Syntactic Linearity as a Strategy in Simultaneous Interpreting: A Case Study on English-Chinese Interpretation

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This study has assessed whether syntactic linearity can be used as one of SI strategies from a linguistic perspective. Using Systemic Functional Linguistics (SFL) as the linguistic framework, the study analyses the thematic choices of Obama’s speech made in his visit to China and its simultaneous interpretation by three interpreters and focuses on the analytic unit of clause being grammatically correlated to the “unit of meaning” in the TL. The findings show that most of the Themes in English text are preserved in Chinese. Furthermore, the textual and topical elements of Theme in English are more influential than the interpersonal Theme for the interpreters to decide whether a Theme should be retained or changed in facilitating syntactic linearity in SI. The assessment result seems to support that syntactic linearity could be used as a strategy for SI training together with other coping strategies.

Keywords: Syntactic Linearity, Simultaneous Interpreting, Systemic Functional Linguistics (SFL), THEME
1. Introduction

Simultaneous interpreting (SI) is “a complex type of bilingual meaning-oriented communicative verbal activity, performed under time constraints and with a strictly limited amount of information processed at an externally controlled pace” (Chernov 1994: 140). Apart from overcoming the unnatural acoustic challenge of listening and speaking simultaneously (Moser 1978; Gumul and Lyda 2007), interpreters often resort to coping strategies to alleviate the impact of memory overload and avoid failure sequences (Gile 1997, 2009).

Given differences between any two working languages in SI, words in the source language (SL) cannot be produced in exactly the same order in the target language (TL). Yet, despite the differences, SI is found to proceed generally in a linear sequence and pause only when input items must be retained in the memory system while subsequent ones are being processed (Shlesinger 2003: 37). The observation thus implies that source text (ST) comprehension is inevitably interlocked with target text (TT) reproduction in SI due to limited time and cognitive resources, and further that syntactic linearity is a natural way of processing information in SI, where incoming sentences are processed linearly till some units of information must be restored in the memory system. As such, it is often found in use, together with other tactics, as a SI strategy (Li 2009; Yang 2002; Wan and Yang 2005; Zhang 1999).

To understand syntactic linearity in use, our study is intended to assess the strategy from a linguistic perspective, namely the linguistic choices in the monologic discourse of SI.

Using Systemic Functional Linguistics (SFL) as the linguistic framework, the study uses the clause as the analytic unit as it is, a grammatical structure where different kinds of meanings are integrated as a complete whole (Halliday and Matthiessen 2014). Various studies in SI (e.g. Davidson 1992; Goldman-Eisler 1972) also show that interpreters tend to process clause by clause rather than sentence by sentence.

In SFL, the Theme is the first functional element in a clause which “serves as the point of departure of the message” (Halliday 2000: 37). The thematic organization of the clause is significant to the development of a text (Berry 1995; Ghaessy 1995; Halliday 2000; Whittaker 1995). Thus, an assessment of the thematic selection of clauses in SI practice, or a comparison of thematic progression between the source speech and its interpretation, could mirror how the themes syntactically progress in SI.

In this belief, with its comparative analysis into the thematic progression of source text (ST) and target text (TT) in relation to the strategic application of syntactic linearity in English-Chinese SI, the study aims to answer the following questions:

1. Is syntactic linearity generally applied as a strategy in English-Chinese SI? If it is, how effective is the strategy? In other words, how the Themes in English are preserved in Chinese interpretation?
2. What types of Themes are more likely to be preserved or changed in SI? Why are they preserved or changed? In other words, what could be the determinants in the strategy's application? How influential are these factors in the strategy's application? And why?

2. Syntactic Linearity & Simultaneous Interpreting (SI)

As a unique human activity, SI occurs on-line in limited time with limited cognitive resources (MacWhinney 1997). In terms of Gile’s Effort Model for SI (1995), SI is undertaken with four concurrent operations competing for limited processing capacity resources: the listening and analysis effort (L), the production effort (P), the short memory effort (M) and the coordination effort that manages the L, P and M efforts. In the process, as explained by Liu et al (2004: 19-20), its multiple operations involve “expressing in TL the meaning of segment A, just heard from the SL speech; attending to and analyzing the incoming segment B in SL and temporarily holding it and/or its meaning in memory while continuing to translate segment A; and at the same time monitoring the TL output for accuracy and smoothness of delivery”. Due to extreme processing conditions and constraints on limited short-term memory capacity, SI interlocks ST comprehension with TT reproduction. In other words, “TL reproduction begins before SL perception has been completed” (Wilss 1978: 345).

To avoid failure sequences triggered by various conditions including information density or high input rate, various coping methods are recommended such as delay, reconstruction, regulation of the Ear-Voice Span, reformulation and anticipation. With all these tactics suggested, the shared aim is that SI be performed by the rule of maximizing TL reproduction with least time and processing capacity required (Gile 1995).

For the immediacy and simultaneity of delivery in SI, the decisive factor is the
moment when the interpreter actually sets his reproduction process going (Wilss 1978: 346), particularly for languages with huge structural asymmetries like German-English SI. To this end, Wilss (1978: 351) proposes syntactic anticipation to allow optimal synchronization, believing that the objective factors in SI, either inter- or intra-lingual, can be systematized to a certain extent. To further Wilss’ study, Wan and Yang (2005) recommend using of syntactic linearity as a strategy for English-Chinese SI. According to them, it is the most effective time and effort saver, capable of timely storing up information from SL and of appropriately adjusting the TL word order.

As its name suggests, the strategy is defined as the way of translating SL sentences as linearly as possible till the word order disallows its progress. Once syntactically it becomes impassable or impossible, the SL sentence will be segmented to reproduce a new TL sentence (Yang 2002: 31). By this definition, this strategy in fact combines two approaches at a tactic level: tailing and segmentation or ‘salami technique’ (Jones 2002). Tailing means processing SL sentences as closely and as long as the reproduction allows, while segmentation is carried out largely when tailing is unable to work. It chops up complicated sentences into shorter ones and reproduces them based on their causal relations when the interpreter is “faced with potential overload of memory, as with a SL and a TL that are syntactically very different, with embedded structures in the source language, or with unclear sentence structures” (Gile 1995: 195-196).

Previous SI studies show both tailing and segmentation have been used as strategy in SI both by novice and professional interpreters, but they are often discussed as separate and opposing strategies. Some research has found that, unlike professional interpreters, student interpreters prefer tailing to segmentation as the coping strategy in SI (Liu et al 2004: 37-38), implying that tailing is something that should be avoided. In seeking evidence both for and against deverbalization by Seleskovitch, Isham (1994) did an experiment and discovered that both meaning-based and form-based methods were used to process the incoming SL in English-French interpretation. Interestingly, the so-called form-based method is defined as a way that “involves attempting to interpret word-for-word as much as the similarities between the source and target languages allow” (Isham 1994: 206). The experiment finds that, though different in strategies, the performances of two groups of professional interpreters are equally good and acceptable.

To further study how simultaneous interpreters use these two strategies, Meuleman and Besien (2009) used two passages with syntactically complex sentences and had them delivered at high input rate in their experiment. Fifteen professional interpreters were asked to deliver the passages from French into Dutch. The results show that both strategies were applied and most of interpreters managed to produce an acceptable translation. One of their findings is:

In the case of the complex passage, most interpreters opted for a segmentation strategy, while a few applied a tailing strategy. In the case of the high delivery speed, most opted for a tailing strategy, but a few applied segmentation (Meuleman and Besien 2009: 20).

In other words, both tactics are aimed to unload information from memory faster by reducing the time-lag between ST decoding and TT encoding so as to guarantee a time continuum (Wilss 1978). In so doing, the interpreter not only has to focus on meaning-based “vertical” interpretation, but takes advantage of all availability of direct or “horizontal” correspondences between languages (MacWhinney 1997).

Although the practice of the syntactic linearity is observed and encouraged in English-Chinese SI (Zhang 1999), it is claimed that certain languages simply cannot work systematically with linear succession based on units of meaning due to the absence of Russian-doll structure in their grammatical and syntactical formation (Jones 2002: 73-96). That being said, the size of these self-contained and manageable information units is debatable and individual. The length of a unit can extend from “the shortest passage that may engender a clear cognitive representation” to any “oral passage that can remain present” (Jones 2002: 74), depending on the interpreter’s linguistic ability or competence and consideration and cognitive capacity on information processing. Thus, a unit of meaning varies from a single word to a combination of several words in terms of lexical limits, but hardly exceeds the length of a sentence in grammatical form. In other words, it can be argued that this strategy is driven, to a no insignificant extent, by choices of “units of meaning” from SL and the syntactic positioning in TL. In order to systematically and empirically support the validity and efficiency of the strategy, it is necessary to apply a solid linguistic discourse analysis theory by focusing on analyzing units of information and the related linguistic choices in a SI discourse.
3. Theme in Systematic Functional Linguistics (SFL)

In SFL, language is viewed as resources for making different kinds of meanings in context, and the clause as the fundamental unit of analysis in grammar by which meaning is realized.

The clause has the character of a message and contributes to the flow of discourse. Grammatically, the Theme in a clause “serves as the point of departure of the message” and “orient the clause within its context” (Halliday 2014: 89). It is chosen by a speaker “to guide the addressee in developing an interpretation of the message” (Halliday 2014: 89). The remainder of the clause is termed as Rheme which has no thematic prominence of message but is what the Theme orients for. In other words, the concept of clause in SFL can be perceived as a unit of information in its grammatical perspective. In this regard, the Theme always highlights the prominence of the message in such an information unit.

The Theme extends from the beginning of the clause up to the first single experiential element, a topical Theme, with every other thematic element, namely textual and interpersonal Themes before it. In other words, the sequence of thematic composition may vary, but the topical element is always fixed to end the Theme.

In English, the topical, also known as experiential Theme, is the first referential unit of Theme in clause. It is the representation of experience or meaning, taking the role of “Participant” (who/what is involved), “Circumstance” (when, where, how, why, etc.) and occasionally “Process” (what is going on).

The interpersonal elements of Theme indicate a role of move in exchange. It often includes the Finite (normally an auxiliary verb signaling the request for a response), a Wh-element (indicating the expectation for an answer), a Vocative (addressing whom the information is intended to) and an Adjunct (mostly an adverb, signaling the assessment of what is being exchanged).

The textual Theme, often constructing the first stage of Theme, includes all the textual elements with a linking function as structural conjunctions (linking clauses in coordinative or dependent relation), relatives (introducing a dependent clause), conjunctives and continuatives (providing cohesive links to previous discourse) (Martin et al. 2010).

As for Chinese, it is broadly agreed that the Chinese clause contains the element of Theme (Halliday and McDonald 2004: 311-325), and that the ordering of textual elements in Chinese is similar to that in English with the Theme preceding the Rheme at the beginning of a clause (Halliday and McDonald 2004: 313).

In short, the thematic composition may vary with different functional elements, but the topical element is obligatory. In the simplest case, the typical sequence of Theme as it proceeds is Textual ^ Interpersonal ^ Topical or Ideational (Halliday 2000: 53; Halliday and McDonald 2004: 319; Martin et al. 2010: 23). Thus, the configuration in the linear arrangement of Theme of a clause in English/Chinese can be jointly presented in the following diagram, which makes it possible to conduct a comparative analysis of the thematic progression between the English source speech and its Chinese interpretation.

<table>
<thead>
<tr>
<th>Clause</th>
<th>Theme</th>
<th>Rheme</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Textual</td>
<td>Interpersonal</td>
</tr>
</tbody>
</table>

4. The Research Design

The notion of Theme is a great source of inspiration for us to examine the practice of syntactic linearity in SI from a linguistic perspective. It not only provides a general framework for the processing of information in language, but also sheds light on the various syntactic choices that an interpreter may face in organizing the information structure of interpretation.

This research aims to investigate the validity of using syntactic linearity as a strategy in real SI events by comparing the thematic progression of English ST and Chinese TT. The data used for this purpose is the English-Chinese interpretation of the Q&A session from US President Barack Obama's Town-hall-style meeting with Chinese students during his official visit to China in 2009. The recording of the meeting is retrievable at http://www.youtube.com/watch?v=YIBB4Dp0P8o. For such a diplomatically important occasion, it is the Chinese government protocol to use highly competent official interpreters, who are well trained and have many years of experience in interpreting practice (International Herald Leader 2014). At this meeting, three veteran interpreters were assigned for the SI service: one female (F1) and two male (M1 & M2).

The data is transcribed and divided into eight parallel texts (T) with
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SI is generally high among all interpreters, suggesting a preference of Theme preservation in SI process. In other words, keeping the initially-positioned element of an English clause in Chinese interpretation seems to be a general approach in SI. However, despite the high thematic preservation in interpretation, 13% of the difference between F1 and M1 in Theme preservation may also indicate that the thematic preservation in SI could correlate to the change of content, or even the context of the text, since two interpreters (F1 & M1) worked on different Q&A topics. In light of this, detailed analyses of thematic preservation are conducted to investigate how and why selection of Themes varies in relation to different textual or event contextual constraints.

Figure 1 presents the preservation of Themes in English ST (both in number and in percentage) in SI. The line above the histogram in Figure 1 indicates the change of the preserved rate of Theme in different texts.

As is presented, approximately 70% of Themes in ST are preserved, ranging

5. Results & Discussion

5.1. The Thematic Preservation & the Syntactic Linearity Strategy

There are a total of 676 clauses in the data, of which 473 clauses are found with preserved Themes, accounting for approximately 70%.

As is shown in Table 2, although three interpreters’ workload varies greatly in terms of the number of interpreted clauses, the retaining of Themes of ST in

<table>
<thead>
<tr>
<th>Interpreters</th>
<th>Clause No.</th>
<th>Preserve (No./%)</th>
<th>Change (No./%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1 (T1&amp;3; A5&amp;7)</td>
<td>300</td>
<td>190 / 63%</td>
<td>110 / 37%</td>
</tr>
<tr>
<td>M2 (T2&amp;6; A4&amp;8)</td>
<td>313</td>
<td>235 / 75%</td>
<td>78 / 25%</td>
</tr>
<tr>
<td>F1 (Q4, 5, 7, 8)</td>
<td>63</td>
<td>48 / 76%</td>
<td>15 / 24%</td>
</tr>
</tbody>
</table>

Figure 1. Theme Preservation

Table 1. Specification on Theme Preservation Coding

<table>
<thead>
<tr>
<th>Level of Preservation</th>
<th>Code</th>
<th>Identification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Preservation: all thematic elements preserved</td>
<td>≡</td>
<td>Preserved (P)</td>
</tr>
<tr>
<td>Contextual Preservation: Semantic equivalence in translation</td>
<td>=</td>
<td>Preserved (P)</td>
</tr>
<tr>
<td>Topical Preservation: semantic equivalence of the topical Theme</td>
<td>≈</td>
<td>Preserved (P)</td>
</tr>
<tr>
<td>Topical Alternation: changed semantic meaning in topical Theme</td>
<td>~</td>
<td>Changed (C)</td>
</tr>
<tr>
<td>Full Alternation: changed thematic elements</td>
<td>≠</td>
<td>Changed (C)</td>
</tr>
</tbody>
</table>
from the lowest 62% in Text 7 to the highest 75% in Text 6. That is, Themes of English clauses generally tend to be preserved rather than changed in this English-Chinese SI event, regardless of the Q&A topic difference. In this regard, the rate of Theme preservation in eight STs indicates that the strategy of syntactic linearity is also a general practice in this English-Chinese SI on individual texts, despite foreseeable variation in text difficulty and interpreting skills.

According to Gile’s SI Effort Model (1995), the greatest challenge in SI is that the concurrent listening and speaking on different messages requires shared attention. Under the constant time pressure of an information flow, interpreter needs to ensure that an optimized output can be achieved with least effort. In this regard, proving the common practice of the thematic preservation in SI texts (see Figure 1) and by the three different interpreters (see Table 1) suggests that the syntactic linearity strategy is an economic and accessible approach applicable to English-Chinese SI.

5.2. The Non-Deterministic Factors of Theme Preservation

This section is organized according to the types of Theme, namely textual Themes, interpersonal Themes and topical Themes.

5.2.1. Textual Themes

Textual Themes are generally the first constituent of Theme, bearing text-reating meanings, and often constructed with continuatives, structural conjunctions and relatives (Martin et al. 2010: 26). Table 3 summarizes the distribution of textual Theme in ST.

As is displayed in Table 3, an average of 67% clauses in STs have textual Themes. The high distribution of Textual Theme in STs shows that the speaker is generally cautious in constructing the logic connection of messages in discourse.

Figure 2 demonstrates how the textual Themes in ST are reproduced in Chinese. As is illustrated in Figure 2, despite of the quantity difference of textual Themes in STs, the preservation rate remains at approximately 70% on average, ranging from 80% in Text 6 to 59% in Text 1. That is, textual elements of Theme are largely preserved in SI.

The textual Theme indicates the direction of the meaning development, as is demonstrated in the following clauses selected from Text 6, with all textual Themes underlined.

Well, first of all, let me say that I have never used Twitter. But I am a big believer in technology, and I’m a big believer in openness, when it comes to the flow of information. I think that the more freely information flows,
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The structure of discourse and are very likely to be preserved as a purposeful act in SI.

However, we also notice 21% of preservation difference in textual Themes between Text 6 (80%) and Text 1 (59%). Given that the two texts are interpreted by different interpreters (see Table 2), it is possible to assume that there is a personal preference in re-producing the original textual structure in interpretation among 3 interpreters despite of the common recognition on the importance of textual elements for a clear logical pathway of the SL speech.

5.2.2. Interpersonal Themes

The interpersonal Theme is the second thematic element and represents “the interaction between speakers or the positions speakers take” (Butt et al. 2000: 138). They can be the Finite in interrogative clauses, Vocatives, Adjuncts, and some interpersonal metaphors of modality which are often looked at as Adjuncts (Butt et al. 2001; Martin et al. 2010).

Table 4 shows that there are only 55 clauses in STs having interpersonal Themes, accounting for 8% of the total.

Focusing on these 55 interpersonal Themes in ST, the zigzag preservation line in Figure 3 indicates that there is little consistency in the rendering of

Table 4. Interpersonal Themes in ST

<table>
<thead>
<tr>
<th>Text</th>
<th>Clause (No.)</th>
<th>Interpersonal Theme (No./%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>62</td>
<td>5 / 8%</td>
</tr>
<tr>
<td>2</td>
<td>62</td>
<td>4 / 6%</td>
</tr>
<tr>
<td>3</td>
<td>86</td>
<td>6 / 7%</td>
</tr>
<tr>
<td>4</td>
<td>58</td>
<td>2 / 3%</td>
</tr>
<tr>
<td>5</td>
<td>90</td>
<td>7 / 8%</td>
</tr>
<tr>
<td>6</td>
<td>118</td>
<td>8 / 7%</td>
</tr>
<tr>
<td>7</td>
<td>94</td>
<td>14 / 15%</td>
</tr>
<tr>
<td>8</td>
<td>106</td>
<td>9 / 15%</td>
</tr>
<tr>
<td>Total</td>
<td>676</td>
<td>55 / 8%</td>
</tr>
</tbody>
</table>
interpersonal Themes of ST in SI. For example, the interpersonal Theme preservation rates drops from 100% in Text 2 to only 33% in Text 3. Such a drastic difference can only suggest that there is actually no common practice concerning the rendition of interpersonal Themes in English-Chinese SI.

A cross examination of preservation rates and SI workloads (in Table 2) shows that the high interpersonal Theme preservation rates (100% in Text 2 & 89% in Text 8) are largely contributed by the interpreter M2 whereas the low rates (33% in Text 1 & 50% in Text 7) are from interpreter M1. Such a difference seems to suggest that the choice of retaining interpersonal Themes in English-Chinese SI is mostly arbitrary and only responsive to individual preference. However, due to the limited number of interpersonal elements in this study, it is hard to make any assumption at this stage on the correlation between the interpersonal Theme and the application of syntactic linearity strategy in English-Chinese SI, and more extensive research is warranted in the future.

5.2.3. Topical Themes
The topical Theme, the obligatory element of Theme, expresses the representational meaning of a clause. Figure 4 shows how topical Themes in English ST are processed in E-C SI practice. As is presented, despite the quantity difference of topical Themes in STs, the preservation rates of topical Themes in texts are similar. That is, the general rate is approximately 68%, ranging from 61% in Text 7 to 77% in Text 6. These rates suggest that topical Themes in English ST are largely preserved in Chinese SI and thus might be highly applicable to implementing syntactic linearity strategy in SI.

5.2.4. Textual Themes VS Interpersonal Themes VS Topical Themes
To investigate the interrelations of all thematic elements in the SI decision-making of preservation or alternation, Figure 5 summarizes the preservation of three thematic elements in comparison to the Theme preservation as a whole.

In Figure 5, the preservation lines of the textual Theme (in red) follow closely to the line of Theme (in orange), particularly the line of the topical Theme (in blue). For example, the preservation percentages on Theme, the textual Theme, and the topical Theme are respectively 65:59:63 in Text 1 and 75:80:77 in Text 6. That is, two groups of data are very close in their own. Since both topical and textual Themes are the constituents of Themes, it is clear that the topical and textual elements of Theme are deterministic to the choice of thematic preservation or alternation. In other words, when the textual and/or topical elements of Theme in English clauses are given the similar thematic prominence in their Chinese rendition, the strategy of syntactic linearity is actually enforced.

Meanwhile, as is shown in Figure 5, the interpersonal Theme is very detached to the Theme development. For example, when the preservation rates of Theme, topical and textual Themes are all above 66% in Text 3, the preservation
rate of interpersonal Themes is only 33%. In Text 5, when they are fixed at 68%, the retention rate of the interpersonal Theme goes up to 86%. The inconsistency or irregularity in preservation of the interpersonal elements points to the fact that the interpersonal elements of a Theme seem irrelevant to the thematic preservation choice as a whole. In this regard, Figure 5 re-presents the interpersonal Theme as a non-deterministic factor in the Theme preservation and the application of the syntactic linearity strategy in the English-Chinese SI.

5.3. Topical Themes and Syntactic Linearity Strategy

A topical Theme can be constituted by the Participant, the Process and the Circumstance which are realized by the whole nominal group, verbal group, adverbial group and prepositional phrases (Butt et al. 2000: 136). Given to the thematic importance of topical elements, we make a further investigation on topical Themes.

5.3.1. The Topical Theme Composition

Figure 6 demonstrates the composition of topical Themes in English ST. As is presented, topical Themes in STs are dominantly constituted by the Participant with very few cases of the Process and the Circumstance. Particularly, neither Process nor Circumstance is found as the constituent for topical Theme in Text 3 and 7. Thus, it appears that the Process and the Circumstance are not with thematic prominence in English ST.

Table 5 summarizes the management of the Process and the Circumstance in Chinese SI. For the absence of Process or Circumstance in STs, the preservation rate is marked as "Nil".

As is shown, the preservation of Processes and Circumstances as topical Themes in SI appears inconsistent. Regarding the Process, its preservation rate varies from 100% in Text 2 to zero in Text 7. The rates of 50% in Text 4 to 6 give no meaningful indication on the overall management of the Process in the topical Theme in SI. Similarly, although the preservation of the Circumstance in Theme shows the conformity of 70% plus in Text 3, 4, 6 and 8, it is still difficult for us to make a strong claim on how the Circumstance in topical Themes is processed in SI with 0% and 50% of preservation rate in Text 1 and 2.

In summary, the data suggests that the Process and the Circumstance as constituents of topical Themes are not decisive to initiate the topical Theme.
preservation due to their small shares in English ST and the inconsistent management in Chinese SI. Thus, the preservation of the topical Theme in relation to the application of syntactic linearity strategy in E–C SI becomes dependent on the Participant.

5.3.2. Participants
According to Halliday (2000: 144), the Participant, referring to who and what is involved in the process, is typically realized by the nominal group and grammatically related to the verb in English.

Figure 7. The Participant Preservation

As is shown in Figure 7 on Participant preservation in SI, the rate is generally 60% or above. In reference to Figure 4 on the topical Theme preservation rate and Figure 6 on the topical Theme composition, it seems safe to claim that the Participant is an influential factor to initiate the topical Theme preservation. In other words, the acknowledgment of the Participant in ST appears to assist the deployment of the syntactic linearity strategy in this English-Chinese SI. Yet, the question on how and why the Participant is meaningful in the strategy’s operation is not explained here.

5.3.3. Participants and Syntactic Linearity Strategy in English-Chinese SI
Thematic studies (Berry 1995; Ghaessy 1995; Whittaker 1995) suggest that different thematic elements are placed according to different varieties of the text type. In an interactional conversational speech, for example, the items such as “I” and “You” are frequently placed as Themes to address the function and the meaning of communication (Brown and Yule 1983). The selection of Theme also depends on the choice of Mood. In a declarative clause, the Theme is generally conflated with the Subject.

As is shown in Table 6 on clause types, the ST contains 637 declarative clauses in English, taking up nearly 95% of the clause totality. Since most of the topical Theme elements are the Participant in nominal groups, the Subject and Theme are conflated most of the time in declarative clauses. Thus, by being conscious of the close bond between Subject and Finite, and Subject-Finite placement in English, a SI interpreter may easily anticipate that the Participant, as the topical Theme, is followed closely by a Finite in a verb group. In other words, the presence of Participants as topical Themes in English signals the instant presentation of the Finite in a verbal group, which orients the event with tense or modality (Halliday and Matthiessen 2008: 336).

Table 6. Clause Type Composition in ST

<table>
<thead>
<tr>
<th>Type</th>
<th>Clause</th>
<th>Imperative (%)</th>
<th>Interrogative (%)</th>
<th>Declarative (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No./%</td>
<td>676</td>
<td>16/2%</td>
<td>23/3%</td>
<td>637/95%</td>
</tr>
</tbody>
</table>

In SI, a verb or a verbal group is believed to have the greatest amount of information (Moser 1978). SI interpreters often commit to the interpretation of main verbs only after they hear the beginning of the verbal group (Seebet 2001). Such a SI process can actually be reconstructed in the recording of Clause 59 from Text 1.

Chicago has had two World Expos in its history. (Source Speech)

芝加哥已经举办过两次世博会。 (SI Transcript)

The Participant of Chicago is the first element of the clause. It orients the SI
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5.4. The Syntactic Linearity Strategy in Practice

Linguistically, syntactic linearity as a strategy applied in SI has, to a large extent, been verified by the thematic preservation in this study.

As is reviewed, the syntactic linearity strategy is based on two micro-strategies of segmentation and tailing. According to Gile's Effort Model of SI, the combination of these two micro-tactics can reduce the risk of memory overload in both comprehension and production phases. Firstly, segmenting one message into several self-contained information units can speed up the information processing (Gile 1995: 196). Secondly, while preserving the original information prominence the sequencing of the syntactic structure of source speech minimizes the cognitive capacity, which can be spared for message re-formulation in target language (Jones 2002: 93). However, it must be noticed that the syntactic linearity strategy can also be difficult and problematic in real practice.

First, the segmented message as one information unit or a set of information units is rather a notion of choice than a prescribed definition. The boundary of

1. We don’t want to change that policy and that approach.

   很明显，你们(Subject/Theme)不愿改变这个政策和这个态度。

   明显,你们

   Interpretation

   Pinyin

   Back Translation

2. My thumbs are too clumsy.

   我的手指(Subject/Theme)很笨拙。

   我的手指

   Interpretation

   Pinyin

   Back Translation

3. Clearly, you’ve been studying very hard.

   你们(Subject/Theme)很用功地在学习。

   很用功地在学习。

   Interpretation

   Pinyin

   Back Translation

To illustrate, three clauses are selected with their thematic elements underlined and the topical Themes highlighted in bold letters. As is seen, the topical Themes in English clauses are respectively “we”, “my thumbs” and “you”, which are Participants realized by nominal groups. Meanwhile, they are also Subjects, which are followed by the Finites of “don’t”, “are” and “have” in Mood blocks. In interpretation, we (we), 我的手指 (my thumbs) and 你们 (you) are Themes conflated with Subjects. Thus, the meaning of the nominal group functioning as Theme/Subject is perfectly actualized at the same position within the clause of two languages as the natural expression. In other words, the application of syntactic linearity strategy in English-Chinese SI is also grammatically supported by the thematic structure of Chinese clauses.

Accordingly, retaining Themes of English clauses realized by Participant in Chinese SI appears to be a plausible option for interpreters as it satisfies the grammatical structures and natural delivery of both languages.

interpreter M1 to the Subject-Finite pattern and signals the forthcoming of the verbal group of “has had”. With the appearance of “Chicago” in source speech, interpreter M1 is instantly informed for anticipation. After hearing the auxiliary of has, M1 starts interpreting “Chicago” as Theme conflated with Subject, which suggests, as Moser’s (1978) information processing model indicates, that the utterance is a Subject-Finite block.

In this declarative clause, the Participant, being conflated with the Subject, firstly prepares an interpreter with the foreknowledge of the upcoming syntactic structure. Meanwhile, the presence of Participant also gives the choice to the SI interpreter on preserving or changing the Subject/Theme in nominal groups. In other words, the topical Theme in a declarative clause invites an interpreter to make an instant decision as to whether the SI strategy of syntactic linearity shall be initiated. Obviously, when such a decision-making on the application of syntactic linearity strategy in English-Chinese SI concerns the Participant/Subject in declarative clauses, the choice is to preserve, because, as is suggested in the sample clause, the preservation accords with the Subject-Finite structure in English ST in the linguistic sense and avails anticipation.

Secondly, the operation of syntactic linearity strategy in English-Chinese SI also fits into the grammatical structure of Chinese for linguistic output. Like in English, the clause-initial position in Chinese is also believed with prominence in terms of speech function, and thus is named as Theme as well (Fang, McDonald and Cheng 1995). In Chinese, the unmarked indicative clauses (particularly declarative clauses) are generally the most frequent type (Li 2003: Chapter 4). In these clauses, the thematic prominence is usually assigned for the Participant, and then conflated with the Subject in the clause, which is demonstrated by a high probabilistic tracking record of the Subject in clause-initial position of Chinese declarative clauses (Li 2003: Chapter 4). That is, the Theme/Subject realized by nominal groups in Chinese is a form of natural expression.

For example, to illustrate the topical Theme of “has had”, “Chicago” in source speech, interpreter M1 to the Subject-Finite pattern and signals the forthcoming of the verbal group of “has had”. With the appearance of “Chicago” in source speech, interpreter M1 is instantly informed for anticipation. After hearing the auxiliary of has, M1 starts interpreting “Chicago” as Theme conflated with Subject, which suggests, as Moser’s (1978) information processing model indicates, that the utterance is a Subject-Finite block.

In this declarative clause, the Participant, being conflated with the Subject, firstly prepares an interpreter with the foreknowledge of the upcoming syntactic structure. Meanwhile, the presence of Participant also gives the choice to the SI interpreter on preserving or changing the Subject/Theme in nominal groups. In other words, the topical Theme in a declarative clause invites an interpreter to make an instant decision as to whether the SI strategy of syntactic linearity shall be initiated. Obviously, when such a decision-making on the application of syntactic linearity strategy in English-Chinese SI concerns the Participant/Subject in declarative clauses, the choice is to preserve, because, as is suggested in the sample clause, the preservation accords with the Subject-Finite structure in English ST in the linguistic sense and avails anticipation.

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1. We don’t want to change that policy and that approach.

   我们(Subject/Theme)不愿意改变这个政策和这个态度。

   女们

   Interpretation

   Pinyin

   Back Translation

2. My thumbs are too clumsy.

   我的手指(Subject/Theme)很笨拙。

   我的手指

   Interpretation

   Pinyin

   Back Translation

3. Clearly, you’ve been studying very hard.

   你们(Subject/Theme)很用功地在学习。

   你们

   Interpretation

   Pinyin

   Back Translation

To illustrate, three clauses are selected with their thematic elements underlined and the topical Themes highlighted in bold letters. As is seen, the topical Themes in English clauses are respectively “we”, “my thumbs” and “you”, which are Participants realized by nominal groups. Meanwhile, they are also Subjects, which are followed by the Finites of “don’t”, “are” and “have” in Mood blocks. In interpretation, we (we), 我的手指 (my thumbs) and 你们 (you) are Themes conflated with Subjects. Thus, the meaning of the nominal group functioning as Theme/Subject is perfectly actualized at the same position within the clause of two languages as the natural expression. In other words, the application of syntactic linearity strategy in English-Chinese SI is also grammatically supported by the thematic structure of Chinese clauses.

Accordingly, retaining Themes of English clauses realized by Participant in Chinese SI appears to be a plausible option for interpreters as it satisfies the grammatical structures and natural delivery of both languages.

First, the segmented message as one information unit or a set of information units is rather a notion of choice than a prescribed definition. The boundary of
such a segment is placed with both the linguistic consideration and the cognitive requirement for sufficient information input in the interpretation (Jones 2002). As messages proceed successively in linear sequence in SI, interpreters may never foresee the upcoming information without uncertainty. Thus, under the excessive time pressure, interpreters may segment some information units improperly. If so, the improper practice of segmentation may violate the linguistic rules of TL, or incur additional processing capacity for production which is probably critical because SI is largely semantic-based.

“They are trying hard to realize the objective of modernization /and democratization.”

(they are trying to realize the modernization objective) (Zhang 1999: 57)

In the example clause, an interpreter may choose to segment the speech right after the utterance of the word “modernization” with the running of information input. The choice is highly possible because an interpreter’s memory capacity may reach its limit before “and democratization”, and the previous input sounds sufficient for a rational whole. Thus, when following closely to the speaker or to interpret with short Ear-Voice Span (EVS), an English-Chinese SI interpreter may have already or nearly finished the rendition of “现代化的目标” before receiving one more modifying element for the “目标 (objective)”. Then, it becomes hard to tail the rendered information with a simple addition of “and democratization”. That being the case, two possible speculations are: 1) the syntactic linearity strategy can be disrupted when the micro-strategy of segmentation is improperly executed; and 2) the effective performance of segmentation strategy may require interpreters’ ability to predicate rhetorical-semantic information in line with a larger context, or in other words, it may call for the cooperation with other interpreting strategies such as anticipation, control of EVS and etc.

Second, for idiomatic expressions in TL, the linearly linked information units may require linguistic reformulation.

Figure 8 on types of thematic preservation shows that the full preservation of Themes is 43% while the contextual and topical preservation adds up to 57%, meaning that most of expressive forms of the preserved Themes are linguistically alternated in TL. In other words, as SI is basically a semantic-based practice, the lexical modification on Themes of ST clauses appears mostly necessary. Relevant examples can be found in Text 1.

Figure 8. Distribution of Thematic Preservation

<table>
<thead>
<tr>
<th>Preservation Share</th>
<th>Full Preserve</th>
<th>Contextual Preserve</th>
<th>Topical Preserve</th>
</tr>
</thead>
<tbody>
<tr>
<td>25%</td>
<td>32%</td>
<td>43%</td>
<td></td>
</tr>
</tbody>
</table>

1. My name is Chen Xi, (Contextual Preserve)  
我叫陈曦。
Wo jiào chénxī.
I call Chen Xi.

2. and I am a student from Fudan University, (Topical Preserve)  
我是复旦大学的学生。  
Wǒ shì fǔdàn dàxué de xuéshēng.  
I am Fudan University Student.

3. Shanghai and Chicago have been sister cities since 1985. (Full Preserve)  
上海和芝加哥呢, 这个从85年来讲, 就是姐妹城市。  
Shànghǎi tóng zhījiāng zhègè cóng 85 niánlái jiùshì jiěmèi chéngshì.  
Shanghai and Chicago, since 1985, have been sister cities.

In sample 1, the “my name” is alternated into “I” in interpretation for a more colloquial expression in Chinese with its meaning contextualized in Chinese “I call”. Thus, the Theme in sample 1 is marked as the contextual preservation. In sample 2, although the textual Theme “and” is omitted, the core message embedded in the topical Theme of “I” is preserved in interpretation and thus coded as the topical preservation. Thus, it seems that the syntactic linearity strategy in SI is also dependent on the implementation of other interpreting skills like compression, omission, addition and etc.
6. Conclusion

In this paper, we find that the high thematic preservation in this interpreting event as the linguistic evidence for a high applicability of the syntactic linearity strategy in English-Chinese SI, as suggested in the cognitive-oriented interpreting studies. In addition, since the textual and topical elements of Theme in ST are found to be more influential than the interpersonal Theme in deciding whether a Theme in general should be retained or changed in SI, these two thematic elements appear more essential to the operation of the syntactic linearity strategy. Meanwhile, the lexical modification in TT associated with the topical and contextual preservation also indicates that the SI practice requires multiple interpreting strategies for better communication. We believe these Findings are significant to SI training and practice. Firstly, as the strategy has demonstrated the high level of usability in English-Chinese SI, it enables SI to be undertaken with high efficiency. Secondly, SFL knowledge of Theme is helpful to interpreting practice. As the textual Theme orients the logical pathway of clause, the preservation of the source speech’s textual elements in interpretation appears to be a plausible and efficient solution to a cohesive output under excessive time pressure in SI. The Participant of the topical Theme in English declarative clauses can be used as a message orienteer or a verb indicator in SI to warn the interpreter to shorten his/her EVS and spare sufficient cognitive capacity for the upcoming verb group, which is often suggestive of high information density.

However, this study has its limitations, regarding the size and the representativeness of its data in SI practice. In addition, as a product-oriented observational project, the research does not involve any follow-up interviews on interpreters, which may, if possible, provide more significant support to testify the research findings. Finally, we admit that the syntactic linearity strategy in SI is a research topic more complicated than it is presented here. The application of thematic analysis as a linguistic tool in SI studies is still a novel approach and naturally cannot avoid limitations in terms of the research scope and effectiveness. Thus, further research is needed to reveal the nature and features of operating mechanism of the syntactic linearity strategy in the area.

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Corporation.
Appendix

<table>
<thead>
<tr>
<th>No.</th>
<th>English Text 1</th>
<th>SI Transcript</th>
<th>Back Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My name is Chen Xi</td>
<td>我叫陈曦。</td>
<td>I am Chen Xi.</td>
</tr>
<tr>
<td>2</td>
<td>and I am a student from Fudan University.</td>
<td>我是复旦大学的学生。</td>
<td>I am a student from Fudan University.</td>
</tr>
<tr>
<td>3</td>
<td>Shanghai and Chicago have been sister cities since 1985.</td>
<td>上海和芝加哥呢, 这个从85年来讲, 就是姐妹城市。</td>
<td>Shanghai and Chicago, since the year of 1985, have been sister cities.</td>
</tr>
<tr>
<td>4</td>
<td>and these two cities have conduct a wide range of economic, political, and cultural exchanges.</td>
<td>这两个城市呢, 经过各种经贸、 文化、 政治交流。</td>
<td>these two cities went through all kinds of economic, political, and cultural exchanges.</td>
</tr>
<tr>
<td>5</td>
<td>So what measures will you take</td>
<td>那么，你现在在采取什么样的措施</td>
<td>so, you now are taking what measures</td>
</tr>
<tr>
<td>6</td>
<td>to deepen this close relationship between cities of the United States and China?</td>
<td>来加深这个美国和中国城市之间的这种关系？</td>
<td>to deepen this US and China city ties?</td>
</tr>
<tr>
<td>7</td>
<td>And Shanghai will hold the World Exposition next year.</td>
<td>这个世博会明年将在上海举行。</td>
<td>this EXPO will next year in Shanghai be held</td>
</tr>
<tr>
<td>8</td>
<td>Will you bring your family</td>
<td>你是否准备(*)</td>
<td>You if are planning(*)</td>
</tr>
<tr>
<td>9</td>
<td>to visit the Expo?</td>
<td>参加世博会呢?</td>
<td>to participate the EXPO?</td>
</tr>
<tr>
<td>10</td>
<td>Thank you.</td>
<td>非常感谢你的问题。</td>
<td>very much thank your question</td>
</tr>
<tr>
<td>11</td>
<td>Well, thank you very much for the question.</td>
<td>非常感谢你的问题。</td>
<td>very much thank your question</td>
</tr>
<tr>
<td>12</td>
<td>I was just having lunch</td>
<td>刚才, 我 { 在来之前, 跟上海的市长在一起} 吃午饭,</td>
<td>Just now, {I came here before, with Shanghai mayor} I am having lunch.</td>
</tr>
<tr>
<td>13</td>
<td>before I came here with the Mayor of Shanghai.</td>
<td>我在来之前, 跟上海的市长在一起 {共进午餐,}</td>
<td>I came here before, with Shanghai mayor { I am having lunch.}</td>
</tr>
<tr>
<td>14</td>
<td>and he told me [that he has had an excellent relationship with the city of Chicago -- my home town --</td>
<td></td>
<td>that he's visited there twice.]</td>
</tr>
</tbody>
</table>
| 15  | [that he has had an excellent relationship with the city of Chicago -- < my home town > --] | 他跟芝加哥, 也就是我的家乡, 有着很好的关系。 | [He and Chicago, that is my hometown, have very good relationship.]

| 16  | [that he's visited there twice.] | 他两度访问过芝加哥。 | [He twice visited Chicago.]
| 17  | And I think it's wonderful to have these exchanges between cities. | 我认为城市之间的这种交流非常非常的好。 | I think the inter-city exchange is very good. |
| 18  | One of the things [that I discussed with the Mayor] is [how both cities can learn from each other on strategies around clean energy]. | 那 [ 我刚才跟韩市长讨论的] 问题之一就是, [我们这些城市如何可以彼此来进行交流, 比如就洁净能源的特点来进行交流。] | so, [ I just now with Mayor Han talked] question one is [we these cities how to conduct exchanges, like on clean energy exchanges]. |
| 19  | [that I discussed with the Mayor] | 我刚才跟韩市长讨论的 | [I just now with Mayor Han talked] |
| 20  | [how both cities can learn from each other on strategies around clean energy]. | [ 我们这些城市如何可以彼此来进行交流, 比如就洁净能源的特点来进行交流。] | [we these cities how to conduct exchanges, like on clean energy exchanges]. |
| 21  | because one of the issues [that ties China and America together] is [how, < with an expanding population and a concern for climate change, > that we're able to reduce our carbon footprint]. | 因为 [美中两国共同面对的] 一个问题, [就是我们如何<在人口增长的过程中, 又解决气候变化的问题, >同时减少我们的二氧化碳的排放。] | because [US and China two countries together] facese one problem [is we how < in the population growth process, and solve climate change problem, > and reduce our CO2 emission.]
| 22  | [that ties China and America together] | [美中两国共同面对的] | [US and China two countries together] |
| 23  | [how, with an expanding population and a concern for climate change, that were able to reduce our carbon footprint]. | [ 我们如何在人口增长的过程中, 又解决气候变化的问题, 同时减少我们的二氧化碳的排放。] | [we how in the population growth process, and solve climate change problem, and reduce our CO2 emission.]
<p>| 24  | And obviously in the United States and many developed countries, &lt; per capita, &gt; they are already using much more energy than each individual here in China. | 显然, 在美国, 以及在很多发达国家, &lt;人均的&gt; 能量消耗都比中国的人均能耗量大。 | Apparently, in the US, and lots of developed countries, &lt;per capita&gt; energy consumption comparing to China’s per capita energy consumption is larger. |
| 25  | But as China grows and expands, | 不过, 在中国成长的过程中, | however, with China's growth, |
| 26  | it’s going to be using more energy as well. | 能耗量会增加。 | energy consumption will rise. |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>So both countries have a great interest in finding new strategies.</td>
<td>因此，我们找到新的战略。</td>
<td>so, we find new strategies. This agrees with our two countries’ interest.</td>
</tr>
<tr>
<td>28</td>
<td>We talked about mass transit and the excellent rail lines [[that are being developed in Shanghai.]]</td>
<td>我们刚才谈了，这个大众捷运，[[我知道现在在各地上海和其他城市之间有这种铁路。]]</td>
<td>we just now talked, this mass transit, [[I know now in Shanghai and other cities have such cityrail connected.]]</td>
</tr>
<tr>
<td>29</td>
<td>[[that are being developed in Shanghai.]]</td>
<td>[[我知道现在在各地上海和其他城市之间有这种铁路。]]</td>
<td>[[I know now in Shanghai and other cities have such cityrail connected.]]</td>
</tr>
<tr>
<td>30</td>
<td>I think we can learn in Chicago and the United States some of the fine work [[that's being done on high-speed rail.]]</td>
<td>我相信美国以及芝加哥[[可以在铁路方面]]。向中国学习。</td>
<td>I believe the US and Chicago [[can in the CityRail aspect]] from China learn.</td>
</tr>
<tr>
<td>31</td>
<td>[[that's being done on high-speed rail.]]</td>
<td>可以在铁路方面</td>
<td>[[can in CityRail aspect]]</td>
</tr>
<tr>
<td>32</td>
<td>In the United States, I think [[we are learning how to develop buildings [[that use much less energy,</td>
<td></td>
<td>that are much more energy-efficient]]].</td>
</tr>
<tr>
<td>33</td>
<td>[[we are learning how to develop buildings [[that use much less energy,</td>
<td></td>
<td>that are much more energy-efficient]].]]</td>
</tr>
<tr>
<td>34</td>
<td>[[that use much less energy,</td>
<td></td>
<td>that are much more energy-efficient]].</td>
</tr>
<tr>
<td>35</td>
<td>that are much more energy-efficient.</td>
<td>[[这种绿色]]</td>
<td>[[such green]]</td>
</tr>
<tr>
<td>36</td>
<td>And I know that with Shanghai, &lt;&lt; as I traveled [[and I saw all the cranes and all the new buildings [[that are going up]].&gt;&gt; It's very important for us to start incorporating these new technologies,</td>
<td>(<em>) 当然在上海，&lt;&lt; (</em>) 我看到有很多的吊车，很多的建筑[[在盖起来]].&gt;&gt;。那么因此^，在这些新的技术上我们来进行合作，这是非常非常重要的。</td>
<td>Of course in Shanghai, &lt;&lt; (*) I saw lots of cranes, lots of buildings [[going up]].&gt;&gt;. ^Thus,^ in terms of these new technology, we conduct cooperation. This is very important.</td>
</tr>
<tr>
<td>37</td>
<td>&lt;&lt; as I traveled [[and I saw all the cranes and all the new buildings [[that are going up]].&gt;&gt;</td>
<td>我看到有很多的吊车，很多的建筑[[在盖起来]].。</td>
<td>&lt;&lt;I saw lots of cranes, lots of buildings [[going up]].&gt;&gt;</td>
</tr>
<tr>
<td>38</td>
<td>And so it's a terrific opportunity &lt;&lt;I think&gt;&gt; for us</td>
<td>^在这个方面^ (*) 我们两国</td>
<td>In terms of this, ^(*) We two countries</td>
</tr>
<tr>
<td>39</td>
<td>[[that are going up]]]</td>
<td>在盖起来。</td>
<td>[[going up]]</td>
</tr>
<tr>
<td>40</td>
<td>so that each building is energy-efficient</td>
<td>使得我们每一个建筑在采光，取暖等等方面都能减少他的能耗。</td>
<td>To make our each building, (in lighting, heating, etc. aspects) can reduce energy consumption.</td>
</tr>
<tr>
<td>41</td>
<td>when it comes to lighting.</td>
<td>在采光，</td>
<td>in lighting, (heating, etc. aspects can reduce energy consumption.)</td>
</tr>
<tr>
<td>42</td>
<td>when it comes to heating.</td>
<td>取暖等等方面都能减少他的能耗。</td>
<td>heating, etc. aspects can reduce energy consumption.)</td>
</tr>
<tr>
<td>43</td>
<td>And so it’s a terrific opportunity &lt;&lt;I think&gt;&gt; for us</td>
<td>^在这个方面^ (*) 我们两国</td>
<td>^In terms of this, ^(*) We two countries</td>
</tr>
<tr>
<td>44</td>
<td>&lt;&lt;I think&gt;&gt;</td>
<td>(*)</td>
<td>(*)</td>
</tr>
<tr>
<td>45</td>
<td>to learn from each other.</td>
<td>是可以相互学习的。</td>
<td>can from each other learn.</td>
</tr>
<tr>
<td>46</td>
<td>I know [[this is going to be a major focus of the Shanghai World Expo, [[(that) is the issue of clean energy]].]]</td>
<td>我知道</td>
<td>I know [[Shanghai EXPO, its focus one is how to improve energy-efficiency problem]].</td>
</tr>
<tr>
<td>47</td>
<td>[[this is going to be a major focus of the Shanghai World Expo.]]</td>
<td>[[上海世博会, 他的焦点之一]]</td>
<td>[[Shanghai EXPO, its focus one]]</td>
</tr>
<tr>
<td>48</td>
<td>[[that is the issue of clean energy]].</td>
<td>[[这是如何提高能效问题，]]</td>
<td>is how to improve energy-efficiency problem]]</td>
</tr>
<tr>
<td>49</td>
<td>at I learned from the Mayor.</td>
<td>我 (*) 刚才同韩市长市长也讲</td>
<td>I (*) just now with Mayor Han talked</td>
</tr>
<tr>
<td>50</td>
<td>And so I would love to attend.</td>
<td>我非常乐于参加^ ^上海世博会^ ^，</td>
<td>I will be very happy to attend ^Shanghai Expo^,</td>
</tr>
<tr>
<td>51</td>
<td>I'm not sure yet [[what my schedule is going to be]].</td>
<td>当然我清楚[[我的时间安排怎样。]]</td>
<td>of course, I don't know [[my schedule is how]].</td>
</tr>
<tr>
<td>52</td>
<td>[[what my schedule is going to be]].</td>
<td>[[我的时间安排怎样。]]</td>
<td>[[my schedule is how]]</td>
</tr>
<tr>
<td>53</td>
<td>but I'm very pleased [[that we're going to have an excellent US. pavilion at the Expo]].</td>
<td>我非常高兴[[上海世博会将有我们的美国馆，]]</td>
<td>I am very happy [[Shanghai EXPO will have our US pavilion]].</td>
</tr>
</tbody>
</table>
that we're going to have an excellent U.S. pavilion at the Expo.

上海世博会将有我们的美国馆。

to visit EXPO there will be 70 million people.

参观世博会的将有7千万人。

So it's going to be very crowded.

所以它将非常拥挤。

Chicago has had two world expos in its history, and both of those expos ended up being tremendous boosts for the city.

芝加哥已经举办过两次世博会，这两次世博会都给我们芝加哥带来了巨大好处。
And I have always been strong supporter of open internet. I've always been a strong supporter of open internet. I'm a big supporter of non-censorship. I'm a big supporter of non-censorship.

In America, I used to say, this is our one tradition.

I used to say, this is our one tradition. That's also should be encouraged.

But in America, I often have non restricted usage of internet opportunity. We have a lot of critics in the United States. Who can say all kinds of things about me.

You reason why they talk about me. You this way talking is very irresponsible. But the real case is this. Because in America, information is free. And in America, lot of people criticizing me.

Because this will have to hear people always criticizing me.

The information is very naturally. When people in position of power sometimes think, oh, how could this person say that about me. This way talking is very irresponsible.
<table>
<thead>
<tr>
<th>Line</th>
<th>English</th>
<th>Chinese</th>
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</thead>
<tbody>
<tr>
<td>64</td>
<td>I actually think [that that makes our democracy stronger ] and it makes me a better leader.</td>
<td>我实际上认为，这使得我们的民主制度变得更加强大，也使我成为更好的领导人。</td>
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<tr>
<td>65</td>
<td>But, I still think, [this will make our democracy become stronger.] also can make me become better leader.</td>
<td>但是，我还是认为，这将使我们的民主制度变得更加强大，也能使我变得更加优秀。</td>
</tr>
<tr>
<td>66</td>
<td>Because it forces me to bear opinions that I don't want to hear.</td>
<td>因为这迫使我忍受那些我不想听的意见。</td>
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<tr>
<td>67</td>
<td>It forces me also force me to examine what I'm doing on a day-to-day basis.</td>
<td>它还迫使我对自己的日常行为进行审查。</td>
</tr>
<tr>
<td>68</td>
<td>And I think the internet has become an even more powerful tool for that kind of citizen participation.</td>
<td>而我认为互联网已经成为公民参与的一种更加强大的工具。</td>
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<td>69</td>
<td>In fact, one of the reasons I won the presidency was because we were able to mobilize young people like yourself to get involved through the internet.</td>
<td>实际上，我胜选总统的原因之一就是我们能够动员像你这样的年轻人通过互联网参与进来。</td>
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<tr>
<td>70</td>
<td>And it really ended up creating the kind of bottom-up movement that allowed us to do very well.</td>
<td>这最终产生了这种自下而上的运动，使我们能够做得非常出色。</td>
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Syntactic Linearity as a Strategy in Simultaneous Interpreting: A Case Study on English-Chinese Interpretation

Yi Chen and Zhongwei Song and Canzhong Wu

Now, that's not just true in-for government and politics.

But, this is not only in government and politics,

It's also true for business.

And it also means that terrorists can through internet do some things that they might not be able to do otherwise.

So, if without very free openness,

then people won't be free either.

And thought, I want to learn the content.

And that helps <<I think>> promote the kind of understanding that we talked about.

And that allows us to do very well.

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<table>
<thead>
<tr>
<th>Page</th>
<th>English</th>
<th>Chinese</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>105</td>
<td>[[[that terrorists are able to organize on the internet in ways [[that they might not have been able to do before.]]]]</td>
<td>恐怖分子可以通过互联网做一些以前他们做不到的事情。</td>
<td>([<em>terrorists can through internet do some</em>][<em>before they can not do the thing:</em>][*])</td>
</tr>
<tr>
<td>106</td>
<td>[[[that they might not have been able to do before.]]]</td>
<td>以前他们做不到的事情。</td>
<td>([<em>before they can not do the thing:</em>][*])</td>
</tr>
<tr>
<td>107</td>
<td>Extremists can mobilize.</td>
<td>有一些极端分子也可以动员。</td>
<td>there are some extremists also can mobilize.</td>
</tr>
<tr>
<td>108</td>
<td>And so there is some price [[[you pay for openness.]]]</td>
<td>当然, 开放性肯定要付出某种代价。</td>
<td>surely openness definitely must pay some kind of price.</td>
</tr>
<tr>
<td>109</td>
<td>[[[you pay for openness.]]]</td>
<td>([[+ must pay])</td>
<td>([*+ must pay])</td>
</tr>
<tr>
<td>110</td>
<td>there’s no denying that.</td>
<td>这是不能否认的。</td>
<td>This is not to be denied.</td>
</tr>
<tr>
<td>111</td>
<td>But I think [[[that the good outweighs the bad so much [[that it’s better to maintain that openness.]]]]</td>
<td>可是, 我想好的远远多于坏的。</td>
<td>However, I think [[the good is far more than the bad.][*so, * still should remain open is good.]]</td>
</tr>
<tr>
<td>112</td>
<td>[[[that the good outweighs the bad so much [[that it’s better to maintain that openness.]]]]</td>
<td>[[the good is far more than the bad.][*so, * still should remain open is good.]]</td>
<td>([*so, * still should remain open is good.])</td>
</tr>
<tr>
<td>113</td>
<td>[[[that it’s better to maintain that openness.]]]</td>
<td>[[*so, * still should remain open is good.]]</td>
<td>([*so, * still should remain open is good.])</td>
</tr>
<tr>
<td>114</td>
<td>And that’s part of [[[why I am so glad [[that internet was part of this forum.]]]]]</td>
<td>所以, 这是 [[why I am very pleased [[internet as this forum’s one part.]]]]</td>
<td>So, this is [[why I am very pleased [[internet as this forum’s one part.]]]</td>
</tr>
<tr>
<td>115</td>
<td>[[[why I am so glad [[that internet was part of this forum.]]]]]</td>
<td>[[why I am very pleased [[internet as this forum’s one part.]]]]</td>
<td>([*why I am very pleased [[internet as this forum’s one part.]]])</td>
</tr>
<tr>
<td>116</td>
<td>[[[that internet was part of this forum.]]]</td>
<td>[[internet as this forum’s one part.]]</td>
<td>([*internet as this forum’s one part.])</td>
</tr>
<tr>
<td>117</td>
<td>Okay?</td>
<td>(*)</td>
<td>(*)</td>
</tr>
<tr>
<td>118</td>
<td>I’m going to take two more questions.</td>
<td>(+) 最后两个问题。</td>
<td>(+) Last two questions.</td>
</tr>
</tbody>
</table>

**Notes:**
- (*) the information is omitted in SI.
- ^...^: the information is added in SI.
- {...} : the information is relocated in SI.

The following symbols used in SI Transcript and Back Translation columns are for the ease of comparative reading and the message tracking only.

<...>: interrupted clause
||: clause
[...]: embedded clause
{...}: relocated clause

The symbols are NOT used in SI Transcript and Back Translation for marking grammatical ranks of the text.