

## CHAPTER FOUR RESEARCH FINDINGS

After the Sight Translation (henceforth ST) task, the subjects' recordings are analyzed. The research findings are discussed in the following three dimensions: first, fidelity, which covers miss-interpretation, omissions, and unnatural Chinese; second, ST chunking, which covers chunk-moving and chunk-connection; third, delivery, which covers backtracks, fillers, pauses, and time.

The general outcome is as follows: Group A, which consists of GITI students, does the best in the first dimension, fidelity. It has the fewest units of miss-interpretation, omissions, and units of unnatural Chinese. Group B, which consists of graduate students from English department, ranks the second and Group C, which consists of government employees with the same level of English proficiency, is the third in the three subdivisions.

In the second dimension, ST chunking, Group A has the fewest chunks moving too far, and the highest number of successful connections. Group B has the most chunks moving too far and the second highest number of successful connections. Group C has the second fewest chunks moving too far, and the fewest successful connections. Again, Group A performs the best of the three groups. As successful chunk-connection can create more sensible rendition and thus should be more important than chunk-moving, Group B appears to perform better in terms of ST

chunking than Group C.

Finally, in delivery, Group A has the fewest backtracks, fillers, pauses, and spent the least time. Group B has the most backtracks and fillers, the second most pauses, and spent more time than Group A. Group C has the second most backtracks and fillers, the most pauses and spent the longest time. Still, Group A outperforms the other two Groups in this dimension, while the results for Group B and Group C are mixed; Group B does better in pauses and time control while Group C does better in backtracks and fillers.

#### **4.1 Comparisons of Fidelity**

Fidelity being the most important element in ST, is observed first. According to Barik (121), in SI, the interpreter's version may depart from the original version in three different ways: omissions, additions, and errors. Through the pilot study of this case study, the same phenomena are also observed. Based on the notion and the definition of fidelity described in the previous chapter, in this section, the researcher intends to observe the following major phenomena that are often related to fidelity. They are: miss-interpretation (errors), omissions, plus unnatural Chinese (or so-called "translationese"), which might result from a shallow or semi understanding of the text. Additions, due to their scarcity in this case study, are not discussed. Although there could be various reasons for miss-interpretation, omissions, and unnatural Chinese as

well, such as insufficient comprehension, poor coordination, or carelessness, etc., they are all categorized here in the fidelity dimension for the convenience of the observation.

#### **4.1.1 The Segmentation of meaning units**

There are 12 sentences in the text, numbered from 1 to 12. Each sentence is divided into several meaning units. There could be different ways of segmenting meaning units, depending on the purpose of segmentation. Therefore, the meaning units here are segmented according to their ST purposes instead of linguistic ones. That is, they are segmented into small chunks for ST based also on the target language instead of merely morphemes, words, or phrases.

For example, the first sentence of the speech text can be divided into 9 units--(1) This dialogue (2) is designed (3) to help us (4) cooperate (5) where our interests coincide, (6) and (7) to narrow (8) differences (9) wherever they exist. Linguistically, the segmentation is not very consistent because there are meaning units of words, phrases, and even clauses. However, if the possible renditions in Chinese are also considered, the segmentation would make more sense. For example, (4) cooperate (word) and (5) where our interests coincide (clause) can both be considered one single meaning unit, or a “chunk,” in the target language. (9) wherever they exist (clause) is usually interpreted or omitted as a unit in Chinese as

well. The details of the segmentation can be found in Appendix C.

#### **4.1.2 Comparisons of Miss-interpretation among the Groups**

For the three groups, the miss-interpretations usually appear when there are unfamiliar words or complicated sentence structures to them. For example, “coincide” translated into 「衝突」 in Chinese (which means “collide”), or sentence 8 “I could not fairly represent them if I did not emphasize America’s belief that organized and peaceful political expression is not a crime or a threat;” translated into 「我能夠代表人民，是因為我知道而且我也非常強調美國人民的理念是，不是一種罪惡或者是一種威脅的方式，那也不是一種有組織的那種，也不是一種罪過，也不是一種威脅方式」 in Chinese (which can be roughly translated back into “The reason why I can represent people is that I know and I put a lot of emphasis on the American people’s ideal that is not a crime or a way of threat, not the organized type, not a crime, and not a way of threat, either.” and after checking the original sentence, we can see that the meaning has been somewhat distorted) The total numbers of the miss-interpreted units made by each group are shown below in the bar graph. For details of the miss-interpreted units made by the subjects of each group, please refer to Appendix D.

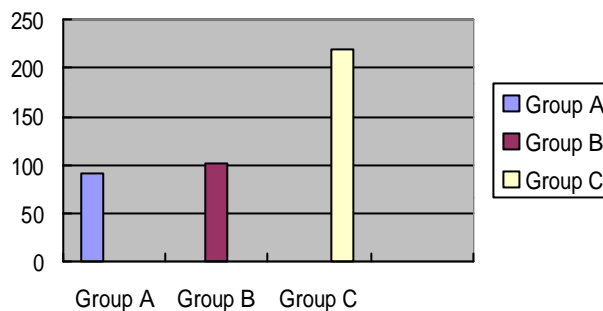


Figure 4.1 The comparison of miss-interpreted units among the groups

From the figure above, it is obvious that the numbers of miss-interpreted units are similar between Group A and Group B, which possess similarly high language proficiency, while Group C, the relatively lowest in terms of language proficiency among the three, has the most miss-interpretation units.

That is, people with high language proficiency and professional training have the lowest units of miss-interpretation; those with similarly high language proficiency but without any professional training have the second lowest, and those with lower language proficiency and introductory ST training have more miss-interpreted units. Note that even though Group B hasn't received any ST training, its miss-interpretation units are still quite few, only a bit more than Group A. However, Group C, which has received some ST training, still has far more miss-interpretation units than the other two groups, which proves that its low language proficiency has more influence than its ST training over the ST task in this subdivision.

Therefore, it could be inferred that language proficiency comes before

professional training, or the former should be the groundwork of the latter for higher fidelity and thus a better ST performance. Also, it could mean that Group C hasn't got sufficient language proficiency for this speech text, which originally served as a teaching material for T & I students. However, results of the three groups are consistent with expectations, which proves the text to be appropriate and valid in testing the subjects.

#### **4.1.3 Comparisons of Omissions among the Groups**

In this case study, omissions most often occur when complicated sentence structure or condensed information appears because the effort required for interpreting it could exceed the effort available according to Gile's effort model (*Basic Concepts* 170-72, 183). For example, when translating sentence 8, which is the most complex in the text because it includes 2 embedded sentences or 13 chunks (meaning units), the subjects encounter more trouble reformulating it and words like "organized," "crime" or "threat" are usually missing. And, in sentence 3, where many things are mentioned, words like "proliferation," "stability," and "the resolution" were omitted or substituted by many subjects. (Please refer to Appendix E)

Please note that the phenomenon called "substitution" is also calculated here because it's different from miss-interpretation and is usually a kind of "dilution" of the original, and sometimes it would cause slight changes to the original as well.

Examples are “stability on the Korean Peninsula” substituted by 「韓國的問題」 (which means “the Korean issues”), “profoundly distressed” substituted by 「非常失望」 (which means “very disappointed”), etc. The numbers of omissions, including substitutions, made by each group are shown below in the bar graph. For more details of omissions made by the subjects of each group, please refer to Appendix E.

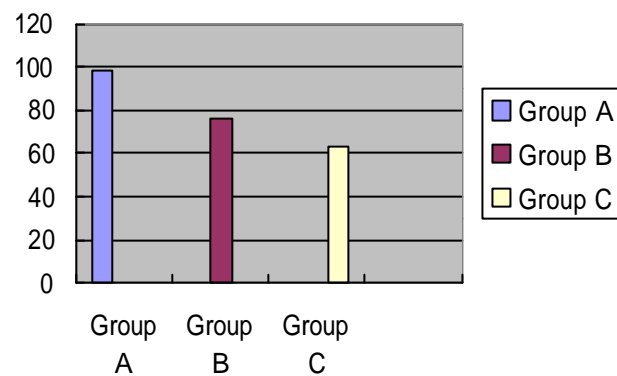


Figure 4.2 The comparison of omissions among the groups

Interestingly enough, the result of this part is the reverse of the previous one. That is, Group A has the most omissions, Group B the second most, and Group C the fewest of the three. Since it is not possible to tell the exact reason behind each omission and substitution when there are no interviews with the subjects after the case study, all possibilities should be considered. That is, they could be carelessness, insufficient efforts available, or ST skills such as avoidance of unfamiliar words and choice of a terser rendition. The results of the three groups indicate that Group A

departs from the original text the most, whatever the reasons maybe, Group B the second most, and Group C sticks to the original text the most.

#### 4.1.4 Comparisons of Unnatural Chinese (Translationese) among Groups

Unnatural Chinese, or translationese (unnatural rendition of the target language), happens when the interpreter doesn't fully understand certain words or is trapped by some complex sentence structure. For instance, “as your leaders do with us” translated into 「就像你們的領導對我們做的一樣」 (word for word translation), “I could not fairly represent them” translated into 「我不能十分的代表他們」 (strange collocation), etc. For the detailed calculation of the translationese made by the subjects, please refer to Appendix F.

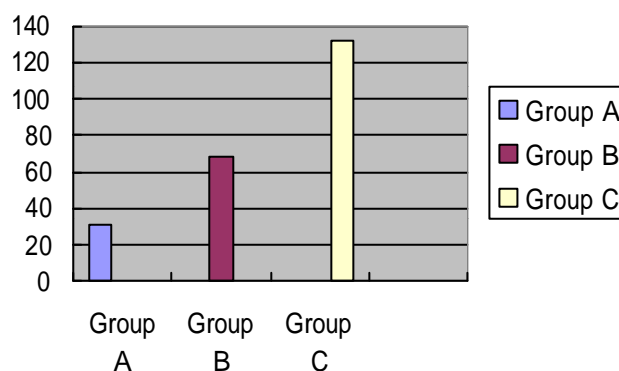


Figure 4.3 The comparison of translationese units among the groups

This pattern resembles that of miss-interpretation--group A has the least number of translationese units, group B has more, and group C has the biggest number. Meanwhile, the gaps among groups are bigger than those of miss-interpretation



(especially between Group A and Group B) and omissions, which manifests that language proficiency and professional training both can make greater difference on the occurrence of translationese than miss-interpretation and omissions. The bigger gap between Group A and Group B indicates a stronger influence of professional ST training on this part. In ST training (and other interpretation training as well), understandable delivery and natural language use are stressed. Therefore, it is not a surprise that group A subjects know better how to avoid translationese while Group B subjects seem to be more submitted to literal translation.

#### **4.1.5 Implications for ST Training**

Group C has the highest numbers of miss-interpretation and translationese units, which manifests that language proficiency should be fundamental to fidelity. At the same time, its smallest number of omissions could imply either Group C is more loyal to the original text or is not flexible enough to make changes. For Group A and Group B, when they possess similar language proficiency, it seems that the impact of professional training is to reduce miss-interpretation and translationese but to increase omissions.

Therefore, the implications for training are: first, the screening of the trainees is crucial. The language proficiency of the trainees should be sufficient so that they can perform well in terms of fidelity. Second, although omissions could be the

coping strategies in ST, they should be used with great discretion or they might dilute, exaggerate, or even distort the meaning of the original. The priority in ST should be fidelity.

#### **4.2 Comparisons of ST Chunking**

In SI, the interpreter has to follow the speech very closely to stay in the “simultaneous mode,” and that’s when chunking, breaking source language sentences into separate chunks and using appropriate connectives to organize the chunks into the target language, comes into play. (Chang 張維為 41) Since ST serves as an important assisting skill in SI with text, it is crucial that chunking is used in ST.

In this case study, chunking is observed next to fidelity; however, it is not easy to “quantify” chunking in a standardized way because there are too many possibilities for different types of chunking, just like one sentence could have many different renditions. Therefore, the researcher defines that all possible arrangements of chunking would be acceptable as long as the shifts are within the range of half a sentence, which contains about 7 to 9 words. The range is determined based on a statement about “the magic number seven” that “short-term memory can hold only seven plus or minus two items.” (Miller 81-97) The words that the subjects can deal with at one time should be around the same number. For a sentence shorter than 10 words, chunking will not be calculated. For a sentence longer than 20 words, the

relative clause or the part after a semicolon, can be considered as an appropriate chunk, and the sentence can thus be divided into 3 or 4 chunks. Another rationale behind this is the concept that *for a sentence of medium length, the interpreter should wait for no more than half a sentence before interpreting* (Chang 張維為 57)

#### **4.2.1 The Skills of Chunking**

The purpose of chunking in SI is to narrow the time difference between the speech and the interpretation, and to reduce memory load. Although the two needs don't exist in ST, chunking skills are still needed in ST for it is so closely related to SI, as a warm-up or when doing SI with text. Therefore, whether chunking skills are applied and how they are applied in ST can help us tell the difference of ST training.

The difficulties of chunking in English to Chinese ST consist in the very different structures of the two languages. As mentioned previously, English has basically right-branching sentence structures (the “tree diagram” develops from left to right) while Chinese has left-branching structures (usually VPs and NPs). (Setton, *A Pragmatic Theory* 143) Therefore, if one wants to convert English sentences into Chinese, usually the best practice is to jump out of the original structures and focus on finding equivalences in meaning. However, if one has to also follow the original sentence structures and orders (as is the case in ST), s/he has to segment the original sentence into proper chunks, make necessary movements, and then use connectives to

link the chunks in the target language for an appropriate interpretation. Therefore, the second dimension, ST chunking, is subdivided into chunk-moving and chunk-connection.

#### 4.2.2 Comparisons of Chunk-moving among Groups

For sentences under 30 words and without complex patterns (e.g. double negative, embedded clauses, etc.), the subjects basically follow the original structures. The sentences that could have chunk-moving problems are number 8, 10, 11. The chunks of these sentences that are moved more than half a sentence away in the target language are calculated below:

Table 4.1 Chunks of the complex sentences moved too far by the 3 groups

Chunk \ Group	In sentence 8	In sentence 10	In sentence 11	Total
A	2	6	1	9
B	6	9	1	16
C	3	2	0	5

Source: compiled by this study

From the table above, we can see that Group B moves more chunks than Group A and Group C. Group B is the only group that has never received any ST training. It is thus probable that the subjects don't pay attention to chunking skills but translated the sentences based solely on the structure of the target language, which is

very different from the source language. Something worth noting is that while Group C follows the original structures most strictly, its sentence connections are mostly problematic, which will be calculated in the next part. This is perhaps because they were taught of the chunking principle when they did not possess enough language flexibility to make their renditions right.

#### **4.2.3 Comparisons of Chunk-connection among the Groups**

This subsection concerns the connections between chunks (clauses, participles, etc.) The connections could be made unsuccessfully, unnaturally, or simply missing. For instance, sentence 2 “It has made possible a pair of historic summits in Washington and Beijing.” was translated to 「這也會造成一個歷史上的會談，在華盛頓和北京。」. The inappropriate connection (or no connection at all) makes the translation sound incomplete. The first half of Sentence 3 “It has allowed us to work together in areas of vital significance” was translated into 「也讓我們能夠一起工作，就某些領域來說。」. Here, chunking was used unsuccessfully. The unsuccessful connections indicate the existence of interferences mentioned by Gile (*Basic Concepts* 184) in Chapter 2. These kinds of failure are calculated below:

Table 4.2 The unsuccessful connections made by the 3 groups

Group Connection	A	B	C
In sentence 1	0	0	1
In sentence 2	1	1	4
In sentence 3	1	0	7
In sentence 4	0	0	1
In sentence 5	1	4	9
In sentence 6	0	2	4
In sentence 8	3	7	8
In sentence 9	2	3	4
In sentence 10	1	2	8
In sentence 11	0	5	6
In sentence 12	1	1	3
Total	10	25	55

Source: compiled by this study

As expected, group A has the fewest unsuccessful connections, Group B the second fewest, and Group C the most (about twice of Group B's) among the three.

This implies that even the subjects have some knowledge of chunking (like Group C subjects), they still can't manage the skills without sufficient language proficiency.

In other words, language proficiency comes before ST training in terms of successful chunking. However, the best application of chunking comes, of course, when the

subjects possess both good language proficiency and ST training.

#### **4.2.4 Implications for ST Training**

Compared with Group B, Group A moves fewer chunks and make fewer unsuccessful connections. Meanwhile, Group C moves the fewest chunks among the three, but creates more unsuccessful connections than the other two.

This indicates that, without sufficient language proficiency, even if students are introduced of the chunking principles and skills (like Group C subjects), what they can actually do is just follow the original sentence structures but not create natural renditions. On the other hand, people with sufficient language proficiency but without professional training (like Group B subjects) don't quite follow the rules of chunking and are more easily caught in the complex sentences than those who possess both sufficient language proficiency and ST training (in this case, Group A subjects).

Therefore, it might be inferred that chunk-moving is something that can be taught and a notion that can be acquired in a short period of time, even by people with intermediate language proficiency (such as Group C subjects); however, successful sentence connection, which is more important in terms of communication, takes better language proficiency and longer training to manage. Once again, language proficiency should thus be a prerequisite in this dimension: ST chunking.

### 4.3 Comparisons of Delivery

Delivery is essential in all types of interpretation, because interpretation is basically a kind of “performance,” which involves language proficiency, knowledge of the two languages, peripheral knowledge, interpretation skills, etc (Yang 165). In this section, backtracks, fillers, pauses, and average time spent that concerns Delivery are observed.

#### 4.3.1 Backtracks, fillers, pauses, unnatural renditions, and time

Backtracks mean unnecessary repetitions (ranging from a word to a sentence) by the subjects, especially when they're having trouble organizing sentences. Here, backtracks are calculated regardless of their linguistic differences. That is, a backtrack could be a word, a phrase, or even a whole sentence.

Fillers mean words or phrases like 「嗯」, 「那」, 「然後」, etc., which the subjects use either to buy time or to ease tension. Also, fillers are calculated despite of their different types, as long as their appearance is not necessary in the interpretation.

Pauses mean unnecessary and unnatural stops in the subject's delivery. In 2.2.3, Déjean Le Féal claims that there are two types of pauses: syntactic pauses and hesitation pauses, and Messina argues that there may be non-syntactic pauses not necessarily caused by hesitation in reading. However, in this case study, the most possible reason for pauses should be hesitation for a proper rendition. According to



the average delivery of the subjects in this case study, a syntactic pause usually lasts for one second or so, while a hesitation pause can last from 2 to 10 seconds.

In this case study, any pause 3 seconds and above is calculated. This is a more relaxed standard based on the requirement in the evaluation form in Yang's book, pp.163, where any pause over 2 seconds is calculated. The use of 3 instead of 2 seconds is because the form is all-purpose; that is, it can be used to evaluate SI, CI, or ST, and in ST, time pressure is not as serious. Besides, in this study, 2 seconds is a gray area, especially for slow speakers. Therefore, the 3 second-and-above standard is applied.

Finally, average time of the subject's delivery is also calculated. Because pauses are not further divided into different time ranges, the subjects that pause the same number of times could have very different delivery time, which has a lot to do with fluency, or the delivery flow.

#### **4.3.2 Comparisons of Backtracks among the Groups**

A very important principle of fluency is to avoid backtracking, which not only fragments the delivery but also is a waste of time. In this subsection, the numbers of backtracks generated by the three groups are shown in the figure below. For a more detailed calculation, please refer to Appendix G.

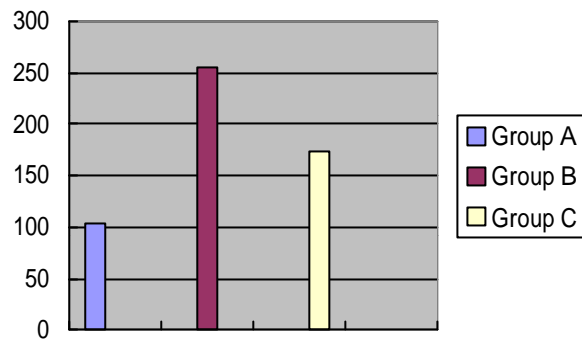


Figure 4.4 Numbers of backtracks made by the three groups

It can be observed that Group B backtracks the most. Group C ranks the second, and Group A the third. This happens to be in inverse proportion to their training time (Group A the longest time, Group C the second, and Group B the third—no time at all). Therefore, it can be inferred that the more ST training one receives, the fewer backtracks s/he makes.

### 4.3.3 Comparisons of Fillers among the Groups

Fillers, which instructors of interpretation are also always preaching students to avoid, make one's delivery sound sloppy and shaky. In this subsection, the numbers of fillers generated by the three groups are shown in the figure below. For a more detailed calculation, please refer to Appendix H.

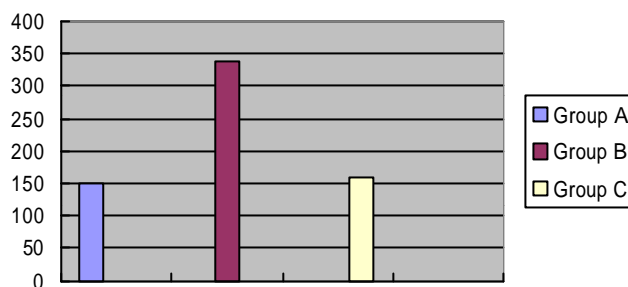


Figure 4.5 Numbers of Fillers used by the three groups

Once again, the rank is the same as that of backtracks. Group B uses the most fillers, Group C the second, and Group A the third. However, the gap between Group C and Group A is very small. Accordingly, their usage of fillers is also in inverse proportion to their training time.

#### 4.3.4 Comparisons of Pauses among Groups

Although both ST and SI should be aware of time pressure, in pure ST, time pressure can be taken out of the equation. Therefore, when processing the speech text or encountering trouble, subjects tend to allow themselves to stop and think—the difference is “how long.” To those with ST training, the time is supposed to be shorter for their awareness. In this subsection, the numbers of pauses made by the three groups are calculated respectively. As for their lengths, because there are too many combinations and possibilities, the calculation of average time spent in the next subsection will be a generalization of this respect. That is, in this subsection, only the times of pauses are calculated, not the lengths. The following is the figure of the

numbers of pauses made by the three groups. For a detailed calculation, please go to Appendix I.

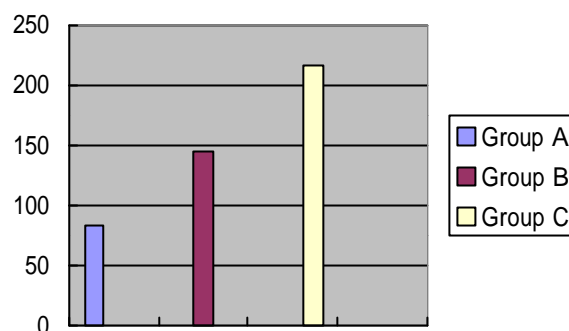


Figure 4.6 Numbers of pauses made by the three groups

Group C makes the most pauses. Group B the second, and Group A the third.

It was expected that subjects with ST training would have fewer pauses. However, the results show that even with ST training, the subjects could still make more pauses than those without training (Group C and Group B subjects). This indicates that language proficiency also plays a role in this subdivision.

First of all, it might be safe to infer that subjects with higher language proficiency will run into fewer obstacles when processing the speech text, and thus less need to pause. In terms of language proficiency, Group A and Group B are both very high, and thus should have similar numbers of pauses. However, it turns out that Group A makes less pauses, and manifests the effect of ST training.

However, the fact that Group C has more pauses than Group B indicates the importance of language proficiency over ST training in the respect of delivery.

### 4.3.5 Comparisons of Time Spent among the Groups

ST being an important skill in SI with text, should include time control in its training, because the interpreter can't afford lagging behind the speaker too much to stay in the simultaneous mode. Therefore, the average time spent in delivery had better not exceed the speech when interpreted into mother tongue. (Yang 163) In this subsection, the average time spent on delivery by the three groups is shown in the figure below. For a more detailed calculation, please refer to Appendix J.

Table 4.3 Average time spent by the three groups respectively

Group	A	B	C
Average Time	3' 38"	4' 03"	5' 00"

Source: compiled by this study

Group A uses the least time, Group B a little longer, and Group C the longest of the three. This can also be referred back to the pause calculation, because they are in direct proportion. (The more often they pause, the more time they spend.)

### 4.3.6 General findings

The 4 elements (backtracks, fillers, pauses, and average time spent) calculated in this section say something interesting about the influences of language proficiency and professional training on delivery. For instance, when two groups possess similar language proficiency (Group A and Group B), training does help improve all 4 elements in delivery.

On the other hand, when two groups possess different language proficiency but both go through ST training (Group A and Group C), the one with higher language proficiency performs a little better in the usage of fillers, but much better in the rest of the 3 elements.

As for Group B and Group C, one with higher language proficiency and the other with ST training, their comparisons on delivery are of mixed results. Group C does better in terms of backtracks and fillers, while Group B does better in terms of pauses and time. This indicates that backtracks and fillers can be reduced through ST training regardless of language proficiency, while pauses and time are mainly influenced by language proficiency.

By the way, there are few subjects in Group B and Group C that would repeat the original text during pauses (especially one Group B subject) like they were “thinking aloud.” No subjects in Group A did this. This says something about ST training on delivery. However, because the subjects doing this were so few that the researcher didn’t calculate but only mentioned them here for future studies.

#### **4.3.7 Implications for ST Training**

From the findings above, it could be inferred that ST training has stronger effect on avoiding backtracks and fillers for delivery. Also, this is so far the only section that doesn’t show such strong dominance of language proficiency over ST training.

This manifests delivery doesn't have so much to do with language proficiency as fidelity and ST chunking. In the future, the ST instructor might want to put more emphasis on avoiding pauses, time control, and helping the students to improve their renditions by enhancing their language proficiency.

#### **4.4 Discussion**

This section describes the varied influences of language proficiency and ST training, along with the possible impacts of different degrees of training on ST performance.

##### **4.4.1 The Influence of Language Proficiency**

The comparisons between Group A and Group C can help us see the influence of language proficiency. The two groups both possess certain (though different levels of) knowledge of ST; however, the results in all sections show that Group A obviously does a much better job. This then shows the influence of language proficiency, because that's the greatest difference between the two groups. With much higher language proficiency, Group A is more capable of practicing the ST skills they know and can be more flexible in interpreting. In other words, the higher language proficiency enables Group A subjects to understand the speech text better, so they could spare more efforts for performing ST skills.

##### **4.4.2 The Influence of ST Training**

Following the same rationale described above, the comparisons of Group A and Group B can help us see the influence of ST Training. They both possess sufficient language proficiency for the speech text, but the results tell us that Group A still does a better job. This affirms the value of ST training.

For example, in fidelity, Group A has fewer units of miss-interpretation, more omissions and substitutions, and much fewer units of translationese. In chunking, Group A again outperformed Group B by moving fewer chunks too far or unsuccessfully. In delivery, Group A made much fewer backtracks, used very much fewer fillers, made fewer pauses, spent less average time. These all display the effects of ST training, which is to enable students to communicate the message faithfully, naturally, and in an orderly fashion. The students are taught to add or omit information into the target language to make the renditions more comprehensible. They are also taught to control the flow of their delivery. This study shows that the ST training in GITI is effective.

#### **4.4.3 Language Proficiency versus ST Training**

According to the analyses mentioned earlier in this chapter, when language proficiency and professional training are put together for comparison or choice in ST, the former would be more fundamental and it turns best to be the foundation stone of the latter. If we compare the results of Group B and Group C, we can find that



Group B does better in fidelity (far fewer units of miss-interpretation and translationese, though more omissions, which is not necessarily a bad thing) and ST chunking (more chunk-moving and fewer unsuccessful chunk-connections, but the latter is more important than the former). As for delivery, Group B and Group C are about even, because Group B does better in pause and time, while Group C does better in backtracks and fillers.

Through the comparisons, it is obvious that language proficiency comes before ST training. That is, if the ST training is to be effective, certain level of language proficiency is required in the first place, and that is why Group A subjects do the best job in this case study.

#### **4.4.4 Mere Concepts versus Intensive Training**

Although Group A and Group C both possess some ST knowledge through lectures and drills, their trainings are actually of different levels. Group A, coming from the Graduate Institute of Translation and Interpretation, receives more intensive training, while Group C, coming from a high intermediate class that has translation and interpretation lesson only once a week, receive less training in ST with easier text. This is also mainly because they possess different levels of language proficiency.

At the time of the case study, most subjects in Group C only know the concepts of ST but cannot really apply the skills at will. In contrast, subjects in Group A are

more familiar with ST and have greater ability to make good use of the skills needed. These differences (ST training as well as language proficiency) create the results mentioned of Group C and Group A. The former is observed to have applied the skills of ST, only at very superficial level, so there is as much failure as is success, or, more failure than success, as in fidelity. The latter, on the other hand, does more successful ST performance. We can't say that it is mere concepts and intensive training that made all the difference for Group C and Group A, but, with different language proficiencies, the different trainings certainly widened the gap of performance.

#### **4.4.5 Implications for future ST Training**

From the case study, it can be inducted that language proficiency should always be fundamental in ST training. Sufficient language proficiency plus ST skills create the best synergies. Insufficient language proficiency hinders the application of ST skills.

However, we should also be aware that the material used in this case study is for training professional interpreters. Therefore, the "sufficient language proficiency" mentioned in the case study refers to the sufficiency for this type of material. The researcher therefore assumes that those who with lower language proficiency level still can have their opportunity to receive ST training. They just need to be in a class

with different objectives and materials. If the class uses materials that fit their language proficiency level, they can then focus on the absorption of basic ST skills. Only that they have to know this will not equip them to be an interpreter due to their language ability. Nevertheless, if they can work on enhancing language proficiency, they may be able to take on greater challenges in the future. However, this is only an assumption so far, more investigation on ST teaching is needed to prove it applicable.

#### **4.5 Suggestions for Future Improvement**

This is a one-time case study, without follow-ups, interviews, whatsoever. Therefore, a lot more aspects that could have been explored further cannot be covered.

The following are some suggestions for future improvement:

##### **4.5.1 The Difference within the Same Group**

Even in the same group, the subjects are very different. For example, subjects in Group A are supposed to have similar language proficiency and ST training, but they don't. This is because they range from year 1 in GITI to after graduation, and thus are actually of different language proficiency and in different stages of training. Other differences include majors in college, age, etc.

It is ideal to keep the same group totally congenial, but in this case study it is not done due to the feature of scarcity of the subjects.

#### **4.5.2 Their Notes, Slashes, and Psychology**

In ST, what the interpreter marks on the text could say a lot about their mindset and efforts. In the case study, the subjects are allowed to mark anything on their text sheets and they are collected afterwards, some completely clean, some with arrows, slashes, or even words. However, if the researcher intends to find out about the meaning behind their notes, slashes, and psychology, more needs to be done, such as interviews, cooperation with an expert in the field of psychology, etc.