



Problems Solution and Interpreting Strategies in Computer-aided Interpreting from English into Chinese

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This study is conducted to investigate what problems the undergraduate students in Taiwan encounter while they are carrying out a consecutive interpreting from English into Chinese and what strategies employed to solve the problems while interpreting with computer-aided. 15 Chinese students, majoring in the Applied Foreign Languages, serve as the subjects of this study when they take the course entitled "Interpreting from English into Chinese". In order to explore the problems that individual and groups student interpreters encounter and to find out how Chinese student interpreters deal with or eliminate the problem while interpreting, qualitative research methods are adopted and used to collect and analyse the data, including the audio data of the practices that are carried out and recorded in the classes and the exercises taken after classes, as well as the commentaries and notes provided by individual students.

This present study is expected to shed light on interpreter training, so individual student's reflection notes concerning their interpretation are also studied in this study, to find out their problems and the interpreting strategies employed in consecutive interpreting when they encounter. The finding of this investigation not only identifies certain problems and difficulties arisen by Chinese students interpreting from English into Chinese, but also suggests certain useful approaches and strategies for individual student interpreters to (self-) develop, improve, and enhance their abilities in interpreting. Furthermore, this study will also compare and discuss whether or not currently suggested methods or approaches proposed by western scholars are also suitable to employ in the Chinese world as the language systems in Chinese, an ideological language, and in English, a phonetic language, are categorical distinction. Moreover, this study is significant because the findings not only are useful for teachers to train student interpreters but also offer some valuable approaches for the interpreter-to-be to continue enhancing their abilities in interpreting, even they did not continue to receive certain or proper interpreting training.