

# **English Language Needs of Chinese/English Interpreting Learners: An Error Analysis of Chinese-to-English Short Consecutive Interpreting Tests**

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## **Abstract**

While interpreting students share many of the characteristics and challenges of average advanced language learners, they also face some unique challenges. To help students achieve the level of proficiency needed for the task of interpreting, some interpreting programs have started to offer language enhancement courses. However, more research is needed to develop effective teaching methods and materials for such courses to cater to the specific needs of interpreting students. This study examines 146 samples from the Chinese-to-English short consecutive interpreting tests which have achieved a passing score of 4 or 5 on the accuracy scale. The samples are divided into two groups: Group H (high score) is composed of 91 rating units that have received a score of 4 or 5 on the delivery scale. Group L (low score) is composed of 55 rating units that have received only a score of 3 from both raters on the delivery scale. The results show that samples from test-takers who passed the fluency scale are more fluent and contain fewer disfluency markers. They also contain fewer linguistic errors. The types of errors made, however, do not seem to differ much, suggesting the test-takers face similar challenges as advance learners of English. Pedagogical implications of the results for language enhancement courses for Chinese-English interpreting students are discussed.

Keywords: consecutive interpreting, English learning, interpreting tests