Error Analysis in Consecutive Interpreting of Students With Chinese and English Language Pairs

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Supported by the Youth Program of Beijing Social Science Fund “an Empirical Study of Interpreting Strategies of Beijing Cultural-History Texts” (15WYC078).

Received 20 July 2015; accepted 26 September 2015 Published online 26 November 2015

Abstract
Error analysis is a very important approach to understand problem triggers of the processing capacity of interpreting students. Problem triggers has been studied by scholars of Interpreting Studies, such as Daniel Gile, a representative of cognitive processing paradigm, and others. An error analysis focusing on students is meant to understand what problems the students meet with in the process of training, and is also meant to discuss on the possibility of avoiding the errors through adequate training.

A preliminary analysis has shown that though with good basic knowledge of English, students did make errors in the face of the problem triggers. Hypothesis can be formed based on literature review and a preliminary analysis. Hypothesis 1: Numbers can be problem triggers for students in consecutive interpreting. Hypothesis 2: Nouns (or names) can be problem triggers for students in consecutive interpreting. Hypothesis 3: Logical relationship can be a problem trigger for students in consecutive interpreting.

Key words: Error analysis; Consecutive interpreting; Problem triggers; Interpreting training.

INTRODUCTION
Error analysis, a branch of Applied Linguistics based on Contrastive Analysis, appeared in Language Studies for the understanding of the unsuccessful parts, which is particularly significant for second language acquisition.

In Interpreting Studies, error analysis can be a very important approach to understand the “problem triggers” or “recurrent problems” to explain interpreting difficulties (Gile, 2009, p.171). Problem triggers are challenging parts in the source text that may cause a sudden saturation of the processing capacity of the interpreter, thus, a loss or distortion of the message. The triggers have been studied by scholars of Interpreting Studies, such as Daniel Gile, a representative of the Cognitive Processing Paradigm, and others. However, the focus has mainly been on the mode of simultaneous interpreting and on professional interpreters, whose experience may have already freed them of some triggers. An error analysis focusing on students is meant to understand what problems the students meet with in the process of training, and is also meant to discuss on the possibility of avoiding the errors through adequate training.

1. LITERATURE REVIEW
1.1 Error Analysis
Error analysis has been an important way of understanding a definite system of language at every point in the development of the learner of a second language (Corder, 1967). It is the study of the occurrence, nature, reason and consequence of the unsuccessful parts of the language (James, 2001). Therefore, error analysis is a method to try to explore the implications of the errors that are able to inspire the learners. From this perspectives, errors are not just a phenomenon, or something students are told to try to avoid. They can be the key points for researchers to better understand language acquisition.
As one of the several scholars whose research was devoted to error analysis, James (2001) believed that error analysis is not subordinate to Second Language Acquisition but an independent approach to deal with language materials. Emphasizing on language use rather than grammar, he believed pragmatic errors should be more emphasized on. There is also theoretical basis for identification, diagnosis, description and correction for the errors (Yu, 2008).

And from the perspective of engineering, the study of error is directed towards finding the causes or explanations for something that has happened, i.e., it is a retrospective type of analysis (Hollnagel, 1998, p.17). And it is also believed that since all actions involve a medium of cognition, human errors are all considered cognitive ones (Hollnagel, 1998, p.17).

In the field of Interpreting Studies, only a few studies are devoted to the study of errors, while some studies on quality assessment touch upon this topic.

One prominent error in interpreting is the error of number, mostly studied in the simultaneous interpreting mode. For instance, Liu and Xiao (2010) conducted a study on number errors based on the corpus of a DAVOS conference, drawing the conclusion that interpreting on number is a challenge in English-Chinese simultaneous interpreting. And the main reasons for the errors are believed to be the speech made by the speaker being too fast, numbers coming together, and the contexts of the number being incomprehensible to the interpreter.

The study of Alessandrini (1990) indicated that the numbers could be a problem even for experienced interpreters and the influence of figures is not only on the quantity of errors, but also on the quality of consecutive interpretation. The experiment of Mazza (2000) suggested that the accuracy rate without numbers is 81.8% in interpretation whereas only 53.9% of numbers. Pellatt (2006) found out that both complicated and simple numbers are susceptible to mistakes. However, with the process of interpreting going on, the accuracy rate of interpretation of numbers increases.

The studies of errors in interpreting mostly focus on errors on the interpretation of numbers, and proposals for potential improvement on this point were given. Yet, errors of other types also require analysis as they are affecting the accuracy in interpreting.

### 1.2 Problem Triggers in Interpreting

Before Gile, a set of early models tried to account for errors and omissions observed in the performance of simultaneous and consecutive interpreting instead of describing the simultaneous or consecutive interpreting process (Gile, 1999, p.154). Based on cognitive concepts and designed at a holistic level, the Effort Models developed by Gile (2009, pp.167-179) represent the process and difficulty of simultaneous and consecutive interpreting.

Problem triggers, under the conceptual framework of the Effort Models, are considered to be “associated with increased processing capacity requirements which may exceed available capacity or cause attention management problems, or with vulnerability to a momentary lapse of attention of speech segments with certain features” (Gile, 2009, p.171).

And problem triggers were “hypothesized, in particular speech segments or tasks requiring heightened attentional resources” (Gile, 1999, p.157). Therefore, the research on problem triggers is not only possible but also necessary in understanding the performance.

Problem triggers may include names, numbers, enumerations, fast speeches, strong foreign or regional accents, poor speech logic, poor sound, etc. (Gile, 2009, p.171).

“Quality deterioration, when it occurs, is not necessarily detected by observers. Processing capacity problems may result in deterioration of the content of the target language speech (errors, omissions, etc.) and/or of its delivery (linguistic output, voice, intonation, etc.).” (Gile, 2009, pp.171-172) This suggests that problem triggers are not directly observable, however, they can be inferred by deterioration of the interpretation, namely errors and omissions.

There are studies relevant to the problems triggers. For instance, Gile (1999) conducted an empirical study, asking 10 professional interpreters to interpret the same speech for two times in a row with the same external environment. Many errors and omissions occurred for the first time were corrected in the second time while some new errors and omissions occurred. The only plausible explanation is that the processing capacity of the interpreter is limited and therefore, not enough attentional resources was able to be adequately allocated. Matysiak (2001) and Gile (2009, p.183) replicated the experiment and found similar results. Gile (2001, 2009, p.183) predicted specific difficulties in simultaneous interpreting vs. consecutive interpreting in the same speech on the basis of the Tightrope Hypothesis and found errors and omissions consistent with the hypothesis. Other studies provide indirect evidence on numbers, names and idiomatic expressions that could adversely affect neighboring segments (Gile, 2009, p.183; Mazza, 2000; Cattaneo, 2004).

As for the study of problem triggers, mostly the focus was on simultaneous interpreting, not consecutive interpreting. And research was mainly on professional interpreters, who may have already formed strategies to cope with the problems in their practice. It is necessary to understand the problem triggers for students, and in the consecutive mode of interpreting because the training of consecutive interpreting could be a very important turning point for them to develop themselves from a non-interpreter to interpreter, a fundamental shift. And most of the studies examined the interpretation that was not between English and Chinese, especially not from Chinese to English.
Therefore, it is necessary to examine the possible problem triggers of students with Chinese and English language pairs doing consecutive interpreting in order to better understand the phenomenon and to try to provide viable solutions to the training.

2. RESEARCH QUESTION AND DESIGN

This study is meant to explore the following several questions: (a) What are the problem triggers in the C-E and E-C consecutive interpreting of students? (b) If possible, how to deal with the problem triggers in training?

Problem triggers are not directly observable, while it can be inferred by examining the errors students made in consecutive interpreting. In this study, error indicates anything that the target text disagrees with the source text, such as errors, omissions, distortion of meaning, etc. And while problem triggers are inferred, errors are what can be directly observed from the texts for the analysis of the potential problem triggers.

In the ideal condition, everything can be literally translated, and “one only needs to deviate from the literal translation if for some reason or other it does not work.” (Chesterman, 1997, p.94) In this study, close observation of the corpus of this study shows that the design of the test texts (source texts) made it possible to stick to the literal translation. Therefore, literal translation is the reference in this study, and the non-literal translation can be categorized as errors such as summary translation. And here, errors indicate a tool for analysis, not a judgment of whether the target text is acceptable or not.

However, when examining the performance of the students, it is difficult to distinguish whether the errors are made because of certain segment being challenging or because of the inadequate language ability of the students. Therefore, it is important to control the difficulty level of the source text and guarantee the appearance of problem triggers for examination at the same time. And another important issue is the homogeneity of the students since it can be very difficult to determine the problem triggers if the competence of the students vary on a wide range.

The national finals of the 3rd CTPC Cup All China Interpreting contest that took place in 2014 can be an appropriate choice for controlling unwanted variables for the examination for the following several reasons. (a) The source texts are basically at the same level of difficulty for the fairness of the contest. Based on observation of the video and corpus of the contest, it was found out that variables such as speed of delivery and accent of the speech could be adequately controlled variables. (b) The source texts are generally suitable for the contestants’ language competence. (c) The source texts are generally not very long in total, around 1 minute 40 seconds in both Chinese and English source texts. Therefore, also based on observation, memory is typically not a problem for the contestants, which in turn controls the variable of the memory capacity. (d) The contestants in the national finals represented a reasonably high level of students of similar age and grade. Of the 14 contestants of the finals, 9 were master students of translation or interpreting, with one master of English, born between 1987 to 1990. And 4 was undergraduate students at the time of the contest, born around 1992. Therefore, it can be assumed that they acquired an adequate level of competence in English speaking. If not, individual cases can be separately examined. (e) The environment of the contest is the same, which controls the variable of the environment, such as sound.

Hypotheses can be formed based on the studies of Gile and others. Hypothesis 1: Numbers can be problem triggers for students in consecutive interpreting. Hypothesis 2: Nouns (or names) can be problem triggers for students in consecutive interpreting.

Based on daily observation, logical relationship could be a challenge for students in the process of training. Therefore, a third hypothesis is formed. Hypothesis 3: Logical relationship can be a problem trigger for students in consecutive interpreting.

The contest is designed with two sections: (a) Interpretation from Chinese to English; and (b) Interpretation from English to Chinese. The analysis will also be made in these two sections accordingly.

Transcription of the 3rd CTPC Cup All China Interpreting Contest was made for the sake of analysis. And in this way, the source texts and target texts of the 3rd CTPC Cup All China Interpreting Contest were compiled into a small corpus.

In this study, the classification of errors is based on observation of the corpus. As for Chinese to English interpretation, errors types are: (a) combining neighboring sentences; (b) nouns; (c) addition of meaning; (d) number; (e) deviation of meaning; (f) omission; (g) undertranslation; (h) self-imposed logic; (i) repetition; (j) wrong word form; (k) whole-text deviation.

As for English to Chinese interpretation, error types are: (a) combining neighboring sentences; (b) nouns; (c) addition of meaning; (d) number; (e) deviation of meaning; (f) omission of whole sentence(s); (g) partial omission of sentence; (h) summary translation/self-imposed logic; (i) addition of logical connectives; (j) explanatory translation; (k) whole-text deviation.

As each of these types is not mutually exclusive, it is possible for a segment of the interpretation to fall into more than one type of the errors.

3. ANALYSIS

3.1 Quantitative Analysis

3.1.1 C-E Interpretation

Figure 1 is a distribution chart of errors based on the total
number of errors of C-E interpretation in this corpus. It shows that the top one error type is nouns, accounting for 28%, followed by deviation of meaning, with 21%. The next biggest error is omission, with 16%. Addition of meaning, self-imposed logic, undertranslation and number accounted for 11%, 9%, 6%, and 5% respectively.

![C-E Errors](image)

**Figure 1**

**C-E Errors**

As nouns (or names, as in Gile’s study) accounted for 28%, more than a quarter of all errors, it is likely that the sudden appearance of an unfamiliar noun can be a problem trigger for students in consecutive interpreting. Even with a certain amount of time to process before having to produce the interpretation, unfamiliar nouns still take much of the processing capacity. And the “buffer time” in consecutive interpreting does not seem to be of much benefit to counter the effect of nouns as it still takes the biggest proportion in all of the errors, possibly because it is not unlikely to turn unfamiliar nouns into familiar ones without seeking outside help such as dictionary or website.

![C-E Errors (Individuals)](image)

**Figure 2**

**C-E Errors (Individuals)**

Figure 2 is one with distribution of errors for individuals of Chinese to English interpretation, with A1 to N1 indicating 14 contestants. As for individuals, it seems that each one produces errors in different ways. However, there are a few errors that are very much prominent in many individuals, such as nouns, deviation of meaning and omission.

3.1.2 E-C Interpretation

Figure 3 is a distribution chart of errors based on the total number of errors of E-C interpretation in this corpus. The top one error is deviation of meaning, with 22%, followed by partial omission of the sentence, with 16%. And the next biggest errors are nouns, omission of the whole sentence(s), summary translation/self-imposed logic, and addition of meaning, accounting for 14%, 14%, 14%, and 7% respectively. Number, a hypothetical problem trigger, accounted for 5%. It is possible that there is not many numbers in the source text, therefore, only a few number errors.

Nouns (or names) is the top three error in English to Chinese, indicating that it is potentially a problem trigger in English with Chinese interpretation. Considering the fact that it is the top one error in Chinese to English interpretation in this corpus, it is likely that Hypothesis 1: Numbers can be problem triggers for students in consecutive interpreting can be accepted.

Figure 4 is one with distribution of errors for individuals of English to Chinese interpretation. And A2 to N2 indicating the same 14 contestants as in Chinese to English interpretation. Same alphabet between Chart 2 and Chart 4 indicates the same contestant, while the number “1” after the alphabet stands for C-E interpretation and “2” for E-C.
Similar to C-E interpretation, errors made by individuals in E-C interpretation vary. However, errors such as deviation of meaning and partial omission of sentence seem to be common errors of many individuals.

3.2 Qualitative Analysis

As some of the top errors in the corpus are discovered through quantitative analysis, it is necessary to qualitatively analyze the these errors, and if possible, the reasons and strategies behind those frequently made errors.

3.2.1 C-E Interpretation

In Chinese to English interpretation, the top errors in descending order are: nouns, deviation of meaning, omission, addition of meaning, self-imposed logic, undertranslation, and number. An examination of the corpus is needed in order to better understand the possible reasons behind the errors.

3.2.1.1 Nouns

Errors of nouns accounted for more than a quarter of all errors in C-E interpretation, which requires careful examination. As for the same category of nouns, there are different cases. Generally, they can be further categorized into four types: (i) simple proper nouns; (ii) nouns with logic in the context; (iii) cultural concepts; and (iv) nouns in enumeration.

(i) Simple proper nouns

Simple proper nouns could be some of the most frequently seen errors. There are Chinese names whose English equivalent is either not known to or not remembered exactly by students. Examples are as follows:

① 首都博物馆 the national museum of Beijing

② 故宫 Chinese Palace

③ 简洁的平屋顶 a very simple dose

Another possible scenario is that the pronunciation of the noun that does not require any other conversion apart from anglicizing is not remembered clearly on the spot for the student when doing consecutive interpretation.

(ii) Nouns with logic in the context

In this case, the noun in question is sometimes confused maybe because of lack of enough processing capacity of students to deal with local contexts on a more detailed level. Examples are as follows:

④ 后英房胡同 Houyingmen Alley
Examples like these suggest that it seems that when there appears a noun that a student is not familiar with in Chinese to English interpretation, it is difficult to bypass it with coping tactics. And nouns seem to take up quite a lot of the processing capacity of the students as some nearby context can be disturbed when a noun or a name is not familiar.

As for those well-known names with conventional translation, such as "故宫" and "首都博物馆", there seems to be no better way than to know them. As for an interpreting practitioner, adequate preparation is needed. However, there is no guarantee that one is able to prepare everything that is going to be said. Therefore, a solid foundation in the knowledge base is very much needed by the students.

As for the cultural concepts in C-E interpretation, it may or may not be an issue of translation ability. One important point is to fully understand the Chinese cultural concepts, which may not be a focus of students of English major but a necessary ability for competent interpreters if they are to interpret culture-related topics. When a cultural concept is well understood, it is necessary to be able to translate it into English, which concerns translation ability.

Enumeration seems to be a problem trigger as nouns in the previous examples do not seem to be very much problematic if seen individually. "平屋顶、大片玻璃窗和白色墙面", "教学楼、生活用房和学生宿舍" all seem to be simple nouns, but not adequately translated in the target text, which suggests that when nouns are put together, simple as they may be, could cause saturation in the processing capacity. Students may need to be aware of this possible saturation and try to rally their processing capacity when they sense enumeration coming.

3.2.1.2 Deviation of Meaning

In this study, deviation of meaning can be divided into two part: (i) interpretation mistakes; and (ii) not being accurately expresses the sense of the source text. If a mistake is made, that segment of the interpretation is generally seen as not being acceptable. In some special cases such as court interpretation, accuracy is especially focused on. While for some of the less formal occasions, sometimes, general equivalence on the whole is seen as acceptable in interpreting as they do not affect the understanding in general, though quality interpretation requires more accuracy. In any case, a further improvement is needed in order to reach a better quality in interpretation.

(i) Interpretation mistakes

| 1 | 六十年代之前 in 1960s |
| 2 | 六十年代之前 60 years ago |

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Examples of “not being accurately express the sense of the source text” indicate deviation in sense, however, not mistakes considering the context as the deviation is not major ones and the general meaning is not seriously distorted.

Perhaps it is inevitable to have some deviation for students when they do consecutive interpreting, who may not even be aware of the deviation without the interpretation being examined by transcription. The source text language being different “from their habitual speech production patterns may account for the poor quality of language output in students’ interpreting exercises” (Gile, 2009, p.165). However, “scrutiny of consecutive and simultaneous interpreting transcripts from other experiments seems to suggest that overall, linguistic deviation rates for professionals are much lower” (Ibid.). It suggests that reducing deviation in meaning could be a task of students in their interpretation if they are to improve the quality of their interpretation.

### 3.2.1.3 Omission

The error of omission can be divided into two types: (a) omission of secondary information; and (b) omission of major information.

#### (i) Omission of secondary information

This kind of omission does not affect general message conveyance considering the context. Sometimes, considering the strategy of interpreting, it may even be called for sometimes in order to leave enough processing capacity to the much more important message in the speech. Examples are as follows:

| ① | 1402至1424年在位，年号永乐，后来嘉靖皇帝将他的庙号改为成祖 | He governed Ming dynasty from 1402 to 1424. Later, the Jiajing Emperor has changed the title of Zhudi to Chengzu, |
| ② | 明成祖认为天子居北，正是居重驭轻，可以加强北部边防，就采纳了这个建议 | Mingcheng Emperor believes that as the son of the God, he should be placed to live in the northern region of China, as well as it is a, contributive to strengthen the governance of the northern region of China. |

#### (ii) Omission of major information

This is a kind of omission affecting message conveyance because it omits important message such as comments or summary sentences made by the speaker. This kind of message usually shows the attitude of the speaker, the consequence of a certain event, or the significance of something that the speaker believes in. With this kind of omission, the message can be weakened to a certain extent. Examples are as follows:

| ① | I guess the definitions of modern building could be related to two words: First is tall second is uh strange but uh strange but uh original shapes. |
| ② | And actually, people cannot imagine that |
| ③ | So why is this treasure special, in the Song dynasty, the temple of Song dynasty and the famous poet Su Dongpo and Mi Fu, in order to gain this special treasure, they made an argument about a, a writing material. |

As the Chinese source texts are generally being around 1 minute and 40 seconds, it is unlikely that the errors are the results of memory issues. It is more likely that students understood them wrongly in the first place. And of course, just like what Gile (1999, p.157) suggested “speech segment with low redundancy were also problem triggers, since they had low tolerance of attentional lapses such as might occur because of attentional mismanagement”. And the contest speeches were just the case, with very low redundancy, which requires intense attention management. And the occurrence of deviation of meaning in C-E ranges from 0 to 5 for different contestants, with one exception of whole-text deviation.
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The two types of omission suggest that it seems that omission is not completely unacceptable and it can be a strategy to prudently allocate the limited resource of processing capacity. However, as for students, it may be difficult for them to differentiate important and less important message. Therefore, the omission can be one with important message such as comments and summary sentence. Comments and summary sentences can be abstract, which is difficult for the students to grasp, though consecutive interpretation provides the possibility of listening to the complete message before interpretation. Being able to grasp the major points can be a symbol of having improved competence of interpretation.

3.2.1.4 Addition of meaning

The addition of meaning can be divided into four scenarios: (i) addition of meaning that is non-existent and out of nowhere; (ii) addition of meaning that is meant to further explain cultural specific items; (iii) addition of meaning that is inferred from the context; and (iv) addition of topic sentence or summary sentence.

(i) Addition of meaning that is non-existent and out of nowhere

Sometimes, the addition is something that can not be reasonably inferred from the context. It is possible that there could be a short confusion in the effort of interpretation and therefore the student just “say” something that does not exist in the source text.
3.2.1.5 Self-Imposed Logic
The logic of Chinese sometimes need inference from the context in order to be discerned clearly. However, there are also times where clearly stated logic being distorted by students.

①
在今天的首都博物馆里就收藏着一件修地铁修出来的文物
Now, welcome to the Capital Museums

②
The smog has been a central concern of society.

3.2.1.7 Number
In the corpus of this study, numbers in Chinese to English interpretation are mainly concerned with the expression of years. It is likely to be one of the reasons why the errors of number only ranks top 7 is the limited occurrence in the source text despite of the fact that literature shows that number is a problem trigger and it has been proved by scholars to be a challenging part in interpretation.

(i) Omission of number
①
1961年，经国务院批准，故宫被定为全国第一批重点文物保护单位.
The State Council has listed the Chinese Palace as the first um two…conserve.

②
1926年，德国德绍，建筑师兼校长——格罗皮乌斯设计成了一座建筑工艺学校新校舍，包豪斯校舍.
It is called, the place is called Deshao and the president and an architect in that school created a very innovative school buildings in Bauhaus.
(ii) Number translated wrongly

① 原来, 六十年代之前 It is said that in the 1860s

② 1961年 1901

③ 1987年, And in 1989,

④ 我们所说的这件跟地铁有关的东西, 前后左右都是元代的文物, 丝毫没有六十年代修地铁的信息. 这到底是怎么回事呢?

There is the legacy, traditional cultural legacies, cherished in the ancient times, but it was exhibited in the railway exhibitor. It is about and concerned with uh...the 1860s.

3.2.2 E-C Interpretation

In English to Chinese interpretation, the top errors in descending order are: deviation of meaning, partial omission of the sentence, nouns, omission of the whole sentence(s), summary translation/self-imposed logic, and addition of meaning. An examination of the corpus is needed in order to better understand the possible reasons behind the errors.

3.2.2.1 Deviation of Meaning

Unlike Chinese to English interpretation, in English to Chinese interpretation, the cases of deviation of meaning are mainly due to being unable to fully comprehend certain segments of the speech. And the “momentary lapse of attention of speech segments” was probably related to not being accustomed to the logic of English speech, which is relevant to Hypothesis 3 of this study. This somehow shows that, to a certain extent, the English texts comprehension strategies of the Chinese students can be further analyzed in order to better guide the students to an improved comprehension.

And the deviation of meaning has two scenarios: (i) inaccurate interpretation; and (ii) completely wrong.

(i) Inaccurate interpretation

Just like in C-E interpretation, in E-C interpretation inaccurate interpretation may not be seen as unacceptable considering the context. However, quality interpretation may require more accuracy. Examples are as follows:

① Some of my strongest performers did not have stratospheric I.Q. scores. 他们最大的区别并不是他们的智商的高低

② Like I have said before that we must treat the illegal wildlife trade as a battle, because it is precisely that. 我之前, 刚刚也谈到, 我们必须把这个战役当做是一场非常必须坚持到底的斗争

3.2.2.2 Completely wrong

As for the cases of the completely wrong, it does not seem to be “completely” as certain elements of the source text still exist in the target text. However, the logic of the target text is completely different from the source text despite of some overlapping elements. As logic somehow conveys important message, a distortion of logic consists of serious mistake. Perhaps reasons of inability to follow the logic require further research. However, it seems likely that logic of English speech could be a problem trigger for Chinese students. Examples are as follows:

① And like any teacher, I made quizzes and tests. 那其实呢, 我在教授数学的时候用到了一些教学方法和设备

② Unarmed park rangers are no match for these organized gangs and high-powered equipment. 一场战争在我们看到的国际性的犯罪和组织方面是前所未见, 还有很多人为了保护野生动物, 或者说是在, 有一些犯罪, 违法犯罪者, 他们在偷猎的过程中还丧失了生命.

③ More than cars or the Internet or even that little mobile device we keep talking about, the technology you're using the most almost every day is this, your tush. 我们坐在车里上网, 并且使用这些移动设备, 大家每天所用到的这些科技, 所做的这些事情, 都在影响着我们的健康.

④ Someone invited me to a meeting, but couldn’t manage to fit me in for a regular sort of conference room meeting, and said, “I have to walk my dogs tomorrow. Could you come then?” 我参加了一个会议, 大家坐下来真正讨论到了, 而且会有人问我说“那我先去遛狗能不能帮个忙”
3.2.2.2 Partial Omission of the Sentence
Just like in C-E interpretation, partial omission of the sentence can sometimes be a strategy of allocation of the limited resource of the processing capacity in order to leave enough processing capacity to the much more important message in the speech.

① We have come together, as father and son, to lend our voices to the growing global effort to combat the illegal wildlife trade.

② Like I have said before that we must treat the illegal wildlife trade as a battle.

③ Now this is the picture of culture that I want you to focus on. This is a picture of culture.

④ Nowadays people are sitting 9.3 hours a day, which is more than we’re sleeping, at 7.7 hours. Sitting is so incredibly prevalent, we don’t even question how much we’re doing it.

From the examples, it is clear that partial omission of the sentence does not affect the general message. However, it does affect the logic at the local level.

3.2.2.3 Nouns
Unlike Chinese to English interpretation, where nouns take up a quarter of all errors, errors of nouns only rank top 3 in English to Chinese interpretation in this study. It seems that in English to Chinese interpretation, logic, represented in the error of deviation of meaning, is a bigger problem trigger than nouns or names, though the latter is still quite a prominent problem trigger.

Similar to C-E interpretation, there are different types of error of nouns: (i) simple nouns; (ii) concept formed by several nouns; and (iii) names with several syllables.

(i) Simple nouns

① Organized bands of criminals are stealing and slaughtering elephants, rhinoceros and tigers, as well as large numbers of other species.

(ii) Concept formed by several nouns

① I want to talk to you a little about user generation content.

② Modern computer terminology

③ When I was 27 years old, I left a very demanding job in management consulting for a job that was even more demanding: teaching.

(iii) Names with several syllables

① John Philippe Suzaa

② John Philips

If a simple word is not known to a student, one way to cope with it on the spot is to try to understand it from the context, especially if it is an important one in the message. In the long run, trying to remember more words is always a necessary strategy for a student interpreter.

When a concept composed of several words is not properly interpreted by the student, it may be because the concept is not understandable to the students, or, just like names with several syllables, the long names cause an inadequate management of attention. In either way, comprehension strategy of this kind of problem trigger should be further analyzed.

3.2.2.4 Omission of Whole Sentence(s)
As for omission of whole sentence(s), there are three typical types: (i) summary replacing sentence(s); (ii) complete omission of sentence(s); and (iii) omission of topic sentence.
(i) Summary replacing sentence(s)
This type of omission seems to be related to the inability to full comprehension while the general idea is attempted to be preserved as much as possible. It is sometimes a strategy showing students’ awareness of the interpreters’ role of facilitating the communication. This could sometimes show that students grasped the general logic of the speech though the exact wording while some local logic is missed.

When I was 27 years old, I left a very demanding job in management consulting for a job that was even more demanding: teaching.

3.2.2.5 Summary Translation/Self-Imposed Logic
These two types fall into one category because both of them are directly related to the error of logic. In summary translation, internal logic of that particular segment of speech is subjected to change, which is the same in cases of self-imposed logic.

(i) Summary translation

We have come together, as father and son, to lend our voices to the growing global effort to combat the illegal wildlife trade - a trade that has reached such unprecedented levels of killing and related violence that it now poses a grave threat not only to the survival of some of the world’s most treasured species, but also to economic and political stability in many areas around the world.

(ii) Complete omission of sentence(s)
This is perhaps related to the saturation of the processing capacity, and the sentence is completely lost.

I gave out homework assignments. When the work came back, I calculated grades.

Weaving bands of criminals are stealing and slaughtering elephants, rhinoceroses and tigers, as well as large numbers of other species, in a way that has never been seen before, pushing many species to the brink of extinction.

(iii) Omission of topic sentence
Topic sentence, together with the concluding sentence and comments, can be abstract and thus, difficult for the students to grasp in a momentary lapse.

The rising and apparently insatiable demand, much of it from Asia, has provided an economic incentive for trafficking to become increasingly criminalized and professional. Organized bands of criminals are stealing and slaughtering elephants, rhinoceroses and tigers, as well as large numbers of other species, in a way that has never been seen before, pushing many species to the brink of extinction.
I want to talk to you a little about user generation content. I am going to tell you three stories on the way to one argument. Let’s going to tell you a little about how you open up user generation content up for business.  

3.2.2.6 Addition of Meaning  
There are three types of addition of meaning in this corpus: (i) addition of meaning that is related to the student; (ii) addition of meaning that is inferred from the context; and (iii) addition of topic sentence or summary sentence.  

(i) Addition of meaning that is related to the student  
This is an addition that is meant to show politeness by the student in concluding the interpretation.  

(ii) Addition of meaning that is inferred from the context  
The addition of meaning can somehow show that the student is listening actively to the speech and inferring message from the source text. However, quality interpretation may require less or no addition to the target text while the message is sent only by the translated words.  

3.2.2.7 Number  
This error only accounts for 5% of all errors of English to Chinese interpretation in this study. In examining the corpus, it was likely that the low occurrence of errors is due to the few appearance of numbers in the source text. Some examples are as follows.
DISCUSSION

At the beginning of this paper, three hypotheses were proposed for further analysis. Hypothesis 1: Numbers can be problem triggers for students in consecutive interpreting. Hypothesis 2: Nouns (or names) can be problem triggers for students in consecutive interpreting. Hypothesis 3: Logical relationship can be a problem trigger for students in consecutive interpreting.

As for Hypothesis 1, errors of number take up 5% in both C-E and E-C interpretation in the corpus of this study, which does not seem to be a very high figure compared with other types of errors. This may partly be due to the low occurrence of number in the source text. However, when examining the errors that do exist in the corpus, it seems likely that more numbers would invite more errors. And seen from studies of other scholars, it is likely that numbers can be problem triggers for students in consecutive interpreting.

As for Hypothesis 2, nouns (or names) account for 28%, the largest proportion, of all errors in C-E interpretation in this study, and 14% in E-C interpretation. Nouns are certainly problem triggers in C-E of students, not only because of the percentage, but also the inability to cope with them when caught by surprise shown by the students performance in the corpus. And in E-C, it is the third largest error in the corpus. Nouns, or names, whether in the simple form, enumeration or some reconstructed concept, take a lot of the processing capacity and can be problem triggers for students in consecutive interpreting.

As for Hypothesis 3, logical relationship. It seems that in C-E interpretation, the top errors that concern logical relationship are nouns with logic in the context, deviation of meaning, omission, addition of meaning, and self-imposed logic. And in E-C interpretation, the top errors that concern logical relationship are deviation of meaning, partial omission of the sentence, omission of whole sentence, summary translation/self-imposed logic and addition of meaning.

Throug it is possible that some errors, for instance, nouns with logic in the context, partial omission of the sentence, can be related to nouns as well, in general, it is also the logic that is not discernible to the students.

In that case, in C-E interpretation, errors concerning logical relationship account for roughly 57.3% of all errors. And in E-C interpretation, errors concerning logical relationship account for roughly 80.8%. It somehow shows that for students interpretation of both directions, logical relationship can be a problem trigger. At the same time, E-C interpretation represents a bigger proportion of logical errors than C-E. As the mother tongue of the students in this study is Chinese, it is easy to understand that logic in Chinese is easier to them than that in English. While it is possible that exposure to the speeches in English is important for a better grasp of the English logic.

And errors in logical relationship represents more than half in interpretation of both direction, indicating that the logic is a big issue that should be focused on in the training of students.

In research of text linguistics, Beaugrande and Dressler (1981, p.4; Hu, 2012, p.30) indicated, concept and relations are the components of the texts. And a “CONCEPT is definable as a configuration of knowledge (cognitive content) which can be recovered or activated with more or less unity and consistency in the mind. (cf. V. 4ff.) RELATIONS are the LINKS between concepts which appear together in a textual world: each link would bear a designation of the concept it connects to.” (Beaugrande & Dressler 1981, p.4)

It appears that nouns in this study correspond to the concept of Beaugrande and Dressler and logical relationship to relations, the comprehension of both of which consist of that of the text. Inability to comprehend either the concept or the relations would cause message loss in the comprehension stage of consecutive interpreting. And it seems that relations or logical relationship stand for a more prominent problem trigger than concept or nouns in consecutive interpreting of students.

CONCLUSION AND LIMITATION

In the study, it was found out that Hypothesis 1: Numbers can be problem triggers for students in consecutive interpreting; Hypothesis 2: Nouns (or names) can be problem triggers for students in consecutive interpreting; and Hypothesis 3: Logical relationship can be a problem trigger for students in consecutive interpreting can be accepted.
It was also evident that the logical relationship constitutes a much more prominent problem trigger than nouns. Presumably, it is important for the teacher to emphasize on the identification of the logical relationship to the students during the process of the training.

Limitation of this study is that as the source texts were short in length, it is impossible that all language phenomena were covered. And the contest where the corpus was generated was not a typical working environment for interpreters. As a result, there is a possibility that when the environment is different, the performance can be different because the contest may mean more pressure to the students.

ACKNOWLEDGMENT

Thanks to the organizing committee of the 3rd CTPC Cup All China Interpreting Contest, especially Mr. BAI Kun, for the support of providing relevant contest materials.

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