

FACTORS AFFECTING THE QUALITY OF CONSECUTIVE INTERPRETATION AT MULTI-MEDIA ROOMS: FROM LECTURERS' PERSPECTIVE

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Abstract: This study is to explore the main factors affecting the quality of consecutive interpretation of English majored students at School of Languages and Tourism (SLT), Hanoi University of Industry (HaUI). The data for this paper is mainly collected from a semi-structured interview which was adapted from the research by Chunli et al. (2021). The researchers interviewed 4 lecturers at SLT, then compared the answers with an in-depth analysis and review of common errors in students' interpretation in the final test of the 7th semester which was assessed by the criteria for interpreting assessment proposed by Zwischenberger (2010). The research findings indicated that language competence, interpreting techniques, and psychological elements had great influence on the quality of students' consecutive interpretation. Good preparation, avoiding perfectionism and practice are key points for students to improve the consecutive interpretation quality. The paper, hopefully, brings deeper understanding of consecutive interpretation as well as helpful information for lecturers and researchers in language study.

Keywords: quality, consecutive interpretation, semi-structured interview, errors

1. Introduction

Interpreting is a difficult and stressful job that not everyone who graduated from foreign language majors wants to or is willing to do. Christoffels and Groot (2004) affirmed that this job requires interpreters to comprehend, process and produce languages at the same time. The demand for skilled interpreters is always on the rise, especially in the context of globalization. Interpreters seem to play a vital role in negotiation, product launch campaigns, conferences, speeches, etc. Consecutive interpretation (CI) is more

common and accurate than simultaneous interpretation because it allows "interpreters to take notes to support memory skills retrieving what was said" (Gile, 2001). In fact, CI is usually placed with greater importance in interpreter training courses at universities of foreign language studies. At School of Languages and Tourism (SLT), Hanoi University of Industry (HaUI), the design of textbook and curriculum has mostly focused on CI with many supportive activities for students to practice helpful skills for interpreters (listening comprehension and memorizing skills; listening comprehension and note-taking

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skills, presentation and interpretation in talk shows or simulations) and to practice interpreting (unilateral interpreting, bilateral interpreting, etc.). In addition, two new multi-media classrooms were equipped with Canadian Smartclass software, a copyright computer-assisted language learning system to mainly serve interpreting subjects. Lecturers, including the researchers who are in charge of teaching interpretation, were trained directly by technical staff from Sao Mai Education Group in order to ensure that they are excellent at utilizing dedicated features of the software for interpreting classes. Interpreting practice tasks are assigned to students via Smartclass software at multi-media rooms for face-to-face training and via learning management system (LMS) for online training and self-study.

The quality of CI has been discussed in many studies such as a study by Arumí Ribas (2012) on problems and strategies in CI and Chunli et al. (2021) on factors influencing the quality of CI from the perspective of interpreter. There is little or even no research on factors affecting the quality of students' CI when they are trained at school of foreign language studies. As interpretation lecturers for more than 10 years, the researchers would like to find out factors affecting their students' CI quality at multi-media rooms. To reach this goal, this paper addresses the following research questions: (1) what factors influence the quality of CI of English majored students the most? and (2) what are possible suggestions to improve CI skills for English majored students?

2. Literature Review

2.1. Consecutive Interpretation (CI)

CI was defined as “a process in which adequate information is orally presented and transferred into another linguistic and cultural system” (Hu, 2006).

Gile (2009) proposed that there are two phases of CI namely the comprehension phase (or listening and note-taking phase) and the speech production (or reformulation) phase. This is shared by Taherian and Janfeshan (2021) that by performing CI, the interpreter listens to the speaker and after one segment she/he renders the speech into the target language.

CI is normally assumed to be so demanding with various skills and effort. Weihe (2007) indicated that professional interpreters need such skills as short-term memory, note-taking, theme identifying, reorganization of the target language, public speaking and so on. Among these skills, Lu and Chen (2013) emphasized on short-term memory and Harto (2014) showed on note-taking activity.

2.2. The Quality of CI

As to the quality of CI, it is quite difficult to define and bring to the light a unified norm although many language scholars have tried to establish acceptance criteria for interpreting assessment. Gazono (2002) agreed that different groups might have different perceptions for quality. Moser-Mercer (1996) stated that optimum quality is the complete and accurate rendition of the original and tries to capture all extralinguistic information. Kurz (2001) emphasized users' satisfaction through questionnaire in conference, for example, is the key to assess the quality of CI. This idea was shared by Grbíc (2008) who described the quality in CI as fitness for purpose. Furthermore, he also added two other dimensions to define quality in CI as exception and quality as perfection. It is clear that there are no universal criteria to define the quality of CI since it is dynamic and relative (Chunli et al., 2021).

2.3. Factors Influencing the Quality of CI

As to factors influencing the quality of CI, Youhua (2009) showed three aspects

in his study including logic thinking, accent and intonation, and culture elements. According to Andrew Gilles (2019), there are fourteen factors relating to CI such as presentation, analysis of the source language, note-taking, reformulation, effort management in consecutive, protocols and practicalities, etc. In this study, the researchers tried to find out factors affecting the quality of students' CI by interviewing lecturers and reviewing students' interpretation in the final test of the 7th semester. The interview questions were adapted from the research by Chunli et al. (2021) and the review was based on interpreting assessment criteria proposed by Zwischenberger (2010) with three main criteria including content-related criteria, form-related criteria and delivery-related criteria used at Faculty of English Language (FEL), SLT as the marking scheme for interpretation subjects. Content-related criteria consist of sense consistency with original, logical cohesion and completeness. Form-related criteria is linked to correct terminology, correct grammar and appropriate style. Delivery-related criteria cover fluency of delivery, lively intonation, pleasant voice, synchronicity and native accent.

3. Research Methodology

3.1. Research Setting and Participants

The research was conducted with the participation of 4 interpretation lecturers at FEL, SLT who graduated with Master's Degree of English Linguistics from Hanoi University and University of Languages and International Studies, Vietnam National University, Hanoi. Two of them have more than 10 years of teaching interpretation, the others have more than 5 years. One out of 4 has experience of conference interpretation and is now a freelance interpreter. The researchers initially planned to conduct a focus-group interview to obtain more

interaction and discussion; however, this was impossible due to differences in their teaching timetables and personal schedules. As a result, individual interviews were made with 4 lecturers in turn, around 30 minutes each. Then, data was collected in accordance with procedures of data analysis in qualitative research. The researchers realized the limitation of the small-sized population of respondents which is less likely to generalize to the entire interpretation lecturers of other faculties of languages at SLT in particular and the ones at other educational institutions of language studies in general. To examine and judge the respondents' answers as well as to increase the reliability and value of the findings, the researchers reviewed common errors with an in-depth analysis in students' interpretation in the final test of the 7th semester when students completed 3 semesters of interpretation training in a row. Another reason for the review is that the researchers in this study are also interpretation lecturers who have been directly teaching and marking all interpretation final tests at FEL, SLT.

3.2. Research Instruments

A descriptive qualitative research method was applied with semi-structured interview and document analysis from students' interpretation audios in the final test of the 7th semester.

As for interview, the researchers adapted the interview questions from the study by Chunli et al. (2021). Participants labeled L1 to L4 were asked to find out their opinions on students' passion and motivation for learning interpretation as a subject; the quality of students' CI, factors influencing the quality of their CI the most and suggestions to improve CI skills for their students. Teaching methods and other elements such as students' self-study and learning conditions which are supposed to partly affect student's CI were not clearly

mentioned in this study because they are discussed at weekly meetings among interpreting lecturers. Semi-structured interview was utilized since the researchers would like to guide participants with a flexible interview protocol and supplement them with follow-up questions, probes and comments or details to collect open-ended data as well as understand participants' thoughts, feelings and gain personal sharing in interpretation teaching and assessment. The semi-structured interview consists of 4 open-ended questions which were asked and discussed in around 30 minutes for each participant. The data was recorded and noted by the researchers at the same time.

The researchers reviewed and analyzed common errors in students' interpretation in the final test of the 7th semester which includes four 80-100-word news (2 in English; 2 in Vietnamese) assigned to students through the Smartclass system at multi-media rooms. They take the test in 24 minutes in total. To be more specific, students have to perform one interpreting task into target language within 6 minutes, following such steps as open the test with the assigned test code, listen, memorize and take-notes, analyze and decode the messages, record the interpreting version and complete the task. Students must be familiar with the system, show interpreting skills and save the best interpreting version for marking.

The authors based on the criteria for interpreting assessment proposed by Zwischenberger (2010) to collect the common errors, then made a comparison with the answers from the interview to find out the answer for the research questions.

3.3. Data Collection and Analysis

The researchers used audio recorders to collect data from the interview, then a soundsciber program to transcribe digitized sound files. During the interviews, the researchers did take notes of the key points

and asked for further explanation and clarification from participants after the interview. Proofreading was done to clear any grammar errors and spelling mistakes.

As the main part in the procedures of data analysis, the following activities were carefully done: (1) transcribing data with the help of a soundsciber program; (2) proofreading to examine and correct mistakes; (3) labeling and coding relevant words and phrases like quality, factors, influence, improvement; (4) description and explanation from participants; (5) participants' point of view; (6) categorizing codes and data.

The review of common errors and an in-depth analysis in students' interpretation in the final test of the 7th semester was conducted with the marking scheme based on the criteria for interpreting assessment proposed by Zwischenberger (2010). Errors are counted, noted and categorized according to 3 main criteria in the marking sheet in which content-related criteria, form-related criteria, delivery-related criteria accounted for 60%, 20% and 20% respectively of the whole students' marks. This proportion is agreed and approved in the interpreting test specifications at FEL, SLT. A comparison between answers from the interviews and the review of common errors was made to reach the possible answers for the research paper.

4. Findings and Discussions

The paper shows the main factors directly and indirectly influencing the quality of students' CI at FEL, SLT and proposes some possible suggestions to improve students' CI skills.

Question 1: What factors influence the quality of CI of English majored students the most?

The researchers applied the descriptive data analysis from semi-

structured interview (the first 3 questions) and students' interpretation audios in the final test of the 7th semester to find out the main factors influencing the quality of students' CI. The key factors include students' limited language competence of both English and Vietnamese; their poor interpreting techniques especially listening comprehension skills, memorizing, note-taking and decoding skills and re-expressing skills; and interpreting test anxiety. However, there is no doubt that interpreting is seen as a difficult job requiring many skills, techniques and experiences. Therefore, this may explain why students showed lack of passion and motivation or even a negative attitude towards interpretation subjects.

The above-mentioned factors are respectively represented as follows.

Language competence

Language competence plays a crucial role in interpreting fields. Interpreters are expected to be masters of both target language (TL) and source language (SL) in order to render oral translation accurately and naturally. This factor is mentioned in the answers of most respondents in the research. For the first question in the interview "*Do you think your students like a job as an interpreter*", most of the lecturers affirmed that students are not interested in this job. More interestingly, students' limited language competence unveiled the truth behind "their no passion" or "willingness for this job" (L2 and L4). It is important to explore whether students like to work as interpreters or not because passion will play a large role in the determination of job satisfaction and better productivity in the future (Westover et al., 2010). "Students are quite not interested in in-class activities. I think they participate in the class with a must, not a passion. They may not want to work in the interpreting field" (L2) or "Interpreting seems not to be

their dream job" (L3). It can be seen that students at FEL, SLT do not have enough passion as well as motivation to learn interpreting and are not willing to do that job in the future.

When it comes to the quality of students' CI in the second question in the interview, all participants indicated that the quality of students' CI in FEL, SLT is not really good. They even said students are not themselves when they perform interpreting tasks. They fail to express the whole message of SL into TL. L1 said "some students do not complete their interpreting tasks. They may lack ideas or miss information." Some students failed to interpret because they "catch wrong message, wrong information, especially gist, names, numbers, figures" (L2) or they "sometimes cannot catch the whole message" (L4). Students showed "rather limited language competence of both English and Vietnamese in interpreting assignment" because their voice, intonation and pronunciation is not attractive enough. "Their voices are not really smooth and fluent. It seems that they are reading words by words" (L1); "some common words are pronounced wrongly in their interpreting"; "words appear totally different and abnormal" (L3) and "lack of naturalness is noted with grammatical errors, poor speech delivery" (L4).

Language competence is considered the main factor that directly influences the quality of students' CI in this research. For the third question "*In your opinion, what factors do you think influence the quality of students' CI the most?*", L1 said that students at FEL, SLT have 5 terms to learn English skills but their language competence is still limited at all interpreting subjects "from basic to advanced levels" and "listening and speaking skills have direct influence on their interpreting ability. If they listen and speak well, not only English, but also Vietnamese, they are confident in

performing interpreting tasks.” This is agreed by L3 because students are “not very confident in speaking English and their pronunciation and grammar accuracy are not really good.” L2 emphasized the importance of understanding in the interpreting process “Without understanding the message, interpreting seems to be nonsense.” This showed that language competence of both SL and TL is essential in the interpreting tasks and students need to “accumulate knowledge of both English and Vietnamese languages, enrich vocabulary as well as gain grammar accuracy.”

By reviewing students’ CI in the final test of the 7th semester, the researchers noticed that among 3 criteria proposed by Zwischenberger (2010), students usually fail to get full marks (60% of the test) for content-related criteria. For confidentiality, students’ interpretation versions in the test are not fully shown in detail in this research. Due to poor listening comprehension skills, students cannot catch the gist of the messages, then generate an acceptable and completed “story” in their interpreting version. Furthermore, many utterances in students’ interpreting are not closely linked and logical. Numbers and figures are usually interpreted wrongly. The cardinal numbers and ordinal numbers are sometimes misinterpreted. This leads to some cases with correct numbers in notes but incorrect numbers or messages in their interpreting performances. For instance, “Nhân kỷ niệm quốc khánh ngày 2/9, ...” was noted as “2/9” or “2-9” but interpreted as “on the 9th February”; “in the National Dependent Day” or “in the two of September”, etc. Another problem is the misuse of the different words between notes and interpreting due to their rather similar pronunciation as “pollution” and “population”, “product” and “produce”, “experience” and “experiment”, etc.

For form-related criteria, students often make grammatical mistakes on preposition of time, tenses or use

inappropriate word choice. For example, the word “tổ chức” in “Ngày 7/8, Trường Cao đẳng... đã tổ chức tư vấn trực tuyến” is interpreted as “organize”, “organizes”, “has organized.” The word “chance” and “develop” in “the chance that a man will develop lung cancer in his lifetime is...” are interpreted as “cơ hội” and “phát triển.”

For delivery-related criteria, students were unlikely to show their fluency of delivery, lively intonation, pleasant voice in the interpreting performances. For Vietnamese-English interpretation, many students cannot deliver the whole message fluently and properly. The researchers noticed many interpreting versions with long pause (even more than 10 seconds) or with repetition of words, phrases, even sentences or whole messages. These criteria were noted better in students’ Vietnamese-English interpretation.

It seems that students are not aware of what they are delivering. This showed students’ limited language knowledge of both English and Vietnamese along with unprofessional interpreting techniques and anxiety during the test.

Interpreting techniques

Along with language competence, interpreting techniques are the factor that students need to apply flexibly and effectively in their interpreting tasks. This job “is quite difficult and challenging” and “requires many skills and experiences” (L2 and L4) that students “don’t want to work in this field”, don’t see it as “their dream job” or are “willing to pursue.” Respondents said that low quality of students’ CI at FEL, SLT is partly attributed to lack of interpreting skills, especially memorizing, decoding, note-taking and re-expressing skills. Many “choose dictation before interpreting” because they are “afraid of losing details and interpreting wrongly” (L1). Students cannot clearly distinguish “the difference between interpreting and translation” so they are not

“quick in mind and quick in speaking” as well as “catch the words that appear first in their mind and deliver it naturally” (L3).

Students at FEL, SLT are advised to regularly practice interpreting techniques from easy-to-difficult levels, from Vietnamese (their mother tongue) to English. However, due to lack of “daily learning and practice” (L4), many students apply no helpful skills for interpreters “note horizontally, rarely use symbols and abbreviations, some even note the full sentence with nonsense words” (L2). There is also a difference between the effectiveness of applying interpreting techniques to cope with English or Vietnamese news. For Vietnamese-English interpretation, students can “understand the whole message” but “don’t know how to deliver it in English smoothly and naturally.” For Vietnamese-English interpretation, they “can’t follow the message” and “feel worried when missing words” so “they are not willing to do interpreting tasks without jotting down all words” (L2). Students seem to “convey information incorrectly or inadequately” from English to Vietnamese and their “level of naturalness is marked with grammatical errors, poor speech delivery” from Vietnamese to English (L4).

The researchers reviewed students’ CI in the final test of 7th semester and noticed that poor application of interpreting techniques makes students unable to fulfill content-related criteria. They cannot find sense consistency with original messages or they cannot complete their interpreting tasks. The messages in the SL are interpreted wrongly or inadequately. The reason is mainly noted that students stick their minds on TL. They cannot memorize key words and messages and know how to analyze and decode the messages, what to paraphrase, what to omit. As a result their interpreted messages are somehow different or even inferior to the original message. For instance, “Humanity is set to enter a new era

of transport” is interpreted as “Nhân loại được thiết lập tiến vào một thời kỳ giao thông mới” or “Tính nhân văn được đưa ra khi con người tham gia giao thông.” Note-taking is also the technique that students often fail because they are likely to note horizontally instead of vertically, note without symbols or abbreviations, etc. More interestingly, the researchers found that the information in students’ notes is closely linked to their listening comprehension and memorizing skills. Some students stop the audios regularly to dictate all words, so 6 minutes is not enough for them to fulfill one interpreting task. Students’ notes during the test are also collected to serve for marking. To be more specific, students’ interpreting points are deducted if notes with full dictation of SL or TL are noticed in their test papers. This regulation is given in order to make students apply interpreting techniques, especially note-taking skills in their interpreting test. In fact, note-taking supports memory skills, especially with numbers and figures. In the process of marking, the researchers found that incorrect notes can lead to bad interpreting. For example, “129” - the number of participants in an event is interpreted as 139, 159, 29, etc. With the numbers or figures with more digits, there are much more different versions in students’ interpreting. On the other hand, some students cannot deliver the whole message into TL. They tried to get perfectionism in their test so that they rendered speech with a long pause to choose the best words, some recorded their voice several times without noticing the time allowance of 6 minutes for each interpreting tasks. This showed that students are unable to notice the nature of interpreting which is quick in mind and quick in speech.

Psychological elements

Interpreting is such a stressful and demanding job that most students at FEL, SLT are afraid of or not “willing to pursue”

or do not consider it as their “dream job.” This clearly leads to students’ fear of interpreting jobs as well as learning it. During interpreting assignments, students may “feel worried when missing words” or “be afraid of losing details and interpret wrongly” (L1). They also “fear of time pressure and technical errors” There are some “silly mistakes” when recording the interpreting version such as forgetting “to click on record button” or clicking on “wrong test code” or even “ignoring the guidelines on topic they are going to interpret” (L2). L3 said that due to their poor pronunciation and grammar, they are “not very confident” and “fear a lot of things.”

It is clear that most of the students at FEL, SLT are not suitable to work as interpreters because of internal and external reasons. The former may include lack of passion and motivation, limited language competence, and a negative attitude towards interpreting subjects (L1, L2). The latter may come from the fact that interpreting is seen as a difficult job requiring many skills, techniques and experiences. This reality explains why the number of graduates from FEL, SLT who work as interpreters is limited. In fact, interpreting requires learners not only to be good and experienced in two languages and cultures but also to have great passion for it (L3, L4). All respondents agreed with the point that students’ language competence made a contribution to good or bad interpreting versions and that interpreting techniques greatly influenced the quality of students’ CI. Of which, memorizing and note-taking skills, message decoding skills and re-expressing or delivery skills are clearly mentioned. In addition, students’ psychology is an important element which was analyzed and shared by L1, L2 and L3.

From lecturers’ explanations and reviewing students’ interpretation in the final test of the 7th semester, there are 3 main factors influencing the quality of students’

CI at FEL, SLT including language competence, interpreting techniques and psychological elements. It is clear that students’ knowledge and language competence of both English and Vietnamese have great influence on their interpreting performances. Moreover, they need to practice more regularly the helpful skills for interpreters such as memorizing, note-taking skills as well as decoding and re-expressing skills to render the speech more naturally and beautifully. Students also need to prepare well psychologically to be ready in any interpreting assignment.

Question 2: What are possible suggestions to improve CI skills for English majored students?

The answers for the last question in the interview help the researchers find out suggestions for students at FEL, SLT to improve the quality of their CI. Students are advised to practice regularly and prepare well for interpreting assignments. Moreover, they should notice the differences between translation and interpretation to avoid perfectionism in re-expressing the messages into the TL.

Regular practice

All respondents shared a point that practice plays a vital role in improving students’ quality of CI. L1 said that “practice makes perfect” and students cannot “interpret well if they do not practice helpful skills and techniques everyday even when they grasp all interpreting theory.” L2 advised students to practice in order to “be ready and confident in interpreting assignments.” L3 suggested that “students should practice a lot” because “regular practice helps students increase their interpreting speed and accuracy.” This is shared by L4 that students should “practice every day, everywhere, by any means.”

Respondents also suggested some useful techniques for students to apply on

interpreting practice such as regular watching some programs or films with subtitles (L1 and L2), joining some international conferences at their school or in other universities (L3), applying shadowing techniques (L1), acting as instructors or assessors of interpreting tasks in groups (L4), or just simply making full use of interpreting tasks on LMS (L2 and L4) and repeating interpreting tasks many times (L4). They affirmed that these are useful and effective for students to practice interpreting every day to understand “more techniques like memorizing, note-taking, reorganizing and speech rendering techniques” and “the nature of interpreting” (L3). They may love interpreting more and “enrich their knowledge, entertain and study at the same time” (L2).

Avoid perfectionism

It is of importance that students have to understand the nature of interpreting, distinguish it from that of translation. L1 suggested that students should try shadowing to practice interpreting in order to “be quick in mind and speaking, avoid long pause or repetition to choose the most acceptable interpreting version.” This is agreed by L2 because “avoiding perfectionism” means “selecting suitable words or grammatical structures appears first” in students’ minds. By doing this, “speech and fluency” are ensured. L4 proposed students to act as assessors to “listen to many interpreting versions, practice more techniques” and “understand the nature of interpreting, stay away from selecting the best words.”

It is clearly seen that students should practice more and be themselves during interpreting tasks. They have to understand that utterance rendering helps people of two languages communicate to each other. This requires quickness, fluency and accuracy. As a result, there is no best interpreting, but acceptable one. By practicing regularly, their

interpreting versions become more and more natural.

Good preparation

Interpreting is an art of rendering spoken utterances. In fact, rarely does a professional interpreter accept to interpret at an event without being provided necessary documents or related information. Preparation plays a decisive role in the success of interpreting assignments. L2 said that “good preparation helps students be more confident and comfortable” because they “understand the topic”, “equip themselves with terms and interpreting techniques.” Students can “enrich their knowledge” with some exercises like “watching famous English films” and “practice activities on LMS.” This idea was shared by other participants in this research. Watching TV programs like Talkvietnam, sharing Vietnam, and then TED talk, VOA, BBC News, BBC Breaking News English, etc. and applying the shadowing techniques enabled students to “improve not only English skills but also students’ language competence and knowledge on various topics” (L1). L3 suggested students join some international conferences to explore knowledge and techniques as well. L4 indicated that students should “prepare well for the topic” to perform successfully any interpreting task by playing the roles as assessors or instructors in group work activities at home and increasing self-study on LMS. It is obvious that preparation is one of the key factors for students to be confident and gradually master interpreting tasks. Good preparation decreases the level of fear among students because when they are well-equipped on the topics, especially terms and expressions, they can keep calm and act professionally as interpreters.

In short, none of the students can increase their language competence in both English and Vietnamese as well as master interpreting skills without practice. All

respondents emphasized that students should prepare knowledgeably and psychologically for their interpreting assignments. Avoiding perfectionism which was proposed by L1, L3 and L4 is considered the solution for students to gain more natural interpreting versions as well as better psychology.

From the above lecturers' perspective along with the researchers' experiences in teaching and marking students' interpreting performances, there are some suggestions to help students improve the quality of CI. Firstly, practice is the key to make students improve the quality of CI quickly and effectively. By daily practice, students can enrich their knowledge, accumulate necessary skills and increase the level of naturalness in their interpreting assignments. Secondly, students should study individually, in pairs or in groups to prepare well for each lesson. Good preparation enables students to perform interpreting ability confidently and impressively. Finally, realizing the nature of interpreting, distinguishing it with translation theory also makes students avoid perfectionism in interpreting tasks. It is no exaggeration to say that interpreting is an art which requires learners to put great time and effort into grasping helpful skills, enriching knowledge and gaining more experiences.

5. Conclusion

The researchers tried to find out factors influencing the quality of students' CI by applying individual interviews with the review and analysis of students' interpretation audios in the final test of the 7th semester. The findings revealed that the quality of students' CI is greatly determined by interpreting techniques, psychological elements and language competence. To be confident and professional in rendering speech, students are advised to have good preparation, avoid perfectionism and practice more often.

This research paper is hopefully beneficial to scholars, lecturers and learners who are eager to master the art of interpreting as well as pursuing it as a dream job in the future. The results of the study take a closer look at the interpretation training field by clarifying factors which influence the quality of students' CI and summarizing useful suggestions from lecturers' perspective to improve the quality of students' CI.

However, some shortcomings from this study were anticipated due to the limitations of research instruments and participants. The researchers only collected data from lecturers' perspective, not from students. As a result, students' opinions on challenges, factors affecting the quality of their CI as well as their desires to learn CI better were not recorded and analyzed. Furthermore, the number of respondents in this research is limited with only interpretation lecturers at FEL, not interpretation lecturers from other faculties of language studies in SLT. Those limitations hopefully open doors to further research from the researchers themselves as well as other scholars in the coming time.

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Appendix 1

Semi-Structured Interview

1. Do you think your students like a job as an interpreter?
2. What's your opinion on the quality of consecutive interpretation of your students?
3. What factors do you think influence the quality of consecutive interpretation of your students the most?
4. What are your suggestions to improve consecutive interpretation skills for your students?

Appendix 2

Interview Transcription

1. Do you think your students like a job as an interpreter?

L1: No, I don't think so. Although many students like English and learn English from primary school, their English competence is quite limited. For some students, English linguistics is their second choice when they register for a university entrance exam. Some even haven't got any directions for their future jobs.

L2: I think only some in my classes. Because, you know, they do not finish their before-and-after-class-online interpreting tasks. They are quite not interested in in-class activities. I think they participate in the class with a must, not a passion. They may not want to work in the interpretation field.

L3: I think not many of my students like to work as interpreters. Actually, this job is quite difficult and challenging for them because it requires lots of skills and experience. As an interpretation lecturer for more than 10 years, I realized that there are less than 10 graduates from each intake at FEL, SLT actually works in translation and interpretation fields. Interpreting seems not to be their dream job.

L4: Well, you know, students now are quite practical. They might have had some part-time jobs when they were sophomores or juniors. They may find other suitable jobs as teachers, tour guides, receptionists, project assistants, secretaries, etc. Interpreting requires many skills and experiences that not any graduates are willing to pursue.

2. What's your opinion on the quality of your students' CI?

L1: Frankly speaking, not really good. Some students do not complete their interpreting tasks. They may lack ideas or miss information. Their voices are not really smooth and fluent. It seems like they are reading word by word. Sometimes, I feel no feelings or energy in their voice. However, I noticed that some students in each intake at FEL, SLT are good at interpreting and are able to pursue interpreting jobs in the future.

L2: Well, only some of my students showed ability in interpreting. Many admitted that it is hard to do interpreting tasks well because when they listen to Vietnamese news, they can understand the whole message but they don't know how to deliver it in English smoothly and naturally. However, for English-Vietnamese interpreting, they sometimes can't follow the messages, they feel worried when missing words so they are not willing to do interpreting tasks without jotting down all words. It is clear that they do not apply interpreting techniques and skills properly, especially memory skill and note-taking skill. Moreover, their language competence is limited as well. They catch wrong messages, wrong information, especially gist, names, numbers, figures.

L3: In my opinion, the quality is not good. I guess students are not really confident in their language competence, especially English. Their English pronunciation is bad, even some common words are pronounced wrongly in their interpreting audios. Sometimes, it makes me laugh to tears. If the words stand alone, they will pronounce it correctly. However, these words appear totally different and abnormal in their interpreting audios.

L4: I think the quality of students' CI is closely linked to their daily learning and practice. You know, practice makes perfect. My students admitted that they do not practice much at home so their quality of CI is not improved day by day. From my point of view, students do English – Vietnamese interpreting tasks better than Vietnamese – English Interpreting ones. For English - Vietnamese interpreting tasks, they sometimes cannot catch the whole message which leads to convey information incorrectly or inadequately. Proper names, numbers, figures are especially interpreted wrongly in many cases. For Vietnamese – English Interpreting assignments, the level of naturalness is marked with grammatical errors, poor speech delivery.

3. In your opinion, what factors do you think influence the quality of students' CI the most?

L1: I think they are language competence and interpreting techniques. Students at FEL,

SLT have 5 terms to learn English skills in speaking, listening, reading and writing. Of which, listening and speaking have direct influence on their interpreting ability. If they listen and speak well, not only English, but also Vietnamese, they are confident in performing interpreting tasks. It is, however, undeniable that language competence of students at FEL, SLT is still limited when they come to interpreting subjects from basic to advanced levels. Moreover, interpreting techniques such as memorizing, note-taking, analyzing and deciphering messages are not paid great attention and practice. In my interpreting classes, I asked students to do it regularly but when it comes to the test, some of them choose dictation before interpreting. They were afraid of losing details and interpreting wrongly but they didn't know that dictation couldn't help them interpret well.

L2: Of course, interpreting techniques are key factors influencing the quality of students' CI. You know, some helpful skills such as memory, note-taking, analyzing and deciphering messages, but in the interpreting process, understanding is of much importance. Without understanding the message, interpreting seems to be nonsense. Students don't train themselves in memory and note-taking skills by exercises given by lecturers from the subject of Interpreting and Translation Theory. They still note horizontally, rarely use symbols and abbreviations, some even note the full sentence with nonsense words. They do not know how to connect ideas, gist from the news. Furthermore, I think psychology is an important part. My students fear of interpreting wrongly, fear of lacking time. Another one is fear of technical errors especially when students have to record their voice in the test. Sometimes, they make silly mistakes like forgetting to click on the record button or clicking on wrong test code or ignoring the guidelines on the topic they are going to interpret, etc.

L3: I think they are language competence and psychology. Even though students are in the 3rd year, they are still not very confident in speaking English. Their pronunciation and grammar accuracy are not really good. As a result, they fear a lot of things. Furthermore, they haven't clearly distinguished the difference between interpreting and translation. They spend much time on selecting the best words and structure during interpretation. They do not realize that interpreting requires them to be quick in mind and quick in speaking. Instead of choosing the best words or phrases, they had better catch the words that appear first in their mind and deliver it naturally.

L4: In my opinion, interpreting techniques or hints are the most important factors. After some years accumulating knowledge of both English and Vietnamese languages, enriching vocabulary as well as gaining grammar accuracy, students learn interpreting subjects. From the beginning, they are taught about interpreting theory, all techniques such as memorizing, note-taking, deciphering messages, etc. They must apply them on their interpreting performances which are of course, improved by daily learning and practice.

4. What are your suggestions to improve CI skills for your students?

L1: You know, practice makes perfect. This proverb is always true in any profession and interpreting is no exception. Students cannot interpret well if they do not practice helpful skills and techniques everyday even when they grasp all interpreting theory. Interpreting practice can be done in many ways from individual to pair-work or group work at home with the various interpreting sources on TV program, internet channels. I usually suggest to my students some common TV programs like Talkvietnam, sharing Vietnam. They should start practicing with the things around them, in Vietnam first. Then they increase their passion for English, curiosity about interpreting, and they can challenge themselves with some foreign

programs like TED talk, VOA, BBC news, BBC Breaking News English, etc. Shadowing was proven to be a good technique to improve not only English skills but also students' language competency and knowledge on various topics. They can shadow a piece of news on TV, radio or internet and practice interpreting after that. This method also helps students realize the differences between translation and interpreting and be quick in mind and speaking, avoid long pause or repetition to choose the most acceptable interpreting version.

L2: In my opinion, students should prepare well for their interpreting tasks, from language delivery skills, interpreting skills to psychological elements. To be more specific, they need to show their understanding on the topics they are going to interpret. You know, the more they know about the topic, the better their interpretation is. Good preparation also helps students be more confident and comfortable during the interpreting assignments. On STL's learning management system, interpreting exercises are well-designed with before, -and-after-class activities. By practicing these tasks, students can equip themselves with terms, interpreting techniques to be ready and confident in interpreting assignments at lab rooms with face-to-face lessons with their lecturer. Students can also watch famous films in Vietnamese and English with subtitles to train themselves with interpreting or they can work in groups to share content of film once a week. This is quite effective to improve both speaking and interpreting skill, and students can enrich their knowledge, entertain and study at the same time.

L3: I suggest that students should practice a lot, of course. Practice is the key for them to be familiar with and gradually master the interpreting skills. However, recognizing the differences between translation and interpreting help students avoid perfectionism in their interpreting performances. This doesn't mean that they are advised to be careless in word choice or speech delivery but to be quick in mind selecting suitable words or grammatical structures appear first in their mind to ensure speech and fluency. Regular practice helps students increase their interpreting speed and accuracy. It is advisable for students to study with someone else, in pairs or in groups. They can learn from others and enrich their knowledge and techniques. One more interesting method is that students can join international conferences in Vietnam as participants. They can ask permission from their teachers or organizers. SLT, HaUI has recently been the organizer of many international conferences like VietTESOL, Asial CALL or EOP Education, etc.

L4: Students should practice every day, everywhere, by any means. Only by regular practice, are their interpreting skills and knowledge improved. SLT's lab rooms with internet connection and smart class software program for interpreting practice are available for them after class. They can interpret a piece of information many times until they feel satisfied with their interpretation. Before each face-to-face interpreting lesson with their lecturer, students should complete their interpreting assigned tasks on LMS, prepare well all terms and self-study to improve their interpreting skills. They should make full use of learning materials which are carefully designed for them. They can design interpreting tasks, play the role as instructors in the group for those interpreting tasks. By doing that, they have to search information carefully, then guide other group members and suggest the most acceptable notes and interpreting version. By acting as an instructor, students may be more responsible for interpreting tasks and prepare well for the topic that they are going to guide. This group activity also helps students listen to many interpreting versions, practice more techniques like memorizing, note-taking, reorganizing and speech rendering techniques as well as understand the nature of interpreting, stay away from selecting the best words.

CÁC YẾU TỐ ẢNH HƯỞNG ĐẾN CHẤT LƯỢNG BÀI DỊCH NÓI TIẾP CỦA SINH VIÊN NGÀNH NGÔN NGỮ ANH TẠI CÁC PHÒNG HỌC ĐA PHƯƠNG TIỆN: NHÌN TỪ GÓC ĐỘ GIẢNG VIÊN

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Tóm tắt: Nghiên cứu này nhằm tìm ra những yếu tố ảnh hưởng đến chất lượng bài dịch nói tiếp của sinh viên ngành ngôn ngữ Anh Trường Ngoại ngữ - Du lịch, Đại học Công nghiệp Hà Nội. Dữ liệu của nghiên cứu được thu thập từ phỏng vấn bán cấu trúc được biên tập và chỉnh sửa từ nghiên cứu của Chunli và cộng sự (2021). Các nhà nghiên cứu đã tiến hành phỏng vấn 4 giảng viên của Trường Ngoại ngữ - Du lịch, sau đó so sánh và đối chiếu với những lỗi mà sinh viên thường mắc trong bài kiểm tra phiên dịch cuối kỳ 7. Tiêu chí chấm của bài kiểm tra cuối kỳ dựa trên tiêu chí đánh giá phiên dịch được đưa ra trong nghiên cứu của Zwischenberger (2010). Kết quả của nghiên cứu này cho thấy năng lực ngôn ngữ, kỹ thuật phiên dịch cũng như tâm lý khi dịch có ảnh hưởng lớn đến chất lượng bài dịch nói tiếp của sinh viên. Những yếu tố như chuẩn bị kỹ càng, tránh cầu toàn khi phiên dịch và tăng cường thực hành là những yếu tố giúp sinh viên nâng cao chất lượng bài dịch nói tiếp. Nghiên cứu hy vọng mang đến cho độc giả sự hiểu biết sâu sắc hơn về dịch nói tiếp và thông tin hữu ích cho giảng viên và các nhà nghiên cứu về ngôn ngữ.

Từ khóa: chất lượng, dịch nói tiếp, phỏng vấn bán cấu trúc, lỗi