沒有學過筆記是嗎

S：對。很多詞想不起來，比如祝賀 congratulation 就行了。

R：好像有個 salute

S：表示敬意

R：接見用了 respect

S：沒想起來其它詞

R：國家領導人用了 official leaders

S：恩，覺得它們是對應的。

R：教師隊伍建設 之前查了嗎？

S： 查了，是 the construction of teachers

溫家寶總理專門到北京35中聽了5節課，這個，召開了教師座談會，發表了重要講話，他說他用這種方式來表達對教師的，教師節的慰問。

C33 And A13 our Prime Minister Wen Jiabao, he went to Beijing 34 Middle, High School to listen to five classes and C23 he C33 also give a lecture to B34 all those teachers. C33 And he use this way to <uh> <uh> to show his B22 respect to~ the teachers.

S：我不知道北京 34 中怎麼說，然後我就說了 No. 34 High School，我就主觀上認為是高中；然後"慰問"還是沒想到更好的詞。

R：卡住的地方就是因為想不到合適的詞嗎？

S：恩

劉延東同志在表彰大會上發表了一篇重要講話，它的題目是"國家發展，希望

在教育；辦好教育，希望在教師"。所以，為什麼我覺得你問的第一個問題特別重要呢？為什麼黨中央、國務院和人民群眾對教師隊伍建設這麼重視呢？因為歷史上中國人就有尊師重教的傳統，而現在我們教育發展到一個最關鍵的時刻，發展到了一個新的歷史時期。

<uh> He <uh> he also <uh> in our <uh> [B24]important conference <uh> he said that [A11]our~ nation's development depend on the education and education; [C33]and the education depends on [A13]our teachers. So~ your first question is very important. And our, [A11]our~ Par-, Party and our <uh> [A11]our nations are very <uh> attach <uh> more importance about that. Because on the history we have the traditional <uh> [B24]virtue of respecting [A11]our~ teachers. And this, and now is the, <uh> is the key period for develop [A11]our~ education.

S：人名沒記下，就用了"他"；決定與被決定 不會表達；黨中央、國務院和人民群眾 不會說，就用了 our nation；傳統美德 traditional virtue；"發展到了一個新的歷史時期"沒說

R：記了一個"新"哦

S：想不起來筆記的意思，乾脆不說。

R：尊師重教 重教沒譯

S：我當時覺得是一個意思 教指"教師"

在這個歷史時期，我剛才說到了，是一個全面提高教育質量的新階段。因為我們經過60年的奮鬥，我們已經基本解決了讓孩子們有學上的問題，下一個階段我們就是要想辦法讓孩子們能夠上好學。我們已經從一個人口大國建設成為一個人力資源大國，但我們現在要向人力資源強國進軍。

<uh> [C31]And~ I have mentioned that this period <uh> [A23]we are focusing on <p> developing [A13]teacher's quality and we have spent sixty years to~ strive, to this, [A43]to this goal and we have solved the problem of <uh> for kids have, [A23]have chance to go to school [C33]but next we should have them have a [B34]better education. [C31]And we, we have transform our <uh> [A11]our nation of [B34]so many population to the <uh> to talent, to [A13]our talent country and we must <uh> im-, im-, [A23]improve ou(r) these talen(t) talent quality.

S：好像"提高教育質量"，筆試"教師質量"；上好學 我用了 better，；人口大國、人力資源大國、強國，都卡住了，都在想該怎麼表達。

R：全面提高教育質量 → focusing on developing teacher's quality

S：我沒有記"全面"，但要有一個動詞，所以用了 focus，跳到腦海的就是這個詞。

從有學上到上好學，從大到強，最關鍵的問題是什麼？是質量。而提高教育質量的最核心的問題是什麼？最關鍵的問題是什麼？是教師，是教師隊伍建設。所以大家都知道，百年大計，教育為本；教育大計，教師為本。

[C31]And <uh> from <uh> [C23]let children [A23]have chance to go to school to have a <p> [B34]better education, [C33]and from [A11]our~ [A43]big country to [A11]our~ [A43]strong country, and this key, key problem is [A43]to~ improve country <uh> construction of teachers. And~ we all know that, <uh> the plan for <p> lasting education, [C21]we should <uh> depend on the education. [C31]And [A31]finally <p> [C24]we should improve the [A43]teacher's quality.

S：從有學上到上好學，從大到強　中文很簡單，但是譯得很怪；重視質量，應該是教育質量，已成了教師。

R：最關鍵的問題　→ this key problem

S：腦海中就有這個，直接就說出來了。

經過60年的努力，我們已經建立起一支有1600萬人的一支教師隊伍，這是一支很好的隊伍，是一支能戰鬥、能奉獻的隊伍。但是面對著新的形勢，其實對我們的教師隊伍建設提出了很高的要求，新的要求，同時我們能夠看到在教師隊伍建設這個方面，我們要擺在更加突出的戰略地位。

For sixty sixty years, <uh> we have ^{A31}about <p> one thousand and sixty, six hundred, six hundred some~ teachers. ^{C31}And~ they are very, develo-, devoted themselves ^{A43}to, <uh> for education. And in this new period, <uh> we, we should <uh> focus on the~ construction of teachers. And we should give the priority to the ^{A43}teacher, qualities.

S：數字當時沒反應過來，所以卡了；能戰鬥 沒翻；

R：面對著新的形勢，其實對我們的教師隊伍建設提出了很高的要求，新的要求

S：看著記的"新"就說了。

R：突出的戰略地位

S：第一，就是給它放在最重要的位置，就改成那樣了。

所以我們教師隊伍建設還存在著很嚴峻的挑戰，一個最突出的就是我們農村教師隊伍的建設，剛才你提的這個問題確實是一個非常重要的問題。

So <uh> our, <uh> our teacher, our construction of ^{A11}our~ teachers have <uh> have faced <uh> challen-, challenge. ^{C33}And the most important that~ ^{A13}our rural teacher <uh> teachers' construction <uh> have heaviest, the more serious problem.

S：教師隊伍的建設　我現在覺得是質量吧，當時沒說；

R：嚴峻 沒譯

S：可能筆記沒有記形容詞

如果說現在城鄉之間教育還存在著比較大的差距的話，硬件差距還有，但是不是最重要的，最重要的差距就是教師隊伍，教師的質量。

<uh> if, if ^{A23}we have the <uh> big distance, a big difference from the, our rural <uh> from ^{A11}our~ rural to ur-, urban of the education. We also, ^{A23}we can see that ^{A11}our hard, hard infrastration <uh> have ^{B34}a little bit, but the <p> quality of ^{A13}our teachers is the most important thing.

S：差距 應該是 gap 吧，然後當時想的是 difference，gap 更好；硬件也不知道怎麼說，後面加了 a little bit，應該放在前面，沒有調順序。

所以這幾年來，黨和政府特別重視農村教師隊伍建設，但是還存在著很多問題。我們正在繼續努力，一個最重要的措施呢，就是提高農村教師隊伍的經濟地位、政治地位、社會地位、職業地位。

^{A13}Our country is very, <uh> take consider <uh> the rural construction of teachers. <uh> As a, as a first case and the <uh> the most valuable measure is that ^{C24}we should improve the, the place, the state of <uh> economy ^{C31}and~ social ^{C31}and~ politic and~ ^{C11}their <p> professional~ states.

S：特別重視 the most valuable，當時在想該怎麼說；"正在繼續努力"沒記也沒翻；地位這裏形容詞和名詞好像有點混亂。

在很多措施當中，最根本的一條，是今年1月1日開始實施的義務教育教師績效工資制度。在這個要求呢，第一，是要求我們的義務教育的老師，特別是農村的義務教育的老師的工資收入要不低於當地公務員的。

Among, ^{C23}we have taken many measures, the fun-, fundamental <uh> ^{C11}measure is that <uh> we should establish our, our, <uh> a plan that the <p> improve teachers' ^{A43}merit-pay system. <uh> We should <uh> make sure that the comprehensive teachers, <uh> especially in the rural <p> area, their income should less than the civil servants.

S：1 月 1 日 記了，也不知道怎麼搞得；實施 說成了 improve；績效 我查了，就念出來了；義務教育 我好像念錯了吧，說成 comprehensive 了。
R：不低於
S：應該是 no less than

當然，績效工資制度不僅僅是收入的提高，同時也是一次人事分配制度的改革，我們進行績效考核，進一步地調動廣大教師的積極性。

And this, and this plan is not only to increase their income, but also~ are transform their, ^{A23}transform their working position. ^{C31}And~ it ^{A31}now~ to enhance their, ^{A23}enhance their passion, ^{A13}on their working.

S：人事分配制度 我覺得是 調動工作；調動廣大教師的積極性 好麻煩，就這樣譯了

這項措施是根本性的，當然還有一系列的措施。我們的一個基本思想就是要吸引社會上優秀的人才來當老師，要吸引優秀人才到農村，到基層，去長期從教，終身從教。

This is ^{A13}our fundamental measure. ^{C33}But we have a series~ measures. ^{C31}And <uh> ^{B24}we should <uh> establish, set a goal that to attract the <p> talent to teach for <uh> teaching career. ^{C31}And~ let them go to the rural, rural rural areas <uh> to teach children for long time.

S：根本的、一系列措施我就是按字面翻的；推廣 set a goal；for teaching career 多餘了；終身從教 沒說

我們采取了一系列措施，使得我們有更多的優秀人才到農村去從教，比如我們這幾年來推廣了一個"農村義務教育階段特設崗位計劃"，這個計劃是非常成功的。我們第一批"特崗計劃"的這個老師們啊，三年一個周期，今年已經完成了他們的工作期，已經畢業了。現在這批老師能夠有60%到90%都能夠留在當地的農村，繼續地當老師。

<uh> These measures ^{B24}attract many talents to, for our, for <p> for ^{A11}our~ teaching field. ^{C31}And <uh> recently we have set a plan that the, for establish a special position for the rural <uh> compulsory, compulsory education. ^{C31}And this, this plan is very successful. ^{C31}And <p> ^{B34}a lot of teachers, <uh> the first, the first round, <uh> the first <uh> the first round of teachers have <uh> complet-, have finished their work ^{C13}there. It's about three years. <uh> ^{C31}And~ among which

60-90 of them have [A33]still stay in rural to teach.

S：優秀人才 talent；農村義務教育階段特設崗位計劃 字典上是直譯，我把 a plan 放在了前面；第一批 我在這裏卡了一下，我在想 round 和 class，就說了 round；"三年一個周期，今年已經完成了他們的工作期，已經畢業了"沒說畢業 了，就說 完成了工作。

R："畢業"記了嗎？

S：沒記，我覺得一個意思。

R：60-90 沒說 percent

S：記了，可能忘了說

今年我們，今年啊~我們有大概有20萬大學畢業生到農村去擔任教師，同時我們還動員了大批的城鎮教師去到農村支援，還有師範生到農村實習支教，這樣我們就組織了大批優秀的師資到農村去從事教學工作。

<uh> this year, we have about <uh> twenty, twenty thousand university students <uh> who graduated. [C31]And~ they will go to the rural to <p> teach. And they have many, and there are many teachers from the city and, and towns <uh> [C31]and <uh> [C21]another group is the <uh> <uh> normal universi-, normal university students. They [B34]all will go to the rural to teach.

S：數字沒反應過來，少了個零；城鎮教師 來自城鎮的教師；師範生 想到了；組織了大批優秀師資 就簡化掉，就是指前面這批人

R：They all will，為什麼 all

S：我覺得組織起來都是要去的，現在覺得太絕對了。

下一步要把這個制度啊，要把它制度化，我們要讓我們的老師都能夠到農村去接受，這個鍛煉，同時要為農村輸送更多的高質量的老師。

<uh> Next step, [C21]we should <uh> <uh> make, make this measure <uh> to be more <uh> [B22]to be [B34]more strengthened that many <uh> all the teachers should go to the rural <uh> to have, [A23]improve the rural education quality.

S：strengthen 因為"制度化"想不出來；又說了 all，說的時候沒意識到；去鍛煉 也沒說；提高質量 就是幫助那邊的老師提高質量。

第三件事呢，是大力加強農村教師的培訓。我們在農村現在有幾百萬老師，我們要大力提高他們的學習和培訓力度，使他們不斷地提高自己。

[C31]And <uh> the, third is [C21]we should <uh> train [A11]our <p> teachers in rural teachers. There are millions of teachers in the rural. We should <p> [A23]give them chance to <uh> to have, [A23]have more chance to~ learn [A43]new things, and enhance the-(ir), enrich themselves.

S：give them chance 我用了好幾次，很羅嗦，但也沒有想到更好的表達

R：enhance enrich

S：在兩者之間做了選擇，選擇了 enrich

我們經過多年的努力，我們希望大大改進農村教師的質量，能夠為我們農村的孩子們，能夠提供更加優質的教育資源，使得他們接受良好的教育。

[C33]And for many years, we hope that we could <uh> improve the, the quality of the rural teachers and give the children [C11]there <uh> [A41]the chance <p> to have <uh> a

better education.

S：大大改進 "大大"沒翻，應該聽到但沒記；資源 聽到了也沒記；

R：你說的沒記是指筆記還是腦子裏

S：筆記本上，腦子裏記得

N11

第一個問題，我想談一談教師隊伍建設的問題。昨天是我們的教師節，前天上午胡錦濤、溫家寶、李長春、習近平等黨和國家領導人親切地接見了全國的優秀教師代表。他們呐，這個向全國的教師表示節日的祝賀，向60年來為中國的教育事業作出貢獻的全體人民教師和教育工作者表示節日的問候和誠摯的慰問。

I would like to first talk about the cultivation of teaching faculty [A13]in China. Two days ago, it was the Teachers' Festival. The <p> leaders of [A11]our~ Communist Party and~ [A43]CPC central committee have meet representatives of teachers from all of the country. They, they <uh> have sent their greeting of the teachers' representatives. [C33]And they are [C31]also <uh> greet those <uh> teachers who have made great contributions to the <uh> teaching in China for~ [A11]the last sixty years.

S：比如很多領導人我沒有記下來，我就總結了一下說是"很多領導人"；誠摯的慰問沒有說

R：為什麼

S：沒有記下來，而且覺得意思差不多。

R：昨天 two days ago

S：我聽到了兩個天，就搞錯了

R：國家領導人 → CPC central committee

S：我知道翻錯了，但是一下子只想到這個

R：所以就是翻了兩次黨，沒有國家領導人，為什麼沒改?

S：因為覺得不修改比較好

溫家寶總理專門到北京35中聽了5節課，這個，召開了教師座談會，發表了重要講話，他說他用這種方式來表達對教師的，教師節的慰問。

Premier Wen have, has [A23]visited a Middle School in Beijing. He has made a speech [A33]in the middle school. [C31]And~ he said it is <uh> his way of expressing his greeting for the teachers.

S：34 中、4 節課沒有翻，有聽到也記下來了，但覺得不重要，所以沒翻；教師座談會 沒記下，就記了個"會"字，沒翻，後面都翻了

R：為什麼信息不重要

S：重要的是總理去作了講座

R：就是說有足夠的時間也不會翻對嗎？

S：對

劉延東同志在表彰大會上發表了一篇重要講話，它的題目是"國家發展，希望在教育；辦好教育，希望在教師"。所以，為什麼我覺得你問的第一個問題特別重要呢？為什麼黨中央、國務院和人民群眾對教師隊伍建設這麼重視呢？因為歷史上中國人就有尊師重教的傳統，而現在我們教育發展到一個最關鍵的時刻，發展到了一個新的歷史時期。

<uh> [A42]One member of the Communist Party have make a speech and emph-, and the topic of [C13]his speech was the importance of <uh> developing [A13]our country lies in [A43]cultivating the teaching faculty <p>. And~ this is why your first question is very important. So why the <uh> public and [A43]CPC central committee attach great importance to the <uh> [A42]education. [C23]That is because China has the <uh> tradition of respecting teachers, [A33]since ancient time. And we have reached a very important period, to <uh> [A23]improve the, quality of education [A13]in [A13]our country.

S：劉延東同志 沒有聽到；表彰大會 又聽到，但是說的時候不會表達； 題目不知道怎麼說成一個對比的結構就合在一起了。

S：國務院漏了沒翻，沒記下來。"發展到一個最關鍵的時刻，發展到了一個新的曆史時期"只翻了一個

R：為什麼

S：只記了一個 關鍵的時刻

在這個曆史時期，我剛才說到了，是一個全面提高教育質量的新階段。因為我們經過60年的奮鬥，我們已經基本解決了讓孩子們有學上的問題，下一個階段我們就是要想辦法讓孩子們能夠上好學。我們已經從一個人口大國建設成為一個人力資源大國，但我們現在要向人力資源強國進軍。

<uh> [A23]We have reached a period of <uh> enhancing the quality of education in [A13]our country. For the last 60 years, we have made [B34]a lot of efforts to [B34]ensure that every child [A13]in our country can [A23]have the opportunity to go to school. [C31]And~ next stage is to [A23]improve the quality of teaching. we, we are a country of <p> a large, population.

S：後面一句沒翻，當時不會表達；上好學 意譯成 提高教學質量

從有學上到上好學，從大到強，最關鍵的問題是什麼？是質量。而提高教育質量的最核心的問題是什麼？最關鍵的問題是什麼？是教師，是教師隊伍建設。所以大家都知道，百年大計，教育為本；教育大計，教師為本。

So the key <p> for [A43]building a country of strength is [A43]to improve the quality [A13]of teaching. [C33]In order [A43]to improve the quality of teaching, [B24]we should cultivate, a high quality faculty.

S：從有學上到上好學 不會表達，聽到也記了；兩個問題我總結了一下，覺得意思差不多；"大家都知道，百年大計，教育為..."記下了，可能不會表達，所以沒翻

R：但是 glossary 裏有哦

S：我當時沒認真看

經過60年的努力，我們已經建立起一支有1600萬人的一支教師隊伍，這是一支很好的隊伍，是一支能戰鬥、能奉獻的隊伍。但是面對著新的形勢，其實對我們的教師隊伍建設提出了很高的要求，新的要求，同時我們能夠看到在教師隊伍建設這個方面，我們要擺在更加突出的戰略地位。

For [A11]the last~ sixty years, we have built up a body of faculty, of <p> sixteen, million~ teachers. This is a very, good, this is very good. Now [A11]our <uh> teachers are facing with a [B34]very new situation. [C33]And this situation has, is very demanding <uh> this new situation require us to, have [A13]new strategies, towards [A42]education.

S：一支能戰鬥、能奉獻的隊伍 不會表達沒翻；新的要求 沒有翻；擺在更加突出的戰略地位 理解錯了，聽的時候只抓關鍵詞，然後說的時候就錯了。

所以我們教師隊伍建設還存在著很嚴峻的挑戰，一個最突出的就是我們農村教師隊伍的建設，剛才你提的這個問題確實是一個非常重要的問題。

There are [B34]a lot of changes facing~ [A13]our teaching faculties [A13]in China. [C33]And the most outstanding [C23]problem is [C31]about the <uh> teaching faculty in <uh> rural areas. [C31]So~ your first question is a very <uh> critical question [A43]for us.

R：非常重要的 → very critical 怎麼會想到這個詞？

S：不知道，可能是前面講了太多 important，不想重複

R：翻的過程中會監聽嗎

S：理解的負擔小的時候，就會監聽

如果說現在城鄉之間教育還存在著比較大的差距的話，硬件差距還有，但是不是最重要的，最重要的差距就是教師隊伍，教師的質量。

所以這幾年來，黨和政府特別重視農村教師隊伍建設，但是還存在著很多問題。我們正在繼續努力，一個最重要的措施呢，就是提高農村教師隊伍的經濟地位、政治地位、社會地位、職業地位。

<uh> For [B34]many years, the [A13]Communist Party and the government have [B24]made a lot of efforts to [A23]improve [A43]the quality of the <uh> teaching faculty in the rural areas. We are [A33]now working [B34]very hard [A23]to, narrow down the differences [A43]between the <uh> faculties in the rural [C23]area and the urban area. [C33]So~ [A23]how to solve this problem? [A13]Our solution is to enhance the <p> economic, social, political and professional status of teachers.

S：城鄉之間教育 一開始跳過去了沒有翻，然後後面補了一點意思。

在很多措施當中，最根本的一條，是今年1月1日開始實施的義務教育教師績效工資制度。在這個要求呢，第一，是要求我們的義務教育的老師，特別是農村的義務教育的老師的工資收入要不低於當地公務員的。

The most fundamental measure, is the one that we started to implement from Jan 1, this year. That is, [A43]to <uh> pay the salary of the teachers, based on their performances. [C31]So first of all~ [A43]we require the salary of the teachers in rural areas should not be lower than payment of the civ-, civil <p> servant.

當然，績效工資制度不僅僅是收入的提高，同時也是一次人事分配制度的改革，我們進行績效考核，進一步地調動廣大教師的積極性。

[A43]To implement such system is not only, [A43]a measure to increase the salary [A13]of the teachers but also a reform [A31]in the system of <uh> distribution.

S：調動廣大教師的積極性 沒有記全，也看不清筆記了

R：To implement such system

S：前面說了要實施這種制度，實施這種制度才能導致收入的提高。

這項措施是根本性的，當然還有一系列的措施。我們的一個基本思想就是要吸引社會上優秀的人才來當老師，要吸引優秀人才到農村，到基層，去長期從教，終身從教。

<uh> Ou-(r), the purpose of these measures is to attract the talents from the society to become teachers, to become <uh> teachers in the rural areas.

S：第一句 記了沒翻，不知道原因，認得出表達，可能是不知道怎麼表達。後面的聽到了，沒記下來

我們采取了一系列措施，使得我們有更多的優秀人才到農村去從教，比如我們這幾年來推廣了一個"農村義務教育階段特設崗位計劃"，這個計劃是非常成功的。我們第一批"特崗計劃"的這個老師們啊，三年一個周期，今年已經完成了他們的工作期，已經畢業了。現在這批老師能夠有60%到90%都能夠留在當地的農村，繼續地當老師。

We have, we have implemented a series of measures. <uh> We have <uh> [C21]we have successfully [B24]attracted a lot of talents to become teachers in the rural areas. Several years ago, we started the plan of rural compulsory education teaching position program. [C33]And this program has been very successful. <uh> The first group of the, the first term of those teachers have <uh> finished a three-year period. [C33]And more than, there are [A31]about <p> 60-90% of those teachers who will stay in the rural areas and~ continue to teach.

S：已經畢業了 沒翻，"完成周期"我覺得已經表達了這個意思；當地的 沒有翻，覺得留了下來就包含這個意思了。
R：第一批 跟 term 之間作了一個選擇，為什麼
S：覺得 term 更合適。

今年我們，今年啊~我們有大概有20萬大學畢業生到農村去擔任教師，同時我們還動員了大批的城鎮教師去到農村支援，還有師範生到農村實習支教，這樣我們就組織了大批優秀的師資到農村去從事教學工作。

This year, we [A23]estimate that~ there will be about <uh> two hundred thousand college graduates who will go to the~ countryside to teach. And at the same time, we al- we also encourage teachers in the urban area to <uh> teach in the rural areas. And [C33]therefore, [C13]through these measures, we will [B24]attract a lot of <uh> talents to teach in the countryside.

S：師範生到農村實習支教 沒有翻，我記得，但是因為我覺得前面已經說完了，但又不想另起一句，就不譯了。
R：在現場你會這樣嗎？
S：不知道哦，要看我思考的時間，如果要想很久，就不說了
R：這是不是意味著說想保持流暢？
S：對
R：大概有 20 萬 → we estimate that there will be
S："大概有"我覺得應該是將來時，過去時應該是"已經有"
R：譯的時候你會注意時態嗎？
S：會，很重要

下一步要把這個制度啊，要把它制度化，我們要讓我們的老師都能夠到農村去接受，這個鍛煉，同時要為農村輸送更多的高質量的老師。
第三件事呢，是大力加強農村教師的培訓。我們在農村現在有幾百萬老師，我們要大力提高他們的學習和培訓力度，使他們不斷地提高自己。

The next step is to make it a system, ^{A33}in ^{A11}our~ educational plan. ^{C33}And we will ^{B24}encourage, teachers ^{A23}to teach in the rural area, and ^{A23}improve the quality of teaching.

The third point is to provide <uh> training for teachers in the rural areas. We now have <p> several million teachers in the rural areas. ^{C33}And we will~ make effort to improve their ^{A13}teaching ^{A43}qualities, and provide them with a lot of training.

S：為農村輸送更多的高質量的老師　翻錯了，記的是 "提高質量"，可能聽的時候就沒明白；提高他們的學習和培訓力度，使他們不斷地提高自己　我沒按字面翻，因為直譯可能意思不夠准確。

我們經過多年的努力，我們希望大大改進農村教師的質量，能夠為我們農村的孩子們，能夠提供更加優質的教育資源，使得他們接受良好的教育。

We have <uh> make ^{B34}a lot of efforts, for several years to improve the quality of teaching, in the rural areas. ^{A33}In this way, we will provide, a quality <p> teaching for the children in the rural areas and ^{A23}make them, a better environment to learn.

S：後面加了 better environment，因為說了 make，後面不知道怎麼接，就...

N12

第一個問題，我想談一談教師隊伍建設的問題。昨天是我們的教師節，前天上午胡錦濤、溫家寶、李長春、習近平等黨和國家領導人親切地接見了全國的優秀教師代表。他們吶，這個向全國的教師表示節日的祝賀，向 60 年來為中國的教育事業作出貢獻的全體人民教師和教育工作者表示節日的問候和誠摯的慰問。

First I would like to ^{A23}answer your fir- first question, that is~ the teachers'~ contribution and the construction in the rural areas. Yesterday witnessed the Teachers' <uh> festival. ^{C31}And~ the national leaders, ^{C31}including <p> ^{A13}President Hu Jintao, ^{A13}Premier Wen Jiabao and ^{A13}Vice President Xi Jinpin, they <p> visited the representatives of the~ national teachers and ^{C21}they <uh> expressed their congratulations to the teachers who have made, ^{B34}great contributions to the education undertakings in China.

S：我覺得筆記的重點沒有很好地記下來，翻得不精確。

R：在談到教師隊伍建設的時候，有一個 contribution，當時是怎麼考慮的？

S：由於前面用到了 teachers，當時沒有其他的詞來接，所以用了 contribution，但後面還有一些並列的詞，所以重點還是在後面。

R："李長春"是沒有記到，還是其他原因？

S：沒有記住，所以忽略了。

R：還有其他的嗎？

S：我覺得還是沒有翻到位。精確性不夠。

溫家寶總理專門到北京 35 中聽了 5 節課，這個，召開了教師座談會，發表了重要講話，他說他用這種方式來表達對教師的，教師節的慰問。

Premier Wen Jiabao went to the thirty-five, thirty-fifth <p> middle school in Beijing, and listened <p> five <p> and attended the five classes ^{C11}there <p> and ^{C21}he <uh> conveyed a meeting ^{C11}there~. <p> In this way he <p> expressed his greetings to the teachers.

R：在 No.34th 後面有一個比較長的停頓，當時在想什麼？

S：在想如何把這句話接下去，由於 34 說錯了，就頓了一下，但是又想著不能拖太久。後面又是"聽了 4 節課"，還是頓了一下，因為找不到好的詞。

R：所以就先用 listened to，後面又用了 attended。就是考慮怎麼把它接下去。然後就是"發表了重要講話"沒有翻，是筆記的原因嗎？

S：我筆記應該是記了，是當時說的時候忽略了，因為頓的時間太久了。

劉延東同志在表彰大會上發表了一篇重要講話，它的題目是"國家發展，希望在教育；辦好教育，希望在教師"。

Liu Yandong, [C31]also <p> delivered a speech, with a theme of the <uh> prospect of the national education lies in, of the national development lies in education; [C31]and~ the~ prospect of <uh> good education lies in the teachers.

S：還是選詞的問題，"辦好教育"一直沒有想好用詞，還有"希望"，前面用 prospect 可以，後面用就不太好。

R："表彰大會"沒有，是聽的原因，筆記的原因還是表達的原因？

S：是因為我表達的時候想不到一個好的詞。

所以，為什麼我覺得你問的第一個問題特別重要呢？為什麼黨中央、國務院和人民群眾對教師隊伍建設這麼重視呢？因為歷史上中國人就有尊師重教的傳統，而現在我們教育發展到一個最關鍵的時刻，發展到了一個新的歷史時期。

So~ I believe your first question is very [B24]constructive. <uh> From the [B34]central government [A13]of China, the state council and [A43]national leaders [C31]also <uh> [B34]all pay great attention to [A13]national [A42]education development. Because in the <uh> history, the history paid great attention to that, and now, the [A13]national education has come into a very~ critical period.

S：這個是筆記的問題。"……呢"沒有翻，只是處理成陳述句去了。

R："教師隊伍的建設"替換成"national education development"，為什麼？

S：這裏是筆記沒有記號。

R："尊師重教"處理成"that"？

S：這裏是聽的時候沒有記好，所以翻的時候就比較模糊。就用一個代詞把它模糊化。

在這個歷史時期，我剛才說到了，是一個全面提高教育質量的新階段。因為我們經過 60 年的奮鬥，我們已經基本解決了讓孩子們有學上的問題，下一個階段我們就是要想辦法讓孩子們能夠上好學。我們已經從一個人口大國建設成為一個人力資源大國，但我們現在要向人力資源強國進軍。

In this great, in this historical era, [B24]we should pay attention to developing <p> overall, comprehensive and <uh> quality of education. Because <p> we have solved, the problem <uh> we have [B34]make sure that every child [A23]have the chance to receive education. [C33]And in the [A13]new stage we should pay attention to, improve <uh> to [B34]make sure of the good quality of the education. [C13]China, [A31]now~, has developed, from~ a country with large number of population to <uh> it solved the <uh> it satisfied the human resources <uh> and now~ it is going to a <uh> stronger level.

S：感覺在聽的時候，"有學上"、"上好學"等很容易聽懂，可是翻譯出來卻不

容易，所以選詞是我的困擾。

R：“全面提高”用了“overall”,後面又使用了“comprehensive”，這是怎麼考慮的呢？

S：本打算說“comprehensive”，可一張嘴說成了“overall”，後面又感覺不到位，又加了“quality”什麼的，所以還是用詞的問題。

In China now has developed a country with a large number of population to <uh> It solved the <uh> it satisfied its human resources <uh>and now it's going to a <uh>stronger level.

S：這裏是理解上和預測上的問題，沒有想到是從“人口大國”到“人力資源大國”到“人力資源強國”的演變，所以翻譯得非常字面。

從有學上到上好學，從大到強，最關鍵的問題是什麼？是質量。而提高教育質量的最核心的問題是什麼？最關鍵的問題是什麼？是教師，是教師隊伍建設。所以大家都知道，百年大計，教育為本；教育大計，教師為本。

And what is the most critical <uh> and core area to improve education, [A33]in China, apart from that [C23]China has developed from [A43]a country which can make sure every child [A24]has the chance to edu- to <uh> receive education. [C33]And [C23]China has developed from [A43]a big country [A13]with large population, to [A43]a country <uh> paying attention on the <uh> stronger education system. That is <p> teaching <p> troop. So we say that education is critical to <uh> is a critical task, [A43]for generation to come. [C33]And the teachers lie, a, [B34]more, critical <uh> position [A23]to improve it.

S：筆記寫錯了，應該是“質量”，下面是“老師”，我把他們搞混淆了。

R：“最關鍵的”你使用了“critical”，後面又用了“core area”，這裏有一個意義的重複，這是什麼原因呢？

S：覺得字面上是“重要”，但實質上是“核心的”，所以跟了一個詞。

R：然後“big”和“large”後面的解釋是為什麼？

S：因為自己覺得由“big”和“large”的變化不太好理解。

經過 60 年的努力，我們已經建立起一支有 1600 萬人的一支教師隊伍，這是一支很好的隊伍，是一支能戰鬥、能奉獻的隊伍。但是面對著新的形勢，其實對我們的教師隊伍建設提出了很高的要求，新的要求，同時我們能夠看到在教師隊伍建設這個方面，我們要擺在更加突出的戰略地位。

After sixty years [A43]of development, we have developed, a teaching troop with a number of sixteen million. <uh> This is a high level [A13]teaching group, [B22]with~ [B32]great determination. But~ [A11]we know~ that in the new stage, we <uh> they also face great and high new requirements.

S：“奉獻”的那一塊沒有記清楚，所以用了“determination”。

所以我們教師隊伍建設還存在著很嚴峻的挑戰，一個最突出的就是我們農村教師隊伍的建設，剛才你提的這個問題確實是一個非常重要的問題。

如果說現在城鄉之間教育還存在著比較大的差距的話，硬件差距還有，但不是最重要的，最重要的差距就是教師隊伍，教師的質量。

So we say that <p> there~ have~ great challenges for construction of the teaching group. <uh> [C31]And~ the most <p> prominent is <p> that [A21]there are <p> problem in the <p> construction of teaching group in the rural areas.

If <p> the great gap exists in the rural and urban education, construction <uh> there will be a big problem. The hardware~ that is the [A43]secondary problem. <uh> But the teaching, quality <uh> of the <p> teaching system, is the prominent [A43]problem, [A13]we face.

S：這段的句子結構沒有組織好，所以句子非常凌亂。

R："So we say"這個開頭怎麼考慮的？

S：如果是"if we say"，後面會好說一點，所以後面就把它拆成了兩句話，句子很凌亂，不過還是想圍繞它的中心意思來說。

R："硬件設施不是那麼重要"，用了"secondary"，怎麼考慮的？

S：一方面由於一開始沒有組織好句子，後面只能接"secondary"，另外，有考慮到中間其實在做一個重要性的比較，所以"secondary"也比較合適。也怕以後更亂了，趕緊把這一句話結束。

所以這幾年來，黨和政府特別重視農村教師隊伍建設，但是還存在著很多問題。我們正在繼續努力，一個最重要的措施呢，就是提高農村教師隊伍的經濟地位、政治地位、社會地位、職業地位。

So over [A11]the past several decades, [A42]the state council and the government have made, paid great attention to it and [C31]also <uh> [A23]taken [B34]several measures <uh> [A23]to improve the quality of the rural education. That's to, im- <p> to upgrade the status of the rural teachers in <p> social aspect economic aspect and~ professional aspect.

S："政治地位"沒記下來，還有其他的換了說法。

R：" taken several measures"？

S：我把它理解成"已經采取了措施"。

R：然後"黨和政府"用"State Council and government"？

S：當時覺得黨不知道怎麼說，"CPC"還是什麼？

R：the Party 就行了。

在很多措施當中，最根本的一條，是今年1月1日開始實施的義務教育教師績效工資制度。在這個要求呢，第一，是要求我們的義務教育的老師，特別是農村的義務教育的老師的工資收入要不低於當地公務員的。

Basic measures, for, among those measures is, the performance payment system, which hav- which was implemented on the first day of <p> January this year. [C31]And~ it, propose that the rural teachers should have a payment <uh> not lower than, that for the civic~ servants.

S："義務教育的老師"沒翻譯出來，直接翻譯成為了"農村的老師"。

R：原因呢？

S：但是翻譯的時候，一直想著"農村的老師"，並且工資不低於公務員，並考慮"公務員"怎麼說。

當然，績效工資制度不僅僅是收入的提高，同時也是一次人事分配制度的改革，我們進行績效考核，進一步地調動廣大教師的積極性。

Of course, the~ performance payment system not only, [B24]aims to improve or increase the payments [A43]for the rural teachers, but also to, have the reform [A12]of the education. By this system, we [B24]aims to [A23]improve their <uh> their, positive

attitude.

S：“人事分配制度”沒聽到，只聽到“改革”。並且“積極性”怎麼翻還在想詞。

R：“improve”後面補充了“increase”，怎麼考慮的？

S：覺得“increase”更搭配，“improve”只是脫口而出的。

這項措施是根本性的，當然還有一系列的措施。我們的一個基本思想就是要吸引社會上優秀的人才來當老師，要吸引優秀人才到農村，到基層，去長期從教，終身從教。

Of course this measure is the fundamental one [C33]and [C33]apart from that, we also have a series of measures. And <uh> [C33]but our basic concept is to attract the [B34]most excellent talents to <p> teach, [B34]especially in the rural area.

R：後面的“到基層”是什麼問題呢？

S：應該是筆記的問題吧。一般我沒有記下來或沒聽到的東西我都選擇不翻，這樣就會造成一些損失。

我們采取了一系列措施，使得我們有更多的優秀人才到農村去從教，比如我們這幾年來推廣了一個“農村義務教育階段特設崗位計劃”，這個計劃是非常成功的。我們第一批“特崗計劃”的這個老師們啊，三年一個周期，今年已經完成了他們的工作期，已經畢業了。現在這批老師能夠有 60% 到 90% 都能夠留在當地的農村，繼續地當老師。

Among the measures we have taken to <p> [B24]attract the excellent talents to teach in the rural areas, there has one, is the plan on setting posts for rural <p> compulsory education. <uh> The first batch of the, of the teachers have graduated last year. Since we have a cycle of three years, and 60 to 90 percent of the teachers will continue, to stay in the rural areas and~ [B24]make contributions to the teaching <p> undertakings there.

S：我不理解“特訓崗位”的老師還要畢業，所以就按照字面意思去翻了。它是一個培訓嗎？

R：是的。然後“三年一個周期”你加上了“Since”，是你意識到了嗎？

S：我覺得邏輯關系是因果的，所以進行了補充。

R：最後加上了“make contributions to the teaching undertakings there”，這是怎麼考慮的？

S：覺得應該突出老師的作用。

今年我們，今年啊~我們有大概有 20 萬大學畢業生到農村去擔任教師，同時我們還動員了大批的城鎮教師去到農村支援，還有師範生到農村實習支教，這樣我們就組織了大批優秀的師資到農村去從事教學工作。

This year <uh> about two hundred twenty thousand university graduates will go to the rural areas, and teach there. At the same time, we also motoli-, moto~bize the, urban teacher and social teachers to, teach <uh> in the rural areas. Therefore, this large number of teachers have been [B24]encouraged, to go to teach there.

S：“師範生”沒有聽到，也不大清楚怎麼說。

R：然後“ urban teachers and the social teachers”這種說法怎麼來的？

S：是筆記的問題，筆記裏把“urban”和“social”並列起來了。

R：“social”是怎麼回事？

S：可能是指學校裏面的，或者是學校外面的，比較模糊。

下一步要把這個制度啊，要把它制度化，我們要讓我們的老師都能夠到農村去接受，這個鍛煉，同時要為農村輸送更多的高質量的老師。

So~ in the next stage, we are going to make it, more orderly. We not only intro- <uh> encouraged the, teacher to teach in the rural areas but also, encourage them to train more excellent teachers there.

S：這一段有的翻錯意思了，"要為農村輸送高質量的老師"的"輸送"沒聽到。

R：這一句開頭也使用了"so"，是覺得由因果關系嗎？

S：覺得是有因果關系吧。覺得是對前面的補充說明。

第三件事呢，是大力加強農村教師的培訓。我們在農村現在有幾百萬老師，我們要大力提高他們的學習和培訓力度，使他們不斷地提高自己。

The third aspect is that we should enhancing the trainings of teachers in rural areas. Right now~ there are some millions of teachers in rural areas. And what we should pay attention is <uh> to improving their learning ability, and improve their self-improvement ability.

S：這一段感覺不好。"學習和培訓力度"不知道怎麼處理，"學習"翻了，但"培訓"很難把握，後面"提高自己"，開始想到是" improve"，後來又想到"self-improvement"更簡潔。導致後面發揮糟糕。

R："Right now"的使用呢？

S：他說了"現在"的，但總體感覺不夠簡練，我覺得。

R：恩，對。

我們經過多年的努力，我們希望大大改進農村教師的質量，能夠為我們農村的孩子們，能夠提供更加優質的教育資源，使得他們接受良好的教育。

So through our concerted efforts, we hope that we can provide, excellent and quality education for the rural areas, and to provide, great education resources for the kids in the rural areas.

S："改進質量"我說成了"改進教育質量"，是筆記的問題。

Professional Interpreters
P1
第一個問題，我想談一談教師隊伍建設的問題。昨天是我們的教師節，前天上午胡錦濤、溫家寶、李長春、習近平等黨和國家領導人親切地接見了全國的優秀教師代表，他們吶，這個向全國的教師表示節日的祝賀，向60年來為中國的教育事業作出貢獻的全體人民教師和教育工作者表示節日的問候和誠摯的慰問。

First, I would like to talk about the building of the faculty team in China. But before that I would like to say yesterday was the Teachers' Day. And our national leaders like Mr. Wen Jiabao Hu Jintao Xi Jinping, and other leaders have attended the ceremony for excellent teachers in China. And also they extend their welcome and also their greetings of Teachers' Day to all those faculty members and educational workers, who have been dedicated themselves to the educational endeavors in China.

S：他有講李長春嗎？怎麼我沒有記到？有是吧！那可能就是我沒記到。

R：然後就是你自己評論一下當時又想什麼。

S：也沒有特別想什麼。

R：比方說"第一個問題，我想談一談教師隊伍的建設問題"，完了之後，昨天之前你有加一個…

S：啊，對，因為我覺得，其實如果你說"我想談一談教師隊伍建設的時候"，你應該就回答人家的問題了對不對。但是他下面並不是回答這個問題，所以我覺得我如果不加那一句的話，人家會不知道我在幹嘛會突然間講到教師節，所以我就加了一個 before that。其實意思就是想說在我回答你的這個問題之前，我跟你說一下，昨天是怎麼怎麼怎麼，就是交代一下情況。就是讓聽眾更知道他想幹嘛，就是他想講什麼，那樣。

R：就是類似的這些處理你可以多說一點。

溫家寶總理專門到北京35中聽了5節課，這個，召開了教師座談會，發表了重要講話，他說他用這種方式來表達對教師的,教師節的慰問。

[C33]And Premier Wen Jiabao actually~ attended five classes in the No. 35 Middle School of Beijing and [C23]he [C33]also held a round table meeting~ with the faculty members [A13]of the, school [C13]there, and [C23]he [C33]also gave lecture. [C33]And he said he [B24]wanted to use the [B24]special way~ to convey <uh> his greetings of Teachers' Day to those teaching faculties.

S：其實我現在覺得我不知道"中學老師"能不能叫 faculty，所以我又加了一個 faculty 和 teachers。就是你會留意我在 struggle，兩個都在用。因為我當時不是非常的 sure，中學的老師也可以用 faculty，所以我 faculty 完了以後又加了一個 members 或者什麼什麼怎麼樣。

劉延東同志在表彰大會上發表了一篇重要講話，它的題目是"國家發展，希望在教育；辦好教育，希望在教師"。所以，為什麼我覺得你問的，第一個問題特別重要呢？為什麼黨中央、國務院和人民群眾對教師隊伍建設這麼重視呢？

[C33]And [B34]actually [A13]the member of the State Council Liu Yandong <uh> held an important speech in the awarding ceremony [A13]of the national teachers. [C33]And he would like to, <uh> his speech was something like this <uh> the national development [A13]of China relies on the education; [C33]and the development of the [A13]Chinese education relies on the [A43]teacher faculty's quality. So I [B24]would like to say the first~ issue you mentioned is very important. [A23]It's about building of the faculty team. [C31]And~ [A31]as you see <p> [A43]the party leaders [C31]and~ State Council <uh> [A43]members and people [B34]all [A13]across China pays special attention and great importance to~ [A43]the issue of [A42]education.

S：我剛才想說，你有沒有留意"辦好教育希望在老師"，我又用了一次 faculty，其實我覺得我其實應該是想說 teachers，但是因為我用慣了 faculty，因為我在說老師的時候，我們大學老師就會用 faculty members，然後就會有這種現象。然後我覺得"它的題目是什麼"的時候，我用的是 sth. like this，我覺得這樣聽回去的話，我覺得這不是一個正規的場合的表達，這樣就會顯得把它的 register 很隨意那樣的。因為我覺得在一個 dialogue 裏面的話，我說 the title of his speech is sth. like this 的話，我覺得是沒問題。但是因為這個是一個 conference,就是比較正規的，我就覺得這個可能，這樣聽回去可能就不用 sth. like this，但是我用

sth. like this 的原因是因為我看我的筆記，我沒有一下子能夠看得懂或者說我沒有一下子能夠組織的了那個他的題目是怎麼翻，所以我就用了一點點時間，爭取了一點點時間，所以就用了 sth. like this。然後就把它翻出來。

R：然後"劉延東同志"。

S：其實我是憑自己平常的一個 common sense，或者是以前的一個很 fade 的 memory，就是我覺得他好像是國務院委員，所以我就加了 member of state council.

R：所以一般說到地名和人名的時候，如果你有相應的背景知識，就會順帶說出來。

S：explain，對。因為要不然別人可能不知道你提的那個人是什麼樣一個身份。

因為歷史上中國人就有尊師重教的傳統，而現在我們教育發展到一個最關鍵的時刻，發展到了一個新的歷史時期。在這個歷史時期，我剛才說到了，是一個全面提高教育質量的新階段。

And China is a nation of respecting teachers and it has been years of practice since old times, that we [B24]would like to pay our tribute to the teachers. But nowadays, as we know we are in the new era [A13]of [A13]our century. [C33]And during this time I [B21]would like to say~ that the development of the~ education quality should be the priority for [A13]our nation, [B24]should be [A13]our [priority] [A13]of [A11]our <p> national endeavors.

S：其實我這裏糾結的原因是因為我一下子不知道"priority"這個詞該怎麼放。為什麼會突然間冒出這個詞，然後好像又發的不是很准，所以就搞了幾下那樣的。

R：尊師重教這裏就用了一個"respecting teachers"

S：沒錯。其實嚴格意義上，應該要加一個 education，但是當時我好像沒聽到"重教"，我筆記上就寫了一個"尊"，所以我就只有"尊師"沒有"重教"。

因為我們經過 60 年的奮鬥，我們已經基本解決了讓孩子們有學上的問題，下一個階段我們就是要想辦法讓孩子們能夠上好學。我們已經從一個人口大國建設成為一個人力資源大國，但我們現在要向人力資源強國進軍。

After 60 years' of endeavors, [B24]I'm sure that [A33]now, the children [A13]in China have access to schooling. [C33]But, in the next [A43]coming years or couples of decades, [B24]we hope that we will provide access to good schooling or good quality schooling to these children. As we know [C13]China [A23]used to be a nation with huge population [C33]but [A33]now [B24]I would like to see it like China as a nation with huge human resources. But in the next, few years or [A33]in the near future, [B24]we hope that China will be a nation with a huge~ basis of good human resources.

S：我其中一點，我不知道你們有沒有留意，我很喜歡加一個"I"，就其實原文中沒有"我相信""我認為""我希望"，但是在翻的時候，我加了很多"I"，這其實，我不知道是好還是不好，成為了我的一個習慣。就是如果發言人是表達他自己看法的時候，我會很強調把這個"I"帶出來，成了習慣。第二點就是，我說"I would like to say"，"I would like to think"，我可以爭取多一點點的時間去看筆記，但是這不是說我看筆記就一定會這樣做，不過這是我的策略之一。然後其實我把"下一個階段"翻成"the next few years/ the next few decades"是因為我沒有聽清楚"下一個什麼"，所以我就這樣翻了，因為它其實也指的是 future。

R：所以，你在"但我們要向人力資源強國進軍"前也加了 in the future，是因為？

S：因為其實他講了三樣東西，現在、過去、未來，過去是人口大國、現在是人力資源大國、未來它想成為人力資源強國。所以我就把這個 future 的東西點了出來，以後的目標是什麼。

從有學上到上好學，從大到強，最關鍵的問題是什麼？是質量。而提高教育質量的最核心的問題是什麼？最關鍵的問題是什麼？是教師，是教師隊伍建設。所以大家都知道，百年大計，教育為本；教育大計，教師為本。

So [C23] you see the change from <p> having access to schooling to having access to good schooling and [C33] also [C23] the change from <uh> [A43] big nation to a [A43] strong nation. [C33] And [B14] we think that the quality [A13] of education is very important. [C33] That is why [A23] we, rely on, the building of [A13] our faculty team and [A13] our teachers' members. And [B24] we hope that in the~ next, hundred years' [B24] endeavor, we will stress [A43] the importance of education and [A42] the quality of education.

S：最後是不是我沒有譯出來"教育大計，教師為本"，還是變成了後面一段的？

R：就是你會翻成，we hope that in the next hundred years' endeavor

S：不是，那個是"百年大計，教育為本"，不可能啊，那應該是沒記住了，筆記上也沒有。其實那個"從大到強"，其實沒有太知道他說的是"從一個大國到一個強國"還是什麼，所以我當時翻，就是把自己的理解帶上去，就翻的"big nation to strong nation"，就把"國"給加上去了，我就是不知道他是不是說的這個意思。另外一點，有一句，他是用問題來表達，比如說"最關鍵的問題是什麼？是教師"之類的，然後我就沒有用問題，直接就用了陳述句把它的意思帶出來了。因為我覺得如果我用疑問句表達，我不覺得這是英文中常見的表達方式，就是中文可能會用自問自答的方法來強調 information，但是我覺得英文強調的時候很少用這種自問自答的方式，所以我沒有用這種方式。

經過60年的努力，我們已經建立起一支有1600萬人的一支教師隊伍，這是一支很好的隊伍，是一支能戰鬥、能奉獻的隊伍。但是面對著新的形勢，其實對我們的教師隊伍建設提出了很高的要求，新的要求，同時我們能夠看到在教師隊伍建設這個方面，我們要擺在更加突出的戰略地位。

[C33] And after 60 years of <p> [A43] development, [A33] now we have a teachers' team of [B34] up to 16 million. [C33] And this is [B34] actually a [B34] very dedicated team, and~ [B34] with [B34] all <p> their heart and soul contributed [A43] to the educational endeavors. But [B24] we would [C33] also like to say that in the new era, we opposed and we are confronted with new, and high demands of [A42] education and [B24] we hope that through the construction of the faculty team, we, would, put, education as one of the [A13] national priorities and strategies [A13] in China.

S：首先，我不知道他說的"能戰鬥"，in retrospect，我會理解成 competent，就是他比較有能力的意思，但是當時我沒找到合適的詞。然後"很好啊，能奉獻啊"我認為就是 dedicated，還有什麼 heart and soul 的意思，就是不會有人說 heart and soul to dedicate to，這是一種很奇怪的表達。另外，"要擺在更加突出的戰略地位"就是 national strategies，對啊，我覺得就是這個意思。

R：對，你用的是 national priorities and strategies。

S：因為他要把它變成突出，所以我就用了 priorities.

所以我們教師隊伍建設還存在著很嚴峻的挑戰，一個最突出的就是我們農村教師隊伍的建設，剛才你提的這個問題確實是一個非常重要的問題。

And [A32]when we [B22]are trying to build our team <uh> one of the most demanding challenges is [B34]actually the construction of faculty in~ the~ rural area, [C31]so that is why[B11]I think <uh> your question <uh> [A23]pinpoints the importance [A13]of this issue.

S：我聽到一個語法錯誤，one of the most demanding challenges

T： "剛才你提的這個問題確實是一個非常重要的問題"前面你加了一個 SO，所以在你意識到句與句之間暗含著某種關系的時候，

S：其實我沒有很有意識的加這個 so,但是我就覺得這樣會很順，所以就加了。

如果說現在城鄉之間教育還存在著比較大的差距的話，硬件差距還有，但是不是最重要的，最重要的差距就是教師隊伍，教師的質量。

We acknowledge that there's a huge gap between the rural [C23]area and the urban area, in terms of education. But [B24]I would like to say the erro-, the gap, does not lie in the hardware. <uh> It [B34]actually lies in the team member, actually the faculty member, [C31]so~ [B11]I think <p> [B22]the responsibility of the teachers in the rural area should be enhanced.

S：我為什麼會加最後那一句呢？哦，我知道了，因為前面他說"教師的質量"，我把"質量"聽成了"責任"，我筆記上記的也是"責"，所以這樣我就覺得整句話好像都不 make sense, 所以我就加了提高他們的責任感。

R：然後"如果說現在城鄉之間教育還存在著比較大的差距的話"，你用了 we acknowledge.

S：恩，其實我覺得這個是"我"委婉地一種表達方式，但是我覺得他的意思是說有差距的。我是這樣理解的，所以我就這樣把他帶出來。意思上實在是有差距的。

所以這幾年來，黨和政府特別重視農村教師隊伍建設，但是還存在著很多問題。我們正在繼續努力，一個最重要的措施呢，就是提高農村教師隊伍的經濟地位、政治地位、社會地位、職業地位。

[B31]Actually <uh> recent years have witnessed [B24]the efforts, of the [A43]party leaders and the governments [A13]to solve the issues of the teachers in the rural area. But [B34]of course we still have lots of problems [A13]to address. But one of our major, measure, or one of our major way [A13]to solve this issue is to improve the social status, political status, economical status and [C33]also the professional status of the teachers in rural area.

S：我的表達順序跟原文呈現的順序不一樣是因為我第一個記的很奇怪，一下子看不清楚，所以我就把後面的先說了，等到我說完後面，我已經看清楚前面的了，所以就加上了。

在很多措施當中，最根本的一條，是今年1月1日開始實施的義務教育教師績效工資制度。在這個要求呢，第一，是要求我們的義務教育的老師，特別是農村的義務教育的老師的工資收入要不低於當地公務員的。

當然，績效工資制度不僅僅是收入的提高，同時也是一次人事分配制度的改革，我們進行績效考核，進一步地調動廣大教師的積極性。

[C33]And one of the key measure is [B31]actually~ the [A43]performance-based~ salary and

this is enacted in the first of January of this year. ^{C33}And through ^{C13}this performance-based salary, we~ mended that the~ teachers in~ the compulsory educational years, especially those in the country- <uh> in the rural area. <uh> Their salary should not be lower than the, than that of the civil <uh> servants of the same area.

^{C33}And ^{B24}we hope that through ^{A43}the economic status enhanced, the distribution system ^{A12}of the resources and ^{C33}also the salary will ^{B24}be optimized. ^{C33}And this will ^{B24}help us to increase the <uh> dynamics and ^{C33}also the motivation of the teachers ^{A13}in the rural area.

S：其實我當時聽到"公務員"的時候腦袋有點空白，其實正常情況下，不用 civil 很久以後才把 servant 說出來，所以翻的，整句話聽上去會不太好。然後我當時沒聽到"人事分配制度"，所以我就自己加了一個 resources，因為我沒聽到"人事"。

R：還有就是"收入有所提高"，然後你說的是"地位有所提高"。

S：對，其實我記下來的確實是"收入"，但是翻的時候我就不知道為什麼他會變成了一個境界提高。

R："在很多措施當中，最根本的一條"用的是 one of the key measure

S：其實我覺得他說的最根本，其實並不是真的很根本，就是當我們的 Chinese speaker 說最根本的時候，他們的意思只是"最有效的一條是…"這樣的意思。就是我把他的 degree soften 了一下。我沒有真的是根本那個意思。

這項措施是根本性的，當然還有一系列的措施。我們的一個基本思想就是要吸引社會上優秀的人才來當老師，要吸引優秀人才到農村，到基層，去長期從教，終身從教。

^{C33}So ^{B24}I would like to say this measures are radical ^{C33}because ^{A22}it ^{B24}helps us to change the mindset of teachers ^{A13}in rural area. ^{C33}And ^{B24}it helps us to attract excellent <uh>teachers to go to the countryside, or to go to the rural area to <uh> ^{B24}devote themselves to the educational endeavors, and also to the grass-root level ^{B24}devote themselves to~ the educational endeavors for per- relatively long period of time or ^{B34}even for their life time.

S：我當時是記了農村和基層的，但是我翻的時候先把農村翻了，其實他應該是把農村和基層一起當成是一個地點，但是我會發現我當時很怪又 to the grass-root level to 什麼什麼，因為我發現我翻完了農村以後，又漏了基層，所以我又把基層補上去，但是我覺得這是一個非常累贅的表達。

R：然後 radical

S：因為他講了兩次，我實在是不好意思不翻。

我們采取了一系列措施，使得我們有更多的優秀人才到農村去從教，比如我們這幾年來推廣了一個"農村義務教育階段特設崗位計劃"，這個計劃是非常成功的。我們第一批"特崗計劃"的這個老師們啊，三年一個周期，今年已經完成了他們的工作期，已經畢業了。現在這批老師能夠有60%到90%都能夠留在當地的農村，繼續地當老師。

So ^{B31}actually~ we have ^{B34}more measures to ^{B24}attract excellent teachers ^{A23}to stay in the countryside and for example in recent years we have this scheme <uh> the special position in~ the compulsory~ education area, in the countryside <uh> or in

the rural area. ^{C31}And~ ^{B31}actually~ this~ scheme is~ a three years' cycle ^{C33}and this year, happens to be the first cycle. ^{C33}And we have the first batch of teachers graduating ^{A33}from this scheme. ^{C33}And ^{B24}we are happy to see that, 60 to 90 percent of the teachers ^{B24}would like to stay in the rural area and ^{B24}devote themselves to the, educational endeavors.

S：其實因為我沒有拿到那個"農村義務教育啥啥啥綱要"，但是我看了一下，一開始我沒覺得會有問題，但是我覺得我在表達的時候，尤其是這種專有名詞，我會非常 care 那個表達得意思有沒有到位，所以其實作為一個計劃的一個名字，最好是你講完了就講完了，但是我其實說的是 in the countryside or in the rural area，or 後面的部分是因為我覺得這樣會更加地准確一些。然後，"義務教育階段"我是翻成了"compulsory education area",area 這個其實應該是錯的。然後"三年一個周期"我一開始想用的是"on three year basis"，但是你聽我的錄音會不知道在說什麼，因為，其實 three years' cycle 也 OK 吧。"this year happens to be the first cycle"其實後面本該有個 completed，但是沒有，就不知道什麼意思了。而且，"第一批"我覺得也不要用"first batch"，" first group"就好了。Batch 這個詞不是非常好。

R：而且一般畢業應該是學生畢業。

S：所以我就覺得，唉，這個啥意思，他是去學習呢，還是只是一個實驗性的去試教三年呢？你看他這裏說"已經畢業了"，因為我覺得本身對這個計劃非常得不熟悉，所以我只能根據字面意思去翻。

R：然後，"他們會繼續當老師"，你用了 devote

S：我是用了 stay in the rural area and devote themselves 為教育事業而奉獻。

今年我們，今年啊~我們有大概有20萬大學畢業生到農村去擔任教師，同時我們還動員了大批的城鎮教師去到農村支援，還有師範生到農村實習支教，這樣我們就組織了大批優秀的師資到農村去從事教學工作。

下一步要把這個制度啊，要把它制度化，我們要讓我們的老師都能夠到農村去接受，這個鍛煉，同時要為農村輸送更多的高質量的老師。

This year we have ^{B34}up to 200 thousand university graduates to go to the rural area, to be teachers. And we also have lots of urban teachers, serving as backup teachers in the rural area. And ^{A43}the, third initiative is to have lots of teachers to be students to do their internship in the rural area. So ^{B24}we hope that we are going ^{B24}to attract a large number of teachers to go to the countryside and ^{B24}we hope that ^{C13}these efforts will be institutionalized and~ the teachers will ^{A23}get ^{A13}enough chances to practice ^{C23}their teaching and ^{B24}they will ^{C33}also like to stay in the countryside for the high-end teaching job.

S："大概有 20 萬"我翻成了精確的"真的有二十萬".

R： high-end 高質量的

S：因為我當時筆記上記的就是"高層"，所以當時就覺得，其實我是這樣理解的，他們希望找一些高端的老師去當老師。所以把它翻成了 high-end jobs 這種。

R："動員了大批的城鎮教師去到農村支援"你用了 back-up

S：對，serving as back-up teachers，實際上這裏有一點點偏差，因為 back-up teachers 的意思就是你可以不去，你是作為一個儲備，然後他其實這裏的意思是我真的要去到這個地方幫他去教書。

R：那當時是為什麼會想到 back-up 呢？

S：支援。因為支援有一個那個後備的意思,因為籃球裏面就會用 back-up 這個詞表示支援。

R：加了 the third initiative

S：恩，因為他有三樣東西嘛。一個是 20 萬大學生、一個是城鎮教師、另外一個就是師範生到農村，對啊，所以我就想要把"第三個"這個概念講出來。因為我比較喜歡讓人家聽懂我在講什麼。因為我講到 the third initiative，別人就會知道前面有兩個舉措，現在講到第三個舉措這樣。而且這樣連接會比你把三樣東西拋出來清晰很多。就是如果你只是講"畢業生支援支教"可能人家會不太清晰。

第三件事呢，是大力加強農村教師的培訓。我們在農村現在有幾百萬老師，我們要大力提高他們的學習和培訓力度，使他們不斷地提高自己。

我們經過多年的努力，我們希望大大改進農村教師的質量，能夠為我們農村的孩子們，能夠提供更加優質的教育資源，使得他們接受良好的教育。

And in dition, in addition to this, [C24]we [C33]also need to enhance the training [B24]efforts for~ the~ teachers in the rural area. [C33]And [C33]for example now we have millions of teachers for the continuous education. [C31]And~ [C31]also~ [B24]we have to provide [B24]necessary training for them. [C33]And we hope that through [B34]all these efforts <uh> the children in the rural area will have access to good quality teaching and [C23]they [B24]will benefit from [B34]all this endeavor and initiatives.

S：我沒有翻"第三件事"的原因是因為我也不知打他第二件事是什麼。所以有些時候，我害怕說話人自己都 lose track，他自己都不知道數的對不對，就沒翻，就用了 in addition to this。然後他是說"有幾百萬老師在農村"，我一開始聽成的是"有幾百萬老師參加了這次培訓"、繼續培訓，所以我不知道怎麼聽的，就翻成了 continuous education 這樣。

R：最後用到了 endeavor and initiatives。

S：其實我的意思是想表達，他不是有這些措施嗎？所以其實本來那個詞應該是 initiative 的，但是因為前面說了很多 educational endeavors，所以我本來想說 initiatives 就說成了 endeavor，所以就加了 and initiatives 這樣。但是其實你從這一句話看呢，endeavor 也沒問題，因為他其實是一個教育事業，所以就是可以從教育事業裏面獲利。然後因為他前面講的都是 initiative 所以加個 initiative 就是前面這三項措施。所以其實是一個補充。

P2

第一個問題，我想談一談教師隊伍建設的問題。昨天是我們的教師節，前天上午胡錦濤、溫家寶、李長春、習近平等黨和國家領導人親切地接見了全國的優秀教師代表，他們吶，這個向全國的教師表示節日的祝賀，向 60 年來為中國的教育事業作出貢獻的全體人民教師和教育工作者表示節日的問候和誠摯的慰問。

[A33]First of all [C33]as for [A13]your first question about the teachers' team building. [A23]You know that, yesterday was the <uh> Teachers' Day, [A13]in China. [C33]And [A13]our leaders, [C33]including Hu Jintao, Wen Jiabao, Li Changchun and Xi Jinping, they have met <uh> they met the representatives from teachers [A13]in China. [C33]And they have sent their, [B34]best wishes and greetings to the teachers on [C13]the Teachers' Day and [C31]also <p> [B24]complimented their contribution to <p> China by the

teachers and [C31]also <uh> all the staff [A13]in the universities [C31]and <p>[A13]high institutions as well as [A13]the schools.

S：“教育工作者”我當時是想到就是在學校的這些工作者嘛，然後我又忘了教育，然後我就再加了好多複雜的東西，加了像高校啊、大學啊、學校啊那樣，就好複雜咯。

R：其實就是應該你指的這個教師就是“所有的教育行業”對不對？

S：因為它有“人民教師”還有“教育工作者”，我就想著後者應該是學校的那些“staff”，但是我當時就忘了，其實就是 staff in the education…哦，對，我這裏寫的就沒有，就忘了，我發現我現在都是最後寫的那一部分就忘掉了。

溫家寶總理專門到北京 35 中聽了 5 節課，這個，召開了教師座談會，發表了重要講話，他說他用這種方式來表達對教師的,教師節的慰問。

[C33]And Premier Wen Jiabao, went to listen to 5 <uh> classes [A13]given by the teachers of the 35th middle school of Beijing. [C33]And he said that he [B24]would like to use this kind of way to express his <uh> [B22]gratitude [A33]for the, teachers' work.

S：這裏我發現我做的時候，前面那一段的記憶就回來了。就是漏掉了一個“教師座談會”

劉延東同志在表彰大會上發表了一篇重要講話，它的題目是“國家發展，希望在教育；辦好教育，希望在教師”。所以，為什麼我覺得你問的，第一個問題特別重要呢？為什麼黨中央、國務院和人民群眾對教師隊伍建設這麼重視呢？因為歷史上中國人就有尊師重教的傳統，而現在我們教育發展到一個最關鍵的時刻，發展到了一個新的歷史時期。

[C31]And~ [C31]also~ Mr.~ Li give a [B34]very important speech on an [B24]important, occasion. [C33]And [A33]in his speech his theme was about the <uh> hope of the nation's future would lie, in education; [C33]and [C33]also the hope for education will lie in, the teams <uh> in the team of teachers. So that's why I said <uh> that your first question is [B34]really very important. [C33]And we know that the central government and [C33]also the State Council attached, great importance, to the teachers' team building. [C33]And [A21]we can [C31]also see that <p> in China's history, the education has always been regarded as a very critical part, [A13]for the, national development. And [C33]that's why [A31]recently~ this~ [A23]teachers' team building [C33]also become a [B34]very critical, issue.

S：這裏面也是我都最後那一部分忘記了。所以就自己在那裏胡掰了，

R：但是基本上關鍵的都在

S：就差不多，就那個意思，但是就沒有按照原文了

R：有一個是“為什麼黨中央、國務院和人民群眾對教師隊伍建設這麼重視呢？”這裏變成了陳述句，為什麼呢？

S：不知道

R：是邏輯關系嗎？

在這個歷史時期，我剛才說到了，是一個全面提高教育質量的新階段。因為我們經過60年的奮鬥，我們已經基本解決了讓孩子們有學上的問題，下一個階段我們就是要想辦法讓孩子們能夠上好學。我們已經從一個人口大國建設成為一個人力資源大國，但我們現在要向人力資源強國進軍。

And ^{C33}so ^{A33}now ^{B24}it is a ^{B34}very critical moment in history, as, I have mentioned just now. And ^{C33}therefore ^{A33}now ^{C24}we ^{B34}really need to ^{B34}greatly improve the~ education quality. And in ^{A11}the past <uh> 60 years, we have already done a lot to~ enable lot of <uh> all of the children to get access to the schools. ^{C31}And~ next, our next step, will be trying ^{A23}to improve the quality of the schooling. ^{C31}And~ we would like to, ^{B21}we would like to know China has <uh> been converted from, a big country of large population to a big country of <p> HR, of human resources. And our ^{A23}next goal will lie to change China into a strong country, in terms of HR.

R：“在這個曆史時期”加了 critical

S：我當時聽到的就是“非常重要的時期”，都是根據自己理解來弄的，沒有去跟他。

從有學上到上好學，從大到強，最關鍵的問題是什麼？是質量。而提高教育質量的最核心的問題是什麼？最關鍵的問題是什麼？是教師，是教師隊伍建設。所以大家都知道，百年大計，教育為本；教育大計，教師為本。

Therefore, ^{A43}to <uh> ^{B24}try to change from, being able to go to school and to <uh> have a good schooling, or high quality of schooling and ^{C33}also ^{C23}to, turn China from a ^{A43}big country ^{A13}of HR to a ^{A43}strong country ^{A13}of HR, what is the key issue? ^{C24}The key issue is quality. And, we know that the~ quality of education will lie with the <uh> teachers and ^{C33}also the teachers' team, building. And for us the <uh> key, of the one hundred year's scheme would be, education while for the one hundred year, ^{C33}while for the key of the one hundred year scheme of education will be ^{A43}the team, building of teachers.

S：問句我都變成陳述句了哦！好奇怪，可能是沒有去記

R：或者是不是想要更清晰，如果問問題跟不問問題的話，不問問題會更清晰

S：我是直接把他的問題給忘了，我就按照自己理解來去寫東西然後記住

R：你就是理解後的產物

S：恩

R：“what is a key issue? The key issue is quality.”會不會有這種傾向去把省略的部分加回來？

S：我反正是按自己的理解，不會按照原文。

經過60年的努力，我們已經建立起一支有1600萬人的一支教師隊伍，這是一支很好的隊伍，是一支能戰鬥、能奉獻的隊伍。但是面對著新的形勢，其實對我們的教師隊伍建設提出了很高的要求，新的要求，同時我們能夠看到在教師隊伍建設這個方面，我們要擺在更加突出的戰略地位。

In ^{A11}the past <uh> 60 years, we have already built up a team of 16 million teachers, and faculties. This is ^{B34}really a very good team ^{B24}with high quality. However, in this <uh> this team, they are really very good and ^{C23}they have the capacity to fight and ^{C33}also to contribute ^{A43}to the education ^{A13}of China. At this new time or this new era, we, will have a higher requirement for ^{A43}the quality of the teacher's team. And <p> for us, ^{A33}now ^{A23}the ^{B34}most obvious issue would be the improvement of the quality of the~ teachers' team.

S：“這是一支很好的隊伍，是一支能戰鬥、能奉獻的隊伍。”其實聽的時候知道這裏應該要用一個比較好的句式，但後面就忘了，然後看到筆記上有“fight”

就加上了。

R：new time or this new era

S：因為我覺得 era 更好聽吧。我就可能想這些好的東西別丟了嘛！自己想認為好的東西就加進去了。

所以我們教師隊伍建設還存在著很嚴峻的挑戰，一個最突出的就是我們農村教師隊伍的建設，剛才你提的這個問題確實是一個非常重要的問題。

Therefore, to <uh> the establishment of ^B24 a high quality teacher's team is ^B34 really a big challenge for us. ^C31 And~ ^A33 among these bi-, big challenges, one of the most distinct challenge would be the establishment and also~ the building-up of ^B24 a high quality rural teachers' team. ^C33 That's why your question is really very ^B24 good and critical.

S："還存在著嚴峻的挑戰"我就直接譯成了"是一個嚴峻的挑戰"

R："最突出農村高質量教師隊伍建設"

如果說現在城鄉之間教育還存在著比較大的差距的話，硬件差距還有，但是不是最重要的，最重要的差距就是教師隊伍，教師的質量。

If we say there's a, a big gap, between the urban and rural education, and <p> we can say, ^A21 we could see <uh>the hardware <uh> facility ^A13 of the schools are not the most <uh> critical ^A43 difference ^A33 between the two, areas. Their most typical gap will lie in the <uh> teachers' quality and teachers' team.

S：這個"硬件差距"我覺得後面還要加一個"facility"

所以這幾年來，黨和政府特別重視農村教師隊伍建設，但是還存在著很多問題。我們正在繼續努力，一個最重要的措施呢，就是提高農村教師隊伍的經濟地位、政治地位、社會地位、職業地位。

In recent years, the ^B34 central government and ^C31 also~ ^A11 our~ <uh> state council have attached great importance to the~ <uh> teachers' team building in rural area. There are still a lot of issues, ^A13 waiting to be tackled. However, one of the most important way, ^A13 to improve the quality of the rural teachers' team, is to improve their economical, their economic, political, social and <uh> professional conditions in the society.

S：我翻完"professional"我覺得應該是"vocational"

R：還存在著很多的問題"There are still a lot of issues waiting to be tackled"，就是"待解決"。

在很多措施當中，最根本的一條，是今年1月1日開始實施的義務教育教師績效工資制度。在這個要求呢，第一，是要求我們的義務教育的老師，特別是農村的義務教育的老師的工資收入要不低於當地公務員的。

當然，績效工資制度不僅僅是收入的提高，同時也是一次人事分配制度的改革，我們進行績效考核，進一步地調動廣大教師的積極性。

^C31 And <uh> in <p> on January 1st this year, we have~ formulated a ^A13 new policy ^C31 about the <uh> teachers' ^A43 performance-based salary system, for the teachers in the area of complimenta-, <uh> in the area of compulsory education. ^C31 And~ ^B24 we would like to increase the, ^A13 the performance-based salary on the teachers,

especially the salary of the rural teachers.

S：後面我就忘了是什麼了，然後就自己在那裏補充了。

R：但是意思還是有說要增加他們的收入。

這項措施是根本性的，當然還有一系列的措施。我們的一個基本思想就是要吸引社會上優秀的人才來當老師，要吸引優秀人才到農村，到基層，去長期從教，終身從教。

[C33]So these are the series of measures [A13]that we have taken. [C33]However, [A43]the critical part [A13]of the measures is, is in fact, to attract the talents to become teachers and [B34]especially [A23]to become teachers in the rural areas and for the grass-roots and [B24]to encourage and motivate them to be <uh> long-term teachers, or life-long teachers, teacher.

S：我覺得後面我那個"teachers, teacher"就是複數，我在那裏亂搞。前面那一段我不知道是錄音還是什麼，就是前面那一段我不知道他在講什麼。

R：to encourage and motivate them to

S：吸引嘛，要鼓勵他們去

我們采取了一系列措施，使得我們有更多的優秀人才到農村去從教，比如我們這幾年來推廣了一個"農村義務教育階段特設崗位計劃"，這個計劃是非常成功的。我們第一批"特崗計劃"的這個老師們啊，三年一個周期，今年已經完成了他們的工作期，已經畢業了。現在這批老師能夠有60%到90%都能夠留在當地的農村，繼續地當老師。

We have adopted a, series of measures [B24]to encourage talents to, work as teachers in the rural area. [C33]And in recent years, we have [C33]also adopted [A41]a measure of <p> compulsory education special <p> [A13]teachers' position system, or scheme in the rural areas and this scheme have turned out to be, has turned out to be successful. And recently, [A13]our first group of teachers in this sche-, in this scheme will soon <p> graduate which is about three years in a turn. [C31]And~ 60 to 90% of the graduates [B24]chose to stay, in the rural, areas.

S："三年一個周期"當時不知道怎麼講，就直接說

R：three years in a turn

R：And recently, our first group

S：第一批剛完成嘛

R："現在這批老師"用了"the graduates"

S：因為前面說他們已經畢業了

今年我們，今年啊~我們有大概有20萬大學畢業生到農村去擔任教師，同時我們還動員了大批的城鎮教師去到農村支援，還有師範生到農村實習支教，這樣我們就組織了大批優秀的師資到農村去從事教學工作。

下一步要把這個制度啊，要把它制度化，我們要讓我們的老師都能夠到農村去接受，這個鍛煉，同時要為農村輸送更多的高質量的老師。

[C31]And~ in this year, there are about 200 thousand <uh> university graduates will go to, <uh> become teachers for the rural areas. And <p> we have encouraged the <uh> teachers in the urban area as well as the <uh> graduates to become the teachers in the rural, areas. [B24]This can help us to increas-, improve the teacher's

quality. [C31]And~ [B31]of course <uh> these schemes are quite successful. [C33]And next step, we would like to institutionalize this kind of scheme, system. [C31]And~ we want to [B24]encourage more teachers to the rural areas [C33]in order to, [A23]improve the quality, of the teachers' team for the rural areas.

S："師範生"我沒聽到，然後後面"組織了大批優秀的師資"我也沒有

R："鍛煉"

S：對啊，這些都沒有.

第三件事呢，是大力加強農村教師的培訓。我們在農村現在有幾百萬老師，我們要大力提高他們的學習和培訓力度，使他們不斷地提高自己。
我們經過多年的努力，我們希望大大改進農村教師的質量，能夠為我們農村的孩子們，能夠提供更加優質的教育資源，使得他們接受良好的教育。

[C31]And~ a-, [C33]as for the third step or the third measure <p> that is to improve the challenge for the rural teachers. There are millions of teachers and~ we would like to strengthen the <uh> training~ efforts for the~ rural areas.
[C31]And~ for many years, we have [A33]already worked [C34]very hard to improve the qualities of the~ teachers. This can [B24]help us to give a high quality <uh> education to the children in rural areas.

S：沒什麼要說的

P3

第一個問題，我想談一談教師隊伍建設的問題。昨天是我們的教師節，前天上午胡錦濤、溫家寶、李長春、習近平等黨和國家領導人親切地接見了全國的優秀教師代表，他們呐，這個向全國的教師表示節日的祝賀，向60年來為中國的教育事業作出貢獻的全體人民教師和教育工作者表示節日的問候和誠摯的慰問。

The first question I want to talk about is the faculty team building. <uh> it was the Teacher's Day [A13]of China yesterday. So one day before [C13]the Teachers' Day [A13]in China, the [B34]top, government's leaders [C33]including the [A13]President Hu Jintao, [A13]Premier Wen Jiabao and other, leaders visited some of the <p> top representatives of the teachers [A13]in China. [C13]The [B34]top leaders ex- extended their gratu-, congratulations to the teaching <p> team, and extended their [B24]warmest greetings to, every- everyone [A13]who is working in this regard.

P：這一段其實有四個領導，我只說了兩個，我自己那時候是四個名字沒有寫，只有說有四個人，講到後面兩個人是完全忘記了，只是用了top leaders代替。概括了一下。後面"祝賀、慰問"等一些比較長的，它把中間一些我覺得沒有必要的東西，比如說"六十年來、做出貢獻"那些東西省略掉，直接去掉了定語。

R：接見用的是visit。

S：對，我沒想到英文裏面哪一個單詞等級那麼高到接見，好像會晤接見我感覺是用visit或者meet，所以就沒有想到別的單詞。

R："優秀教師代表"用top。

S：對，當時是想到這個，如果現在說excellent，當時我是想top會好一點吧，主要是簡潔。

R：還有嗎？

S：什麼"親切接見"這些我不會譯的，覺得太中國式的一些cliche，所以就沒有譯出來。

R：怎麼判斷它是中國式的呢？

S：因為這種比較像新聞體一樣的，開會都是"熱烈、親切交談、親切見面、成功召開"這些都是使用頻率很多，但是譯詞我自己平常都不會譯出來的，形成了這種習慣吧。

R：不會譯的原因會不會是考慮到聽眾？

S：是啊，因為信息點太多了，句子太長的話，也會影響到聽眾的理解，我自己說得也有困難，所以我覺得這種對大家都好，不需要全部翻了。

R：還有嗎？

S：沒有了。

溫家寶總理專門到北京35中聽了5節課，這個，召開了教師座談會，發表了重要講話，他說他用這種方式來表達對教師的,教師節的慰問。

In particular, Premier Wen Jiabao ^A23 visited the No. fifth, the No. 35 middle school in Beijing. He ^C33 attended 4 classes, had a meeting with the ^A13 local, teachers, and gave a ^B34 very important speech. By doing so, he aims to show his ^B24 gratitude and greetings to the teachers ^C13 over there.

R："三十五中"。

S: 這個我是加了in particular，剛剛說是"有些領導"其中特別是誰誰誰做了什麼什麼，我覺得加了一點東西沒有那麼突入，就是這個加了一點，其它都按照它翻的。

R："三十五中"一開始說，後來說thirty fifth，後改成no. thirty five。

S：是的。因為感覺thirty fifth會比較地道，因為沒有"第三十五中"所以那時沒有想到No.，後來又想想不是這樣，又再加上去。

R：還有嗎？

S：這一段沒有特別的，就加了一點東西。

劉延東同志在表彰大會上發表了一篇重要講話，它的題目是"國家發展，希望在教育；辦好教育，希望在教師"。所以，為什麼我覺得你問的，第一個問題特別重要呢？為什麼黨中央、國務院和人民群眾對教師隊伍建設這麼重視呢？因為歷史上中國人就有尊師重教的傳統，而現在我們教育發展到一個最關鍵的時刻，發展到了一個新的歷史時期。

During a ceremony, Mr. bla bla.. <uh> ^A42 one of the leader, extended a ^B34 very important speech entitled, the~ education is the hope for the development of ^C13 China; ^C33 and ^B14 he ^C33 also believes that, the development of the country depends on ^A43 the quality of the teachers. That's why ^B24 I would like to answer your first question, which is very important. ^A23 You can see, the reason why the government, the state council, and the people in China attaches great importance to the quality of teaching, teacher, has a long historical background. Because for a ^B34 long history, Chinese people show their ^B34 great respect to the teachers. And now we are entering a key, stage of the development of education ^A13 in China. ^C31 And ^A23 we will<p> embrace a new historical development, time.

S：這個"劉延東"不知道他是誰的，因為不是真正在做會，如果平常自己練的話就會bla bla這樣，如果說不行我還是用了top leader。"表彰大會"的"表彰"不會，所以只是說了一下ceremony。然後為什麼我覺得你問的第二個特點最重要

呢？因為我覺得他不是真正去問他這個問題，所以我就覺得因為他是回答問題，所以我就幫他改成，所以我就先回答你第一個問題，這個問題很重要。後面也是一個問題，但是我又不喜歡把這個問題翻出來，所以我就把問題和答案合在一起，the reason why bla bla，因為bla bla太長了，我感覺往下講太長了，就先把它停一下，have its history background然後再說"尊師重教"，然後再接著往下講。

R：還有嗎？

S：沒有了。

在這個歷史時期，我剛才說到了，是一個全面提高教育質量的新階段。因為我們經過60年的奮鬥，我們已經基本解決了讓孩子們有學上的問題，下一個階段我們就是要想辦法讓孩子們能夠上好學。我們已經從一個人口大國建設成為一個人力資源大國，但我們現在要向人力資源強國進軍。

A33 As I said just now, we are A33 now at the A13 new historical stage. Because we have A23 accumulated 60 years of experience, to solve the problems, to let the students have access to schooling, and A33 now what we need to do is to A23 provide better, quality of education to the, children A13 in China. C13 China has transformed from a <uh> populous country to a B24 great country with rich human resources. And we are now~ B24 aiming to build a country into a super power, of talents.

S：我覺得我講education，因為一直在講，所以想用school來代替一下，"有學上"第一個感覺就是schooling，後來又感覺這個單詞有點關聯上去一樣，後來又把他"上好學"，本來想provide better schooling，後來又說better education。"人口大國、人力資源大國、人力資源強國"中文只是差一兩個字，英文的意思是完全不同的，所以我就把意思說出來。也許意思是出來了，但是那種對比就不是很強烈。

R：還有嗎？

S：沒有了。

從有學上到上好學，從大到強，最關鍵的問題是什麼？是質量。而提高教育質量的最核心的問題是什麼？最關鍵的問題是什麼？是教師，是教師隊伍建設。所以大家都知道，百年大計，教育為本；教育大計，教師為本。

A31 As I said A31 just now~ C23 China is A33 now transforming from A43 providing access to schooling A43 to children, to A43 provide better schooling A43 to children; and C23 transformed from a~ A43 big country A13 of human resources, to a A43 super power A13 of talents. C23 This transformation, has one key, which is the quality A13 of education. And the key, to quality of education is A43 the, quality of the teachers or the faculty team building. A33 In China A23 there is an old saying, that <uh> tea, education is the most important part for the, one century, plan. C33 And during this plan, teachers should be the most important parts.

S：這一段中文的對比是很強烈的，但是我感覺英文就沒有那種對比很強烈了，因為自己在記筆記的時候就想"糟糕了，這麼複雜"。講的時候就會有點，意思也許能譯出來，但是感覺就譯不出來了。後面那個"百年大計"我就把它說成是古諺語之類。好像第一塊是出來了，然後"教育大計　教師為本"，也許我沒有說the plan of education，而只是plan，所以"教育"又出不來，人家又以為是"百年大計"的"大計"，而不是"教育大計"的"大計"。

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R：最開始的時候"從有學上到上好學"，前面增加了很多的，就是"中國…"。

S：有嗎？transformation。哦，那個最關鍵的問題是什麼。先提到中國怎樣怎樣，然後transform。

R：對啊。

S：因為從A—B，從C—D，這是一個轉變，因為從A—B，從C—D好像又不能連成一個句子，要有主謂賓的嘛，from a to b是一個狀語，所以不能是from a to b，只能先加一個動詞，後面再用賓語來變。

R：明白。

S：嗯。

R：還有嗎？

S：沒有了。

經過60年的努力，我們已經建立起一支有1600萬人的一支教師隊伍，這是一支很好的隊伍，是一支能戰鬥、能奉獻的隊伍。但是面對著新的形勢，其實對我們的教師隊伍建設提出了很高的要求，新的要求，同時我們能夠看到在教師隊伍建設這個方面，我們要擺在更加突出的戰略地位。

We have worked ^{B34}very hard in ^{A11}the past 60 years. ^{C33}And we ^{B24}have proud of a teaching team, which include, 16 million teachers. They are ^{B34}all ^{A12}hard working and sacrifice their \<p\> efforts ^{A43}to education. And ^{A33}now ^{C23}we are in a new era, ^{C33}so we have new requirements for ^{A13}our teachers and teaching, team. We need to ^{A23}improve the strategic, significance of the team building of the faculty.

S："建立起"我是沒有說build 或 establish，因為我覺得太平淡了，而且一直都是用這個單詞，所以就用了we are proud of，因為是"60年"，這樣一支隊伍是值得自豪，所以就加了一點東西上去。"能戰鬥"我翻不出來，太革命了。然後"能奉獻"，因為那時候"戰鬥"已經過去，糟糕，"戰鬥"怎麼辦呢？不翻，只能翻個sacrifice，但是剛剛聽了以後覺得sacrifice the effort是不對的，最好是devoted，所以這一點是翻得不好。而且這一段很羅嗦。

R：是譯文嗎？

S：原文很羅嗦，所以後面又沒有重點，聽後得到的重點就是new requirement，還有一個increase the significance， strategic significance。

R：是原文羅嗦影響到譯文嗎？

S：不是吧，因為是首先比較長，而且前半部分"能戰鬥"又卡了一下，後面又沒有很多信息點的單詞，所以就有點煩，然後就隨便譯一兩句就算了。

R：還有嗎？

S：沒有了。

所以我們教師隊伍建設還存在著很嚴峻的挑戰，一個最突出的就是我們農村教師隊伍的建設，剛才你提的這個問題確實是一個非常重要的問題。

^{C33}However, we are facing a, severe challenge for teaching \<uh\> team building. ^{C33}And one ^{C23}of the challenges is ^{A43}the quality of teachers in rural area. ^{C33}That's why ^{B14}I believe you have raised a very significant question.

S：沒有什麼特別，就是後面我說加了一點that's why I believe，"所以我認為你提的這個問題很重要"，就是幫他稍微改了一下讓聽眾更好理解。

R："最突出的問題…建設"變成教師的質量"quality of teacher"。

S：對啊，因為我覺得這兩個東西幾乎是一樣，搞什麼隊伍建設聽起來是比較

虛的，或者是一個目的和方法的對比吧，有些時候也許我沒有記筆記記清楚，反正大概就是這個意思，我就把那個單詞說出來。

如果說現在城鄉之間教育還存在著比較大的差距的話，硬件差距還有，但是不是最重要的，最重要的差距就是教師隊伍，教師的質量。

If you think there is a huge difference [A13]of the quality in the rural [C23]area and <p> urban area, [C33]then [B24]I should say that the biggest, differences [A13]of this education is the quality of teachers.

S：那個"硬件差距"我是聽不到的，所以就直接省略掉，把最重要的"教師的質量"說出來。

R：前面加if you think……I should say……。

S：因為我覺得像一個對話，因為它是一個訪談嘛，感覺能夠連接上去，if it is，後面又沒有一個主語，只能加了一個主語，I think感覺兩個人是在對話。

R：還有嗎？

S：沒有了。

所以這幾年來，黨和政府特別重視農村教師隊伍建設，但是還存在著很多問題。我們正在繼續努力，一個最重要的措施呢，就是提高農村教師隊伍的經濟地位、政治地位、社會地位、職業地位。

In recent, in the recent years, [A13]Chinese government as well as [A43]the [B34]top leaders, attaches great importance [A43]to the increase the quality of teachers in rural area. However, there are several questions [B24]we need to tackle with. The first one is that, we must increase the <p> econo- economic, political, professional and social status of the teachers in the rural area.

S：就是後面的四個地位，我是先把第四個說完才講第三個，因為是我沒記第三個筆記的。

R：那怎麼想得起來呢？

S：就是一二四，講完四之後突然之間又想起第三，就把三講出去了，我應該是沒有寫的，這裏是沒有寫的，空著一個的，一二四突然之間想起三來又補上去了。

R：好，所以就是你一邊翻的時候那個記憶還是在check。

S：會有的，因為上下文嘛，通常"經濟、政治"好像少了"社會"應該就是"社會"，但是那時候是突然之間想到的。

R：好。

在很多措施當中，最根本的一條，是今年1月1日開始實施的義務教育教師績效工資制度。在這個要求呢，第一，是要求我們的義務教育的老師，特別是農村的義務教育的老師的工資收入要不低於當地公務員的。

[C23]We have provided a lot of solution, [C33]and one of the most important one have been <uh> has taken into effect on January the first this year, which is the KPI <uh> salary system for the teachers <uh> teachers working in compulsory education stage. The first part [A13]of the scheme is, [B24]we, want to guarantee, that the salary of the <p> teachers working in the compulsory education, especially those in the rural areas should not be lower than the salary of workers.

S："公務員"我聽到是"工人"，之前什麼"績效制度"都是想好是可以譯出來的。

R：在這個要求的第一是要求…

S：“要求老師”我是把它“保證”。

R：對啊。

S：因為“要求老師工資”我覺得中文不對，你制度是保證，什麼是制度要求呢？應該是老師要求工資不低於多少，然後你政府去保證確保老師的訴求得到滿足嘛，我應該是沒有記“要求”這個單詞，我什麼都沒記。

R：這是你理解到它這個意思？

S：對啊，所以就沒有寫。

R：好，接著。

當然，績效工資制度不僅僅是收入的提高，同時也是一次人事分配制度的改革，我們進行績效考核，進一步地調動廣大教師的積極性。

Of course, the scheme is not only to increase the salary. It is a reform of the human resources arrangement [A13]in China. We [B24]hope, that this scheme can motive the teachers, [B24]to work in a better way.

S：第二段“積極性”，其實motive the teacher已經可以了，然後我就想“積極性”怎麼說，我又想motivate其實已經有“調動積極性”，但是好像聲調沒有降下來，我隨便又加了in a better way，好傻啊。

R：你在翻的時候是一個在聽我到底在用什麼詞。

S：會想吧，不是叫聽，會記得自己怎麼看這個話的，如果認為不行就再加。

R：還有就是“人事分配制度的改革” human resources arrangement in China。

S：對加了一個in China 。

R：對啊。

S：只是順口吧，還是那時候我在看筆記，一邊看覺得不能不說話就加了一點東西，我應該是沒有寫這個東西，但是“國家改革”我是寫了in China。

這項措施是根本性的，當然還有一系列的措施。我們的一個基本思想就是要吸引社會上優秀的人才來當老師，要吸引優秀人才到農村，到基層，去長期從教，終身從教。

This is a fundamental solution. Of course we have many [B34]more solutions [A33]coming on. [C33]But we always have one basic principle, which is to attract talents [A23]to join their teaching team. [B24]We hope that talents could work as teachers, [B34]especially work for a long time, in the, rural area and in the, least <uh> [A33]in the least developed area.

S：“基層”其實欠發達地區，因為轉換了一下“基層”是什麼意思，“基層”就是說欠發達地區，然後再轉換為英文，但是“基層”應該不等於欠發達地區吧，所以在翻譯的時候。

R：這兩個之間在定奪是吧？

S：也可以這樣說，因為我真的不理解什麼叫“基層”，想不清，沒有時間再去想，我現在還不知道“基層”應該怎麼說，沒有換一個說法，換到中文再加一點英文上去。

我們采取了一系列措施，使得我們有更多的優秀人才到農村去從教，比如我們這幾年來推廣了一個“農村義務教育階段特設崗位計劃”，這個計劃是非常成功的。我們第一批“特崗計劃”的這個老師們啊，三年一個周期，今年已經完成了

他們的工作期，已經畢業了。現在這批老師能夠有60%到90%都能夠留在當地的農村，繼續地當老師。

C33Among these solutions, we have got a B34very good example A13to promote teaching quality in rural area, which is this jo-, the A43job reservation scheme for rural compulsory education. We arrange, we A23send teachers to the rural area. C33And the first patch of teachers we sent three years ago, have finished their job. C3/Because three years is A43the time limit of their job. C31And now~ 60 to 90% of the teachers B24chose to, stay in the rural areas to work as teachers.

S："…計劃"因為是事先想到的，所以就寫出來了，然後就念了。後面"三年一個周期"我就把它講故事，就是說"我們三年前派的那根已經完成了，因為三年是一個周期"，加了一個東西，不應該加"60%—90%"選擇，因為我感覺上下文他們是選擇自願留下來的，然後你這個東西才能夠成功，但是我現在看原文是說"能夠"，但是我覺得are able to stay又很怪。我現在不知道chose to stay對不對，可是那時候感覺上下文就應該說"很自立，很光輝"的形象在那裏。

今年我們，今年啊~我們有大概有20萬大學畢業生到農村去擔任教師，同時我們還動員了大批的城鎮教師去到農村支援，還有師範生到農村實習支教，這樣我們就組織了大批優秀的師資到農村去從事教學工作。

This year, we have, we have <uh> we witness 200 thousand post- <uh> undergraduate students, worked in the rural area as teachers. We also, send, several, a lot of teachers in urban areas, to work in the rural areas. We also let the students who majors in en-, in education <uh> as, A23work as volunteers in the rural area. C33That's why A23we have built a B34very excellent team of teaching quail- <uh> of teachers.

S："動員"沒有mobilize，只是說派。"支教"是說"志願者"不知道對不對，沒有"動員"這個單詞。

R：為什麼"支教"這裏選擇用volunteer，是不是因為當時沒有別的措詞。

S：對啊，因為我還是在想"支教"什麼意思，是"支持教育"，又有一個"實習"，我想internship，as an intern，但是intern應該是公司裏面的吧，感覺他就是很光輝的形象，那就是"志願者"。我當時是想很光輝的volunteer這樣子。

R：所以當時是有這個process的過程才選擇volunteer的？

S：應該有的，因為process叫"支教"，然後光輝volunteer這樣一個過程。

R：好，還有嗎？

S：沒有了。

下一步要把這個制度啊，要把它制度化，我們要讓我們的老師都能夠到農村去接受，這個鍛煉，同時要為農村輸送更多的高質量的老師。

The next stag-, In the next stage, we need to A23provide a B34very B24good system to organize this work. We need to A23continue to let the teacher work in the rural areas, and provide more, talents, as teachers in rural area.

S："制度化"應該是可以說institutionalize會好一點，但是當時想不到，就給它一個"制度"給它個"系統"，這個"鍛煉"我是沒有翻出來，也是很中式，人家去那裏幹活就好了嘛，什麼"鍛煉"我認為外國人是不懂的，而且我自己也不是很懂英文怎麼說，就沒說。然後"培訓"，我覺得整天說teachers in the rural areas，很煩那個單詞，經常我感覺我會如果前面的主語很煩的話或者前面那個東西很

煩的話，後面就會把它簡化的，只是improve the quality而不是說enhance the learning and training so that they can improve the quality of teachers in the rural area，因為我覺得很煩。

R：還有嗎？

S：沒有了。

第三件事呢，是大力加強農村教師的培訓。我們在農村現在有幾百萬老師，我們要大力提高他們的學習和培訓力度，使他們不斷地提高自己。

The third [B24]solution [A13]we can offer is to enhance the training of teachers in rural areas. Now we have got millions of teachers in rural area. We need to [B24]help them to [A23]have better quality [A13]in their work.

我們經過多年的努力，我們希望大大改進農村教師的質量，能夠為我們農村的孩子們，能夠提供更加優質的教育資源，使得他們接受良好的教育。

With [B34]so many years of effort, we have a hope to increase the quality of education in rural area, [C33]so that the children [A33]over there can get better education quality.

S：這個沒什麼吧。Rural areas 這個太煩了，in rural area 我自己說得真的不想再說了。

R：其實意思就是說在翻譯的時候盡量要避免重複的東西對不對？

S：我感覺是，我不知道聽眾是否覺得煩，我自己聽都覺得很煩，我是做中文聽眾我都聽得很煩，我自己說又說得很煩，所以我真的不想再說了。

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第一個問題，我想談一談教師隊伍建設的問題。昨天是我們的教師節，前天上午胡錦濤、溫家寶、李長春、習近平等黨和國家領導人親切地接見了全國的優秀教師代表，他們呐，這個向全國的教師表示節日的祝賀，向60年來為中國的教育事業作出貢獻的全體人民教師和教育工作者表示節日的問候和誠摯的慰問。

[A23]Your first question is about the building of the teaching staff. Yesterday, marks the Teachers' Day. Two days ago, leaders from the Party, as well as from [A13]the State Council [C33]including [A13]President Hu Jintao, [A13]Premier Wen Jiabao and [A13]vice President Li Changchun and Xi Jinpin <uh> has [A23]attended the meeting of <uh> representatives of excellent teachers from around the country, and extended to them the festival greetings. They [C33]also sent their regards, to all the teaching staff as well as people who work in the educational course, who have made [B34]huge contribution to, the educational course over [A11]the past six decades.

S：有些地方譯錯了。1）我想談的第一個問題譯成了"你的第一個問題"，可能這裏不譯更好；2）習近平不是 vice premier；3）親切接見沒譯；後面太複雜，應該更簡潔，比如 they extend their gratitude and express...because they..., 這樣能更容易理清邏輯關系，而不是一個一個從句 which,which，which 這樣。然後"黨和國家領導人"可以不加頭銜，

R：頭銜是有意識加想要讓他更清晰嗎？

S：對，因為覺得直接說他們的名字不太好，但是說完 vice premier 就有點後悔了，因為這個場合不應該說錯頭銜。其實還是不要加頭銜算了。然後"親切接見"因為沒記筆記上，我就忘記原文了，所以就沒譯到細節。

溫家寶總理專門到北京35中聽了5節課，這個，召開了教師座談會，發表了重要講話，他說他用這種方式來表達對教師的,教師節的慰問。

Premier Wen has took, ^A23 taken the initiative, to observe five classes in the No 35 Middle School in Beijing, ^C33 and ^C23 he ^C33 also met with, ^A43 representatives of teachers ^A13 in that school and delivered an important talk. He said he would use this approach to express his regards to the teachers.

S：最後那句話沒處理好，as his way 可能更自然一些

R：專門 "taken the initiative to "

S：我當時想到的是這個譯法，你會怎麼譯

劉延東同志在表彰大會上發表了一篇重要講話，它的題目是"國家發展，希望在教育；辦好教育，希望在教師"。所以，為什麼我覺得你問的，第一個問題特別重要呢？為什麼黨中央、國務院和人民群眾對教師隊伍建設這麼重視呢？因為歷史上中國人就有尊師重教的傳統，而現在我們教育發展到一個最關鍵的時刻，發展到了一個新的歷史時期。

^A42 Another of our colleagues delivered an important talk, in the meeting, entitled "the hope of the country lies in education ^C31 while <p> the most important element in education lies in ^A43 the building of the teaching staff so that's why I believe the first question of yours <uh> has special significance. ^A31 Nowadays~ ^A43 the leaders from the Party and the State Council as well as the general public has attached great importance to ^A42 education. This is partly because of ^A13 our tradition in respecting teachers and valuing education in China. Now ^A13 our ^A43 educational course has entered into a historical juncture.

S：劉延東名字沒記下來，沒聽清楚，只好說 Another of our colleagues；然後題目譯成了一句話，不像題目，應該問題不大；兩個問句譯成了陳述句，因為我覺得他是自問自答；結尾有些倉促；調子老往下走；還加了 partly，為什麼呢？不記得了，可能覺得有很多原因，這只是其中一個原因；還有"關鍵的歷史時期和新的歷史時期"合在一起了；題目譯的不好，下次遇到這種情況幹脆就不要譯了，直接就說"發表了一篇重要演講"

R：表彰大會 meeting

S：重心放在了最後，前面就想快點過，你不說我都沒意識到

R：第二個"為什麼"之前用了 nowadays

S：這是 filler，一種習慣，如果我不知道接下來該說什麼，就會加一些不會錯的話。

R：教師隊伍建設 譯成了 education

S：那就錯了，記出來了，沒這麼譯

R：表彰大會記了嗎

S：沒記

R：那記了沒譯是因為？

S：可能重心放在了後面就沒有注意筆記了

R：最後兩句合在一起是因為？覺得意義雷同嗎？

S：覺得意思差不多，但是現在想來，還是沒能把他的強調表現出來

在這個歷史時期，我剛才說到了，是一個全面提高教育質量的新階段。因為我們經過60年的奮鬥，我們已經基本解決了讓孩子們有學上的問題，下一個階段

我們就是要想辦法讓孩子們能夠上好學。我們已經從一個人口大國建設成為一個人力資源大國，但我們現在要向人力資源強國進軍。

During this historical juncture, we need to, raise the quality of education across the board. With six decades of efforts, we have basically, [A23]provided education to almost every child [A13]in the country. In the next stage, what we need to do is to [A23]come up with [B34]various ways to [A23]provide quality education to these children. We are a country with a huge population. What we need to do is to [A23]tap into this [B34]huge pool of human resources.

S：人口大國、人力資源大國、人力資源強國進軍沒譯好，只譯了"人口大國"和"人力資源大國"

R：記了嗎？

S：三個都記了，當時覺得不好表達，就自己把意思提煉出來了。另外，"是什麼"譯成了"need to"，當時沒多想，記下來的也是"這個時期，這個是要做的"

R：想辦法　come up with various ways ，加了點解釋，是有意識的動作嗎？

S：是的

R：還有嗎？

S：沒了，就是覺得最後一句沒處理好。

從有學上到上好學，從大到強，最關鍵的問題是什麼？是質量。而提高教育質量的最核心的問題是什麼？最關鍵的問題是什麼？是教師，是教師隊伍建設。所以大家都知道，百年大計，教育為本；教育大計，教師為本。

By providing quality, excuse me, <uh> [C24]we need to [A23]provide quality education [A43]to the children rather than [B34]simply [A23]providing [C23]them with educational opportunities. [C33]And [C24]we need to turn from [A43]a country with huge population to [A43]a country <uh> with [B34]a lot of human resources and talents. During this period what is most important is the quality [A13]of education. And <p> we all know that [A33]to provide quality education, we need to have a~ [B34]very [B24]qualified, team of teaching staff. <uh> <p>[A43]The well-being and prosperity of a country lies in education, and the, most important element in education is [A43]the quality of teachers.

S：這裏中文很簡潔，但我還糾結在人力資源強國那裏，好像就是把前面那一句再譯了一篇。還有"百年大計"前面停頓得太長了，因為在想怎麼譯，當時就把意思提煉了，沒按字面翻，因為當時沒想到這麼長的一句話，怎麼譯會比較貼近意思。

R：By providing quality, excuse me,

S：對，這裏有個 false start，一開始譯成"通過給他們上好學就…"後面發現譯錯了。可能跟筆記有關。

R：simply

S：有意識的

R：從大到強，"大"和"強"都有加解釋。

S：沒想那麼多啊，當時其實還在想前一句話，想把它說得更好

R：HR 和 talent 都用了

S：兩者不是同義詞，HR 可能指"HR 大國"；talents 可能指"HR 強國"，還是想把前一句的意思說清楚。

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經過60年的努力，我們已經建立起一支有1600萬人的一支教師隊伍，這是一支很好的隊伍，是一支能戰鬥、能奉獻的隊伍。但是面對著新的形勢，其實對我們的教師隊伍建設提出了很高的要求，新的要求，同時我們能夠看到在教師隊伍建設這個方面，我們要擺在更加突出的戰略地位。

With six decades of efforts, we [A33]now have sixty million teachers. These teachers are very dedicated [A43]to the educational course. However, [A23]times have changed. <uh> The changing times have posed [B34]increasing demands and challenges to [A13]our teachers, and [A13]our [A43]educational course. [C33]So [A23]the priority of [A13]our educational development, is to build, a better team of teachers.

S：很好的隊伍，是一支能戰鬥、能奉獻的隊伍，只譯了"dedicate"

R：為什麼

S：因為很好的隊伍，很怪，而且奉獻能涵蓋其他兩個詞的意思。

R："面對著新的形勢，其實對我們對教師隊伍建設"分成了兩句，能意識到嗎？

S：忘了，可能短句更好吧，但是再譯一次的話，兩種情況都有可能。

R："新的要求"的對象 to education 也譯出來了，有意識到嗎？

S：我有一種習慣就是會加一些東西，總覺得就這麼譯可能不夠，但有時候加的也可能不理想。

R：So the priority of

S：你是說把"同時"譯成了 so 嗎？對，因為這裏有因果關系，你看我的筆記當中就決定我不會譯出"同時"了

所以我們教師隊伍建設還存在著很嚴峻的挑戰，一個最突出的就是我們農村教師隊伍的建設，剛才你提的這個問題確實是一個非常重要的問題。

[A33]Now we are facing [A13]daunting challenges. [C33]And the most pronounced one is the building and [A43]training of teaching staff in the [A13]rural schools.

S：最後一句沒有譯，因為他剛才已經強調很多篇了，也沒記，但我覺得應該要譯出來，因為這可能是他的態度吧！可能在 R 招待會這種場合不應該這樣。

R：Now

S：沒意識到

R：building and training o

S：前者"從無到有"後者"有了，再提高"

如果說現在城鄉之間教育還存在著比較大的差距的話，硬件差距還有，但是不是最重要的，最重要的差距就是教師隊伍，教師的質量。

We all realize that there are still a huge gap, between the education in rural and urban areas, especially in <p> the facilities and equipments. However, these are not the most important <uh> [A43]discrepancies. [B24]What is alarming, is, the gap <uh> in the quality of teaching staff, [A13]in rural and urban areas.

S：especially 這裏犯了邏輯錯誤，但有時翻譯的時候，一旦出口就不願意去改，改了可能對聽眾的效果不好。而且這裏想到了 gap 和 discrepancy，我不想重複，所以就兩個都用了。What is alarming is 這裏我就不想說 the most important thing，有時候中翻英的時候，就怕掉進陷阱裏。

R：如果說

S：如果照譯可能沒那麼清楚，但是可能那樣說會比較 diplomatic 一點，也有好處。

R：然後"硬件差距"譯成了 facilities and equipments

S：hardware 不對吧，我總覺得 hardware 跟更小的東西相關，這裏更多指的是"教室啊，多媒體這些"，我也不知道好不好，但就這樣譯了。

R：最後一句加了 in rural and urban areas

S：對，因為我想更具體，有時候也想精簡，到哪害怕不具體，就寧願重複。而且這樣可以給我爭取一些時間，我會想想有沒有什麼沒說到的。

所以這幾年來，黨和政府特別重視農村教師隊伍建設，但是還存在著很多問題。我們正在繼續努力，一個最重要的措施呢，就是提高農村教師隊伍的經濟地位、政治地位、社會地位、職業地位。

Over ^A11^the past few years, ^A43^leaders in the Party and ^A13^from the State Councils and the government have <uh> ^A23^adopted a lot of measures, ^A13^to solve these problems. However, problems still exist, ^C33^and ^B24^this is where we need to work on, ^A33^in the future. ^B14^I believe one of the~ important task ^A43^for us is to enhance the economic, political, social and professional status of rural teachers.

S：為什麼會加了"國務院"呢？哦，因為筆記上寫了 P，平常政府一般寫 G，這裏 P 指的是 party 咯，就覺得一般 party 後面都會加 state council 咯，就一般不會錯。然後"農村教師隊伍建設"我就用了一個代詞，這裏用代詞不太好，更上文聯系不太緊密，應該具體一些。

R："重視"譯成了 adopted a lot of measures to

S：可能我覺得重視不夠具體吧，是不是我在譯的時候說了太多"重視"，所以就不想重複了，而且這兩個意思差不多，"重視"必然"采取措施"。

R：一開始的 so 沒有譯

S：筆記沒記

R：in the future

S：受筆記影響，是有意識的動作。

在很多措施當中，最根本的一條，是今年1月1日開始實施的義務教育教師績效工資制度。在這個要求呢，第一，是要求我們的義務教育的老師，特別是農村的義務教育的老師的工資收入要不低於當地公務員的。

Among ^B34^all these ^B24^efforts, the most fundamental one is~ the~ ^A43^performance-based salary scheme in the compulsory educational stage, which took effect in <uh> on Jan. 1st this year. ^B24^One of the important principles ^C13^of the performance-based <uh> salary scheme is ^B34^to ensure that the salary of the teachers, especially teachers in the rural areas, ^A23^is comparable to, that of the civil servants.

S：　comparable to 這裏譯的不夠具體

R：原因是？

S：因為句子說得太長了，就會注意結構，可能內容就沒有關注的太多

R：要求我們怎麼怎麼樣 譯成 ensure that

S：我覺得就應該這樣譯

R：筆記上怎麼記呢

S：就是一個箭頭

R：是聽的時候決定這樣譯 還是 表達的時候

S：兩種情況都有的

當然，績效工資制度不僅僅是收入的提高，同時也是一次人事分配制度的改革，我們進行績效考核，進一步地調動廣大教師的積極性。

[C33]And of course, [A43]the performance-based salary scheme is not only <uh> the rise of payment. It is also the [B24]important <uh> reform, in terms of human resources distribution. [C31]Through, the assessment of performance, [B24]hopefully we can mobilize the teachers <uh> [C33]so that [B24]they can be more dedicated [A43]to their teaching.

S：後面錯了，不譯還好，這樣譯感覺這些老師不 dedicated 一樣。"收入的提高"說成 rise of payment，錯了，應該是 salary。

R：最後 so that they can be more dedicated to their teaching. 是受筆記的影響嗎？

S：不是，就在看筆記的時候就知道是 mobilize，那動員他們幹嘛呢？就補充出來了，但效果好像不好。

這項措施是根本性的，當然還有一系列的措施。我們的一個基本思想就是要吸引社會上優秀的人才來當老師，要吸引優秀人才到農村，到基層，去長期從教，終身從教。

So these are the overriding principles. [C33]But of course, we have other measures [A13]to follow up. [C33]But one of the guiding idea is that we need to attract, talents to be teachers and [C21]we need to <uh> [B24]be able to attract talents [B24]who, are willing to work in the rural areas and in the <uh> grass root level, and [B24]who are willing to, be teachers for their whole life.

S：措施譯成了 原則；第二句加了個 follow up 似乎把意思扭曲了

R：為什麼加了 follow up

S：不記得了

R：是有意識嗎？

S：應該是無意識的

R：措施 筆記上還是記得 措施對嗎？怎麼譯成了 原則

S：我把重心放在了動詞的選擇上，其他可能會忽略

R：用了兩次 willing to，變成了主動

S：我覺得應該可以吧，就是這樣理解的

我們采取了一系列措施，使得我們有更多的優秀人才到農村去從教，比如我們這幾年來推廣了一個"農村義務教育階段特設崗位計劃"，這個計劃是非常成功的。我們第一批"特崗計劃"的這個老師們啊，三年一個周期，今年已經完成了他們的工作期，已經畢業了。現在這批老師能夠有60%到90%都能夠留在當地的農村，繼續地當老師。

<uh> we have adopted a lot of measures [A33]in this regards. [C31]And~ [A33]through these measures, we are able to [B24]attract more excellent talents to work in the rural areas as teachers. For instance, in recent years, we have implemented, the project of <uh> <uh> special, teaching-post for <uh> for, for students in the rural areas during the compulsory educational stage. <uh> It has got remarkable achievements. The first~ group of teachers, [A13]who participated in this project, has completed their <uh> their first cycle, which last for about three years this year and [A33]now [C23]they have graduated. Of all these teachers, 60-90%, [B24]are willing to stay in the rural

areas and continue <uh> to be teachers.

S：“特設崗位”譯得很糟糕，所以這裏停了很久；盡量想把句子砍得短一些，但是還是用了一些長句。

今年我們，今年啊~我們有大概有20萬大學畢業生到農村去擔任教師，同時我們還動員了大批的城鎮教師去到農村支援，還有師範生到農村實習支教，這樣我們就組織了大批優秀的師資到農村去從事教學工作。

This year, about 200 million, 200 thousand graduates, work in the rural areas. C33Apart from this, we have A23adopted other measures to mobilize teachers in the township and city level, A23to work in the rural areas A33as teachers. And, there are B31a lot of <uh> student teachers, who will go to the rural areas and support the teachers there. C13Through B34all these measures, we have B24mobilized a lot of <uh> talents, to work, in the rural schools.

S：數字一開始錯了；師範生到農村實習支教 這句沒譯好；大批的城鎮教師去到農村支援 囉嗦了

R：to work in the rural areas as teachers 加了這個解釋是有意識的嗎？

S：是，但現在覺得有點囉嗦

R：實習 沒譯是因為？

S：重點放在 支教了，實習沒記

下一步要把這個制度啊，要把它制度化，我們要讓我們的老師都能夠到農村去接受，這個鍛煉，同時要為農村輸送更多的高質量的老師。

What we need to do next is to institutionalize this practices, C33so that B34more and more teachers, will be able to A23gain experience in the rural A33schools, and more and more teachers, especially high quality teachers B24are willing to work in the countryside.

R：去鍛煉 譯成 to gain experience in the rural schools ,就是處理這種很中國化的表達

S：去鍛煉一般就是去苦一點的地方，這樣解釋起來很複雜，因為不想給自己增加太多思維的負擔，就用了另一種表達

R：為農村輸送 譯成 willing to ，是用主動方式表被動嗎？

S：沒想那麼多

R：so that

S：根據意義加的

R：more and more 用了兩次

S：我不知道有沒有意識，當時就覺得“有越來越多的老師會這樣做”，雖然原文沒這樣說，我聽了就有這種感覺

R：把“它”制度化，它具體化了，有意識的嗎？

S：是的，因為你要說清楚把什麼制度化了

第三件事呢，是大力加強農村教師的培訓。我們在農村現在有幾百萬老師，我們要大力提高他們的學習和培訓力度，使他們不斷地提高自己。

A13Another A43measure A13we have, taken is to <uh> step up our efforts to train teachers in the rural areas. So far, we have, millions of teachers A13working in the rural areas. What we need to do is to, A23provide them with, learning opportunities,

and training <mark>opportunities</mark> so that they can continuously, improve themselves.
R：第三件事　Another measure
S：一般這種狀況我不會很老實地照翻，看到數字我就會有點警惕，特別是我不確定他前面說了哪兩件事的時候，而且我覺得 Another measure 也不會錯到哪裏。
R：提高他們的學習和培訓力度　learning opportunities and training opportunities
S：我覺得把它們合在一起不好，兩者本來不是一樣的意思，筆記上只記了提高
R：所以　機會　都是筆記上沒有的。

我們經過多年的努力，我們希望大大改進農村教師的質量，能夠為我們農村的孩子們，能夠提供更加優質的教育資源，使得他們接受良好的教育。
Through many years of efforts, hopeful- <uh> we have greatly improved the quality of teachers in~ the rural areas, so that we can provide better educational resources to~ the children there.
S：能夠提供更加優質的教育資源，使得他們接受良好的教育合在一起了，覺得意思差不多。

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第一個問題，我想談一談教師隊伍建設的問題。昨天是我們的教師節，前天上午胡錦濤、溫家寶、李長春、習近平等黨和國家領導人親切地接見了全國的優秀教師代表。他們呐，這個向全國的教師表示節日的祝賀，向 60 年來為中國的教育事業作出貢獻的全體人民教師和教育工作者表示節日的問候和誠摯的慰問。
<uh> First of all, I am going to elaborate on the issue of, the, fostering of the teaching staff ^{A13}<mark>in China</mark>. <uh> Yesterday we witness the teachers' festival ^{A13}<mark>in China,</mark> ^{C33}<mark style="background:magenta">and</mark> the day before yesterday ^{A13}<mark>our</mark> leaders ^{A13}<mark>President</mark> Hu Jintao, Xi Jinpin, Wen Jiabo and ^{C33}<mark style="background:magenta">also</mark> other leaders ^{A13}<mark>in China</mark> ^{B24}<mark style="background:lime">warmly</mark> received the representatives, the teacher's representatives <uh> and ^{C33}<mark style="background:magenta">also</mark> ^{B24}<mark style="background:lime">complimented</mark> them on their contribution that they have made to the development of the educational <uh> endeavors in China especially <uh> altogether the contribution over the last sixty years.
S：領導人的頭銜，最好應該都說出來，現在只有胡加了頭銜，漏掉一個，只能是背景知識缺乏的原因，在我筆記漏掉的情況下，沒有說，應該是背景知識不夠的原因。
R：習　放在了　溫　的前面
S：是因為筆記先記了　習，可能跟他的 rumor 有關。
S：這裏　跟原文有出入的地方是因為　我沒有筆記
R：加了 altogether
S：我在做 CI 的時候，就有這樣的習慣，有時候會自己加一些，當然好不好就見仁見智了。
R：especially　是有意識的嗎？
S：受到 speaker as speaker 帶動的話，我就會自己加一些東西。

溫家寶總理專門到北京35中聽了5節課，這個，召開了教師座談會，發表了重

要講話，他說他用這種方式來表達對教師的，教師節的慰問。

<uh> Premier Wen Jiabao went~ to the~ 35th Middle School in Beijing [C31]and [C21]he <uh> audited five lessons, five classes [C33]and [C23]he [C33]also held meeting with the teacher and [C23]he [C33]also addressed the staffs, the teaching staffs [A33]in that school. [C33]And he said that [A23]this was a [B34]very [B24]good opportunity to promote education in China.

R：lessons, five classes

S：說了 lessons 後，當時覺得不恰當，就用了 classes

R：所以是 self-monitor 的結果

S：對

R： to promote education in China.這個部分加上是因為後面沒有聽清楚是嗎？

S：對，沒聽清，但又不能空在那裏，所以就加了一些自己的東西。

劉延東同志在表彰大會上發表了一篇重要講話，它的題目是"國家發展，希望在教育；辦好教育，希望在教師"。所以，為什麼我覺得你問的第一個問題特別重要呢？為什麼黨中央、國務院和人民群眾對教師隊伍建設這麼重視呢？因為歷史上中國人就有尊師重教的傳統，而現在我們教育發展到一個最關鍵的時刻，發展到了一個新的歷史時期。

<uh> [C31]Also <uh> Mr. Liu Yandong <uh> addressed in his speech entitled "Education- the hope of a country; teachers- the hope of education", and [C33]also [A23]place importance on the important roles of education and teacher. And this is why <uh> the constant importance has been [A13]constantly played by <uh> [A42]the leaders [A13]of China on [A42]education. Because from a historical perspective <uh> the teachers and education have always been respected. And now we are in a very important historical joint.

S：劉延東是女的吧，那時候我很糾結，這是個問題，如果是發布會，就是很大的問題，當然如果是 cannot afford to take this risk 的情況，我可能就直接說劉延東。

R：Also

S：不知道，沒有感覺

S：And 這裏很奇怪，這裏不應該是新的一個意群的開始，但是聽不見後面，沒辦法就用了 and

R：後面"發展到了一個新的歷史時期"略去了，是因為？

S：筆記沒有記到

R：那聽到了嗎？

S：回憶不起來了，應該是沒有聽到

在這個歷史時期，我剛才說到了，是一個全面提高教育質量的新階段。因為我們經過60年的奮鬥，我們已經基本解決了讓孩子們有學上的問題，下一個階段我們就是要想辦法讓孩子們能夠上好學。我們已經從一個人口大國建設成為一個人力資源大國，但我們現在要向人力資源強國進軍。

<uh> So as I said just now, we are in a [B34]very [B24]important <uh> historical <uh> phase, <uh> that means, [B24]we have to <p> make effort [C33]in order to increase the quality of teaching. <uh> Over [A11]the past sixty years, the quality of teaching and education in China has~ been, dramatically increased. [C33]For instance, we have

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^{A23}popularized <uh> ^{A13}the elementary and the ^{C33}also ^{A13}the compulsory education ^{A33}in China. <uh> Our next step as I said just now is to improve the quality of education. <uh> ^{A33}Now we have transformed ^{C23}China from a <uh> large populated country, into a large human resource country. And it is time for us ^{A33}as I said ^{A23}to improve the quality of education so that ^{B24}we may excel in the international stage ^{A33}in terms of human resources.

S：有學上這裏我用了"普及義務教育"，有一定重合，anyway，先聽完再說吧

R：加了 excel in the international stage

S：強國 imply 的就是有 競爭力，是沒意識的，也不是沒意識的，就是順著說出來了。

R：So，還有因為我們經過 60 年的奮鬥中的"因為"省略了，就是這些關聯詞的變化，是因為？

S：是一種 meta-language，也不是，就是這裏的 so 不是 informational-wise 的，

R：就是並不表示"所以"

S：對

R：還有"因為我們經過 60 年的奮鬥..."中的"因為"省略了，就是這些關聯詞的變化，是因為？

S：我沒有關注

R：加了 as I said

S：除了 speaker as speaker 的意識之外，我知道這裏錯了，但是我很不允許自己 self-repair，說出來了，我就會舍去信息的准確，說下去。當然我比較嚴重的 false start 也不會很多。

從有學上到上好學，從大到強，最關鍵的問題是什麼？是質量。而提高教育質量的最核心的問題是什麼？最關鍵的問題是什麼？是教師，是教師隊伍建設。所以大家都知道，百年大計，教育為本；教育大計，教師為本。

So ^{B24}we have to ask ourselves, these two questions. ^{A33}First, ^{A33}now we have successfully made this transformation from <uh> I mean, ^{A23}we have popularized the compulsory education ^{A33}in China ^{C33}and ^{C33}also ^{A23}we have ^{B24}endeavored to make China a~ strong~ country ^{A33}in terms of educational quality. So ^{A33}in these two endeavors <uh> the key is teaching staffs and the quality ^{A13}of education and this is why, we proposed and advocated this blueprint in order to improve education.

R：So we have to ask ourselves these two questions

S：so 加了的性質跟上面一樣，不用說了；分成兩個問題是我有意識地 sort out the information

R：百年大計 後面都沒有翻

S：就是我對 這些官話、套話 不那麼敏感，不會那麼糾結。

經過60年的努力，我們已經建立起一支有1600萬人的一支教師隊伍，這是一支很好的隊伍，是一支能戰鬥、能奉獻的隊伍。但是面對著新的形勢，其實對我們的教師隊伍建設提出了很高的要求，新的要求，同時我們能夠看到在教師隊伍建設這個方面，我們要擺在更加突出的戰略地位。

<uh> So over ^{A11}the past six decades, we have already produced a teaching, staff~ team, of <uh> sixteen million teachers <uh> who are ^{B34}highly ^{A12}competent and ^{A12}competitive teachers. ^{A33}Now ^{C23}we are in a new stage ^{A13}of development ^{A13}in

terms of education ^{C33}and ^{C33}that means new requirement <p> is ^{C33}also post ^{A33}for education. ^{C33}And ^{B11}in my opinion <p> we need to <p> prioritize ^{A43}the roles of teachers from, a~ strategic perspective.

S： 這段沒什麼要說的。

所以我們教師隊伍建設還存在著很嚴峻的挑戰，一個最突出的就是我們農村教師隊伍的建設，剛才你提的這個問題確實是一個非常重要的問題。

<uh> ^{C33}However, we are still <p> met with formidable challenges ^{A13}to improve education. ^{C33}And one of the most obvious ^{C23}problems is what you have asked, and mentioned, just now, that is, ^{A43}the quality of teachers and teaching in the rural area.

R：However,

S：筆記是 so，為什麼說成 however 呢？從另一個角度來說，可能我不太受筆記的那個，就是當時腦子裏是什麼就，因為我的筆記經常會漏東西，所以我更多的是靠腦記，所以當時我可能受到好的和 competent，就有一種機會與挑戰並存的感覺，就用了轉折。

如果說現在城鄉之間教育還存在著比較大的差距的話，硬件差距還有，但是不是最重要的，最重要的差距就是教師隊伍，教師的質量。

The~ discrepancies <p> in terms of infrastructure between the urban and the rural areas ^{A33}in China, exist. But this is not the ^{A13}determinant ^{A33}of teaching quality. What is key, is, the quality of teachers.

所以這幾年來，黨和政府特別重視農村教師隊伍建設，但是還存在著很多問題。我們正在繼續努力，一個最重要的措施呢，就是提高農村教師隊伍的經濟地位、政治地位、社會地位、職業地位。

So this is why over ^{A11}the past few years, the ^{A13}Chinese government, has ^{B24}made ^{B34}constant efforts, to foster the <uh> teaching staffs in China. ^{C33}And one of the most important ^{B24}objectives of our efforts, of our ^{B24}commitment, is to <uh> uplift the economic, political, social and professional status of, the teachers.

R：如果說

S：當時的筆記是"城鄉 大 差"，因為原文非常 redundant。

R：our efforts, of our commitment 為什麼？

S：用詞的原因。我當時並不是覺得 effort 是錯的，commitment 潛在意圖是想讓譯文比較，也不叫 native，就是不管政治類、經濟類，他們用 commitment 或者 commit to 更多一些，有個更好的我就把它用上了。

在很多措施當中，最根本的一條，是今年1月1日開始實施的義務教育教師績效工資制度。在這個要求呢，第一，是要求我們的義務教育的老師，特別是農村的義務教育的老師的工資收入要不低於當地公務員的。

<uh> ^{C31}So~ among all these ^{B24}commitments, the most important one is <uh> the measures is the ^{A43}pay per performance system that we have <uh> put into practice beginning from January, <uh> Jan 1st this year.

R："第一，是要求我們的義務教育的老師，特別是農村的義務教育的老師的工資收入要不低於當地公務員的。"沒譯

S：因為我當時以為後面是要說一個數字，但是當時你在這裏停，我看了你一眼，以為是你播放的問題，所以我就完全沒有去聽了，是個誤會。

當然，績效工資制度不僅僅是收入的提高，同時也是一次人事分配制度的改革，我們進行績效考核，進一步地調動廣大教師的積極性。

C33And under this A43pay per performance system, B24we aim to, do two things. <uh> A33First of all, C23we will dramatically increase, the incomes A13for teachers. And A33second of all, C23we will also, B34constantly A22improve the teaching quality.

S：人事分配制度 沒記，說個技術問題，手冷就有一些沒記，就想 rely on memory，但結果是不行。

這項措施是根本性的，當然還有一系列的措施。我們的一個基本思想就是要吸引社會上優秀的人才來當老師，要吸引優秀人才到農村，到基層，去長期從教，終身從教。

<uh> Of course, A23the lists that I have proposed A33just now, are not exhaustive. <uh> Our main objective is to <uh> attract B34more and more teachers to the rural areas, and C31also <uh> to the grass-root level A13of education.

T： Of course

S： 沒有意識，就變成我自己的邏輯了。

S："去長期從教，終身從教"，我發現我對這類信息很不敏感，其實這些很重要，有可能以後就會成為制度，有可能是我的 capacity 已經到極限了，記不了了。

我們采取了一系列措施，使得我們有更多的優秀人才到農村去從教，比如我們這幾年來推廣了一個"農村義務教育階段特設崗位計劃"，這個計劃是非常成功的。我們第一批"特崗計劃"的這個老師們啊，三年一個周期，今年已經完成了他們的工作期，已經畢業了。現在這批老師能夠有60%到90%都能夠留在當地的農村，繼續地當老師。

<uh> A33To illustrate my point, one of the plans that we have been advocating over the A13last few years is A31what we call the <uh> specially-designated post plan <uh> in the stage of rural compulsory education <uh> which A23has~ <uh> proved to be very successful. <uh> Under this plan, each teacher served a A13teaching term of three years. C31And~ now we have already concluded the first, A43teaching terms, of this three years, A33after which A31about 60-90% of these teachers stay-put in the rural areas and continue their teaching A43career.

R：to illustrate my point,

S：我當時筆記記的是 e.g.，本來想說 for example 的。哦，這一句是我的一句，不是他的，也不是有意識的，總的邏輯是，我們要吸引，但具體的措施是什麼，就要開始說了。然後當時覺得 for example 怪怪的，就用了 to illustrate...

R： Under this plan,

S：你們覺得這裏是加了 是嗎？我看原文，我的理解是錯誤的。Under this plan 是我當時的理解，這個計劃是三年一個周期。

今年我們，今年啊~我們有大概有20萬大學畢業生到農村去擔任教師，同時我們還動員了大批的城鎮教師去到農村支援，還有師範生到農村實習支教，這樣我們就組織了大批優秀的師資到農村去從事教學工作。

<uh> So beginning from this year, we have <uh> dispatched <uh> A21dispatched

<uh> two hundred thousand college graduates to the rural areas, for teaching and~ we also arranged a large number of <uh> teachers from towns and ^{C33}also suburban areas and also the <uh> the <p> students in the <uh> normal universities, so that ^{B24}they can continue to promote the teaching quality in the countryside.

R：師範生 這裏停了很久，是在想有什麼其他的表達嗎？比如 teacher-to-be

S：我當時是在想 to-be，還沒想到 teacher-to-be 呢

下一步要把這個制度啊，要把它制度化，我們要讓我們的老師都能夠到農村去接受，這個鍛煉，同時要為農村輸送更多的高質量的老師。

So we aim to systemize <uh> this plan. ^{C33}And ^{A33}to be more specific, we want to ^{B24}attract ^{B34}more and more teachers to the countryside <uh> ^{A23}so that the countryside may have more and more competent teaching staffs.

R： to be more specific, 有意識嗎

S：什麼叫有意識呢？就像前面的例子一樣，不是故意不故意，就是我非常討厭沒有邏輯，所以會自己顯化一些邏輯關系。

第三件事呢，是大力加強農村教師的培訓。我們在農村現在有幾百萬老師，我們要大力提高他們的學習和培訓力度，使他們不斷地提高自己。

<uh> The third ^{A43}measure ^{A13}that we take is to enhance the training programs, of the rural teachers. <uh> As we know, there are several million <p> ^{B24}brilliant teachers, ^{A33}teaching in these areas. ^{C33}And ^{A23}the quality of their teaching is in ^{B34}desperate need of improvement.

我們經過多年的努力，我們希望大大改進農村教師的質量，能夠為我們農村的孩子們，能夠提供更加優質的教育資源，使得他們接受良好的教育。

^{C33}So this is the ^{A13}general aim by ^{C13}the Chinese government to <uh> improve the quality of ^{A13}teaching and teachers in the rural areas, ^{C31}so that~ the, children in the countryside have better access to <uh> quality education.

R：the quality of teaching and teachers

S：我對這個完全不敏感，他說教師、教育我頭很暈的，應該是筆記也沒有記清楚，我的腦子裏只有模糊地提高什麼質量，就自己填空了。

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第一個問題，我想談一談教師隊伍建設的問題。昨天是我們的教師節，前天上午胡錦濤、溫家寶、李長春、習近平等黨和國家領導人親切地接見了全國的優秀教師代表。他們吶，這個向全國的教師表示節日的祝賀，向60年來為中國的教育事業作出貢獻的全體人民教師和教育工作者表示節日的問候和誠摯的慰問。

^{A31}First of all <uh> ^{A13}your first question ^{C33}concerning about the teachers' troop construction. <uh> Yesterday it was the Teachers' Day ^{C33}and the day before yesterday that ^{B24}we are honored to have some central <uh> some of our, <uh> some of ^{A13}our ^{B24}great, leaders of the ^{B34}central ^{A13}government, ^{C31}like the <uh> Hu Jintao, Wen Jiabao <uh> Xi Jinping and ^{A43}other ^{B24}senior officials. They have <uh> they have had <p> they have ^{A23}taken their time to visit some of ^{A13}our, excellent teachers, representatives of the teachers. ^{C33}And they have expressed <uh> have expressed their ^{B22}appreciation ^{A33}for their ^{B24}hard work and ^{C33}also have

expressed their expression for their contributions and dedications, in [A11]the past 6 decades <uh> <uh> for their hard work.

S：後面那裏，可能平常關於黨政方面的，黨和國家領導人這方面說得比較少，所以這個方面有遇到一個坎坷，就是因為這個卡殼導致整個句子特別冗長，就是不僅僅圍繞，就是這個地方是一點。然後後面的話，我認為一方面是跟剛剛開始做有關系，句子整個切分還有連貫性不是特別好，我覺得。

R："在親切的接見"這裏會有 taken their time to，會加入這個。

R：是為什麼呢？

S：因為"親切的"不可能直譯，因為他們可能會比較忙，我就說"專門抽時間去做"，可能沒有表現出"親切的"，但是還是說他們"撥冗"這種感覺。

R：他描述這個場景讓你想多"撥冗"這個概念還是你想把"親切的"表現出來呢？

S：我是覺得"親切的"如果直譯的話，反而不是特別好，倒不如說換一種表達方式。

溫家寶總理專門到北京35中聽了5節課，這個，召開了教師座談會，發表了重要講話，他說他用這種方式來表達對教師的，教師節的慰問。

[C33]And [C33]also Premier Mr. Wen Jiabao went to the 35, Beijing 35 Middle School [C33]and [C23]he [B24]carefully listened for five lessons. He, he [A23]told the journalists that in this way he [B24]would like to express his [B22]appreciation [A33]for [B34]all the [B24]hard work [B24]teachers have contributed [A33]in [A13]our country.

S：這個我倒覺得基本上意思都差不多出來了，然後我會做一些小的變化，比如說這種方式來表達他的這種慰問，我自己說了他們 contribution，可能這一塊是我自己加的，他們這種貢獻，這個是我自己加的。

R：在"聽課"這裏會加 carefully，加了這樣一個形容詞進去。

S：carefully 可能就是說他很認真，表現出他這種…

R：是你有意識的想把這種概念加進去的？

S：有意識的。

R：還有他說"他用這種方式"，he told the journalist。

S：journalist 在這個地方應該是說後來有問到他，他才會說。

劉延東同志在表彰大會上發表了一篇重要講話，它的題目是"國家發展，希望在教育；辦好教育，希望在教師"。所以，為什麼我覺得你問的第一個問題特別重要呢？為什麼黨中央、國務院和人民群眾對教師隊伍建設這麼重視呢？因為歷史上中國人就有尊師重教的傳統，而現在我們教育發展到一個最關鍵的時刻，發展到了一個新的歷史時期。

[C33]And the State, [A13]the State Councilor Mr. Miss LiuYandong [C33]also delivered a [B34]very important speech, [C33]and [A23]he said that the hope of [A13]our country is in education; and the hope of education lies in teachers. That is why your question is very important. That is [C33]also why, people and the central government attach great importance to [A42]education. <uh> China <uh> in the [B34]long history of China, we have [B24]good tradition of respecting <uh> the teachers. And [C33]also [A33]in [A13]our modern development, <uh> [A23]respecting <uh> education and developing education is [C33]also the key in [A11]our~ social development.

R：這個有沒有？

S：這個可能後面有一點點信息的缺失，新的時期，而且表達方面有一點不是那麼簡潔，原因在於可能這個 source 不是說是一點點。

R："劉延東同志"就會把他的職位說出來，這個是…

S：這個跟經歷有關系，他是國務委員，我們有接待過她，她是女的，我本能的就想到應該是 Ms. State Councilor。

R：講到"傳統"這裏會說 good tradition，會加這個。

S："優良的傳統"對吧？

R：嗯。

S：因為"尊師重教"這種應該算是，就加了一下。

R：那這個加的是自己有意思的想把這個重點突出來？

S：對。

在這個歷史時期，我剛才說到了，是一個全面提高教育質量的新階段。因為我們經過60年的奮鬥，我們已經基本解決了讓孩子們有學上的問題，下一個階段我們就是要想辦法讓孩子們能夠上好學。我們已經從一個人口大國建設成為一個人力資源大國，但我們現在要向人力資源強國進軍。

[C33]And in this [A13]new era [A13]of development, [A13]our task is to <uh> comprehensively improve the education quality. In [A11]the past 6 decades, the children ar-, were able to <uh> have access to education and in the next level, we have also, <uh> in the next era [A13]of development, [A23]our attention should be paid to improve <uh> the education and [A23]provide better education quality. [C33]And our, [A13]our [A23]task has transferred to <uh> has transferred from the <uh> transferred from the <uh> [A43]population-oriented <uh> education into the [A43]quality education, the qualication.

S：這個地方前面還好，就是後面我覺得在漢語理解上面就有一點點困難了，"人口大國建設成一個人力資源大國"，這塊單從理解方面就已經有困難，所以說後來我分成 population-oriented into quality-oriented,完全是自己的理解，但是我覺得不是特別的准確。

R："在這個歷史時期"會用 in the new era of development，這個是不是受到前面一句的影響還是…

S：對，這個是受到前面一句的影響。

從有學上到上好學，從大到強，最關鍵的問題是什麼？是質量。而提高教育質量的最核心的問題是什麼？最關鍵的問題是什麼？是教師，是教師隊伍建設。所以大家都知道，百年大計，教育為本；教育大計，教師為本。

<uh> [C33]So what is the key element [A33]in this process to improve from the big to strong, to big [A33]in education to strong [A33]in education, the key element lies in the teachers. <uh> That is what we call <uh> <uh> the long range <uh> [A23]that is what we call [A43]the future lies in a [B34]long-range program of education, [C33]and [C23]that is what we call [A43]the future of education lies in a [B24]good <uh> [A13]troop of teachers.

S："百年大計　教育為本　教育大計　教師為本"這種四個字的，你先解碼需要一段時間，我就用了兩個 that is what we call 來給自己爭取時間。

經過60年的努力，我們已經建立起一支有1600萬人的一支教師隊伍，這是一支很好的隊伍，是一支能戰鬥、能奉獻的隊伍。但是面對著新的形勢，其實對我

們的教師隊伍建設提出了很高的要求，新的要求，同時我們能夠看到在教師隊伍建設這個方面，我們要擺在更加突出的戰略地位。

<uh> After 6 decades of efforts, ^{A33}now we have a troop of teachers <uh> amounting to 100 <uh> ^{B34}amounting to 60 million ^{C33}and ^{B34}all ^{C13}the teachers are very ^{B24}well-educated, ^{B34}very dedicated workers. And in ^{A13}our new era ^{A13}of development, <uh> there is <uh> there is new <uh> requirements for ^{A13}our teachers.

S：後面這一句，我們看到"在教育隊伍建設方面要擺在更加突出的戰略地位"，這一句都沒有翻出來，就是因為可能這句話已經給我造成壓力了，我可能在記的時候就沒有記完整，後來幹脆就省略了。

R："一支很好的隊伍能戰鬥，能奉獻的隊伍…"，你會用一個 well-educated，這裏是用來表示"很好"這個概念是嗎？

S：對，因為我記得是"奉獻"，但是前面有一個我忘記是什麼了，我就找了一個相關的一個詞，也算是貼近這個表達。

R："很高的要求"會用 new requirements。

S：對，"很高的要求"覺得這裏本能的就會被想到"更新的"，因為他們說在"新時期以內"，前面有一個"新的形勢"，然後我就對應的除了 new era 就是一個 new requirements，兩個對應，這個是故意的。

所以我們教師隊伍建設還存在著很嚴峻的挑戰，一個最突出的就是我們農村教師隊伍的建設，剛才你提的這個問題確實是一個非常重要的問題。

^{C33}And also the severe challenges is also facing the construction of the teachers' troops. <uh> One key <uh> ^{C23}challenge is, the construction of the rural teachers, as you have put forward in your question.

S：這個沒有什麼，基本上都沒有什麼。

如果說現在城鄉之間教育還存在著比較大的差距的話，硬件差距還有，但是不是最重要的，最重要的差距就是教師隊伍，教師的質量。

<uh> It is fair to say that there is disparity between the rural ^{C23}education and the urban education. The ^{A43}infrusture construction is one part. However, the more <uh> severe challenge, and more severe disparity is the <uh> teachers' troop, ^{A33}between the two parts.

S：這個地方可能我有一點點加工的意思，就是前面說"如果說現在出現這個…"，我就說 It is fair to say，就是"確實是存在這個問題"，就不要用 if they say，這樣就顯得不是特別什麼。後面這個地方就要按照這個意思出來。

R："最重要的差距"你會先用了 challenge，然後再用 disparity。

S：對，這個 challenge 好像是自己加的，因為覺得"這種差距"的話本身就是一個差距，所以就加上了這個。

R：後來為什麼又會把這個 disparity 又說出來，是覺得 challenge？

S：就覺得 challenge 不足以表達，就是說 disparity 是補充這個 challenge 在什麼地方。

所以這幾年來，黨和政府特別重視農村教師隊伍建設，但是還存在著很多問題。我們正在繼續努力，一個最重要的措施呢，就是提高農村教師隊伍的經濟地位、政治地位、社會地位、職業地位。

<uh> After the past decades, the ^B34^central government has attached great importance has also ^A23^made ^B34^lots of efforts in the regard. However, <uh> more efforts are to be made ^A33^in the future to improve the economic status, the social-political status and the ^A42^well-being of, the rural teachers.

S：前面那個 the past decades 這個是一個語誤來的，聽的時候沒有聽清楚，後面"地位"我沒有全部出來，我只出了兩個，然後還加了一個 well-being 來概括整體。

在很多措施當中，最根本的一條，是今年1月1日開始實施的義務教育教師績效工資制度。在這個要求呢，第一，是要求我們的義務教育的老師，特別是農村的義務教育的老師的工資收入要不低於當地公務員的。

<uh> Among ^B34^all these measures, one of the out- , one of the ^A13^outstanding one is that from January 1st, this year, we have established the, <uh> we have adopted the ^A43^merit-pay system ^A33^among the~ rural teachers. First is that the salary of the rural teacher <uh> is no less than that of the, local civil servants.

R：這個"義務教育，教師，工資制度"後面你會加上 among the rural teachers，就把它對象給說出來了，這個是有意識的要把它表下出來的嗎？

S：對，這個是有意識的。

R：這個前面的"最根本"用了 outstanding。

S：這個用詞方面，我覺得如果換成 fundamental 也可以，但是我覺得他這個應該是最顯眼的，就是亮點式的工作，我就會把它翻譯成 outstanding，可能就覺得更突出一點。

當然，績效工資制度不僅僅是收入的提高，同時也是一次人事分配制度的改革，我們進行績效考核，進一步地調動廣大教師的積極性。

<uh> ^C33^However this system has not only improved the salary ^A13^of the rural teachers. it is also a reform of, the distribution of <uh> the reform of~ this salary among all the people. <uh> In this way we have ^B34^greatly motivated the ^A13^rural teachers in their, <uh>edu-, ^A33^in their teaching, efforts.

S：這裏有一個地方就是 not only improved the salary…but also，這個人事分配制度這個地方，可能是遇到專業方面的障礙，現在如果讓我再回過頭來講，我不知道"人事分配"的話，我還是不知道，我會想說 reform of salary system，我就不會特別拗口。

R：最後這裏"調動積極性"會加上一個 in their teaching efforts。

S：對，這個可能是為了完整。

R：這個也是自己有意識的補充？

S：對。

這項措施是根本性的，當然還有一系列的措施。我們的一個基本思想就是要吸引社會上優秀的人才來當老師，要吸引優秀人才到農村，到基層，去長期從教，終身從教。

<uh> And ^C33^so ^A43^the influence of this measure is ^B34^very fundamental. Our purpose, our aim is to attract the excellent, attracted the excellent <uh> people, attract the talents to be teacher, to work in the rural area in the long time.

S：後面"吸引優秀人才到農村、基層去長期從教、終身從教"，我就沒有完完

全全按照他的意思來，就以一句話給他概括了，to work in the rural area in the long time，可能就覺得差不多，就一個意思可以表達。

R：在一開始了一個 so，你知道嗎？這個也是有意識加的好還是隨口說的？

S：這個可能是隨口說的。

R："基本思想"這裏會用 purpose 然後再用一個 aim。

S："思想"的話如果翻成 fundamental thought，我覺得太 Chinglish 的感覺，就翻譯成 purpose"我們的目的"。

R：用了 purpose 為什麼還會用 aim？

S：這個應該也是爭取時間，後面可能有一些東西要處理一下，就用相同的詞來應對。

R：後面這個"優秀人才"用了 excellent people 然後再用了 talents。

S：就是因為後好多東西我要處理，所以這裏就有一點點重複。

我們采取了一系列措施，使得我們有更多的優秀人才到農村去從教，比如我們這幾年來推廣了一個"農村義務教育階段特設崗位計劃"，這個計劃是非常成功的。我們第一批"特崗計劃"的這個老師們啊，三年一個周期，今年已經完成了他們的工作期，已經畢業了。現在這批老師能夠有60%到90%都能夠留在當地的農村，繼續地當老師。

One of our <uh> most successful measure is to <uh> to [B24]attract the talents to work in the rural area is to <uh> is the new, especial, specially-established post program at rural compulsory education. <uh> <uh>This year, the first <uh> the first <uh> [B24]good teachers who have <uh> going, [A13]who have gone through this program have <uh> graduated. [C33]And we are firmly believe, we firmly believe that 60-90% of the, all the teachers will stay in the rural area.

S：這個地方涉及到"農村義務教育，特設的崗位計劃"，這個地方可能需要時間來處理，可能自己說得不是特別完整。後面那句"完成了工作周期"，因為我用了 gone through 這個地方有一點點牽強，應該 finish 之類的。

今年我們，今年啊~我們有大概有20萬大學畢業生到農村去擔任教師，同時我們還動員了大批的城鎮教師去到農村支援，還有師範生到農村實習支教，這樣我們就組織了大批優秀的師資到農村去從事教學工作。

<uh> This year there will be <uh> there will be an [B34]additional 200 thousand graduates <uh> working in the rural area, as teachers. And also <uh> we [B24]try to encourage the urban teachers <uh> to work in the rural area, and also to attract the interns <uh> to work, there. In this way, we have <uh> we will [B24]attract great number of excellent talents to work in the rural areas for the education.

R：二十萬前面會加強 additional？

S：對，這個 additional 是刻意加的，這個 additional 是額外附加的，以前應該也會有大學生在那邊去工作，additional 出來就是說有額外這麼多，包括一方面肯定我們的工作，另一方面就是說我們還有這麼多。

下一步要把這個制度啊，要把它制度化，我們要讓我們的老師都能夠到農村去接受，這個鍛煉，同時要為農村輸送更多的高質量的老師。

<uh> Next <uh> in the next level, we will try to systemize this kind of <uh> this kind of, we will try to systemize [A43]this kind of trend and [C33]also to [B24]encourage

<uh> ^{B34}more teachers to work <uh> to ^{B24}dedicate ^{A43}their, knowledge to the ^{A43}rural education.

S：“要把它制度化”這個地方在 struggle“制度化”怎麼說，後來加了一個 systemize this trend，我現在覺得不是特別合適。“制度化”現在我也想不到很合適的詞語，我看一下這個是怎麼翻的。

R：沒有參考譯文，之前有人翻 institutionalize/ systemized。

S：institutionalize 的賓語是什麼？

R：get it systemized。

S：他也很聰明，直接把 systemized 了，我就是找不到賓語，找了個 trend，如果講也能講得過去，但是我覺得不是特別確切。

第三件事呢，是大力加強農村教師的培訓。我們在農村現在有幾百萬老師，我們要大力提高他們的學習和培訓力度，使他們不斷地提高自己。

<uh> ^{C33}And ^{A13}our ^{A13}next ^{A43}task is to strengthen the training of the rural teachers. At, ^{A31}for the moment <uh> we have <uh> millions of rural teachers. We need to improve <uh> the <uh>improve, their characteristics, improve their ^{A43}quality <uh> to <uh> ^{B24}better serve in the education.

S：“大力提高他們的學習和培訓力度”這個地方沒有記下來，所以就說了一個 improve their characteristics，“使他們不斷提高…”根本沒有記下來，所以加了一個，其實是投機取巧的感覺，就 improve their quality <uh> to <uh> better serve in the education。

R：但 improve 就是這個意思，其實你是沒記下來，但是你補了就補對了。

S：對，補的也差不多是這個意思。

我們經過多年的努力，我們希望大大改進農村教師的質量，能夠為我們農村的孩子們，能夠提供更加優質的教育資源，使得他們接受良好的教育。

<uh> After years' of efforts, we have greatly improved the quality of the rural teachers. ^{C33}And ^{A33}in that way the quality of the education, is greatly improved.

S：我把“希望”直接去掉了，沒有說 hope to，以前有這麼多努力，我就 confirm 跟他講。後面這句話有個缺點就是“孩子”這一塊我好像沒有說出來，我覺得這裏不好。

R：像“能再為我們孩子們”前會加入一個 in that way，這種銜接是你自己刻意把這個關係凸顯出來嗎？

S：可能語感吧。

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第一個問題，我想談一談教師隊伍建設的問題。昨天是我們的教師節，前天上午胡錦濤、溫家寶、李長春、習近平等黨和國家領導人親切地接見了全國的優秀教師代表，他們呐，這個向全國的教師表示節日的祝賀，向60年來為中國的教育事業作出貢獻的全體人民教師和教育工作者表示節日的問候和誠摯的慰問。

^{A33}First of all I would like to <uh> ^{A23}answer ^{A13}your first question. ^{C33}That is about the faculty's building. Well ^{B31}actually~ ^{A33}as you know that <p> today is the teachers festival. ^{C33}And just two days before, the national leaders ^{C31}like~ ^{A13}President Hu Jintao and ^{A13}Premier Wen Jiabao and some other leaders ^{C31}like~

the~ [A13]Vice President Xi Jinpin, they met with the representatives of the teachers. [C33]And [C33]also they congratulated the teachers and [C31]also the faculties, the faculties on their contribution, and [C33]also sent wor- <uh> [A42]good words to them.

S： fillers 比較多，所以說了 first of all 又說 for your first question. 有一些詞比如說"親切的"我就把它略掉了。後面那句話沒怎麼說清楚，但是它要表達什麼意思我很清楚，所以在准確度上不夠好。

R：那這些"first of all""as you know" "like"你是有意識加的嗎？

S：應該不是，是同傳養成的習慣。很久沒記筆記了，有時候看著筆記不知道該說什麼就會想用一些 filler 來增加時間，又為了保證連貫性，所以 filler 會加的比較多。但我又怕停下來比較尷尬。

溫家寶總理專門到北京35中聽了5節課，這個，召開了教師座談會，發表了重要講話，他說他用這種方式來表達對教師的,教師節的慰問。

[C33]And premier Wen Jiabao went to the thirty-fifth <uh> middle school in Beijing. he, listened <uh> [C21]he attended five classes [C31]and [C31]also <uh> [B22]congratulated the teachers and [C33]also addressed a speech [C13]about it. So he said that he [B24]wanted to use this way to express his <uh> feelings about the teachers.

S：中間有 listen, attended，下意識的，還沒有回過神來，在尋找比較漂亮的詞，前面的一開始沒有反應過來；第二，平時做同傳要求不會那麼高，所以"座談會"我就用了 conference，我覺得就夠了，然後"慰問"，突然間卡住了，所以不知道該說什麼，就很無耐的停了 2 秒鐘，最後沒辦法用了"feelings"，其實應該是"greetings"那些會好一點。

R：哪裏有 conference？

S：哦，沒有說嗎？筆記上沒記不清楚

劉延東同志在表彰大會上發表了一篇重要講話，它的題目是"國家發展，希望在教育；辦好教育，希望在教師"。所以，為什麼我覺得你問的第一個問題特別重要呢？為什麼黨中央、國務院和人民群眾對教師隊伍建設這麼重視呢？因為歷史上中國人就有尊師重教的傳統，而現在我們教育發展到一個最關鍵的時刻，發展到了一個新的歷史時期。

Well, Mr. Liu Yandong addressed a speech at an <uh> [A13]award-winning <uh> presenting conference. [C33]And [A23]he said that to know the future of [A1/]our nation depends on education; [C33]and [C33]also the key to the future education relies on [A13]our teachers. So this is why~we always, that is why we [B34]always put the priority on [A13]our teachers. This is a thought from the central committee and [C33]also the state of the nation. So, as you know, in China we always have the tradition of [B24]advocating <uh> education and also admiring our respecting [A13]our teachers. So right now we are at the turning point this is very critical.

S： "表彰大會"不會表達，就用了頒獎什麼什麼的，"題目是"也沒譯出來，因為覺得是很官方的那種說法，沒必要照譯。後面我覺得 speaker 本身也很繞，"為什麼我覺得你問的第一個問題特別重要呢？"也沒有跟著譯，自己瞎編的。"尊師重教"可以發現我的說法中有一個"no"，這是我做同傳時更正的表達，這是我自己需要改進的地方。

R："發展到了一個新的歷史時期"用了"turning point"

S：口譯總是不可能那麼精准，所以更多的是根據自己理解的意思在說。

在這個歷史時期，我剛才說到了，是一個全面提高教育質量的新階段。因為我們經過60年的奮鬥，我們已經基本解決了讓孩子們有學上的問題，下一個階段我們就是要想辦法讓孩子們能夠上好學。我們已經從一個人口大國建設成為一個人力資源大國，但我們現在要向人力資源強國進軍。

And at this~ [A13]new historical phase we need to improve the quality of education. As you know since the last thirty years after thirty years of thirty years of hard work, that we can guarantee each chi each child can go to school but the as for the nex- as for the next phase we will [A23]focusing on [A43]improving the quality of education. <uh> As you know in the past [C13]China is just a country with a huge population, but [A33]on next phase we will not only be a huge <uh> human resources country but also an excellent, but also [A23]can nurture excellent <uh> human resources talents.

S： 因為同傳注重意思，會忘記語言外殼，但我覺得自己還是意思出現了一些偏差，比如說這裏的一些 filler，口頭禪，but，but，as you know，

R：這是有意識的嗎

S：無意識的，就像同傳在等待的時候，養成的一個毛病，會故意地添加一些內容。但回頭來看覺得有些時候可以改進，譯得更好。

從有學上到上好學，從大到強，最關鍵的問題是什麼？是質量。而提高教育質量的最核心的問題是什麼？最關鍵的問題是什麼？是教師，是教師隊伍建設。所以大家都知道，百年大計，教育為本；教育大計，教師為本。

So [A33]in the past [C24]we [B34]just focused on that the children can atten- could attend school. [C33]But [A33]as you know we want to [A23]provide excellent <p> education [A43]opportunity [A43]to them. [C33]So [A23]these is the change from [B34]sheer size to excellence and also to quality. So the key is [A43]to improve [A13]our quality. As for, So to improve the education quality, the teachers were playing the most important role in it. So that's why when you focus on, faculty <p> team building so that's why for the next century [A11]our~ strategy is to rely on education and the core of education relies on [A13]our teachers.

R：開頭加上了 "So in the past " 是有意識的嗎？

S：我聽了中文，覺得很難用幾個詞表達，我忘了這是跟前文緊密相關的，所以說得有點繞。前面這一段沒進入交傳的狀態，而後面就會慢慢地省去一些東西來加強銜接。

R："play the most important role"

S： 應該是 "teacher is the key"，當時就覺得跟著他的句式說，會不會有點繞？

R：所有的 60 都譯成了 30，知道嗎？

S：筆記上應該是 30，我也不知道哦。

經過60年的努力，我們已經建立起一支有1600萬人的一支教師隊伍，這是一支很好的隊伍，是一支能戰鬥、能奉獻的隊伍。但是面對著新的形勢，其實對我們的教師隊伍建設提出了很高的要求，新的要求，同時我們能夠看到在教師隊伍建設這個方面，我們要擺在更加突出的戰略地位。

Through thirty years of hard efforts and [A33]right now we have [A31]about <p> sixteen million teachers. [C33]And they are quite excellent and [C33]also [C23]they are dedicated. So under this new situation, this new situation will put forward new requirement on

^{A13}our teachers. So here I would like to, ^{C33}so we need to put it high on our strate-, strategy priority, strategic priority.

S：有些東西應該合起來，這是"順句驅動"的影響。

R：加了一些 so

S：這個是無意識的

R："能戰鬥、能奉獻的"就用了"dedicated"，這個是有意識的嗎？

S：因為我不知道"戰鬥"那個怎麼翻，所以省略，而且我覺得這裏真的可翻可不翻

所以我們教師隊伍建設還存在著很嚴峻的挑戰，一個最突出的就是我們農村教師隊伍的建設，剛才你提的這個問題確實是一個非常重要的問題。

So ^{B34}of course, this will encounter ^{B32}a lot of challenges as well. One of the most pro-, protruding question relies~ <uh> is about the faculties in the rural countries so this is quite a ^{B24}challenge.

R："of course"怎麼來的？

S：這是自己的 filler，畢業之後做同傳才出現的毛病，因為我做的同傳有些 speaker 講的都不是很有邏輯，說得挺亂的，所以我自己就養成了加這些 filler 的習慣。

R："quite a challenge"是處理的結果嗎？

S：是的，因為筆記上沒有記，所以就按自己的理解在說

如果說現在城鄉之間教育還存在著比較大的差距的話，硬件差距還有，但是不是最重要的，最重要的差距就是教師隊伍，教師的質量。

So if you say that there is a discrepancy between the rural and ^{C33}also urban teachers. Yes maybe there is. But~ the hardware is not the~ the most critical ^{A43}part. The most important part <uh> relies on the quality, on the quality.

S："最重要的差距就是教師隊伍"裏的"教師隊伍"沒說。故意省了，我覺得不用說；還是"硬件差距還有"

R：譯成了"yes maybe there is"，怎麼來的？

S：這裏我應該是忘了他的身份，說得比較隨便

R："if you say"

S：無意識的一種習慣

所以這幾年來，黨和政府特別重視農村教師隊伍建設，但是還存在著很多問題。我們正在繼續努力，一個最重要的措施呢，就是提高農村教師隊伍的經濟地位、政治地位、社會地位、職業地位。

So that's why in recent years <uh> the party's and ^{C33}also the government <uh> they have ^{B34}all ^{B24}put their efforts in building the faculty teams. But ^{B34}of course, we we still have a lot of problems ^{C33}and ^{B24}there's ^{A33}still a long way to go. So the most important, ^{C33}but the most important part is ^{C24}we need to improve the, the economic political and ^{C33}also this professional status of teachers in the rural <p> areas.

R："So that's why"這個是怎麼來的呢？

S：根據前面來的吧，我有意識地把邏輯串起來

R："there's still a long way to go"怎麼來的？

S：是要表達"還存在問題"

S："this professional status" 加了"this"

在很多措施當中，最根本的一條，是今年1月1日開始實施的義務教育教師績效工資制度。在這個要求呢，第一，是要求我們的義務教育的老師，特別是農村的義務教育的老師的工資收入要不低於當地公務員的。

So [C23]we have promoted a lot of measures and strategies. One of the important one is introduced in January 1st. That is to promote introduce the [A13]performance-based salary of teachers in the rural areas. So we need to guarantee that their salaries will be no, will be no lower than that of the civil servant.

R："we have promoted a lot of measures and strategies"這裏也做了一些改變

S：因為忘了"措施"前面說了什麼，有時候會 assume sth,所以就自己加了一些東西。

R："introduce"怎麼來的呢？

S：下意識地想要換一個漂亮的詞，當時 struggle 了一下，一般腦袋清醒的時候，這些詞一會說出來，不清晰的時候可能蹦出好幾個詞。

R："we need to guarantee"

S：因為腦袋有點混亂，要自圓其說，於是就，我覺得是自己的一個正常反應。做到比較累的時候，就會加一些東西讓自己有機會緩沖一下。

當然，績效工資制度不僅僅是收入的提高，同時也是一次人事分配制度的改革，我們進行績效考核，進一步地調動廣大教師的積極性。

Of course, this policy will not o- will not only increase their salaries <uh> but also <uh> this was an staffing transformation. [C33]So this policy will will sent some impetus to the teachers, will give some impetus to the teachers.

S: 這裏開始比較注意邏輯銜接了，你會發現兩個制度我都用了 policy 去替代，漸漸進入交傳的狀態了，知道不能像同傳那樣，拋出什麼就是什麼，會整理一些邏輯了。另外，"進一步地調動廣大教師的積極性"，這段挺短，但當時還是沒反應過來。

R： 人事分配制度 怎麼譯的？

S："staffing transformation"，因為在公司裏比如說有 staffing plan，人力資源計劃什麼的，所以就聯想到了

這項措施是根本性的，當然還有一系列的措施。我們的一個基本思想就是要吸引社會上優秀的人才來當老師，要吸引優秀人才到農村，到基層，去長期從教，終身從教。

This policy together <uh> the aim of this po- policy and also some other measures is to attract the excellent some excellent talents to get to the rural areas, to be the teachers and [C33]also [A22]to, nurture the next generation.

R： 這項措施是根本性的 沒譯

S：聽漏了，筆記上也沒記

S：終身從教 也沒譯，也是聽漏了，不過潛意識知道後面還有東西，就加了一些。

我們采取了一系列措施，使得我們有更多的優秀人才到農村去從教，比如我們

這幾年來推廣了一個"農村義務教育階段特設崗位計劃"，這個計劃是非常成功的。我們第一批"特崗計劃"的這個老師們啊，三年一個周期，今年已經完成了他們的工作期，已經畢業了。現在這批老師能夠有60%到90%都能夠留在當地的農村，繼續地當老師。

We adopted a lot of measure to <uh> to~ [B24]encourage the excellent talent to go to the rural areas. So one of them is the a plan that is called the specially designed <uh> teacher post [A13]teacher post in the rural areas. <uh> For our first phase is lasted about, our first phase lasted about three years, so [A23]this year is [B31]actually the, the reaping~ phase or reaping year so our first phase, the teachers of the first phase, [C31]about 60 to 90 percent of them have stayed, in the~ rural areas.

R："非常成功"沒翻

S：筆記上有打勾來表示這個意思，但沒注意看，不是有意識刪掉的

R：reaping phase

S：下意識有這個邏輯，因為第一個周期完了，就聯想到"收獲的季節"

R："繼續地當老師"記了嗎

S：覺得跟前面的內容有重複，就刪去了

今年我們，今年啊~我們有大概有20萬大學畢業生到農村去擔任教師，同時我們還動員了大批的城鎮教師去到農村支援，還有師範生到農村實習支教，這樣我們就組織了大批優秀的師資到農村去從事教學工作。

This year about two hundred thousand university graduates, they~ went to the <uh> the rural areas to be the teachers there and also this year we organize a lot of rural and urban teachers <uh> they went to the countryside to support the education and~ still [B34]a lot of the, the, the teaching major <uh> graduates also went to the rural countryside to support the education [C13]there. [A33]As you can see, [B34]this guarantee that in the rural countryside there are excellen- excellent talents.

R："rural and urban teachers"是要表達城鎮教師嗎？

S：就是發現自己出現錯誤了，然後更正又會需要說很長一段，所以就把它連在一起了

R：teaching major <uh> graduates，這裏是因為"師範生"不會說嗎？

S：對

R：this guarantee...這句是

S：沒聽到原文，但知道有內容，所以就加了一些

下一步要把這個制度啊，要把它制度化，我們要讓我們的老師都能夠到農村去接受，這個鍛煉，同時要為農村輸送更多的高質量的老師。

So [B34]actually we need to set up a policy about~ this point [C33]so that the teachers can go to can go to the~ rural, rural areas~ to~ have some training [A13]about it. And [C33]also [A33]in this way we can sent some of the excellent teachers to the countryside.

R：制度化

S：we need to set up a policy

第三件事呢，是大力加強農村教師的培訓。我們在農村現在有幾百萬老師，我們要大力提高他們的學習和培訓力度，使他們不斷地提高自己。

The~ third point is that [C24]we need to enhance the training so as to~ provide

trainings to the <uh> to the million, to the millions of the rural teachers, ^{C33}so as to improve the ^{A43}quality.

R： 提高他們的學習和培訓力度

S： 這裏有整理邏輯，所以把後面的內容直接提到前面了，合在一起了。

我們經過多年的努力，我們希望大大改進農村教師的質量，能夠為我們農村的孩子們，能夠提供更加優質的教育資源，使得他們接受良好的教育。

After ^{B34}all these years efforts, we hope that we can improve the quality of the, the rural ^{A13}educational quality and ^{C33}also to provide children with excellent resources, ^{C33}so that they can have such an excellent and favorable education.

S： excellent and favorable 也是把頭腦中的詞匯說出來了；後面還有一些邏輯處理，把句子整理了一下。

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第一個問題，我想談一談教師隊伍建設的問題。昨天是我們的教師節，前天上午胡錦濤、溫家寶、李長春、習近平等黨和國家領導人親切地接見了全國的優秀教師代表。他們呐，這個向全國的教師表示節日的祝賀，向60年來為中國的教育事業作出貢獻的全體人民教師和教育工作者表示節日的問候和誠摯的慰問。

As for the first question, the establishment of the faculties. ^{B31}Actually <uh> yesterday is ^{A13}our ^{A13}national Teachers' day. ^{C33}And the day before yesterday, ^{A13}our major <uh> national <uh> ^{B34}major state and Party leaders <uh> <uh> Hu Jintao, <uh> Wen Jiabao, Li Changchun and Xi Jinping have received some <uh> excellent representatives of ^{A13}our faculty teams, ^{C33}and they ^{C33}also send greetings and congratulations to our <uh> all the teachers all over the country <uh> to greeting for their <uh> for, for their, <uh> for the ^{C13}Teachers' Day and, ^{C33}also ^{C23}they send their greetings and regards to, the, teachers and the people who engaged in the education, in the field of education that has made great contribution to ^{A13}our Chinese education during the, past sixty years.

S： 節日的問候 有兩個，當時不知道怎麼處理，我覺得用同樣的詞不太好

R： greetings for 那裏是在想什麼嗎？

S： 看一下筆記，因為有兩個節日的問候，沒來得及想，就用了同一個詞。

溫家寶總理專門到北京35中聽了5節課，這個，召開了教師座談會，發表了重要講話，他說他用這種方式來表達對教師的，教師節的慰問。

<uh> Premier Wen Jiabao has <uh> went, has found to Beijing No. 35 <uh> Middle School <uh> to listen to some, several classes and ^{C21}he ^{C31}also has <uh> <uh> ^{A13}tea meeting with several teachers. He made a ^{B34}very important speech ^{A33}in that meeting. ^{C33}And he said in this way he send his <uh> ^{B24}warmest greetings to the <uh> teachers.

R： 座談會翻譯成了 tea meeting，茶話會，為什麼？

S： 沒想到其他的表達

R： 就是無意識的，不是有意識要變成"茶話會"

S： 恩

R： 加了 in that meeting，有意識的嗎？

S：無意識的，順口帶出來了

劉延東同志在表彰大會上發表了一篇重要講話，它的題目是"國家發展，希望在教育；辦好教育，希望在教師"。所以，為什麼我覺得你問的第一個問題特別重要呢？為什麼黨中央、國務院和人民群眾對教師隊伍建設這麼重視呢？因為歷史上中國人就有尊師重教的傳統，而現在我們教育發展到一個最關鍵的時刻，發展到了一個新的歷史時期。

<uh><uh> somebody made C33also made a B34very important speech in this, <uh> in the <uh> meeting to <uh> give awards A43to excellent teachers. C33And the title of C13his speech is that, the hope of national development are depends on, education C33while the development of education <uh> relies on the establishment <uh> on the teachers. So <uh> that's why I think the, the first question you asked is very important. C33And that is C33also A23explains why, A11our <uh><uh><uh> state councils and parties and A11our <uh> people <uh> pay a lot of attention to A42education. Because historically <uh> we China has a tradition to respect teachers and emphasize education and now we have entered into a very critical <uh> age, and into a very <uh> historical important <uh>period.

R：<uh><uh>是在想什麼？

S：表彰大會，因為沒有遇到過這個詞

S：除了表彰大會，還在想標題怎麼譯，希望在…希望在…不知道怎麼處理；還有尊師重教，關鍵時刻，歷史時期

R：這些就是難點？

S：就是有思考過該怎麼處理！

R：比方說，為什麼我覺得…為什麼…這兩個問句 譯成了陳述句，為什麼？

S：因為我覺得，不知道，我下意識就沒有想要用問句，這個就是要表達他的一個觀點，我覺得關鍵可能不在這個問題。

R：明白。還有 歷史時期 譯成了 historical important <uh>period，為什麼呢？

S：這個是無意識的。

在這個歷史時期，我剛才說到了，是一個全面提高教育質量的新階段。因為我們經過60年的奮鬥，我們已經基本解決了讓孩子們有學上的問題，下一個階段我們就是要想辦法讓孩子們能夠上好學。我們已經從一個人口大國建設成為一個人力資源大國，但我們現在要向人力資源強國進軍。

C33So in this A13new historical period <uh> we should <uh> we have entered also a new stage to <uh> overally enhance A13our education. During A11the past 60 years B31actually <p> we have <uh> basically A23realize the <uh> objective to make all <uh> B34almost all the children <uh> A23have the opportunity to go to school. C33And next step, we must <uh> B34make sure that all of them can receive good education. C33And B34actually we have B24successfully turn China into <uh> a great country with huge population into a large country with <uh> rich human resources. C33So A33in the next step, we should B24try to A23build China <uh> into a great country with stronger human resources.

S：有學上和上好學，然後 人口大國、人力資源大國、人力資源強國

R：怎麼解決？

S：有學上，就是能夠上學，所以譯成了 have the opportunity to go to school；上

好學我的理解是能夠接受好的教育；然後幾個國其實都是用的一個詞組，就是 country with…

R：我剛才說到，這句沒有譯

S：沒有沒有記下來

從有學上到上好學，從大到強，最關鍵的問題是什麼？是質量。而提高教育質量的最核心的問題是什麼？最關鍵的問題是什麼？是教師，是教師隊伍建設。所以大家都知道，百年大計，教育為本；教育大計，教師為本。

So <uh> from [A41]the period of <uh> from the period that [C23]children has the opportunity <uh> have the opportunity to go to school into <uh> [C23]the period that [C23]they have <uh> the opportunity to receive better education; [C31]and from <uh> a [A43]large [A13]human resource country into a con-, [A43]country with stronger human resource [C33]so what is the <uh> key element? [C23]The key element is the quality, so <uh> the education. [C33]So in order to improve the qualitively education, the key issue is to, is the faculty and the establishment of the faculty. So we all know that <uh> education is [B34]very critical for the <uh> century development [A33]of [A13]our country and [C33]while the development of education depends on the faculty.

S：從有學上到上好學，這個，我覺得不是很好譯，前面我都譯成了句子，現在這裏要變成詞組。然後"百年大計，教育為本"

R："百年大計，教育為本"處理的方式是，怎麼解決的？

S：准備的時候查了查，沒有固定翻譯，因為跟前面"希望在…希望在…"挺像，就用了差不多的結構。

R：後面還有兩個問句，也沒譯成問句，有意識嗎？

S：不知道，可能是習慣性吧，根據我的理解，其實第一個問題也是在講教育嘛，這兩個問題是因為從有學上到上好學，這個也是講教育，然後從大到強是講的國家，後面他說"最關鍵的問題是質量"，我覺得第一個問題其實已經問了，後面就是要引出講的話嘛，所以就這樣處理了。

經過60年的努力，我們已經建立起一支有1600萬人的一支教師隊伍，這是一支很好的隊伍，是一支能戰鬥、能奉獻的隊伍。但是面對著新的形勢，其實對我們的教師隊伍建設提出了很高的要求，新的要求，同時我們能夠看到在教師隊伍建設這個方面，我們要擺在更加突出的戰略地位。

During [A11]the past sixty, <uh> six decades, also we have build a faculty with <uh> <p> sixteen million people. [C31]And~ and this team is a very good team which can make [B34]great contributions [A43]to the development of education. However, with the development of the <uh> situation and <uh> it poses <uh> new <uh> higher requirements on [A13]our faculty. [C31]So <uh> the <uh> [A33]in this new period, we should put the establishment of the faculty into a very <uh> into a more <uh> <p> into, ok, put the establishment of the faculty team <uh> <uh> into a more pri-, a priority position.

S：第一個<uh>是在想數字，反應沒有那麼快

R：<uh>的時候是怎麼處理的？

S：就是先想"百萬"是 million，然後千萬就是 sixteen million

R：就是<uh>的時候是在算

S：恩。

S：“突出的戰略地位”

R：怎麼了？

S：就是當時聽的時候我想起一個詞，但譯到這裏的時候，突然想不起這個詞了。

R：同時…之前你加上了一個 in this new period，有意識的嗎？

S：無意識的

所以我們教師隊伍建設還存在著很嚴峻的挑戰，一個最突出的就是我們農村教師隊伍的建設，剛才你提的這個問題確實是一個非常重要的問題。

<uh> In the establishment of faculty, B34 actually we are faced with B32 a lot of challenges among which <uh> <uh> one <uh> A31 among which the <uh> establishment of faculties in the rural areas is B34 really a big problem. So the <uh> second question you mention is also very important.

S：最突出的就是，這句與上句的關系，因為這個定語從句嘛，後面不知道怎麼接

R：剛才提的這個問題，譯成了“second question”

S：因為前面講了第一個問題，然後這裏又提到“農村教育隊伍的建設”，我就覺得是第二個問題

R：所以你在腦子裏有算

S：應該是有意識的

如果說現在城鄉之間教育還存在著比較大的差距的話，硬件差距還有，但是不是最重要的，最重要的差距就是教師隊伍，教師的質量。

<uh> If we say that there are still <uh> B34 a lot of difference between A13 our education in rural and urban areas <uh> the <uh> the gaps in the <uh> the gaps in the <p> hardware A13 of the education B31 actually <uh> exists but it is not that much. <uh> The most important gap is in the <uh> faculty.

S：因為工作關系，“硬件”我首先想到的就是“hardware”，但是這裏的應該不是這個硬件，不知道要用那個詞

R：The most important gap is <uh> in the faculty. 教師的質量沒翻

S：無意識的，無意識的沒翻

R：筆記有記嗎

S：有記，沒翻，可能是前面卡殼很久了

所以這幾年來，黨和政府特別重視農村教師隊伍建設，但是還存在著很多問題。我們正在繼續努力，一個最重要的措施呢，就是提高農村教師隊伍的經濟地位、政治地位、社會地位、職業地位。

In recent year <p> A13 our party and A13 our government C33 also pay a lot of attention to the establishment of A13 our faculties in rural areas. But there is, there're B34 indeed a lot of problems, and B24 we have made B34 a lot of efforts C13 in this respect and we will continue to make effort C13 in this respect. So <uh> one of <uh> the measure is to increase the economic <uh> political <uh> social and professional status of the faculties in the rural areas.

S：“我們正在繼續努力”，因為前面講的太快了，沒有把“繼續”譯出來，所以後面又加了一句話。

R：加了 indeed，有意識嗎？
S：我怎麼覺得當時聽到的就是"確實有"

在很多措施當中，最根本的一條，是今年1月1日開始實施的義務教育教師績效工資制度。在這個要求呢，第一，是要求我們的義務教育的老師，特別是農村的義務教育的老師的工資收入要不低於當地公務員的。

So <uh> we have made measure <uh> that is <uh> from <uh> 1st January this year. <uh> we <uh> we will carry out ^{A43}the policy of permence- <uh> performance-pay of <uh> teachers of compulsory education. ^{C33}So ^{A33}according to this policy, the~ teachers of compulsory education, especially those in the rural areas, their <uh> pay should not be <uh> le-, less than the local <uh> civil servants.

S："最根本"沒翻，我記了可能忘記了所以沒翻；然後"不低於"這裏思考了一下
R：當時問是覺得他沒有說完這句話嗎？
S：對，因為好像"公務員"跟後面的"當然"跟得非常緊，我就覺得後面還有一句話，或者還有一個詞，所以不知道，沒聽清。

當然，績效工資制度不僅僅是收入的提高，同時也是一次人事分配制度的改革，我們進行績效考核，進一步地調動廣大教師的積極性。

Of course <uh> ^{A43}this performance-pay mechanism is not only an improvement to the <uh> incomes, but ^{C23}it is also a reform of ^{A11}our <uh> HR <uh> distri- <uh> ^{A12}payment distribution. ^{C33}So we, we conduct performance appraisal ^{B31}actually <p> to provides motives to the <uh> teachers.

S："人事分配制度"不知道怎麼翻
R：所以譯成了"HR distribution"。比方說，"進一步地"這裏沒翻。
S：可能筆記沒有記那麼詳細。

這項措施是根本性的，當然還有一系列的措施。我們的一個基本思想就是要吸引社會上優秀的人才來當老師，要吸引優秀人才到農村，到基層，去長期從教，終身從教。

So this is one of the fundamental policies. Of course we have a series of measures ^{C13}in this aspect. Our basic guiding concept is that we should <uh> ^{B24}try to attract excellent talents <uh> to be engaged in education, ^{B34}especially to <uh> to go to rural areas, to be engaged in <uh> long-term education or <uh> all-life education.

S：到基層，不會翻。然後"長期從教，終身從教"
R：比方說，one of　in this aspect 加了這些
S：都是無意識的，沒有想就說出來了。

我們采取了一系列措施，使得我們有更多的優秀人才到農村去從教，比如我們這幾年來推廣了一個"農村義務教育階段特設崗位計劃"，這個計劃是非常成功的。我們第一批"特崗計劃"的這個老師們啊，三年一個周期，今年已經完成了他們的工作期，已經畢業了。現在這批老師能夠有60%到90%都能夠留在當地的農村，繼續地當老師。

<uh> <uh> So we, have attracted a lot <uh> more, ^{C33}so we ^{B24}try to ^{B24}attracted more <uh> excellent talents to go to rural areas to, to be <uh> teachers there. For

example, in recent years, we have <uh> <uh> made a <uh> compulsory education <uh> <uh> teaching position in rural areas program. [C33]And this program is, was very successful. So the first teachers of this program, the first group of teachers of this <uh> program. [C33]And [B34]actually after three years, they have finished their <uh> <uh> their job three <uh> years. And [A31]after <uh> that~ [B31]actually <uh> 60-90% of the teachers, [B24]are willing to <uh> stay there <uh> to be teachers.

R：加了 So，為什麼？

S：在思考筆記上寫的是什麼，然後感覺這裏跟前面是銜接的，起著承上啟下的作用。

R：三年一個周期，不知道怎麼處理。因為我覺得這句話放在中間本來就有點突兀。

R：能夠 譯成了 willing to

S：一來可能是筆記沒記，另外，理解上沒有人強迫他們。

今年我們，今年啊~我們有大概有20萬大學畢業生到農村去擔任教師，同時我們還動員了大批的城鎮教師去到農村支援，還有師範生到農村實習支教，這樣我們就組織了大批優秀的師資到農村去從事教學工作。

<uh> This year, we have two hundred thousand <uh> university graduates <uh> <uh> [B24]want, to be teachers. And we also organized a lot of teachers in urban areas to <uh> to support [A43]the education in rural areas. And, also <uh> [A23]another measure is that [B31]a lot of <uh> students in the normal universities also will go to <uh> the rural areas to, to teach. <uh> [C33]So through these <uh> measures <uh> we have get a lot, have got a lot of <uh> excellent resources to go, excellent talents to go to rural areas to be engaged in education.

R：So And also

S：無意識的，習慣性的

下一步要把這個制度啊，要把它制度化，我們要讓我們的老師都能夠到農村去接受，這個鍛煉，同時要為農村輸送更多的高質量的老師。

[C31]So~ the next <uh> step, we should, institu-, institutionalize this arrangements. [C31]And the, <uh> more teachers should go to the rural areas to, [B24]improve themselves. And [C31]also~ we should <uh> we should [B24]try to added or [B24]foster, more teachers for rural areas.

R：細化了 institutionalize，加了 arrangement，有意識的嗎？

S：制度化，後面應該要加個東西吧。最近也翻了一篇文章，就是用了 institutionalized this arrangement

S：輸送，沒想到更好的詞

R：所以就用了 foster。然後接受鍛煉用了 improve themselves，這是由意識的嗎？

S：對，不知道怎麼翻，就這樣了。

第三件事呢，是大力加強農村教師的培訓。我們在農村現在有幾百萬老師，我們要大力提高他們的學習和培訓力度，使他們不斷地提高自己。

我們經過多年的努力，我們希望大大改進農村教師的質量，能夠為我們農村的孩子們，能夠提供更加優質的教育資源，使得他們接受良好的教育。

<uh> Thirdly <uh> we should <uh> greatly enhance the training of teachers in rural areas. [B31]==Actually== we <uh> have millions of teachers in rural areas. <uh> [C31]==So== we should <uh> enhance <uh> the training on them to <uh> make them <uh> to make them, make great <uh> progress [A33]==in the learning ability==.

[C33]==So== through the efforts of three years, we hope that we can greatly improve <uh> the <uh> quality of <uh> faculty in rural areas and to provide better <uh> education resources to [A13]==our== children, so that they can receive better education.

R：提高他們的學習…
S：原文聽上去挺不順的，有點不通
R：我們要提高，前面加了個 So
S：無意識的
R：所以"學習"放在後面是有意識的，因為前面不合適
S：對
R：So, through
S：這個是有意識的，銜接起來

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第一個問題，我想談一談教師隊伍建設的問題。昨天是我們的教師節，前天上午胡錦濤、溫家寶、李長春、習近平等黨和國家領導人親切地接見了全國的優秀教師代表。他們呐，這個向全國的教師表示節日的祝賀，向60年來為中國的教育事業作出貢獻的全體人民教師和教育工作者表示節日的問候和誠摯的慰問。

So I would like to [A23]==answer,== the first question. [C23]==That is the question, regarding== the, teacher development [A33]==in== [A13]==our country==. Yesterday was <p> the Teachers' Day. [A13]==Our== [A13]==President== Hu Jintao, [A13]==Premier== Wen Jiabao, Hu, Chairman Xi~ Jinpin and [A13]==Mr.== Li Changchun and other, gov-, [B34]==central== government officials met, the representatives of [A11]==our~ excellent~ young teachers==, and sent, wishes, to those representatives and [A31]==at the same time== <p> [C23]==they== [C33]==also== sent their [B22]==gratitude==, to all the teachers, that <p> have been serving in this <p> area for [A11]==the past~== six decades.

S：因為我不可能直接說 Mr. Hu Jingtao，Mr. Wen Jiabao，因為這是習慣，這兩個人頭銜固定了嘛，但是，李長春和習近平雖然我知道是很重要的重要領導人，但是我就想不起來那個頭銜，我記得習近平好象是某主席，但是，李長春我不記得他的頭銜。所以，最後那個 Mister 是非常勉強才會出來的。正常的話，因為我很久沒有做政治類的翻譯，做政治類翻譯的話總會想到一個辦法吧，至少這4個人都會加一點頭銜, 因為中國人不太可能習慣光禿禿的說他們的名字。
R：優秀教師代表，你會有一個 young　teacher 這個成分加進去，你當時是？
S：我覺得我聽到了年輕教師呀，我覺得我好象聽到了，因為我畢竟有聽字的，我覺得我好象聽到了青年教師，所以，我就說有 young　teacher。
R：at the same sometime 有一個連接的成分，這個你加上去，是為什麼？
S：因為我覺得這句話太長了，如果是筆譯，一句話足以全部解決掉後面。但是，我很不喜歡拖太長的句子。在一開始，我免得我出錯嘛。所以，我就想中間切一下。第一反應就說 at the same sometime，加了個銜接的成分。說 gratitude 的話呢，其實他說的是祝賀，不是說謝意。但是，不知道為什麼，我覺得他們在說他們"向全國的教書表示"的時候，我已經把 gratitude 寫在筆記上了，我已

經覺得有一種 anticipation 了，但是，不是完全正確的，但是，我覺得也 OK。我回頭說，我就懶的再去換了，再換成 congratulation，我覺得 congratulation 就更不對了，因為中文的祝賀不是一定就是英文 congratulation 的感覺嘛。所以，我就覺得 gratitude 沒有什麼太大的差吧，所以，我也就懶的換了。

R：在說到最後一句 areas，那個地方的時候，會有一個比較長的停頓，那個時候是在想？

S：因為我的工作商務翻譯很多，所以，我肯定會說 in this industry，我的第一個意識就是說 in this industry。其實整篇裏面都有到底是應該用 industry 還是用 undertaking 我個人覺得這種詞非常空泛，沒有什麼實際意義的詞，我先想到我可以用 sector，因為它會更中性一點。我的意思就整篇（22：40 英文）用什麼樣一個詞來，不要每次都 education。所以，這個是第一次 struggle，然後後來只好用一個 area。

溫家寶總理專門到北京35中聽了5節課，這個，召開了教師座談會，發表了重要講話，他說他用這種方式來表達對教師的，教師節的慰問。

Premier Wen Jiabao even went to the no. 35th~ middle school, in Beijing, attended the, listened to the ^{A13}<mark>teachers'</mark> lessons, and had a meeting with teachers ^{A13}<mark>in, that, middle school</mark>. ^{C31}<mark>And</mark> he \<p\> by doing so, he, sent his own wishes, to teachers working \<p\> in the middle school.

R：OK，一開始這裏有一個 even，這個概念你是？

S：因為他前面說開會嘛，後來溫家寶專門去聽課，所以，其實我覺得是他有一個專門嘛，但是我覺得翻專門沒有什麼太大的那個，他其實就是為了表達溫總理不只是光開會，他還去做其他的實事，所以，我覺得用 even 會更順一點，就下意識決定 even 更順一點。

R：聽課這裏，先是用了 attend，然後改成了 listen to。

S：因為我用 attend 以後不知道後面加哪個賓語，其實可以用 attend class，那下突然間覺得不對勁，listen to 其實也不對。

R：好，然後召開教師座談會這裏 in that middle school，會把這個教師又會把它具體化。

S：對，其實不用具體化，就是自己覺得好象意猶未盡，就把它具體化。

R：就是自己想把它表達更清楚。

S：對，是自己想把它表達更清楚。

S：也是一個原因，覺得 to teachers 好象沒有講完，加一點點，其實是沒有必要的，因為我自己的一些習慣是這樣子的。

劉延東同志在表彰大會上發表了一篇重要講話，它的題目是"國家發展，希望在教育；辦好教育，希望在教師"。

^{C33}<mark>And</mark> during the, conference ^{A12}<mark>I mentioned earlier</mark>, with ^{A43}<mark>the officials from the</mark> ^{B34}<mark>central government</mark>, Mr. Liu Yandong gave an important speech entitled by \<p\> the, hope of the nation lies with the education ^{C31}<mark>while</mark> the~ development of education lies with the teachers.

R：表彰大會這裏會用 conference I mentioned earlier。

S：我覺得他應該是在講之前那個表彰大會，但是，你讓我把表彰大會翻出來，我沒有辦法當場就想出來怎麼翻這個表彰大會，我很不熟悉這種名詞。所以，我就只好說是 conference I mentioned earlier。I mentioned earlier 指義不太明確

嘛，所以，我就只好用這個 with the officials from the central government。

R：OK，後面這裏，中間你也會加一個銜接的成分 while，這個是自己有意識到覺得這個地方需要這樣一個成分嗎？

S：因為它是有一個遞進的嘛，它是 A 到 B，然後 B 又取決於 C 嘛，我就覺得不可能完全按口號式的，兩個分開的來講，加一個 while 會自然很多。

所以，為什麼我覺得你問的第一個問題特別重要呢？為什麼黨中央、國務院和人民群眾對教師隊伍建設這麼重視呢？

That is why [B24]I would like to answer your first question. <p> [B24]I want to, let you know that <p> [A43]we, valued [A42]education, a lot, [A33]in [A13]our national development.

R：OK，這個地方它的問句的形式，你都翻成了陳述句。

S：對，因為它不是個問句。

R：你的理解是他這個不是問句。

S：對。

R：然後這個黨中央、國務院、人民群眾直接用 we 來代替，是因為什麼？

S：本來我記也沒有記下來，我就不太記得他講了黨中央了，但我覺得在我的意識中，實際上他就代表了政府嘛，其實就是說政府中的事，人民群眾其實沒關什麼事的，我是這樣覺得，尤其是對於教師隊伍這個重要位子來說，我覺得人民群眾沒什麼關系。

R：所以，你在聽的時候你就已經過濾掉這些信息。

S：對，我基本上就沒有聽黨中央、國務院、人民群眾。我就覺得肯定只是政府的這種重視。基本的沒有去想過，也沒有把這個問題去想，因為這是一個事實，沒有什麼好問的，後面雖然它有因為什麼的，但是，我覺得你說一個陳述句，後面在做補充解釋也是一樣的嘛，起到的效果，跟問句回答沒有什麼太大的區別。

R：然後教師隊伍建設這裏會加一個 in national development。

S：可能還是沒有完全提出前面說的國家發展嘛，可能還是受他留下的痕跡的影響，所以，順口就加上去了。其實不是太有意識，就是順口這麼說出來了。

因為歷史上中國人就有尊師重教的傳統，而現在我們教育發展到一個最關鍵的時刻，發展到了一個新的歷史時期。

[A23]There are several reasons. [A33]First of all, [A21]we [B34]all know that <p> historically our country, [A43]our people value education. And at present, education is at a critical threshold for its development.

R：中國人這裏會有 our country，our people。

S：我先講了 our country，然後我想起他好象說了中國人，然後我就只好說 our people。

R：為什麼突然一開口的時候講的是 our country，是筆記的影響嗎？

S：沒有筆記，我記得他說中國人，然後我一下子就…其實我覺得用 our country 也 OK 啦，但是，因為他講了，所以，這是我第一反應。但是後來我覺得他原文既然特別強調中國人，那我就再強調一點。然後也沒有必要說 Chinese，因為這種新聞發布會，大多數都是自己人，所以，就沒有必要專門去強調 china，我覺得 our people 意思差不多。

在這個歷史時期，我剛才說到了，是一個全面提高教育質量的新階段。因為我

們經過60年的奮鬥，我們已經基本解決了讓孩子們有學上的問題，

For the ^A11^coming~ period, ^B24^we~ want to develop ^A11^our education <p> in an all-around way. After the efforts, we made, for ^A11^the past six decades, ^A33^now most students or most chil-, children, ^A33^in ^A13^our country, have access to education.

R：OK，在這個曆史時期，然後你是說 for the coming period。

S：因為前面他說發展到一個關鍵的時刻，發展到一個新的曆史時期。所以，我就覺得它好象是未來需要有一個新的發展，所以，才會說 for the coming period。

R：所以，其實還是你的 anticipation 在起作用。

S：對。

R：OK。

S：主要是我自己的意識，我的習慣是不會只聽他字面講什麼就翻什麼，我通常都會有自己的理解在裏面。所以，我說講出來的不一定就是我的發言人講的跟我一樣的詞，對應在字典裏面的那個翻譯，我翻譯的習慣是這樣子。尤其是翻政府類的這種講話，常常會有這種情況，就是我講的不是字對字這樣出來的，我講的是我自己理解的東西。

下一個階段我們就是要想辦法讓孩子們能夠上好學。我們已經從一個人口大國建設成為一個人力資源大國，但我們現在要向人力資源強國進軍。

^C33^And for the next stage, we want to ^B34^make sure they can ^A23^receive, high quality education. ^C13^Our country has already transformed from a country with a big population into a country with big human resource, hu-, big, hu-, human resources. And now~ ^A33^for the next stage, we want to ^B34^make sure we can, ^A23^have high quality human resource, pool.

S：我現在還在想 human resource，能不能用 a 來修飾，因為它其實是一個詞組。因為我的理解，為什麼我後面用 human resource pool，就是人才池，其實更多見的用法是 talent pool，兩個詞組在我腦海裏面 struggle 了一下，結果因為太順口，又講了 human resource，沒得換了，其實應該用 high quality，因為我用了 a。然後我心裏想著，算了，我已經講了 human resource，就加一個 pool 在後面，看能不能讓聽眾能夠明白我的意思，我能做一個更好的儲備，這種感覺。

R：現在 now for the future，會有一個更加具體的時間的狀態在裏面。

S：我剛才講了嗎？

R：有，這個也是完全無意識的。

S：對呀，我的筆記完全都沒有，因為這一段我是沒有的，筆記沒有跟上了，筆記到人力資源大國，後來沒有了，我記得隱隱約約，印象中是記得要有一個 high quality，強調不只是人多，然後就變成人力資源要多嘛，第三步應該是人力資源要質量好，我印象中才記得第三步，我的筆記完全沒有了，可能有一個記憶在這裏，所以，這個要說了。

R：那會不會是你在思考人力資源強國到底該怎麼表述，所以你會不自覺的加了一個這樣的時間狀態在裏面？

S：有可能，有這個可能性，但是我覺得一半一半吧，有這個可能性，是因為我覺得他真的是未來要這樣做，我在第一次聽他講的時候，我的記憶中就是他說未來要怎麼怎麼樣，回頭我還是把它翻出來，因為這種詞不用想嘛，很自然的就出來了，我不用花任何的精力去想。所以，我還是會講。不一定是為了爭

取時間給自然想，因為我的習慣，如果我想東西的話，我不講話的。

R：對，我也發現額、啊，那種詞是很少的。

S：我一般都不會額、啊，偶爾會，但是一般一點，也不會說是像很多人一樣，有一些特別的詞 and、and，就停在那個地方，其實不太好。但是我就是盡量不額、啊，你把它盡量不啊、額，習慣是這樣子。

從有學上到上好學，從大到強，最關鍵的問題是什麼？是質量。而提高教育質量的最核心的問題是什麼？最關鍵的問題是什麼？是教師，是教師隊伍建設。所以大家都知道，百年大計，教育為本；教育大計，教師為本。

[C33]So, [C23]when we talk about, developing from [A43]providing access to education <p> to~ [A43]receiving a high <p> quality education, from a [A43]big country to a [A43]strong, power, [A23]everything is related to quality. And the core of improving the quality of education is to develop, the quality of [A13]our teachers. That is why [A23]we say, the, one hundred year [B34]long term strategy for [A13]our country, is all about [A4/]developing [A13]our education, [C33]while [A43]developing [A13]our education is all about [A43]building, high quality teachers.

R：這部分有沒有什麼？

S：他原來都是問句，但是我一般都很少會他說問句我就翻問句，有一定的程度是我覺得問句的語法是犯錯的，可能謂語就習慣性的沒有倒過來，就容易出現語法錯誤，其實他不一定是個問題，這種設問句，我就把意思講出來，我都不會真的翻成一個疑問句在這裏。另外，百年大計教育為本，教育大計教師為本，因為我的筆記沒有寫什麼什麼為本，我也忘了他到底是什麼，是教育為本，還是教育為先，還是教育什麼，但是我知道他的意思，應該就是百年大計看的是教育，然後教育看的就是教師。所以，我就只好用口語一點，最順的一點，沒有實際的一個直譯的詞。如果我寫了本，我可能會說 the foundation，我沒寫，我又不記得了，我也不要冒這個險，就用最簡單的借詞把它給弄過去。

R：比如說從大到強，你會把這種省略的成分都給添加出來，這是一種習慣嘛。如果他說的從大到強，指的是從大國到強國，基本上你都會不它省略的部分補充出來？

S：from big to strong，我就覺得不 make sense，所以，我會補，因為這個地方我覺得我補的應該是沒錯的，如果我真的是完全猜，我就不會補，但是我覺得我補了應該沒錯，而且我沒有花什麼太多的時間，我基本上就沒有停，然後說 power 的時候，我就想稍微停一下，a strong country，後面就說 power，也是一個意思。

R：其實在一開始的時候會有加 so we are talking about，so 也是一個銜接的成分，這個成分你加上去是覺得前後有這種關系呢，還是開始說話的時候一種習慣？

S：因為這樣才 make sense，這樣才能跟後面的 quality，我覺得這樣會比較自然一點，就不會很生硬的開頭。

R：所以，前面這個 SO，你是想表達前後的因果關系呢，還是什麼？

S：沒有，特別想要表達因果關系是沒有的，就是覺得這樣子講話會比較符合英文的習慣，不是每一句都硬邦邦的一個開頭，像喊口號一樣的。

R：OK，然後百年大計這裏，後面也會加一些 for national development。

S：這個因為之前給了 glossary，所以，我肯定已經想了一下該怎麼翻，因為開始我也沒有太去想，深究這個百年大計是講什麼的百年大計，但是我覺得他在

這個地方的時候，因為他開始就是講百年大計教育為本，那我就覺得你光說一個空洞的 strategy 好象意思有點怪怪的，企業就 corporate，國家就 national strategy，然後你什麼都沒有，就是一個 one hundred year，人家都不知道你是哪個地方出來的。所以，我想應該他是指的 national development。還是因為想讓聽眾更加容易知道這個意思，assume 聽眾不是完全非常了解，還是盡量講清楚一點。

經過60年的努力，我們已經建立起一支有1600萬人的一支教師隊伍，這是一支很好的隊伍，是一支能戰鬥、能奉獻的隊伍。但是面對著新的形勢，其實對我們的教師隊伍建設提出了很高的要求，新的要求，同時我們能夠看到在教師隊伍建設這個方面，我們要擺在更加突出的戰略地位。

C33Thanks to the efforts A11we made <p> for A11the past six decades, we now have <p> a group of teachers, a group of 16 million teachers. They are very, good teachers, with dedicated spirits. However, for the new era <p> the era poses new A43challenge, to~ A13our teachers. C33Therefore, we must, prioritize A13our teacher development.

S：首先我在講到數字的時候回頭去看你們去了，我本來腦海裏面有一個，本來是想說 the total number，結果一下子打斷，回了一下頭，回頭以後，就忘了自己要說這個了。所以，又 we 了，後來覺得接不下去了，所以，重新又起了一遍。然後後面這個地方說能戰鬥，能奉獻，不可能說是 ready to fight，所以，完全不在考慮的範圍內，筆記裏面也完全沒有記這個。但是，那個奉獻我心裏想了半天，忘了 devoted，突然蹦出來的是 dedicated，用在這個地方其實意思不太貼切。然後後面這個戰略地位沒有翻嘛，其實我是筆記記了的，但是講了那句，好象完了，然後我看你按了那個停的鍵，本來我想再加一個 in a strategic way，但是後來我看你按了，我想還是算了，不加了吧，也不是那麼緊要。所以，這段就是這樣子。

R：OK，然後一開始有個 thanks to，這個是你意識到有這種關系在裏面。

S：對，因為我覺得前面已經講過一次這個 60 年了嘛，也講了一次 60 年了，而且我那時候用的是 after, through 什麼的，雖然中文是一樣的，但是，要是英文要用同樣的句式來講，好象會比較 boring，還是能夠很短時間內想到用 thanks to，那就用。

R：然後提出很高的要求，這裏會用 challenge，這個是你在聽的過程你就已經把它處理成 challenge，還是受筆記的影響，還是？

S：我寫的是要求，但是我覺得 requirement，不如 challenge 這麼…

R：准確？

S：也不一定是准確，我就覺得外國人不是很經常說 pose requirement to someone，不說 challenge，或者怎麼怎麼樣。

R：就覺得 challenge 是一種固定的一種。

S：相對來說會比較…要不然就 pose problems 之類的，如果要直接翻譯 requirement，我覺得都不如直接翻譯成 challenge，這個意思可能會更對一點。

所以我們教師隊伍建設還存在著很嚴峻的挑戰，一個最突出的就是我們農村教師隊伍的建設，剛才你提的這個問題確實是一個非常重要的問題。

In building, our teachers, we face B34many serio- serious challenges. One ac-, one acute challenge, is the teacher development in rural areas. The question you raised,

is <p> a very important one ^A43 for us.

R：就是在很嚴峻的挑戰前面會有一個 many。

S：對呀，因為我先講了 many，然後我就只好用 challenges。單複數都是靠我自己的腦來記得，不會在筆記裏面記，所以，我腦裏面覺得這個地方應該是，他說還存在很嚴峻的挑戰，然後我就會覺得不是只有一個挑戰嘛，肯定有很多個挑戰嘛，所以，我就會下意識給他加複數，尤其是他後面還講了一個最突出的，就說明他其實有很多個嘛。所以，一開始就會先加了，後面的話，就會比較容易接下去嘛。

如果說現在城鄉之間教育還存在著比較大的差距的話，硬件差距還有，但是不是最重要的，最重要的差距就是教師隊伍，教師的質量。

We admit that there is a gap, between the ^A43 educational quality <p> in urban ^C23 areas and one~ in rural areas. ^C33 And there is a gap in terms of infrastructure. However, infrastructure is not a key part. The, critical one is the <p> quality gap, in teachers.

S：我的硬件，筆記就是記得 infrastructure，因為我覺得他的意思就是指的基礎設施這種東西，所以，筆記的時候就已經處理了，筆記的時候，差距什麼的都已經處理了是 gap。後面最重要的差距，我覺得不要總是 gap 來，gap 去嘛你前面放了 gap，後面不一定很好處理。所以，quality gap，就可以比較簡單的把這個意思表達出來。

R：一開始，如果說就會用 we admit that。

S：對，因為這個不是一個如果嘛，我覺得他中文就不應該說是如果說，完全就是本來就有。所以，我就用了 we admit that。

R：不過，你會不會覺得在態度上會有一些…

S：這個加的有一點點過了，反正我肯定不會說 if，可能應該用一個中性一點，不是那麼強烈的詞來把它給圓過去，可能會好一些。

R：但是，你理解的第一個反應就是我們是存在的，所以，你用了 we admit。

S：對呀，我的第一反應就是說這個差距是存在的，他要是不存在的話，就不會拿出來講了，只是這個用詞可能過於武斷、強烈了一點點。

所以這幾年來，黨和政府特別重視農村教師隊伍建設，但是還存在著很多問題。我們正在繼續努力，一個最重要的措施呢，就是提高農村教師隊伍的經濟地位、政治地位、社會地位、職業地位。

Therefore, in recent years, ^A13 our government, pays more attention to the teacher development in rural areas and we will keep, doing it. One important measures ^A13 we are taking, is to, ^A23 provide better <p> environment for ^A13 our teachers in rural areas in terms of <p> economy, politics, social environment and career <p> ^A43 development.

S：我想一下，前面的存在很多問題這個漏了，我是沒有記下來，回頭的時候，我就沒有翻了。正在努力的，we will keep doing it，我覺得雖然口語了一點，但是在新聞發布會上，他也不是一個帶稿的，這樣也能夠表達一下意思。然後後面那個經濟地位，社會地位，政治地位和職業地位的話，我記得我記筆記的時候已經想過不能夠直接翻譯 economic position，我也想不出來怎麼樣用一個好的名詞，真的用地位就跟他對應起來，我當時是想就把他們都處理成副詞。但是，後來真的在講的時候，好象又覺得副詞的話，其實是應該用副詞的，但是不知道為什麼，我沒有用副詞，可能是我用了一個 in 吧。

R：對，in terms of。

S：對，我用了一個 in terms of，就不能再用副詞了，所以，只好都用名詞。然後去到 society 的時候，其實也 OK，但是自己傻不隆冬就加了一個 environment。職業的話，career，其實也是可以，但是我覺得前面有兩個了，後面又有兩個，然後就 career development，其實意思是有一點點的偏差。因為他是提高地位嘛，當時我的想法，雖然筆記是記得提高，但是我覺得不能單純的用這個 increase improve，經濟地位，政治地位，尤其是經濟地位，就是給他們更多的錢，給更高的工資。所以，我就想用一個動詞吧，相類似的給解決。

在很多措施當中，最根本的一條，是今年1月1日開始實施的義務教育教師績效工資制度。在這個要求呢，第一，是要求我們的義務教育的老師，特別是農村的義務教育的老師的工資收入要不低於當地公務員的。

The basic principle is, and the basic measure <p> is ^A43^==the performance linked with a system of payment,== that was implemented, at the beginning of this year. With-, within this ^A13^==new== system, ^B24^we want to ^B34^make sure that the salary for teachers in rural areas would be no less than <p> the salary of local official, local government officials.

S：不知道為什麼一開始說 basic principle，講完又發現不對勁，所以，改口了。

R：所以，你寫的其實是措施。

S：我寫的是 basic principle，我聽到他說最根本的，我就以為他要說想法，或者是什麼，可能會用 principle，後來覺得不對勁，真的是有一個制度，講的講的，發現不對勁，然後改進換了一個，還是用回 measure，其他沒什麼。

R：今年 1 月 1 號，這個就會用一個比較模糊的概念，at the beginning of。

S：對呀，因為我說了 at，因為要用 on 才對嘛，所以，我就只好說 at the beginning of，這個意思是一樣的嘛，1 月 1 號嘛，我不喜歡讀 January，January 這個詞我覺得很容易讀錯，雖然不會每次都讀錯，但是，我覺得讀的很拗口，所以，我不很喜歡用 January 這個詞。

當然，績效工資制度不僅僅是收入的提高，同時也是一次人事分配制度的改革，我們進行績效考核，進一步地調動廣大教師的積極性。

This system is not just about the salary for ^A13^==our== teachers. It is also <p> a~ way ^A43^==for us== to restructure the entire system. We ^B24^want to ^B34^make sure that, ^A13^==our== rural teachers are ^B34^fully motivated.

S：我看一下，最大的改動在"同時也是一次人事分配制度的改革"，因為我不能理解這句話，我也不太知道這個人事分配到底是個什麼東西。所以，我就理解為他是指整個 system 的一個 structure。所以，我在筆記裏面就這樣寫的，我就沒有去記人事分配，我就是寫的 restructure the entire system。後面這個可能我沒記下來，我不記得了，但我記得他要提高，包括我的筆記也是記得提高積極性嘛。所以，我就只說 make sure that our rural teachers are fully motivated。

R：然後加了一個程度副詞，fully，是想突出這個程度嗎？

S：他說進一步嘛，我用的句法不一樣了嘛，為了表達他進一步這個意思嘛，那我就說 fully motivated。

這項措施是根本性的，當然還有一系列的措施。我們的一個基本思想就是要吸引社會上優秀的人才來當老師，要吸引優秀人才到農村，到基層，去長期從教，

終身從教。

Of course there will be many other ^{B24}supporting measures. ^{C33}But one principle for us is, ^{C24}we want to ^{B34}make sure that we have the, we have the condition, to attract high quality talents in, to become teachers in the rural areas, ^{C33}and ^{A13}not just ad hoc or temporary teacher, but a teacher <p> but a life-time teacher.

S：這段也不是很複雜，但我就很 struggle 後面那個長期從教，終身從教，前面那個地方我說的是 supporting measures，我現在覺得還是應該這樣翻譯，因為他先說的那個是根本性，其他的就是基於它才出來的措施嘛，所以我會用 supporting measures，不用 series of measure，後面終於正確的用上了 principle，毫不猶豫，前面那個用錯了嘛。後面這句話拖的太長了，導致後面我就不記得前面那個借詞用的是什麼了，搞到後面就越來越錯了，然後心裏又在分一半的神去想那個終身從教，長期從教要怎麼講，所以，只好稍微想解釋一下，就說 not ad hoc or temporary teacher 。奇奇怪怪的。

R：所以，其實你在說 ad hoc or temporary 的時候，是還在想 life-long。

S：對，我在想終身從教翻成 life-long，到底對不對，但是想了半天都沒想到，要不然就 for life time，反正都差不多，反正覺得總是有點怪怪的感覺，但是，沒辦法，最後還是講了。

我們采取了一系列措施，使得我們有更多的優秀人才到農村去從教，比如我們這幾年來推廣了一個"農村義務教育階段特設崗位計劃"，這個計劃是非常成功的。我們第一批"特崗計劃"的這個老師們啊，三年一個周期，今年已經完成了他們的工作期，已經畢業了。現在這批老師能夠有60%到90%都能夠留在當地的農村，繼續地當老師。

One <p> measure ^{A11}we took~ is to carry out the plan <p> of, ad hoc teachers for ^{A13}free compulsory education in rural areas, which is a quite successful one. The first <p> batch of <p> candidates of this plan <p> have finished, their ^{A43}trainings. ^{C31}And 60 to 90 percent of them <p> ^{B24}chose to stay in rural areas to be a teacher.

S：我的筆記雖然有優秀人才這一部分，但是我覺得沒有翻的必要，我沒怎麼翻，因為前面總是在講優秀人才，講了很多次了，沒有必要再跟著他的中文去重複一遍，所以，我就說 one measure we took。其實他就是舉的例嘛，所以，我整個腦裏覺得他這一個大段都是在舉例的，我就直接跳過他前面那個又補充了一次的那個地方。one measure we took，直接開始舉例了，當然這個是個計劃，我前面已經翻了，讀完以後再說的。

S：這個老師 3 年一個周期，今年已經完成了工作期，因為我不知道這個所謂的工作期是個什麼東西，3 年我雖然記下來了，但是我覺得好象有點放不進去了，所以，我就沒有把他放進去了。我初步的理解，就是我不能說他是 finish their work 吧，因為他還要繼續做老師嘛，所以，我就想大概前 3 年是搞一個 training，或者是什麼吧，所以，我就說的 training。第一批怎麼講，我到現在都不知道 batch 好不好，但是我經常做的商業翻譯中，物品都是用 batch，一批一批的。我不知道用××來形容人到底對不對，我也花了一點時間去想這個 batch，才導致我那個 3 年一個周期基本上沒什麼時間去想。然後 60 到 90 的人能夠留在農村嘛，我覺得這個是一個 their own choice 這種感覺，所以，我就不會說 they are able to。

R：然後義務教育這會用 free compulsory education。

S：用 free compulsory education，官方經常都是用 compulsory education 來翻譯

義務教育嘛，但是我覺得針對我們國家來說，這個義務教育很多的意思上，包括他不要錢的嘛，所以，我就加了一個 free，我覺得這樣可能會更准確的表達義務教育對農村地區所指的含義。

今年我們，今年啊~我們有大概有20萬大學畢業生到農村去擔任教師，同時我們還動員了大批的城鎮教師去到農村支援，還有師範生到農村實習支教，這樣我們就組織了大批優秀的師資到農村去從事教學工作。
This year we \<p\> A23<mark>sent</mark> 200,000 \<p\> college graduates, to rural areas to teach. C33<mark>while</mark> at the same time, B34<mark>quite</mark> a large number of teachers from urban areas, and~ students from normal universities also went to rural areas to teach.
S：支教我沒有記下來，也沒記實習，就直接到了去農村了，包括他後面再解釋，我記都沒記，我本來想靠腦記的，但是後來講完之後，不記得這句話了，我印象中覺得這個也不是特別重要的一句話，所以我就沒翻了。哪怕我聽到了支教，我也不一定會翻，這個詞我不是特別的熟悉。
R：然後 while at the same time 也會覺得有銜接的成分在嗎？
S：我的筆記這三個是平行的，我把它作為平行的來記，基本上同一個格式，肯定是他們有一定的並列關系在那裏，所以，我常用的就是 while，不知道為什麼來了一句 at the same time，其實沒有必要。
R：有，因為他原文有。
S：也有可能是他原文做了同示，雖然我沒有記，但是腦海裏有這個印象，然後我就加了一個 at the same time 在裏面。

下一步要把這個制度啊，要把它制度化，我們要讓我們的老師都能夠到農村去接受，這個鍛煉，同時要為農村輸送更多的高質量的老師。
Next step, for the next step, we want to \<p\> institutionalize this~ system and this \<p\> this measure. We want to B34<mark>make sure</mark> that~ our teachers, are have experienc- all A23<mark>have teaching experience</mark> in rural areas C33<mark>while</mark> at the same time we can provide more high quality teachers for rural areas.
S：我聽的時候”institutionalize”花了我很多時間去寫，因為這個詞我不熟。所以，後面的就是聽一聽，大概把這個意思抓住了。其實後來我想了一下，不要說 institutionalized，因為我覺得太按字面了，覺得很怪。其實應該是 make it a regular system，或者怎麼樣，會比較好。但後面這個地方，鍛煉那些，我都是直接筆記就換了，就換成了 experience，鍛煉我覺得沒有辦法直接譯吧。
R：experience 把這個更具體話，說 teaching experience。
S：對，我直接說 experience 不知道你到底去幹嘛，具體化一點，teaching experience 會比較好一點。前面 for the next step，其實比較順口，沒有怎麼經過腦袋想。

第三件事呢，是大力加強農村教師的培訓。我們在農村現在有幾百萬老師，我們要大力提高他們的學習和培訓力度，使他們不斷地提高自己。
C33<mark>In addition</mark>, A23<mark>we</mark> C33<mark>also</mark> <mark>focus on</mark> training for teachers in the rural areas. Now we have~ millions of teachers~ \<p\> A33<mark>teaching,</mark> A43<mark>children</mark> in rural areas. We want to B34<mark>make sure</mark> that A23<mark>they have the opportunity and channels to</mark> enhance, themselves.
S：首先他說第三件事情的時候，我寫了，我都不記得他哪個地方講了第一，

第二了，我覺得好象沒講，突然間來了個第三件，我已經記不清了，所以，我就把那三給刪了，我就幹脆不要講第三件事情好了，我就說 in addition 好了，用一個跟之前不同的連詞吧，稍微區分開一點點。培訓講了，加強我說了關注，我沒有寫動詞，我就把它寫了 focus on。然後後面那個地方，我也知道他有學習、培訓什麼的，但是我就是習慣性的會把他講的更具體一點，provide opportunities and channels 就是跟後面那個提高自己聯在一起了，我就沒有去想要翻這個學習和培訓的力度，我就覺得更不好翻。所以，就直接翻成了 provide opportunities and channels，大概的意思這樣子過去。

R：為什麼會有 opportunities，還有一個 channels？

S：因為說了 opportunities 以後，我覺得好象少了一點什麼的感覺，opportunities 基本上是沒有想就出來了，因為這個詞用的太多了，很容易就出來了，出來以後，好象覺得不是很夠，再加一個 channels，可能會更貼切，在這個情況下。其實是差不多類似的意思，沒有必要用兩個詞。

R：然後我們在農村有幾百萬的教師，會說 Now we have millions of teachers teaching。

S：對，因為是現在嘛，所以，我就很想表達現在的這種感覺出來，然後我就會用 teaching，有時候我不一定會用 now 這種東西。我講了 now 沒有？

R：講了。

S：對，我講了以後，然後我又來了一個，我覺得好象要表達這個意思，然後就忘了前面自己講的 now 吧。因為時間太短了，然後我就想再講詳細一點點。我本來想用 working，稍微停了一下，然後覺得 teaching 會比 working 更具體一點。

我們經過多年的努力，我們希望大大改進農村教師的質量，能夠為我們農村的孩子們，能夠提供更加優質的教育資源，使得他們接受良好的教育。

The [B34]ultimate goal, is to pro- to provide, high quality education, to children in the rural areas, through high quality teachers.

S：我想想，因為我在 struggle，要不要換下一張紙，已經沒有特別認真的聽，我覺得講的差不多了，我想應該是最終的一個結局這種感覺，所以，我就想用簡單一點的話，不要跟著他原文走，講的那麼囉嗦，所以，我就直接用 ultimate goal 了。因為中文講法喜歡用 efforts，喜歡用多年努力，怎麼怎麼努力，我又很不喜歡他們每次講這個的時候，我都跟著翻，我覺得講的沒意義，我就不喜歡講。所以，我覺得他的旨意是最終他應該希望怎麼樣，做這麼多東西應該怎麼樣，所以 the ultimate goal。我筆記裏面就已經直接調整了高的質量，然後什麼質量是好的，好的 education 給農村地區。我做了一個句式的調整，我把 high quality teacher 放在最後，我是先說的 provide education，完全就是說我以後把 high quality 先講了，我發現這個 teacher 一定要放進去，所以，我就直接用借詞把它在後面加上去了，把這個意思講出來。基本上就是靠自己記的東西來講。

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第一個問題，我想談一談教師隊伍建設的問題。昨天是我們的教師節，前天上午胡錦濤、溫家寶、李長春、習近平等黨和國家領導人親切地接見了全國的優秀教師代表，他們呐，這個向全國的教師表示節日的祝賀，向60年來為中國的教育事業作出貢獻的全體人民教師和教育工作者表示節日的問候和誠摯的慰問。

About your first question, the development of the teachers ^A13in China. Yesterday was the Teachers' Day. ^C33And in the morning of the day before yesterday, ^B34many state and party leaders ^C31including <uh> Hu Jintao, <uh> Wen Jiabao, Li Changchun and Xi Jinping, met with the representatives of excellent teachers. ^C33And they have ^C33also extended, festive greetings to, all the teachers <uh> to the <uh> of ^A13China and all people who have made their contribution to ^A43the development of education, of China during ^A11the past 60 years.

S："全體人民教師和教育工作者"漏掉了，然後我覺得名字那裏說得有點不太禮貌。

R：是覺得要加頭銜嗎？

S：加頭銜又可能會太長。

R："全體人民教師和教育工作者"漏掉的原因？

S：一開始聽的時候是覺得有點重複，所以沒有記，但後來又覺得還是不一樣，但也沒來得及記。

R："全國"教師代表會用 of China，這個是有意識的動作還是順口的表達嗎？

S：是...

R：是一種習慣？

S：是的

R：好，繼續聽

溫家寶總理專門到北京35中聽了5節課，這個，召開了教師座談會，發表了重要講話，他說他用這種方式來表達對教師的,教師節的慰問。

Premier Wen Jiabao, expressed his greetings to the teachers on the day of the Teachers' Day by~ listening <uh> by sitting on five classes in the 35th Middle School of Beijing. He ^C33also held a seminar with the teachers and delivered an important speech.

S：教師節那裏重複了一下下，然後整個結構我中間斷開了，他應該是聽課然後開座談會，我中間斷開了，這是比較錯誤的。

R：教師節這裏為什麼重複？

S：當時是猶豫了一下他講沒講教師節，就重複了。

劉延東同志在表彰大會上發表了一篇重要講話，它的題目是"國家發展，希望在教育；辦好教育，希望在教師"。所以，為什麼我覺得你問的，第一個問題特別重要呢？為什麼黨中央、國務院和人民群眾對教師隊伍建設這麼重視呢？因為歷史上中國人就有尊師重教的傳統，而現在我們教育發展到一個最關鍵的時刻，發展到了一個新的歷史時期。

^A13Madam Liu Yandong ^C31also <uh> delivered an important speech <uh> at the rewarding conference ^A13of excellent teachers. ^C13His <uh> speech was entitled "The hope of national development lies in education; ^C33and the hope of educational development lies in ^A43teachers' development. <uh> So I believed the first question is very important. The central committee of the ^A13CPC and the State Council pay much attention to the development of teachers. Firstly <uh> the Chinese people have the tradition of respecting teachers and valuing education. And at this new stage, ^B24we should ^B34further more develop education.

S：這裏我覺得它的題目那裏有太多的 development 了，主要就是沒想好怎麼

說，然後想拖延點時間。"發展到了一個新的曆史時期"我當時感覺他沒有說完，所以我就胡編亂造了一下。

R：表彰大會後面加了 of excellent teachers.，這個是有意識的嗎？

S：我覺得應該是表彰老師的吧，不加的話，就不知道表彰的是誰，我覺得沒有講清楚。

R：所以是有意識的添加？

S：是的

R：加了 Firstly

S：我把因為聽成"第一"還是什麼的了

R：Madame Liu Yandong 會把她的性別講出來，這個是有意識的嗎？

S：額，說到劉延東的時候，一般都這麼說。

R：是有意識的嗎？還是？

S：因為腦中的條件反射第一個想到的就是這個。

在這個曆史時期，我剛才說到了，是一個全面提高教育質量的新階段。因為我們經過60年的奮鬥，我們已經基本解決了讓孩子們有學上的問題，下一個階段我們就是要想辦法讓孩子們能夠上好學。我們已經從一個人口大國建設成為一個人力資源大國，但我們現在要向人力資源強國進軍。

At this A13new historical period, we should~ enhance A13our B24effort of education development and improve educational quality. Over A11the past~ 60 years of A43development, we have basically A23rendered <uh> educational access to all the students and B24looking forward that we will A23deliver good educational, resources to the students. <uh> we have grown from a populous country to a country with a lot, with huge human resources. And A33next stage we will <uh> strengthen A13our human resources.

S："我們已經從一個人口大國建設成為一個人力資源大國，但我們現在要向人力資源強國進軍。"我覺得很囉嗦，就換了一種說法。但不翻的話，又不忠實了。

R：At this new historical period, 添加"new"有意識嗎？

S：這個還是聽錯了，可能潛意識就覺得他會這樣說，就這樣譯了。

R： looking forward that

S：我想表達的是"下一個階段，接下來要..."，展望未來的意思。

從有學上到上好學，從大到強，最關鍵的問題是什麼？是質量。而提高教育質量的最核心的問題是什麼？最關鍵的問題是什麼？是教師，是教師隊伍建設。所以大家都知道，百年大計，教育為本；教育大計，教師為本。

C33And the key A13to realizing the transformation lies in A13educational quality. And~ a very important part for improving education quality lies in the development of teachers. That's why A23we B34always say that <uh> the education is at the core of A13our century program C33and A43teacher development is at the core of A43educational development.

S：最前面那裏，主要就是講"質量"，就是太重複了。然後"百年大計"我覺得又翻錯了

R：譯前准備的時候這個詞准備了嗎？

S：准備了，但是一著急就沒想起來。

R：那麼"educational quality."，這個添加有意識到嗎？

S：這個是有意識的。

經過60年的努力，我們已經建立起一支有1600萬人的一支教師隊伍，這是一支很好的隊伍，是一支能戰鬥、能奉獻的隊伍。但是面對著新的形勢，其實對我們的教師隊伍建設提出了很高的要求，新的要求，同時我們能夠看到在教師隊伍建設這個方面，我們要擺在更加突出的戰略地位。

<uh> After six years, sixty years of endeavor, we have already build a strong teachers' team, a [B24]strong team of teachers. <uh> we have [A31]about 16 million <uh> teachers [A33]nationwide. However, in the new era <uh> there are new requirement for teacher development, [C33]and we should [A23]focus [A13]our [B24]efforts on this area.

S：隊伍那裏忘了翻了，然後有的詞就是用的沒有什麼必要，可能是因為沒有想好後面的，就加了一些無關緊要的詞。

R：nationwide.

S：我覺得是全國的吧

R：所以這個是有意識的添加

S：恩

R：a strong teachers' team, a strong team of teachers. 這是自己在監聽嗎？

S：開始那個我覺得根本就不 make sense

所以我們教師隊伍建設還存在著很嚴峻的挑戰，一個最突出的就是我們農村教師隊伍的建設，剛才你提的這個問題確實是一個非常重要的問題。

如果說現在城鄉之間教育還存在著比較大的差距的話，硬件差距還有，但是不是最重要的，最重要的差距就是教師隊伍，教師的質量。

<uh> There are [B32]a lot of challenges for us. [C33]And a very obvious challenge is the development of teachers in the rural areas just as your mentioned. <uh> There are a lot of, a huge gap between the, teacher development in rural [C23]areas and [C23]in the urban areas. <uh> we have a, [A43]a <uh> gap [A33]in the hardware development but that's not the most important [C23]one. The most~ important [C23]gap, is the quality.

S："剛才你提的這個問題"這裏因為最開始的時候，哎呀，好像沒有講過，我這裏就不想再說一遍"重要的問題"，就換了一種說法"剛才你提的那樣"。還有就是"教師隊伍，教師的質量"我覺得他這裏可能重要的就是講"教師質量"。

R：嚴峻的挑戰譯成了 a lot of challenges

S：我這裏筆記上就記了挑戰，然後就

R：所以就把潛意識裏的搭配說出來了？

S：對對對

所以這幾年來，黨和政府特別重視農村教師隊伍建設，但是還存在著很多問題。我們正在繼續努力，一個最重要的措施呢，就是提高農村教師隊伍的經濟地位、政治地位、社會地位、職業地位。

And over the years the [A13]CPC and the government [C33]also pay attention to the development of teachers in the rural areas. [C33]And we are working [C23]on solving their problems. One of the most important measures [A13]that we have adopted, is to, increase the economic, social and professional status of teachers in rural areas.

S：“但是還存在著很多問題。我們正在繼續努力”我譯成了一句話；然後“政治地位”漏掉了

R：漏掉的原因是？聽的問題、筆記的問題還是表達的問題？

S：聽到了四點，然後記的時候就沒看清楚記的，就漏了

在很多措施當中，最根本的一條，是今年1月1日開始實施的義務教育教師績效工資制度。在這個要求呢，第一，是要求我們的義務教育的老師，特別是農村的義務教育的老師的工資收入要不低於當地公務員的。

And <uh> the fundamental measures [A11]we have taken <uh> is the <uh> [A43]performance-based salary system for the teachers during the compulsory <uh> school period. <uh> This system was implemented on January 1st. <uh> [A13]One of the, requirement of this system is that the salary of teachers for compulsory schools, especially in the rural areas must be no less than that of the civil servants.

S：“義務教育教師績效工資制度”太長了，然後翻的時候就比較懵，准備的時候也准備了，翻的時候就沒反應過來。“不低於當地公務員的”當時沒太聽清，然後回想他的尾音，就覺得應該是“公務員”，然後當地就沒有說了。

當然，績效工資制度不僅僅是收入的提高，同時也是一次人事分配制度的改革，我們進行績效考核，進一步地調動廣大教師的積極性。

Of course, [A43]the implementation of this system not only means an increase in the [A13]teachers' salaries but also means a reform to the human resource system. [C33]And we [B24]wish to encourage the initiative of the teachers by <uh> this system.

S：績效考核，當時記的時候，覺得跟“績效工資”差不多，就記了“績效”，然後就記後面的了。然後翻的時候，就想不起來到底是“制度”還是“工資”了

R：“人事分配制度”呢？

S：沒有想到這麼翻，就用了人力資源

這項措施是根本性的，當然還有一系列的措施。我們的一個基本思想就是要吸引社會上優秀的人才來當老師，要吸引優秀人才到農村，到基層，去長期從教，終身從教。

This is [A13]our fundamental measure. Of course we have a lot of other, measures. <uh> our fundamental idea [A13]for implementing those measures is to attract excellent people to, become teachers, especially in the rural areas <uh> to teach for a long time or even, for their lifetime.

S：“這項措施是根本性的，當然還有一系列的措施。”我覺得這麼說很羅嗦。然後“基層”跟“農村”意思差不多，所以就沒翻了。

我們采取了一系列措施，使得我們有更多的優秀人才到農村去從教，比如我們這幾年來推廣了一個“農村義務教育階段特設崗位計劃”，這個計劃是非常成功的。我們第一批“特崗計劃”的這個老師們啊，三年一個周期，今年已經完成了他們的工作期，已經畢業了。現在這批老師能夠有60%到90%都能夠留在當地的農村，繼續地當老師。

For example, we have <uh> <uh> <uh> special <uh> teaching position plan, for the <uh> rural compulsory education. <uh> This is a very successful program. The first group of teachers in this program have already finished their three year term.

<superscript>C33</superscript>And 60-90% of those teachers have <superscript>B24</superscript>chosen to, remain teaching in the rural areas.

S：前半句話和後面是一樣的意思，就沒有譯，然後這個計劃就直接譯成了"特崗計劃"，好丟人。"三年一個周期"就直接放進句子裏，沒有單獨說，然後他們不是去上學，所以就不用"graduate"了。

今年我們，今年啊~我們有大概有20萬大學畢業生到農村去擔任教師，同時我們還動員了大批的城鎮教師去到農村支援，還有師範生到農村實習支教，這樣我們就組織了大批優秀的師資到農村去從事教學工作。

This year, we have also mobilized a lot of <uh> teachers in the city areas to go to the <uh> rural areas, <uh> including twenty <uh> two hundred thousand college graduates <uh> who will teach in the <uh> rural areas. <uh> We have also encouraged a lot of teachers in the cities and townships <uh> and also the students in the Normal Universities <uh> to teach or to help teaching, in the rural areas.

S：把後面先概括一下，然後再說什麼什麼人群，但是後來覺得這樣比較亂，還不如照原文說。

下一步要把這個制度啊，要把它制度化，我們要讓我們的老師都能夠到農村去接受，這個鍛煉，同時要為農村輸送更多的高質量的老師。

<superscript>C33</superscript>And we want to make it a system <uh> to send more <superscript>A13</superscript>urban teachers to teach in the rural areas.

S：這個就是意思比較扭曲，中文本來就比較，簡化了很多，因為覺得跟上面的意思差不多。

第三件事呢，是大力加強農村教師的培訓。我們在農村現在有幾百萬老師，我們要大力提高他們的學習和培訓力度，使他們不斷地提高自己。

Next we will enhance <superscript>A13</superscript>our training <superscript>B24</superscript>efforts to the rural teachers. Now we have millions of <uh> rural teachers. <uh> We will try to <uh> <superscript>B24</superscript>encourage them improve themselves <superscript>A33</superscript>by exerc-, participating in training programs.

S："幾百萬"就很自然地想到了"millions of"，但是現在舉得應該是"several million"

R：第三件事呢譯成了"Next"

S：因為沒有聽到前面有第一、第二件事，所以覺得說第三件事就很奇怪。

R：所以這裏是有意識的？

S：是的

我們經過多年的努力，我們希望大大改進農村教師的質量，能夠為我們農村的孩子們，能夠提供更加優質的教育資源，使得他們接受良好的教育。

And after years of effort, we hope to greatly improve the quality of the rural teachers and offer better educational resources to the rural students.

S：讓農村孩子…後面就太重複了

R： 所以在中譯英的時候，如果原文比較囉嗦，你會比較傾向於去省略？

S：是的

P11

第一個問題，我想談一談教師隊伍建設的問題。昨天是我們的教師節，前天上午胡錦濤、溫家寶、李長春、習近平等黨和國家領導人親切地接見了全國的優秀教師代表，他們呐，這個向全國的教師表示節日的祝賀，向60年來為中國的教育事業作出貢獻的全體人民教師和教育工作者表示節日的問候和誠摯的慰問。

Ok. For the first question, I'd like to talk about the, development of teachers' team. Yesterday was the Teachers' Day [C33]and, before yesterday Mr. Hu <uh> [A13]Premier Wen Jiabao, [A13]President Hu Jintao, Li Changchun and Xi Jinping [A33]together with other seniors [A13]in China met the teachers' representatives [C33]and they sent their greetings and [B22]thanks to the teachers who have made contributions [A43]to the faculty development and~ education in [A11]the past 60 years.

S：我記得他說"接見了教師代表"然後後面說了很長的內容，我就把它翻成了一句。因為我覺得他們的意思是一樣的。

溫家寶總理專門到北京35中聽了5節課，這個，召開了教師座談會，發表了重要講話，他說他用這種方式來表達對教師的,教師節的慰問。

[C33]And Premier Wen Jiabao [A23]visited the, No. 35 Middle School in Beijing, and listen to five classes. [A33]After that he held meeting with [A43]the teachers' representatives and [A33]then made a speech. He said this is how he expressed his [B22]thanks and greetings to the teachers.

S：教師座談會，我覺得譯成"教師代表座談會"會好一點，就譯成了"teachers' representatives"

R：After that,

S：是有意識的，更加清楚

R：thanks

S：我覺得對教師節應該是慰問，對教師應該是感謝。

劉延東同志在表彰大會上發表了一篇重要講話，它的題目是"國家發展，希望在教育；辦好教育，希望在教師"。所以，為什麼我覺得你問的，第一個問題特別重要呢？為什麼黨中央、國務院和人民群眾對教師隊伍建設這麼重視呢？因為歷史上中國人就有尊師重教的傳統，而現在我們教育發展到一個最關鍵的時刻，發展到了一個新的歷史時期。

In the award meeting, Mr. Liu Yandong mentioned <uh> he made a speech about the~ key~ to the development of [C13]China is education. [C33]And the key to education is teachers. So this is a very important question. And [A42]the People's republic of China, the party and, all~ the [A13]Chinese people pay close attention to [A43]the topic of [A42]education. And we have the tradition, tradition of respect, to teachers and education. [C33]So [A23]this is a topic we pay [B34]close attention to. And now we have come to a very critical period of time.

S："對教師隊伍建設這麼重視"我只記了"教"，所以就譯成"education"了。

R：第一個問題 譯成了 this question

S：這個我覺得沒有太大問題，第一個問題雖然有幾個小問題，但是都是同一個人問的，所以我覺得沒有太大關系。

在這個歷史時期，我剛才說到了，是一個全面提高教育質量的新階段。因為我們經過60年的奮鬥，我們已經基本解決了讓孩子們有學上的問題，下一個階段我們就是要想辦法讓孩子們能夠上好學。我們已經從一個人口大國建設成為一個人力資源大國，但我們現在要向人力資源強國進軍。

At such a [B24]critical period, [B24]we have to, think about how to improve the education quality. In [A11]the past 60 years, we have solved the problem of the access to education for the kids, [C33]so next we have to think about [A43]how to improve the quality of education. We have transformed [C23]the country of China from a~ big country of population to a big country with human resources. And now we have to [A23]think about how to strengthen this quality of human resources.

S：“從一個人口大國建設成為一個人力資源大國，但我們現在要向人力資源強國進軍”，當時我不太清楚，人口大國和口裏資源大國的區別，所以我覺得要加強外國人的理解的話，就是要把“人口”和“人力資源”區分開來，所以我就加了 high quality，但是後面他又加了“人力資源強國”，所以我就只好說 have to improve the quality。

R：At such a critical period，有意識嗎？

S：前面一段最後他有說到“關鍵歷史時期，新的歷史時期”，但是當時我就譯了“new”

，所以我覺得這裏說 critical 會比較順。

R：所以是有意識想讓他更順，才加上這個詞？

S：對。

從有學上到上好學，從大到強，最關鍵的問題是什麼？是質量。而提高教育質量的最核心的問題是什麼？最關鍵的問題是什麼？是教師，是教師隊伍建設。所以大家都知道，百年大計，教育為本；教育大計，教師為本。

So [C23]how to change from [B34]only access to education, to~ better quality of education. [C23]How~ to be stronger instead of [B34]only be bigger? The key is [A43]education. And [A31]then~ how to increase the quality of education? The key to education is the teachers and the development of teachers' team. We all know that the key to the century-long, education is, teachers.

S：他這裏說“最關鍵的問題是質量”，我說成了 education，所以後面我就要想辦法說回“教育質量”，就用了“increase the quality of education”；後面“百年大計，教育為本；教育大計，教師為本”這裏我沒有翻清楚，就譯成了“百年的教育大計就以教師為本的”

R：原因是？筆記還是表達的問題？

S：這句話我是知道的，但我沒有把他表達清楚。

經過60年的努力，我們已經建立起一支有1600萬人的一支教師隊伍，這是一支很好的隊伍，是一支能戰鬥、能奉獻的隊伍。但是面對著新的形勢，其實對我們的教師隊伍建設提出了很高的要求，新的要求，同時我們能夠看到在教師隊伍建設這個方面，我們要擺在更加突出的戰略地位。

In [A11]the past 60 years, we have set up a teachers' team with [B34]over 60 million people. [C33]And this is a very good team with a, [B34]high fighting power who have made [B34]a lot of contributions [A43]to China. In this new situation, [B24]we have to think about how to, meet the high demand of [B24]a higher quality [A42]education, and the

B24 newer development of the education team. We have to put the education of the teachers' team, at a strategic level.

S：“提出了很高的要求，新的要求”這裏我用了 how，我就想著怎麼說，就用了 meet the demand.

所以我們教師隊伍建設還存在著很嚴峻的挑戰，一個最突出的就是我們農村教師隊伍的建設，剛才你提的這個問題確實是一個非常重要的問題。
The development of teachers' team are A23 facing B34 a lot of challenges. The most B24 important, C23 challenge is the team of teachers in rural areas. C33 So what you have asked was a very B24 good question.

S：語法有問題，are 不對，然後覺得改來改去不好，就沒有改了。然後“剛才你提的這個問題確實是一個非常重要的問題”我沒有說“this question is a good question”，因為前面他提的問題有好幾個，我不確定是哪一個，所以我就用了 what you have asked

R：嚴峻的挑戰 a lot of challenges

S：當時我只記了挑戰，我覺得把這個意思表達出來就可以了。

R：一個最突出的就是　The most important challenge is

S：我想把意思說的更清楚一些。

如果說現在城鄉之間教育還存在著比較大的差距的話，硬件差距還有，但是不是最重要的，最重要的差距就是教師隊伍，教師的質量。
We have to admit that there's a big gap between the quality of education in rural C23 areas and urban areas. But the gap of, hardware or infrastructure is not the key. The key is edu, the teachers' team.

S：如果說這裏沒有照譯，怕老外聽不懂，不知道到底是有還是沒有，就換了一種說法；硬件我覺得應該是 infrastructure，然後他說“教師隊伍，教師的質量”我只譯了“教師隊伍”，質量那裏漏掉了。

R：hardware or infrastructure，用了兩個詞去表達“硬件”的概念

S：第一個是按中文說的，但又覺得意思不准確，不夠清楚，就用 infrastructure 補充說明了。

R：所以就一方面想忠實於 speaker，一方面又覺得想說得更清楚。

S：對

所以這幾年來，黨和政府特別重視農村教師隊伍建設，但是還存在著很多問題。我們正在繼續努力，一個最重要的措施呢，就是提高農村教師隊伍的經濟地位、政治地位、社會地位、職業地位。
In A11 the past a few years, A13 the Communist Party and~ B24 the~ seniors in the government, attached great importance to this topic. A23 I know that there are a lot of problems B24 we have to solve C33 and we are working hard C13 on this. A33 In order to improve the team development of teachers, B24 we have to increase and improve their economic position, politic position, social standing and A13 their professionalism.

S：這個挺順的，都記下來也說出來了。

R：problems we have to solve and

S：順口說出來了

R：increase and improve，是不是看了筆記上的符號就想到 increase

S：對，然後覺得 increase 更後面的地位不能搭配，就用了 improve

在很多措施當中，最根本的一條，是今年1月1日開始實施的義務教育教師績效工資制度。在這個要求呢，第一，是要求我們的義務教育的老師，特別是農村的義務教育的老師的工資收入要不低於當地公務員的。

C23We have taken multiple measures. C31And <p> the most important C23measure is the, rule of A43performance-based salary for the teachers of the A13nine year compulsory education <p> which was launched in January 1st. In this rule, it was stipulated that the salary of the teachers of the compulsory education, shall be, higher than that of civil servants in the local area.

S：制度的名字翻起來挺困難。義務教育這裏我加了"九年"，不加會比較安全。

R：為什麼會說"九年"，是不自覺的嗎？

S：對，可能是自己的一種常識吧。

當然，績效工資制度不僅僅是收入的提高，同時也是一次人事分配制度的改革，我們進行績效考核，進一步地調動廣大教師的積極性。

This is not only a A43reform of salary but also a reform of edu, human resource, policies. B24This is <uh> a B34very important measure we have taken, A13to improve the quality.

這項措施是根本性的，當然還有一系列的措施。我們的一個基本思想就是要吸引社會上優秀的人才來當老師, 要吸引優秀人才到農村, 到基層, 去長期從教, 終身從教。

We have~ B34more measures A13to take. C33And our main principle is to attract B34more high quality talents to become teachers, and be B24devoted to the education in the rural areas.

S："到農村，到基層，去長期從教，終身從教"，基層沒有翻，感覺跟農村的意思差不多；長期終身我就用了 devoted，但是現在覺得再解釋一下會更好。

R：這項措施是根本性的

S：這句我漏掉了

R：筆記上有寫嗎？

S：沒有，就記了"措施"

我們采取了一系列措施，使得我們有更多的優秀人才到農村去從教，比如我們這幾年來推廣了一個"農村義務教育階段特設崗位計劃"，這個計劃是非常成功的。我們第一批"特崗計劃"的這個老師們啊，三年一個周期，今年已經完成了他們的工作期，已經畢業了。現在這批老師能夠有60%到90%都能夠留在當地的農村，繼續地當老師。

We have B24tried to take many measures B24to attract more talents to the rural areas and be teachers there. For example, we have launched a plan, of the special positions, on the rural area compulsory educations. C33And this plan was very, successful. The first group of this plan <uh> has a period of three years. C33And now the first group of the teachers on this plan has finished their program and has <uh> over 60% of them, B24choose to stay in the rural areas, and continue to teach there.

S：順著原文翻的話不是太順，英文的表達應該是要分成多個小句。當時我看

著筆記有點被繞進去了，所以我就重新說了一下，當時停頓了一下。60 到 90 我只記了 60%，就說了 60%以上

R：已經畢業了那句沒有翻

S：我覺得"畢業"在這裏用"graduate"不合適，因為他們不是在念書，所以就跳過去沒有翻。

今年我們，今年啊~我們有大概有20萬大學畢業生到農村去擔任教師，同時我們還動員了大批的城鎮教師去到農村支援，還有師範生到農村實習支教，這樣我們就組織了大批優秀的師資到農村去從事教學工作。

In this year, over two hundred thousand graduates will go to the rural areas to teach. And [B34]a lot of, teachers in the urban areas also [B24]choose to go to the rural areas and [A23]teach. We have a lot of [B24]high quality teachers in the rural areas, [C33]and [A23]we will have more.

S：師範生當時沒有聽出來，就沒有講。一開始他講"組織了"但是我就用了"have"，沒有把"組織"的意思講出來，所以後面就用了 we will have more

下一步要把這個制度啊，要把它制度化，我們要讓我們的老師都能夠到農村去接受，這個鍛煉，同時要為農村輸送更多的高質量的老師。

In the future we will [B24]try to [A23]make it a regular program [C33]and we will [B24]try to <uh> [B24]encourage [B34]more teachers to go to rural areas and [B24]make their own contributions and we will also [B24]try to [B24]develop more high quality teachers and send them to the rural areas.

S："把這個制度啊，要把它制度化"我覺得就是讓他規範化；然後"讓我們的老師都能夠到農村去接受，這個鍛煉，同時要為農村輸送更多的高質量的老師"我覺得是兩個意思，就翻了兩遍。

第三件事呢，是大力加強農村教師的培訓。我們在農村現在有幾百萬老師，我們要大力提高他們的學習和培訓力度，使他們不斷地提高自己。

[A13]Another [A43]measure [A13]we will take is to strengthen the training of the teachers in the rural areas. Now there are millions of teachers in these areas [C33]and we have to strengthen the training of them [C33]so as to increase [A43]their quality.

S：第三件事，我就用了"Another measure"，因為我沒有講過第二件事，直接翻會很 odd

我們經過多年的努力，我們希望大大改進農村教師的質量，能夠為我們農村的孩子們，能夠提供更加優質的教育資源，使得他們接受良好的教育。

We hope that in the following years, we can increase the teachers of the rural areas and im- improve their quality, and~ [C33]so that we can provide better resources of education to the kids in rural areas.

S：我從數量和質量兩個方面來說了，跟原文可能不太相符

R：原因是

S：我用 increase 開了頭，但是質量用 increase 不能接，所以我就這樣譯了。

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第一個問題，我想談一談教師隊伍建設的問題。昨天是我們的教師節，

Ok, I would like to ask <uh> the first question <uh>. And [A33]first of all I'd like to talk about <uh> that [B24]we should raise the quality of our faculty or [A13]our teaching stuff [B24]to make them more competent [A33]in their teaching post, [C31]and yesterday <p> was the <uh> Teachers' Day.

R：這裏的教師你用了" faculty or our teaching stuff"，這是怎麼考慮的？

S：這裏我也拿不准，我想 faculty 會不會指的是別的什麼，可能還包括行政人員，用 teaching stuff 可能會更清楚一點，指的是教師。我知道這樣處理不太好，但每次還是說出兩個詞。

R：其實你知道 faculty 包括教職工和行政的，並且 teaching stuff 會更加准確，對吧？但是下文中，你還是兩個都用，這是因為？

S：恩，好像是有一點說順口了，並且還是拿不准哪一個會更好，所以兩個都說。我覺得很不好，也不知道為什麼沒有改過來。

R：好的，其實我們現在的工作也不是去評價好與不好，而是客觀地看待這個現象，並探討問什麼會這樣做。然後，competent 用來修飾教師，是因為？

S：我之前見過這樣的搭配，並且，為了表達教師的素質，我就表達出教師更加能夠勝任自己的崗位。有意識的使它更清楚一些，但後面我用得不多，就用了 quality。

R：好的，我們繼續聽。

前天上午胡錦濤、溫家寶、李長春、習近平等黨和國家領導人親切地接見了全國的優秀教師代表。他們呐，這個向全國的教師表示節日的祝賀，向60年來為中國的教育事業作出貢獻的全體人民教師和教育工作者表示節日的問候和誠摯的慰問。

[C33]And the day before yesterday, [A13]President Hu Jintao [C33]and [A13]Premier Wen Jiabao and other leaders of [A13]our [A13]government met <uh> some of the representatives of <uh> [A13]our best teachers of [C13]China. [C31]And [A11]our [C11]leaders <uh> expressed their wish, for those teachers for <uh> a [B24]happy [C13]Teachers' Day, and [C23]they [C33]also expressed their <uh> [B22]gratitude and thanks for all the teachers that have made contributions, in [A11]the past several years.

R：這一部分有什麼想說的？

S：我覺得語言組織不夠好，句子挺長的，中間的停頓也不少，用詞也不是很好。

R：在名字前面會有一些頭銜，這是出於什麼？如 president，Premier，是出於尊敬還是？

S：有兩個方面，一個是表明身份，另外就是尊稱的目的。

R：中間還有一些領導人漏掉了，這是為什麼？

S：我想把兩個比較重要的人列出來就行了，後面就用 other leader 來代替了。

R："he representatives of our best teachers of China"當中的 of China 為什麼使用？

S：我覺得有點多餘，但是我聽到的是"全國的"，所加上了 of China。

R：對教師的祝福，你使用的是 wish…，這是出於？

S：其實我覺得這裏沒有組織好語言，可以把兩句話整合在一起的。

R：這裏的慰問和問候，你只用了一個詞？

S：因為我覺得在中文裏，兩詞的意思差不多。

R：那為什麼用了 gratitude 後面又用了 thanks？

S：我覺得這個問題在後面也有。

R：那是為什麼呢？

S：因為每一次我都會想到好幾個詞，為了表達更准確和穩妥，就都使用了。

溫家寶總理專門到北京35中聽了5節課，這個，召開了教師座談會，發表了重要講話，他說他用這種方式來表達對教師的，教師節的慰問。

C33 And B24 I'd like to mention that Premier Wen Jiabao C33 also A23 visited the 35th middle school in Beijing C31 and <uh> C21 Premier Wen listened to <uh> 4 classes, A33 in this school and C31 also <p> C21 he <uh> A23 met some of A43 the representatives of the teaching stuff. <uh> At the meeting, Premier Wen <p> C33 also delivered a speech and <uh> expressed his <uh> B22 gratitude to B34 all the teachers there.

R：在開始的時候，有一個 I'd like to mention 這個結構，這是？

S：其實後面我也有這樣的表達，我想是英文當中有很多過渡的詞，為了銜接的目的。

R：溫總理聽了五節課當中的 Premier Wen 重複了一遍，是因為？

S：我覺得是多餘的。可能後面的話比較長，所以重複一個主語。

R：對於參加教師座談會，為什麼用 representatives of the teaching stuff？

S：這是根據我的個人經驗，一般的座談會應該是一些代表來參加的，全體教師參加的可能性不大。

劉延東同志在表彰大會上發表了一篇重要講話，它的題目是"國家發展，希望在教育；辦好教育，希望在教師"。所以，為什麼我覺得你問的第一個問題特別重要呢？為什麼黨中央、國務院和人民群眾對教師隊伍建設這麼重視呢？因為歷史上中國人就有尊師重教的傳統，而現在我們教育發展到一個最關鍵的時刻，發展到了一個新的歷史時期。

C33 And A42 one of A13 our government leaders C33 also delivered a B34 very important <uh> speech. C33 And A23 he said the development of A13 our A43 national strength depends on education; C33 and education depends on A13 our teaching stuff, that's why <uh> I said the question raised is very important. The A13 Chinese A42 government B34 always attach great importance to A42 education. And <uh> historically speaking, <uh> A13 our Chinese have a tradition to, respect teachers and, put~ a great value on education. And now we are in a very important and new stage of development and <uh> B24 that's true of education.

S：這個前面的"劉延東"我真的沒有聽到，所以用了 one of our government leaders 來代替。我覺得還有"國家發展計劃"沒有翻譯好，如果英文有一個詞來修飾一下就更好了。

R："他的題目是"這句聽到了嗎？

S：這個地方沒有聽到，當時感覺是"他認為"什麼的。

R：最後那個部分是自己有在預測嗎？

S：自己也沒完全聽清楚，我憑感覺來譯的。

R：最後還有"that's true of education"？

S：我聽到的好像是"這對於教育也是一個重要時期"，所以就這樣用了。

R：然後兩個問句你用了兩個陳述句來表達。

S：我覺得用英文 that's why 更能表達一種強調，這種情況要想還原成問句還不知道怎麼翻了。

在這個歷史時期，我剛才說到了，是一個全面提高教育質量的新階段。因為我們經過60年的奮鬥，我們已經基本解決了讓孩子們有學上的問題，下一個階段我們就是要想辦法讓孩子們能夠上好學。我們已經從一個人口大國建設成為一個人力資源大國，但我們現在要向人力資源強國進軍。

<uh>As I have just mentioned <uh> in this [A13]new stage, our task is to raise or increase the quality of education, in an all-around way. <uh> During [A11]the past 60 years, we have basically <uh> solved the problem [C33]and [C23]we [C33]also [A23]provided education to, most of [A13]our children, [C33]that is to say [A13]most of [A13]our children have an access to <uh> schooling. [C33]And in the next stage [A13]of development, [A23]our task is to <uh> [A23]provide better education to [B34]all these [A43]students, [C31]and <uh> [C31]finally <uh> we can become a big country that depends on <uh> human <uh> resources and better and competent talents instead of relying [B34]solely on, big population.

S：這裏"解決他們上學的問題"一開始我用的是"solve"，但後來我改成" have an access to <uh>schooling"，我覺得譯語組織很重要。

R：後面"基本解決問題"，並非是"解決所有孩子上學的問題"，可你用了 all these，這是出於什麼？

S：我在這裏指的是那些有學上的孩子，然後讓他們還能上好學。

R：後面你用了 relying solely on big population，當中的 solely 是怎麼考慮？

S：因為之前依靠的是"人口"，而現在使用的是"人力資源"，更多的依靠人才。

從有學上到上好學，從大到強，最關鍵的問題是什麼？是質量。而提高教育質量的最核心的問題是什麼？最關鍵的問題是什麼？是教師，是教師隊伍建設。所以大家都知道，百年大計，教育為本；教育大計，教師為本。

<uh>[B21]I would like to emphasize that <uh> [B24]we should [A23]provide better education [A43]to <uh>[B34]all [A13]our students, [C33]and [C23]we should [C33]also become [A43]a strong nation [A13]that relies on <uh> human resources and talents. [C33]So the core of [A13]our development of education, is <uh> our teaching staff. That is also the core of [A13]our 100-year plan of education.

S：這裏"從大到強"的翻譯，由於外國人可能不知道是指什麼，所以從"人口大國"到"人力資源強國"轉變，添加了一些信息。

R：這裏添加了 I would like to emphasis that，這是為什麼？

S：我覺得他的回答是分成幾點的，如果不加上這個，感覺像是在羅列這些點的。

R：The core of our development of education is<uh> our teaching stuff，這裏你不是用 quality 而是 teaching stuff，這是為什麼？

S：這裏是聽錯了，其實是漏說了一句了，只說了後面一句話。

R："百年大計，教育為本"這裏是？

S：我覺得這裏是比較繞，像是一個口號，我在這方面做得不是很好。

R：這個是聽的問題，還是記憶的問題，還是筆記的問題？

S：應該是短時記憶的問題，我只記了"教育"和"教師"了，然後就那樣翻出來了。

經過 60 年的努力，我們已經建立起一支有 1600 萬人的一支教師隊伍，這是一支很好的隊伍，是一支能戰鬥、能奉獻的隊伍。

[C33]And during [A11]the past 60~ years we already have [A31]altogether <p> 16 million teaching stuff of faculty [A33]in, [A13]our country. [C31]And <uh> [B34]all [C13]these teachers make [B24]good contributions [A43]to [A13]our education.

S：其實這裏有點難，"能戰鬥、能奉獻的隊伍"，這裏我就把它簡化了，直接是"能奉獻的隊伍"。

但是面對著新的形勢，其實對我們的教師隊伍建設提出了很高的要求，新的要求，同時我們能夠看到在教師隊伍建設這個方面，我們要擺在更加突出的戰略地位。

However, <uh> [B24]we should notice that the new situation and new stage <uh> [C33]also put more demands or <uh> greater demands on [A13]our education and the build-up of our faculty, of [A13]our teaching stuff. [C33]And at the same time, in order to raise <uh> the quality of [A13]our faculty we should put [A13]our education and [A23]raise [A13]enough quality of teaching at an, important strategic <uh> task.

S：這裏的"更多、更高的要求"，我用了 more 後面又使用了 great，我覺得這裏的"要求"指的是"更高"而非"更多"。然後就是最後一句，有一點過於順譯了。

R：前面第一句你加上了 we should also notice that，這是如何考慮的？

S：我覺得他是在說另外一個層面，一方面，另一方面。我是想讓聽眾更加清楚中間的邏輯關系。

所以我們教師隊伍建設還存在著很嚴峻的挑戰，一個最突出的就是我們農村教師隊伍的建設，剛才你提的這個問題確實是一個非常重要的問題。

<uh> [C31]And <uh> [C33]also the [A13]new [A23]stage and situation brings us with <uh> great challenges to [A13]our [A42]education [C33]and one of [A13]our prominent education is, [A43]the quality of teaching staff in rural areas of [C13]China. [C33]So that's why, [A23]I have mentioned [B34]for several times that your question is a very important one.

S：這裏有一個地方翻錯了，"一個突出的挑戰"我翻成了 prominent education，這是一個口誤。後面我加了 for several times，我記得前面也提到"你的問題很重要"，所以這裏就加上了。

R：其實前面"歷史階段"你也加上了 new？

S：其實我覺得裏面有這個意思，雖然這裏沒有提到。

如果說現在城鄉之間教育還存在著比較大的差距的話，硬件差距還有，但是不是最重要的，最重要的差距就是教師隊伍，教師的質量。

所以這幾年來，黨和政府特別重視農村教師隊伍建設，但是還存在著很多問題。我們正在繼續努力，一個最重要的措施呢，就是提高農村教師隊伍的經濟地位、政治地位、社會地位、職業地位。

It is true that there are <uh> many gaps <uh> between the <uh> [A43]education <uh> quality of [A13]teaching staff in urban and rural areas [A13]in China. <uh> But the <uh> hardware gaps [A33]between education teaching staff is not the most important one. The most important gaps, is~ the quality of <uh> teaching stuff. [C33]And [A13]our government and <uh> [A13]Communist Party [B34]always attach great importance to <uh> [A43]the quality of teaching stuff in rural areas. [C33]And one of the most important task for us, is to <uh> raise the awareness of understanding <uh> the teachers in rural areas <uh> in terms of economy <uh> politics and society.

S："經濟地位"和"政治地位"我其實不是很清楚，前者可能是"提高工資"，後者我真的不懂什麼意思，所以只好是概括了。

R：前面的"教育的質量還存在著很大的差距"你翻成了 teaching stuff 了，這是？

S：噢，這裏是口誤嗎？哦，因為後面說了"教師之間的差距"，因為交傳是把後面全部聽完了，而後面又提到了教師的差距，所以我就對後面的印象更加深刻一些。

R：然後就是"比較大的差距"你翻的是 many gaps，這裏是？是筆記的原因嗎？

S：筆記確實沒有修飾的詞，我記得是有"很多"的差距，但其實應該是很大的差距的意思。

R：後面"硬件的差距"你補充了 between education？

S：我覺得這裏說"教育的差距"可能會更加清楚，其實我有這個補充的習慣，後面的措施我也加了 task。

R：你覺得這些加進去的東西，是你的習慣還是你覺得有必要說得更清楚一點？

S：我有這個習慣，把事情說得更加清楚一點，我覺得英美人的習慣可能是什麼事情最好有一個施動者吧。

在很多措施當中，最根本的一條，是今年1月1日開始實施的義務教育教師績效工資制度。在這個要求呢，第一，是要求我們的義務教育的老師，特別是農村的義務教育的老師的工資收入要不低於當地公務員的。

One of the most important measures ^{A13}to raise the quality of teachers is ^{A43}performance-based <uh> salary, which is adopted and implemented on, January 1st, of this year. <uh> One of the rules is that <uh> for teachers and <uh> teachers in rural areas in particular, in compulsory education stage. <uh> Their salary or their income should not, be less that of the civil servants of ^{A13}our country.

S：這裏我覺得還是在 adopted and implemented 這裏有點多餘，其實 implemented 應該就包含前者的意思了，但是又不能完全拿准。

R：恩，這一段我沒有問題了。

當然，績效工資制度不僅僅是收入的提高，同時也是一次人事分配制度的改革，我們進行績效考核，進一步地調動廣大教師的積極性。

^{C33}And it is not only that ^{B24}we should raise or <uh> guarantee their salary based on their performance. It is also a very important measure, to <uh> an ^{B24}important measure of the <uh> staff.

S：我知道"人事分配"這裏沒有翻好，我不太明白這是什麼意思，對於"績效工資"我也不是很清楚，並且不清楚"人事分配"和"績效工資"之間的關係。現在想應該是 post-based salary，但當時沒有辦法立刻反應出來。

R：恩，好的。

這項措施是根本性的，當然還有一系列的措施。我們的一個基本思想就是要吸引社會上優秀的人才來當老師，要吸引優秀人才到農村，到基層，去長期從教，終身從教。

So this is ^{A13}one of ^{A13}our fundamental measures <uh> in this regard, ^{C33}and we also have a series of measures ^{A33}in this regard. And <uh> the core ^{A13}of our measure is to attract ^{B34}more and more talents and <uh> competent <uh> persons to become teachers <uh> in rural areas ^{B34}in particular as well as in community-based schools.

S：其實我覺得翻譯得沒有太大的意義，都是一些中國腔的東西，覺得"長期、終生的"這些詞外國人都不太理解這種表達。

R：這裏 to become teachers <uh>in rural areas in particular，當中的 in particular 是怎麼考慮的？

S：因為原文是"尤其是來農村當老師"，所以就加上了。

我們采取了一系列措施，使得我們有更多的優秀人才到農村去從教，比如我們這幾年來推廣了一個"農村義務教育階段特設崗位計劃"，這個計劃是非常成功的。我們第一批"特崗計劃"的這個老師們啊，三年一個周期，今年已經完成了他們的工作期，已經畢業了。現在這批老師能夠有60%到90%都能夠留在當地的農村，繼續地當老師。

We have a series measures [A13]in this regard [C33]and in recent years, we [C33]also implemented <uh> a kind of plan that called <uh> specially set posts <uh> for <uh> compulsory education in rural areas [C33]and this plan is very successful <uh> [A33]so far. <uh> [C31]And the first <uh> batch of these teachers already fished their practice [A33]in the 3-year rural areas education. [C31]And 60-90 percent of them <uh> will stay in these rural areas to become teachers.

S：我其實對"農村義務教育特設崗位"不是很了解，所以就從字面上 set posts。然後中間的內容其實我把它整合了。

R：然後"這個計劃是非常成功的"你使用了 so far。

S：因為是過去的嘛，所以就說目前的情況。

R：你是覺得他的意思包含了這個嗎？

S：我覺得這個很難揣測了，應該是有點多餘了，沒有必要加，可能會引起誤解。這裏是受到了中國人比較保守的這種傳統的影響吧。

今年我們，今年啊~我們有大概有20萬大學畢業生到農村去擔任教師，同時我們還動員了大批的城鎮教師去到農村支援，還有師範生到農村實習支教，這樣我們就組織了大批優秀的師資到農村去從事教學工作。

[C33]And this year we have <uh> 200,000 <uh> graduates to become teachers in rural areas. At the same time we also <uh> motivated <uh> lots of teachers from urban areas to work in rural, [A33]in schools in rural areas, and also [C21]we will encourage <uh> students graduated from, normal universities or teachers' colleges, to support education in rural areas.

S：好像漏了最後一句話，其實我覺得和前面的差不多，所以就感覺是總結。

R：是沒有聽到還是覺得沒有必要說？

S：覺得沒有必要說吧，筆記上是有的。

R：師範生你使用了 normal universities or teachers' colleges？

S：我覺得師範生應該不僅僅是指師範大學的，還包括一些不是本科的，學院的，他們也是師範生。

下一步要把這個制度啊，要把它制度化，我們要讓我們的老師都能夠到農村去接受，這個鍛煉，同時要為農村輸送更多的高質量的老師。

In the next stage, we will <uh> [A23]implement, this plan in a systematical way <uh> [C33]in order to have more and more <uh> students or talents to work in rural areas.

S：其實這裏我覺得有很多重複的地方，所以我做了一些整合。

R："制度化"後面你加了 in order to？

S：我覺得它裏面有這個意思，是邏輯更加密切。

R：然後那個 students or talents 後面的 talents 是怎麼回事？

S：噢，那是一個口誤，沒有意識到。可能被前面的人才混淆了。

第三件事呢，是大力加強農村教師的培訓。我們在農村現在有幾百萬老師，我們要大力提高他們的學習和培訓力度，使他們不斷地提高自己。

[C33]And thirdly, we will [C31]also <uh> improve <uh> [A23]provide more and more <uh> education or training programs for teachers in rural areas. <uh> [C33]And now we have <uh> [A31]about <uh> one million teachers [A33]working in rural [A33]schools, [C33]and we'll [A23]provide these training, programs, to these teachers in order to improve themselves.

S：這裏是"幾百萬"，我說了 one million，口誤。

R：後面的"加強培訓"，你是怎麼考慮？

S：因為"加強培訓"其實就是"提供更多的培訓的機會"，所以後面改用 provide。

R：後面的 in rural school?

S：其實我覺得這裏沒有必要，因為是在農村，那麼老師當然是在 school 了。

我們經過多年的努力，我們希望大大改進農村教師的質量，能夠為我們農村的孩子們，能夠提供更加優質的教育資源，使得他們接受良好的教育。

[C33]So [C33]to sum up, we hope that [A43]these measures will help to improve the quality, of teachers in rural areas <uh> [C33]so as to, provide better education for children in rural areas.

S：這裏的 so as to 也是我自己加的，並且加了 sum up，因為自己判斷的應該是這樣的。

R："希望改進"你用了 hope we will help to improve ？

S：這裏應該是有問題的，我覺得中文的結構和表達很影響自己的表達。

R：總體評價一下自己對這一篇的感受，不是翻譯好壞的評斷，只是就自己譯的感受。

S：教育不是那種特別專業的，但那也有一些專業的表達，自己應該多看一下相關的表達，提高一下准確度吧。

2. Transcription of E-C CI
Novice interpreters
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The focus today of my presentation is leading change in Asia. I am not an expert on leading change in China, but I have been doing research on managing change in Asian countries for twenty years. And I also have the experience of being the Dean of a business school in Thailand where I manage change for eight years. So I will share from my research and personal experience of managing change in Asia. But the two important points are： one, not China. But also I am not talking about managing change in America. So the focus is about Asia and the lessons, I think, will be quite relevant to you. But that's for you to decide yourself.

今天我報告的<p>話題是"引領亞洲變化"，我[B34]並不是一個<uh>引領變,引領中國變化的專家，但是我[B31]確實就<p>亞洲的變化做過~二十年的研究，研究範圍涉及19個國家，並且我也擔任亞洲某商學院院長，所以[B11]我可以說<p>我是對亞洲變化<p>以及引領亞洲變化有一定經驗的。我[A33]今天不會[A33]直接討論引領，[A43]如何引領中國的變化，更不會談論[A43]如何引領美國的變化，[A23]我[A33]今天會聚焦於[A43]如何引領亞洲的變化。而這個話題是否與你相關，對你[B24]有用，由你自己決定。

S：我自己可能各種音節讓我產生，他了說一個（nineteen），但是我不知道（nineteen）是什麼，我就索性（nineteen）。

R：你筆記上記的是什麼？

S：我確實有把"19"寫在這。

R：這裏？

S：對。很奇怪。因為我的聽力不是很好，我老是覺得自己會聽漏。

R：中文還是英文的聽力？

S：英文。但其實我自己就是"由你自己決定"，說的時候心裏面在想應該還有一層意思，就是我覺得是對你有用的，但是有沒有用你自己決定。但是我說出來之後，我又覺得不要再去填補流暢性，就放過了。

R：好的，流暢性。還有嗎？

S：沒有了。

To begin with, I would like to split the room into two groups. This side, think of the best leaders with whom you have worked. He could have been your principal, when you were a teacher, could be your big boss now, could be your little boss, your sup-, the person who you report to. Up to you. You don't need to tell me who you are thinking about. But I want you to have one person in your mind. And write down three characteristics that make that person a good leader. For example, could solve problem. This side, think of the worst leader that you have worked with in your career. Three characteristics about that person that make them bad leader. Begin.

好，在開始之前，我想對[A43]大家分一下組。<uh>後面的8位[B24]請你們[C23]成為一個組，[C31]並且~回憶一下你們從業以來遇到最優秀的領導人，[C33]無論他是一個[A13]地位很高的要員或者[B34]只是你第一次上班遇到的小老板，都可以，你不需要說出[A43]他的姓名，但你必須想出一個[A43]候選人，來擔任，<uh> [A23]來被評為最優秀的領導，同時[C23]你需要寫出三個[B34]最優秀領導人的品質。<uh> 這邊的<uh> [C13]聽眾你們[C23]將成為一組，[C33]並且[C23]每個人都在腦海裏選出一個從業以來遇到的最糟糕的領導，[A31]同樣~寫出三條[B34]最糟糕領導的特點。

S：我又自己加了一點東西，其實我聽到這段，確實，我都看了這個，都沒有什麼問題，其實在前面他分組那裏…

R：你聽到這一段是有看到那個ppt？

S：有，我有看。覺得那就不要記筆記，就解釋一下PPT就好。然後就沒有了。

R：比方說（think of）寫成"後面坐的八位"，是因為聽到…

S：不是，（into two groups）我聽出來的，（think of the best leaders）我聽出來了，但是（he could have been your principle when you were teacher）這句我就沒有聽出來了，然後（big boss now）我又開始聽出來了，我不知道哪裏會聽出來（eight）。

R：很多同學都把這個（think of）聽成（eight of）。

S：看來不是我一個人。

R：對啊。

S：我又覺得我是聽出這個意思來了。

R：但是"八位"怎麼辦？有些同學是聽到了（eight of），但是後面（bad leader）那裏，又聽到是（think of），又改了。前面那個"八"就去掉了，然後就說前面也是"想到"後面又是"想到"。有些就是前面是"八"，後面是"想到"。

S：都可以成立。

S：我覺得我是後者，是前面聽到"八"，後面聽到"想到"。

R：所以就沒有再回想？

S：對，我沒有回顧地。

R：然後（little boss）加了一個"你第一次上班遇到的小老板"。

S：我覺得你說一個小老板，什麼叫小老板，是那個人長得小還是地位低，我覺得這個東西我需要（clarify）一下，然後我就說"你第一次上班"，而且我印象中好像有說到（first experience），就是"當你也很低級的時候你遇到的老板"，所以我就說…

Ok! So, don't worry if you haven't finished. No problem! Stop where you are. Good leaders, what do you think? One word. Not three. Just pick one! Gentle, mild, wisdom, tolerant, humorous, influential, very good communicator, innovative.

<uh> 在討論之後，你認為什麼樣的詞，一個詞[C23]可以來概括一個好的領導，只能[C23]用一個詞概括。溫<uh> 一個[C23]好領導的品質，[A13]大家提出的應該是，溫柔<uh>有禮貌，有智慧，包容，幽默，有影響力，有良好的溝通能力，創新，善於創新。

Bad leader. Without aim, aimless, no vision, no direction, unfair, not willing to learn and not willing to change, too subjective, hesitate to make decision, without professional knowledge, unable to solve problem, without innovation spirit.

<uh>[A11]大家關於糟糕的領導所提出來的<uh>[C21]特點有<p>[C31]比如說<p>沒有~眼界，沒有遠見，這個特點被提出了兩次，[C31]也<uh>沒有<p>[A13]關於事業的期待和願景，沒有方向，不公平，不學無術，<uh>不願意[A23]接受改變，太主觀，優柔寡斷，不專業，不能解決，不能[B24]有效地解決問題，沒有創新精神。

Ok, so all of you have opinion about good leadership and bad leadership. And now in your own career, you move up to a higher level. When you were younger, we look at the leader above us. If he was a bad leader, make our job very difficult. But sometimes when we move up in our own career, we forget. And it's easy to become the leader that your staff don't like. So today, I'd also want to have you looked into the mirror. Are you this kind of leader? If I ask your staff, are they going to say you are like this person? Are your staff going to say, "you are like this person"? I don't know, but today I want you to look into the mirror and think about your own leadership.

大家都對於什麼是好領導什麼是壞領導有自己的想法和~標准。好！[A22]讓我們繼續。在[A22]我們回憶了我們[A32]之前[A32]在事業上[A12]遭遇過的壞領導，[C32]並且[A22]大家[B32]常常會表示，我們工作[C33]之所以很困難就是因為他們糟糕的領導能力。但是~現在當大家[A33]已經[A23]身為領導的時候，[A33]也許會有人忘記[A43]自己的表現

^{B34}其實還不如當年的領導。你是否是這種人呢？今天我們就^{A23}為大家提供一種反省的機會，^{C23}大家想一想自己的領導水平。

The focus of my session today is on leading change. Schools all over the world have to deal with so much change today. Nowhere in the world is there more change than in China. So I think, a very important part of your job is managing the change in your school and being able to work with the leaders at the school level to make change happen successfully.

<uh> 今天我的主題是引領變化，全球的學校都在經曆著多種多樣的變化。^{C33}而^{A33}這其中就屬^{A43}中國的學校^{A23}要面臨最多變化。所以我相信^{A11}在座的各位<p>工作中一個重要的內容就是在學校範圍內管理變化。你^{A22}如何運用自己的權利或者是自己的使命，來使變化成為一個成功呢？

I think we all know that whenever there is change, people will resist. So it's very important to understand why people resist. Or else, we cannot solve the problem of change.

<uh>眾所周知，只要有變化，就，變化就會有人出來~阻擋，那麼~什麼原因導致人們抗拒^{A43}變化呢？^{A22}我們來探討一下。

R：這一段是…？

S：其實後面那一句我沒有聽懂，我就只聽懂了（whenever there is change，there is resistance）。

R：所以後面就沒有了？

S：嗯。

R：好吧！

Many changes are happening at the same time, we will tend to have more resistance. And if there's too much resistance, the school becomes the dinosaur. The dinosaur could not adapt to the change in the weather, and died. So even though change is difficult, we must adapt. And this is the yin-yang. There is change and there is resistance. And you, all of you, your job is to find the right speed.

<uh>^{A21}我們^{B31}都知道<uh>在變化發生的同時就會有人傾向於抗拒，^{C33}但是如果學校不接受^{C23}變化的話，那^{A43}它的後果將會像恐龍一樣，就是~不能，^{C33}就是不能適應氣侯變化，死亡，那~^{B24}學校就是不能適應新時代，死<uh>最後失敗。所以即使再難我們也需要找到合適的^{A43}方法，^{B24}接受變化、^{A23}利用變化。^{A21}我們可以看到<p>變化和抗拒^{B34}其實是有一個^{A43}陰陽平衡的，^{C33}所以^{A11}在座^{C11}各位領導<p>的一個^{B24}重要作用，就是^{A43}實現這個平衡。

S：（speed）這個詞我沒有聽出來，但是我猜它的意思就是說你要平衡好，才能成功。（dinosaur）這一句我會先舉一個例，大家都知道恐龍是因為適應不了就滅絕了，學校也是一樣的，順著他的語序說學校是什麼，正像恐龍一樣。

R：後來你就選了後者？

S：對。

R：你的筆記有一個很有趣的地方，畫了一張圖，這樣就（change vs resistance）。

S：對。

R：這個怎麼想出來的？

S：我就覺得畫圖，就能畫出個東西，老師說要多圖少字，多標記少字，現在我沒有積累任何的記號，唯一知道的就是全球和我能夠反映出來的東西。

R：好。

Now, in Asia, there's a problem about change. Most of the change comes from the top-down, outside-in. And because Asians give respect to seniority and position, they will be quiet when they resist the change. But they will still resist.

<uh>現在在亞洲<p>有許多<p>[A13]因為改革所帶來的問題，<uh>亞洲的人<p>變革，雖然他們支持變革，但是他們[A31]通常<p>[A21]選擇的<p>是<p>安靜[B24]禮貌地來[A23]表示[A13]他們的一些不滿。

S：其實這一段也聽得不清楚，但是我聽到一個（quiet），然後（quiet）就提醒我這個筆記上面有，然後我就開始找，然後我就找到"亞洲人會安靜地"，其實是看筆記說出來的，他們會表面支持實際上是反對的。

R：比方說（top-down， outside-in）這個呢？

S：（outside-in）我聽懂了，我聽到了，但是我不知道怎麼去解釋它，什麼叫做（outside-in）。

R：由外而內。

S：當時我的想法就是搞不好就是外面有一些人員資源的引進什麼的，我想多了。

R：就是想多了？

S：對，而且可能是因為我沒有聽到（top-down），我就反應不出來（outside-in），因為他們兩個是一個模式，由外而內或者是由上到下什麼的，我漏了一個這個我就翻譯不出來。

R：對，然後（give respect to seniority），這個是沒聽到。

S：對。

Leaders cannot make the change happened alone. In the school, the principal is the most important person to make change, but it's the teachers who have to actually change. And the principal cannot force the teachers to change. And you cannot force the principal to change. We simply don't have enough power. And people can always resist. We are not a king, so we cannot make people change with just an order.

<uh>[A13]引領變化的領導人，[B32]其實[B22]要做的就是讓<p>學校的職工看到這樣的變化的益處。我們不能夠強迫一個學校的校長或者是一個學校的老師去[A23]接受一些變化。[C33]因為我們不是國王，沒有[C13]那樣的權利。我們不能夠，靠語言來打動人們[A23]接受變化。

S：很奇怪，當時我聽（order）在我腦子裏面是（word）而不是（order），其實（happen）這句我聽到了，但是我也覺得自己很奇怪，有時候我明明記了，可能是因為我覺得翻譯就是主要的意思在，所以我只記得腦海裏面最核心的東西，甚至有時候忽略筆記。

R：就是你記了，但是…

S：對，有時候我會忽略它。

R：沒有（make sense）嗎？還是…

S：有（make sense）。

R：那怎麼會…

S：我可能聽完一段之後，聽完兩三句，四五句之後，相比來說，對我印象最深

的就是（king），除了（king）之外就是我們要讓這個東西可視化。可能是因為我看到這個上面有一個（visiblize），我心裏面就有這個期盼，聽到一個音節好像好像，然後我就…

R：這個很奇怪。好，這一段還有嗎？

S：沒有。

R：好。最後一段。

I think also very important is to be a model. Be the change you want to see. Supporting teachers and principals. Remember the change process starts with feeling. Getting people to be interested. They resisted because they didn't know why. They were not bad people. They have good reason to resist. Their bosses created the resistance because they did not take time to explain the purpose, the benefit, explain what they will need to do.

[B31]其實<p>[A23]讓人們接受變革的一個方法就是，[C23]自己身體力行，展示這個變化[A33]之後的好處。<uh>[C21]我們<p>不能夠<uh>[A23]打動人們接受變化的一個[B24]重要方法，就是<p>打動他們的感受，讓他們[A43]對變化產生興趣。[B34]其實[C13]人們[C33]之所以抗拒[C23]變化是因為[C23]他們看不到[A13]變化能夠帶來什麼好處，他們並沒有試著去了解[A13]變化的目的和益處是什麼。

S：我覺得這個model就是要多define一點，然後我就自己就說一句要展示變化的益處，但是自己不確定。bad people這個純粹就被漏掉了。

R：be the change you want to see，身體力行。

S：我有聽見這個，我就想用原話來解釋會很精確，然後我就去找。

R：原話的意思是說ppt上面的中文嗎？

S：對。

R：為什麼你覺得那上邊的中文是原話呢？

S：可能是有文獻權威吧。

R：好。還有什麼？打動心靈，start with feelings。

S：feelings我記到了，但是start with我忘了，然後我就覺得是要動之於情那種感覺，所以我就paraphrase，從打動他們的情感開始，讓他們對此感興趣。

N2

The focus today of my presentation is leading change in Asia. I am not an expert on leading change in China, but I have been doing research on managing change in Asian countries for twenty years. And I also have the experience of being the Dean of a business school in Thailand where I manage change for eight years.

今天我<p>[A11]所要講的題目呢~就是要講講[A13]我們在亞洲所面臨的[B34]一系列的改變和調整，[C31]雖然<p>我[B34]並不是這一方面<uh>[A13]研究中國，[A33]在~如何去應對變化方面的專家，但是呢我一直在從事這方面的研究，去研究如何去~應對在亞洲國家當中[A13]我們所面臨的[B34]一系列的改變。同時呢，我也作為一個院長，從事了<uh>這方面的一些研究，[C33]因此我在這方面還是，有一些經驗的。

S：最後因為筆記的問題有一些遺漏。

R：比如說這個 for twenty years

S：對

So I will share from my research and personal experience of managing change in

Asia. But the two important points are： one, not China. But also I am not talking about managing change in America. So the focus is about Asia and the lessons, I think, will be quite relevant to you. But that's for you to decide yourself.

因此呢，[A31] 在這裏<p>我想 [A43] 跟大家分享一下我在<uh>亞洲，應對亞洲的改革方面 [A13] 所取得的一些，經曆，還有我 [C13] 在這方面 [A13] 所作的一些研究。而 [A31] 今天呢<p>雖然我不單單要講一些有關於在中國所產生的一些變化，同時我也要講講我們在美國方面一些相關的問題。[C33] 雖然 [A23] 我們 [A31] 現在<p>主要是，要探討在 [A43] 亞洲，中國地區 [A13] 所產生的變化，但是我認為，這 [C33] 也和大家是，息息相關的，但是 [A11] 在座的 [A23] 各位<uh>是否<uh>如此，[C33] 也也這樣想呢？大家，那就因人而定了。

S：“應對亞洲的改革”可能是口誤，應該是“變化”；最後意思理解錯了。就是 not China. But also I am not talking about managing change in America.

R：“雖然我們現在主要是要探討在亞洲中國地區所產生的變化，但是我認為這也和大家是息息相關的”就是理解的問題了

S：對。

R：跟大家分享

S：我覺得時平時的說話習慣。

To begin with, I would like to split the room into two groups. This side, think of the best leaders with whom you have worked. He could have been your principal, when you were a teacher, could be your big boss now, could be your little boss, your sup-, the person who you report to. Up to you! You don't need to tell me who you are thinking about. But I want you to have one person in your mind. And write down three characteristics that make that person a good leader. For example, could solve problem. This side, think of the worst leader that you have worked with in your career. Three characteristics about that person that make them bad leader. Begin.

首先呢，[A31] 現在~我們先來進行一下分組，<uh> [A31] 首先我們<uh>要在這一組呢~[C21] 我們就<p>讓 [C21] 大家<p>去想一想，[A31] 在自己的腦袋中想一想< p> 有些是，哪一些是 [A12] 你們認為最好的，領導者。他們有可能是你們的校長，[C33] 也有可能是你們最近的一個上<uh>上司，但是我希望大家就要在腦袋中<uh>想到這個人，你們不必告訴我他是誰，但是 [B24] 請 [C23] 大家把他們，的三個 [B34] 十分好的優點寫下來，就是他們這些優點能夠促進你，去解決一系列的問題。[C33] 而<p>在 [C31] 另外一個<uh>小組，[C23] 我們希望你們可以在腦中想一想你們所遇到的最差的領導者，[C31] 同時也<uh>寫一下<uh>三個他們 [A13] 所具有的特點。。

S：就是他們這些優點能夠促進你解決一系列的問題，可能就把 For example, could solve problem 聽錯了。

R：think of 你記筆記的時候記了 eight，後來譯的時候又譯回來了，為什麼？

S：一開始沒聽懂，後來全段放完了，知道是分了兩組

R：your big boss now→ 最近的一個上司

S：我也不知道，筆記上也沒這麼記，可能有些誤差

R：首先我們一共要，有意識加的嗎

S：是的，符合中文的說法習慣。

Ok! So, don't worry if you haven't finished. No problem! Stop where you are.

Good leaders, what do you think? One word. Not three. Just pick one! Gentle, mild, wisdom, tolerant, humorous, influential, very good communicator, innovative.

^{A32}現在 ^{B12}我相信 ^{A22}大家 ^{B32}都完成了自己<uh>的一些工作。<uh>^{A22}寫出了 ^{A12}大家所認為的這些特點。好,^{A32}現在 ^{C23}我們來看看 ^{C13}這些 ^{A13}寫了的一些 ^{C33}有關於 ^{A13}我們 ^{A43}優秀領導的特點吧! ^{C21}大家先<p>就 ^{A31}先說<uh>一個特點, ^{A13}其中的一個 ^{A43}特點。<uh>^{C33}有以下這方面的特質, ^{C31}就是<uh>^{A33}為人 ^{B34}十分得謙和, ^{C33}同時也 ^{B34}十分有風度,同時有自己的遠見, ^{C31}又或者是~^{B34}十分有包容心,有幽默感,有影響力,有很好的交際能,交,交流能力, ^{C33}同時~也有 ^{B34}十分 ^{B34}強的創新能力。

S:所以這裏一開始沒有把意圖聽清楚,他這裏可能是"催促",可以因為不在現場,不知道當時他要表達的意思。

R:所以像 Stop where you are. 就是按自己的理解再加了

S:恩

R:有以下這方面的特質

S:一下說了這麼多形容詞,應該有個開場白

R:十分有包容心

S:不自覺的一種語言習慣

Bad leader. Without aim, aimless, no vision, no direction, unfair, not willing to learn and not willing to change, too subjective, hesitate to make decision, without professional knowledge, unable to solve problem, without innovation spirit.

^{C31}下面呢~^{C23}我們就看看 ^{A11}我們 ^{C13}這些<p>不好的領導, ^{A43}他們有哪些特質。 ^{A13}他們的 ^{C23}特質就包括: ^{A33}做事沒有目的性,沒有長遠的目光, ^{C31}同時 ^{C21}他們也<p>不願意去學習,不願意去改變, ^{C31}此外 ^{C21}他們<p>過於主見,做事的時候 ^{C31}也<p>^{B34}十分猶豫,沒,不具有 ^{A13}相應的專業知識,沒有能力解決問題, ^{C31}同時~也沒有這種創新的精神。

S:no vision, no direction, unfair,沒聽清的就跳過去了。Bad leader 這裏加了一些,是因為這裏已經意識到他們分成了兩組,所以就想澄清一下前面說的不清楚的地方。

R:"而下面呢我們就看看這些不好的領導他們有哪些特質,他們這些特質就包括"是有意識想讓它更連貫嗎?

S:對

R:同時...此外...做事的時候也十分猶豫,這些連接詞是有意識加的嗎?什麼時候加有沒有什麼定勢?

S:沒有,就是憑感覺加的。

Ok, so all of you have opinion about good leadership and bad leadership. And now in your own career, you move up to a higher level. When you were younger, we look at the leader above us. If he was a bad leader, make our job very difficult. But sometimes when we move up in our own career, we forget. And it's easy to become the leader that your staff don't like.

好了, ^{A31}現在~^{B14}我相信大家都 ^{A33}在自己的腦海中有 ^{C13}這些關於好領導跟壞領導的一些印象。 ^{C31}所以呢~^{A23}我們可以看看在我們自己、自己的職業生涯的 ^{A33}成長道路當中當我們還是 ^{B34}很年輕的時候,假如 ^{A23}我們遇到了一個 ^{B34}十

分不好的領導，A22 我們 A32 起初可能沒有太多的察覺，C32 也 A22 不會認為會被他有 A42 給我們帶來多少的影響。但是當我們 A33 隨著我們年齡的增加，進入到我們職業 A33 中期或者晚期的時候，我們很有可能就會變成 A13 像他們一樣的這種 B24 不好的領導。

S：If he was a bad leader, make our job very difficult。沒太聽清楚，就結合 But sometimes when we move up in our own career, we forget 進行闡述了。

R：we look at the leader above us. 也是沒聽清是嗎？

S：對

R：中期和晚期的時候

S：有意識形成對比

R：現在我相信

S：可能是一種語言習慣。

So today, I'd also want to have you looked into the mirror. Are you this kind of leader? If I ask your staff, are they going to say you are like this person? Are your staff going to say, "you are like this person"? I don't know, but today I want you to look into the mirror and think about your own leadership.

今天呢，我就想要大家可以 A23 捫心自問一下，自己 B34 到底是屬於怎樣的一個領導。我們，我,可能是大家都會有自己的想法，但是我今天<uh>A21 目的呢~就是想要大家自己能夠 B24 很真誠地 A23 問一下自己，自己是屬於怎樣的領導者。

S：這裏當時也是沒聽見，就按著你們的理解說了。

R：looked into the mirror → 捫心自問，沒保留原意象，是覺得不重要嗎？

S：遇到比喻，我傾向於解釋，如果直接譯意象，可能影響理解。

R：真誠地問一下自己

S：當時的理解是希望大家不要自欺欺人

The focus of my session today is on leading change. Schools all over the world have to deal with so much change today. Nowhere in the world is there more change than in China. So I think, a very important part of your job is managing the change in your school and being able to work with the leaders at the school level to make change happen successfully.

所以今天我們最主要的問題呢，A33 還是如何,去應對 B34 一系列的改變。在我們全球範圍內，A13 我們各所學校都,都在面臨各種各樣不同的改變，C33 而在全世界範圍內，B11 我認為<uh>在中國，A13 我們所應對的這一些改變尤為巨大，因此有一點十分重要的就是,你們在座的各位的工作呢就是要 A23 學會去,如何去應對這種改變，同時要怎樣的才可以跟自己的領導 B34 更好的合作，去 B34 十分成功地,去應對這些改變。

S：to work with 我記的就是"合"，所以譯成了合作。

R：make change happen successfully → 去應對這種改變

S：受到前面的影響

R：所以今天我們

S：可能是說話的習慣

R：so much change today → 各種各樣的改變

S：可能也是說話的習慣，雖然筆記上記得是"多"

R：所以你也不是完全按筆記在說，也在想

S：對

I think we all know that whenever there is change, people will resist. So it's very important to understand why people resist. Or else, we cannot solve the problem of change.

我相信我們在座的各位，都 B34 十分清楚的 C21 一點就是只要有變化發生，那麼，人們就會有抵觸 A43 情緒，所以，十分重要的 C21 一點<p>就是 C23 我們要了解到，我們人們為什麼會有這種抵觸 A43 情緒，不然的話我們就不能 B24 很好地解決 A13 我們的問題。

S：抵觸情緒是因為事先看了 PPT
R：我相信我們在座的各位都十分清楚
S：將對象具體化了
R：很好地解決
S：平常都會這樣說，沒有那麼絕對
R：是受中文的表達方式的影響嗎？
S：對

Many changes are happening at the same time, we will tend to have more resistance. And if there's too much resistance, the school becomes the dinosaur. The dinosaur could not adapt to the change in the weather, and died. So even though change is difficult, we must adapt. And this is the yin yang. There is change and there is resistance. And you, all of you, your job is to find the right speed.

當我們有 B34 太多的改變同時發生的時候呢，C31 那麼~我們就會有各種各樣的抵觸<uh>A43 情緒，<uh>C31 對這一點呢~A23 我就可以拿 A13 古時候恐龍 A33 作為一個例子，A33 當 A13 周圍的 A43 環境作了，發生了 B34 翻天覆地的改變之後，假如他們不能去應對，那麼的話呢，C23 他們就會遭受滅亡。雖然我們的改革<uh>雖然 A13 我們面臨這些改變 B34 都是 B34 十分困難的，C33 但是我們必須要做出我們自、A13 自我的調整，而 B14 我相信這就是 B24 陰陽調和的一種智慧。C33 所以說我們 B34 必須，A43 要學會如何去應對這種調整跟改變。

S：your job is to find the right speed，我聽到了 speed，但不知道是什麼意思，該怎麼表達，就說了成“要大家去更好地處理這些問題”。
R：adapt to the change in the weather → 當周圍的環境發生了翻天覆地的改變之後，假如他們不能去應對
S：我覺得這樣的表達更加 直接
R：陰陽調和的一種智慧
S：單說陰陽，大家不知道它深層的含義
R：我們要做出我們自我的調整
S：有意識地與“外界環境”形成對比。

Now, in Asia, there's a problem about change. Most of the change comes from the top-down, outside-in. And because Asians give respect to seniority and position, they will be quiet when they resist the change. But they will still resist.

<uh>現在呢我們在~亞洲這些地區<p>我們，關於 A13 我們的改變呢，是 A21 有這種<p>這樣的一種現象，它們通常是由上至下，C31 同時~又是由外而內的這一種

<p>改變。但是雖然很多情況下，我們不能夠很清楚的認識到這種改變，但是 A23 我們還是會有 B34 一系列的抵觸的情緒。

S：這裏第二句能聽懂意思，所以就按自己的理解說了。

Leaders cannot make the change happened alone. In the school, the principal is the most important person to make change, but it's the teachers who have to actually change. And the principal cannot force the teachers to change. And you cannot force the principal to change. We simply don't have enough power. And people can always resist. We are not a king, so we cannot make people change with just an order.

<uh>現在，往往有一個情況，就是，因此 A13 我們的這些領導呢不能夠 B22 很好地，實施 A12 自己 B32 這一系列的 A42 改變的措施和計劃。C31 同時呢~對於 A12 我們的領導來說，這種 B22 改變也是 B32 十分重要的。C33 但是 A13 我們的領導不能夠強迫，強迫，A13 我們的教師來作出 A13 相應的改變，而 A13 我們的 C13 教師 C33 反過來也不能夠讓 A13 我們的領導，去 A23 收回他們的這種決定和措施<uh>去改變什麼。所以我們 B34 每一個人都不是國王，我們不能夠強迫別人，去 B34 必須作出何種的改變。

S：聽的時候漏了很多信息，所以大部分是根據自己的理解譯的。

R：而現在，往往有一個情況，就是因此我們這些領導不能夠很好的

S：語言習慣

R：you cannot force the principal to change. → 我們教師

S：這個是有意識的顯化

R：principal → 領導，用了一個更大的概念，這個有意識到嗎？

S：受到筆記的影響，出現了一些錯誤

R：強迫別人去必須作出何種改變。

S：聽到 an order，說的時候傾向於用"強制、強迫"

I think also very important is to be a model. Be the change you want to see. Supporting teachers and principals. Remember the change process starts with feeling. Getting people to be interested. They resisted because they didn't know why. They were not bad people. They have good reason to resist. Their bosses created the resistance because they did not take time to explain the purpose, the benefit, explain what they will need to do.

我認為，同樣 A21 有一點<uh>十分重要的就是 C23 我們要建立起一種模範，C31 就是<p>A23 讓大家去，B34 更加 B24 積極地去應對和支持 A13 我們 B24 這一系列的改變。C33 而人們 C31 之所以<uh>A21 采取有這種<uh>抵觸的情緒呢~是因為他們不想改變，因此 C24 我們應該要加大他們 A43 對改變的這樣一種興趣，所以說呢，A33 很多情況下人們 C33 之所以抵觸是因為他們不知道原因是什麼，C31 所以<p>A31 現在~B24 我們應該要 B34 更好地去解釋 A13 我們這種 A13 改變的目的和 A13 根本的 A42 原因。

S：中間是根據筆記，順序有些調整，有點細節漏掉了，就根據自己的理解來譯。

R：Be the change you want to see → 更加積極地去應對和支持我們這一系列的改變。

S：筆記有點問題，就順著後面的來譯了。

R：積極地去應對

S：有意識加的
R：加了很多 so
S：下意識的語言習慣

N3

The focus today of my presentation is leading change in Asia. I am not an expert on leading change in China, but I have been doing research on managing change in Asian countries for twenty years. And I also have the experience of being the Dean of a business school in Thailand where I manage change for eight years. So I will share from my research and personal experience of managing change in Asia. But the two important points are： one, not China. But also I am not talking about managing change in America. So the focus is about Asia and the lessons, I think, will be quite relevant to you. But that's for you to decide yourself.

我今天講話的核心是亞洲的領導變革。我不是亞洲領導變革的專家，但是我 A33 已經在亞洲相關改革做了二十年的研究了。我也 A31 曾經在\<p\>一個大學擔當領導者長達五年的時間。所以我要從我的 A43 研究成果以及個人經驗中來 A43 同大家分享中國的管理改革。我 A33 今天不僅僅要談論中國，也不是要談論美國，A43 我要談的是亞洲 A43 的管理變革。我想這與大家是息息相關的。

S：The focus today of my presentation，可能沒有直譯，不過中文裏一般都用"我今天講話的核心是"。

S："managing change"不會翻，所以用了"亞洲相關改革"，用了比較概括的說法，應該不會太錯。

S：可能沒太挺清楚數字。我覺得他這裏是要 convince people，所以我就 make up 了一個五年 ，根據我的個人經驗和中文的習慣表達。

S：說完後我就立馬意識到"Asia"被我譯成了"中國的管理改革"，然後我當時很想改，因為我記得老師說過是可以改的嘛！但是我當時沒有改，所以他後面說到"不是中國"，我就覺得很尷尬。

R：就是如果可以有時間的話你改對嗎？

S：對

S：我覺得這裏我譯的挺好，"與大家是息息相關",英翻中我一般會盡量用到成語。

R：英翻中你會考慮中文的習慣對嗎？

S：對，中文裏面我會考慮用一些比價靚的詞語。

To begin with, I would like to split the room into two groups. This side, think of the best leaders with whom you have worked. He could have been your principal, when you were a teacher, could be your big boss now, could be your little boss, your sup-, the person who you report to. Up to you. You don't need to tell me who you are thinking about. But I want you to have one person in your mind. And write down three characteristics that make that person a good leader. For example, could solve problem. This side, think of the worst leader that you have worked with in your career. Three characteristics about that person that make them bad leader. Begin.

首先我想要將 A13 在場的 A43 各位分為六個小部分。這邊的這一部分將要扮演領導者，C33 就是你們曾經面對過的大領導或者小領導。我想要你們在腦海中每個人想一個人，然後告訴我你們想的是誰，並且 A23 講出這個人的三個特點。比如

說 [B34] 很擅長解決問題。這邊的人 [C23] 你們要 [A43] 對我講，你們工作中遇到過的最不好的領導，[C33] 並且 [A23] 講出這個人三個特點。[A33] 現在 [C23] 你們可以開始了。

S：這一段我沒有聽清楚。直到 this side 我才反應過來。這裏我以為他是要玩遊戲，role play。

R：但你又沒有聽到他說 role play 哦！

S：因為聽到把人分成幾個部分，就想到 role play 了。第一反應就這樣了。

R：然後"大領導或者小領導"，你覺得 OK 嗎？

S：因為我聽到"big boss now, little boss"，應該怎麼譯呢？

R：沒有標准譯文。有人會說"你的上司、你的直接領導之類的"，就想知道你的想法。

S：就是直譯過來了，並且覺得大領導小領導是 make sense 的。

S：後面聽得不是很清楚，所以聽錯了，tell me someone you are thinking about。可能我當時比較緊張，因為發現自己聽錯了，不是 role play 嘛！

S：還有，當時不太會表達，現在會譯成"為什麼你覺得他們是壞的領導，寫出三個讓你們覺得他是壞領導的原因"，但是當時情急之下就。

Ok! So, don't worry if you haven't finished. No problem! Stop where you are. Good leaders, what do you think? One word. Not three. Just pick one! Gentle, mild, wisdom, tolerant, humorous, influential, very good communicator, innovative.

好了！[C23] 現在是關於好的領導，只要一個詞 [C23] 來形容他。[C21] 第一個是~聰慧、肚量大，有影響力，[C23] 是一個很好的、善於溝通，善於創新。

S："very good communicator"我本來想說"是一個很好的交流者"，但想著不合適，就改了。

R：為什麼不合適呢？

S：我覺得中文中沒這種說法。

R：然後"肚量大"

S：不然怎麼翻？我也不知道。因為我覺得不能說的太長，然後一般說一個領導都會說他肚量大。

Bad leader. Without aim, aimless, no vision, no direction, unfair, not willing to learn and not willing to change, too subjective, hesitate to make decision, without professional knowledge, unable to solve problem, without innovation spirit.

[C33] 那麼 [C33] 關於不好的領導呢，毫無目的性、沒有計劃、不願意 [B24] 虛心學習、不願意改革、優柔寡斷、專業知識不強、不善於解決問題、沒有太多的工作經驗。

S：沒有聽到"innovation spirit"，聽成了"experience"。然後這個 hesitate to make decision 翻成了優柔寡斷

R：對啊對啊，我覺得這個很好啊，這個也是亮點。假如他一次列舉很多，你會怎麼辦？

S：我會用中文寫，比如 tolerant，太長了，所以我可能寫成 to，自己能看懂就好了，這種情況我會中英文夾雜著，那種方便就寫哪種，自己記得就行。

R：有一個"記錄效率"的問題。

Ok, so all of you have opinion about good leadership and bad leadership. And now in your own career, you move up to a higher level. When you were younger, we

look at the leader above us. If he was a bad leader, make our job very difficult. But sometimes when we move up in our own career, we forget. And it's easy to become the leader that your staff don't like. So today, I'd also want to have you looked into the mirror. Are you this kind of leader? If I ask your staff, are they going to say you are like this person? Are your staff going to say, "you are like this person"? I don't know, but today I want you to look into the mirror and think about your own leadership.

你們大家對於好的領導和不好的領導都有 A13 不同的意見。現在如果你們要聘請這些人的話。當我們年輕的時候，A22 我們跟不同的領導在一起工作，不好的領導讓我們的工作變得 B34 十分困難。但是當我們在工作中不斷晉職的時候，我們就忘了 A43 當初的感受了。並且很容易變成了一個自己的下屬不喜歡的領導。因此，我想讓你們今天對鏡自照一下，你們是 C13 不好的領導嗎？如果我問你們的下屬，他們會說你們是 C13 好的領導還是 C13 不好的領導呢？我不得而知。但是我希望今天你們可以 A23 反思一下，想一想你們的領導生涯。

S：自己 make up 的

R：但是你會去聘請領導嗎？

S：情急之下無奈的選擇。

S：make our job very difficult 譯得讓我有點 frustrated，我覺得應該有更好的翻譯。然後就很沮喪的翻了

R：難怪後面越來越小聲，你想翻成四字成語嗎？

S：我的表達好像不太適合出現在演講中，"遇到不好的領導，我們的工作就寸步難行"可能比較好

R：然後有人譯成"讓我們的日子很難過"

S：我覺得意思有偏差，那種應該是"make our time difficult"之類的。

S："晉職"我想表達的就是"晉升職位"，

R：你自己 coin 出來的嗎？

S：有這種說法的，就是升官的意思

R：我們就忘了當初的感受了

S：這是根據上下文翻的，就是前面說到"遇到不好的領導，我們的工作就寸步難行"，就是我們忘了要做一個好的領導，讓我們的下屬不難受。

S：我知道這句的重點應該放在"looked into the mirror"，當時也想到了"自省"，但原文用了這個比喻，所以我就繼續沿用，譯成"對鏡自照"，這也包含著"自省"的意思。

S："this kind of leader"" this person"，他用了反問。因為"對鏡自照"一般就是不好的意思，比如說擺正好衣服什麼的，如果你是好的，你就不需要"對鏡自照"了。

S："不得而知"我覺得譯得挺好的。這裏用了"反省"，因為我覺得沒有必要一直重複。

R：所以想到的兩個譯法都用上了。那你前面想到了兩種譯法，會對後面壓力有所減輕嗎？

S：會，因為後面第一沒有強調那個比喻的意思了，第二我前面已經用過了，所以我就很自然地排除了前一種譯法。

The focus of my session today is on leading change. Schools all over the world have to deal with so much change today. Nowhere in the world is there more change than

in China. So I think, a very important part of your job is managing the change in your school and being able to work with the leaders at the school level to make change happen successfully.

我今天講話的核心就是<p>改革。 ^{A22}我們 ^{A32}現在生活在一個充滿了變革的世界， ^{A22}所有人都 ^{B34}必須要學會去適應， ^{C32}或者是 ^{A22}去改變<p>現有的事物。你們 ^{B34}必須要 ^{A23}學會在你們的學校裏成功地領導變革，並且和領導人一起<uh>讓 ^{A13}學校的變革成功地被實施。

S：這裏因為邏輯關系不清楚，所以就不知道怎麼記筆記，都是 parallel 的，有點回憶不起來；"Nowhere in the world is there more change than in China."這句也沒聽懂。

I think we all know that whenever there is change, people will resist. So it's very important to understand why people resist. Or else, we cannot solve the problem of change.

每當有變革的時候一定會有人抵抗。所以我們 ^{B34}必須要,去理解為什麼人們要抵抗 ^{C23}這些變革呢？ ^{C13}如果我們不能解決這些問題，我們就不能<p>實現變革。

S：停頓是因為 solve the problem 突然不知道這個問題指的是什麼了
R："I think we all know that "沒譯
S：因為我覺得 這部分 不太符合中文的習慣。

Many changes are happening at the same time, we will tend to have more resistance. And if there's too much resistance, the school becomes the dinosaur. The dinosaur could not adapt to the change in the weather, and died. So even though change is difficult, we must adapt. And this is the yin yang. There is change and there is resistance. And you, all of you, your job is to find the right speed.

<uh>當許多變革同一時間發生的時候就會有越來越多的抵觸 ^{A43}的情緒， ^{A43}抵觸的人。<uh>^{C32}比如說恐龍就是這樣。當他們，當天氣什麼的發生 ^{B34}很多變革的時候，恐龍不能適應這種變革， ^{C33}所以 ^{C23}他們就滅亡了。<uh>這 ^{C33}也是 ^{A13}中國的陰陽所在，有存在 ^{C33}也有變革。

S：resistance 聽成了 existence；"So even though change is difficult, we must adapt. "漏掉了，因為前面突然聽到 dinosaur，有點慌神，然後後面又是"陰陽"，所以就忘記中間的部分了。還有最後一句本來寫下來了，然後翻完"陰陽"就忘了。
R："Many changes are happening at the same time"變成了一個狀語從句
S：因為這才符合中文的表達

Now, in Asia, there's a problem about change. Most of the change comes from the top-down, outside-in. And because Asians give respect to seniority and position, they will be quiet when they resist the change. But they will still resist.

<uh>在亞洲，有，關於變革有一個 ^{B34}巨大的問題。大多數的變革都是從上而下從，外到內的。亞洲 ^{A23}有尊敬老人和<uh>尊敬老人的<p>傳統，所以你們 ^{A33}不會說是<p>很正面的抵抗，但是依然是有抵抗的。

S：一開始的停頓是在想"top-down, outside-in"的表達，好像中文裏有固定的表達；"give respect to seniority and position"本來是想說"尊敬老人和權威"的，但因為沒聽清"position"，所以就沒翻了。"they will be quiet when they resist the

change"直譯我覺得會很怪，所以用了"不會正面的抵抗，但是依然是有抵抗的"。

R："一個巨大的問題"

S：為了強調，所以用了"巨大的"

R：你覺得是你個人的習慣還是中文表達的習慣？

S：不知道，反正說到問題，經常就會說"巨大的問題"

Leaders cannot make the change happened alone. In the school, the principal is the most important person to make change, but it's the teachers who have to actually change. And the principal cannot force the teachers to change. And you cannot force the principal to change. We simply don't have enough power. And people can always resist. We are not a king, so we cannot make people change with just an order.

<uh>在學校裏面，B32 <mark>經常</mark> A22 <mark>有領導會要求變革</mark>。<p>但是我們<p>並不能僅僅靠給予一個命令來迫使他們變革，因為，對於老師老說<p>對於老師來說你們不能強迫他們，但是 A23 <mark>他們可以堅持他們的意見</mark>。

S：這段也是抓不到邏輯，不知道怎麼做筆記，雖然聽懂了，但就很難理清邏輯表達

I think also very important is to be a model. Be the change you want to see. Supporting teachers and principals. Remember the change process starts with feeling. Getting people to be interested. They resisted because they didn't know why. They were not bad people. They have good reason to resist. Their bosses created the resistance because they did not take time to explain the purpose, the benefit, explain what they will need to do.

另外非常重要的就是<p>要當 A13 <mark>改革的</mark>先鋒。C31 <mark>比如說<p></mark>A32 <mark>在學校發生變革的時候</mark>，C23 <mark>我們要</mark>，B34 <mark>個人最大的</mark>支持 A13 <mark>那些<p></mark>領導變革的老師。C31 <mark>並且</mark>~對於那些不支持變革的人，B34 <mark>其實</mark>他們是不知道 A43 <mark>什麼事情在發生</mark>，A23 <mark>他們沒有興趣</mark>，他們不知道為什麼 A43 <mark>要<uh>發生這些變革</mark>，所以 A22 <mark>我們要</mark>，B24 <mark>有義務</mark>讓他們知道 A13 <mark>變革的</mark>目的，原因以及<uh>A13 <mark>能夠帶來的</mark>好處。

S："Supporting teachers and principals"聽成了"Supporting teachers in privacy"，所以譯成了"個人最大的支持"；"Getting people to be interested"不知道是不是講得很快了，

R："另外"加著有意識到嗎？

S：不算有意識吧，因為前面說了一些，要跟後面連起來，就加了

R："要當改革的先鋒"

S：中文的習慣表達

N4

The focus today of my presentation is leading change in Asia. I am not an expert on leading change in China, but I have been doing research on managing change in Asian countries for twenty years. And I also have the experience of being the Dean of a business school in Thailand where I manage change for eight years. So I will share from my research and personal experience of managing change in Asia. But the two important points are： one, not China. But also I am not talking about managing change in America. So the focus is about Asia and the lessons, I think, will

be quite relevant to you. But that's for you to decide yourself.

今天我，我的主題就是關於亞洲的主要變化，[C33] 也就是 [A43] 學校管理層所面臨的挑戰，我在這個方面不是一名專家，但是我在亞洲做了 [B34] 很多的調查。但是我有這方面的經驗，我的經驗就是在一個商業學校裏面去<p>[A22] 注意並且觀察這些變化。那麼 [A31] 今天呢~我就想 [A33] 在這裏 [A43] 跟大家分享一下我的 [A43] 調查結果以及我的經驗。當然這一點也，對於中國還是美國都是非常重要的。[C33] 但是 [A33] 今天 [A13] 我的主要觀點就是在於 [A43] 亞洲的變化。並且 [A43] 這些變化也可能跟你們息息相關。

S：我聽到 leading change 就看了 PPT，然後就把 PPT 後面的"學校管理層曾面臨的挑戰"也讀了出來，其實我當時沒聽原文有沒有，但是好像沒有聽到，而且已經說了就不能再停了。for twenty years 又是因為在最後面，沒有聽，就去翻前面的了。

R：I am not an expert on leading change in China，你譯成"我在這個方面不是一名專家"，這裏前後有點矛盾，你是覺得這裏他是在謙虛還是沒聽到？

S：我是沒聽到 in China，因為記筆記的時候，太長了，所以我就沒有聽見後面的 in China 了。

S："注意並且觀察"是沒有聽到，"8 years"是沒有聽到;in Asia 沒有聽到

R：然後"對美國和中國同樣重要"

S：聽的時候就理解錯了。

S：其實他沒有說"變化"，但是我覺得如果說"主要觀點是亞洲"，有點聽不懂，就加了。然後記的時候沒有記到什麼和什麼相關，所以就又加了一個變化。

To begin with, I would like to split the room into two groups. This side, think of the best leaders with whom you have worked. He could have been your principal, when you were a teacher, could be your big boss now, could be your little boss, your sup-, the person who you report to. Up to you! You don't need to tell me who you are thinking about. But I want you to have one person in your mind. And write down three characteristics that make that person a good leader. For example, could solve problem.This side, think of the worst leader that you have worked with in your career. Three characteristics about that person that make them bad leader. Begin.

首先我把 [A43] 你們分成三組，那麼在 [A13] 你們這一組會有 8 個領導人去向你們介紹一下教師的目前的一個情況。你們不用告訴我你們是怎麼想的。[B24] 你們需要去寫下一個 [A13] 你們自己所認為的<uh>一個領導人 [A13] 所具備，具備的三個 [A13] 最主要的特征。那麼 [A13] 你們這、這一組呢，[C23] 你們可以寫下你們所認識的一些比較差的領導人，...[A13] 他們所具備的三個特征。

S：我譯成三組了，其實是兩組。可能是我聽錯了，"think of the best leader"很好"eight of the best leaders"

S："could solve problem"在最後，我聽到了，但是沒有記下來，後來又想不起來

R：就是說你知道漏了一個東西，但想不起來

S：對。

Ok! So, don't worry if you haven't finished. No problem! Stop where you are. Good leaders, what do you think? One word. Not three. Just pick one! Gentle, mild, wisdom, tolerant, humorous, influential, very good communicator,

innovative.

^B11 我想~ ^A22 你們差不多寫得差不多了吧！^A43 這邊,優秀的領導者 ^A23 你們寫的 ^A43 三個特征是什麼？^B24 最重要的一點是什麼？那麼~^C33 這幾點特征有以下幾點：溫柔、善良、有智慧、有耐心、<uh>幽默、有影響力、^C31 並且~是好的交流者、^C31 並且<uh>^C33 又是創新者。

R：我想問這兩段為什麼聲音聽起來這麼漂啊？

S：因為當時我翻的時候是根據那麼語境在猜。

R："最重要的一個？"

S：我就有點在加東西，但是我也不知道加的對不對。

R：為什麼要加？

S：可能會讓觀眾更好理解一點。

R：我問一下這個開頭為什麼要說"這幾點特征有"？

S：為了要上下連貫。

R：有什麼要講的嗎？

S：gentle 有點猶豫，我覺得這個特征不是我所想的好的領導者應該具備的，然後 humorous 那裏，我也想了一下，我記的是"hun"，覺得是不是 humble，然後後來又想起來是 humorous。

Bad leader. Without aim, aimless, no vision, no direction, unfair, not willing to learn and not willing to change, too subjective, hesitate to make decision, without professional knowledge, unable to solve problem, without innovation spirit.

那對那些不好的領導者呢？^C33 那麼 ^C33 對於那些不好者，領導<uh>差的領導者，^C31 他們的特征有以下<uh>^C31 那就是<p>^C23 他們沒有目標、沒有遠景、缺乏方向，^C23 他們不公平，^C33 並且沒有去學習或者是改變的想法。^C23 他們太主觀，沒有、不能夠斬釘截鐵去做決定，缺少專業知識、不能夠不能夠去解決問題，^C33 並且 ^C33 也缺乏創新能力。

R：就是一開始的時候

S：bad leader，太短了，所以我要把它補充，我覺得這不是一個句子。

R：就補成一個完整的意思了。

S：對。Without aim 和 aimless 我就翻成一個了。然後 hesitate to make decision 在想比較好的表達。

R：怎樣叫更好的譯文？四個字嗎？

S：對，我是這樣想的。

R："做決定太猶豫"，這樣不像中文，所以我在使它聽起來更像是中文。

Ok, so all of you have opinion about good leadership and bad leadership. And now in your own career, you move up to a higher level. When you were younger, we look at the leader above us. If he was a bad leader, make our job very difficult. ^A31 現在<p>大家都知道，一些好的領導者以及差的領導者的他們的一些 ^A43 特征，^B11 我想~ ^A22 在你們的領域中也能想想我們 ^A32 今天所提到的這一切。

S：在原文的意思好像不一樣，當時就是腦子裏想到什麼就記什麼了。聽到"you move up to a higher level"，但是腦子當時在想第一句怎麼翻，所以理解上稍微有點問題，記憶不是很深，所以不敢翻出來。

But sometimes when we move up in our own career, we forget. And it's easy to

become the leader that your staff don't like.

當然<uh>在過去，作為一個好的領導者是很難的，大家都知道。但是在自己去 B34 <mark>真的</mark> A23 <mark>成為領導者</mark>的時候，C33 <mark>卻</mark>想不起來 A43 <mark>我們</mark> A33 <mark>今天所提到的這一切</mark>。

S：我記得這個我現在還看不清，所以我就編，根據自己的理解，把它編成一個完整的句子。下面的翻譯我就會跟著這一句往下帶。

R：就是順著邏輯走。

S：對。

So today, I'd also want to have you looked into the mirror. Are you this kind of leader? If I ask your staff, are they going to say you are like this person? Are your staff going to say, "you are like this person"? I don't know, but today I want you to look into the mirror and think about your own leadership.

今天我想 B24 <mark>建議</mark>大家去照一下鏡子。C13 <mark>這樣</mark> A22 <mark>你們就知道你們</mark>是一個，<mark>有什麼樣的能力</mark>。<uh> A22 <mark>你們可能覺得就是</mark> A32 <mark>還不太了解自己</mark>，A23 <mark>或者你們覺得自己</mark> A33 <mark>已經有很好的領導力</mark>，是 C13 <mark>好的</mark> A43 <mark>領導者</mark>。

S：looked into the mirror 我覺得不能直譯，但想不出更好的方式。

R：就是說你覺得它是一種比喻嗎？還是？

S：我覺得它是一種比喻。不應該直譯"照鏡子"，"照鏡子"照不出自己的特質。

The focus of my session today is on leading change. Schools all over the world have to deal with so much change today. Nowhere in the world is there more change than in China. So I think, a very important part of your job is managing the change in your school and being able to work with the leaders at the school level to make change happen successfully.

那麼我今天<p>召開這個會議的目的就是，主題就是引領變革。那麼在學校，在世界各地的學校 A22 <mark>我們都可以發現</mark>這些變化，那麼~在中國這些變化是 B24 <mark>最明顯的</mark>。你們的工作就是去<uh>管理學校的變化，並且和學校的領導人一起<uh>合作去學習這些變化，並且希望這些變化可以取得成功。

S：目的就是，主題就是，監聽覺得不合適，所以改了。還有最後一句有點不一樣，

R：加了"一起合作去學習這些變化"

S：因為筆記上記了"學"，但不記得是學習、還是學校了

R：加了很多"那麼"，自己知道嗎？

S：不知道，但是現在聽來就注意到了，可能是為了看筆記之類的。

R：最明顯的

S：自己加工的，筆記上就寫了"more"

I think we all know that whenever there is change, people will resist. So it's very important to understand why people resist. Or else, we cannot solve the problem of change.

我們也想，我們現在<p>有一，只要有變化，那麼就會有人去<uh>去反對。那麼我們要理解為什麼他們要反對 A43 <mark>這些計劃</mark>。A22 <mark>我們<uh>怎樣才能夠去實現這些變化</mark>。

R：差距還蠻大的，是因為？

S：最後一句沒聽清楚，也沒記筆記，就自己編了一句。

Many changes are happening at the same time, we will tend to have more resistance. And if there's too much resistance, the school becomes the dinosaur. The dinosaur could not adapt to the change in the weather, and died. So even though change is difficult, we must adapt. And this is the yin yang. There is change and there is resistance. And you, all of you, your job is to find the right speed.

那麼其實現在變化也一直在發生，也有很多人去反對。如果有太多的反對，那麼就像恐龍一樣，那麼 [A43] 這些就是 [B24] 比較頑固人<uh>他們不 [A23] 想變化，然後雖然變化、變革比較難，但是我們也要去<uh>適應 [A43] 變化。在座的很多人，你們的工作就是要去加速這些變化。

S：那麼這些人就是比較頑固是根據自己的背景知識。

R：一直在發生

S：我記的是"變、發"然後說的時候可能腦子裏有點混亂

R：Dinosaur，你記的時候先是很慢然後是很快，為什麼？

S：因為這個單詞很久沒接觸了，先是沒聽懂，意識到是恐龍的時候就寫得快了。

R：很有趣，比較反應了你的思維的反應度跟速度

S：如果了解我就記的很快，反之就慢

R：we must adapt → 我們也要去<uh>適應變化，是有意識補充出來的嗎？

S：對，有助於聽眾的理解。

R：陰陽這裏

S：我聽到了，但是我覺得很難去解釋，我也沒想明白它與上下文的聯系，所以就沒譯。

R：所以當你沒有把握的時候，你傾向於不翻?

S：對

R：speed → 加速變化

S：沒想明白，然後最快，就把第一反應說出來了

Now, in Asia, there's a problem about change. Most of the change comes from the top-down, outside-in. And because Asians give respect to seniority and position, they will be quiet when they resist the change. But they will still resist.

那麼在亞洲，有<uh>這些變革有一些問題<uh>這些問題主要是來自<uh>由上層到下層、從外到內，那麼在一些機構裏，[C33] 雖然有一些人默默無聲，但是還是反對 [A43] 那些變化。

S：Asian 我聽成了 agents，然後在想為什麼，就影響了後面的聽解。

Leaders cannot make the change happened alone. In the school, the principal is the most important person to make change, but it's the teachers who have to actually change. And the principal cannot force the teachers to change. And you cannot force the principal to change. We simply don't have enough power. And people can always resist. We are not a king, so we cannot make people change with just an order.

那麼一些領導人不能夠去實現這些變革，其實核心的問題是在於你們，你們一定要有所改變。那麼，老師也是改，是扮演這種改變的核心角色。[B31] 其實<p>你們不能夠去強迫校長去<uh>改變，但是 [B34] 很多人還是要去、仍然去反對 [A43]

<mark>這些變化</mark>。我們如果不能夠改變這一現狀我們就不能夠去實現變化。

S：筆記上最後一句沒記下來

R：是沒聽懂還是筆記沒記下來

S：聽的時候就沒太聽懂又沒有記下來

R：前面這一部分，原文是"核心是校長"但譯文是"核心是改變"，這是聽的問題還是筆記的問題？

S：但是聽的時候，理解的問題。

I think also very important is to be a model. Be the change you want to see. Supporting teachers and principals. Remember the change process starts with feeling. Getting people to be interested. They resisted because they didn't know why. They were not bad people. They have good reason to resist. Their bosses created the resistance because they did not take time to explain the purpose, the benefit, explain what they will need to do.

那麼我也在想\<uh>最重要的 [C23] <mark>事情</mark>就是要成為一個模範，[B24] <mark>起到帶頭的作用</mark>。[C23] <mark>我們要去</mark> [A23] <mark>引領</mark>這些變革，去幫助老師、校長去改、[A23] <mark>去變革</mark>。那麼要，[C33] <mark>同時也</mark>要去吸引他們的興趣。有些人反對 [A43] <mark>變革</mark>是因為他們不知道 [A13] <mark>這變革的</mark>原因，有些人去反對變革，因為他們沒有時間去解釋 [A13] <mark>這些變革</mark> [A13] <mark>背後的</mark>問題。

S：最後一句翻得不一樣。當時聽得不清楚，然後記得也比較混亂。

R：成為模範，起到帶頭的作用，/同時/ 因為他們不知道這些變革的原因也要去吸引他們的興趣，這三處是有意識加的解釋嗎？

S：是的，這樣更有利於聽眾的理解。

R："沒有時間去解釋"是因為沒有聽清楚是嗎？

S：是的。

N5

The focus today of my presentation is leading change in Asia. I am not an expert on leading change in China, but I have been doing research on managing change in Asian countries for twenty years. And I also have the experience of being the Dean of a business school in Thailand where I manage change for eight years. So I will share from my research and personal experience of managing change in Asia. But the two important points are： one, not China. But also I am not talking about managing change in America. So the focus is about Asia and the lessons, I think, will be quite relevant to you. But that's for you to decide yourself.

[B21] <mark>感謝大家關注</mark>。今天呢，我，[B21] <mark>我想</mark>通過我的演講，通過我的 [A13] PPT 演講來 [A43] <mark>向大家講述一下</mark>關於目前的一些問題。[A31] <mark>首先</mark>呢\<p>我並不是關，這個領域的中方的一個專家。但是通過我的研究呢，我已經在亞洲國家待了二十年。通過我的研究呢，[B21] <mark>我想</mark>呢~今天主要講一下，今天主要講一下亞洲的領導的變化以及 [A43] <mark>學校管理層所面臨的挑戰</mark>。\<uh>我想我在這個，我在大學的學院 [A33] <mark>已經</mark>做了八年的這個研究，同時呢我也知道，同時呢我也知道作為這個專家我們所面臨的一些問題。我想講的，[A11] <mark>我想講的</mark>兩個關於，兩個重要的問題呢，[B34] <mark>其實</mark> [B34] <mark>並</mark>不是\<uh>[C33] <mark>關於</mark>中國或者也不是關於美國，[A31] <mark>今天</mark>呢\<p>[B24] <mark>我想</mark>重點強調的是關於亞洲的 [A43] <mark>問題</mark>以及它所衍生出來的相關的問題。

S：首先我本身就是英譯漢會差一點，因為漢譯英記筆記就肯定是用英語並輔之

以一些縮寫，但是英譯漢就不清楚應該是用英語還是漢語做筆記。然後回到這篇文章，speaker 的聲音沒有周濟說的那麼清楚，聽起來不太習慣，比如說這個 Thailand，他肯定是說了，但是我就是沒聽到。反正英譯漢的時候總有點發怵，比如說剛開始 the focus of…，我就在前面加了"謝謝你的關注"。

R：為什麼會這樣譯呢？

S：我的理解是"Thank you for focusing!"

R：重複了"今天我主要講的"，當時在想什麼？

S：因為英譯漢筆記的原因，所以會譯了半句在返回去看另外半句。

To begin with, I would like to split the room into two groups. This side, think of the best leaders with whom you have worked. He could have been your principal, when you were a teacher, could be your big boss now, could be your little boss, your sup-, the person who you report to. Up to you! You don't need to tell me who you are thinking about. But I want you to have one person in your mind. And write down three characteristics that make that person a good leader. For example, could solve problem. This side, think of the worst leader that you have worked with in your career. Three characteristics about that person that make them bad leader. Begin.

<uh>首先呢，我想講的這個問題就是，假設我們這裏面有八個最好的領導，然後呢你們就，<uh>這些人可以是你們曾經共事的人，也可以是當初面試，曾經面試過你的人或者說是你現在的老板 [A42] 等等等等。這些決定，[C23] 這些呢 [B34] 都是由你自己來決定。<uh>你可以想象一下呢，對於，[B14] 你認為 [C33] 對於一個好的領導，他們 [A13] 所應該擁有的三項特質以及他們應該如何去解決問題。[C31] 同時呢<p>[C23] 我們也來想象一下 [A13] 你 [A13] 心目中認為的三位最差的這個領導，[A13] 他們所擁有的一些不好的地方。

S：不知道為什麼就聽成了"八位領導"

R：think of 可能聽成了 eight of

S：然後整段都聽得不是太清楚，然後就導致譯得一頭霧水這樣。

R：加上了"也可以是曾經面試過你的人"這個概念是從那裏來的。

S：我當時應該是聽到了，筆記上也特意寫了"面試"

R：up to you，加了主語這些呢都是由你自己來決定。

S：如果不加，會顯得有點唐突。然後因為他講了這麼多其實就是想讓臺下的人來決定，所以我覺得加上"由你決定"會好點。

Ok! So, don't worry if you haven't finished. No problem! Stop where you are. Good leaders, what do you think? One word. Not three. Just pick one!

好了，[A22] 你們 [A32] 已經寫完了吧？[C33] 那麼就 [A23] 讓我來問一下 [A43] 你們，你們認為一個領導者 [C23] 最重要的是什麼。只 [C23] 需要一個字 [C33] 而不是三個詞。

S：看了文章知道錯了，他是說"不要著急"，然後我當時聽的就是你們寫完了。

R：是聽錯了嗎？

S：是，不過這部分也不是重點，大概意思說出來就行。

Gentle, mild, wisdom, tolerant, humorous, influential, very good communicator, innovative.

<uh>他需要，[C23] 他需要 [B34] 很溫和，[C23] 需要 [B34] 很有智慧，[B34] 很有忍耐力，[C33]

[C23]同時呢 [C23]他也 [C23]需要具有影響力，有好的，良好的溝通技能 [C33]以及 [C23]要有創新能力。

S：gentle 和 mild 當時本來想分開譯，但是沒想到合適的兩個詞，就合起來譯了。剩下的就是說話的習慣吧，其實他也沒有說"非常、很"，然後就自己加了。

R：那你有意識嗎？

S：沒有意識到，就是隨口說的，因為平時比較少說原級，比較級用的多。

Bad leader. Without aim, aimless, no vision, no direction, unfair, not willing to learn and not willing to change, too subjective, hesitate to make decision, without professional knowledge, unable to solve problem, without innovation spirit.

[C31]下面呢<uh>我來講一下，[C23]我想談一下不好的領導人 [A13]所具有的一些 [B24]不好的 [A43]特點。[C21]第一呢~就是 [C23]他們沒有遠見卓識，[C23]他們沒有這個判斷力，[C23]他們 [A33]對人對事 [B34]都 [B34]很不公正，不樂於學習和改變。[C31]同時呢~太主觀，[A31]然後<p>解決，判斷 [A43]問題的時候猶豫不決，不具有專業、專業方面的素質、素養以及沒有 [B34]良好的解決問題的能力，[C33]同時也沒有 [B34]很好的創新精神。

S：這段因為是人念的所以還好，幾個特徵基本上都說出來了。

R：對人對事都很不公正、判斷問題的時候猶豫不決

S：unfair 這些都是基於某種情況下的，如果不補充出這個背景而是字面譯的話，會比較突然。

Ok, so all of you have opinion about good leadership and bad leadership. And now in your own career, you move up to a higher level. When you were younger, we look at the leader above us. If he was a bad leader, make our job very difficult. But sometimes when we move up in our own career, we forget. And it's easy to become the leader that your staff don't like. So today, I'd also want to have you looked into the mirror. Are you this kind of leader? If I ask your staff, are they going to say you are like this person? Are your staff going to say, "you are like this person"? I don't know, but today I want you to look into the mirror and think about your own leadership.

<uh>好的。[B11]我想呢~[A31]現在<uh>你們 [A31]已經~有了自己的觀點 [A33]對於判斷好的以及不好的這個領導、領導。<uh>[A31]現在呢~[B21]我想 [A41]跟大家談一下<uh>假設在你們<p>的就是年輕的時候呢，[A23]你們 [A33]在工作的時候可能會碰到一些不好的領導，[C11]這樣子呢~就使大家的工作 [B34]都變得非常得困難。<uh>但是當你，但是 [A31]隨著時間的推移<p>當你自己 [A23]有了自己的事業的時候呢，你就會發現，[B31]其實~你會 [A33]不由自主地變成了那種 [A42]你自己 [A23]認為不好的領導。所以說呢今天我想要 [A21]做的事情<uh>就是想讓大家能夠<uh>自我思考 [A23]自我反省一下自己是否 [A33]已經成為了 [C13]曾經你認為的那種不好的領導。[B31]其實呢<uh>我並不知道你們會作出怎樣的這種想法。但是我想要 [A21]做的事情<p>[B34]僅僅是讓大家思考、讓大家 [A23]反省一下<p>你們的這種做法。

S：跟漢譯英一樣，比如"現在呢我想跟大家談一下"其實原文沒有這些內容，我就自己加進去了，就是為了延緩時間回憶這句話。

R：when we move up in our own career 譯成了隨著時間的推移，有意識到嗎？

S：有，我個人的理解是，當我們年輕的時候，我們可能是在為別人打工，但隨著時間的推移，我們會成就自己的事業，我們也會成為老板，可能是為了和前

面的 younger 作一個比較吧！

R：the leader you staff don't like 譯成了"不好的領導"

S：可能原文沒有聽清楚

R：look into the mirror 譯成了"反省"，原意象略去了

S：對，我覺得直接說照鏡子沒什麼意義，照鏡子的目的就是發現自己的不足，所以就譯成了"反省"

The focus of my session today is on leading change. Schools all over the world have to deal with so much change today. Nowhere in the world is there more change than in China. So I think, a very important part of your job is managing the change in your school and being able to work with the leaders at the school level to make change happen successfully.

<uh>C33 第二個問題 B21 我想講的就是<uh>我們在變化的環境下生存。 B11 我想呢~世界上任何一個 A13 國家的 A43 學校都沒有中國的 A43 學校所面臨的問題多，所以說 B21 我們想談的 A41 問題呢~就是<p>我們如何能夠有效地去做一些改變。C33 而我所，我們所需要做的呢就是和學校的領導人共同 B24 努力使得這些、<uh>使得 A13 所做的這些 B24 努力呢 B34 都能夠成功。

S：開始就沒挺清楚，"今天講的核心"譯成了"第二個問題"

R："在變化的環境下生存"這個概念從何而來？

S：我把 leading change 聽成了 living change

I think we all know that whenever there is change, people will resist. So it's very important to understand why people resist. Or else, we cannot solve the problem of change.

<uh>我們知道呢人們都<uh>我們知道當我們有 B34 許多變化的時候呢人們都經常抗拒 A43 這種變化。所以呢，很重要的 A43 一個問題就是 C23 我們 B34 必須要了解 A33 清楚為什麼人們要抗拒 A43 這種變化。

S：像前面說的，又加了一些主觀的詞，比如"所以呢"

R：我們知道呢人們都<uh>我們知道，這個重複是因為？

S：第一次是按原文，第二個就是在想下面該怎麼講

R：後面這個 or else 是沒有聽到嗎？

S：這個我覺得只是對原文的補充，所以就沒譯。

R：所以這裏是有意識不譯的嗎？

S：是。

Many changes are happening at the same time, we will tend to have more resistance. And if there's too much resistance, the school becomes the dinosaur. The dinosaur could not adapt to the change in the weather, and died. So even though change is difficult, we must adapt. And this is the yin yang. There is change and there is resistance. And you, all of you, your job is to find the right speed.

<uh>C33 其次呢~B21 我想講一下<p>就是 A22 變化呢 B32 其實能夠引起很多的問題，因為所有的很多的變化在同一時間變化 C13 這樣 A23 就會使人們產生這種抗拒 A43 的心理。<uh>所以說呢我們所需要 A21 做的事情呢~就是逐漸地、逐步地去適應這、A31 逐步地去適應 A43 這種變化。盡管說呢，A23 適應這種變化會很難，

^{C33} 但是我們必須要去適應 ^{A43} 它。這就像在 ^{A13} 中國古語裏面所講的那個陰陽的問題。^{C33} 所以說我們每一個人呐~都應該 ^{A23} 以一種正確的方式去適應這種、這種變化。

S：這段主要是因為一開始聽到 dinosaur，完全不明白，就影響了對後面的理解。聽到後面 could not adapt to the change 才明白過來。

R：中國古語裏面所講的那個陰陽的問題

S：因為聽眾是"中小學的校長"，可能也有一些外國人，我覺得中國人和外國人對這個概念可能都有點陌生，所以就加了這個限定詞，會使範圍更加具體。

Now, in Asia, there's a problem about change. Most of the change comes from the top-down, outside-in. And because Asians give respect to seniority and position, they will be quiet when they resist the change. But they will still resist.
在亞洲呢關於我們，在亞洲關於變化存在一個很大的、很大的、^{B34} 很大的問題，^{C33} 就是說亞洲的人民呢~^{A31} 通常 <p>對這種變化呢，他們保持、<uh>保持、保持安靜保持冷漠對這種變化。同時他們對這種變化的，同時他們對抗拒變化呢並不是十分地關心。

S：這段也聽得不好。Top down 什麼的，沒聽清。還有 Seniority 也沒聽到，我其實只聽清了 resist the change，所以說剛聽完的時候，我其實是沒有話說的，所以就一直圍著 resist the change 在講。

Leaders cannot make the change happened alone. In the school, the principal is the most important person to make change, but it's the teachers who have to actually change. And the principal cannot force the teachers to change. And you cannot force the principal to change. We simply don't have enough power. And people can always resist. We are not a king, so we cannot make people change with just an order.
<uh>^{C31} 下面呢~^{B21} 我想講一下<uh>...^{A13} 能夠使這種變化發生最徹底的變化的^{B34} 其實就是 ^{A13} 我們的老師。但是呢你並不能指望老師在這個領域能夠做到所有的東西。我認為最關鍵的問題也就是最核心的問題也就是我們<uh>^{B34} 很多的人 ^{B34} 其實還是 ^{B34} 非常地抗拒 ^{A43} 變化。所以說 ^{A22} 我們 ^{B32} 真正要做的就是如何能夠使人們，<uh>使領導力在這一方面發揮 ^{A12} 它應有的作用。

S：第一句沒譯出來，然後第二句也是加了自己的觀點"我認為...."，然後原文強調了校長，我沒有

R：下面呢我想講一下 是因為後面還沒有理清楚嗎？

S：可能就是已經習慣了加上一些主觀的東西進去。

R：重複：關鍵的問題也就是最核心的問題

S：我一般的方法就是如果在對筆記進行轉碼，或者還在思考後面的表達的話，我就會采取這種同義詞並列的方法來迂回一下。

R："使領導力在這一方面發揮它應有的作用"這個概念怎樣來的呢？

S：最後一句突然說到 king，當時沒有理解，就根據前文說了"領導要發揮自己的作用"。

I think also very important is to be a model. Be the change you want to see. Supporting teachers and principals. Remember the change process starts with feeling. Getting people to be interested. They resisted because they didn't know

why. They were not bad people. They have good reason to resist. Their bosses created the resistance because they did not take time to explain the purpose, the benefit, explain what they will need to do.

我認為，我同時認為有一個很重要、很重要的原因呢就是 [C23] 我們要成為 [A13] 他們的榜樣。那其實我呢，我們需要從我們的老師以及校長這方面得到更多的支持。其實 [B34] 很多人呢，他們抗拒 [A43] 改變呢是因為他們不了解 [A13] 其中的原因，你 [C33] 比如說 [C33] 以你的老板為例呢，他 [A31] 有時候呢~可能是因為他沒有更多的時間去解釋他想要說的內容。

S：這段話可能譯出了一半的意思，很多這些小意思都沒有譯出來，比如 getting people to be interested 之類。然後短句比較多，如 they were not bad people，就沒有譯，只是把框架譯出來了。

R：the benefit, the purpose 之類的就總括的說成是“去解釋他想要說的內容”

S：可能當時聽的時候也有一些遺漏，所以就按自己的理解進行概括了。

R：整體來說，英譯中有什麼感覺？

S: 英譯中要加強，特別是筆記的問題。然後口音的問題，因為聽的時候會聽錯，比如 think of 譯成了 eight of；銜接的問題，就是要盡量少加自己主觀的東西。

R：對 I think， I' going to talk about 這些添加，你自己會怎麼評價？

S：適當用一下是可以的，就是特別優秀的譯員也不可能整篇很通順的譯下來，我在聽兩會的時候，像費勝潮這樣的譯員也會加主觀性的詞，但是不要太多。有助於銜接的時候可以加，但是如果每段都加的話，聽眾肯定能聽出來譯員是自己在刻意地加一些東西。

N6

The focus today of my presentation is leading change in Asia. I am not an expert on leading change in China, but I have been doing research on managing change in Asian countries for twenty years. And I also have the experience of being the Dean of a business school in Thailand where I manage change for eight years. So I will share from my research and personal experience of managing change in Asia. But the two important points are： one, not China. But also I am not talking about managing change in America. So the focus is about Asia and the lessons, I think, will be quite relevant to you. But that's for you to decide yourself.

我今天演講的重點就是亞洲的改變。[C31] 雖然<uh>我不是一個 [A23] 研究中國變化的專家，然而在過去二十年裏，我研究了亞洲的 [B34] 很多國家，而且 [A11] 在過去的<uh>八年裏，我還是<uh>一家商學院的<uh>系主任。通過我自身的經歷和<p>調查，<uh>我研究了亞洲 [A13] 國家的一些改變。不光是中國的，還有<uh>許，一些美國的管理<uh>方面的方面的變化。<uh>這一重點不僅僅是在中國，<uh>而且<uh>哪個會對你們來說比較重要，是由你們自己決定的。

S：我覺得在看了講稿之後，我的譯文大部分比較准確，但後半部分，可能由於筆記的關系，把 speaker 的話前後顛倒了，比如說，我談的是兩個重點，不僅僅談的東西還有美國。

R：所以你當時聽到的是 not only China 嗎？

S：好像是。

R：“哪個會對你們來說比較重要，是由你們自己決定的”這裏也加了一些

S：對，就是確切的原文沒有聽清楚，然後根據理解自己組織的。

To begin with, I would like to split the room into two groups. This side, think of the best leaders with whom you have worked. He could have been your principal, when you were a teacher, could be your big boss now, could be your little boss, your sup-, the person who you report to. Up to you! You don't need to tell me who you are thinking about. But I want you to have one person in your mind. And write down three characteristics that make that person a good leader. For example, could solve problem. This side, think of the worst leader that you have worked with in your career. Three characteristics about that person that make them bad leader. Begin.

那麼在 A43演講開始的時候呢，我想將房間裏的 A43人分成三組。這一組，第一組是有八個人組成，你們可以想象你們是<uh>某方面的領導，C33無論是校長還是<uh>A13公司大老板之類的，但是你們不必告訴我你們心中想的<uh>扮演的角色是什麼，但是你們 B34必須 A21記住的一個事情就是<uh>C23你們要寫下三個特點。<uh>C11這三個特點是<uh>關於怎樣成為一個好的領導者，還有三個觀點<uh>還有三個特點是怎樣，A23你們認為是一個<uh>比較差勁的領導者。

S：兩部分聽成了三部分，所以關系就混亂了。

R：加了扮演角色

S：對，因為理解有誤，所以只能根據自己的推測來譯。

R：所以你把兩種可能性都說了出來，一個是想，一個是扮演。

Ok! So, don't worry if you haven't finished. No problem! Stop where you are. Good leaders, what do you think? One word. Not three. Just pick one!

<uh>A32現在 B12我相信 A22你們<uh>A32已經完成了 A12我剛才說的上述程序。那麼<uh>C23什麼是一個好的領導者 A13所具有的條件呢？C23你們從三個詞中選一個。

S：這個前面沒聽清，雖然譯得不一樣，但是我覺得也差不多，而且這個不是重點，重點是後面的特質。

R："你們從三個詞裏面去選一個"有意識加的嗎？

S：無意識的

Gentle, mild, wisdom, tolerant, humorous, influential, very good communicator, innovative.

那麼 A23我們來聽取一下大家的意見，A33作為一個好的領導者，A23我們來總結一下，C21那就是<uh>C23要謙遜，有智慧，有忍耐力，B31非常<uh>紳士，有幽默感，B31非常<uh>有影響力，C23他 A33還比較要有很好的溝通能力以及創新能力。

S：之前加了一些話，能更好地傳遞信息，不然太突兀，沒有聯系，比如"我們來總結一下"

R：加了一些"非常有"是一種語言習慣嗎？

S：恩，是無意識的

Bad leader. Without aim, aimless, no vision, no direction, unfair, not willing to learn and not willing to change, too subjective, hesitate to make decision, without professional knowledge, unable to solve problem, without innovation spirit.

那麼，一個差勁的領導者他就是 [C23] 有以下 [C13] 這樣的特點：<uh>沒有目標、沒有願景、沒有方向感、[A43] 對事不公平、不願意去學習、不願意去改變、[A33] 做事太主觀、做決定 [B34] 非常猶豫，沒有專業知識 [C33] 以及沒有 [A23] 使用創新的方法 [A23] 來解決問題。

S：前面講者有重複，我就簡化成一個"aimless"，沒有能力解決問題，可能聽錯了，就和後面的創新精神連在了一起。

R：對事不公平、做事太主觀，有意識加的嗎？

S：應該是有意識的。

Ok, so all of you have opinion about good leadership and bad leadership. And now in your own career, you move up to a higher level. When you were younger, we look at the leader above us. If he was a bad leader, make our job very difficult. But sometimes when we move up in our own career, we forget. And it's easy to become the leader that your staff don't like. So today, I'd also want to have you looked into the mirror. Are you this kind of leader? If I ask your staff, are they going to say you are like this person? Are your staff going to say, "you are like this person"? I don't know, but today I want you to look into the mirror and think about your own leadership.

那麼 [A22] 我們可以看到，[C31] 同時<p>一個好的領導者和一個壞的領導者的 [C13] 這些特點。<uh>在我們年輕的時候，你們同樣也會 [A22] 遇到 [B32] 很多不同的<uh>上司，[A23] 你們 [C33] 也有會遇到不好的上司，<uh>而，但是 [A33] 今天我們很容易忘記 [A43] 自己 [A33] 當初不喜歡的那個領導人，[C23] 自己就成為 [C13] 那樣子的 [B24] 差勁的領導。<uh><uh>是否，這樣的領導人是否受<uh>你自己的雇員的歡迎？因此你應該<uh>照，對，對照鏡子，[A23] 審視自己，[C23] 問自己是否是 [C13] 雇員喜歡的那種類型？今天<uh>我不知道怎樣是，成為一個好的領導者，但是我希望我 [A23] 通過自省來反省自己是怎樣的一個領導人。

S：總體來說，他強調不要成為差勁的領導人，還有要反省自己，具體一些細節我沒有聽得很清楚，因此就做了一個近似總結的翻譯。

R：look into the mirror 就會譯成"自省、反省"，是覺得原來的意象不重要嗎？

S：我覺得只要把意思譯出來就好了，並不需要緊扣原文。在英到中的時候，我的這種處理比較多。

R：我們看到，同時，一個好的領導者和一個壞的領導者的這些特點。

S：還是譯意思。

R：那這種理解是在記筆記之前還是筆記之後表達的時候的處理？

S：我可能筆記的時候有些處理，然後 deliver 的時候還有一些處理。

R："the leader your staff don't like"自己就成為那樣子的差勁的領導。

S：還是自己的理解，但是可能跟原文有一些分歧。

R：那個是屬於聽的過程中的處理還是 deliver 時候的處理呢？

S：是 deliver 時候的

R：這句你的筆記是怎樣記得呢？

S：就寫了 like，可能因為前面提到過，所以就無意識地用了"差勁的"

The focus of my session today is on leading change. Schools all over the world have to deal with so much change today. Nowhere in the world is there more change than in China. So I think, a very important part of your job is managing

the change in your school and being able to work with the leaders at the school level to make change happen successfully.

我 ^{A13} 下面一個環節的重點就是引領改變。如今全球的很多學校都在<uh>有著很多的改變，而中國學校的改變<uh>更是<uh>非常得多。我認為你們 ^{A33} 今天的重要的任務就是怎樣來管理這種改變，<uh>並且<uh>作為學校層面的一個領導人，怎樣成功地面，面對這些改變。

S：我下面一個環節的重點，是我有意識加的，因為前面是互動，我想跟後面作一個區分。

I think we all know that whenever there is change, people will resist. So it's very important to understand why people resist. Or else, we cannot solve the problem of change.
Many changes are happening at the same time, we will tend to have more resistance. And if there's too much resistance, the school becomes the dinosaur. The dinosaur could not adapt to the change in the weather, and died. So even though change is difficult, we must adapt. And this is the yin yang. There is change and there is resistance. And you, all of you, your job is to find the right speed.

我知道<uh>在面對改變的時候，人們 ^{A33} 往往有一些抵觸 ^{A43} 情緒。因此，重要的 ^{C21} 一點<p>就是我們要弄明白，^{A33} 面對改變，為什麼人會產生抵觸 ^{A43} 情緒，否則的話我們無法解決改變這個問題。

有 ^{A33} 很多時候，一些改變 ^{B34} 都是同時發生的。我們會產生很多的抵觸 ^{A43} 情緒，如果 ^{A23} 我們無法解決這些抵觸 ^{A43} 情緒的話，我們就會，也就是學校就會變成恐龍，^{C33} 因為恐龍無法適應<uh>^{A13} 環境的改變而滅亡了，因此，即使困難 ^{B34} 很多，我們 ^{C33} 也 ^{B34} 要想方設法地去改變。你們的工作就是要找到合適的步伐 ^{A23} 來<uh>跟上這種改變。

S：有很多時候，這是無意識的，我也不知道怎麼會加這個，可能是聽到 many 這個詞了吧！省略了"陰陽"，聽到了就是忘記翻譯了。

R："天氣" → 無法適應環境的改變

S：這個是根據背景知識，恐龍滅絕應該不僅僅是天氣的原因，所以有時候翻譯的時候，就會完善一下 speaker 講得不足的地方，但是我們的意思是一樣的。

R：陰陽為什麼沒翻？

S：就是覺得不能單獨這麼譯，要加解釋，然後又不會解釋，所以就省略了。

R：我們也要想方設法去改變

S：無意識的，我可能受到 must 的影響了。

R：find the right speed→"跟上改變的速度"

S：這是根據自己的理解。

Now, in Asia, there's a problem about change. Most of the change comes from the top-down, outside-in. And because Asians give respect to seniority and position, they will be quiet when they resist the change. But they will still resist.

現在就是在亞洲，<uh>^{A43} 我們有一些<uh>改變上的問題。^{A31} 在亞洲<p>很多改變都是自上而下、自外而內的，<uh>所以雖然亞洲 ^{A23} 有尊老愛幼的傳統，但是面對改變的話，他們還是會<uh>有產生抵觸、抵觸 ^{A43} 情緒。

S：there is a problem 我譯成了"一些問題"；還有"尊老愛幼"；然後 quiet 沒清楚，

就譯成還是會有抵觸情緒。

R：“一些問題”是什麼原因呢？

S：因為筆記上就記了一個問號，所以後面加工的時候出現的錯誤。

Leaders cannot make the change happened alone. In the school, the principal is the most important person to make change, but it's the teachers who have to actually change. And the principal cannot force the teachers to change. And you cannot force the principal to change. We simply don't have enough power. And people can always resist. We are not a king, so we cannot make people change with just an order.

<uh>A31 作為<uh>學校的領導人，我們無法將<uh>這種改變讓它獨自發生，在學校也 A22 有改變<uh>然而校長不能強迫<uh>A13 他的教員作出改變。A31 作為你們<p>你們也無法強迫校長作出改變，C33 因為我們 B34 都沒有權利。人產生這種抵觸 A43 情緒<uh>是 A33 不可避免的，我們不是<p>皇帝，我們也無法命令 B34 任何一個人去改變。

S：前面有些沒聽到，所以“校長不能強迫教員”後面那句就省略了。“people always resist”也沒有聽清，就是說這種抵觸情緒是不可避免的，大概把意思譯出來了。

R：作為學校的領導人、作為你們

S：無意識的。

R：筆記上，一開始“校”是沒寫完的，一邊翻的時候一邊補完

S：就是覺得不能不寫完，光一個“木”字邊，不明白意思，所以就提醒一下自己一定要寫完。

I think also very important is to be a model. Be the change you want to see. Supporting teachers and principals. Remember the change process starts with feeling. Getting people to be interested. They resisted because they didn't know why. They were not bad people. They have good reason to resist. Their bosses created the resistance because they did not take time to explain the purpose, the benefit, explain what they will need to do.

同時我認為還有一點非常重要，C31 那就是~C23 我們要成為改變的一個楷模，C23 我們要支持校長以及教員，因為改變<uh>不僅僅是這種感官上的東西，C23 我們要讓人們 A43 對這種改變感興趣。<uh>人們 C31 之所以<uh>會產生抵觸 A43 情緒，因為他們沒有 A23 找到 B24 很好的原因<uh>A23 來支持這種改變，因為<uh>A31 往往<uh>A43 我們是沒有時間 C23 給人們解釋 A13 這種改變的目的，以及 A13 它們會帶來的好處。

S：有一句沒聽清楚，就模糊省略到每一個句話。“they were not bad people...”，還有像“我們不能讓這種改變獨自發生”，我覺得這樣的表達也很奇怪。

R：總體評價

S：因為英到中的反應速度更快，所以加工的程度也更深。而且英文本來顯化的東西就很多，就不像中文，要補的東西很多，那個邏輯得自己想。但英文的就不會，就只要找准邏輯譯就行了。中文就很難，他很多隱含的東西需要自己去填充，但我也不知道自己理解的對不對，所以能宏觀就宏觀，能概括就概括。

N7

The focus today of my presentation is leading change in Asia. I am not an expert

on leading change in China, but I have been doing research on managing change in Asian countries for twenty years. And I also have the experience of being the Dean of a business school in Thailand where I manage change for eight years. So I will share from my research and personal experience of managing change in Asia. But the two important points are： one, not China. But also I am not talking about managing change in America. So the focus is about Asia and the lessons, I think, will be quite relevant to you. But that's for you to decide yourself.

<uh>今天我要講的主題是要在亞洲引領改變。那麼，我不是講這個，B34 其實我不是這個主題的專家，主要是說我不是很了解中國的狀況，但是呢，我在<uh>亞洲這邊工作有二十年的<uh>經驗。我有二十年的研究這個<uh>引領變革的經驗。除此之外呢~我也在泰國的一個商學院有做過 A42 管理的職位，有相關的管理經驗。A31 今天呢~我會 A23 綜合我的 A43 研究成果以及我個人的經驗來 A43 跟你們講講 A43 如何在亞洲引領變化，A23 主要講的是學校管理層面<uh>學校管理層面臨的挑戰。那麼，<uh>但是 A13 要切記的一點是，C21 我要講的<p>不是在 A43 中國的改變，也不是在美國引領改變，C33 而是主要講的是 A43 亞洲如何引領這樣的改變。我希望這將是會對你來講非常 B24 有幫助的<uh>一個演講。

S：可能是視譯練多了，所以都不調整語序了，直接按照原句譯了。

R：所以就是覺得可以更 concise 一點對嗎？然後有 eight years

S：沒聽到。好像 Dean 沒聽到，就模糊化處理。

To begin with, I would like to split the room into two groups. This side, think of the best leaders with whom you have worked. He could have been your principal, when you were a teacher, could be your big boss now, could be your little boss, your sup-, the person who you report to. Up to you! You don't need to tell me who you are thinking about. But I want you to have one person in your mind. And write down three characteristics that make that person a good leader. For example, could solve problem. This side, think of the worst leader that you have worked with in your career. Three characteristics about that person that make them bad leader. Begin.

那麼，在 C21 我開始講之前呢~我想把 A11 咱們班的<uh>A13 在座 A43 各位分一下組，那麼 C13 第一組呢，B24 我希望 C23 你們來想一下你們曾經合作過的<uh>最優秀的領導者，那麼 C24 你們要想一下他們的特征。A31 然後~C33 為什麼 A23 你們認為他是 A13 你合作過的 B34 最棒的領導者。那麼另外一組呢，我希望你們跟我說一下你們合作過的<uh>上司，這些上司有什麼特點讓你覺得他好還是不好。最重要的是想一下<uh>為什麼你認為他是一個好的領導。那麼 C13 還有一組呢，B24 希望 C23 你們想一下你們合作過的最糟糕的領導，那你 A33 現在可以不用跟我說，但是你要在心裏面想出他的三個特點。

S：最後一句我以前就會翻出來。但我現在就傾向於說得不一樣，就要顯化一些，更明白一些。還有 two 聽成了六組，就導致後面很亂。

R：think of 你記得是 eight，但譯得時候又譯回來了哦

S：因為 eight 我不懂，肯定就不回去翻。

R：還有順序的問題

S：是因為說得太快了，然後覺得這三組不合理，然後心虛，所以就補一點上面中間那一段。

R：那中間那一段為什麼當時不說呢？

S：因為第一組我很肯定，但是第二組是亂說的，所以我想趕緊結束，然後第三組我是很肯定的。

R： 為什麼說了就不能停呢？

S：因為練習裏都是這樣，錯了也直接譯下去。

Ok! So, don't worry if you haven't finished. No problem! Stop where you are. Good leaders, what do you think? One word. Not three. Just pick one! Gentle, mild, wisdom, tolerant, humorous, influential, very good communicator, innovative.

<uh>好，那麼 A22 你們 A32 現在 B32 都有心目中的答案了。那麼好，<uh>第一個，那麼 C23 給 A43 我一個 B34 關鍵字，想一下最關鍵的領導，A23 他的關鍵字是什麼？只能 C23 說一個詞。溫柔、<uh>儒雅、智慧、包容、幽默、有影響力、善於溝通、創新力 B34 強。

S：原文完全沒聽到，都是自己瞎編的。Mild 儒雅，是臨時想的，溫柔和溫和有點重複。

Bad leader. Without aim, aimless, no vision, no direction, unfair, not willing to learn and not willing to change, too subjective, hesitate to make decision, without professional knowledge, unable to solve problem, without innovation spirit.

壞的領導者 C23 有什麼特質呢？沒有目標，沒有方向，不公平，不願意學習和改變，太過主觀，做決定猶豫不決，沒有專業知識，不能解決問題，C33 也沒有創新能力。

Ok, so all of you have opinion about good leadership and bad leadership. And now in your own career, you move up to a higher level. When you were younger, we look at the leader above us. If he was a bad leader, make our job very difficult. But sometimes when we move up in our own career, we forget. And it's easy to become the leader that your staff don't like. So today, I'd also want to have you looked into the mirror. Are you this kind of leader? If I ask your staff, are they going to say you are like this person? Are your staff going to say, "you are like this person"? I don't know, but today I want you to look into the mirror and think about your own leadership.

好的，那麼看到這些<uh>關鍵字呢，我都覺得這是一個一些非常非常好的一些品質。C33 假設一下你 A33 現在可以年輕個<uh> A32 十幾二十歲，那麼你正在職業上升期，假設你們都擁有了上述的這些的優秀的品質，A33 然後你們獲得了職業的提升，A23 成為了 A13 學校的領導層，但是很容易 A21 發生的一點<p>就是當人慢慢地有職業上升的時候，B24 他 A31 之後<p>就會膨脹，A31 然後<p>可能 A33 很多時候 A23 就會喪失掉原來有的那些很好的品質，而變成了一個 B22 不好的領導、不好的管理者。A23 你覺得你會不會這樣呢？我不知道，所以我今天想要 A23 試問一下你們：如果你是你自己的員工，你會不會喜歡你？如果你是你自己的員工，我會認為這樣的老板是一個好老板嗎？他具有這些好老板應該具有的品質嗎？<uh>我今天就想讓大家 A23 將心比心，來 A23 反思一下 A43 自己，看一下自己是不是一個好的領導者。

S：我是理解它意思的，一點筆記都沒做，因為我聽不太明白，所以我要 focus 在聽上。剩下的就自己編，假設...假設...將心比心...，

R：有聽到 look into the mirror 嗎？

S：有，但是這裏可能意思還是有點不一樣，應該是"反省"的意思。

The focus of my session today is on leading change. Schools all over the world have to deal with so much change today. Nowhere in the world is there more change than in China. So I think, a very important part of your job is managing the change in your school and being able to work with the leaders at the school level to make change happen successfully.

<uh> [A23] 再重申一遍我今天的演講主題就是引領變化<uh>引領 [A13] 亞洲的變化。而<p>其實全球的學校甚至說是教育界都應該要進行這樣的改革， [B31] 其實<p> [A42] 我們現在的社會 [A22] 充滿著改革，[C33] 而世界上中國應該是 [A32] 現在全球經歷變化最大、[B24] 最劇烈的一個地方。所以 [A31] 今天<uh> [B24] 我想要 [A43] 跟你們講的很重要的一點是如何管理你們的學校，[A23] 讓學校變得更好，並且如何管理你們的管理層，讓 [A13] 學校的改革 [B24] 順利並且成功的執行。

S："我再重申一遍"是我自己加的，因為不想說得那麼突兀；第二句我有點卡，認不出筆記上的"校"字；然後"nowhere in the world"比較級我會譯成最高級。

R：管理、管理層

S：聽錯了

R：學校，甚至是教育界

S：覺得用 umbrella term 安全一點。

I think we all know that whenever there is change, people will resist. So it's very important to understand why people resist. Or else, we cannot solve the problem of change.

我們都知道，人是 [A23] 不喜歡改變的。所以 [B15] 我認為很重要的一點是要理解為什麼人 [A23] 不喜歡 [A43] 改變，[C13] 如果我們不能理解這個的話，我們就不能進行改變。

S：原文說有改變人就會抵抗，那麼簡單點說就是"人不喜歡改變"。

R：所以就是自己引申了一下。

Many changes are happening at the same time, we will tend to have more resistance. And if there's too much resistance, the school becomes the dinosaur. The dinosaur could not adapt to the change in the weather, and died. So even though change is difficult, we must adapt. And this is the yin yang. There is change and there is resistance. And you, all of you, your job is to find the right speed.

[A21] 我們也知道<p>同一時間發生的改革越多，人們的抗拒力就越強；那如果抗拒力越強的話，[B24] 學校的改革就越難成功。這就好像恐龍，遇到了不能適應氣候的變化而滅絕一樣。所以改革的困難就是一個，改、[A43] 改革的必須性以及 [A43] 改革的困難是一個陰陽體，它是一個 [A43] 矛盾體，我們要做的是選擇一個適當的、[A13] 改變的速度。

S：盡管改革很難...這句因為看不清，所以就沒有譯。然後我又聽到了陰陽，所以就開始自己編。

R：還有就是前面的三句話就整成一句話了，就是從"many change...died"

S：就是直譯的話，我怕聽眾會以為我不會說話，所以就加了一些東西。

Now, in Asia, there's a problem about change. Most of the change comes from the top-down, outside-in. And because Asians give respect to seniority and position, they will be quiet when they resist the change. But they will still resist.

問題在於什麼呢？在於這些改革都是由上、由上至下，由外至內的 C23 改革。C33 為什麼會這樣呢？因為 B34 大部分亞洲人都 A23 服從於 A43 等級制度。他們都 A23 遵從 A43 上級的權威，如果上級說要改革的話，他們很少會很少會抵抗，或者說要反抗，或者抗拒。

S：抵抗、反抗、抗拒就是想要找到一個更好的表達來表示 resist。

R：加了"為什麼會這樣，因為"

S：因為中文的習慣是先問問題，在回答。

R：有個那個 quiet 沒有翻。

S：我翻了。就是他們不會反對，他們就是會服從。

R：but they still resist

S：那我就是沒聽懂，他們就是服從。

Leaders cannot make the change happened alone. In the school, the principal is the most important person to make change, but it's the teachers who have to actually change. And the principal cannot force the teachers to change. And you cannot force the principal to change. We simply don't have enough power. And people can always resist. We are not a king, so we cannot make people change with just an order.

C33 但是只有領導者一個，是不能夠進行 B24 適當的、B34 真正 B24 有用的改革的。<uh>我們其實在改革中，應該是讓最核心的人物來執行這個改革，那在教育領域裏面最核心的人物就是老師了。C33 但是 C33 就算你是校長，你也不能強迫老師去改革。而 C13 老師 B34 其實 C33 也不能強迫校長去改革。C33 所以 A23 單方面的力量是不行的，而人，C33 就算你是國王，你也不能強迫 A13 另一個人 A33 在內心裏面 A23 服從 A43 你的意願，A23 願意去執行這一個改革。

S： 我筆記上就記了一個不開心。我以為我聽懂了的。

S：可能第一個 principal 我理解成"原則"了，所以我就會理解成老師是核心人物，因為第一個理解錯了。然後 we are not a king，也是沒聽懂，我聽成了 if we are the king, we cannot make people change.但翻的時候，我又會覺得他不對。

I think also very important is to be a model. Be the change you want to see. Supporting teachers and principals. Remember the change process starts with feeling. Getting people to be interested. They resisted because they didn't know why. They were not bad people. They have good reason to resist. Their bosses created the resistance because they did not take time to explain the purpose, the benefit, explain what they will need to do.

我認為另外一個<uh>執行改革很重要的點就是要樹立一個好的榜樣、樹立一個好的典範。因為 A31 很多時候<uh>你會發現人們不願意改變的原因是因為他們不知道改變後的情況會有多好。他們知道，他們不知道這個 A23 改變 B34 到底能夠達到多好的效果，C31 所以呢~C23 你一定要樹立一個好的典範，C31 另外一方面呢~A33 人們不願意改變的原因，很可能 B34 僅僅就是由於 A42 你解釋得不夠清楚。你把這個改革，這個 A43 陌生的概念，解釋得不夠，解釋得不夠詳盡。他不理解，他 B34 當然就 A23 不願意去執行 A43 這樣一個改革了，C32 所以 B12 我認為 B22 這點

<mark>非常得重要</mark>。

S：中間是沒聽到，所以自己就劃了兩個層次。1）be a model; 2) explain

R：加了 also important

S：因為就記了"重要"和"model"，然後就自己造句了。

R：所以你合理化的一個措施就是，先串起來，第二步分層。

S：或者是抓 idea 的時候就分了兩層

R：就是抓 keyword 分層，然後最後又加了"所以..."

S：因為如果只翻"因為你們解釋的不夠"，好像只是逗號，所以就應該讓他感覺上更完整。我覺得原因是我沒有想好怎麼 phrasing，現在我很被動，覺得沒什麼可說的，所以就添加點東西讓他結尾。

N8

The focus today of my presentation is leading change in Asia. I am not an expert on leading change in China, but I have been doing research on managing change in Asian countries for twenty years. And I also have the experience of being the Dean of a business school in Thailand where I manage change for eight years. So I will share from my research and personal experience of managing change in Asia. But the two important points are： one, not China. But also I am not talking about managing change in America. So the focus is about Asia and the lessons, I think, will be quite relevant to you. But that's for you to decide yourself.

今天要講亞洲的變革。<uh>我在，在亞洲的長，一所商業學校曾經做它們的校長，做了<uh><uh>做了十幾年。<uh>我從我的 [A43] <mark>研究成果</mark>和我的經驗 [A33] <mark>兩方面</mark>來闡述 [A43] <mark>我</mark> [A33] 今天<mark>想說的內容</mark>，我想說的這些不是在美國所發生的，而是在亞洲，尤其是在中國。

S：很多內容沒聽到，in Thailand，我怎麼記的是 twelve years。後面 not China...America，其實這一塊兒是猜的。

R：筆記基本上沒做

S：是，如果做筆記，就會影響理解，顧不上聽了。

To begin with, I would like to split the room into two groups. This side, think of the best leaders with whom you have worked. He could have been your principal, when you were a teacher, could be your big boss now, could be your little boss, your sup-, the person who you report to. Up to you! You don't need to tell me who you are thinking about. But I want you to have one person in your mind. And write down three characteristics that make that person a good leader. For example, could solve problem. This side, think of the worst leader that you have worked with in your career. Three characteristics about that person that make them bad leader. Begin.

<uh>[C31]<mark>下面</mark><p>我想說說<uh>關於在座這些老師可能將來都會變成一些<uh>教育方面的領導人，那麼 [A31] <mark>現在</mark><p>[B24] <mark>我想讓</mark> [C23] <mark>你們</mark>寫下三個關於教育、三個你們所接觸的教育的優秀的領導者的三個方面的特征。<uh>[C31] <mark>另外</mark><uh>[B24] <mark>我</mark> [C33] <mark>也想要</mark> [C23] <mark>你們寫一下</mark>三個 [A13] <mark>你們認為的</mark>缺點，關於這些教育領導者。

S：前面兩句沒聽清楚，然後 little boss 那些就聽懂了，就譯了，還有舉出另一個人，有記但沒說，可能當時在看的時候完全記不清了。然後 three point 因為提前看過，所以也就能寫出來。

R：bad leaders → 你們認為的缺點

S：可能我覺得直接譯成壞的領導人不太好。現在記不太清了，可能當時腦子裏記得就是 good point，bad point 了。

R：這個 good point，bad point 是集中在一個人身上嗎？

S：因為沒有聽到分成兩個組，所以就以為是寫領導的特質，分好的和壞的。

Ok! So, don't worry if you haven't finished. No problem! Stop where you are. Good leaders, what do you think? One word. Not three. Just pick one! Gentle, mild, wisdom, tolerant, humorous, influential, very good communicator, innovative.

<uh>下面我想說說關於好的領導者，那麼就是，就是一個詞。<uh>那麼 [A33] 下面，[C23] 我說一下好的領導人 [A43] 的特質，[C31] 它們<uh>有<uh>有這，有以下幾項：[C31] 就是~[B34] 非常得紳士、溫和、智慧、幽默、忍耐性很強、[C23] 他們 [C23] 能給別人以影響力、[A13] 他們的交流能力很好、有創新能力。

S：這一段就聽到了第一句。

R：但其實這是最關鍵的，前後都是 fillers，所以還好。

Bad leader. Without aim, aimless, no vision, no direction, unfair, not willing to learn and not willing to change, too subjective, hesitate to make decision, without professional knowledge, unable to solve problem, without innovation spirit.

[C21] 下面我 [C33] 再說一些<uh>不、不好的 [A43] 特質方面的，[A33] 從你們寫的當中，[C31] 就是~沒有目標、<uh>沒有、沒有計劃和方向、不公平、<uh>不愛學習、不願意學習 [A43] 新的東西、沒有、沒有創新、過於主觀、做事猶豫、缺少一些專業知識、<uh>不能夠解決問題、沒...

S：紳士我覺得用的不好，然後 change 這個就沒看懂，就把創新加上了。筆記上聽英文就記英文、聽中文就記中文、但是英文記起來就很慢，如果要是能馬上轉化成中文，就會好些。

R：從你們寫的當中，

S：增進理解

Ok, so all of you have opinion about good leadership and bad leadership. And now in your own career, you move up to a higher level. When you were younger, we look at the leader above us. If he was a bad leader, make our job very difficult. But sometimes when we move up in our own career, we forget. And it's easy to become the leader that your staff don't like. So today, I'd also want to have you looked into the mirror. Are you this kind of leader? If I ask your staff, are they going to say you are like this person? Are your staff going to say, "you are like this person"? I don't know, but today I want you to look into the mirror and think about your own leadership.

<uh>當我們 [A23] 作為年輕教師的時候，我們 [A33] 曾經對這些領導有這些<uh>持有 [C13] 這些好的或者 [A13] 不同的觀點，那麼我希望 [C13] 在座的領導者可以照照鏡子來問問自己是不是也是他們心目中的 [C13] 好的領導或者 [C13] 壞的領導。<uh>我希、<uh>我希望你們知道你們 [A33] 現在可以對著鏡子 [A23] 審視一下自己。

S：這段也是概括性的譯了，聽起來很費勁，這段的筆記也很少，沒有每句話都聽懂。

R：所以這段基本上百分之百的精力都放在聽力上了。

The focus of my session today is on leading change. Schools all over the world have to deal with so much change today. Nowhere in the world is there more change than in China. So I think, a very important part of your job is managing the change in your school and being able to work with the leaders at the school level to make change happen successfully.

C13 第二個問題 主要就是管理層的改革，尤其是在中國，中國現在進，正面臨著很多的變化，希望在<uh>我們的管理層，教育的管理層<uh>改革將發揮著很重要的作用。

S：有可能沒聽懂整段，所以筆記上就記了"管理層變革"，就自己串了。

I think we all know that whenever there is change, people will resist. So it's very important to understand why people resist. Or else, we cannot solve the problem of change.

<uh>B34 在世界任何地方 只要有變革就會有人抵制，B24 我們就 B34 必須要 考慮一下他們為什麼會抵制 A43 這些變革，C33 只有找到了 C13 這些原因，C23 我們才 能夠解決我們現在的問題。

S：這段都聽懂了

R：筆記呢？

S：記了 resist 、why、 solve，因為聽明白了，所以可以串起來。

Many changes are happening at the same time, we will tend to have more resistance. And if there's too much resistance, the school becomes the dinosaur. The dinosaur could not adapt to the change in the weather, and died. So even though change is difficult, we must adapt. And this is the yin yang. There is change and there is resistance. And you, all of you, your job is to find the right speed.

A22 只要是有變革， 就意味著有些東西被保留，有些東西將會遭到抵制。這就像恐龍一樣，C33 因為恐龍無法適應 A13 環境的 變化，因此 滅絕了，C31 也就是說<p>A33 現在 A13 我們的 變革可能會非常困難，但是必須去適應 A43 它。這就像 A13 中國古代所說的 陰陽一樣，C24 我們 B34 必須要變化，才能夠存、才能夠生存。

S：生存就因為將 resistance 聽成了 existence。然後最後的 right 沒聽清是 right speed。

R：但是一開始你先說"只要有變革，就會有阻力"

S：這個是我聽錯了。我是結合後面聽到了陰陽，我就覺得有些被保留有些被抵制，沒有特點的 re-organize。

R：這就像中國古代所說的陰陽一樣

S：因為直接譯覺得挺突兀的。

Now, in Asia, there's a problem about change. Most of the change comes from the top-down, outside-in. And because Asians give respect to seniority and position, they will be quiet when they resist the change. But they will still resist.

<uh>現在中國的<uh>改革<uh>現在亞洲的改革，整個的問題是從上到下、從外到內，<uh>B22 我們必須快速去適應這些變化。

S：“從上到下、從外到內”聽到了，但是沒理解，所以後面那句話是自己添的，沒聽懂。

R：Now, in Asia, there's a problem about change. 你兩句話合在一起了

S：我也不知道。

R：我為什麼這樣問，是因為你這樣翻，意思反而更明晰了，所以我以為你是有意思地把它顯化了。

S：我覺得就是理解了，沒有意識去顯化。

Leaders cannot make the change happened alone. In the school, the principal is the most important person to make change, but it's the teachers who have to actually change. And the principal cannot force the teachers to change. And you cannot force the principal to change. We simply don't have enough power. And people can always resist. We are not a king, so we cannot make people change with just an order.

<uh>也，我們這樣的改革也不光是<uh>我們領導層的改革也會牽扯到<uh>對教師的改革，但是我們不能夠強制他們去<uh>去變化。我們不能夠通過只是，通過 A23 下達命令來讓他們<uh>對他們做出變化，要他們做出 B24 提高。

S：沒聽清，所以用了提高。

R：就是你想用提高來是變化更明白。

S：對。

I think also very important is to be a model. Be the change you want to see. Supporting teachers and principals. Remember the change process starts with feeling. Getting people to be interested. They resisted because they didn't know why. They were not bad people. They have good reason to resist. Their bosses created the resistance because they did not take time to explain the purpose, the benefit, explain what they will need to do.

OK，最重要的是 A13 像我們這些 C23 領導人應該 A43 對這些<uh>教師們作出表率作用，<uh>需要關，A23 考慮他們心裏所想的是什麼，A13 他們的興趣在哪裏，<uh>A33 這樣的話 A22 我們才能知道他們為什麼要抵制。我們必須給他們時間讓他們去解釋。

S：這點是因為很多沒聽清，歪打正著

R：你記了什麼

S：model/ principal/ feeling/ interest/ resistance/ take time to explain

R：總體評價

S：我的聽力很差，因為以前是學電子的。

N9

The focus today of my presentation is leading change in Asia. I am not an expert on leading change in China, but I have been doing research on managing change in Asian countries for twenty years. And I also have the experience of being the Dean of a business school in Thailand where I manage change for eight years. So I will share from my research and personal experience of managing change in Asia. But the two important points are： one, not China. But also I am not talking about managing change in America. So the focus is about Asia and the lessons, I

think, will be quite relevant to you. But that's for you to decide yourself.

B24 大家好，今天我的演講的主題會是<uh>亞洲 A13 教育的變化。A33 今天我的演講不會講到中國，但是它會講到其他 B34 很多亞洲的國家。我會講到<uh>商學院中的變化，管理學院中的變化。C33 總的來說 A23 今天我們會講整個 A43 亞洲但是不包括中國的變化。同時我也不會說在美國 A13 教育管理的變化，這就是我們 A33 今天的主題。

S：主題沒說全"leading"沒說；"有過研究"也沒聽出來，自我介紹那部分也亂了；最後一句也沒有說，因為我沒有理解意思。
R：筆記上記了什麼
S：很多小點，但是邏輯沒有理清
R：後面換了第三人稱，你的習慣是用？
S：是用"我"，但這裏是下意識地用了"他"

To begin with, I would like to split the room into two groups. This side, think of the best leaders with whom you have worked. He could have been your principal, when you were a teacher, could be your big boss now, could be your little boss, your sup-, the person who you report to. Up to you! You don't need to tell me who you are thinking about. But I want you to have one person in your mind. And write down three characteristics that make that person a good leader. For example, could solve problem. This side, think of the worst leader that you have worked with in your career. Three characteristics about that person that make them bad leader. Begin.

在 A13 我 A13 演講的開始我希望做一件事。C23 你們要想一下，你們遇到最好的領導者，他可能是你們老師、可能是<uh>你們的老板，或者是你們上司，你們不需要告訴我你們想到了誰，但是你需要想到一個人。你現，C23 你們 A33 在紙上寫下這個人的三個特點，例如說 C23 他有能力解決問題，A43 像這樣的一些特點。在紙的背面你，B24 請 C23 你們想象一，想象一個人，C23 他是一個很差的領導人，C23 你 C33 也寫出他的三個特點。

S：我聽到"split into three group"，但後來覺得 make no sense，就沒譯，然後 this side，我就會以為是紙張的。
R：所以就算是記筆記完了，你還在思考和監聽
S：會啊

Ok! So, don't worry if you haven't finished. No problem! Stop where you are. Good leaders, what do you think? One word. Not three. Just pick one!

好，A32 現在 A22 大家 B32 都寫完了嗎？如果沒有寫完也沒有關系，可以繼續寫。那 C23 我們 A33 現在來看一下一名好的領導者，他 C23 有<uh>什麼樣的特質呢？你們想一下一個詞 C23 來形容一個好的領導者？C23 不要三個詞，就要一個詞 C23 就好了。

S："Stop where you are."沒聽到
R：one word
S：就是把大意表達出來

Gentle, mild, wisdom, tolerant, humorous, influential, very good communicator, innovative.

^{C23} <mark>你們想到的詞中有</mark>：溫和的、彬彬有禮的、有智慧的、容易原諒人的、有幽默感的、有 ^{B34} <mark>很大</mark>影響力的、很善於 ^{A43} <mark>和別人</mark>交談的和 ^{B34} <mark>很</mark>創新力的。
R：用了很多"很...的"這個結構，是習慣性的嗎？
S：因為是形容詞嘛，我也不知道

Bad leader. Without aim, aimless, no vision, no direction, unfair, not willing to learn and not willing to change, too subjective, hesitate to make decision, without professional knowledge, unable to solve problem, without innovation spirit.
不好的領導者 ^{C23} <mark>有以下的特質</mark>： ^{C23} <mark>他</mark>沒有一個目標、沒有 ^{A13} <mark>對未來的</mark>願景、沒有一個方向、^{A43} <mark>對人</mark>不公平、不願意學習、不願意改變、做決定猶豫不決、沒有專業的知識、不能解決問題和沒有創新能力。
S：因為是否定，如果說成"不...的"就很怪，所以就用了句子。
R：那不好的領導者有以下的特質
S：我覺得直譯接不上

Ok, so all of you have opinion about good leadership and bad leadership. And now in your own career, you move up to a higher level. When you were younger, we look at the leader above us. If he was a bad leader, make our job very difficult. But sometimes when we move up in our own career, we forget. And it's easy to become the leader that your staff don't like. So today, I'd also want to have you looked into the mirror. Are you this kind of leader? If I ask your staff, are they going to say you are like this person? Are your staff going to say, "you are like this person"? I don't know, but today I want you to look into the mirror and think about your own leadership.
<uh>然而在你們自己的職業生涯中, ^{A33} <mark>慢慢地</mark>你們會升到更高的位置<uh>在你們年輕一些的時候你們可能會覺得<uh>作為一名不好的領導者可能並不是<p>作為一位好的領導者可能並不難。但是當你們 ^{A23} <mark>年紀漸長</mark>，事業升<uh>事業階段提升的更高的時候，你們 ^{C33} <mark>也</mark>有可能會成為那些 ^{A42} <mark>自己本身</mark>就不喜歡的領導人。所以現在 ^{A23} <mark>我把這些特點寫在這裏是想把他們作為一面鏡子</mark>讓你們思考一下，你們自己是不是就是這樣的領導者。
S："When you were younger, we look at the leader above us. If he was a bad leader, make our job very difficult."，理解了，但是沒記全，然後讀筆記就說不下去了，就說成了"作為一位好的領導者並不難"
R：是筆記的符號誤導了！那後面 we forget
S：當時就沒記下來
R：So today → 所以現在我把這些特點寫在這裏是想作為一面鏡子讓你們思考一下，
S：和照鏡子聯系起來
R：If I ask your staff, are they going to say you are like this person? Are your staff going to say, "you are like this person"? I don't know, but today I want you to look into the mirror and think about your own leadership.
S：後面就沒聽懂它的意思。
R：是每個詞都聽到但不 make sense 嗎？
S：我覺得是沒聽到，聽每個詞都很費勁。

The focus of my session today is on leading change. Schools all over the world have to deal with so much change today. Nowhere in the world is there more change than in China. So I think, a very important part of your job is managing the change in your school and being able to work with the leaders at the school level to make change happen successfully.

在學校以及全世界各地 [A23] 我們都可以看到變化。在中國，[B34] 當然是變化最多的一個地方。所以我希望你們能做到的是，你們要管理好自身學校的變化，你們要和 [A13] 你們學校的領導一起 [B34] 保證這些變化能夠實現。

R："保證"make

S：當時記的就是"保證"

I think we all know that whenever there is change, people will resist. So it's very important to understand why people resist. Or else, we cannot solve the problem of change.

我們都知道，不管是怎麼樣的變化總有人在抵抗它。所以很重要的 [C23] 一點就是我們必須要知道為什麼人們 [A23] 不喜歡 [A43] 這些變化。[C13] 如果我們不知道這一點的話，我們就沒有辦法 [B34] 保證變化的實施。

S："understand why people resist."→ 不喜歡，因為"抵抗變化"我覺得很怪。

Many changes are happening at the same time, we will tend to have more resistance. And if there's too much resistance, the school becomes the dinosaur. The dinosaur could not adapt to the change in the weather, and died. So even though change is difficult, we must adapt. And this is the yin yang. There is change and there is resistance. And you, all of you, your job is to find the right speed.

<uh>[B31] 當然<p>[C33] 如果 [A23] 我們同時間有太多的變化的話，我們就會有更多的阻力。如果 [A23] 我們有太多的阻力抵抗 [A41] 變化<uh>的話 [A22] 這個變化就沒有辦法實現。[A23] 我們 [B34] 都知道恐龍 [B34] 就是因為不能，不能應對變化 [C23] 他們才會滅絕的。所以盡管要改變是很難的事情，[C33] 但是 [A23] 改變是一定要做的。你們的工作是 [A23] 調整好 [A13] 改變的速度。

S：講到 dinosaur 的時候有點卡住，所以我沒有直接把恐龍和學校連在一起，我就說"如果我們有太多的阻力抵抗變化的話，這個變化就沒有辦法實現"；然後陰陽就沒有說，漏了"And this is the yin yang. There is change and there is resistance. "

Now, in Asia, there's a problem about change. Most of the change comes from the top-down, outside-in. And because Asians give respect to seniority and position, they will be quiet when they resist the change. But they will still resist.

<uh>現在亞洲有一個問題，[C33] 那就是很多變化都是從上而下 [A23] 傳達的。因為亞洲人 [B34] 都比較尊重上級，所以當他們在，[C33] 所以當他們面對改變的時候，他們會安靜地反抗。但是他們僅，僅僅是表達自己意見，他們依然在反抗。

S：加了一句 但是他們僅僅是表達自己的意見

R：outside in 沒記下去

S：我覺得因為後面一句，上級什麼的反映的是 top down，但是 outside in 就沒理解，就漏掉了。

Leaders cannot make the change happened alone. In the school, the principal is the most important person to make change, but it's the teachers who have to actually change. And the principal cannot force the teachers to change. And you cannot force the principal to change. We simply don't have enough power. And people can always resist. We are not a king, so we cannot make people change with just an order.

[A31]通常<uh>決定要變化的是校長 [A43]這種上層的<uh>校方人員，但是實施改變的卻是教師，[C33]然而校長沒有辦法強迫教師進行改變，教師也沒有辦法改變校長的 [A43]想法，[C33]所以 [A22]我們就說這裏面沒有足夠的力量 [A23]推動改變。

S：第一句沒聽到"Leaders cannot make the change happened alone."，"最重要"也沒有聽到

R：這裏面沒有足夠的力量推動改變

S：power 我記成了力量。

I think also very important is to be a model. Be the change you want to see. Supporting teachers and principals. Remember the change process starts with feeling. Getting people to be interested. They resisted because they didn't know why. They were not bad people. They have good reason to resist. Their bosses created the resistance because they did not take time to explain the purpose, the benefit, explain what they will need to do.

<uh>我認為很重要的一點就是在這裏做一個模範。校長們需要得到教師的支持。<uh>[C33]為什麼 [A33]有時候人們會反抗<p>[A43]改變呢？[C13]那就是因為人們不知道 [A43]為什麼我們要改變，[C33]所以 [A22]我們要做的就是告訴大家，使大家有興趣進行 [A23]改變，給大家更多的時間，[A23]讓大家看一下 [A13]改變的目標在哪裏。

S：model 指的不是校長，而是在座的各位；Getting people to be interested 塞到了後面是因為一開始不知道筆記上記的意思。

R：They were not bad people. They have good reason to resist. Their bosses created the resistance 這些沒聽到？

S：對。

R：總體評價

S：最大問題是沒有聽懂，所以沒有翻出來。

N10

The focus today of my presentation is leading change in Asia. I am not an expert on leading change in China, but I have been doing research on managing change in Asian countries for twenty years. And I also have the experience of being the Dean of a business school in Thailand where I manage change for eight years. So I will share from my research and personal experience of managing change in Asia. But the two important points are： one, not China. But also I am not talking about managing change in America. So the focus is about Asia and the lessons, I think, will be quite relevant to you. But that's for you to decide yourself.

今天的演講主題就是要改變，就是<uh>亞洲的，講講亞洲的主要變化。我做了一，我做了<p>我主要是針對中國<uh>作了一些研究。這些研究是大約是二十，十八<uh>我針對亞洲，[A31]大約是<uh>有二十年，亞洲十八個國家，這些，而且

我還有，我個人還在泰國有一年的工作經驗。所以 ^{A33} <mark style="background:yellow">今天</mark> ^{A43}<mark style="background:yellow">我的演講</mark>是把我的研究和個人經歷一起來告訴你們亞洲有哪些主要的變化。<uh>這不是，不是，這不僅在中國，不僅是針對中國，也是針對我們美國。<uh>所以希望 ^{A11} <mark style="background:yellow">今天的</mark><p>演講可以 ^{B24}<mark style="background:lime">給</mark>你們<mark style="background:lime">一些啟發</mark>。並且，但是<p>^{C13}<mark style="background:magenta">是哪一方面的啟發</mark> ^{A33}<mark style="background:magenta">還</mark>需要你們自己去決定。

S：我聽到了"不是專家"，記了"專"，但當時記不清筆記的意思了；

R：就是寫的時候知道，但讀的時候就不記得意思了。

S：我還聽到了十八個國家

R：會不會是 Asian country

S：在泰國裏面 沒聽到，還聽到了 1

R：會不會是 聽成 a year

S：後面兩點，可能在寫筆記，就沒聽

R：還有嗎？

S：relevant to you 沒聽到，不知道為什麼我寫了個"幫助"

R：但是譯對了

S：聽的時候理解了，覺得這樣說更直白。我英到中的表達很差。

To begin with, I would like to split the room into two groups. This side, think of the best leaders with whom you have worked. He could have been your principal, when you were a teacher, could be your big boss now, could be your little boss, your sup-, the person who you report to. Up to you! You don't need to tell me who you are thinking about. But I want you to have one person in your mind. And write down three characteristics that make that person a good leader. For example, could solve problem. This side, think of the worst leader that you have worked with in your career. Three characteristics about that person that make them bad leader. Begin.

<uh>開始之前<uh>有<p>8 個領導人，他們，他們在你<p>的，<uh>他們可能會成為你的<uh>他們會<uh>領導你成為<uh>引，引導你成為<p>領導人。這樣由你們自己選擇。然後，但是你們不需要告訴我這個人是誰，<uh>你們 ^{B34}<mark style="background:lime">只</mark>要在腦中會有 ^{C13}<mark style="background:magenta">這樣</mark>一個人出現。<uh>優秀領導人應該有三<uh>三方面的，三方面的<uh>品質。

S：之前分兩組我沒聽清。8 不知道哪來的

R：think of 聽成了 eight of

S：up to you 聽到了，但不知道怎麼接；characteristics 一開始想到的是性格，又想著 不對啊！

Ok! So, don't worry if you haven't finished. No problem! Stop where you are. Good leaders, what do you think? One word. Not three. Just pick one!
^{A31}<mark style="background:yellow">現在</mark><uh>^{A22}<mark style="background:yellow">你們應該完成了吧</mark>！好的領導人 ^{C23}<mark style="background:magenta">應該有什麼樣的品質呢</mark>？<uh>^{C23}<mark style="background:magenta">說</mark>一個詞 ^{C23}<mark style="background:magenta">就可以了</mark>。

S：都是很口語的東西我就看著筆記自己說了

Gentle, mild, wisdom, tolerant, humorous, influential, very good communicator, innovative. Bad leader. Without aim, aimless, no vision, no direction, unfair, not willing to learn and not willing to change, too subjective, hesitate to make

decision, without professional knowledge, unable to solve problem, without innovation spirit.

<uh> C23 好的領導人應該是 B34 很有紳士風度、 B34 很有智慧、 B34 很有忍耐、忍耐力、並且 B34 很幽默、有、有良好的溝通能力、 C33 還有創新意識。 C31 而 <uh>不好的<p>領導人，<uh>他的品，他在某些品質上， C23 他的一些品質就是沒有、沒有目標、沒有願景、沒有自己 A13 明確的 A13 工作方向、沒有<uh>不忠誠、<uh>不會主動 A33 自己學習、不會、不會改變<uh>最主要的是， C21 他們不會、不會<uh>沒有 A33 個人解決問題的能力， C33 也沒有創新意識。

S：mild/ influential 聽到沒有記，因為沒反應過來；unfair 不忠誠 譯錯了；too subjective 聽成了 two，不明白意思

R：no direction → 沒有自己明確的工作方向，為什麼？

S：領導人應該是講工作吧，說出來之後覺得沒必要這麼具體。

Ok, so all of you have opinion about good leadership and bad leadership. And now in your own career, you move up to a higher level. When you were younger, we look at the leader above us. If he was a bad leader, make our job very difficult. But sometimes when we move up in our own career, we forget. And it's easy to become the leader that your staff don't like. So today, I'd also want to have you looked into the mirror. Are you this kind of leader? If I ask your staff, are they going to say you are like this person? Are your staff going to say, "you are like this person"? I don't know, but today I want you to look into the mirror and think about your own leadership.

<uh>我的意思是<uh>你是哪一種領導人呢？你的<uh>你和、和，在你的工作生涯當中，你和<uh>年輕人工作的時候，<uh>會不會覺得他們是不好的領導人，在你以前的工作生涯當中，你會<uh>忘記<uh>你不會記起<uh><uh> A31 今天的這個<uh> A13 我羅列的 C13 這些 A43 優秀領導人和不好領導人的品質，是讓你們<uh> A23 借鑒，看 A33 清楚自己是不是這樣一個人。

S：opinion 我記了"意"，後面沒 retrieve 出來；good/bad leaders 我聽到了，不知道怎麼沒譯；you move up to a higher level，沒聽清；"讓工作變得很困難：記了不知道怎麼連接，就沒說；後面也是；mirror 應該就是讓自己 對照一下。

R：今天的這個<uh>我羅列的

S：我自己加的，我當時覺得這面鏡子是前面的那些品質。

The focus of my session today is on leading change. Schools all over the world have to deal with so much change today. Nowhere in the world is there more change than in China. So I think, a very important part of your job is managing the change in your school and being able to work with the leaders at the school level to make change happen successfully.

C31 然後<p>今天我講的主要的問題就是改變。世界發、發生了很多的改變， C33 而沒有一個地區比中國的變化更大。你，在你的工作當中<uh>最重要的是在你的工作當中<uh>你們要如何去管<p>領導這種改變，並且讓這種改變在學校裏取得 B34 巨大的成功。

S：都聽到了，筆記也記了，表述上有問題

I think we all know that whenever there is change, people will resist. So it's very

important to understand why people resist. Or else, we cannot solve the problem of change.

<uh>我想<p>我想不是<uh>不是管理，不是管理的，而是人們為什麼沒有堅持下去。我們應該想想為什麼人們，我們應該理解，<uh>為什麼人， 應該如何堅持下去，堅持這種改變，要堅持改變。

S：記了"不管"，當時不認識；resist 聽成了 insist 堅持；理解 我不知道為什麼會說，應該是 了解

R：你記的是 resist 哦

S：不知道啊，可能聽懂了就會翻

Many changes are happening at the same time, we will tend to have more resistance. And if there's too much resistance, the school becomes the dinosaur. The dinosaur could not adapt to the change in the weather, and died. So even though change is difficult, we must adapt. And this is the yin yang. There is change and there is resistance. And you, all of you, your job is to find the right speed.

[A31] 現在<uh>有很多改變是同時發生的，但是<uh>[A21] 我們知道<p>在改變的同時會遇到 [B34] 很多的困難。<uh>那改變，那 [B24] 最重要的是在、[A32] 在發生改變的時候我們要 [A23] 學會去適應這種，[A23] 要讓這種改變能夠持續下去。你們的，你們要做的事情就是找到正確的 [A43] 方法。

S：dinosaur 不明白

R：恐龍，陰陽呢？聽到了嗎？

S：沒有聽到

R：所以你就聽到了第一句跟最後一句

S：對，有恐龍這類生詞的地方我就不明白

Now, in Asia, there's a problem about change. Most of the change comes from the top-down, outside-in. And because Asians give respect to seniority and position, they will be quiet when they resist the change. But they will still resist.

Leaders cannot make the change happened alone. In the school, the principal is the most important person to make change, but it's the teachers who have to actually change. And the principal cannot force the teachers to change. And you cannot force the principal to change. We simply don't have enough power. And people can always resist. We are not a king, so we cannot make people change with just an order.

<uh>在亞洲，[A22] 有很，[B32] 很多事情在改變著，是<uh>不管是內部還是外部，<uh>因為在亞洲他們需要有個很好的定位。

<uh>領導人不能、不能 [A33] 單靠自己的力量去改變。你不能迫使別人、強迫別人去<p>作出一些改變。教師、而教師<uh>可以<p>堅持，堅持這種，而教師<uh>而教師會<p>抗拒 [A43] 這種改變。

S：from the top-down, outside-in. And because Asians give respect to seniority and position, 沒聽懂

R：定位

S：根據 position，我上一句話沒聽懂，後面就很難接下去

R：後面這一段

S：可能校長這個詞沒聽到，可能大意聽到了，但是記的不全，所以也沒翻出來

I think also very important is to be a model. Be the change you want to see. Supporting teachers and principals. Remember the change process starts with feeling. Getting people to be interested. They resisted because they didn't know why. They were not bad people. They have good reason to resist. Their bosses created the resistance because they did not take time to explain the purpose, the benefit, explain what they will need to do.

我想最重要的是要樹立一個模範的榜樣。[C23] 我們要支持教師<uh>[C33] 因為改變是、[A33] 往往是來自 [A11] 他們的<uh>感興趣。要讓他們<uh>感興趣的事。而如果他們抗拒的話<p>就表明他們沒有<p>就表明他們<uh>對這個改變沒有，沒有，沒有達成一致，沒有熱情。

S：很多沒聽見，聽到的我都說了。

N11

The focus today of my presentation is leading change in Asia. I am not an expert on leading change in China, but I have been doing research on managing change in Asian countries for twenty years. And I also have the experience of being the Dean of a business school in Thailand where I manage change for eight years. So I will share from my research and personal experience of managing change in Asia. But the two important points are： one, not China. But also I am not talking about managing change in America. So the focus is about Asia and the lessons, I think, will be quite relevant to you. But that's for you to decide yourself.

我今天所要講，[A11] 所要講的主題是亞洲的主要變化，我並不是<uh>中國，中國 [A13] 學校的變化的這方面的專家，但是我自己研究了亞洲<uh>，研、研究了亞洲管理，研究了二十年。而我自己也 [A33] 曾經是一家商學院的<uh>校長，我作了這家商學院的校長作了八年。所以我 [A33] 今天要談的是基於我自己的研究和我自己的一些個人經驗。[A31] 首先 [A31] 今天<p>我們 [B34] 並不是要講中國或者是美國方面的改革，[A43] 我們 [A33] 今天的重點是講亞洲方面 [A43] 的改<p>改革。我想這方向應該跟大家會有一些相關，[B34] 當然這一點會由大家自己來決定。

S：中國學校的 自己加的，根據准備的 PPT；
R：有意識加的嗎？
S：應該是的，如果再譯一次，可能不會加。
R：就是說你並不是為了更清晰才加的。
S：對，沒這麼想。然後泰國沒聽到；"而我自己也曾經是一家商學院的<uh>校長，我作了這家商學院的校長作了八年"我自己斷句了，因為覺得不能很長；two important points are 有記下來，但沒有翻，因為沒有聽見第二點，所以想先說一個"首先"，之後再看

To begin with, I would like to split the room into two groups. This side, think of the best leaders with whom you have worked. He could have been your principal, when you were a teacher, could be your big boss now, could be your little boss, your sup-, the person who you report to. Up to you! You don't need to tell me who you are thinking about. But I want you to have one person in your mind. And write down three characteristics that make that person a good leader. For example,

could solve problem. This side, think of the worst leader that you have worked with in your career. Three characteristics about that person that make them bad leader. Begin.

首先我想要把這個房間<uh>^A43 這個房間的人分成兩組，^C13 這邊的人，要去想<uh>去想象一個人，而這個人呢是你工作過的一個領導，你可以<uh>他應該是 ^A13 你認為的一個好領導，^B24 請寫下這個人的名字，然後寫下三個你認為他好的原因，而這一邊呢，去<uh>想象一個比較差的領導，^C23 你 ^C33 也要寫下三個 ^A13 你認為他不好的原因。

S：很多沒有聽清楚。

R：split 聽成了 six；think of 聽成 eight of，但是後面改過來了

S：因為聽完了之後知道是分了兩組，所以就改了

R：所以筆記不是你的 final version，所以當筆記與理解有衝突，你以理解為准？

S：恩

Ok! So, don't worry if you haven't finished. No problem! Stop where you are. Good leaders, what do you think? One word. Not three. Just pick one! Gentle, mild, wisdom, tolerant, humorous, influential, very good communicator, innovative.

Bad leader. Without aim, aimless, no vision, no direction, unfair, not willing to learn and not willing to change, too subjective, hesitate to make decision, without professional knowledge, unable to solve problem, without innovation spirit.

好的領導 ^C23 包括下面的詞語：溫和、有智慧、寬容、有幽默感、有影響力、有良好的交流技巧、有創新精神。^C33 而不好的領導人 ^C23 有包括以下：沒有目標、沒有一個願景、<uh>不公平、不願意去改變、猶豫不決、沒有專業方面的知識、沒有能力解決問題、沒有創新精神。

S：Gentle, mild 意思差不多，就譯了一個；no direction 記了"方"；not willing to learn"學"，但是當時沒看懂，所以沒翻；too subjective 聽成 two objective，不明白，沒翻

Ok, so all of you have opinion about good leadership and bad leadership. And now in your own career, you move up to a higher level. When you were younger, we look at the leader above us. If he was a bad leader, make our job very difficult. But sometimes when we move up in our own career, we forget. And it's easy to become the leader that your staff don't like. So today, I'd also want to have you looked into the mirror. Are you this kind of leader? If I ask your staff, are they going to say you are like this person? Are your staff going to say, "you are like this person"? I don't know, but today I want you to look into the mirror and think about your own leadership.

<uh>所以 ^A22 我 ^A32 現在看到了大家對於好的領導人和不好的領導人有怎麼樣的意見。當我們還年輕的時候，^A22 我們會說某某領導人讓我們的工作非常難進行。而當我們自己<uh>成為這樣、^A23 成為一個領導的時候，你是否會成為這樣的一個領導人呢？所以現在我希望大家自己 ^A23 自我反省一下你現在是怎麼樣的一個領導？如果我 ^A33 現在去問你們的員工的話，^C13 你們的員工會說你是像這一類的領導人，還是像那一類的領導呢？我沒有答案但是我希望你們自己可以想、想一想。

S：now in your own career, you move up to a higher level...we move up in our own career 都沒聽到，後面就概括地翻了。

R：looked into the mirror → 反省

S：覺得意思翻出來就行

The focus of my session today is on leading change. Schools all over the world have to deal with so much change today. Nowhere in the world is there more change than in China. So I think, a very important part of your job is managing the change in your school and being able to work with the leaders at the school level to make change happen successfully.

我們 [A33]現在面臨著非常多的改變。我今天的主題就是關於 [A13]亞洲的變化。[B11]我想~[A33]現在中國 [C33]也面臨著非常多的改變，所以在大家的工作當中，能否跟學校，<uh>所以我覺得大家的工作很重要的一點就是要管理好學校的這些改變，和學校的一些領導人一起合作來促成這些改變。

R：一開始沒有譯 focus

S：我沒有記下來

R：那後面為什麼又譯了？

S：不知道，沒有聽到第一句。Nowhere in the world is there more change than in China. 只聽懂一部分，所以沒有完全譯出來。

R：能否跟學校，所以　為什麼？

S：剛開始沒看懂筆記，後來看懂了；還有 at the school level 已成了　跟學校的領導人

I think we all know that whenever there is change, people will resist. So it's very important to understand why people resist. Or else, we cannot solve the problem of change.

無論發生什麼樣的改變都會有人反抗，所以很重要的 [C23]一點就是明白為什麼人們要反抗。

S：最後一句沒有翻，有聽到，然後看不懂筆記

R：I think we all know that

S：沒聽到

Many changes are happening at the same time, we will tend to have more resistance. And if there's too much resistance, the school becomes the dinosaur. The dinosaur could not adapt to the change in the weather, and died. So even though change is difficult, we must adapt. And this is the yin yang. There is change and there is resistance. And you, all of you, your job is to find the right speed.

所以 [A22]在改變的同時我們會看到非常多的反抗，如果反抗太多的話，[A43]我們就會變成像恐龍一樣，恐龍就是 [C33]因為沒有辦法適應氣候的變化而滅絕，所以無論改變有多麼的困難，我們都要 [B24]努力 [A23]促成這些改變。<uh>這就像陰陽一樣。[C33]所以大家的工作就是 [A43]幫助、促成這些改變。

S：the school becomes the dinosaur 我沒記下來，譯成了"我們就會變成像恐龍一樣"；我記的時候知道陰就是改變陽就是反抗，可能有點不是很確定吧；find the right speed 沒有太聽清楚，就自己譯了。

Now, in Asia, there's a problem about change. Most of the change comes from the top-down, outside-in. And because Asians give respect to seniority and position, they will be quiet when they resist the change. But they will still resist.

所以現在在亞洲改變的一個 B34 關鍵的問題就是亞洲的改變通常是自上而下、自外而內的，因為在亞洲人們都 B34 非常尊重資質。C33 雖然人們會，對於反抗會保持沉默，但是他們還是會反抗。

S：seniority 沒翻，只記了資質。

Leaders cannot make the change happened alone. In the school, the principal is the most important person to make change, but it's the teachers who have to actually change. And the principal cannot force the teachers to change. And you cannot force the principal to change. We simply don't have enough power. And people can always resist. We are not a king, so we cannot make people change with just an order.

<uh>在 A13 我們的學校裏面，A33 通常是校長需要作出這些 B24 重要的改變。但是其實是老師們實際上在進行這些改變。校長不能強迫老師進行改變，而老師也不能強迫校長進行改變，所以我們<uh>面對著改變 A33 通常是很無力的。我們並不是 A43 權威，我們並不能強迫人們進行改變。

S：第一句沒翻出來，不理解自己記了什麼，翻的時候不記得他說了什麼。

R：We are not a king 沒有譯

S：譯成了 權威

R：just an order

S：沒聽到

R：如果聽到了，king 會譯出來嗎？

S：應該不會，還是譯意思。

I think also very important is to be a model. Be the change you want to see. Supporting teachers and principals. Remember the change process starts with feeling. Getting people to be interested. They resisted because they didn't know why. They were not bad people. They have good reason to resist. Their bosses created the resistance because they did not take time to explain the purpose, the benefit, explain what they will need to do.

另外有一點我認為非常重要的就是<uh>就是我們應當作<uh>就是模範的作用。C23 我們應當支持 A43 校長和老師們作出的改變，因為 C23 我們 B34 必須要記住 C33 為什麼人們會反抗一些 A43 變化呢，是因為人們並不清楚 A42 這些變化。他們 A23 不是<uh>毫無理由地進行反抗，C33 所以 A22 有些人會進行反抗 A43 這些變化呢~是因為他們<uh>沒有 A43 向人們解釋 A13 變化的目的。

S：很多沒聽清楚，所以很多沒翻。

R：筆記上"人"後面的標記是什麼意思？

S：想表達"感興趣",但是符號用得不好，當時也沒看明白，所以遲疑了一下。

N12

The focus today of my presentation is leading change in Asia. I am not an expert on leading change in China, but I have been doing research on managing change in

Asian countries for twenty years. And I also have the experience of being the Dean of a business school in Thailand where I manage change for eight years. So I will share from my research and personal experience of managing change in Asia. But the two important points are： one, not China. But also I am not talking about managing change in America. So the focus is about Asia and the lessons, I think, will be quite relevant to you. But that's for you to decide yourself.

今天我演講的<uh> 重點是呢，亞洲的領導變化，^C33 也就是 ^A43 學校管理層面臨的挑戰。我不是在中國的<p>我 ^B34 並不是中國<p>^A13 教育變化的<uh>一個專家，但是呢~我在對於亞洲的這個情況的研究呢 ^A33 已經有 20 年了。同時我 ^A33 之前也在商學院有過，教育的經驗，所以我將基於我的經驗以及我的研究呢，對於亞洲的情況進行一個陳述。首先呢，我也會提及一些美國現在所要面臨的一些變化。<uh>接下來會講到一些亞洲的<uh>我相信呢~在 ^C13 亞洲的這一塊，應該是對你們來說會 ^B24 比較有用的，^B31 當然啦~這是<uh>也是由你們自己來決定了。

S：“not talking about”當時沒聽到。還有就是“美國的變化”，這一點自己其實不太確定的，這種闡述性的話，如果不太清楚，其實是不能輕易翻出來的。

R：“leading change in Asia”，你先說了“亞洲領導層”的變化後，又又加了“學校領導層”的變化。

S：我知道他沒有說，我是為了做一下解釋說明。

R：“many important point are”後面的“not China”是漏了嗎？

S：是的，是沒捕捉到。

To begin with, I would like to split the room into two groups. This side, think of the best leaders with whom you have worked. He could have been your principal, when you were a teacher, could be your big boss now, could be your little boss, your sup-, the person who you report to. Up to you! You don't need to tell me who you are thinking about. But I want you to have one person in your mind. And write down three characteristics that make that person a good leader. For example, could solve problem. This side, think of the worst leader that you have worked with in your career. Three characteristics about that person that make them bad leader. Begin.

那<uh>現在呢我們先來看一下這一頁的 PPT，就是<p>^C23 你們來想一下與你們，工作共處的<uh>最好的領導。^B31 當然啦~這個也 ^B34 只是存在於你們的腦海之中。你們不需要把這個領導<uh>說出來。但是呢，^A22 你們 ^C32 同時也可以在腦海中提出 ^C13 這樣的一個問題，^C31 就是~^A13 與你們共事的這些領導，他有哪，三個<uh>^B34 非常 ^B24 重要的特點。^C31 還有呢<uh>這一頁就是想一下在你們職業生涯中，與你共處的，最不好的領導，^A33 再 ^C23 想一下他身上有哪，三個 ^A13 比較明顯的特徵。

S：中間有東西漏了。

R：我聽到你加上“這一頁”的 PPT，其中，“這一頁”是怎麼來的？

S：應該是換了一頁 PPT，所以前面加了修飾的詞。還有“this side”是指的是 PPT 嗎？

R：不對，應該是前面的他把教室分成兩組了。

Ok! So, don't worry if you haven't finished. No problem! Stop where you are. Good leaders, what do you think? One word. Not three. Just pick one! Gentle, mild,

wisdom, tolerant, humorous, influential, very good communicator, innovative.

好，[A22] 我們來看一下大家 [A32] 現在的反饋情況。[A31] 首先呢~<p>好的領導<uh>[A21] 來看一下他的<uh>先 [C23] 不看三個，先 [C23] 看 [A43] 一個特點。<uh>紳士，優雅，智慧，寬容，幽默，交際能力，創新能力。

S：個別詞沒聽到。但是後面他不是說只說一個詞嗎？後面怎麼說了這麼多啊？

R：因為是不同的人說的，沒人只說一個。然後"來看一下"，這裏是故意添加的嗎？

R：還有"very good communicator"你是直接說成了"交際能力"？

S：對，還想加上"強"呢。應該說是還沒想好。

Bad leader. Without aim, aimless, no vision, no direction, unfair, not willing to learn and not willing to change, too subjective, hesitate to make decision, without professional knowledge, unable to solve problem, without innovation spirit.

<uh>[A33] 接下來 [C23] 看一下 [A43] 不好領導的，特征。[C21] 第一個呢~就是~沒有願景，不願意，沒有 [A13] 明確的目標，不願意學習，不願意接受改變，[A33] 做事太主觀，猶豫不決，做決定很難<uh>知識<uh>知識力<uh>缺，不，不太智慧，沒有解決問題的能力，[C31] 還有 [C31] 就是<p>創造力不足。

S："unprofessional"沒聽到。還有當時選詞也有很大困難。

R：還有"hesitate to make decision"你用了"猶豫不決"和"做決定很困難"，這是？

S：因為這裏既有"猶豫"和"難做決定"的意思，當時沒有想好，所以就說了兩句。

Ok, so all of you have opinion about good leadership and bad leadership. And now in your own career, you move up to a higher level. When you were younger, we look at the leader above us. If he was a bad leader, make our job very difficult. But sometimes when we move up in our own career, we forget. And it's easy to become the leader that your staff don't like. So today, I'd also want to have you looked into the mirror. Are you this kind of leader? If I ask your staff, are they going to say you are like this person? Are your staff going to say, "you are like this person"? I don't know, but today I want you to look into the mirror and think about your own leadership.

好，[A22] 我們對於領導力 [A32] 已經有了一些列舉。現在呢，[A22] 我們就來看一下自己作為一個，自己在自己的，職業生涯中，作為一個領導的一些特點。<uh>當我們年輕的時候呢，我們<uh>[A22] 是被人領導的。[C33] 但是如果 [A23] 我們遇到一些不好的領導者呢，我們的工作就會 [A23] 進展得比較困難。但是現在呢，我們自己也<uh>做，[A33] 已經成為了職業中的領導，可能我們會忘記了<uh>[A43] 某些特點。<uh>所以呢今天我<p>希望大家 [A21] 能借此機會來<p>照一下 [A13] 心中的一面鏡子，[C31] 也就是<uh> [A33] 重新地審視一下自己的領導力。

S：這一部分沒有一句一句地很精確的去翻。

R："looking to the mirror"翻譯成"照心中的一面鏡子"？

S：就是憑感覺翻譯出來了，後面引申出來"審視自己"這一層意思。

The focus of my session today is on leading change. Schools all over the world have to deal with so much change today. Nowhere in the world is there more change than in China. So I think, a very important part of your job is managing the change in your school and being able to work with the leaders at the school level to make

change happen successfully.

那在，今天呢，我們要<uh>在審核的過程中呢~主要也會講到變化。A31 現在呢~學校，全世界的學校都在面臨著變化。<uh>世界上的變化甚至比中國的變化還要多。<uh>所以呢，你們的工作也就 A31 不可避免地<uh>A23 會涉及到如何處理這些變化。在學校裏，你們，作為領導者，應該<uh>更能夠<uh>對於變化進行應變。在學校層面呢，對於變化進行有效地處理，B22 能夠使你們更加的成功。

S："nowhere"沒有聽到，只是聽到了"no more challenge in China"，這個意思損失就比較明顯了。

R：開頭加了"那麼"，這是？

S：同之前的"so"等連接詞是一樣的。

I think we all know that whenever there is change, people will resist. So it's very important to understand why people resist. Or else, we cannot solve the problem of change.

我也知道現在呢，我也知道人們呢，A31 通常在遇到<p>在任何時候遇到變化的時候，總是有一種抗拒的 A43 心理。<uh>那麼呢，要了解為什麼人們會有這種抗拒的 A43 心理是非常重要的。盡管我們可能不能夠解決<uh>這些問題。

R："盡管"這裏的問題是？

S：這裏是聽的問題。沒有聽到"or"這個詞。

Many changes are happening at the same time, we will tend to have more resistance. And if there's too much resistance, the school becomes the dinosaur. The dinosaur could not adapt to the change in the weather, and died. So even though change is difficult, we must adapt. And this is the yin yang. There is change and there is resistance. And you, all of you, your job is to find the right speed.

A33 通常在同一時間內會有多~方面的變化。A31 這個時候呢~我們~B34 總是存在著抗拒 A43 的心理。也就是<p>這樣子<p>有太多的抗拒的這種情況呢，C33 所以恐龍才會<uh>因為適應不了變化<uh>而滅絕。它 A33 當時是因為氣候<uh>氣候的一個變化。所以，雖然說 A23 應對變化比較困難的，C31 但是呢~我們需要去適應 A43 它。A32 從抗拒變化，到適應力，你們需要做的呢，就是~A42 要來適當地來引導這些變化。

S：第二句和最後一句都沒有聽清楚，所以就概括了一下。

R：然後"陰陽"？

S：也沒有聽清楚。所以後面有點平鋪直敘的感覺。

Now, in Asia, there's a problem about change. Most of the change comes from the top-down, outside-in. And because Asians give respect to seniority and position, they will be quiet when they resist the change. But they will still resist.

亞洲呢，現在<uh>變化也是成為了一個問題。亞洲~它的變化呢，主要是從內到外的這個 A43 變化。<uh>所以，雖然說 A13 它的 A23 變化的情況有一些不同，但是 A23 人們抗拒的這種心理是，是一樣的。

S：還是沒有完全聽清楚吧，所以非常籠統。

R：還有"從外到內"說成了"從內到外"。

S：噢，是我說錯了。

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Leaders cannot make the change happened alone. In the school, the principal is the most important person to make change, but it's the teachers who have to actually change. And the principal cannot force the teachers to change. And you cannot force the principal to change. We simply don't have enough power. And people can always resist. We are not a king, so we cannot make people change with just an order.

[C31]所以呢~領導力，領導他對於這種變化呢，可能是~不能夠，控制的。<uh>[A31]在遇到變化的時候呢<p>校，校長他 [B34]當然也不能夠強迫老師，去變化。同時呢，我們 [C33]也不能夠強迫校長去變化。[C33]因為<uh>你們可能，大家都不是國王，所以也都沒有能力去強迫別人去進行 [A13]相應的變化。

S：主要還是從自己聽到的意思著手的，邏輯沒有完全抓住吧。

I think also very important is to be a model. Be the change you want to see. Supporting teachers and principals. Remember the change process starts with feeling. Getting people to be interested. They resisted because they didn't know why. They were not bad people. They have good reason to resist. Their bosses created the resistance because they did not take time to explain the purpose, the benefit, explain what they will need to do.

[C31]所以<uh>我認為，就是，[C23]我們自己可以作為一個模範，作為一個標杆，[C23]我們可以支持那些有<uh>原則性很強的，比較頑固的老師，[A23]去，[A23]進行 [A13]相應的改變。<uh>[A23]當他們，有了更具體地了解的時候，他們可能會被吸引，[C13]這樣子呢~[A23]他們可能不會有<uh>那麼抗拒了。<uh>[A22]當他們不太了解的時候，抗拒性可能會更強一些。[C31]所以呢~[A22]我們需要對他們<uh>解釋一下目的，以及需求。

R：這裏"所以"的添加，是什麼原因呢？是邏輯關系還是口頭的習慣呢？

S：還是口頭偏多一些吧。

S：這個部分只是聽了一個大概的意思，感覺翻得有點亂。然後還有部分詞沒有翻。

R：然後就是"bad people"你把它處理成"頑固的，原則性強的老師"是怎麼考慮的呢？

S：拒絕變化就是原則性強的吧。

R：然後"model"這裏用了"標杆、模範"？

S：覺得這裏用"榜樣"不太合適。

R：噢，所以你就一直在找詞，是吧？

S：恩，是的。

Professional Interpreters
P1
The focus today of my presentation is leading change in Asia. I am not an expert on leading change in China, but I have been doing research on managing change in Asian countries for twenty years.

今天下午我們演講的主要的議題呢就是在亞洲國家裏面的主要的一些變化。那麼 [B34]其實我自己對中國的變化 [B34]並不是 [A33]十分地了解。但是我自己本人呢有二十多年的關於亞洲國家裏面管理、教育或管理 [A13]教育改革方面的一些經驗。

S：首先我一開始聽這個 leading change，我就真的覺得這個 leading 是一個形容

詞。主要的改革，major change 的意思。但是我聽到後面，他講 leader，所以我現在都還在糾結這個 leading 會不會是"引領的"這個意思。就是一個動詞，那麼"引領亞洲的改革"還是"主要的改革"。其實我一開始聽這個 title，我就覺得應該是"主要的改革"的意思，而不是作為一個動詞加一個 ing 形式這樣。然後 managing change，其實一開始是"管理教育"但後面就變成了"管理教育改革"，我就把這個意思想講清楚。就是 managing change 如果只是說"管理改革""管理改變"好像有點怪。

And I also have the experience of being the Dean of a business school in Thailand where I manage change for eight years. So I will share from my research and personal experience of managing change in Asia.

那麼我還有在泰國的一個<uh>商學院裏面呢是作一個院長的工作。那麼所以呢我在那裏呢有八年多的一個經驗是關於這個 ^{A13} <mark style="background:yellow">教育的</mark>改革的。那麼 ^{B31} <mark style="background:lime">當然</mark>呢~我也會 ^{A43} <mark style="background:yellow">跟大家</mark>分享一下我自己的 ^{A43} <mark style="background:yellow">研究成果</mark>和個人的一些經驗。

S：其實我覺得第一句話沒翻得太好，因為咋口的詞太多。Anyway，我覺得意思還是差不多，都在那裏了。

R：八年用了一個"八年多"

S：我覺得這是一個順口而已，並不是有意要這樣。

But the two important points are： one, not China. But also I am not talking about managing change in America. So the focus is about Asia and the lessons, I think, will be quite relevant to you. But that's for you to decide yourself.

那麼所以呢，^{C23} <mark style="background:magenta">我們關注的</mark> ^{B34} <mark style="background:yellow">並</mark>不是中國，而且呢我們也不會講在美國管理改革或管理這樣方面的一些東西。^{C31} <mark style="background:yellow">但是</mark>呢~^{A33} <mark style="background:yellow">今天講的</mark> ^{A13} <mark style="background:yellow">亞洲國家的</mark>一些 ^{A43} <mark style="background:yellow">經驗</mark>的話呢，也許會<uh>跟大家 ^{A43} <mark style="background:yellow">中國的一些情況</mark>有關係。^{B31} <mark style="background:lime">當然</mark>呢~這是要靠你們自己去決定了。

S：我為什麼不翻出"two important points"出來，是因為我在後面沒看到那兩點是什麼。可能他的兩點指的是：第一，不是關於中國；第二，我不會講美國的 managing change，但是因為我不是很 sure 他是不是這兩個，所以我沒翻。然後，But that's for you to decide yourself.我翻的有點奇怪。因為當時沒有時間去過多思考，就把字面意思翻出來了。其實他的意思應該是，我講的有沒有用，要看你們個人的情況而定。

R：will be quite relevant to you 譯成了也許會跟大家中國的一些情況有關系

S：這也就是剛才我所說的，我覺得中文他不會那麼很 promising，就是我們再承諾一件東西的時候，中國人會圓場圓的多一些。外國人他會 promise 一樣東西，會 quite relevant，但是我覺得中國他，就是你比如說，跟大家有非常大的關系，會是一個比較，說得不好聽就是很自大的一個看法。

To begin with, I would like to split the room into two groups. This side, think of the best leaders with whom you have worked. He could have been your principal, when you were a teacher, could be your big boss now, could be your little boss, your sup-, the person who you report to. Up to you!

那麼一開始的時候呢，我會把 ^{A43} <mark style="background:yellow">大家</mark>分成兩組，在這一邊的話呢，就是想 ^{A13} <mark style="background:yellow">你們覺得</mark>最好的領導者，那麼這些領導，八位裏面最好的領導者，那麼 ^{C13} <mark style="background:magenta">這些領導者</mark>不一定就是你們 ^{A13} <mark style="background:yellow">學校的</mark>校長，還有可能就是現在你們的頭兒，^{C33} <mark style="background:magenta">不</mark>

管是大頭兒還是小頭兒，就是 A23 如果你是一個很小的部門裏面的一個小頭的話呢，她也可以算是一個領導者。

S：首先我不知道為什麼我會聽到一個 eight，因為當時我筆記上寫的就是 eight best leaders，所以後來我加了 8 位，但是後來我認得是很奇怪的。這個 your sup- 這裏對我形成了一點幹擾，後來我又對 the person you report to 進行了一些解釋，就是如果你在一個小部門工作的話，你的小部門的那個頭也算是你的頭。但我不是很 sure 普通話裏面"大頭"和"小頭"怎麼表達。

R：上級領導啊、直接領導啊

S：因為我覺得他好像有點很口語的感覺，big boss and little boss. 他好像想搞一下氣氛。所以我就也順著他，大頭兒、小頭兒這樣，因為這樣比較口語一些。就比你剛才說的直屬領導、上級領導要好玩兒一些。

You don't need to tell me who you are thinking about. But I want you to have one person in your mind. And write down three characteristics that make that person a good leader. For example, could solve problem.

那麼你不用告訴我 A43 這一個領導者是誰，但是呢你要想好 C13 這樣的一個人。那麼 C23 你 A33 現在就可以列這樣的一個人的三個 A13 主要的特性。C21 我<p>舉個例子 C31 就是<p>A13 要做一個很好的領導者的 C23 其中一個特性很有可能就是要 A33 快速解決問題 A43 的這種能力。

S：我請你留意一下就是我很喜歡用一個詞開頭，就是"那麼"，這個問題其實我一直都有發現，就是尤其我做英翻中的時候，我很喜歡用"那麼"開頭。如果我翻之前有意識的避免，還是可以不用那麼的。否則他就會蹦出來。

R：要做一個很好的領導者的其中一個特性很有可能就是要快速解決問題的這種能力

S：因為之前他有說 write down three characteristics that make that person a good leader，但是因為我前面沒有說到 good leader 這個概念所以後面我就借著這個機會把它補充出來了。那聽眾就會知道哦，這個特性就是一個好的領導者。

R：快速解決問題，會把程度提升。

S：這個，也不知道是為什麼，不是筆記的問題。

This side, think of the worst leader that you have worked with in your career. Three characteristics about that person that make them bad leader. Begin.

這邊的話呢，C23 他們就要想一下在工作以來最糟糕的領導者。那麼 C33 同時 C23 你們也要寫三個 C33 為什麼他們是糟糕領導者的特性。那麼 C23 我們 A33 現在就開始。

Ok! So, don't worry if you haven't finished. No problem! Stop where you are. Good leaders, what do you think? One word. Not three. Just pick one! Gentle, mild, wisdom, tolerant, humorous, influential, very good communicator, innovative.

那麼，如果你們沒有完成也沒有關系，A23 我們 A33 現在就開始。A33 首先，好的領導者，你的詞語是什麼？A23 你寫下來的特性是什麼呢？C21 他 B34 必須是<p>B34 非常儒雅，而且呢有智慧，B34 非常幽默，是一個很好的溝通者，C31 同時呢~B34 必須 B34 富有創意。

S：首先我沒有聽到也沒有記下來 influential，而且當時聽到的是 gentle mind 而

不是 mild，但是 anyway 我覺得後面翻出來的儒雅也沒什麼不好。

Bad leader. Without aim, aimless, no vision, no direction, unfair, not willing to learn and not willing to change, too subjective, hesitate to make decision, without professional knowledge, unable to solve problem, without innovation spirit.

差的領導呢？沒有目標，沒有方向，不願意學習，不願意改變，太主觀，猶豫不決，不公平，不夠專業，C31 而且呢~不能 A33 快速地解決問題，C31 而且呢~B34 一點都沒有創造力。

S：unfair 不開始沒翻出來，因為筆記記得太糟糕，後面才補充出來。我不知道我有沒有翻 unwilling to learn，我可能就沒有翻 not willing to change 了，我不知道是不是。check 一下。

R： 有的

Ok, so all of you have opinion about good leadership and bad leadership. And now in your own career, you move up to a higher level. When you were younger, we look at the leader above us. If he was a bad leader, make our job very difficult. But sometimes when we move up in our own career, we forget.

那麼 A33 現在大家都大概 A23 知道了，好的領導和不好的領導他的一些 A13 關鍵的特性是什麼。當然在我們自己從事工作的時候呢，A23 我們會跟不同的領導打交道，那麼 A23 我們碰到一個不好的領導的話呢，會讓我們的工作 A23 開展地非常得困難。但是有些時候，A21 回到我們自己<p>當我們自己 A23 從一個不是領導到做成一個領導這樣 A33 不斷地往上走的過程中，這個職業生涯的過程中，有些時候我們會忘記 A43 什麼是一個好的領導、什麼是一個不好的領導。

S：首先他一開始" you move up to a higher level"可能是因為我不知道聽眾也是 leader,所以我對這句話非常得困惑,所以這句話沒有翻出來。而且呢，When you were younger, we look at the leader above us. If he was a bad leader, make our job very difficult，後面的就沒什麼關系了。

And it's easy to become the leader that your staff don't like. So today, I'd also want to have you looked into the mirror. Are you this kind of leader? If I ask your staff, are they going to say you are like this person? Are your staff going to say, "you are like this person"? I don't know, but today I want you to look into the mirror and think about your own leadership.

C33 因此，A31 有些時候<p>我們，A33 當我們不在意的時候的話呢，我們的手下就會 A23 覺得我們是一個不好的領導，A31 然後<p>他們不喜歡 A23 跟我們一起工作。那麼今天的話呢，我想做的就是 A23 做一個自省的一個工作，C33 就是大家看一下、照一下鏡子，看自己是屬於哪方面的領導，自省一下 B34 到底是 C13 好的領導還是 C13 不好的領導。A22 如果你是不好的領導，A22 你想一下，你的員工是不是非常得不願意跟你工作。他覺得你是一個 C13 壞的領導。

S：其實我這裏沒有按照他的那個句子的行文去走，因為他的意思就是那樣，就是要看一下自己到底是好的領導還是不好的領導。

R：And it's easy to become 前用了一個"不在意的時候"

S：因為他前面講 we forget，所以我就覺得他的意思是，如果你不在意，如果你不是非常清晰的話，你不在意的時候，什麼什麼的。

R：然後 look into the mirror,你會加"自省"

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S：因為我覺得你說"你們要照一下鏡子"會很怪，所以我先把"自省"說出來，再說"你照一下鏡子"，他就會明白。如果我直接說"今天的工作就是照一下鏡子"，這樣說就會有點怪。

R：如果只說"自省"不說"照一下鏡子"，你怎麼看？

S：其實我覺得是沒問題的。但是，他後面又第二次出現了，就是我覺得如果他想強調，就是照鏡子這個形象，所以我又把它放上去了。如果他只是說 think about yourself or reflect yourself，其實這也是自省的意思，那他為什麼不用，而用 look into the mirror 這樣一個比較簡單的方式，而且他用了兩次，那麼在這種情況下，我就會把它原來的 image 形象就恢複在譯語裏面。

The focus of my session today is on leading change. Schools all over the world have to deal with so much change today. Nowhere in the world is there more change than in China. So I think, a very important part of your job is managing the change in your school and being able to work with the leaders at the school level to make change happen successfully.

那麼今天我的那個議題呢~就是 A33 亞洲裏面主要的一些變革。那麼 B11 我相信呢~在學校裏面發生的改革是非常多的。C31 但是呢~沒有 B34 任何一個地方，比中國發生的變革那麼多。因此，我覺得，在我們的 A13 日常的工作裏面的話呢，C23 我們 B34 都要跟學校的領導打交道，B24 很好地去規劃和管理我們自己學校裏面的變革。讓 A13 我們的變革取得成功。

S：其實我覺得"nowhere in the world"那句話翻譯得挺怪的。現在聽上去，那麼多。其實他的意思就是說"在中國發生的變革是全世界最多的"，這樣翻就好了。其實我當時記筆記的時候、翻的時候還告訴自己這是一個最高級，但是不知道為什麼最後翻的時候還是一個比較級。

R：那你筆記是記的什麼呢？

S：比較，大於號，可能是受了筆記的影響。

I think we all know that whenever there is change, people will resist. So it's very important to understand why people resist. Or else, we cannot solve the problem of change.

Many changes are happening at the same time, we will tend to have more resistance. And if there's too much resistance, the school becomes the dinosaur. The dinosaur could not adapt to the change in the weather, and died. So even though change is difficult, we must adapt.

所以我們就要明白我們什麼時候要做這些變革，但是呢我們在變革的時候呢，會有 B34 很多的人抵觸 A43 我們。因此 B24 我們要明白人們抵觸 A43 這些變革的理由是什麼，否則我們就無法實現這種變革。

當我們<uh>很多變革同時進行的時候的話呢，人們這種抵抗就更劇烈。當我們很多 A43 抵抗的力量 A23 聚集在一起的話，整個學校就像變成一個<uh>暴龍，就是恐龍一樣的。他們會不 A22 願意接受這些改革。因此我們就必須要知道 A32 在這個改變的時候，A22 如何去、讓人們去接受這些變革。

S：其實我沒有聽到他說"the dinosaur could not adapt to the change in the weather, and died"，沒聽到這句話，可能是因為在作筆記之類的。

R：你在翻譯 dinosaur 的時候會遇到什麼問題嗎？

S：因為我覺得他突然說到 dinosaur 很怪，而且他的發音也好像不是那麼標准，

所以我就會想，是不是呢？後來又覺得是了。

And this is the yin yang. There is change and there is resistance. And you, all of you, your job is to find the right speed.

這就是跟 A13 中國的 陰陽是一樣的。B24 改變和抵觸的力量是應該，兩者之間找到一個平衡。C33 那麼我們 A33 作為領導者，A13 其中的一個 B24 重要的責任就是要找到一個 B34 非常好的、A13 人們可以適應的一個速度 A23 來實現 A13 我們的改革和變革。

S：我加了一點點東西，就是"找到一個平衡"，因為我覺得講到"陰陽"的時候其實就是講到"改變和抵抗的東西"，所以就是找到平衡。但是他後面就是找到速度嘛，right speed 就，因為我覺得會更順其自然一些，人們就知道找到陰陽的平衡就變成了找到合適的速度，接受變革的速度。

Now, in Asia, there's a problem about change. Most of the change comes from the top-down, outside-in. And because Asians give respect to seniority and position, they will be quiet when they resist the change. But they will still resist.

那麼在亞洲的改變，A22 他的情況是什麼樣的呢？它是至上而下、至外到內的、從外到內的，那麼，因為 A41 亞洲~國家的話呢~它 B34 非常尊重資歷和尊重 A13 一個人的 A13 領導地位。C31 因此的話呢~C13 手下，C33 就是 A13 下面 A43 那些臣，C33 即使他們抵抗，他們都是默默地在抵抗 C33 而 A23 不會聲張，但是 A23 默默地抵抗也是抵抗。

S：其實我不是太明白什麼叫做"outside in"，所以我只好就是說"從外到內的"，但其實我不太明白他的意思。然後 give respect to seniority 就是"資歷"啦，然後 position"職位"？我估計，現在覺得，"地位"會好一些。所以我當時就翻譯成"領導地位"，所以我就鞏固了一下那個形象，就是因為"職位"好像比"地位"怪了一些。就是說因為他們對上會比較怕嘛，就是尊重上面，就是會帶出後面那個"他們會默默地在抵抗，不聲張"quiet。

R：所以當你不太清楚原文的意思，比如說"outside in"這種，你就會

S：字面去翻。

Leaders cannot make the change happened alone. In the school, the principal is the most important person to make change, but it's the teachers who have to actually change. And the principal cannot force the teachers to change.

那麼我們作為，領導者，本身的話呢，A33 單憑我們的力量是不足以完成一項改革的。C33 比如說在一個學校裏面，校長 B32 當然 A22 應該有這種改革的意願。但是呢，是老師他們把這種改革踐行的。因此的話，我們不能強迫老師去接受一項改革，否則他們就不能完整地去踐行這種改革的意念。

S：首先我聽到"the principal is the most important person to make change"，但是後半部分就沒挺清楚了，所以我只好 second guess，我剛剛翻的是"最有意願"，所以我只好這樣去翻。

R：他用的是 and the principal 但是你用的是"因此"

S：因為我覺得他從上文到下文就是一個因果的關系。因為是老師實際上是踐行這個改革，所以你不能去強迫他們去改變。就是說，如果他們不願意，你也不能強迫。所以用了因此。

And you cannot force the principal to change. We simply don't have enough power.

And people can always resist. We are not a king, so we cannot make people change with just an order.

那麼我們作為校長的話，或者是你 C33 也不能強迫校長去接受某一項的改革。我們沒有 B34 任何一個人，A23 單憑自己的力量就可以完成一項的改革。而且我們 A33 在這個改革的過程中，也遇到 B34 許許多多人們的 A43 抵抗力量。B24 大家要記住，你不是 B34 任何 A13 一個國家的君主和國王，因此呢，你不能去命令別人去接受某一項的改革。

S：我加了一個君主是因為我覺得現在加一些意象會很奇怪。就比如說他之前扔一個 dinosaur，扔一個 mirror，然後現在又扔一個 king，我覺得如果沒有做任何准備就扔一些東西的話，就會很怪，所以我先加了一個君主，再加了一個國王，所以就比較好接受一些。

I think also very important is to be a model. Be the change you want to see. Supporting teachers and principals. Remember the change process starts with feeling. Getting people to be interested. They resisted because they didn't know why. They were not bad people. They have good reason to resist. Their bosses created the resistance because they did not take time to explain the purpose, the benefit, explain what they will need to do.

那麼我覺得最好的 C23 一種做法就是應該成為一個楷模，A33 如果你要一項改革實現的話，你自己本身就要改變。<uh>那麼 B11 我覺得<uh>A33 作為校長，還有作為 A13 我們的<uh>其他的教學員工，A23 他們在改革的時候應該從自己開始做起，A23 讓別人感受得到這項好處的、A13 這項改革的一些好處。A33 有些時候人們抵觸的原因並不是他們是一個壞人，他們 B34 只是看不到 A13 這項改革的好處在哪裏。C31 所以呢~他們就有 A13 足夠的理由去不接受 C23 這一項的改革。那麼 C33 如果 A42 我們花一些時間跟他們解釋，A13 我們 A13 改革的目的是什麼、你得到的好處或者說 A13 這項改革會 A43 為我們帶來的一些利益是什麼的話，那麼 B24 相信 B24 人們是 B34 非常願意去接受的。

S：我後面是通過，反過來翻的，因為他說"Their bosses created the resistance because they did not take time to explain"，我是翻過來翻的，如果他們花費時間去什麼什麼什麼，其實我沒有意識去這樣做，但是我清楚地聽到 they did not take time to explain，於是我知道他其實是想講一些不好的東西，所以我就反過來翻，如果他們能夠花些時間來解釋他們的目的，得到的好處，就可以怎麼怎麼樣。

R：Be the change you want to see 你說的是："如果…就要…"，還有 I think also very important is to be a model. 譯成了"那麼我覺得最好的一種做法就是應該成為一個楷模"

S：這估計就是隨便順口，就是我剛剛跟你說過，中國人喜歡 over-promise 一些東西，就是"最根本的"什麼什麼的，或者說"最最好的一個做法是…"就會加強他的語氣，然後聽上去就是"我一定要做一個楷模這樣"。

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The focus today of my presentation is leading change in Asia. I am not an expert on leading change in China, but I have been doing research on managing change in Asian countries for twenty years. And I also have the experience of being the Dean of a business school in Thailand where I manage change for eight years. So I will share from my research and personal experience of managing change in

Asia. But the two important points are： one, not China. But also I am not talking about managing change in America. So the focus is about Asia and the lessons, I think, will be quite relevant to you. But that's for you to decide yourself.

那今天我的這個演講的主題就是會關注亞洲 [C33] 有關這些變革的一些情況。 [B34] 當然， [B34] 其實呢~在過去我所做的這個多年的研究 [B34] 主要就是關於亞洲地區這二十年我一直關注的就是有關這個質量的這個變革的一些情況。 [B34] 當然我自己個人的這個經驗 [B34] 並不是就是說在中國這一塊，而是在亞洲有關這個變革的這方面的一些<uh>研究。而我自己的個人經驗則是大概<uh>有 14 年的時間是有關這個變革管理的，這一點是尤其重要。我想這對於我們 [A41] 今天呢~可能也是有所，這種參考的意義。另外我自己也是 [A33] 曾經擔任一個商學院的這個 [A42] 領導， [B34] 主要是負責管理 [A33] 在 [A13] 我們商學院 [A13] 所發生的這些教師隊伍還有 [A13] 這些教師情況的一些變革，如何去管理？ [A31] 大概有~14 年的這個時間。因此我想根據我 [A33] 過去研究的這些 [B34] 多年的經驗和我自己這個親身的這個 [A13] 工作經歷也許會對大家 [B24] 有所借鑒。那 [B11] 我想呢~大家也是可以選擇 [C13] 是否去借鑒 [A43] 我的一些經驗。

S：這個我完全就聽不清楚。然後就亂講。然後 for eight years 就聽成"fourteen years"。還有就是 leading change 當時也不明白是什麼意思，主要的一些變革？

R：一開始加了一個 therefore，當時有沒有意識到？然後還有"有關這些變革的一些情況"

S：因為我沒聽到 leading，所以就自己補充了，然後這一段的聲音也很遠，聽不太清楚。

To begin with, I would like to split the room into two groups. This side, think of the best leaders with whom you have worked. He could have been your principal, when you were a teacher, could be your big boss now, could be your little boss, your sup-, the person who you report to. Up to you! You don't need to tell me who you are thinking about. But I want you to have one person in your mind. And write down three characteristics that make that person a good leader. For example, could solve problem. This side, think of the worst leader that you have worked with in your career. Three characteristics about that person that make them bad leader. Begin.

那我 [A33] 現在想把我們的這個房間呢，分成三組。 [A31] 然後<uh> [A33] 其中 [C13] 第一組呢，就是~你們要去在你們頭腦當中想想，就是 [C23] 你們要想象 [A13] 你們認為的最好的這個領導。可以是你們 [A13] 學校的這個校長， [C33] 或者是你的自己的這個大老板吶， [C33] 或者是你們的小老板，你們不用告訴我是誰，但是你們要想一下就是這些優秀領導的特質， [A33] 然後根據那三個特質去隨便挑選你想要去，現在想象的這一個領導是誰. 第一組呢就是要想最好的這一個領導， [A31] 然後<p> [A13] 我們 [C13] 第二組呢這邊 [C23] 你們就是要想想最糟糕的領導。同樣呢，也是根據這最糟糕的領導的三個特色、特質，去隨便挑你們想要的這個人。

S：也是聽不清楚，所以就按照自己聽得到的就在那邊講。

Ok! So, don't worry if you haven't finished. No problem! Stop where you are. Good leaders, what do you think? One word. Not three. Just pick one! Gentle, mild, wisdom, tolerant, humorous, influential, very good communicator, innovative.

Bad leader. Without aim, aimless, no vision, no direction, unfair, not willing to learn and not willing to change, too subjective, hesitate to make decision, without professional knowledge, unable to solve problem, without innovation spirit.

那 ^{C23} 你們<uh>就給我一個詞 ^{A23} 來去形容一下好的領導 ^{C23} 應該是怎麼樣的？ ^{C21} 一個是<uh>智慧, ^{C31} 還有 ^{C21} 一個<p>是溫和,<uh>有好奇心的, ^{A31} 然後 ^{C21} 是<uh>有影響力的, ^{C31} 另外一個就是<p>是一個很好的溝通者,<p>^{A31} 然後 ^{C21} 是 ^{B34} 很有耐心和包容心。糟糕的領導 ^{C23} 你們想一個詞來形容一下。 ^{C21} 一個<p>是毫無目標的, 沒有方向感,<uh>不願意學習, ^{A31} 然後<p>不願意變革, 改變,<uh>優柔寡斷, ^{A31} 然後<uh>沒有這個創新的這種精神,<uh>不能夠解決問題。

S：偶了一些, subjective

R：順序會改變, 是因為？

S：我自己非常不滿意, 可能是音質的原因, 現場是肯定不會出這樣的問題的。順序變化首先是因為聽不清楚, 就把聽清楚的先說, 而且在那種情況下也不需要真的按照順序講。

Ok, so all of you have opinion about good leadership and bad leadership. And now in your own career, you move up to a higher level. When you were younger, we look at the leader above us. If he was a bad leader, make our job very difficult. But sometimes when we move up in our own career, we forget. And it's easy to become the leader that your staff don't like. So today, I'd also want to have you looked into the mirror. Are you this kind of leader? If I ask your staff, are they going to say you are like this person? Are your staff going to say, "you are like this person"? I don't know, but today I want you to look into the mirror and think about your own leadership.

那 ^{A31} 現在<uh>大家對這個好領導和這個壞領導都有自己的就是你們自己的一些<uh>意見和一些態度。你們都知道什麼是好領導和壞領導。但是就是在我們自己的這個職業的時候, 當我們年輕的時候, ^{A23} 可能我們會知道就是這些領導不好的話, 會讓我們 ^{A43} 日子很難過。但是有些時候, 我們很容易自己, 就是在自己職業的發展過程當中卻忘了 ^{C23} 這一點。 ^{C33} 然後自己 ^{A33} 最後可能就 ^{A33} 自己也不知道地, 就是突然間自己也成了一些 ^{B22} 不好的一些領導。今天呢, 我想各位大家都照照這個鏡子, ^{A33} 然後 ^{A23} 看看自己是什麼樣的領導。那你們也可以想想, 假設你們是壞領導的話, 你們員工會敢於在你們面前去批評你們嗎？會說你們是這樣的 ^{C13} 糟糕的領導嗎？我不知道。但是 ^{C33} 不管怎樣你們自己看看這個鏡子, 想想自己會是什麼樣的一種領導。

S：整篇都是聽不到的那種狀態, 所以就自己加, 還好這個離得不是很遠。

R：say sth about you 譯成了"批評"

S：對, 當時沒聽清, 所以我自己就在想, 可能是員工就是在說他們, 但不敢當面說出來。

The focus of my session today is on leading change. Schools all over the world have to deal with so much change today. Nowhere in the world is there more change than in China. So I think, a very important part of your job is managing the change in your school and being able to work with the leaders at the school level to make change happen successfully.

那我們<uh>今天的這個關注呢就是如何去領導這個變革。我們知道在全世界各

地呢 B34所有的學校，他們都發生了巨大的這樣一些變化，C33但在中國呢卻是變化最大的國家<uh>A13學校變化最大的這樣一個國家。因此 B24你們的任務非常艱巨。而你們的任務、你們的工作呢，就是要去管理學校當中 A13所發生的這一些變化。B34更好地去管理和領導這些變化。那 A22從而可以領導學校、可以往更好的一個方向發展。

S：前面聽的還好，但後面沒聽清楚，所以還是在那裏亂講。

I think we all know that whenever there is change, people will resist. So it's very important to understand why people resist. Or else, we cannot solve the problem of change.

因此，我們就，也知道 B31其實~當發生變化的時候呢，人們就會普遍產生這種抗拒 A43感。那我們就得去了解為什麼在<uh>這個 A33變化的過程當中會有人是C23對此 A23持反抗的就抗拒的這種態度的呢？那 A22我們可以采取什麼樣的措施去解決這樣的一種問題？

R：一開始加了"因此"，這個是有意識的嗎？

S：不知道，覺得會順一些咯。而且我感覺加了這一句會給自己想下面那一句多一些時間。

Many changes are happening at the same time, we will tend to have more resistance. And if there's too much resistance, the school becomes the dinosaur. The dinosaur could not adapt to the change in the weather, and died. So even though change is difficult, we must adapt. And this is the yin yang. There is change and there is resistance. And you, all of you, your job is to find the right speed.

那 A31有些時間呢~當許多變化同時發生的時候，那時候將會面對更大的這個，A13人們的這種反抗心理和抗拒 A43心理。那這時候整個，A13我們的學校有可能就會變成恐龍了。他們就是無法適應這種天氣、無法變化，C33所以 A33最後全部、C23恐龍 B34全部都 A33已經絕種了。那因此 A21我們可以看到<p>B31其實<p>變化以及 A13我們對變化的這種反抗和抗拒呢，其實就類似於這種 A43陰和陽之間的一種對抗。C33那我們就得要去 B34真正地 A23知道要怎麼樣去管理好 C13這樣的一種反抗、這種抗拒，去更好的管理變化。

S：當時是有聽到"speed"，但是我知道怎麼去處理，所以就不去處理了。

R："一種反抗、這種抗拒"是兩個詞都同時冒出在腦子裏嗎?

S：就是覺得兩個詞都可以

R：還有"陰陽"會加"之間的這種對抗"

S：恩，因為聽不懂，所以會加上自己的一些理解。

Now, in Asia, there's a problem about change. Most of the change comes from the top-down, outside-in. And because Asians give respect to seniority and position, they will be quiet when they resist the change. But they will still resist.

那麼在亞洲有關變化的一個 B34大問題呢，就是亞洲的許多一些變化 B34都是自上而下,自外而內的這樣的一種形式 A23去發生的，並且亞洲呢 C33又 A23有這樣的一種論資排輩, 這樣的一些趨勢，C33就是 A23根據你的這種<uh>工作年限、你的這種<p>資格和這種輩分來去對變化進行這樣的一種抗拒，C33因此 A22對變化也是會有 B32很大的一種負面影響。

S：後面沒聽到。

R：那那個"論資排輩"後面又加了

S：對，後面我就想，呃，領導，還不僅僅是"論資排輩"，然後就加了

R：會不會是因為後面自己還挺清楚，所以會把前面的聽清楚的解釋的更加明白？

S：我是覺得後面我沒聽到，當然就按自己的闡釋去補充了。

Leaders cannot make the change happened alone. In the school, the principal is the most important person to make change, but it's the teachers who have to actually change. And the principal cannot force the teachers to change. And you cannot force the principal to change. We simply don't have enough power. And people can always resist. We are not a king, so we cannot make people change with just an order.

因此 A21 我們可以看到<p>其實領導層他們並不能夠真正地就是帶來這種變化。因為像校長的話，他們 B34 其實也不能夠去強迫 A13 我們的教師 A23 去發生這種變化，而我們 C13 教師 B34 當然 B34 更不能夠去強迫我們的校長，讓他們要去變化。所以 C33 因為我們 B34 並沒有足夠的這種權利、他們 B34 肯定會存在 B34 各種各樣的一些<uh>抗拒。那我們不是國王，不能夠單純就下一個命令，A33 然後就讓他們就 B34 都可以 A33 按照我們要的方向去變化。

S：中間那個也沒聽到。

I think also very important is to be a model. Be the change you want to see. Supporting teachers and principals. Remember the change process starts with feeling. Getting people to be interested. They resisted because they didn't know why. They were not bad people. They have good reason to resist. Their bosses created the resistance because they did not take time to explain the purpose, the benefit, explain what they will need to do.

<uh>另外一個 A23 要去 B34 真正帶來變化，引起變化的話呢，就是非常重要的是，C23 你 B34 必須要有一種榜樣的一種作用。C33 因為 B34 其實我們知道就是要教師，就是 A22 要 A13 我們的整個隊伍發生這種 B34 真正去接受變化的話，其實 A33 很大層面上 A23 對變化，人們 B34 總是帶有他們自己的這種感覺，那 A23 我們 B34 必須要順著他們的感覺走，讓他們覺得這是有趣的、讓他們 A43 對此是感興趣的，A23 而不是 A43 對此是有這種反抗的這種心理。A43 我們要 A33 清楚 A43 向他們解釋，為什麼 A23 要去進行這樣的變化。A13 變化的目的是什麼，C31 以及<uh>我們要采取，A33 為了這樣的一種變化，需要去做些什麼東西，A23 讓他們 B34 都 B34 非常得清楚，他們才真正地會去擁護這種變化。

S：就抓住聽到的字眼，自己去闡釋了。

R：總的來說，就是它的音質

S：就是覺得聲音很遠，其實也沒有新詞。

R：如果其實同樣的狀況在現場就會好很多。

S：對，聲音不會那麼遠。

R：就是我們在做口譯評估的話，如果音質沒有問題的話，學生聽譯，你覺得對他的產出會有影響嗎？

S：那要看學生本身的技能還有英語了，比如英到中，看他的聽力，還有看有沒有生詞。

R：那就是會不會音質非常好，可是不在現場，也會大大影響口譯質量。

S：其實我也感覺沒有那個環境，因為工作環境整個人會緊張起來，然後很 focus，但是這種環境你不會很認真。

R：你有沒有聽到你的期待或其他譯員的期待跟客戶的期待不一樣？

S：沒有。應該都一致。

R：就是可能它沒有很准確，但是很流暢啊

S：哦，就是我自己也碰到過，作交傳，我自己覺得不好，比如有的詞處理得不好，可以譯得更好，但客戶說很好，就覺得很奇怪。我覺得客戶可能真的關注要很流暢，只要錯的不太多不太明顯，就 OK。

R：你對自己的期待是？

S：我想要普通話更好一些，然後我想要更有文學一點咯，就不要老是用一些詞，我想要有更多詞。

R：客戶呢？

S：然後客戶只要你翻得很流暢很鎮定就 OK。當然不能譯得都不對。

R：還有就是如果 speaker 和聽眾之間有文化差異，你會不會傾向於去作解釋？比如說剛才的"陰陽"

S：如果聽眾聽不懂，有文化差異，我會解釋。但剛才的"陰陽"我不是這麼想的，因為是中國聽眾，所以他們是聽得懂的，我是因為後面沒有聽清楚，所以就自己在那裏解釋。

P3

The focus today of my presentation is leading change in Asia. I am not an expert on leading change in China, but I have been doing research on managing change in Asian countries for twenty years. And I also have the experience of being the Dean of a business school in Thailand where I manage change for eight years. So I will share from my research and personal experience of managing change in Asia. But the two important points are： one, not China. But also I am not talking about managing change in America. So the focus is about Asia and the lessons, I think, will be quite relevant to you. But that's for you to decide yourself.

今天的主題是亞洲的領導變革。 [B34]當然我[B34]並不是中國[A13]教育中的[B34]任何專家，但是我從事關於亞洲教育[A33]已經有20多年了，我本人也在泰國一家<uh>商學院任這個院長好幾年，所以我[B24]希望可以[A43]跟大家分享一下我的[A43]研究所得還有個人的[A13]工作經驗。 [B34]當然[C33]還有兩點[B24]希望大家可以記住的， [C31]就是~[A31]今天<p>[C21]這一個演講呢~並不是只是針對中國或者美國，而是關於整個[A43]亞洲的教育， [A31]然後<p>我希望[A23]大家可以[A33]從[A13]我這一個的演講當中找到對[A43]你工作相關的一些建議， [B34]當然這也是由你們自己去決定的。

S：上面那一個managing change我以為他是說"研究亞洲的教育"，應該是"亞洲的轉變"，我應該是沒有記筆記的。8 years我是聽不到8，是聽到"很多年"。後面應該沒有特別吧。

R：後面比方說two important points，然後one這個就沒有翻。

S：因為我聽不到two，很奇怪，所以就不管了，先說吧，聽到多少算多少。

R："我今天的演講"。

S：因為他是這樣的語法so the focus is ….will be..，這樣的語法也不對啊，我聽的時候是聽成兩句話來的。

R：還有嗎？

S：沒有了。

To begin with, I would like to split the room into two groups. This side, think of the best leaders with whom you have worked. He could have been your principal, when you were a teacher, could be your big boss now, could be your little boss, your sup-, the person who you report to. Up to you! You don't need to tell me who you are thinking about. But I want you to have one person in your mind. And write down three characteristics that make that person a good leader. For example, could solve problem. This side, think of the worst leader that you have worked with in your career. Three characteristics about that person that make them bad leader. Begin.

開始的時候呢我想把[A43]大家分成小組[A23]來討論，[A31]首先~這八這八位的同學或者[C13]聽眾你們可以一起去討論一下，想象出一個你們認識的一個最成功的領導，他可以是你[A13]所在學校的校長、[A13]任何的領導，或者你的[A13]頂頭上司，[A23]我不需要知道<uh>是誰，但是你必須給我寫下，[A23]你認為他能夠成為一名成功領導三個因素，例如[A23]你認為他能夠[B34]很成功得解決問題，[C33]所以[B24]他是一個很出色的領導。那[C31]另外~[C13]這些[A13]剩下的聽眾，[C23]你們必須討論一下，什麼樣的領導是最失敗的，[C33]同時也[C23]需要列出三個因素，[A23]說明他有哪一些的特征，使得他不能成為一名成功的領導。

S："分成兩組"，開始我好想聽到third，三個，聽不到多少個分組，為什麼我聽到"八個人"呢？
R：因為他think of發音發成eight of。
S：我就覺得奇怪，我是聽到"八個"。然後現在看它的時態好像是有點問題，你以前到底還是一個老師的時候，因為他們現在是領導，因為當你還是一個普通老師的時候，但是當時沒有聽這個時態或者對象，第二點就是反面的時候說得有點羅嗦。
R：就是說你會在聽英文的時候會意識到時態這件事。
S：我就是沒有意識到所以我就沒有翻出來，我也想我意識到，那就很神了，我完全沒有意識，關健詞principle，寫下來就翻，現在再看回原文的話才知道應該有一個時態的問題。
R：聽自己譯文的時候你就會看，原來原文沒有時態這件事的？
S：有啊，因為整句話看下來，它的時態could have been，我覺得這個很重要。
R："成功的解決問題"想想這個。
S：solve the problem，因為它又不是problem solving，不是"解決問題"所以就會想拉一句，但是我覺得也是很羅嗦，我自己說得也很羅嗦。
R：還有嗎？
S：沒有了。

Ok! So, don't worry if you haven't finished. No problem! Stop where you are. Good leaders, what do you think? One word. Not three. Just pick one! Gentle, mild, wisdom, tolerant, humorous, influential, very good communicator, innovative.

也許大家還沒完成，[C33]但是[A23]我們開始討論吧。[A33]先[C23]講一下優秀的領導，[C23]你[A33]先給我一個單詞或者一個因素[A23]去證明什麼樣是好的領導吧。<uh>思想開明、有智慧的、有影響力的、有決策能力的、有良好的溝通能力，[C31]並且~有

創新意識。

S：沒想到要這樣子說，所以筆記沒有去記，就有點怪怪的。沒想到它會這麼多。

R：沒想到說得這麼快？

S：對。所以有些東西沒有翻出來，我怎麼聽到，聽到一個open, gentle mind，我是聽到一個mind，我想應該是open minded, liberal minded之類吧，那我就自己說"思想開明"，不是的。也許跟他口音有點相關吧。

R：還有嗎？

S：沒有了。

Bad leader. Without aim, aimless, no vision, no direction, unfair, not willing to learn and not willing to change, too subjective, hesitate to make decision, without professional knowledge, unable to solve problem, without innovation spirit.

壞的領導呢？不願意學習、不願意改變，[C23]做事過於主觀，做決定的時候[B34]太過被動，沒有專業的知識、沒有創新意識。

R：這一段都譯出來。

S：因為知道他會這樣子，記筆記我就一個一個乖乖的記。

R：所以是遇到列舉的時候處理的方式是…

S：記筆記。

R：那突然呢？

S：突然列舉的話前面會漏一點，會有壓力的。糟糕了，怎麼會這麼多的。然後自己心裏想完以後又過了好幾個，記幾個算幾個吧。

R：所以心裏也是有壓力的？

S：會有壓力的。

R：然後就盡量的記？

S：對。

R：但是如果知道他會這樣子講的話，就沒有那種壓力，就會認真去記？

S：嗯。

R：明白。怎麼能夠保證會提前知道嗎？

S：剛剛你不是告訴我了我吧？

R：如果現場的話。

S：聽語氣吧，因為聽到兩三個還不停下來的話，那應該就還會繼續講，那只能乖乖的記下來。

R：就全部的精力就放在這裏記。

S：對啊。

R：好的。

Ok, so all of you have opinion about good leadership and bad leadership. And now in your own career, you move up to a higher level. When you were younger, we look at the leader above us. If he was a bad leader, make our job very difficult. But sometimes when we move up in our own career, we forget. And it's easy to become the leader that your staff don't like. So today, I'd also want to have you looked into the mirror. Are you this kind of leader? If I ask your staff, are they going to say you are like this person? Are your staff going to say, "you are like this person"? I don't know, but today I want you to look into the mirror and think about your own leadership.

好了，大家[A33]通過討論之後，都對優秀的領導和糟糕領導有了一定的看法，那現在[A23]讓你們想一下自己的工作生涯或猜想你年輕的時候應該都會對有一些領導，<uh>他們都，[A22]你認為他們[A32]在某一些方面不好的話，也許你都會記得住，因為你知道，[C13]一些領導如果他[A23]工作不是很出色的話，會使得你自己的工作[A23]遇到困難。[A33]然後[C23]你[A13]年輕時候的[這個][B34]很[A13]清晰的想法，會隨著你年歲的增加變得[B34]很模糊，[C33]那就是說[A33]當你年歲增長以後，[C23]你很容易就會成為[A33]你年輕時候[B34]很不喜歡那種人的。今天[C13]我們這一個的工作坊就是希望給大家一面鏡子，讓大家去[A23]反思，你是不是[C13]你以前很不喜歡的那種領導的人呢？或者我[C23]把這個問題去問你的員工說：你覺得這個領導是[C13]優秀的還是糟糕的話，他們會說什麼呢？[B34]當然現在我不知道，我希望你們可以[A33]通過這一次機會去[A23]反思一下。

S：我看我沒有記很多筆記的，因為他講得比較長，有些東西我是漏了，in your own career，我一直都是說"年輕"，因為我記的是"年輕的時候"，然後"你現在老了之後"，但是又不好意思說"你老了之後"，只能說"你年歲增長之後"，因為我聽的時候，或者我記筆記，我記筆記是完全沒有說"你職位的提升"，就是少了這個知識點。

R："大家通過討論"。

S：all of you have an opinion，因為是上下文，剛才不是分組討論嗎？那個人是一個一個說出來的，根據上下文應該是加上一點東西會好，因為代表so嘛，那不能說"所以你們…"，我覺得很怪，就自己加一點東西上去。我覺得這是記筆記的問題，完全沒有記下來，而且沒有意識到要記下來，好像在聽故事一樣的。

R：然後這一段基本上沒有按照原文？

S：沒有。

R：原因是…？

S：我發現如果一段話，特別是在講故事，好像剛才"去支教三年"那種，我通常都不會按照原文來講的。

R：就是敘述類型的？

S：對，敘述類型我通常都是自己在講故事，用自己一套方式把關健詞講出來就算了，通常不會按照原文來翻，甚至句子順序我都換了。

R：還有嗎？

S：沒有了。

The focus of my session today is on leading change. Schools all over the world have to deal with so much change today. Nowhere in the world is there more change than in China. So I think, a very important part of your job is managing the change in your school and being able to work with the leaders at the school level to make change happen successfully.

[C33]好![A23]以下是有我演講[A43]目的，第一個就是[A23]要去探討一下為什麼當前學校面臨許多的變化，[B15]我相信在中國[A13]這種教育方面的變化是最多的，所以[A22]希望大家可以[A32]通過聽我的演講能夠學會如何管理學校的一些的改變，而且[C33]也能夠跟你們學校的[A13]其他領導一起共事，去達到這個改變。

S：加了一點東西……the focus……

R：到這一段的時候，前面你就先翻了一下筆記。

S：因為我記得是有的。

R：你翻了一下這個SPT，你記得是有的？

S：對啊。我以為他講完這一段就會繼續往下面講，但是又不是，那又繼續記筆記，然後我的筆記是記在這裏的，我還專門空了一些地方，我記得上面是他們講的這兩塊，然後再記筆記再講。我之前一直都沒有看那個筆記，突然之間是有點印象好像是有的，那就去找。因為我會猜他是照著念，但他沒有照著念。

R：所以就是還會有一個預測的策略在？

S：有的。因為通常講objective，agenda就會一次過所有都講出來的，但是他這樣很奇怪。

R：還有嗎？

S：沒有了。

I think we all know that whenever there is change, people will resist. So it's very important to understand why people resist. Or else, we cannot solve the problem of change.

我們都知道^{A23}每次遇到轉變，人們第一個反應就是比較抗拒的，所以^{A43}我們第一個必須理解的^{A41}話題~就是為什麼要去改變？

Many changes are happening at the same time, we will tend to have more resistance. And if there's too much resistance, the school becomes the dinosaur. The dinosaur could not adapt to the change in the weather, and died. So even though change is difficult, we must adapt. And this is the yin yang. There is change and there is resistance. And you, all of you, your job is to find the right speed.

^{B31}當然<p>^{C33}如果在同一時間很多事情^{B34}都在轉變的話，那麼人們抗拒^{A43}的情緒就會越濃，如果太多的抗拒，^{C33}那麼^{A13}你的學校就會像一頭恐龍一樣，恐龍^{A33}以前就是不能夠適應氣侯的轉變而滅亡的，所以^{A24}我們^{B34}必須要知道盡管這個轉變是十分困難的，^{C33}但是我們一定要^{A23}適者才能夠生存，^{C13}這個道理就像陰陽一樣，^{C33}所以轉變和抗拒^{C33}也^{A23}是一對相互相生的一個概念，^{C33}所以^{A13}在座每一位的工作呢就是要找到一個^{A43}方法^{A23}去應對這個轉變。

S：上面這個是理解成"為什麼是抗拒"，因為我也是預測他們會抗拒，所以讓他們不要抗拒，一定要讓他們知道為什麼要去做，那他們才不會抗拒，這個是按照我自己預測去講的。第二個"陰陽"，因為是陰陽兩級，當時我是聽了，所以覺得"陰陽"後面那個轉變，我就怕人家聽不懂，所以就說相互相生，這樣人家聽得懂吧。後面the right speed，為什麼我聽的是right way還是right 什麼，我沒有寫下來。

R：沒有寫下來？

S：對啊，後面就沒有寫的，所以我感覺是校長應該就是找一個方法，沒想到是找一個速度。

R：這個基本上是靠理解。

S：對，很多東西都沒有記下來。

Now, in Asia, there's a problem about change. Most of the change comes from the top-down, outside-in. And because Asians give respect to seniority and position, they will be quiet when they resist the change. But they will still resist.

那麼^{A21}我們^{C31}也要看一下<uh>亞洲^{A13}教育的問，的一些變化，^{B31}其實<p>^{A23}我們會發現^{A33}在亞洲有^{B34}最大的問題就是大部分的這一些的變化都是從上而下的,其中的原因就是^{A43}亞洲的國家^{A23}有他們的傳統，^{C33}就是尊重^{A43}這些權威，

他們遇到這一個轉變的時候，都是[A23]采取這個沉默的狀況，但是[B34]其實他們[A43]內心是比較抗拒的。

S：top down我知道是自上而下，但是有outside in這樣子說的嗎？

R：有啊。

S：我之前沒想過，我知道後面是有一個單詞的，但我不管，我就再往下走。然後seniority這個我是聽不到的，但是中國的傳統就是"尊重權威"。

R：但是翻對了。

S：這個是authority嗎？

R：對啊。

S：因為我字典裏面應該是authority才是"權威"，所以我不管，就繼續往下。有兩個單詞是真的不懂。

R：就是outside in跟seniority。

S：對。

R：就是outside in在你們心裏詞匯裏面是沒有存在這個詞的？

S：真的沒有，有inside out，沒有outside in，是這樣說的嗎？

R：有啊。

S：那中文怎麼講？

R：由內而外，由外而內。

S：OK，我真的不會說。

R：還有嗎？

S：沒有了。

Leaders cannot make the change happened alone. In the school, the principal is the most important person to make change, but it's the teachers who have to actually change. And the principal cannot force the teachers to change. And you cannot force the principal to change. We simply don't have enough power. And people can always resist. We are not a king, so we cannot make people change with just an order.

當然做領導的，[A33]只有領導的力量是不能促成這些轉變，[C33]例如在學校校長是最重要的[A43]領導，但是學，[A43]你們的同事[C33]那就是教師，他們是[B24]可以幫忙你們去促成這一些的轉變，當然你們會發現有一些的教師他們想去把，有一些的轉變，[C33]但是他們沒有足夠的力量或者這一個抗拒[A43]的力量[B34]太大了，使得他們不能夠讓校長去牽頭去做這個改變，[C33]因為我們並不是上，我們[B34]並不是國王，不能夠去[A23]控制所有人的意願。

S：也是講故事，也是沒按照原文來講的。然後we are not a king我是寫了king的，但是我自己說的時候，我感覺我們不是上帝這樣比較順，但是我覺得是不是不是很合適呢？然後說"皇帝"又很怪，其實應該說"皇帝"會好一點，但是一下子講的是"國王"。中間那裏是講故事，也是沒有按照它來講的。

R：好，沒有了？

S：沒有了。

I think also very important is to be a model. Be the change you want to see. Supporting teachers and principals. Remember the change process starts with feeling. Getting people to be interested. They resisted because they didn't know why. They were not bad people. They have good reason to resist. Their bosses created the resistance because they did not take time to explain the purpose, the

benefit, explain what they will need to do.

另外一點也是很重要的，C33 那就是 C23 我們 B34 必須要起這個示範的帶頭作用，C23 我們 B34 必須要去支持 A13 我們的領導和教師 A23 去獲取這一個的改變，通過我們這種的示範作用給他們看得到，C33 而且這個轉變的一個 B24 成功的來源就是 A13 人們的成就感，C23 我們 B34 必須要使到 A13 其他人 A43 對這個轉變是有興趣的，C33 否則他們就會有 B34 很大的抵觸 A43 情緒。例如我們必須用一種很創新的方法去告訴他們，或者會花一定的時間去 A43 給他們解釋 A13 這個轉變的目標，而且跟他們說清楚，B34 到底他們需要做什麼樣的事情，A23 否則是很難去<uh>實施這個轉變的。

S：我剛才好像聽到fulfillment這個單詞的哦，但是哪裏看都不像是fulfillment。

R：start with feeling。

S：feeling有可能，我好想是寫了一個"成就感"。

R：對，我也看到。

S：我應該是聽到fulfillment這個單詞的。而且我覺得好像上下文都通，但是現在說的話，好像很奇怪，這個轉變一開始是來自於感覺的，原文也是有問題啊。後面有漏了一點東西，created the resistance我看起來是creative，"用創新的方法去…"，應該是說"他們為什麼會有這種反感、抗拒，是因為他們不懂得去ABC"。

R：所以最後一句話是因為created。

S：我是聽成creative。

R：所以就影響到後面的理解？

S：對啊。

R：但是基本上也說到了要告訴他們這個目的。

S：這裏面其實是聽到的，只是這兩個東西怎麼連起來，你看我是沒有連起來的，我只能是往右寫，自己講的時候就是"用一個創新的方法去…"。

R：還有嗎？

S：沒有了。

R：好的。

P4

The focus today of my presentation is leading change in Asia. I am not an expert on leading change in China, but I have been doing research on managing change in Asian countries for twenty years. And I also have the experience of being the Dean of a business school in Thailand where I manage change for eight years. So I will share from my research and personal experience of managing change in Asia. But the two important points are： one, not China. But also I am not talking about managing change in America. So the focus is about Asia and the lessons, I think, will be quite relevant to you. But that's for you to decide yourself.

我今天講話的主要內容是"亞洲的領導變化"，B34 當然我不是中國問題的專家，但是呢我一直以來的研究都是關於在亞洲方面變革的管理，我在這方面已經從事了 20 年的研究。同時，我還 A33 曾經是一家商學院的<uh>領導，也是負責變革管理的，C33 所以在這方面也有一些經驗。A31 今天呢~我希望可以 A43 跟大家分享一下我的 A43 研究成果以及我個人的一些體驗，關於在亞洲管理變革。但是呢有一點是需要澄清的，C33 那就是畢竟這裏是中國，跟美國的管理是不大一樣，C33 但是我覺得 A13 我在亞洲方面的這些經驗會 C13 對中國的變革，C33 也 B24 會有一些借鑒的作用，C31 所以呢<uh>就希望 A33 今天能夠拋磚引玉，跟大家共

同探討。

S：有些地方沒有聽清，比如說像 Thailand，這裏真沒聽清。還有他說 two important points are，這一段我沒有理順，沒有搞明白，所以就只掰了。

R：筆記當時是怎麼記的呢？

S：看一下。首先我會聽到他說今天我們講的主旨是什麼，然後我就看到 PPT 當中這個地方，然後我就想待會兒就要念這個，然後筆記就是這樣子了，我做了一些研究是關於亞洲的變革管理的，已經搞了 20 年了，同時還有一些經驗是在一家商學院，但是具體這個商學院是什麼東西，那裏有一堆東西我是沒有聽到，聽不清楚的，所以我就只能夠很大概的去說，反正是商學院的領導人，是主管變革的。

R：就是在"商學院"這裏聽不到，這裏記是的…？

S：記的就是我有什麼樣的經驗，也就是一家商學院的 Dean。

R：為什麼加了"曾經"？

S：之前搜到的簡曆上顯示這是個以前的職位。

R：後面這裏呢？

S：是負責變革的，跟變革相關的，我就只能記到這個了，剩下的就只能自己補充了。所以在這些方面的研究我個人也有一些體驗，是在亞洲方面從事變革管理。然後這裏說到兩個重要的事情，首先 not China 這個我就沒搞懂，所以這裏譯得很糾結，我估計我的聽眾可能也聽不明白。反正後面就補充，他講的就是變革，希望可以對大家有一點用處。

R：這是什麼？

S：他其實是最後一句，that's for you to decide yourself，那這句話我就想算了，不譯了，反正我就講"你們自己想對你們有沒有用"，好像這句話說出來比較 discouraging，我就沒有說了，我就用了一句比較中國的話，就是"跟大家一起探討"，就算了。

R：最開頭有一個 I am not an expert on leading change，"當然我不是中國問題的專家"，怎麼會有一個"當然"？

S：我就會"當然我不是一個中國問題的專家"，這可能是我自己個人說話的習慣，其實大概意思就是說"我不是這方面的專家，不過了，我還是……"。

R：這個"當然"當時是自己有意識的還是順口的？

S：順口吧，因為我會這樣說話。

To begin with, I would like to split the room into two groups. This side, think of the best leaders with whom you have worked. He could have been your principal, when you were a teacher, could be your big boss now, could be your little boss, your sup-, the person who you report to. Up to you! You don't need to tell me who you are thinking about. But I want you to have one person in your mind. And write down three characteristics that make that person a good leader. For example, could solve problem. This side, think of the worst leader that you have worked with in your career. Three characteristics about that person that make them bad leader. Begin.

首先呢我想把我們 [A33] ==今天的== [A43] ==在座的人==分成兩組，這邊的 [B24] <mark style="background:lime">請</mark> [C23] <mark style="background:magenta">大家</mark>思考一下你們曾經共事過的最優秀的領導人，<uh> [A23] ==想一下他們有什麼樣的特點==，你不用告訴我，你在想的是誰，但是呢你心目當中必須要有 [C13] <mark style="background:magenta">這樣</mark>一個人，[A33] <mark style="background:yellow">之後</mark> [C23] <mark style="background:magenta">你要</mark>寫下他的三個特點是什麼，[B34] <mark style="background:lime">到底</mark>是哪三個特征使他成為一名優

秀的領導。那 [C13] 這邊的這些朋友， [B24] 希望大家可以去想一想你所共事過最糟糕的一個領導人，他的三個特征是什麼。

S：我一開始沒有聽清，我記下來的三個 group，但後來聽下來覺得這個"三"是不能出口的，我想應該只有兩個 group，所以我就說成是"兩組"了。

R：這也是我想問的問題，其中這個聽起來好像三個，所以很多寫了"三"之後就譯了"三"，但是你譯了之後還是把他改成"兩個 group"，為什麼？

S：因為聽下來這個文章就只有兩個 group，而且一個是 good 一個是 bad，就只有"二"了，那肯定就是"兩組"。

R：就是你 double confirm，就是你通過…

S：對，因為聽下來就是兩個，而且這個內容上來說一定也只有兩個，一個是好的，一個是壞的，所以只有兩組。

R：For example, could solve problem. 這個是沒有聽到的？

S：這一堆沒有聽到，這一堆他說得很快，而且確實是沒有聽到，我是聽到了有 big boss,little boss，但是不知道這裏怎麼接，後來幹脆我就沒有怎麼譯，我忘記了我剛才有沒有譯，好像沒譯。

R：沒譯。

S：對，我就沒譯，因為我這裏串不起來，我就不知道怎麼回事，所以當時我就幹脆不譯了。我想這些不譯的話，應該也不至於說引起太大的問題，因為他已經定義了"最好的"，所以我想就算不譯的話，應該也不至於損失太多信息，所以就算了。

R：還有這個 split the room into two groups 就會說"把在座的人分成兩組"，有意識把這個房間具體到人？

S：那肯定是分人，不可能分房間了。

R：不會說房間這邊要分兩組。

S：不用的。可能是當老師吧，經常會說這種話，"好，我們現在分兩組"，就只是會這樣說了。

Ok! So, don't worry if you haven't finished. No problem! Stop where you are. Good leaders, what do you think? One word. Not three. Just pick one!

好， [A22] 時間差不多了。那 [A22] 我們 [A33] 現在來總結一下，大家心目當中好的領袖，他 [C23] 有什麼樣的特征呢？ [A33] 現在 [B24] 請 [C23] 大家給我一個詞， [A33] 剛才 [C23] 大家 [B34] 都寫出了三個， [A33] 現在 [B24] 請 [C23] 大家想<uh>選 [A13] 其中的一個。

R：這個有什麼要說嗎？

S：好象也沒有太多，反正就這樣，就讓他們選一個詞。

R：所以就加了一個"大家剛才都寫了三個，不是三個是一個"。

S：因為這裏寫得不是三個嘛，我就會不會有點混淆，所以我就補充解釋一下，給一個詞就好了。

Gentle, mild, wisdom, tolerant, humorous, influential, very good communicator, innovative.

儒雅、有智慧、寬容、幽默、有影響力、善於溝通、善於創新、有想法。

R：最後加了一個"有想法"這個。

S：我聽錯了，因為他說 mild，我聽成 mind，我聽錯了。

R：那我想問，為什麼最後才有 mind 的補上呢？

S：因為我一直在想這個 mind 我應該怎麼譯，因為他是並列的，所以我在最後

補也沒有關系的，我是因為聽錯了。

Bad leader. Without aim, aimless, no vision, no direction, unfair, not willing to learn and not willing to change, too subjective, hesitate to make decision, without professional knowledge, unable to solve problem, without innovation spirit.

那糟糕的領導 [C23] 有什麼樣的特征呢？[C23] 他們沒有目標、沒有使命感、沒有方向感、不願意學習也不願意變革，很主觀，做決定的時候猶豫不決，沒有專業知識，沒有解決問題的能力，缺乏創新思維。

S：這裏 unfair 沒有譯，因為沒有記下來。

R：聽到了嗎？

S：因為我當時就這樣一直記下來，如果聽到的話我應該會記下來的，要麼就是漏到了這個詞，聽的時候聽漏了這個詞。

R：還有這個"沒有使命感"是 mission？

S：vision 聽成 mission 嗎？

R：沒有關系。

R：bad leader 就會把它補充完整"不好的領導有什麼特征呢"這樣說也是自己有意識的想讓他更順？

S：對，因為他是比較 conversation 的，所以我想補充一下會比較好。

Ok, so all of you have opinion about good leadership and bad leadership. And now in your own career, you move up to a higher level. When you were younger, we look at the leader above us. If he was a bad leader, make our job very difficult. But sometimes when we move up in our own career, we forget. And it's easy to become the leader that your staff don't like. So today, I'd also want to have you looked into the mirror. Are you this kind of leader? If I ask your staff, are they going to say you are like this person? Are your staff going to say, "you are like this person"? I don't know, but today I want you to look into the mirror and think about your own leadership.

所以呢，[A33] 在你們心目當中 [A33] 已經有關於好的領導以及不好的領導的一些看法了。在你們的事業當中，可能 [A23] 一開始 [A23] 你們 [B34] 只是在基層的一個員工，[A23] 會發現有一些領導比較好共事，有一些不大好共事，但是隨著你們自己不斷，在事業上 [A33] 不斷往上升遷的話，你們會很容易地成為 [A42] 自己不喜歡的那種領導，[C33] 而 [A23] 自己還不知道。所以今天我希望大家 [A21] 做的一件事情就是<p>可以看一下鏡子，[A23] 反思一下自己是不是成為了 [C13] 自己不喜歡的那種領導呢？假如我問你手下的人，[C23] 你 [B34] 到底是一個好的或者不好的領導，[A23] 他們可能都有自己的看法，[C23] 他們的看法是什麼我們不知道，<uh>但是我 [B34] 還是希望大家能夠比照一下，可以 [A23] 反思一下自己 [B34] 到底是一個什麼樣的一個領導。

S：這裏的話，當中 ask staff 這裏這段話我當時組織的時候，我好像聽出來沒有跟原文非常像，但是就抓住了一下，只好自己組織了。還有就是你年輕 you look at leaders above us 這句話我沒有聽得很仔細，但是我想大概的意思就是那樣了，就是你心目當中會有一種感覺，他到底好還是不好。

R：這是什麼？

S："但是"。

R：然後這個…易

S：容易成為自己不喜歡的領導，這對我來說領導就是最 top 的意思，或者是最

高級，我可能都會打一個尖號，所以大家要反思一下你是什麼樣的領導，假如問 staff 你是好還是不好呢？這個我也不知道。其實這個箭頭是上面拉下來的，當時寫得不夠清楚，反正還是回到這個問題，我們要反思一下，你自己是什麼樣的一個領導。

R：when you were younger 這裏會說在基層的時候你會遇到好的和不好共事的領導，這句話是…

S：我的理解就是當時你還是一個 small potato，你上面會有很多領導，所以你自己也會有感受哪些是好的哪些是不好的，但是當你自己升上去了以後，你往往不自覺的就成為你不喜歡的那種人。

R：這個其實是有加入自己的解釋？

S：我覺得這樣可能會順一些，我覺得這篇文章我發揮的比較多，可能是因為有很多沒有聽明白的地方，聽不清。

R：會不會考慮到他是一個 workshop？

S：對啊，他這個 workshop 的話，我覺得就是你講出來的東西可以比較沒有那麼正式。

The focus of my session today is on leading change. Schools all over the world have to deal with so much change today. Nowhere in the world is there more change than in China. So I think, a very important part of your job is managing the change in your school and being able to work with the leaders at the school level to make change happen successfully.

所以呢在今天的講話當中我們會談到怎樣去領導變革。在世界各地，現在這樣的時代，每個學校都經歷很多的改變，^{C33} 但是 ^{B11} 我認為 <p>在中國這種變革會發生的最多。所以呢，大家很重要的 ^{C23} 一點是，就是要 ^{A23} 學會怎麼樣去管理變革，怎麼樣去跟學校的領導進行溝通、來共同推動變革。

S：這段 your job is managing the change in your school，這個強調沒有譯出來。

R：但是我認為，這裏加入了一個 但是

S：我理解的是這裏有一個對比，筆記上沒有記，說出口就順著就會說出來

R：為什麼筆記上有一個問號？

S：這是個歎號，提醒自己要把強調的語氣譯出來。

R：溝通 這個概念筆記上記了嗎？

S：沒有，但是我有這種理解。

I think we all know that whenever there is change, people will resist. So it's very important to understand why people resist. Or else, we cannot solve the problem of change.

只要是要推動變革，那麼 ^{A43} 人們天然的一種感受就是要拒絕 ^{A43} 變革，所以 ^{A33} 今天很重要的 ^{C23} 一點就是 ^{C25} 我們要了解為什麼人們抗拒 ^{C23} 變革，^{C13} 如果不了解這一點我們沒有變化解決變革的問題。

R：有嗎？

S：沒有問題。

R：這裏會說"人們天然的就會…"，這個概念加上去是有意識的嗎？

S：因為我之前讀過這個 PPT，好像有這種想法，人們就是不愛變革，所以我就加進去了。

Many changes are happening at the same time, we will tend to have more resistance. And if there's too much resistance, the school becomes the dinosaur. The dinosaur could not adapt to the change in the weather, and died. So even though change is difficult, we must adapt. And this is the yin yang. There is change and there is resistance. And you, all of you, your job is to find the right speed.

^{A31}往往呢~變革，許多變革是同時發生的，那 ^{A33}變革越是多的話，人們的抵觸 ^{A43}情緒就會越大，所以，如果抵觸 ^{A43}情緒太多的話，學校的變革就會成為一個恐龍，恐龍就是 ^{C33}因為沒有辦法適應氣候的變革從而滅絕的，所以呢即使變革很難，我們都必須 ^{A23}要<uh>解決人們 ^{A13}恐懼變革的心理，這就好象 ^{A43}一體的兩面，好像陰和陽，^{C33}一方面 ^{B24}我們需要變革，另一方面 ^{C33}也 ^{A23}要解決 ^{A13}人們 ^{A23}拒絕變革的情緒。^{C33}所以 ^{B11}我覺得~我們 ^{A33}今天所有人要做的事情，就是要找到這個合適的 ^{A43}平衡點，找到 ^{A43}解決的辦法。

S：我聽到他說 find the right speed，但是我不確定，所以我就只好模糊的說了，我記下來也是 find speed。我聽這段的時候我會老懷疑我的聽力，我怕我聽錯了，所以翻譯的時候要不斷的跟自己的 common sense 聯系上來說，如果我真的不確定的時候，我會更多的注意到我的 common sense 或者是用一個更 general 的東西，一個就算講出來也不會錯的東西處理掉了。他也沒講"陰和陽"?

R：有啊。

S：真的有啊。

R："陰陽"這裏會加"一體的兩面"，這個概念是根據 common sense 加上去的?

S：陰陽嘛，我就加了。

R：然後 the school becomes the dinosaur 這個會說"學校的變革就會變成恐龍"。

S：這句話其實我自己覺得很不滿意的，講出來很奇怪。

R：這樣譯是筆記的原因還是什麼原因?

S：這是我處理的原因，這句話整個句子我都聽清楚了，但是怎麼樣處理得更好一些呢?我覺得有更好的辦法，比如說"學校整個變革就會顯得太笨重了"，可能這樣加一下會講得更清楚，而不是直接就把這個比方給說出來。

R：後面我記得還加了一個"要解決他們的情緒"這是根據 right speed 發揮出來的嗎?

S：就是我不 sure 到底在講什麼，我怕我聽錯了，所以我就說要找到一個平衡點，因為他是"陰和陽"要麼一方面有這個，一方面有那個，肯定是講一個平衡的問題，所以這樣講應該是比較安全的。

Now, in Asia, there's a problem about change. Most of the change comes from the top-down, outside-in. And because Asians give respect to seniority and position, they will be quiet when they resist the change. But they will still resist.

在亞洲變革會帶來很多問題，有許多的變革是自上而下的 ^{C33}或者是自外而內的，亞洲 ^{A33}往往有一種尊重 ^{A43}權威的產生，以及尊重 ^{A43}領導所做出的決定，所以他們雖然可能會同意變革，但是呢 ^{A33}心裏還是有抵觸 ^{A43}的情緒的。

R：一開始的時候會加一個"往往"，"改變往往同時發生"，"往往"這個詞加上去是有意識的嗎?

S：我覺得我一般說話不喜歡說得太絕對，太絕對會錯的，所以我會加一些 hedges，希望可以稍微緩和一下，這樣就不用太絕對了，太絕對容易給人糾。

S：there's a problem about change.這裏我記下來了，但是譯的時候就容易把它譯

成複數，而不是只有一個問題。差不多了，反正現在給我譯大概也就譯成這樣。其實後面那句話 they will be quiet when they resist the change，這句話我是沒聽清的，但是我覺得可能就是這個意思。

Leaders cannot make the change happened alone. In the school, the principal is the most important person to make change, but it's the teachers who have to actually change. And the principal cannot force the teachers to change. And you cannot force the principal to change. We simply don't have enough power. And people can always resist. We are not a king, so we cannot make people change with just an order.

C31 所以呢~單靠 A43 領導的力量來推動變革是不行的，特別是在學校當中，A23 只是領導說要變革，如果老師們不願意 A43 變革的話，那 B34 實在是沒有辦法進行。A33 有時候 A23 即使老師願意變革，假如領導不願意 A43 變革的話，也很難推動，因為老師 A33 往往沒有足夠的力量。而 A22 人們如果抵觸情緒很大的話，這個變革 A33 往往容易夭折，C33 因為 B34 畢竟領導也不是<uh>領導也不是說，說了什麼人們就會去做，所以<uh>B34 必須 B24 要解決這個問題。

S：這段是編的。他後面是 We are not a king，so we cannot make people change with just an order 這句話聽到了，但是譯的時候，We are not a king 我覺得很難說"我們不是一個國王"，我覺得這樣譯出來會很怪，我好像是沒有這樣譯吧。

R：你說"這些領導也不是單靠…"

R："說了就做"好像是。

S：我覺得可以譯成"畢竟領導也不是有絕對權威"或者是"也不是他說什麼下面就會照著做。

R：一開始的時候你加了一個"所以"。

S：對啊，因為他是一直說下來的嘛，說完大背景就講在學校裏面就怎麼樣，所以我覺得會有一個因果的關系。

R：in the school 前面會有一個"特別是在學校"。

S：我喜歡說"特別是"還有"往往"。

R：語言習慣？

S：嗯。

I think also very important is to be a model. Be the change you want to see. Supporting teachers and principals. Remember the change process starts with feeling. Getting people to be interested. They resisted because they didn't know why. They were not bad people. They have good reason to resist. Their bosses created the resistance because they did not take time to explain the purpose, the benefit, explain what they will need to do.

同樣重要的 C23 一點就是 C23 你要成為一個 A13 變革的榜樣，要成為 A43 變革以後你希望看到的那個人，所以呢 C23 我們 B34 必須 C33 也要支持教師也要支持學校的領導 C23 來<uh>從事變革。人們 A23 擔心 C23 變革，A23 不喜歡 C23 變革 A13 其中一個原因就是他們不知道為什麼 C23 要變革，C31 所以呢~B34 必須要 A41 跟他們<uh>闡明 A13 變革的原因，A31 往往呢~領導 B24 做得不夠好的一點可能就是沒有花 A13 足夠的時間，去 A43 向下面的人解釋 A13 變革的理由是什麼，A13 變革可以帶來什麼樣的好處，B12 我相信 B22 如果在這些方面我們做得更好的話，變革會比較容易進行。

S：這段話中間有一些地方沒有聽到，比如說 the change process starts with feeling. Getting people to be interested，這句話我應該是聽到了，但是我不知道放在這裏什麼意思，所以這裏我就很模糊的處理掉了。後面我還加了一句話，explain what they will need to do 這樣做才能力怎麼怎麼樣，加了我自己的理解。

R：They resisted because they didn't know why 這裏會說"他們擔心變革"，resist 會譯成"擔心變革"。

S：這當時是沒有想太多的，因為我覺得我譯這個的時候，我的關注點是在後面，就是他們不知道為什麼要變革。

P5

The focus today of my presentation is leading change in Asia. I am not an expert on leading change in China, but I have been doing research on managing change in Asian countries for twenty years. And I also have the experience of being the Dean of a business school in Thailand where I manage change for eight years.

<uh>那麼我今天這個~演講的重點呢，那麼題目就是"亞洲的領導變化，[A43] 學校管理層面的面臨的一些挑戰"，那麼可能對於這個問題，<uh>中國這方面的這些問題，我 [B34] 並不是一個專家，但是呢我在這個~亞洲其它的一些國家，在這個領導變化這一個<uh>研究題目上面呢 [A33] 已經做了 20 年的研究，那麼我自己也是 [A33] 曾經是一所商學院的院長，那麼也是在那邊當了好幾年了，那麼我也是在擔任這個商學院院長的時候，是 [B24] 努力地促成這個領導變化。

R：重點，題目就是

S：我為什麼說 題目呢，可能是潛意識的，因為當時我就在看 題目。

R：擔任商學院院長的時候，是努力的促成領導的變化。

S：這個信息在我腦子裏面就是信息塊，而不是原文的結構，所以我會這樣說。

So I will share from my research and personal experience of managing change in Asia. But the two important points are： one, not China. But also I am not talking about managing change in America. So the focus is about Asia and the lessons, I think, will be quite relevant to you. But that's for you to decide yourself.

所以 [A31] 今天呢~我是 [B24] 想跟大家來分享，就是說從我的 [A43] 研究背景還有個人的經驗 [A43] 跟大家分享這個題目，[A43] 我的一些看法。那麼 [A33] 這裏我想講的就是說不是講的是美國 [A43] 的經驗，我主要還是會集中在亞洲 [A13] 這方面的一些問題。所以我想呢 [A13] 亞洲這一塊的一些經驗，我想可能也是跟 [C13] 中國這邊是息息相關的，當然 [C13] 有多相關，[C13] 相不相關是由 [A13] 在座各位決定。

R：當然有多相關，是否相關是由在座各位決定

S：嚴格按照邏輯，兩者是不同的。為什麼說"有多相關"我也不知道，然後說出口了，我也覺得沒必要改。

R：you 譯成了 中國這邊

S：這是受 anticipation 的影響。因為我的預測是中國相關，所以導致我對這個 you 沒有什麼印象。

To begin with, I would like to split the room into two groups. This side, think of the best leaders with whom you have worked. He could have been your principal, when you were a teacher, could be your big boss now, could be your little boss, your sup-, the person who you report to. Up to you! You don't need to tell me who

you are thinking about. But I want you to have one person in your mind. And write down three characteristics that make that person a good leader. For example, could solve problem. This side, think of the worst leader that you have worked with in your career. Three characteristics about that person that make them bad leader. Begin.

首先我要把 [A13]在座的 [A43]觀眾分成兩組，那麼在<uh>一邊呢，[C11]第一組呢~那麼 [C23]大家 [A33]先思考一個問題，[C31]就是說<uh>你 [A33]曾經共事過的最好的領導是誰？[B34]當然可以是你的大老板，[C33]也可以是你的 [A13]直接老板，[C33]就是你 [A33]有什麼問題跟他直接匯報。<uh>[A31]然後呢~就是<uh>最好的領導 [C23]你要給出三個特點，一二三。<uh>那麼，另外一個組呢~[C23]你們是思考 [A43]一個相反的問題，[C33]就是你曾經共事過的一個最差的領導，[B34]當然 [C33]也 [C23]要給出三個特點。

R：有什麼問題直接跟他匯報的

S：我應該是嘗試著 make it more clear，我的筆記是 "大、小"，覺得"小"很奇怪，所以用了"直接領導"，然後又覺得有必要 進行解釋。

Ok! So, don't worry if you haven't finished. No problem! Stop where you are. Good leaders, what do you think? One word. Not three. Just pick one!

<uh>[A23]我們 [A32]現在來 [A32]共同討論一下，<uh>那麼 [C23]我們先從這個最佳的領導開始，那麼 [B24]請這個 [A13]在座的 [C23]觀眾用一個詞，而不是用三個 [C23]詞 [C23]來描述他。

S：最佳那個，其實我前面不大聽得到。

Gentle, mild, wisdom, tolerant, humorous, influential, very good communicator, innovative.

好，<uh>那麼 [A11]我們的這個 [A11]在場的 [A23]觀眾呢~列出了幾個最佳的領袖他們可能具備的特質，[C31]比如說<uh>這個智慧、好奇心、[A31]然後<uh>這個知識分子、[C31]還有就是~創新 [A32]等等。

S：知識分子因為記了 intellectual

Bad leader. Without aim, aimless, no vision, no direction, unfair, not willing to learn and not willing to change, too subjective, hesitate to make decision, without professional knowledge, unable to solve problem, without innovation spirit.

好，這個 [A11]我們的 [A11]在場的 [A23]觀眾呢~認為這個很差的領導他們 [C23]有以下的一些特點：沒有目標、沒有遠見、沒有方向性、不公平、不肯學習、不肯改變、過於主觀、[A31]然後~優柔寡斷、不會解決問題、[C33]而且不具創新性。

Ok, so all of you have opinion about good leadership and bad leadership. And now in your own career, you move up to a higher level. When you were younger, we look at the leader above us. If he was a bad leader, make our job very difficult. But sometimes when we move up in our own career, we forget. And it's easy to become the leader that your staff don't like. So today, I'd also want to have you looked into the mirror. Are you this kind of leader? If I ask your staff, are they going to say you are like this person? Are your staff going to say, "you are like this person"? I don't know, but today I want you to look into the mirror and think

about your own leadership.

那麼，好了，大家 A33 現在關於這個好領導、壞領導都有自己的一些意見了，那麼 A23 大家回想一下自己的這個職業<uh>生涯，那麼你們 B34 肯定也是經歷過這個提升，C33 然而我們在這個年輕的時候 B34 肯定是 A33 有時候也會 A22 跟一些差的領導共事，C33 那麼 A33 有時候你會覺得這個人做得很差。<uh>C31 但是<uh>，我今天想讓大家 A21 做的 C31 另外一件事情<uh>就是讓大家 A23 審視自我，照照鏡子，C33 因為 A33 有時候我們很容易的就是成為我們的下屬不喜歡的 B34 差老板、差領導，所以呢我需要大家，就是說，<uh>先 A23 自我審視一下，然後我們待會兒來看一下你的這個同事<uh>或者是下屬，他們是如何來看你的。

R：look into the mirror 審視、照照鏡子

S：審視是我的意譯，我一開始是覺得是不是要意譯，然後覺得照鏡子也可以，從保留原文的形象來說，就加了。

R：等一會兒來看一下

S：這段因為我聽得很不清楚，這是我當時的 logic，就是不是我自己的發揮，就是我當時就以為他是這樣說的。

The focus of my session today is on leading change. Schools all over the world have to deal with so much change today. Nowhere in the world is there more change than in China. So I think, a very important part of your job is managing the change in your school and being able to work with the leaders at the school level to make change happen successfully.

<uh>A23 我講過了今天我的題目是"A13 亞洲的領導變化"，那麼<uh>這個關於"變化"還有"領導變化"呢全球都在發生，<uh>但是全球沒有，任何一個國家沒有像中國，它的發生是 B343 如此得 B24 革命性的，<uh>所以我們最重要的一件事情呢，就是我們 A13 在座的各位觀眾最重要的一件事情呢就是要去<uh>B24 很好地去應對 A13 我們在自己的學校裏面 A13 發生的變化，還有與 A13 我們的領導進行 A23 溝通、進行共事，去推動變化。

R："變化"和"領導變化"

S：這個是我的錯誤

R：革命性的

S：看信息的准確性，其實是不一樣的，那個時候想過要不要改，但覺得不值得就此犧牲 fluency。

R：用這麼強烈的詞是受到 tone 的影響嗎？

S：絕對是。

I think we all know that whenever there is change, people will resist. So it's very important to understand why people resist. Or else, we cannot solve the problem of change.

C33 但是一旦有改變就 B34 肯定有阻力，所以 A23 我們要思考 A41 一個問題<p>為什麼有阻力。

R：So it's very important to understand why people resist. Or else, we cannot solve the problem of change. 這句？

S：這個是我漏掉的，筆記上沒有記。

R：聽到了嗎？

S：沒有印象。

Many changes are happening at the same time, we will tend to have more resistance. And if there's too much resistance, the school becomes the dinosaur. The dinosaur could not adapt to the change in the weather, and died. So even though change is difficult, we must adapt. And this is the yin yang. There is change and there is resistance. And you, all of you, your job is to find the right speed.

<uh>^A31 有時候呢~多種變化是同時發生的，^C33 所以多種阻力 ^A23 也是同時發生，^C33 所以一旦阻力過多的話，^A33 有時候 ^A13 我們的學校 ^A31 在這些變化的影響和 ^A31 阻力的影響之下呢~就會變成一只恐龍，他沒有辦法去適應氣侯的變化，^A33 最終死亡。所以<p>^B11 我想呢~^B24 我們 ^A33 首先要明白一點 ^B34 當然這個變化是 ^B34 很困難的，^C33 但是我們要去 ^B24 努力地適應 ^C23 變化。^C31 另外一個呢~我們也 ^A23 要探討 ^A13 我們 ^B34 到底 ^A13 變化的這個速度要有多快。

R：所以，我想

S：這個是我當時 buy time 的一個策略，當時因為看到筆記，突然間沒有邏輯了，就加了。

R：陰陽呢？

S：沒有聽到。

Now, in Asia, there's a problem about change. Most of the change comes from the top-down, outside-in. And because Asians give respect to seniority and position, they will be quiet when they resist the change. But they will still resist.

好，那麼如果是這個<uh>亞洲一些國家出現了一些問題，當然這些問題是從上自下或者是從<uh>其它的國家或者說其它的地區<uh>影響到亞洲的，那麼就會產生各種各樣的這個阻力。

R：加了"就會產生各種各樣的阻力"

S：這一段 seniority and position 我沒有聽到，因為這裏記得太少了，前面記得花了太長時間，後面就聽到 resist。

Leaders cannot make the change happened alone. In the school, the principal is the most important person to make change, but it's the teachers who have to actually change. And the principal cannot force the teachers to change. And you cannot force the principal to change. We simply don't have enough power. And people can always resist. We are not a king, so we cannot make people change with just an order.

<uh>那麼，^A11 我們的領導~呢沒有辦法單槍匹馬的去 ^A23 推動改變，^C31 比如說我們，^A33 有時候 ^A23 領導想變但是老師不變，這是一個問題，有阻力了。那麼 ^C33 或者是說 ^A23 老師他想變，但是老師這個不可能去<uh>指揮校長說你要改變，^C33 所以 ^A23 這個 ^C33 也會有阻力。

R：We simply don't have enough power. And people can always resist. 沒譯

S：當時我腦子裏的 framework 裏因為當時，we 我的理解是校長和老師，應該是說不是我沒有聽到，而是我筆記裏沒有表現出來，導致集體信息漏了，但是邏輯是有的。前面的意思也已經包含了。

R：We are not a king, so we cannot make people change with just an order. 沒譯

S：對，沒聽到。

I think also very important is to be a model. Be the change you want to see. Supporting teachers and principals. Remember the change process starts with feeling. Getting people to be interested. They resisted because they didn't know why. They were not bad people. They have good reason to resist. Their bosses created the resistance because they did not take time to explain the purpose, the benefit, explain what they will need to do.

[C33]所以最重要的 [C21]一件事情呢~就是要成為改變或者 [A13]變革的模範，那麼我們在一旦，就是 [C33]不管是領導也好或者是老師，[A33]他們在推動一些改變的時侯，[B34]都要給他們一些支持。[C33]那麼在<uh>[C33]為什麼我們[A33]今天會有阻力呢？因為這些反對的人他們不知道為什麼要改變呢？因為這些反對的人他們不知道[A43]為什麼要改變，[C31]所以<uh>[B11]我覺得<uh>很重要的一點<uh>一個是成為模範，另外一個呢就是要[C23]向這些反對的人去解釋，[A43]為什麼我們需要改變。

R：改變或者變革

S：想不出來

R：總體評價

S：英到中因為是 de-contextualize 的，所以很多沒有聽到。

P6

The focus today of my presentation is leading change in Asia. I am not an expert on leading change in China, but I have been doing research on managing change in Asian countries for twenty years. And I also have the experience of being the Dean of a business school in Thailand where I manage change for eight years. So I will share from my research and personal experience of managing change in Asia. But the two important points are： one, not China. But also I am not talking about managing change in America. So the focus is about Asia and the lessons, I think, will be quite relevant to you. But that's for you to decide yourself.

<uh>我今天<uh>我今天演講的重點主要談一下亞洲的變化，[C33]就是 [A43]學校管理層面所面臨的一些挑戰，[C33]盡管我在這方面不是專家，但是呢我 20 多年來[B34]一直 [B34]長期關注亞洲<uh>[A13]學校管理的一些變化方面，有一部分經驗可以[A43]跟大家分享一下，<uh>我所談的這些不僅僅是中國的也包括美國的一些近年來在管理方面、在教育方面的一些變化。<uh>我談的<uh>我談的不僅是美國的變化，而是說亞洲，亞洲 [A13]國家的 [A13]這些在教育方面 [A13]或者管理方面的 [A43]挑戰，[B31]當然<uh>這些跟你們應該是有很相關的一些聯系。

S：說實話中間有一個地方漏了的，business school in Thailand 這塊是漏掉了，沒有記下來，其它還有自己補充的一些東西。我在中翻英的時候，基本上不會有漏，但是英翻中的時候會有信息的缺失，我覺得筆記還是怎麼樣，這樣的話我會加入一些跟這個相關的東西，就是一個 tricks。

R：比如說"亞洲"你會把它具體化，"亞洲他們面臨一些管理層方面的…"，這個你把它具體化是？

S：因為我看了 PPT 上面有"管理層"這方面的東西，所以我可能覺得他談的應該是這方面，所以就具體了一些。

To begin with, I would like to split the room into two groups. This side, think of the best leaders with whom you have worked. He could have been your principal, when

you were a teacher, could be your big boss now, could be your little boss, your sup-, the person who you report to. Up to you! You don't need to tell me who you are thinking about. But I want you to have one person in your mind. And write down three characteristics that make that person a good leader. For example, could solve problem. This side, think of the worst leader that you have worked with in your career. Three characteristics about that person that make them bad leader. Begin.

<uh>這邊呢，這一欄只是說 [C24] 我想讓 [C23] 你回想一下，在你的生命中，在你的職業生涯中遇到的優秀的人才，而且 [C24] 我想讓 [C23] 你寫下，關於他們 [C33] 之所以為什麼 [B34] 如此優秀的一些特質，這些人可能是你小學的校長 [C33] 也可能是你的大老板，[C33] 或者說是你目前的<uh>你的上司。我不需要你跟我講他 [A33] 具體是誰，但是我需要你把他的一些特質、他的一些優秀的品格要寫下來。<uh>比如說 [C23] 他們 [A22] 有長遠的眼光之類的，<uh>這一欄是 [C24] 想讓 [C23] 你寫，寫一下就是~在你的職業生涯中遇到的最糟糕的這個領導，[A33] 然後將他們 [C33] 之所以 [B34] 如此糟糕的原因寫下來。

S：這個地方 for example, could solve problem 沒有聽到，說實話不是特別相關於前面，這個人是怎麼樣，後來就突然間就說了一個，我猜（因為我沒有聽）他應該就是說他一方面的能力，然後我就自己隨機應變出了一個"長遠的眼光"。

R：那你能回想出什麼促使你想到"長遠的眼光"這個嗎？

S：前面我能夠全部聽明白，就是說它的一些特質，但是後面說 for example, could solve problem 這個地方可能沒有聽清楚，但是我能確定他說的可能是他其中一個很優秀的特質，對於這個"特質"當然我能聽清楚是最好的，按照原文來，如果聽不清楚的話，這個也不是最重要的，他只是舉一個例子，然後我就突然想到"長遠的眼光"，有點拋磚引玉的感覺，這個話是拋磚引玉的感覺，是一個 provide 小的 example，但是也不能空著，就隨機想到的一個東西。

Ok! So, don't worry if you haven't finished. No problem! Stop where you are. Good leaders, what do you think? One word. Not three. Just pick one! Gentle, mild, wisdom, tolerant, humorous, influential, very good communicator, innovative.

<uh>好！[A31] 現在~ [B11] 我覺得~ [A22] 大家應該差不多了，寫得應該也差不多了。[A31] 現在~ [A23] 我們 [A23] 開始 [A43] 把你的這個所寫的內容來展示一下，[A33] 首先 [C23] 看一下你所認為 [A13] 稱職的優秀的員工、優秀的 [A43] 老板他的一些特質。<uh> [C21] 這些特質呢~包括，[C31] 比如說~ [A43] 性格溫和<p> [C31] 比如說~有智慧，[C31] 比如說~有好奇心，<uh>具有影響力，較好的溝通能力以及 [B34] 極富創，創造性。

S：這個是有漏掉，tolerant 是有技巧的，後來寫了一個"T"就沒有再寫，humorous 這個地方是屬於聽成了 curious。

R：這個就是形容詞之前經常會加"比如說、比如說"這是自己的語言習慣是嗎？

S：對，而且我覺得加上"比如說"整個銜接會更好一些。

R：innovative 會說"極富創造性"，這個程度會加強一些，這是有意識要這樣做的嗎？

S：對，這個是有意識的。

Bad leader. Without aim, aimless, no vision, no direction, unfair, not willing to learn and not willing to change, too subjective, hesitate to make decision, without professional knowledge, unable to solve problem, without innovation spirit.

<uh>這些 A13 所謂的 A13 我們講糟糕的領導，他 C23 所具備的特質就包括沒有目的性、沒有長遠的眼光、A33 做事情沒有方<uh>沒有方向感、不公平、<uh><uh>不、缺乏學習能力以及主觀臆斷、<uh>猶豫不決、<uh>不專業 C33 以及缺乏創造性。

S：這個基本上差不多，像第一個 without aim，我就直接把它合到一起，因為我覺得差不多就沒有什麼目標，其它的沒什麼了。

Ok, so all of you have opinion about good leadership and bad leadership. And now in your own career, you move up to a higher level. When you were younger, we look at the leader above us. If he was a bad leader, make our job very difficult. But sometimes when we move up in our own career, we forget. And it's easy to become the leader that your staff don't like.

<uh>既然你已經有，C11 這些就是<uh>你們對好領導和壞領導的的看法。<uh>你們的職業生涯發展過程中，A23 會走到我的這一步，然後 A33 你們中間也會有些人成為 C13 好的領導者或者 C13 糟糕的領導者。然而在我們職業發展過程中，我們 B34 經常會忘記 A23 或者我們因為工作太忙，而無心去<uh>提醒自己，C23 我們應該具有什麼樣的特質，A23 我們可能自己就已經忘了、往糟糕的領導者方面發展。

S：這個有一點點信息方面不是特別准確，然後就 elaborate。
R：是沒有聽清楚？
S：對，是沒有聽清楚。
R："因為工作太忙，無心提醒自己"，這個是？
S：通過自己的背景知識加的

So today, I'd also want to have you looked into the mirror. Are you this kind of leader? If I ask your staff, are they going to say you are like this person? Are your staff going to say, "you are like this person"? I don't know, but today I want you to look into the mirror and think about your own leadership.

而今天我想讓你 A23 停下來，A33 仔細地端詳一下鏡中的 A43 自己，<uh>你的員工會怎樣評價你，會把你作為一個 C13 好的領導者或者是作為一個 C13 糟糕的領導者來作為評價呢？我想讓你 A23 停下腳步來審、A33 好好地 A23 審視一下自己。

S：這裏沒有什麼，可能就是意思沒有完完全全按照這個來，但是 meaning 基本上都差不多。

The focus of my session today is on leading change. Schools all over the world have to deal with so much change today. Nowhere in the world is there more change than in China. So I think, a very important part of your job is managing the change in your school and being able to work with the leaders at the school level to make change happen successfully.

<uh>A31 下面<uh>我演講的 C13 另外的一個重點就是關於變化，在我們 A13 今天這個社會，這個變化是 B34 無時無刻的在發生著，C33 然而在世界上任何一個地方也沒有中國 A13 發展的變化<uh>之大，所以說我覺得你們工作，作為你們來說你們工作的重點就是怎樣來掌握，怎樣來適應這些變化，怎樣跟你的<uh>領導共同地來完美地應對這些變化。

S：第一句話 school 可能翻譯成"社會"了。

R：是沒有聽清楚嗎？還是…

S：我想想我是怎麼處理的。

R：筆記上有嗎？

S：我的重點可能是這個"變化"，前面就想當然認為是"社會的變化"，後面講到"中國的變化"。

R：the focus of my session 會譯成"我講到的另一個重點…"

S：這是我個人把前面那個關於一些 leadership 一些特質把它作為一個重點，後面就說了"另外一個重點"。

I think we all know that whenever there is change, people will resist. So it's very important to understand why people resist. Or else, we cannot solve the problem of change.

<uh>眾所周知，只要有變化就會有阻礙，我們<uh>深知這一點非常重要，就是為什麼人們會有這種抵觸 A43 的情況，為什麼會有阻礙呢？

Many changes are happening at the same time, we will tend to have more resistance. And if there's too much resistance, the school becomes the dinosaur. The dinosaur could not adapt to the change in the weather, and died. So even though change is difficult, we must adapt. And this is the yin yang. There is change and there is resistance. And you, all of you, your job is to find the right speed.

<uh>然而在很多變化同時發生的時候，B34 肯定會有諸多的阻礙，<uh>如果說 A23 沒有變化，那 A43 我們可以講就跟恐龍一樣，A33 遲早會滅絕的，A33 就跟一潭死水一樣，是沒有流動性的。<uh>因此我們所謂的，我們講的，A13 中國的 A13《易經》裏面所講的"陰"和"陽"A23 就是變與不變的對抗，<uh>B22 在今天尤為重要。

S：後面這句話沒有聽清楚，we cannot solve the problem 我就在前面那句話上面 elaborate 直譯了一下。

R：一般情況下如果你沒有聽清後面一句，你就會采取把前面一句 elaborate 這種策略？

S：對，因為我覺得內容都是相關的。

S：這裏自己加了一個東西，就是說他講到"恐龍"，然後我又突然想到"一潭死水"；這個應該是有點譯員的 subjectivity 這種補充這種感覺。後面還有"陰"和"陽"是中國傳統《易經》上面講，所以這個也屬於自己的補充。

R：最開始的時候你加了"然而"這個關系詞，你自己有意識得到嗎？

S：是。因為可能後面意識有聽到，我就講到另外一種 on the other hand，這個是自己根據意思加的。

Now, in Asia, there's a problem about change. Most of the change comes from the top-down, outside-in. And because Asians give respect to seniority and position, they will be quiet when they resist the change. But they will still resist.

<uh>在，在亞洲 A21 我們可以看到<uh>它的一個，變化所面臨的問題之一，就是這種變革 A13 所面臨的問題之一就是一般情況下，A13 在亞洲的變革都是由上到下，<uh>由、由內到外的這種變革。<uh>C31 之所以這個樣子，是因為 A43 亞洲的思想或者這種<uh>制度是比較 A23 注重 A43 權威的，這種權威<uh>一般都是在頂層的這種，C33 而且他們 B32 經常 A22 會不太願意改變。

S：這個地方有一個 outside-in，其實我記的是 outside-in，但是我根據意思之後，我想到 most of this change top-down 從上到下、從裏到外，我們都講 authority 一般都是在裏面，當時我就有質疑是不是記錯了，根據意思又這麼翻的。現在我還是不理解，這句話從上到下，因為他上對 seniority/position 是很重視的，然後他說了一個 inside"從外到內"，當時邏輯方面自己不理解。後面就比較尊重權威，他們不是特別 resist the change，他們拒絕改變，不太願意改變。

Leaders cannot make the change happened alone. In the school, the principal is the most important person to make change, but it's the teachers who have to actually change. And the principal cannot force the teachers to change. And you cannot force the principal to change. We simply don't have enough power. And people can always resist. We are not a king, so we cannot make people change with just an order.

<uh>然而 A43 我們單個人是無法來應對，單個人是無法使得這種變革發生的，<uh>像 A13 我們的這個校長是無法讓老師來改變，老師是無法讓校長來改變。<uh>A22 我們所需要的就是說<uh>A32 在改變的時候，<uh>我們應該共同來完成 A43 這個變化。

S：第一個詞沒有抓住，就導致整個理解方面是有缺失的，leaders cannot make the change，後面意思很明白，有一個就是他們無法單獨發生，老師不能讓校長改變，校長不能讓老師改變，我當時只是說 idea 只是有這麼一條，在這個基礎之上，加了一些詞，因為最開始沒有抓住，整個就會亂。我做翻譯的話，不管有沒有聽清楚我都不會亂，我就會把自己的意思抓住兩點，我就會補充一下。

I think also very important is to be a model. Be the change you want to see. Supporting teachers and principals. Remember the change process starts with feeling. Getting people to be interested. They resisted because they didn't know why. They were not bad people. They have good reason to resist. Their bosses created the resistance because they did not take time to explain the purpose, the benefit, explain what they will need to do.

首先我認為呢我們還重要，非常重要，而且 C33 下一個非常重要的 C23 一點就是 C25 我們應該成為<uh>支持 A13 變革的一個楷模，<uh>B24 你認為正確的變革那你就大力的去支持它，<uh>我們之所以，人們之所以會 B34 常常地反對這種 C23 變革，C33 或者 A43 對它 A23 產生質疑，是因為他不了解，C33 或者是 A43 對它 B34 根本不感興趣，<uh>從而產生抵觸的 A43 情緒。<uh>而 A31 從老板的層面講<p>C31 為什麼<uh>會給員工，讓員工產生抵觸 A43 情緒，就是因為他根本就<uh>不想或者是沒有時間 A43 跟他解釋這個 A43 變革 B32 究竟是怎樣一個過程。

S：這裏我的意思是全部抓到了，但是我沒有完全按照這上面來，我就會加了自己的一個理解，就是說"人們之所以…是因為他們不了解"，我覺得這樣大家理解起來更容易一點。
R：一開始加了"首先"這個是…
S：強調一下。
R：然後會說"下一個重點是…"
S：因為前面有一個"首先"了，就會說"下一個重點"，"首先"是第一個重點。
R：這個 model 會說"支持變革的模範"。
S：這句話相當於把這兩句話合到一起了，important to be a model…you want to

see 如果直譯話，"很重要一點就成為楷模，把自己成為改變的對象"，如果這樣翻起來，就覺得特別難受，就把它合到一起了，"很重要一點就成了支持變革，成為變革的楷模"。

R：最後 did not take time to 這裏會譯成"根本不想"或者"沒有時間"。

S："根本不想"的話就是這句應該是加的，確實加的，did not take time"沒有時間去做"，一方面是沒有時間，另一方面是沒有這種意願。中間有一個 they were not bad people，這句話我沒有翻，就覺得不是特別重要。反正這只是 raw material，回去再好好反省一下。有時候你自己說完以後，讓你重新再說一遍可能都會用不同的語言去說。

P7

The focus today of my presentation is leading change in Asia. I am not an expert on leading change in China, but I have been doing research on managing change in Asian countries for twenty years. And I also have the experience of being the Dean of a business school in Thailand where I manage change for eight years. So I will share from my research and personal experience of managing change in Asia.

今天我講話的一個主題呢重點就是 C33 關於亞洲的變化。B34 當然對於中國的變化來說呢~我 B34 的確算不上一個專家expert. <uh>但是關於亞洲的一些國家的變化，我 B24 有著 B34 很豐富的經驗，同時我也做了一些調查。而且我在擔任，一家~商業學院的，做<p>做系主任院長的時候呢，也有一些經歷，所以 A31 今天呢<p>我就 A43 和大家一起來分享一下，我的這些~研究調查以及我自己的經驗。

R： 為什麼說了 expert？

S：因為我做會有時候會帶稿，然後看著翻，有時候說了中文還會把英文也說出來，算是一種習慣吧。另一種情況是我不大確定，就把英文也說出來。

R：所以這裏是？

S：習慣吧

R：research 是哪裏來的呢？

S：應該是我前面都在瞎扯，突然發現看到筆記上前面的 research 沒有說，所以就把它給說出來了。

R：系主任前面的停頓是在想什麼？

S：想系主任怎麼表達，因為我已經忘了我有資料了

R：平時做翻譯一般會看資料嗎？

S：平時一般都沒資料的

R：比方說主旨演講前發了紙質資料，你會看著翻，還是前看完，然後放在一邊

S：看完後就不太管了，就算我 PPT，我也不會看的

But the two important points are： one, not China. But also I am not talking about managing change in America. So the focus is about Asia and the lessons, I think, will be quite relevant to you. But that's for you to decide yourself.

但是我們要記<uh>B24 請 A23 大家記住兩點。A31 今天呢~ C23 我們不會講中國，也不會講美國，它的一些，是怎樣，去 A23 進行變革管理的。A11 我們~A31 今天呢~的重點是放在<p>亞洲這個國，整個亞洲<uh>希望呢，C13 我們的一些經驗能夠 A23 為大家所用。B34 當然 C13 它是否有效呢，這取決與 A13 在場的各位。

S：這裏因為有兩個 but，所以我要 clarify 一下。

To begin with, I would like to split the room into two groups. This side, think of the best leaders with whom you have worked. He could have been your principal, when you were a teacher, could be your big boss now, could be your little boss, your sup-, the person who you report to. Up to you. You don't need to tell me who you are thinking about. But I want you to have one person in your mind. And write down three characteristics that make that person a good leader. For example, could solve problem. This side, think of the worst leader that you have worked with in your career. Three characteristics about that person that make them bad leader. Begin.

<uh>首先呢我想，首先呢 [A43] 大家可以分一下組，當然你也可以和你自己的領導坐在一起，或者是說校長啊或者和你現在有直接匯報關系的一些人，你的 boss 坐在一起。[A31] 然後 [C31] 下一步呢~我希望大家能夠坐在一起，就是寫一下，寫一下什麼呢?就是在你印象中，那個最壞的，最<p>給你留下印象最糟糕的那個 leader 或者是 teacher 教師，他們的特征是什麼樣的。寫下三個 [B34] 最重要的特征。

R：為什麼 leaders 都變成教師了呢？

S：因為 briefing 的時候我的印象是說得都是"老師"

Ok! So, don't worry if you haven't finished. No problem! Stop where you are. Good leaders, what do you think? One word. Not three. Just pick one!

好！[B24] 請 [C23] 大家停下來，沒有完成也沒有關系，不用擔心。那 [A33] 現在 [C23] 就請大家列出一個好的，好的教師他的一個特征只要一個不用說三，不用三個 [C23] 都說出來。

Gentle, mild, wisdom, tolerant, humorous, influential, very good communicator, innovative.

<uh>[C33] 他們的特征有如下，[C31] 比如說<p>[B34] 很溫和，[A31] 然後~[B34] 充滿智慧，包容心很，[B34] 很<uh>能夠有包容能力，比較幽默，[C33] 而且是 [B34] 非常得獨立，[C33] 而且溝通能力 [B34] 比較強，創新 [C33] 也 [B34] 挺不錯。

R：在每個形容詞前面都加上了"很""而且"

S：因為 briefing 知道這是一個 workshop，所以就說的比較 casual

Bad leader. Without aim, aimless, no vision, no direction, unfair, not willing to learn and not willing to change, too subjective, hesitate to make decision, without professional knowledge, unable to solve problem, without innovation spirit.

那麼壞的老師都 [C23] 有哪些，哪些特點呢？[C23] 他們沒有目標，沒有願景，[C33] 也不願意與人交往，[C33] 而且 [C33] 也不公平，[C23] 他們沒有 [B34] 那種很強的學習願望也不願意作出 [B34] 任何的改變，而且做事也是做決定 [C33] 也是猶豫不決的。<uh>不 [A13] 善於解決問題也沒有 [B34] 太多創新的能力。

R：也不願意與人交往

S：聽錯了

R：做事也是做決定

S：這是一個更正的過程，因為同傳沒有時間去更正，所以我一般不會去說 sorry 什麼的，就直接把正確的再補充出來。

Ok, so all of you have opinion about good leadership and bad leadership. And now in your own career, you move up to a higher level. When you were younger, we look at the leader above us. If he was a bad leader, make our job very difficult. But sometimes when we move up in our own career, we forget. And it's easy to become the leader that your staff don't like. So today, I'd also want to have you looked into the mirror. Are you this kind of leader? If I ask your staff, are they going to say you are like this person? Are your staff going to say, "you are like this person"? I don't know, but today I want you to look into the mirror and think about your own leadership.

好<uh>[A31] 現在~[B11] 我想<p>大家都關於 [A13] 我們好的領導壞的領導你們都已經想，他們的特點你們都 [A33] 已經想得差不多了。那麼<p>[C31]下一步呢~我就希望大家可以回想一下，自己當領導的時候是怎麼一，是什麼樣子的。[B34] 當然在過往的時候呢，[A23] 你們很容易就，就，就說你們自己的領導他是<uh>[不好的，[A32] 有[B34] 這樣那樣的缺點，但是現在呢，我希望大家就是說能夠對著鏡子，照照鏡子，想一下自己會是怎麼樣的。設想一下你是屬於 [C13] 好的呢？還是屬於 [C13] 壞的呢？那麼你們下屬，他又會覺得你是哪種哪一種呢？是 [C13] 好的呢？還是 [C13] 壞的呢？現在就希望大家給自己照照鏡子，[A23] 看一下你自己 [A13] 過去的這種領導風格 [A33] 大概是什麼樣的。

S：照鏡子，潛意識想像那個場景，就把原文的"看鏡子"譯成了"照照鏡子"，但問題是現場沒有鏡子，所以是可以沒有鏡子的，所以後面就沒有改了

The focus of my session today is on leading change. Schools all over the world have to deal with so much change today. Nowhere in the world is there more change than in China. So I think, a very important part of your job is managing the change in your school and being able to work with the leaders at the school level to make change happen successfully.

所以今天我們這場會的主要目的呢<p>就是關於如何領導變革、領導變化。[A33] 現在整個世界上都是，都是充滿變化的。[C33]而中國呢~變化 [B34] 其實是最大的。那麼今天 [A13] 在座的各位工作呢~就是<p>就是想如何如何去管理這種變化以及如何領導你所在學校的一些高層來進行，管理一些變化，並且 [B34] 確保它能取得成功。

R：一開始加了"所以"
S：順口說的，無意識的，中文英文都有這種習慣
R：school 聽到了嗎
S：沒有
R：Nowhere in the world is there more change than in China. 沒有直譯
S：為什麼要直譯？Workshop 應該是怎麼順耳怎麼表達

I think we all know that whenever there is change, people will resist. So it's very important to understand why people resist. Or else, we cannot solve the problem of change.

我想大家都知道，出現變化的時候呢，或者任何變革的時候呢，人們都會拒絕[A43] 它。所以說<uh>就是要理解 [A13] 背後的原因是什麼，不然的話你就不能夠進行變革的管理或者<p>[A22] 取得成功。

S：變化、變革，我又在 struggle 了； Or else 聽到了，但後面沒聽清，於是就

把前面重複了一遍

Many changes are happening at the same time, we will tend to have more resistance. And if there's too much resistance, the school becomes the dinosaur. The dinosaur could not adapt to the change in the weather, and died. So even though change is difficult, we must adapt. And this is the yin yang. There is change and there is resistance. And you, all of you, your job is to find the right speed.

[B34]==其實==世界是充滿著變數的。每當出現變化的時候，人們就會<p>想<p>禁不住地就會去拒絕它。但是那些 [A43] ==拒絕它的人==就會像恐龍一樣。每當天氣出現變化的時候，而它不能夠適應，[C33] ==最終== [B34] ==就只能夠==滅亡。所以 [A33] ==當==我們出現變化==的時，==時候是需要 [A33] ==不斷地==去適應 [C23] ==變化==的，而這就相當於 [A13] ==道家的==陰陽之說。[C33] ==那麼==你們的工作呢，就是要去~找，找到<uh><uh>找到合適的目標和節奏。

R：而它不能夠適應，最終就只能夠滅亡。順序變了，有意識嗎？
S：是的，你看我把"天氣"放在了最前面
R：道家的
S：我也不確定
R：有可能是因為平時說到這個詞就會這樣表達嗎？
S：有可能
S：後面這句比較長，所以自己就自己加了一些處理。

Now, in Asia, there's a problem about change. Most of the change comes from the top-down, outside-in. And because Asians give respect to seniority and position, they will be quiet when they resist the change. But they will still resist.

在亞洲的話就是有一個，在 [A33] ==亞洲人面對變化的時候==就是有一個<uh>有一個問題 [A33] ==比較明顯==，[C33] ==那就是==這種變化通常是至上而下而且是由內而外的。<uh>一些比較資深而且位置處於比較高層的人，他們是，雖然他們會保持沉默，但是他們仍然也會拒絕變化。

R：outside-in
S：不知道是讀錯了，還是因為平常說"由內到外"說得比較順
R：give respect to seniority and position 這句呢？
S：哦，說反了，因為沒有聽清楚

Leaders cannot make the change happened alone. In the school, the principal is the most important person to make change, but it's the teachers who have to actually change. And the principal cannot force the teachers to change. And you cannot force the principal to change. We simply don't have enough power. And people can always resist. We are not a king, so we cannot make people change with just an order.

但是呢，如果只是自己，但是呢，如果只是領導自己想說，但是呢如果要 [A23] ==管理和領導==變化的話，光是靠領導是不行的，你是不能夠強迫領導去 [A23] ==接受==這種變化的。就 [C33] ==比如說==校長不能夠強迫老師去 [A23] ==接受==這種變化。那<p>那你 [C33] ==也==不能夠強迫校長去 [A23] ==接受==這種變化，因為你，你實在是沒有多大的權利使人們能夠不去拒絕變化，[A23] ==去迎接變化==。

S：這個部分因為沒有聽清，就自己發揮了。

I think also very important is to be a model. Be the change you want to see. Supporting teachers and principals. Remember the change process starts with feeling. Getting people to be interested. They resisted because they didn't know why. They were not bad people. They have good reason to resist. Their bosses created the resistance because they did not take time to explain the purpose, the benefit, explain what they will need to do.

那我認為呢~[C11]關於這一點<p>最重要的就是 [C23]你自己要作出一個模範，作出一個表率。也就是說當人們遇到，當 [C13]那些校長啊、老師啊之類的，他們 [A33]遇到變化的時候，他們會拒絕。原因就是他們搞不清楚為什麼。他們 [C33]之所以拒絕的原因就是不知道為什麼。所以下次，所以以後遇到變化的時候，所以 [A33]遇到變化的時候呢，[B24]最好 [A43]給他們解釋一下 [A13]你的原因是什麼，以及 [A13]你想要達到什麼樣的目的。

R："關於這一點"有意識加的嗎
S：因為是新的 segment，所以會加一些銜接成分。
R：模範...表率
S：這裏不是要更正，而是兩個詞都在腦中冒出來了
R：benefit 那部分沒有聽得太清楚，就處理得比較模糊。

P8

The focus today of my presentation is leading change in Asia. I am not an expert on leading change in China, but I have been doing research on managing change in Asian countries for twenty years. And I also have the experience of being the Dean of a business school in Thailand where I manage change for eight years. So I will share from my research and personal experience of managing change in Asia. But the two important points are： one, not China. But also I am not talking about managing change in America. So the focus is about Asia and the lessons, I think, will be quite relevant to you. But that's for you to decide yourself.

今天我演講的主題是<uh>引領亞洲的變化。那麼我不是在<uh>引領中國變化這方面的專家，但是我在<uh>作過了 [B34]很多關於管理變化<uh>改變這方面的研<uh>就是亞洲這方面變化的研究已經<uh>有二十年了。然後呢，我也是<uh>一個商業學校的一個<uh>主任。就是管理變化這一邊，這一方面，然後在這方面做的也有十多年。那我 [A33]今天就要 [A43]跟大家分享一下我的研究以及我自己對於<uh>管理<uh>亞洲這方面改變的一些個人的看法。<uh>那麼，[A33]主要 [C21]不是講中國<uh>我也<uh>不會講關於美國這方面的改變，而是講亞洲。那麼，這個課程呢，就看你們自己去理解。

S：首先講，我沒聽清楚，I am not,這個沒聽清；for eight years 也沒聽清；business school in Thailand 也是，所以翻的時候，I am not 是根據後面猜的。（40：13）
S：quite relevant to you 後面聽的不是很清楚，所以是猜的。
R：one, not China 加了很多東西哦，"主題不是…"，這個是有意識的加的嗎，或者說為什麼加？
S：因為前面沒譯嘛，然後從這個跳到這個，我覺得可能有點突兀吧，有點奇怪，所以加了一些。
R：還有這個 two important points are

S：這個應該是沒有記下來。

To begin with, I would like to split the room into two groups. This side, think of the best leaders with whom you have worked. He could have been your principal, when you were a teacher, could be your big boss now, could be your little boss, your sup-, the person who you report to. Up to you! You don't need to tell me who you are thinking about. But I want you to have one person in your mind. And write down three characteristics that make that person a good leader. For example, could solve problem. This side, think of the worst leader that you have worked with in your career. Three characteristics about that person that make them bad leader. Begin.

那麼首先呢，我想講一下關於這堂課<p>那麼這<uh>比如說這一頁呢，大概是講<uh>遇到的比較好的一些領導，那麼 [C11] 這個領導呢~可能是你們的校長，是可能是你們的老板，還可能是你們的 [A13] 直接上司，你 [A33] 直接向他匯報的。那麼你不必告訴我這個人是誰，但是我希望你能<uh>大家<uh>腦海中都能有 [C13] 這樣的一個人。那麼你們寫出他有三個什麼樣的特點。那麼 [C31] 接下來<uh>比如說這一章呢，就是 [C23] 大家寫出來就是你，在你的職業生涯當中遇到的最不好的一個<uh>領導，就是 [C21] 他有<uh>三個什麼樣的特點。

S：split the room into two groups 沒聽清；this side think of 沒聽清，中間也有些沒譯，然後 up to you 也沒譯…could solve problem 沒譯，都是因為沒聽清。譯的就是大意。

R：three characteristics 你譯成"他有…特點"，補充了一些

S：習慣吧，好像沒有太多想。

Ok! So, don't worry if you haven't finished. No problem! Stop where you are. Good leaders, what do you think? One word. Not three. Just pick one! Gentle, mild, wisdom, tolerant, humorous, influential, very good communicator, innovative.

Bad leader. Without aim, aimless, no vision, no direction, unfair, not willing to learn and not willing to change, too subjective, hesitate to make decision, without professional knowledge, unable to solve problem, without innovation spirit.

就是說<uh>如果你們沒有完成的話<uh>不用擔心。 [A31] 然後<uh>那麼，你們這個就，你們做到哪裏就算哪裏。那麼 [C33] 關於好的領導，你們是怎麼想的？就是，只需要一個詞 [C23] 就可以了，不用三個詞。好的領導<uh>聽到哪些就講哪些啊！ [C21] 有<uh>紳士， [A31] 然後<uh>比較寬容、比較幽默、比較有影響力， [A31] 然後是一個很好的溝通<uh>善於溝通。 [A31] 然後<p>[C31] 至於不好的領導，就 [C31] 比如說~沒有目標， [A31] 然後呢~沒有<uh>願景，沒有方向，不公平， [A31] 然後呢~不願意學習和改變，太主觀， [A31] 然後呢~做決定很猶豫<uh>[C33] 就是不果斷，缺乏 [A13] 必要的專業知識， [A31] 然後<uh>不能夠 [A13] 很好地解決問題， [C33] 也沒有革新精神。

R："stop where you are""你們做到哪裏就算哪裏"稍微改了一下

S：因為我以前做過老師，所以也經常說"做到哪就算哪"。所以，應該也沒有多想，就順口說出來了。

R：加了好的領導

S：我這是對你在說

R：比較寬容、比較幽默、比較有影響力，然後是一個很好的溝通<uh>善於溝

通，有意識嗎？

S：沒有

R：hesitate to make decide，譯了兩個版本，為什麼？

S：覺得第一種不太好

R：所以你在監聽自己的

S：對

Ok, so all of you have opinion about good leadership and bad leadership. And now in your own career, you move up to a higher level. When you were younger, we look at the leader above us. If he was a bad leader, make our job very difficult. But sometimes when we move up in our own career, we forget. And it's easy to become the leader that your staff don't like. So today, I'd also want to have you looked into the mirror. Are you this kind of leader? If I ask your staff, are they going to say you are like this person? Are your staff going to say, "you are like this person"? I don't know, but today I want you to look into the mirror and think about your own leadership.

好，^{A32}現在大家都對於好的領導跟壞的領導有了自己的一個看法，那麼現在想想你們自己的<uh>生涯，職業生涯，那麼當你們大家還<uh>就是我們如果在，在年輕一點的時候呢，那麼<uh>^{A22}會<uh>覺得這樣子一個不好的領導是你們不喜歡的，不容易接受的，但是呢~^{C33}再^{A23}想想你們自己的職業生涯，我們<uh>隨著我們<uh>的前進，我們很可能就忘記了^{C23}這是我們不喜歡的^{A13}一個類型的領導。那麼現在我想大家看一下鏡子，^{A33}然後<uh>^{A23}問一問自己，你，鏡子裏面的人是不是^{C13}你們喜歡的。你們<uh>喜不喜歡這裏面的一個人<uh>喜歡還是不喜歡，我不知道^{A13}你們的^{A43}答案，但是我希望你們^{B34}都<uh>看著鏡子，^{A32}然後^{A22}問一下自己這個問題。

R：那麼當你們大家還<uh>就是我們如果在，在年輕一點的時候呢，為什麼換一種說法？

S：第一句話我說不下去了，所以我就換了一個說法

R：我以為是你本來想說"當大家還年輕的時候"，然後覺得這樣不太禮貌，所以就換一種說法了

S：不是，是"還"後面說不下去了。

R：無法繼續的原因是？

S：沒考慮那麼多，就覺得接不下去了。

The focus of my session today is on leading change. Schools all over the world have to deal with so much change today. Nowhere in the world is there more change than in China. So I think, a very important part of your job is managing the change in your school and being able to work with the leaders at the school level to make change happen successfully.

那麼我今天主要是講的關於<uh>改變，關於改變的，^{A13}在學校裏面的改變，這些東西。那麼現在<uh>全世界^{B34}所有的學校都會面臨著一些很多的改變。世界上沒有哪一個地方<uh>像中國這樣，面臨這麼多的改變。那麼我希望<uh>我想，我覺得大家工作中很重要的一個部分就是要管理你們學校當中^{A31}所進行的一些<uh>改變。那麼，作為學校層面的一些領導，那麼你們就要讓這些改變^{B34}都成功。

W：有很多的"那麼"為什麼？

S：無意識的，個人習慣，之前沒有人跟我講過，沒有專業培訓，所以有很多口水話的東西，是自學的翻譯。

W： 工作中很重要的一個部分 這個是有意識加的嗎？

S： 是 part of your job

R：恩，對。

I think we all know that whenever there is change, people will resist. So it's very important to understand why people resist. Or else, we cannot solve the problem of change.

Many changes are happening at the same time, we will tend to have more resistance. And if there's too much resistance, the school becomes the dinosaur. The dinosaur could not adapt to the change in the weather, and died. So even though change is difficult, we must adapt. And this is the yin yang. There is change and there is resistance. And you, all of you, your job is to find the right speed.

那麼<uh>我們都知道，那，一旦有發生改變的時候，那麼人們通常會拒絕 [A43] 這些改變。那麼 [A31] 首先<uh>要理解為什麼<uh>人們會拒絕，這一點很重要的，否則我們就無法解決這個問題。

那麼當<uh>如果改變同時發生的時候，就會有更多的一個拒絕。那麼如果當這個拒絕變得很多的時候那麼我們很可能就會變成恐龍。那恐龍不能夠適應氣候的變化 [A33] 最後滅亡了，雖然這個改變是<p>很難的，[C33] 但是我們必須要去適應，那麼<uh>[C33] 所以這裏有<uh>有改變就有拒絕，[C33] 那麼你們就是要找出 [A33] 這中間的一個適應的 [A43] 方法。

R：首先 為什麼加？是在連句子嗎？

S： 可能真的是順帶說出的，沒有意識到。

Now, in Asia, there's a problem about change. Most of the change comes from the top-down, outside-in. And because Asians give respect to seniority and position, they will be quiet when they resist the change. But they will still resist.

那麼在亞洲，那關於改變會有 [C13] 這樣子的一個問題，<uh><uh>你們職位越高，那麼你就會越容易去拒絕。<uh>因為就是大部分的改變 [B34] 都是由上至下的、由外至內的。因為<uh>亞洲人是<uh>尊重年長的和<uh>地位高的。那這些人呢，在面對改變的時候，可能會保，保持沉默，但是他們仍然是拒絕的。

S：陰陽，我沒翻，是因為我不確定他講的就是這個陰陽。

R： 所以是有意識的不翻

S：恩

R： 你的考慮是說，當你不確定的時候，就不翻

S：首先我是覺得這句話不翻不會太影響原文的意思，加上不確定，所以沒翻。但是一般情況下，如果會影響句子意思，就不會不翻。

R： 所以你在譯的時候，會衡量

S：對

S： 就是還沒想好怎麼處理 quiet 這一句話，然後後面那一句話意思又差不多，所以就把後面一句話給省略了。

Leaders cannot make the change happened alone. In the school, the principal is the most important person to make change, but it's the teachers who have to actually change. And the principal cannot force the teachers to change. And you cannot force the principal to change. We simply don't have enough power. And people can always resist. We are not a king, so we cannot make people change with just an order.

<uh>然後我們不能夠迫使改變去發生。那如果你是校長你也不能夠迫使老師去改變，然而老師也不能夠迫使校長去改變。我們沒有這樣足夠的權利，那麼人，人們可能一直在 A23 堅持<uh> A43 他們自己的<uh>觀點。那麼我們不是<uh>國王，不能夠迫使<uh>通過，僅僅通過命令去 B24 迫使他們去改變。

S：這段也是在翻大意。還有 people can always resist，我聽成了 people can always persist

I think also very important is to be a model. Be the change you want to see. Supporting teachers and principals. Remember the change process starts with feeling. Getting people to be interested. They resisted because they didn't know why. They were not bad people. They have good reason to resist. Their bosses created the resistance because they did not take time to explain the purpose, the benefit, explain what they will need to do.

C31 第二個<uh>就是要建立一個關於改變的一個模型。<uh>支持老師和校長，A31 然後~讓他們<uh>感興趣，A31 然後~ C33 一旦他們拒絕的時候，A23 要問他們為什麼不感興趣。如果說<uh>有一些人呢就只是拒絕而沒有任何的原因，然後我們要<uh>反正就是要 A43 向他們解釋為什麼。

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The focus today of my presentation is leading change in Asia. I am not an expert on leading change in China, but I have been doing research on managing change in Asian countries for twenty years. And I also have the experience of being the Dean of a business school in Thailand where I manage change for eight years. So I will share from my research and personal experience of managing change in Asia. But the two important points are： one, not China. But also I am not talking about managing change in America. So the focus is about Asia and the lessons, I think, will be quite relevant to you. But that's for you to decide yourself.

今天我，上的這門課主要講的是~領導亞洲的變化。那我對於中國方面的問題，不是一個專家，但是我 A13 在過去的 20 多年中一直都在從事關於亞洲區域，變化管理的研究。那我 A31 曾經呢~也是一，商學院的院長，也管理了許多像，商學院相關的，一些改變。那，我 A33 今天主要是想 A43 和各位分享一下我對於在亞洲<p>改變管理的一些研究以及我個人的一些經驗。A23 要強調兩點，A33 首先我們不是只是在講中國，我也不是只是在講美國。我們 A33 今天關注的 A43 這個區域是亞洲。C13 我 A33 今天 A43 跟大家講的 B34 都是 A13 我們的經驗跟研究，供，以 A23 供大家的參考。

S：我沒有聽見 Thailand，也沒有聽到 18 years，不知道為什麼沒有聽見。然後後面，我看一下我的筆記，大概他講了 the lessons will be quite relevant to you，我覺得他大概的意思就是說我自己的東西然後供你參考，後面 that's for you to decide，基本上我也沒有怎麼認真去聽了，我覺得大概可以知道他講什麼。我

的筆記就是供參考，我就沒有去記那些其他的東西了，就拋開我沒聽到的，其他的沒有太多想法。做完這一段，還是做完下一段的每一個 point 開始，我覺得我好象每一句話的開頭都 now 了一下，好象我有意識到，做完這一段，還是下一段的時候，有意識到，後面我想要稍微減少一下我這個語氣的詞，不知道有沒有成效，記不清了。

To begin with, I would like to split the room into two groups. This side, think of the best leaders with whom you have worked. He could have been your principal, when you were a teacher, could be your big boss now, could be your little boss, your sup-, the person who you report to. Up to you! You don't need to tell me who you are thinking about. But I want you to have one person in your mind. And write down three characteristics that make that person a good leader. For example, could solve problem. This side, think of the worst leader that you have worked with in your career. Three characteristics about that person that make them bad leader. Begin.

一開始我想 [A33] 先 [B24] 請 [A43] 大家分一下組，分成六組，那我們先，[C21] 我們 [A31] 先想的 [A21] 一個問題呢~就是<p> [A33] 在你的一生中遇到的最好的領導，領袖的人物是誰。他可以是你的校長，是你現在的 [A13] 直接的主管，[A23] 任何的人都可以，那你不用告訴我他是誰，但是呢，不用說出來，但是我希望你腦海中有 [C13] 這樣的一個人選，並且能夠列出來這樣的一個人，這位，領袖，這位領導，他，[A23] 為什麼 [A23] 你覺得他是最好的領導的，三個特點。比如說，[C23] 他 [B34] 很 [B34] 善於解決問題，那，[A21] 另外的一個問題呢~就是<p>[C23] 希望大家想想另外一面，列出 [A11] 你覺得<p>你工作過，合作過最差勁的<p>[A13] 你最不喜歡的領導。[C33] 同樣也列出三個特點，[A23] 來解釋為什麼 [A23] 你覺得他是最差勁的領導。

S：我好象加了很多自己的東西在後面，這兩組不知道為什麼寫的是六組，其實我在後面寫的時候一直在想前面那個六組是什麼東西，為什麼會是六個組呢，很奇怪的感覺。因為我不是花了很多的精力去聽他的 instruction 的部分，沒有什麼太大的困難，我就只是想，包括我回頭的時候，我就很明白他的意思，但是我非常想解釋得更明白一點，所以，就加了一些自己的 interpretation。比如說開始說最差勁的，後來我就說最不喜歡的，反正是想要把這個解釋的更加清楚，讓這些聽的人回答的更准確一點，這種感覺在這裏。所以，就越講越多，越講越羅嗦。就這樣子。

R：還有就是 don't need to tell me，就會說不用告訴我，不用說出來。

S：因為開始 don't need to tell me，跟著原文走的嘛，你不用告訴我，後來我覺得他不是這個意思，更精確，應該是你不用講出來，所以，我就再補了一遍，你不用說出來。

R：然後 the person who are report to。

S：這個我聽到了，我覺得他和前面的那個 principle，因為培訓的都是老師嘛。所以，我就翻了校長。但是，後面他說 big boss, little boss，我覺得因為大家都是老師，在這個場景下，你說你老板，就不是很跟他們的工作環境相關，所以，還不如說你直接上面的主管，統稱的這些 boss，這個意思，這樣可能會比較適合接受一點。

R：OK，could solve problem 就會說他是善於解決問題的。

S：對呀，能解決問題，你是個人都能解決問題呀，作為一個領導還要稍微善於一點，才會有人喜歡你吧，稍微自我發揮了一下。

Ok! So, don't worry if you haven't finished. No problem! Stop where you are. Good leaders, what do you think? One word. Not three. Just pick one! Gentle, mild, wisdom, tolerant, humorous, influential, very good communicator, innovative.

好，那，不要著急，你們有足夠的時間來思考。那 A33 現在 B24 請 A23 大家回答一下我的問題，C23 講一講你覺得 C13 這樣的優秀的領導 C23 會有哪些特點，哪些的特質？回答：有智慧，有想法，紳士，有影響力，善於 A43 和人溝通，有創意 <uh>有<p>能夠有容忍度。

S：我好象聽了以後不記得他講 don't worry 後面是什麼東西了，這個是隨便講了一句。他思考完了以後，肯定不 make sense。後面我看一下，one work just pick one 我沒聽見，這三點我都沒聽見，mild 聽成了 mind，才會說有想法。humorous 完全沒聽見，可能也是在記的時候就漏過去了，tolerance 最後講，是因為這個詞肯定記下來了，但是腦子裏面報出來的是宰相肚裏能撐船，第一反應是宰相肚裏能撐船，想的是海納百川這種很長的詞，很想有沒有其他一個更好的詞，短一點的，精確的詞，能夠把他講的和前後對仗一點，不要講的突然間有一個俗語出來之類的嘛，但是想了辦法也沒想出來，就是有容忍度，所以，其實也是不太能夠達到詞能達意這種感覺，但是沒有辦法了，到最後了，一定要講了，所以，只好隨便選了一個。

R：一開始他們有什麼特點、特質，為什麼會有這樣一個更正，是想象的嗎？

S：不是，是特地加上特徵的，因為我覺得你也不能說都是特點吧，如果你是一個共性的東西的話，如果你覺得這一類的人都是這樣子的話，應該是屬於特徵會比特點會更確切一點吧，在中文裏面。所以，我想應該補上特徵。

Bad leader. Without aim, aimless, no vision, no direction, unfair, not willing to learn and not willing to change, too subjective, hesitate to make decision, without professional knowledge, unable to solve problem, without innovation spirit.

差勁的領導呢？ C33 又 C23 有什麼樣的特徵呢？回答：沒有目標，也就是說沒有方向對嗎？回答：不公平，沒有學習的欲望，C33 也不願意改變，太主觀，猶豫不決，沒有什麼專業能力，解決不了問題，缺乏創新的精神，

S：我沒聽到 no vision，只聽到 no direction，我以為是 director 自己的解釋，因為是一樣的意思，我以為他是解釋，所以，才搞錯了，其他的我沒有什麼太多的想法。

Ok, so all of you have opinion about good leadership and bad leadership. And now in your own career, you move up to a higher level. When you were younger, we look at the leader above us. If he was a bad leader, make our job very difficult. But sometimes when we move up in our own career, we forget. And it's easy to become the leader that your staff don't like. So today, I'd also want to have you looked into the mirror. Are you this kind of leader? If I ask your staff, are they going to say you are like this person? Are your staff going to say, "you are like this person"? I don't know, but today I want you to look into the mirror and think about your own leadership

好的，那 B14 我相信我們每一個人都對領導力有一些自己的想法。在你的<p>職業的生涯中，年輕的時候，你 B34 肯定是 A23 向上仰望 A13 你的領導，那 A22 你就知道，哪些是，領導，做的不好的。但是當你逐漸的成長，當你 A23 成為別人的

==領導==的時候，你 [B34] ==其實==很容易會忘記 [A43] ==你當初的那些想法==。你會很容易變成 [A42] ==你自己== [A33] ==曾經==非常不喜歡的那一類領導。那今天呢我的 [A23] ==目的就是==希望大，希望 [A23] ==給==大家一面鏡子，能夠 [A23] ==有機會== [A23] ==來反思一下== [A43] ==自己==，能夠成為一個怎樣的領導。能夠看一下自己是比較像這種情況還是像那一種情況。那我希望<p>各位今天，都能夠有機會發揮自己真正的領導力。

S：我這個沒有聽清楚，但是他的意思大概講到這個年輕的時候，差不多知道他的意思會講，說你年紀大了以後，你就會變成那樣子了。我知道他的意思，所以我更加沒有很認真的去聽，所以，細節上不是跟他特別的吻合，有的時候。但是，意思都是出來了，都是差不多，就是八九不離十，偏的不多。後面那個 if you ask your staff，staff 我一直沒有聽到這個詞。所以，不知道他是在講下面的這些。我不知道為什麼要重複兩次 like this person like this person，我不知道。所以，我想大概他的意思是這個，那個的。這是我當時的想法。我都寫了這個，那個。

R：然後 look into the mirror，用反思來替代。

S：我沒有記下來，所以，也有可能是那時候我已經不記得他講了 look into the mirror，但是很明顯他最後強調了一下我到底要做什麼，那肯定是要想一下，前面他有用過鏡子來做比喻的話，那鏡子一般配的動詞都是反思，比較自然就這樣說了。

The focus of my session today is on leading change. Schools all over the world have to deal with so much change today. Nowhere in the world is there more change than in China. So I think, a very important part of your job is managing the change in your school and being able to work with the leaders at the school level to make change happen successfully.

今天我這堂課的一個重點是~要~管理和領導變化。那，在全球的範圍內，所有的學校，各種的學校都在面對各種各樣的變化，尤其是在中國。所以我相信 [A13] ==在座==各位的一個很重要的工作就是要管理你所在學校的 [B34] ==各種各樣的==變化，而且你要有方法有能力，[C23] ==你要==和學校的領導 [B34] ==通力==合作，讓這些變化能夠成功。

S：我不知道為什麼要說管理，我寫的也是領導，前面他強調了太多次 manage change，然後給我思維中有了這樣一個暗示在這裏，所以，我就忍不住加了一個管理在裏面。

R：這種忍不住是想把它說的更清楚，所以，才控制不住。

S：對，會有這樣的，尤其是在說中文的時候，很容易會這樣子，不過我英文中間也會這樣子，也會說想讓自己說的更清楚一點，就會導致自己講的多了一點。我的筆記裏面 no where in the world，說到這的時候，我已經知道他大概就是要強調某一個地區了。所以，筆記就把前面的劃了。然後直接就寫了中國，所以，回頭就沒有再去思考這個東西了，因為聽的時候已經把它處理了。後面沒有什麼太多的想法，沒有太多的思考，就是這樣翻。

R： to work with 就是用通力合作。

S：對，我覺得他大概是這樣意思嘛，在力所能及的範圍下，如果能夠用一些，也不說一定是成語，但是，是四個字的東西會感覺比較符合中國人的習慣，強調了習慣，容易讓聽眾接受你嘛。

I think we all know that whenever there is change, people will resist. So it's very

important to understand why people resist. Or else, we cannot solve the problem of change.

我想大家都很清楚，凡是有變化，總會有抵抗。所以 [A23] 我們就需要去了解為什麼人們會抵抗 [A43] 這種變化。只有這樣才能夠 [A23] 找到方法來解決問題。

S：這句話常有人說嘛，所以，沒有怎麼去想要怎麼樣講的更好，也不一定說有變化的地方就有抵抗，其實這樣更符合原文。但是，由於太熟悉了，所以，隨口就這樣講了，也沒有想。後來的 or else we cannot ...雖然筆記是按照他的那個，先打了個叉來記得，按照原文來記得，但是回頭的時候，因為理解他的意思，所以，就沒有去想，就習慣直接換成了肯定的句式來講。

R：所以，其實你並不是說在看筆記的時候就一定會依著筆記來講。

S：對，不會的，我會想我自己之前的理解，不會只是按照筆記的來講，那樣感覺會很機械吧。所以，我一般都是自己理解了，很基礎的話，我就不會跟著筆記走。我不喜歡反過來講，我不是喜歡用否定的形式來講話，喜歡用肯定的形式來講話。所以，換過來了。

Many changes are happening at the same time, we will tend to have more resistance. And if there's too much resistance, the school becomes the dinosaur. The dinosaur could not adapt to the change in the weather, and died. So even though change is difficult, we must adapt. And this is the yin yang. There is change and there is resistance. And you, all of you, your job is to find the right speed.

[B34] 尤其是當有，很多個變化同時發生的時候，抵抗就變得尤為得強烈。[C33] 但是我們一定要去<p>適應 [A43] 這種變化。如果抵抗太多的話，[A33] 沒有變化，我們就會和 [A13] 史前的恐龍一樣。恐龍 [A33] 當初就是不能適應溫度的變化 [C33] 所以滅絕了。[C31] 所以<p>這種變化，[B34] 實際上就像 [A13] 我們所說的陰陽，[C33] 有變化就會有抵抗。

S：我記得剛剛這個地方，在講恐龍之前，there's too much resistance，雖然我寫了 too much，但我沒有寫抵抗，回頭說我就不太記得前面這一小句是講什麼了，所以，先把後面這個講了，先把後面那個講了，拖延一點時間，那個意思就說 even though change ...，這個意思已經記得了，我也沒有去記，但是那句話就在我腦海裏面了。所以，這個地方我需要時間來想這個東西的時候，我就把那句話先講了。因為反正講前講後這個意思也沒有太大的區別，講這個例子就是為了證明這個事。所以，我就把他先講了。然後那點時間就用來想 too much 這個後面到底跟著什麼東西，後面就想起來了，想起來就跟上去講了。所以，後面沒有再重複之前的東西，到後來 you job is to find the right speed 沒聽見，那半句話我都沒聽清楚。所以，只好跟著他寬泛的意思來隨便套一個東西，以求不會太大的錯誤。

R：好，然後再講到恐龍的時候，會有一個史前的恐龍這個形容的成分。

S：對呀，我就是喜歡這樣子，可以加，不會錯的時候，我會加一點，把它講的清楚一點，而且我們舉例子的時候，不會說就像恐龍一樣，誰知道他是講的現在說的女的長的醜的恐龍，還是史前的恐龍，當然這種情況下誤解的幾率很小，但是我覺得你稍微加兩個詞，也沒有耽誤太多時間，不顯得很羅嗦的話，加兩個詞會清楚一點，強調他那種感覺，為什麼之前就死了，滅絕了。

Now, in Asia, there's a problem about change. Most of the change comes from the

top-down, outside-in. And because Asians give respect to seniority and position, they will be quiet when they resist the change. But they will still resist.

在亞洲，B14 我覺得關於變化有一個問題，C33 就是大多數 A13 在這裏產生的變化都是自上而下，由外而內的。那<p>對<p>在 A13 亞洲的這樣一種變化呢，C33 雖然說抵抗 A33 不會那麼的強烈，但是，仍然會是存在的。

S：確定 transcription 是一樣的，我記得我聽到 tradition 了。因為我寫了傳統的。

R：position。

S：有可能，前面的 because Asia 這句我都沒怎麼聽懂，沒怎麼聽清楚他講什麼，但是我可以猜出來他大概是那個意思，因為這個是 common sense，但是我還是不是很敢講，所以，含糊的把它給帶過去了。其實通常情況下，我是會猜的，我會講出來的，不知道為什麼今天沒有講出來，我猜的話，有時候我覺得肯定不會錯的話，我是會講的，但今天沒有講，大概是這樣子。

Leaders cannot make the change happened alone. In the school, the principal is the most important person to make change, but it's the teachers who have to actually change. And the principal cannot force the teachers to change. And you cannot force the principal to change. We simply don't have enough power. And people can always resist. We are not a king, so we cannot make people change with just an order.

C31 所以<p>領導是非常難，非常難去執行這些變化的。那在 A13 我們學校的這個範疇裏面，A33 通常校長就是，變化的這個提起人，那老師 A33 通常都是執行者。校長是，但是是，A33 現實情況中，校長是不能夠去強迫老師一定要配合這種變化。你，C13 老師，你，C33 也不可能去命令 A13 你的校長，C33 因為你沒有這個權力。C33 但是每個人都有抵抗 A43 的情緒，自身的抵抗的情緒存在。我們每，沒有誰，是國王，A33 像那個年代一樣，只要下令，每個人都會 A23 服從 A43 你。

S：第一句話我沒有聽清楚，所以，只能說大概的那個意思模模糊糊的講一下。我叫範疇，是因為我覺得這樣會比較符合中國人的習慣，因為他是一個虛擬的，廣義上的講法。我腦子裏想了一下才用範疇這個詞，所以，有小小的，不是很明顯的過。然後後面這個地方，校長就是變化提起人，這個地方我肯定是猶豫了的，我知道他的意思大概是什麼樣，雖然我用了 importer 這個符號了。但是，回頭說我就不太記得清楚，是做變化最重要人這個意思了，我就把他理解為是這個變化的發起人。所以，我就把他講了。比較猶豫，我還加了這個，因為一般不需要加這個詞的嘛，這個詞有點羅嗦了。因為我要時間來想那個中文，所以，我就加進去了。

後面這個執行者是我一開始就已經寫了的，我在筆記裏面已經把它改了。所以，我就這樣子寫了。然後往後，配合這種變化也是我自己加的，我覺得這樣會講的清晰一點。因為我說他是發起人嘛，所以，為了讓我自己前面講的話和後面講的話有聯系，所以，後面就會改一點點，調整一點點。

People can always resist，我第一次講是按照原文講了，但我覺得這樣講的有點不是很明確的意思，所以，我自己就加了一點，你自身可以有抵觸的情緒，其實應該不只是抵觸的情緒，這個地方應該講的是你也可以直接抵抗，實質上也可以這樣做。

後面 you are not the king，因為每個人都不是國王，我為什麼加那個年代，其實現在也有國王，現在國王講的話，也不是你給一個 order，人家就一定跟著走。本來我想我在封建社會，後來覺得講太多了，就講這個年代就好了。

R：所以，在一開始你提到的所以領導人不能執行變化什麼的，這個所以…

S：是爭取時間想的，是不知道要講什麼，在想到底第一句講什麼，不記得了，而且從後面記得的東西裏面來推前面這個大概，大概他可能講這種東西，結果推錯了。

R：然後在 and the principal can not force the teachers to change，會有說在實際情況中。

S：可能我腦海中覺得前面講的這個執行者和提起人是一種理論上的東西，然後到後面說強迫什麼，可能是實際操作的東西，所以，我會覺得把他區分開來，兩個東西不一樣，前面和後面那一部分有一點不一樣，所以，然後我又加了一個在現實情況中。

I think also very important is to be a model. Be the change you want to see. Supporting teachers and principals. Remember the change process starts with feeling. Getting people to be interested. They resisted because they didn't know why. They were not bad people. They have good reason to resist. Their bosses created the resistance because they did not take time to explain the purpose, the benefit, explain what they will need to do.

我認為<p>促成變化最重要的 [C23] 一點就是要以身作則。[C23] 你要展示給，別人看你想要達成的變化是怎樣的。[C23] 你要，協助校長，或者說校長要協助老師，[A23] 來做到這一點。你們要，[C23] 各位要記住，[C33] 關於 [A43] 變化這種抵抗 [A33] 很多時候是 [A13] 人內心的一種感覺，因為不了解為什麼 [C23] 要變化，[C33] 所以就會去抵觸，所以就會有抵觸 [A43] 的情緒。[C33] 如果 [A23] 不去 [A33] 好好地解釋，才，[A12] 要做這種變化的 [A42] 理由，就會有更多的抵抗。

S：我覺得最後這一段是聽的尤為不清晰的，中間有很多短句是漏過去了，可能也是因為他有很多的短句，什麼 they were not bad people，跟前後聯系不是很大，我沒聽見。所以，後來就是自己想的。大概就是這樣子。

R：前面的我認為促成變化最重要的，這個加上去，如果單純這樣譯的話…

S：不只是不清楚，我覺得最後有點 awkward，什麼最重要呢，我就覺得這句話作為中國人來說就會有點…其實現在回頭想也覺得是可以的，是可以聽懂的，但是我當時就覺得如果你不加一點東西，就肯定搞不懂，那個中文就會很奇怪。所以，我自己會加一點東西。包括後面他說 supporting teachers and principals，我本來想就直接說要配合老師，要配合校長，然後突然覺得還是要講的明白一點，老師配合校長，校長配合老師。所以，我自己又稍微再加了一點。

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The focus today of my presentation is leading change in Asia. I am not an expert on leading change in China, but I have been doing research on managing change in Asian countries for twenty years. And I also have the experience of being the Dean of a business school in Thailand where I manage change for eight years. So I will share from my research and personal experience of managing change in Asia. But the two important points are： one, not China. But also I am not talking about managing change in America. So the focus is about Asia and the lessons, I think, will be quite relevant to you. But that's for you to decide yourself.

今天我演講的主題就是亞洲的變化。那麼我對於中國的變化不是有太多的了解。但是在過去的二十年當中一直在研究亞洲的管理方面的變化。那麼我 [A31] 之前呢

~也是在美國的商學院作主任，作了很久的時間。所以說我 B24 希望 A33 今天能夠 A43 給大家分享一下我在這方面的經驗還有一些個人的經歷。<uh> 那麼 B11 我現，<uh>覺得有兩個重點：第一個就是 C23 我 A33 今天講的不是 A43 中國的變化也不是美國的變化而是 A43 亞洲的變化。<uh><uh>那麼我覺得這些<uh>這個 A13 我想要講的<uh>C11 這幾點內容呢~可能對於大家 B34 都非常得<uh>B24 有這個借鑒的意義，但是<uh>A33 主要 A33 還是取決於大家。

S：泰國那個地方，沒有太記住 PPT 上面的，然後順嘴就說成了"美國"。最後還有點囉嗦

R：But the two important points are，but 就譯成了"那麼"

S：我沒有記 but

R：所以就根據自己的理解來添加銜接成分了？

S：恩，而且我覺得這裏的轉折意味不強。

To begin with, I would like to split the room into two groups. This side, think of the best leaders with whom you have worked. He could have been your principal, when you were a teacher, could be your big boss now, could be your little boss, your sup-, the person who you report to. Up to you! You don't need to tell me who you are thinking about. But I want you to have one person in your mind. And write down three characteristics that make that person a good leader. For example, could solve problem. This side, think of the worst leader that you have worked with in your career. Three characteristics about that person that make them bad leader. Begin.

<uh>先<uh>我想把 A43 大家分成三組<uh>A31 然後呢~A33 首先思考一下<uh>和您<uh>這個工作，一起工作過的<uh>有什麼樣的領導是好的領導。<uh>大家可以想一下，<uh>有好的領導有哪三個特點，A33 然後把它寫下來。<uh>比如說 C23 他會解決問題<uh>A33 等等。那之後呢再考慮一下<uh>和您合作過的比較糟糕的領導。那麼這些 C13 領導也<uh>有什麼樣的特點，C33 也 B24 請 C23 寫下來三個。

S："三組"這裏沒有聽清，然後因為整段都沒有太聽清楚，

R：我發現你在聽這一段的時候，基本上沒有記筆記

S：因為沒有聽清，然後越記就越聽不清

Ok! So, don't worry if you haven't finished. No problem! Stop where you are. Good leaders, what do you think? One word. Not three. Just pick one!

<uh>那你們覺得好的領導者<uh>是什麼樣的領導者。<uh>C23 給我一個詞 C23 就夠了。

S：這個是完全瞎掰的，沒有聽清楚

Gentle, mild, wisdom, tolerant, humorous, influential, very good communicator, innovative.

<uh><uh>這個 C21 好的領導者要<uh>有紳士風度<uh>C21 要 B31 非常得這個<uh>溫<uh>溫柔，C21 要有這個<uh>耐心，C21 要有<uh>這個溝通能力，C21 要有影響力<uh>A31 最後~A31 還 C21 要有<p>創新能力。

S：這幾個點沒有記清楚，看的時候就想不起來，就漏了一些

R：每個特點前面都加了"要有"

S：就是不要"冷場"，但是現在覺得加了就比較囉嗦，而且沒有達到想要的效果。

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R：好的領導者要<uh>，有意識的動作嗎？
S：覺得應該要補充一下，不然就不太完整

Bad leader. Without aim, aimless, no vision, no direction, unfair, not willing to learn and not willing to change, too subjective, hesitate to make decision, without professional knowledge, unable to solve problem, without innovation spirit.
<uh>不好的領導 C21有以下幾點<uh>幾個特點<uh>C31包括<uh>沒有這個<uh>一個 A13 明確的目標，沒有方向感，<uh>不公平<uh>這個不願意去學習不願意去改變<uh>非常得主觀自我，<uh>做事情猶豫不決<uh>不專業，不願意，<uh>不會去解決問題，沒有創新性。
S：沒有方向感 這個比較怪，然後因為沒有記"不願意"還是"不會"，所以說的時候有一些停頓。
R：一個明確的目標，有意識的還是語言習慣呢？
S：語言習慣吧

Ok, so all of you have opinion about good leadership and bad leadership. And now in your own career, you move up to a higher level. When you were younger, we look at the leader above us. If he was a bad leader, make our job very difficult. But sometimes when we move up in our own career, we forget. And it's easy to become the leader that your staff don't like. So today, I'd also want to have you looked into the mirror. Are you this kind of leader? If I ask your staff, are they going to say you are like this person? Are your staff going to say, "you are like this person"? I don't know, but today I want you to look into the mirror and think about your own leadership.
那麼 A33 在<uh>總結了好的領導以及 bad 的領導，<uh>以及不好的領導者<uh>這個特點之後呢，A22 我們來想一下我們自己在職業生涯當中不斷地提升，會有 A33 不斷地提升，那麼當我們比較年輕的時候呢，都 A23 會對領導做出評判。<uh>C33 比如說有壞的領導，不好的領導者的時候呢，就讓我們的工作就比較難以 A23 開展，<uh>但是呢在我們自己的職位提升的過程當中，我們可能就會忘記 A43 這一點，而容易變成這樣<uh>與，A13 讓我們自己的下屬覺得很難相處的這種領導。那麼今天我就想請大家 A23 把心自問一下自己是否是一個 C13 讓下屬覺得很難相處的、C13 不好的領導。
S：這一段我覺得主要後面那裏沒太記清楚
R：looked into the mirror 捫心自問 就是會把引申的意思譯出來
S：一般這種情況我都只會翻出意思，不然別人聽不懂
R：that your staff don't like 譯成了"很難相處的這種領導"
S：喜歡不喜歡會比較奇怪
R：就是一種中文的表達習慣嗎？
S：對對對，可能是

The focus of my session today is on leading change. Schools all over the world have to deal with so much change today. Nowhere in the world is there more change than in China. So I think, a very important part of your job is managing the change in your school and being able to work with the leaders at the school level to make change happen successfully.

那麼我們今天主要講的呢，就是領導變革。那麼其實學校和其他的一些地方呢也都是處在不斷的變化當中。而中國<uh>這個 ^{A23} <mark>放眼</mark>全世界，中國的變化算是最多的了。<uh>那麼，^{A13} <mark>在座的</mark>各位工作當中的非常重要的一個部分其實也就是去管理學校的這種變化。同時 ^{C33} <mark>也</mark>配合學校的領導<uh>來促成好變化。
S：第二句話完全譯錯了。
R：後面都沒有按照原文的意思，是筆記的問題還是？
S：我覺得按字面翻的話，比較困難，就按理解的意思說了。但是可能也有理解錯。

I think we all know that whenever there is change, people will resist. So it's very important to understand why people resist. Or else, we cannot solve the problem of change.
<uh>那麼我們都知道人對於變化是有抵觸 ^{A43} <mark>心理</mark>的。我們就要了解一下為什麼會有這樣的抵觸心<uh>抵觸的 ^{A43} <mark>情緒</mark>。否則的話就不會去更好地應對 ^{A43} <mark>這種變化的出現</mark>。
S：抵觸 這裏翻太多，就挺囉嗦的。後面又掰錯了
R：聽的時候就聽錯了嗎
S：恩

Many changes are happening at the same time, we will tend to have more resistance. And if there's too much resistance, the school becomes the dinosaur. The dinosaur could not adapt to the change in the weather, and died. So even though change is difficult, we must adapt. And this is the yin yang. There is change and there is resistance. And you, all of you, your job is to find the right speed.
那 ^{A31} <mark>有的時候</mark><uh>有很多的變化發生，那麼我們都會表現出一種抵觸的 ^{A43} <mark>情緒</mark>。那如果是這樣的話呢，那學校就會像恐龍一樣，那 ^{A21} <mark style="background:#0f0">我們都知道</mark><p>恐龍是不會去<uh>不太會去適應天氣上的變化，那 ^{C33} <mark>最終</mark>也 ^{A23} <mark>導致了它的滅亡</mark>。所以說即便是出現了一些變化，^{A43} <mark>適應變化</mark>比較難，我們也需要，也需要去適應 ^{A43} <mark>它</mark>。<uh>這就像<uh>這個所謂的陰陽<uh>這個 ^{A43} <mark>之間</mark><uh>^{A13} <mark>這兩種不同的狀態的對比</mark>。^{C33} <mark style="background:#f0f">那麼</mark>你們的一項工作呢，就是去<uh>找到 ^{A13} <mark>適應這種變化的</mark>一種合適的 ^{A43} <mark>方式</mark>。
S：at the same time，可能是緊張的吧，就沒有翻出來。然後"滅絕"比"滅亡"好。然後"speed"這裏沒有太理解。
R：There is change and there is resistance.沒翻得原因是？
S：這一句是解釋陰陽的，我覺得前面說了很多，覺得大家應該知道是什麼意思了，這裏就不用重複了。

Now, in Asia, there's a problem about change. Most of the change comes from the top-down, outside-in. And because Asians give respect to seniority and position, they will be quiet when they resist the change. But they will still resist.
<uh>那麼在亞洲有一個 ^{B34} <mark style="background:#0f0">很大的</mark>問題就是有很多的變化都是<uh>自上而下或者是從外部到<uh>從外部到內部<uh>這個 ^{A23} <mark>發生的</mark>。<uh>那麼在中，在亞洲，<uh>這個人們都是 ^{B34} <mark style="background:#0f0">非常</mark><uh>這個尊重這個資曆的<uh>以及職位。^{C33} <mark style="background:#f0f">所以</mark>說，開始可能變化發生的時候，人們都不會去 ^{A23} <mark>有太多的反應</mark>。但是之後呢，

也會出現這種抵制 A43 的情緒。

S：because 那裏沒有挺清楚，然後沒有挺清楚，就自己發揮成，開始默默的，不太敢，到後來還是抵觸，跟原來的意思不太一樣。

R：從外部到<uh>從外部到內部，這裏有反複

S：一開始想這樣的表達會不會像"自上而下"那麼好譯，那麼容易聽得懂，而且又沒有找到合適的動詞，就重複了一下，還是由外到內。

Leaders cannot make the change happened alone. In the school, the principal is the most important person to make change, but it's the teachers who have to actually change. And the principal cannot force the teachers to change. And you cannot force the principal to change. We simply don't have enough power. And people can always resist. We are not a king, so we cannot make people change with just an order.

而變化 B34 又不是領導一個人所，<uh>可以改<uh>可以促成得了的。<uh>就在學校比如說這個校長是促成變化裏非常重要的人物。但是 A23 如果教師抵制的話呢，也無濟於事。那<uh>校長不能<uh>迫、強迫教師去接受這種變化，那同時反過來也是一樣的，我們都沒有這種 A33 去<uh>實現變化的這種權利。<uh>C33 因為人們會有這種抵制 A43 變化 A43 的情緒。我們 B34 都不是<uh>國王，所以說也不能去 B24 迫使人們去接受某種變化。

S："it's the teachers who have to actually change"沒有聽清，應該是"老師去改變"；後面"have enough power"又沒有聽出來 enough 這個詞；然後"we are not the king…just an order"就翻得時候覺得怪怪的。

R：而變化

S：可能是口頭語吧

R：那同時反過來也是一樣的，

S：如果說老師不能迫使„„校長也不能迫使…，這個句子就太長了，所以"反之亦然"了

I think also very important is to be a model. Be the change you want to see. Supporting teachers and principals. Remember the change process starts with feeling. Getting people to be interested. They resisted because they didn't know why. They were not bad people. They have good reason to resist. Their bosses created the resistance because they did not take time to explain the purpose, the benefit, explain what they will need to do.

那麼，我認為，另外一個重要的 C21 一點就是<uh>就是要樹立起一個典範。C23 要去支持 A11 我們的<uh>這個教師還有<uh>校長 C23 去作出這種變化。那 B31 其實<uh>C31 比如說<uh>A13 我們的 A23 老板要促成什麼樣的變化，但是員工去抵制，那很可能是因為<uh>沒有時間去 A43 跟他們講 A13 這種變化的目的是什麼。

S："Be the change you want to see."我覺得這句話就是解釋前面那個 model，所以就沒有翻譯那個意思，就省略了。"Remember the change process starts with feeling."沒有聽到，就省略了。後面的意思總是在重複，我覺得說了一點就行了。

R：那麼，

S：這個是可惡的口頭禪

R：校長去作出這種變化，補充了賓語，是有意識的嗎？

S：是有意識的，但是後來又想是不是這個意思，我又不太確定了。

P11

The focus today of my presentation is leading change in Asia. I am not an expert on leading change in China, but I have been doing research on managing change in Asian countries for twenty years. And I also have the experience of being the Dean of a business school in Thailand where I manage change for eight years. So I will share from my research and personal experience of managing change in Asia. But the two important points are： one, not China. But also I am not talking about managing change in America. So the focus is about Asia and the lessons, I think, will be quite relevant to you. But that's for you to decide yourself.

今天我要講的題目就是亞洲的管理層變化。<uh>我不是一個在中國方面的，管理層方面的專家，但是我在這個亞洲方面的研<P>研究已經有二十年 A43 的經驗。並且我也在商學院做了二十年的院長，C33 所以我有一些<uh>個人的經驗，再加上我的，在亞洲的一些研究的經驗，所以 A31 今天<uh>B24 我願意來作這個演講。這個演講不僅僅是關於中國，也不僅僅是關於美國，<uh>所以 A13 今天這個演講 B34 到底跟大家有沒有關系，你們可以自己去判斷。

S: 英文有些沒譯出來，漏了很多。然後 leading change PPT 上譯成了"領導變革"，我不是很理解，就用了"管理層的變革"。泰國也沒記下來。最後一句我當時不確定有關還是無關，因為他說自己去判斷，所以我就譯成了一個問句。

To begin with, I would like to split the room into two groups. This side, think of the best leaders with whom you have worked. He could have been your principal, when you were a teacher, could be your big boss now, could be your little boss, your sup-, the person who you report to. Up to you! You don't need to tell me who you are thinking about. But I want you to have one person in your mind. And write down three characteristics that make that person a good leader. For example, could solve problem. This side, think of the worst leader that you have worked with in your career. Three characteristics about that person that make them bad leader. Begin.

首先呢，我希望能夠把這個<uh>今天這個<uh>主題分成兩組。A33 首先這邊 C24 我希望大家能夠寫出 A13 你們認為自己見過的 8 個最好的領導人、領導者或者管理者。並且<uh>想一想，A13 你覺得他們身上有三個 B34 最重要的好的特點是什麼？為什麼你覺得他們是最好的管理者？你不一定要告訴我 A43 他的名字，只要在你的腦海中想著這個人就可以。C31 另外<p>在另外一邊，C24 我希望你們能想一下 A13 你們認為最差的領導者是誰？他們身上有哪三個 B34 最重要的特點讓 A23 你覺得他們是最差的管理者。

S：這個主題分為兩組，這個地方沒有翻清楚，應該是把人分成兩組。然後列舉了一些例子，我沒有把每個例子都翻出來，我覺得意思出來就行了。

Ok! So, don't worry if you haven't finished. No problem! Stop where you are. Good leaders, what do you think? One word. Not three. Just pick one! Gentle, mild, wisdom, tolerant, humorous, influential, very good communicator, innovative.

好，A22 經過了這一段時間，是不是你們把晚飯也吃完了。A33 首先 C23 我們來看一下 A13 你們寫出來的好的領導者 A13 他們身上 A13 所具備的 C23 三個特點：紳士

風度、智慧、包容心、幽默感、影響力、交際能力 [C33] <mark>以及</mark>創新能力。
S：這裏我聽錯了，you haven't finished 我聽出來一個 dinner，所以就譯了晚餐。

Bad leader. Without aim, aimless, no vision, no direction, unfair, not willing to learn and not willing to change, too subjective, hesitate to make decision, without professional knowledge, unable to solve problem, without innovation spirit.

壞的領導。沒有目的性，缺乏，沒有一個 [A13] <mark>好的</mark>願景，缺乏方向，不願意學習或改變，太主觀，猶豫不決，沒有專業的知識，沒有辦法解決能力，沒有辦法解決問題，<uh>沒有了。
S：最後的這個"沒有了"是因為，我筆記上記了"創"表示"創新精神"，但是後來沒認出這個意思，然後已經說出沒有，就想把這句話結束了。

Ok, so all of you have opinion about good leadership and bad leadership. And now in your own career, you move up to a higher level. When you were younger, we look at the leader above us. If he was a bad leader, make our job very difficult. But sometimes when we move up in our own career, we forget. And it's easy to become the leader that your staff don't like. So today, I'd also want to have you looked into the mirror. Are you this kind of leader? If I ask your staff, are they going to say you are like this person? Are your staff going to say, "you are like this person"? I don't know, but today I want you to look into the mirror and think about your own leadership.

大家對於什麼是好的領導者以及壞的領導 [B34] <mark style="background:lightgreen">肯定</mark>有了<mark>自己的</mark>想法。那麼在大家年輕的時候 [B34] <mark style="background:lightgreen">肯定</mark> [A23] <mark>經歷過各種各樣的領導者。</mark> [A22] <mark>你們知道什麼樣的領導者是比較差的領導者</mark>。那麼，在你自己的職業生涯中，你可能不意，[A33] <mark>沒有意識地</mark>就變成了其中的一種領導者。我希望大家能夠照一下鏡子，[A33] <mark>然後</mark>想一想自己 [B34] <mark style="background:lightgreen">到底</mark>是 [C13] <mark>好的</mark>領導者還是像這邊一樣是一個 [C13] <mark>差的</mark>領導者。我不知道你是對自己怎麼樣一個評價但是我希望你現在能夠照一下鏡子。[A33] <mark>然後</mark>自己回想一下，自己到底是一個什麼樣的人。
S：沒有來得及全記下來，所以就我一些遺漏。比如，差的領導會使你的工作變得非常困難，這個我也沒有講出來。
R：是因為聽的時候原因不夠清楚。
S：對，而且上一句還沒有聽清楚，下一句就來了。

The focus of my session today is on leading change. Schools all over the world have to deal with so much change today. Nowhere in the world is there more change than in China. So I think, a very important part of your job is managing the change in your school and being able to work with the leaders at the school level to make change happen successfully.

所以今天我們要講的就是管理者的變化，或者是領導變化。[A31] <mark>今天</mark><p>[A13] <mark>我們在世界上</mark>的 [B34] <mark style="background:lightgreen">各所</mark>學校都面臨著很多的變化，[C33] <mark style="background:lightgreen">但是</mark>在世界的 [A13] <mark>各個國家</mark> [A13] <mark>所發生的變化</mark>都沒有中國要多。所以 [A31] <mark>今天</mark><p>我們 [A13] <mark>肩上的一個責任就</mark>是要在自己所在的學校去引領變化的發生，並且跟自己的 [B34] <mark style="background:lightgreen">所有的</mark>領導者同事一起<p>做出一些非常成功的變革。
S：leading change 還是不確定是什麼意思，就用了"管理者的變化"，後來覺得"leading"應該是動詞的意思，所以就補充了"領導變化"。

I think we all know that whenever there is change, people will resist. So it's very important to understand why people resist. Or else, we cannot solve the problem of change.

我們大家都知道當有一些變化要發生的時候，大家都會非常抗拒 A43 這些變化，所以 B24 我們要知道為什麼他們會抗拒 A43 這些變化，C13 只有知道了為什麼我們才能解決變化的問題。

S：or else 我沒有譯成否則，但意思差不多

R：嗯，他是反著說你是正著說。然後 resist 的賓語你都補充出來了，這是有意識的嗎？

S：是的，因為中文不會說到"抗拒"就停

Many changes are happening at the same time, we will tend to have more resistance. And if there's too much resistance, the school becomes the dinosaur. The dinosaur could not adapt to the change in the weather, and died. So even though change is difficult, we must adapt. And this is the yin yang. There is change and there is resistance. And you, all of you, your job is to find the right speed.

在變化發生的時候，大家都會 B34 非常 A33 自然地去抗拒 A43 這些變化。當大家抗拒 A43 這些變化的時候，可能 A43 你們就會像恐龍一樣，他們沒有辦法適應天氣的變化，A33 最後終於滅絕。所以在變化發生的時候，我們很難去適應 A43 這些變化，C33 那麼在我們抗拒這些變化發生的時候，A23 我們要知道 A43 怎麼樣能夠尋求一個平衡。

S：我不確定他是不是說"陰陽"，所以沒譯；right speed 那裏我譯成"尋求平衡"，我覺得這樣譯更安全。

R：然後 adapt 的賓語你也有補充出來，這也是有意識的對嗎？

S：對，這樣更順

R：and die 譯成了 最終，還加了主語，這些動作時有意識的嗎？

S：是的，這樣更順，聽眾更明白。

Now, in Asia, there's a problem about change. Most of the change comes from the top-down, outside-in. And because Asians give respect to seniority and position, they will be quiet when they resist the change. But they will still resist.

在亞洲 A13 我們所面臨一個變、變化方面的問題那就是很多變化都是由外至內的。因為亞洲人 B34 非常尊敬 A33 比自己地位高的人。C33 所以他們經常會抗拒這些 C13 由外而內的變化。

S：有一點沒有講清楚，be quiet 是重點，我沒有記下來。還有從外到內我也沒記。

R：最後，由外而內的變化，加這個修飾成分有什麼目的嗎？

S：這樣的話就強調了抗拒的原因是因為"它是從外到內的"。

Leaders cannot make the change happened alone. In the school, the principal is the most important person to make change, but it's the teachers who have to actually change. And the principal cannot force the teachers to change. And you cannot force the principal to change. We simply don't have enough power. And

people can always resist. We are not a king, so we cannot make people change with just an order.

領導人不能僅憑自己 [A43] 的能力就讓這些變化發生。在學校，<uh>一些領導者<p>是這些教師身上發生變化的最重要的<p>人。但是我們不能強迫這些教師去作出 [B34] 任何的改變。我們不能利用自己的 [A13] 行政的能力或者是權利去迫使他們作出 [B34] 任何的改變。他們會抗拒 [A43] 這些變化，[C33] 所以我們不能夠簡、[B34] 簡單地利用一些命令去命令別人作出改變。

S：“the principal is the most important person”我一開始不確定 principal 是不是“校長”，就用了領導者，後面沒有太聽清楚，就把理解的意思講出來了。

R：power 譯成了自己行政的能力或者是權利

S：這是我自己的解釋。

R：just an order 譯成了簡單的利用一些命令

S：這裏簡單也可以表達意思，就不是太合適。

R：有沒有受前一句 simply 的影響呢？

S：前面用了 simply，所以應該不是。

I think also very important is to be a model. Be the change you want to see. Supporting teachers and principals. Remember the change process starts with feeling. Getting people to be interested. They resisted because they didn't know why. They were not bad people. They have good reason to resist. Their bosses created the resistance because they did not take time to explain the purpose, the benefit, explain what they will need to do.

[C33] 所以最重要的 [C23] 一個方法就是樹立典範。[C23] 我們要自己樹立 [C13] 這樣一個典範，[A22] 引領他們朝著這樣的變化去變化。那麼我們要<p>為我們的教師提供所必要的知識。[C23] 我們要讓他們 [A43] 對這些變化產生興趣。[B24] 我們要知道他們 [A33] 在 [A23] 產生抗拒的時候是為什麼。[A23] 只有知道了原因，我們才能去解決。可能是因為 [C13] 這些教師他們不明白 [C23] 我們 [A43] 為什麼要作出這樣的變化。[A43] 我們沒有很好的去 [A43] 跟他們解釋 [C23] 我們 [A42] 作出這樣變化的原因何在，有什麼好處。

S：只是翻了個 summary，沒有每句都譯到。

R：所以最重要的

S：隨口說的吧，可能會更順

R：Be the change you want to see 譯成了引領他們朝著這樣的變化去變化。

S：這是覺得可能需要加入一些解釋。

P12

The focus today of my presentation is leading change in Asia. I am not an expert on leading change in China, but I have been doing research on managing change in Asian countries for twenty years. And I also have the experience of being the Dean of a business school in Thailand where I manage change for eight years. So I will share from my research and personal experience of managing change in Asia. But the two important points are： one, not China. But also I am not talking about managing change in America. So the focus is about Asia and the lessons, I think, will be quite relevant to you. But that's for you to decide yourself.

好，今天呢，我們主要關注的是亞洲的主要變化與 [A43] 學校管理層面臨的挑戰。

那麼 [B31] 實際上<p>我 [B34] 並不是這個，<uh>中國學校<uh>管理層或者領導方面的專家，但是呢，<uh>我在這個，針對 20 多個國家呢~展開了 [B34] 非常多的相關方面的研究。那麼，同時呢，我也是<uh>擔任過這個<uh>，泰國管理學院的一個院長。那麼 [A31] 今天呢~我 [A33] 主要是想 [A43] 和大家來分享我在這方面的一些經驗，並且能夠 [B34] 給大家一些借鑒。 那 [A31] 今天<p>[A13] 我們要講的重點呢 [B34] 實際上 [B34] 並不是關注美國 [A13] 在學校管理方面面臨的一些 [A43] 挑戰，那麼 [A23] 我們關注的是 [A43] 亞洲 [A13] 國家的一些變化。那麼也希望能給大家一些, 這個<uh>[B24] 有益的輸入。

S：這裏應該是 20 年，我翻成了 20 個國家了。然後，我第一句話，加上了"挑戰"，受到了美國。後面，漏了美國。

R：後面提到"有一些借鑒"。

S：我自己加的，使它更加清楚一些，後面也有這層意思。而且，這也符合中國人的發言習慣。

To begin with, I would like to split the room into two groups. This side, think of the best leaders with whom you have worked. He could have been your principal, when you were a teacher, could be your big boss now, could be your little boss, your sup-, the person who you report to. Up to you! You don't need to tell me who you are thinking about. But I want you to have one person in your mind. And write down three characteristics that make that person a good leader. For example, could solve problem. This side, think of the worst leader that you have worked with in your career. Three characteristics about that person that make them bad leader. Begin.

<uh>那麼首先呢，我想把 [A43] 大家呢分成兩組。<uh>那麼 [A33] 其中這一組呢，[C23] 你們將要這個 [A33] 一起 [A23] 討論的 [A41] 一個問題是這個<uh>在你的工作和生活當中呢你所遇到的一個最好的領導，<uh>這可以是，比如說，<uh>[A33] 你在這個學校當中，你的這個 [C31] 比如說<uh>你的領導，[A43] 院長啊或校長 [A32] 等等 [C13] 這樣的人物，[C33] 或者有可能是你的，<uh>這個你的 [A43] 經理，你的 [A43] 主管，[C31] 或者<uh>是你 [A33] 直接向他匯報 [C23] 工作的 [C13] 這樣一個<uh>領導，那麼 [C31] 總之呢~您不需要告訴我你們想到的這個人 [B34] 到底是誰，但是 [B34] 請 [B34] 每一個，這個 [C13] 組員都能夠想到 [C13] 這樣一個 [C23] 領導，並且以及為什麼他是最佳領導，他的這個特點是什麼。那這一組呢，<uh>你們要討論的和想的一個問，<uh>前面講到比如說他有很好的一個特點，比如說 [C23] 他 [B24] 善於解決問題 [A33] 等等 [C13] 這樣 [A43] 一些特質。那麼這一組呢，[C23] 你們將 [A23] 討論的是，<uh>你所遇到的最差的一個領導，並且列出三個特點來表明他呢<uh>[A23] 你認為他呢是最差的一個領導。[C33] 好！[A33] 現在開始。

S：有一個，for example 後來我意識到了，後來我加進去了，這樣可能會講得更加清楚，這樣可能會給他們更多方向性的信息。

R：為什麼當時沒有看到筆記，而後來又看到了呢？

S：因為我的筆記當時記到最下面了，字跡很小，沒看清楚。

R：中間加了一些指示性的詞？

S：因為這是一個活動，所以明確指示，符合現場的需求。

Ok! So, don't worry if you haven't finished. No problem! Stop where you are. Good leaders, what do you think? One word. Not three. Just pick one!

好，^{A32}現在 ^{A12}我們 ^{A22}時間 ^{A32}已經到了。即使大家可能還沒有討論完，^{C31}但是呢~^{C23}我們 ^{A33}先暫停到這兒。<uh>那麼 ^{C23}我們 ^{A33}先來看看，一個好的領導 ^{C21}有什麼樣的特點呢~^{C23}我們用一個詞 ^{A23}來說。

R：你在開始的時候，你並沒有按照他的要求來說。

S：對，因為前面的是討論的用語，覺得有點冗餘，不用什麼都翻出來，否則可能有點怪，抓住意思就可以了。

Gentle, mild, wisdom, tolerant, humorous, influential, very good communicator, innovative.

<uh>比如說他這個特點<uh>^{C31}比如說 ^{C21}他<uh>^{B34}非常得和藹可親，^{C33}而且 ^{B34}非常得溫和，有智慧，能夠寬容、幽默，<uh>有創新的能力，^{C3}並且善於 ^{C23}和人溝通。

S：這裏他用的是一個形容詞，我就加了一些詞，覺得有點多餘，但中文的習慣和英文又不一樣，這樣符合中文的習慣，所以加了一些詞。

Bad leader. Without aim, aimless, no vision, no direction, unfair, not willing to learn and not willing to change, too subjective, hesitate to make decision, without professional knowledge, unable to solve problem, without innovation spirit.

那麼 ^{C23}這邊列出的是這個，^{A43}差的領導者，他的這個特點，^{C31}比如說<p>^{A33}做事情沒有目標，^{C31}而且呢~也沒有<uh>這個願景對未來的規劃，^{C33}也沒有 ^{A13}對未來的希望。^{C31}而且呢<uh>^{C33}也不願這個 ^{A33}不斷地學習，不善於學習，不願意變革，很主觀，優柔寡斷<uh>^{C31}而且呢~^{C33}也不專業<uh>不能 ^{B24}很好地解決問題，不具備創新的這個能力。

S：其實這裏和前面一樣，加了很多的詞，英文它是比較簡練的。

Ok, so all of you have opinion about good leadership and bad leadership. And now in your own career, you move up to a higher level. When you were younger, we look at the leader above us. If he was a bad leader, make our job very difficult. But sometimes when we move up in our own career, we forget. And it's easy to become the leader that your staff don't like. So today, I'd also want to have you looked into the mirror. Are you this kind of leader? If I ask your staff, are they going to say you are like this person? Are your staff going to say, "you are like this person"? I don't know, but today I want you to look into the mirror and think about your own leadership.

那麼 ^{A31}現在<p>我們所有的人都有了對於好的領導或者差的領導的 ^{C13}這樣一些看法了，<uh>^{B31}實際上<p>^{A31}現在呢~在我們的職業生涯當中，如果在你的工作當中，在你年輕的時候呢，我們可能會經常會去仰望那些，<uh>或者關注那些 ^{C33}比如 ^{A13}我們的領導或在我們之上的那些人。那麼這些領導讓你感覺很不舒服的話，<uh>或者這些領導是 ^{B34}很差的話，那麼，<uh>^{C13}這樣的話，<uh>你的工作可能會變得非常難做。那麼，^{A33}隨著我們年齡的增長，我們自己也會 ^{A33}慢慢晉升到 ^{A33}到領導的這個層次，那可能我們就會忘記的所有的 ^{C13}這些 <uh>^{A43}差領導的 ^{C13}這些特質了，<uh>那麼 ^{C23}我們很容易自己就會變成我們員工 ^{B34}很不喜歡的那種領導者。那麼現在呢，我也是想讓大家來看看這面鏡子，^{C33}比如說我們可能會問，<uh>你的這個手下，你的員工他 ^{A23}是不是喜歡你這樣一個領導呢？

S：裏面還是加了一些話的，"年紀增大時"，是自己推測出來。

R：也就是說當你看筆記時，你是把意思串起來，而不是對著筆記說，是嗎？

S：其實自己很少看筆記，在腦子裏，是根據場景、氛圍，我追求意思的准確。不過如果在真實的會場可能會又不一樣。

R：to higher level 是什麼解釋？

S：在我們之上是"我們要匯報工作的人"，我喜歡把做的筆記都說出來。

R："忘記特點"後面自己加了。

S：我還是覺得加上這些，觀眾可能會更好理解一些了。

The focus of my session today is on leading change. Schools all over the world have to deal with so much change today. Nowhere in the world is there more change than in China. So I think, a very important part of your job is managing the change in your school and being able to work with the leaders at the school level to make change happen successfully.

今天我的演講呢，就是關注這個變化、變革，那我們說在全世界，[B31] 實際上呢 <uh>所有的學校都經歷了很多的這個變革，<uh>尤其是中國，[B14] 我想在世界上沒有任何一個地方比中國發生的這麼大的 [A13] 學校的這種變革。<uh>而且呢，[B24] 我們還要討論的是，[C23] 我們如何來管理學校的這些變革，並且與 [A13] 我們的高層去 [A23] 溝通，使 [A13] 我們的變革能夠成功。

S：其實後面我還是在 more change 這裏翻了兩遍，這樣覺得更能夠表達意思。

R：然後 leaders 你加了"高層"？為什麼？

S：覺得沒有必要，其實我就是想強調"校長級別的"，是這個用意。

R：現在怎麼看？

S：對，這樣可能會引起歧義。

I think we all know that whenever there is change, people will resist. So it's very important to understand why people resist. Or else, we cannot solve the problem of change.

<uh>那麼 [B31] 實際上<uh>我們都知道呢，只要有變革，有人都會去抵抗，或者說變革會遇到阻力，那麼為什麼人們會<uh>抵抗，會抵制這種 [C23] 變革呢？[A22] 我們<uh>如何來解決這樣的問題？

S：resist 還是用阻力，後面還是用"阻力"。

R：前面"實際上"為什麼會有？

S：實際上，我的翻譯會經常有這些詞，我也是利用這個時間在思考，在組織譯語。

Many changes are happening at the same time, we will tend to have more resistance. And if there's too much resistance, the school becomes the dinosaur. The dinosaur could not adapt to the change in the weather, and died. So even though change is difficult, we must adapt. And this is the yin yang. There is change and there is resistance. And you, all of you, your job is to find the right speed.

<uh>那麼我們知道呢，[B31] 實際上呢~很多的變革是在同時發生的，那麼變革越多，就很容易會遇到更多的阻力，那麼 [C13] 這樣的話，如果有太多的阻力的話呢，<uh>那麼這個學校就會像恐龍一樣，恐龍無法適應這種 [A33] 不斷變化的天氣，

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那麼，所以呢，[A22] 我們要做的是，[A33] 為了讓變革成功，我們必須要適應，[B31] 實際上<uh>這也是一個 [A43] 陰陽的這樣一個平衡。

S：最後一句，聽到了，但沒有記下來，就漏了。

R："不斷變化的天氣"？

S：其實是"天氣變化"，自己沒有組織好語言。

R："能夠"和"變化"是自己添加的？

S：對，其實裏面有這個意思，我會傾向於把意思說清楚一些。

R："必須能夠"？

S：是自己脫口而出的，沒有做過多的思考。

R："陰陽的平衡"是怎麼來的呢？

S：這個是我自己理解的，兩者不相互排斥，是一個自然的自然規律吧。

Now, in Asia, there's a problem about change. Most of the change comes from the top-down, outside-in. And because Asians give respect to seniority and position, they will be quiet when they resist the change. But they will still resist.

亞洲呢就存在很多在變革方面面臨的問題，<uh>比如說很多的變革 [B31] 實際上是自上而下的、由外到內的，那麼雖然進行變革的這些人可能他們的這個層次、<uh>地位也比較高，但實際上可能會有一些問題，如何能夠保證變革的成功。

S：後面那一句其實沒有聽清楚，只能加進去自己的話。

R：然後就自己去填補？

S：對，我會根據上文來推測的，不是憑空填補空白吧。實際上，會加一些保險的詞。

R：所以就是一方面是自己的語言習慣，另外呢，又為自己贏得時間。

S：對。

Leaders cannot make the change happened alone. In the school, the principal is the most important person to make change, but it's the teachers who have to actually change. And the principal cannot force the teachers to change. And you cannot force the principal to change. We simply don't have enough power. And people can always resist. We are not a king, so we cannot make people change with just an order.

那 [B31] 實際上<uh>光有高層的領導呢，或者說是個校長呢他是不可能<uh>單槍匹馬來能夠完成這個變革的。[C31] 比如<uh>在學校當中，可能校長<uh>是這個<uh>，推，這個進行變革的最重要的因素，但 [B34] 實際上真正來說是教師在 [B34] 真正地使變革發生，所以我們 [B34] 又不能夠強迫校長或者老師來進行變革。我們沒有足夠的權力，而且我們 [C33] 也不是 [A13] 擁有很多權力的這樣一個國王能夠使我們的變革成功。

S：最後一句沒有完全聽下來。

R："比如說"。

S：其實我自己也經常會有這個口頭禪吧。

I think also very important is to be a model. Be the change you want to see. Supporting teachers and principals. Remember the change process starts with feeling. Getting people to be interested. They resisted because they didn't know why. They were not bad people. They have good reason to resist. Their bosses

created the resistance because they did not take time to explain the purpose, the benefit, explain what they will need to do.

那麼 B31 實際上<p>我覺得還有一個很重要的 C21 一點<p>就是我們要有一個 <uh>model 或者一個模式，那麼就是說我們希望看到的一個變革是一個什麼樣子的，C23 我們也 B34 必須要，C31 比如說<uh>必須支持和推動這個 A42 變革，因為 C13 很多員工他會阻礙這個 A43 變革是因為他可能並不理解為什麼 A43 我們要進行變革，那麼 A23 他們可能就沒有興趣 A23 來參與這個變革。其實他們都並不是<uh>壞人，或者是不好的 A43 員工，而是呢，A13 我們的這個領導並沒有花 A13 足夠的時間來 A43 向他們解釋 A13 我們 A13 進行變革的目的，以及 A13 變革 A43 給我們帶來的收益。

S：後面是 not bad people 我說成了"不好的員工"，因為大家都不是"壞人"。

R：在說壞人的時候，自己想到了嗎？

S：想到了，後面的是自己進行補充的，就是既有直譯的成分，又有補充的部分。

R：they resisted，你換成了"員工"。

S：對因為這個 they 如果直接說成是他們，這樣會讓觀眾迷惑，所以就換成了具體的表達了。

R：好的，總體來說呢？

S：我舉得自己的譯文還是不夠簡練，因為這篇自己覺得難度不大，意思很容易抓住，覺得語氣也很重要，所以會有口頭禪，我自己感覺是自己在講，所以就自己變得輕松。

The Chinese Speech Addressed by Former Minister of Education Zhou Ji

Warm-up: 周部長您好，我有兩個問題想問一下您。第一個就是~近年來我國教師隊伍建設取得了很大的成就，但是據我們所知，在農村地區教師整體素質偏低一直困擾著我們<uh>農村教育的發展<uh>不知道教育部在這方面做了哪些工作，加強農村教師隊伍建設？現在的成效如何？//(End of the warm-up section.)

第一個問題，我想談一談教師隊伍建設的問題。昨天是我們的教師節，前天呢上午胡錦濤、溫家寶、李長春、習近平等黨和國家領導人親切地接見了全國的優秀教師代表。他們吶，這個向全國的教師表示節日的祝賀，向60年來為中國的教育事業作出貢獻的全體人民教師和教育工作者表示節日的問候和誠摯的~慰問。

溫家寶總理專門到北京35中聽了5節課，這個，召開了教師座談會，發表了重要講話，他說他用這種方式來表達對教師的，教師節的慰問。

劉延東同志在表彰大會上發表了一篇重要講話，它的題目，就是"國家發展，希望在教育；辦好教育，希望在教師"。所以，為什麼我覺得你問的這個問題，第一個問題特別重要呢？為什麼黨中央、國務院和人民群眾對教師隊伍建設這麼重視呢？因為歷史上中國人就有尊師重教的傳統，而現在我們教育發展到一個最關鍵的時刻，發展到了一個新的歷史時期。

在這個歷史時期，我剛才說到了，是一個全面提高教育質量的新階段。因為我們經過60年的奮鬥，我們已經基本解決了讓孩子們有學上的問題，下一個階段我們就是要想辦法讓孩子們能夠上好學。我們已經從一個人口大國建設成為一個人力資源大國，但我們現在要向人力資源強國進軍。

從有學上到上好學，從大到強，最關鍵的問題是什麼？是質量。而提高教育質量的最核心的問題是什麼？最關鍵的問題是什麼？是教師，是教師隊伍建設。所以大家都知道，百年大計，教育為本；教育大計，教師為本。

經過60年的努力，我們已經建立起一支有1600萬人的一支教師隊伍，這是一支很好的隊伍，是一支能戰鬥、能奉獻的隊伍。但是面對著新的形勢，其實對我們的教師隊伍建設提出了很高的要求，新的要求，同時我們能夠看到在教師隊伍建設這個方面，我們要擺在更加突出的戰略地位。

所以我們教師隊伍建設還存在著很嚴峻的挑戰，一個最突出的就是我們農村教師隊伍的建設，剛才你提的這個問題確實是一個非常重要的問題。

如果說現在城鄉之間教育還存在著比較大的差距的話，硬件差距還有，但是不是最重要的，最重要的差距就是教師隊伍，教師的質量。

所以這幾年來，黨和政府特別重視農村教師隊伍建設，但是還存在著很多問題。我們正在繼續努力，一個最重要的措施呢，就是提高農村教師隊伍的經濟地位、政治地位、社會地位、職業地位。

在很多措施當中，最根本的一條，是今年1月1日開始實施的義務教育教師績效工資制度。在這個要求呢，第一，是要求我們的義務教育的老師，特別是農村的義務教育的老師的工資收入要不低於當地公務員的。

當然，績效工資制度不僅僅是收入的提高，同時也是一次人事分配制度的改革。我們進行績效考核，進一步地調動廣大教師的積極性。

這項措施是根本性的，當然還有一系列的措施。我們的一個基本思想就是要吸引社會上優秀的人才來當老師，要吸引優秀人才到農村，到基層，去長期從教，終身從教。

我們采取了一系列措施，使得我們有更多的優秀的人才到農村去從教，比如我們這幾年來推廣了一個"農村義務教育階段特設崗位計劃"，這個計劃是非常成功的。我們第一批"特崗計劃"的這個老師們啊，三年一個周期，今年已經完成了他們的這個工作期，已經畢業了。現在這批老師能夠有60%到90%都能夠留在當地的農村，繼續地當老師。

今年我們大概，今年啊~我們有20萬大學畢業生到農村去擔任教師，同時我們還動員了大批的城鎮教師去到農村支援，還有師範生到農村實習支教，這樣我們就組織了大批優秀的師資到農村去從事教學工作。

下一步要把這個制度啊，要把它制度化，我們要讓我們的老師都能夠到農村去接受，這個鍛煉，同時要為農村輸送更多的高質量的老師。

第三件事呢，是大力加強農村教師的培訓。我們在農村現在有幾百萬老師，我們要大力提高他們的學習和培訓力度，使他們不斷地提高自己。

我們經過多年的努力，我們希望能夠大大改進農村教師的質量，能夠為我們農村的孩子們，能夠提供更加優質的教育資源，使得他們接受良好的教育。

The English Speech Addressed by Prof. Hallinger – Leading Change in Asia

Warm-up: 25 years ago, I was an assistant, superintendent of a school district in California in the United States. And during that period of time, I also wrote, did research and wrote articles about effective superintendence. // (End of the warm-up section.)

The focus today of my presentation is leading changes in Asia. I am not expert on leading change in China, but I have been doing research on managing change in

Asian countries for twenty years. And I also have the experience of being the dean of a business school in Thailand where I manage change for eight years. So I will share from my research and my personal experience of managing change in Asia. But the two important points are: one, not China. But also I am not talking about managing change in America. So the focus is about Asia and the lessons, I think, will be quite relevant to you. But that's for you to decide yourself.

To begin with, I would like to split the room into two groups. This side, think of the best leaders with whom you have worked. He could have been your principal when you were a teacher, could be your big boss now, could be your little boss, your sup-, the person who you report to. Up to you! You don't need to tell me who you are thinking about. But I want you to have one person in your mind. And write down three characteristics that make that person a good leader. For example, could solve problem. This side, think of the worst leader that you have worked with in your career. Three characteristics about that person that make them bad leader. Begin.

Ok! So. Don't worry if you haven't finished. No problem! Stop where you are. Good leaders, what do you think? One word. Not three. Just pick one! Gentle, mild, wisdom, tolerant, humorous, influential, a very good communicator, innovative.

Bad leader. Without aim, aimless, no vision, no direction, unfair, not willing to learn and not willing to change, too subjective, hesitate to make decision, without professional knowledge, unable to solve problem, without innovation spirit.

Ok, so all of you have opinion about good leadership and bad leadership. And now in your own career, you move up to higher level. When you were younger, we look at the leader above us. If he was bad leader, make our job very difficult. But sometimes when we move up in our own career, we forget. And it's easy to become the leader that your staff don't like. So today, I'd also want to have you looked into the mirror. Are you this kind of leader? If I ask your staff, are they going to say you are like this person? Are your staff going to say, "you are like this person"? I don't know, but today I want you to look into the mirror and think about your own leadership.

The focus of my session today is on leading change. Schools all over the world have to deal with so much change today. Nowhere in the world is there more change than in China. So I think, a very important part of your job is managing the change in your school and being able to work with the leaders at the school level to make change happen successfully.

I think we all know that whenever there is change, people will resist. So it's very important to understand why people resist. Or else, we cannot solve the problem of change.

Many changes are happening at the same time, we will tend to have more resistance. And if there's too much resistance, the school becomes the dinosaur. The dinosaur could not adapt to the change in the weather, and died. So even though change is difficult, we must adapt. And this is the yin-yang. There is change and there is resistance. And you, all of you, your job is to find the right speed.

Now, in Asia, there's a problem about change. Most of the change comes from the top-down, outside-in. And because Asians give respect to seniority and position, they will be quiet when they resist the change. But they will still resist.

Leaders cannot make the change happened alone. In the school, the principal is the most important person to make change, but it's the teachers who have to actually change. And the principal cannot force the teachers to change. And you cannot force the principal to change. We simply don't have enough power. And people can always resist. We are not a king, so we cannot make people change with just an order.

I think also very important is to be a model. Be the change you want to see. Supporting teachers and principals. Remember the change process starts with feeling. Getting people to be interested. They resisted because they didn't know why. They were not bad people. They have good reason to resist. Their bosses created the resistance because they did not take time to explain the purpose, the benefit, explain what they will need to do.

APPENDIX C. Information about Participants

	Ag	Profession	Training Time	Working Experience
N1	22	MA student	one semester	0
N2	23	MA student	one semester	0
N3	22	MA student	one semester	0
N4	24	MA student	one semester	0
N5	23	MA student	one semester	0
N6	23	MA student	one semester	0
N7	25	MA student	one semester	0
N8	25	MA student	one semester	0
N9	22	MA student	one semester	0
N10	24	MA student	one semester	0
N11	25	MA student	one semester	0
N12	23	MA student	one semester	0
P1	28	Interpreter trainer	two years	5 years (30-60 days per year)
P2	28	Freelance interpreter	four years	6 years (over 90 days per year)
P3	29	Interpreter trainer	two years	4 years (60-90 days per year)
P4	32	Interpreter trainer	two years	10 years (30-60 days per year)
P5	31	Interpreter trainer	five years	8 years (30-60 days per year)
P6	28	In-house interpreter	two years	3 years (60-90 days per year)
P7	27	In-house interpreter	two years	2 years (over 90 days per year)
P8	27	In-house interpreter	two years	1 year (over 90 days per year)
P9	25	In-house interpreter	two years	1 year (over 90 days per year)
P10	25	In-house interpreter	three years	1 year (over 90 days per year)
P11	27	In-house interpreter	two years	2 years (60-90 days per year)
P12	27	Interpreter trainer	two years	5 years (30-60 days per year)

APPENDIX D. Briefing Handout

C-E: 周濟發言概述
主題：中國的教育改革
講者：時任教育部長周濟
聽眾：中外記者 (100 人左右)
日期：2009 年 8 月 27 日
時長：6 分 50 秒
此篇演講為教育部長周濟在國新辦新聞發布會上接受媒體采訪時，針對新中國成立 60 年來教育改革發展問題作出的闡述。他總結了教育改革所取得的成就及政府實施的各項措施。

Glossary:
教師隊伍建設
百年大計
績效工資制度
農村義務教育階段特設崗位計劃

E-C: Summary of Professor Philip's Speech
Topic: Leading Change in Asia – Challenges for School Leaders
Speaker: Prof. Philip Hallinger
Audience：School District Superintend and Elementary School Principals (28)
Date: June 20, 2010
Time of Delivery: 7m01s

In this speech, Prof. Philip Hallinger addresses to a group of Chinese teachers in an education training program. He talks about the characteristics of both good and bad leaders and resistance caused by changes. He also emphasizes the role faculty should play during changes.

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