

口譯訓練、演講難度與學生表現之相關性

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摘要

本文探討逐步口譯訓練之成效與接受不同訓練長度的學生在不同難度的演講中之表現狀況。筆者請來九位翻譯研究所學生並依其訓練年數分成三組。接著，學生針對三篇不同難度的演講進行逐步口譯，並接受訪談。結果顯示，訓練能改善準確度及譯出率，而接受第一年訓練的學生具有比接受一年以上訓練的學生更大幅度的進步。但訓練無法讓學生使用特定筆記策略，這表示，口譯者會依習慣與偏好來發展個人筆記風格。此外，結果也顯示，演講難度會影響學生表現。雖然所有學生的表現皆因演講難度增加而變差，但受過較久訓練的學生之退步幅度比受過較短訓練的學生來得小。另外，受過較久訓練的學生所做之口譯內容比受過較短訓練的學生更易懂。

關鍵詞：演講難度、準確度、譯出率、筆記策略

Interpretation Training: An Investigation into the Interrelationship between Training Duration, Difficulty Degree of Speeches and Students' Performance

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Abstract

This study aimed to investigate the efficacy of consecutive interpretation training on student interpreters and the interaction between duration of training and the difficulty degree of speeches. In the experiment conducted, nine subjects from two Graduate Institutes of Translation and Interpretation were invited, and they were divided into three groups, representing different training durations. Then, they were asked to consecutively interpret three speeches with three kinds of difficulty degree. Further, the subjects were interviewed after the experiment to access their perceptions about consecutive interpretation, note-taking and performance. Each subject's performance and interview records were reviewed. From the evaluation results, it was concluded that consecutive interpretation training would help enhance students' accuracy rate and Notes-Output Conversion Rate. The enhancement, however, is more remarkable during the first year of training. As training continues, the enhancement scale would become smaller. Consecutive interpretation training cannot make students use certain type of note-taking strategies more frequently. The results reveal that each subject had his / her own note-taking style, deriving from his / her own linguistic habit and preferences. In addition, the difficulty degree of speeches posed influences on all the subjects' performance. Despite the inevitable regression of performance, subjects receiving longer interpretation training would have smaller

performance decay than those receiving shorter interpretation training do. Finally, output by the former achieved higher level of comprehensibility than that of the latter.

Keywords: difficulty degree of speeches, accuracy rate, Notes-Output Conversion Rate, note-taking strategies