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UNIVERSITY OF LANGUAGES AND INTERNATIONAL STUDIES
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GRADUATION PAPER

**A STUDY INTO DIFFICULTIES TO MAINTAIN
FLUENCY ENCOUNTERED BY ULIS STUDENTS
CLASS 14E20 AND 14E13 IN THEIR END-OF-TERM
VIETNAMESE- ENGLISH SIMULTANEOUS
INTERPRETATION**

Supervisor: Nguyễn Ngọc Ninh M.A

Student: Nguyễn Thanh Hiền

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**ĐẠI HỌC QUỐC GIA HÀ NỘI
TRƯỜNG ĐẠI HỌC NGOẠI NGỮ
KHOA SƯ PHẠM TIẾNG ANH**

KHÓA LUẬN TỐT NGHIỆP

**KHÓ KHĂN SINH VIÊN LỚP 14E20 VÀ 14E13 GẶP PHẢI
TRONG VIỆC GIỮ ĐỘ TRÔI CHẢY TRONG BÀI THI
DỊCH SONG SONG VIỆT – ANH CUỐI KỲ**

Giáo viên hướng dẫn: Nguyễn Ngọc Ninh, M.A

Sinh viên: Nguyễn Thanh Hiền

Khóa: QH2010.F1.E20



HÀ NỘI – 2018

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Nguyen Thanh Hien

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ABSTRACT

Fluency is one of the criteria whereby the performance of a simultaneous interpreter is judged. Surveys show it is also a quality that language-service users expect from an interpreter. That is to say, skill to maintain fluency should be imparted to fledging interpreters in any interpretation courses. Hence, such factors motivate a study into disfluency of student-interpreters, to be more specific, what disfluency is, how disfluency is manifested, what the most dominant types of disfluency is and most importantly what the causes for disfluency are and if disfluency is a problem for students. To this end, 20 interpreting students from class 14E20 and 14E13 were chosen as the subject for this research. Recordings from their end-of-term simultaneous interpreting test were obtained and mined for disfluency. Error analysis was adopted as one of the underlying research method, and the classification of disfluency was taken from Tissi (2000). The result shows maintaining fluency is not at all a difficulty for students with the highest percentage of disfluency is only 13%. In addition, filled pause and restructuring are the most dominant manifestations of disfluency. Also, the research has worked to discover causes of disfluency from 3 aspects of input audio, failure of the interpreters themselves and external factors via interviewing with 18 out of 20 subjects.

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CHAPTER 1. INTRODUCTION

This chapter is aimed to give a detailed account of the motivation for this study along with its objective and scope. Most importantly, the research questions will also be set forth in this chapter.

1.1 Research problem

Because of its timeliness and convenience, simultaneous interpretation is now preferred as a mode of bridging language gap by many potential language-service users in the market. Given the growing demand for simultaneous interpretation, every course on translation and interpretation has laid stronger emphasis on simultaneous interpretation. The Faculty of English Language Teacher Education under ULIS is not an exception. The course of Advanced Interpretation is included in order to introduce to its attendees how to perform simultaneous interpretation as proficiently as possible. Not to mention, there are many fledging interpreters who aspire to master real-time rendition.

However, simultaneous interpretation is widely recognized as a challenge for both novice and professional interpreters because of the demands it makes on our cognition. The cognitively overwhelming feeling could be manifested in many ways, be it inaccuracy or unintended omission of important information. In other words, it is hardly easy to deliver a satisfactory performance without making any compromises. This sparks the needs for studies into various aspects of interpreting process, elements that makes the success of interpreting.

Fluency is one of the criteria whereby interpreters' performance is judged. In fact, "Survey on Quality and role: conference interpreters' expectations and self-perceptions" conducted by University of Vienna in which 704 interpreters was asked to rate the importance of 11 criteria for assessing the performance of a simultaneous interpreter, fluency in delivery was attached high significance by 71% participants. Another research also into the interpreting quality expectation but from the perspective of interpreting service users (Amini, González, Ayob, Amini, 2015) showed 91% of the participants

thought fluency in delivery as very important or important. That is to illustrate the importance of maintaining the flow of the rendition while still managing to listen and analyze input.

Yet, it is no easy task to accomplish. Maintaining fluency while listening and translating is proved to be difficult given to the inherent strains of simultaneous interpretation and the limitation of our cognitive capacity. Presumably, at certain point, it is called for to sacrifice fluency for the sake of the performance as a whole. For trainee interpreters, this constitutes an even greater challenge because they might still struggle to coordinate listening, analyzing, with interpreting concurrently. However, this is still treated as an assumption awaiting examination which is part of the purpose of this thesis.

What is more, due to its immediacy, disfluencies have been the subject of many preceded researches. In fact, many interpreter-researchers have proposed various theoretical frameworks with a view of shedding light on the causes for psycholinguistic difficulties in simultaneous interpretation and facilitating the formulation of strategies for better performance. In fact, during the course of Advanced Interpretation, teacher is often heard mention the term “ear-to-mouth delay” which was referred to as the amount of time by which the rendition lags behind the source speech. It is suspected that during this period disfluency arises. Following substantial readings, the interest to pursue this topic is kindled, and disfluency was accordingly chosen as topic for this graduate paper.

1.2. Research Questions

This thesis is intended as a continuance of these efforts which are by no means unfamiliar but are still limited. In particular, it is set out to explore the difficulties in maintaining fluency encountered by students of class 14E13 and 14E20 in their Vietnamese- English simultaneous interpretation by providing answer to following two questions:

1. What is the percentage of disfluency found in students’ output?
2. What are the most frequent types of disfluencies committed students?

3. What are the causes for disfluencies while interpreting?

To answer the above 3 questions, recordings of students in the end-of-term test were obtained and analyzed based on the method of “error analysis” suggested by Falbo (2003) which involves classification of disfluency and evaluation of its causes. Also, interviews were organized in order to collect students’ response as to their difficulties when simultaneously interpreting.

1.3. Significance

Though this is by no means the pioneering attempt to explore fluency in simultaneous interpretation, it is the first research into fluency in simultaneous interpretation with Vietnamese- English as language pair, and especially focusing on Vietnamese 4th year students.

The research is aimed at 4th year students (14E13 and 14E20) who have just been trained simultaneous interpretation through 15-week Advanced Interpretation course. The end-of-term examination is intended to measure students’ outcome. Therefore, based on evaluation of students’ performance in the final test, it could be revealed if the course has succeeded in honing students’ skill in maintaining fluency.

As discussed above, fluency is an important element making a satisfactory interpretation. Thus, the research is expected to raise the trainees’ awareness of the most common manifestation of disfluency, and also the reasons for such disfluency. Enhanced perception on these aspects could help novice interpreters to, via various means, consciously control the fluency of their speech, and come up with a suitable strategy for themselves in self-practicing. Teachers could utilize this research as a reference to improve their teaching methods.

1.4. Scope of the research

The research focuses 4th year students currently studying interpretation in University of Languages and International Studies with class 14E20 and 14E13 chosen to be case studied. Considering time constraint and the laborious task of transcribing recordings, the

research will single out only a manageable number of two classes. The subject is their recordings in end-of-term simultaneous examination which will be transcribed and scouted for disfluency manifestation. Recordings are the sole evidence whereby students' actual performance is gauged.

Also, the language pair chosen for in-depth study is Vietnamese- English. In their end-of-term examination, students are required to interpret simultaneously from Vietnamese to English instead of the other way around. This language pair (from mother tongue to acquired language) involves specific grammatical and lexical changes that could constitute disfluency.

Input speech is in the form of authentic speech with the speed of 90 words per minute which is delivered in a natural and slightly spontaneous manner. The speech dealt with the topic of water resource, and a day prior to the test, students was notified of the topic along with some key words. Plus, the end-of-term examination was conducted in ULIS's language laboratory in which each student had their own earphone and computer and sat separately from each other. However, there is no sound insulation between booths. That is to say, the condition in which the test took place was not similar to actual environment of a real-life interpreter. Also, there are certain factors of such condition could affect the outcome of students.

Added to that, it should be reminded that students' fluency was evaluated in terms of the flow of speech only without considering if accuracy of grammar or content.

CHAPTER 2. LITERATURE REVIEW

The chapter provides the definition of key terms necessary for understanding of the research such as “simultaneous interpretation”, “fluency” or “disfluency”. Above all, it elaborates the theoretical grounding based on which the research is developed. However, before all that, an overview of past studies sharing the same topic is included as well.

2.1. Simultaneous Interpretation

It might be somewhat banal to begin literature review with the definition of simultaneous interpretation since it is a mode of translating that almost everyone is well aware of. However, there are some characteristics of simultaneous interpretation that essentially give grounds and orientation for the research.

“Simultaneous interpretation is a type of interpreting executed while the speaker is speaking, using particular equipment (e.g. booths, earphones, microphone)” (European Commission).

First and foremost, unlike translation, interpretation involves the *oral transmission* of information; therefore, in addition to accuracy of information, the interpreter will be judged on his way of delivery, and delivery itself could influence how the message is perceived. That is why, fluency is always included in the marking scheme for interpreting performance. However, fluency is mostly judged quite subjectively since the description of what is considered a fluent rendition remains quite elusive. The end-of-term examination is no exception. As there lacks a clear-cut criterion for fluency, raters often base on their own feeling to give scores. Moreover, thus far, higher priority has been attached to accuracy of information as raters tend to grade students by reconciling the original speech to the interpreted version. Professional interpreters are said to be more fluent because they have better management of prosodic means, that is, intonation, rhythm etc.

Added to that, it is important to take into account the fact that the interpreter has to render concurrent with the speaker’s speech, and while he is still listening and process new input. Every decision and planning have to be made in split second. Therefore, interpreters

are loaded with multiple cognitive tasks from anticipation to risk assessment, from processing input to articulating. As a result, disfluency is bound to occur; it signals the interpreter is taking the time and effort to complete those tasks.

2.2. Fluency

When it comes to language acquisition and language learning, fluency could hardly go unmentioned. It is not rare for people to come across terms such as writing fluency or reading fluency or speaking fluency. In general, fluency is the goal every language learner tries their best to attain. Thus, as seen, in its broad sense, fluency is often referred to all-rounded language proficiency or as Crystal (1987) put it “smooth, rapid and effortless use of language”. Hence, the criteria whereby fluency is judged is likely to encompass correct grammar, rich vocabulary, or native-like pronunciation.

However, it is fluency in its narrower sense that this thesis is concerned with. Fluency is only a component of language proficiency, and speaking proficiency in particular, and a linguistic element independent of grammar or vocabulary size. Lennon (1990) gives a clear definition of fluency in this sense, that is to say, “impression on the listener’s part that the psycholinguistic processes of speech planning and speech production are functioning easily and smoothly” (p. 391). The aforementioned definition is favored because it alludes to 2 aspects of fluency of the research’s concerns, namely, speech plan and speech production as the inherent mechanism behind fluency. It is the cognitive process of planning and producing a speech that lends the basis for the research to develop and argue. While in the above definition, only the role of listeners is highlighted, it is important to take into account the fact that fluency is sometimes referred to as the speaker’s “automatic procedural skill” (Schmidt, 1992, p. 358). In light of Schmidt’s definition, fluency is understood as an individual skill which means it is under control of the speaker instead of being dependent on listeners’ opinion. “Procedural skill” could be understood as skills acquired through familiarity with a procedure, or to put simply, with techniques and steps involved to achieve a goal. In this case of speaking fluency, it concerns the mental procedure which is taking place inside one’s mind, in contrast with physical procedure

which requires execution of a physical movement such as a surgeon performing a surgery. In the final analysis, fluency should be viewed as a process of speech planning and production on the part of interpreter, and the perception on the part of audience. With that in mind, the research will assess fluency by locating disfluencies in output as an audience, and at the same time, by identifying difficulties faced interpreters in their effort to maintain fluency.

Later, Lennon (2000) went on to give another of his interpretation of fluency as follows “the rapid, smooth, accurate, lucid, and efficient translation of thought or communicative intention into language under the temporal constraints of on-line processing” (p.26). As seen, this definition of fluency takes into consideration both performance characteristic (rapid, smooth) and linguistic competence (accurate). In this research, due to time constraint, only performance characteristic is covered.

As far as simultaneous interpretation is concerned, there is also discussion regarding interpreter’s ability to maintain *fluent strings*, that is “a string uttered with no break or modulation” (Setton, 1999). However, Setton notes that such fluent strings are actually short and few and far between. For one thing, in simultaneous translation, the interpreter has to constantly switch their attention and sensibly distribute their limited resources of effort (on listening, analyzing, memorizing or coordinating). This could also be attributed to errors and disruptions in delivery.

Segalowitz (2010) interprets fluency in 3 following aspects, that is, cognitive fluency, utterance fluency and perceived fluency.

2.2.1. Cognitive fluency

Cognitive fluency is described as “the efficiency of operation of the underlying processes responsible for the production of utterances” (Segalowitz, 2010). To put simply, cognitive fluency is related to the process of speech plan itself. To be more precise, it involves preparing what you want to say mentally, which in turn requires information to be retrieved from memory, organized and encoded into syntactically and semantically

acceptable sentences, etc. A person is considered cognitively fluent if he could produce preverbal comprehensible utterances that helps convey his communicative intent within given time. In a way, it is cognitive fluency that is the aspect of fluency that Schmidt (1992) referred to as “automatic procedural skill” because it is under the control of the speaker.

Since the process takes place within a person, there is no concrete evidence for assessment to base on. Therefore, the research will refer to Levelt’s model of speech production as the framework for cognitive fluency delineation and evaluation.

* Levelt’s model of speech production

In 1989, Levelt proposed his model of speech production, which he referred to as the “blueprint for speaking”. This account divides speech production into 3 stages of Conceptualizer, Formulation and Articulation. The below diagram is a vivid illustration of his model in which the order of each stage could be seen clearly.

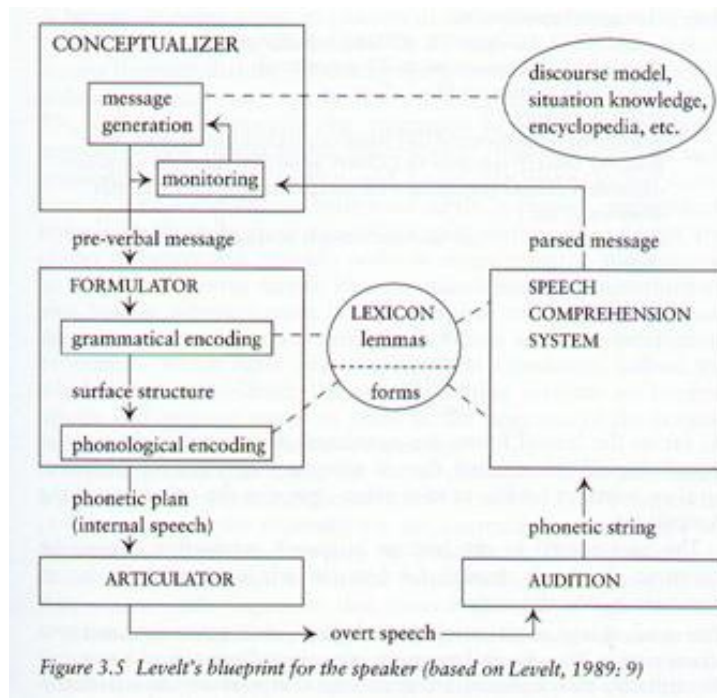


Figure 1: Levelt's Model of Speech Production (1989)

Conceptualizer is the stage in which the speaker conceives the communicative intention of the message he is to convey and retrieve relevant information from memory. However, since the model suggested by Levelt is intended for explaining the production of monolingual speech, it is not enough to cover the much more complicated nature of simultaneous interpretation. Hence, Setton (1999) proposed to supersede this stage by another stage which he called “the Executive”.

In this stage, the interpreter seeks to generate the message (as seen in the above diagram) that could convey the speaker’s communicative intention. In order to do so, he has to comprehend the input, assess the plausibility of the message he generates, decide on how to present the message to the listener and at the same time coordinate between listening, analyzing and interpreting, all of which make up the “Executive”. In another word, according to Setton (1999), in the Executive, the interpreter is tasked with:

(1) *Secondary Pragmatic Assembly*: identify the speaker’s message; in case of uncertainty, evaluate compatibility with speaker’s intention and make necessary adjustment.

(2) *Addressee Orientation*: refer to the task, or the audience’s demand he needs to fulfill in order to choose to either further elaborate or eliminate information.

(3) *Compensation*: disambiguate the speaker’s message via various means such as intonation stress.

(4) *Production control*: control means of production such as voice, speed, volume etc.

All of these tasks need to be executed within relatively short amount of time. Therefore, in order to coordinate, the interpreter has to sensibly direct his attention to listening, memory, production or coordination itself (4 components of Gile’s Effort Model (1995, 1997)).

As regards to this research, given that the data is taken from the end-of-term examination, the interpreters are simply required to accurately put across as much information as possible without having to attend to any particular audience, and with little knowledge of the speaker's style of delivery. Hence, they are not under any obligation to accomplish all of the aforementioned tasks.

As the pre-verbal message is determined comes the stage of Formulation, which involves two sub-stages of microplanning and encoding. To put simply, microplanning is to select appropriate vocabularies and word orders while encoding is to fit those vocabularies into phrases in its grammatically and phonologically correct form. For this stage to be successful, the interpreter needs to get access to their lexical and lemma resource in order to retrieve the equivalent and the information related to the equivalent as well (such as its part of speech) which helps with the encoding stage.

The last stage is when the interpreter articulates the utterances, namely Articulator in which they coordinate speech organs necessary to produce sound. At this stage, the interpreter also pays attention to (*monitoring*) their rendition to assess if it makes sense and clearly articulated and to plan correction should any interpretation failure arises. Monitoring is not only at work at the stage of Articulator but also before the utterance is verbalized. In other words, "both internal and overt speech are monitored by the Speaker's speech comprehension system" (Setton, 1999). Also, according to Setton (1999), whereas formulation and articulator is largely automatic, monitoring demands attentional resources from the speaker himself in the sense that the speaker could decide to choose to either enhance or neglect monitoring results (restart speech comprehension loop to correct the mistake, or forgo any chances to review and correct the mistake).

Failures in any of the stages of Executive and Formulation could lead to cognitive disfluencies which are to be manifested in the output, especially when every decision has to be made in split second. For example, the interpreter may become flustered and stumbles when he does not know which words to use, or when he could find an equivalent for the source words. In short, with reference to Rose (2017), "problems with discourse-level

planning are associated with problems at conceptualization while problems with syntactic-level planning are associated with problems at formulation.” For this reason, the model will lend a basis for options in questionnaire which is aimed to explore the challenges in maintaining fluency students encountered in their end-of-term test.

2.2.2. Utterance fluency

Utterance fluency is the tangible evidence which can be bases on to judge if one is fluent or not, or as Bosker (2014) puts it “the acoustic manifestation of (dis)-fluency.” For an interpreter, their utterance fluency is judged based on their output. Of course, failure in cognitive fluency will automatically lead to utterance disfluencies. Nevertheless, as the interpreter has to process input as he listens and speaks, given such tremendous pressure on it is still possible that he becomes incapable of maintain the speed, render correct pronunciation etc.

Utterance disfluency could be manifested by the number of silent pauses, filled pauses, correction repetition, etc. which are to be studied in this thesis.

2.2.3. Perceived fluency

As defined by Segalowitz (2010), perceived fluency is “the inferences listeners make about speakers’ cognitive fluency based on their perceptions of the utterance fluency” (p.165). Thus far, fluency has been assessed quite subjectively.

Thus far, most of the studies into speech fluency or disfluency intended for non-native speakers or language learners while native speakers are considered fluent by default. In other words, native speech, regardless of presence of pauses, restarts etc., is more likely to be considered as fluent than non-native speech with the equal number of disfluencies.

Added to that, a wealth of researches (Davies, 2003; Kahng, 2013; Skehan, 2009; Skehan & Foster, 2007; Tavakoli, 2011) show that non-native speech is more liable to disfluency because non-native speakers have to invest huge cognitive efforts in (L2) speech production compared to native speakers. As a result, non-native speakers tend to produce

more disfluencies than native speakers and it causes a different distribution of non-native disfluencies. From the point of view of the listeners, the distribution of disfluencies in non-native speech is more irregular than the distribution of disfluencies in native speech.

Given that this research involves identifying and classifying disfluencies found in students' performance, it is important to have a set of criteria on which evaluation is made in order to minimize subjectivity.

Fillmore (1979) distinguished four different dimensions of fluent speech: (1) rapid, connected speech (e.g., a sports announcer); (2) dense, coherent speech (e.g., an eloquent scholar); (3) appropriate, relevant speech (e.g., a professional interviewer); and (4) creative, aesthetic speech (e.g., a poet or professional writer). In the light of this account, fluency is conditional on task requirements. In this case of end-of-term examination, going by its marking scheme for interpreters are required to deliver a rendition with minimal disruption.

Bosker (2014) also attempted to explore factors influencing people's perception of fluency and found out temporal factors (speed) and non-temporal factors (grammar, vocabulary choice, pronunciation etc.) being two contributors with the former being the major.

2.3. Disfluencies

2.3.1. Definition

There are various definitions of "disfluency". Brutten (1963) defines it as "interruptions and breaks in the flow of the speech signal" (p. 41). Meanwhile, according to Postma et al (1990), disfluency is interruptions to the execution of the speech plan. On the one hand, the former definition lays stronger emphasis on "speech signal", or the message delivered and received which means a speaker will be judged on his utterance fluency and the listener's perceived fluency. On the other hand, the latter one seems to be preoccupied only with speech plan, or the cognitive fluency. Nevertheless, as elaborated above, fluency is manifested in three dimensions of cognitive, utterance and perceived fluency. All three dimensions are interlinked: failures in cognitive fluency could trigger

failures in utterance. However, it is notable that both of the aforementioned definitions refer to disfluency as a breakdown occurring in the midst of one's speech production.

That is why, the research is going to base on the definition proposed by Fox Tree (1995) in which disfluency does not "interrupt the flow of speech" (utterance and perceived) nor contribute "propositional content to an utterance" (cognitive).

2.3.2. The disfluent nature of spontaneous speech

In Schmidt's definition of "fluency" as detailed above, fluency was deemed "automatic". Automaticity, in this context, is referred to something done subconsciously. In another word, it is a cognitive process that requires little or no attention, awareness and control from the speaker. That is to say, speech planning and production is automatic. Disfluency could be automatic response to difficulties in speech plan and speech production, and empirical evidence actually reveals a correlation between required cognitive effort in speech production and disfluency. Some type of disfluency is uttered unconsciously in times of difficulties and in need of stalling for time such as silent pause or filled pauses while some other such as false start and restructuring is the result of people's attention and control on their flow of speech. In fact, spontaneous speech of even a native speaker is full of silent pauses, filled pauses such as "um" or "uh", repetition and correction. After all, spontaneous speech is characterized by little planning for utterances.

Yet, contrary to popular belief, disfluency does not always constitute a problem, and hinders comprehension. Fox Tree (1995) asserted that disfluency is not always detrimental to speech comprehension. For example, filled pause has its pragmatic value of holding turns in conversation, or silent pause could help with the segmentation of the interpreter's output. Therefore, listeners could tolerate disfluency within acceptable level.

In terms of interpretation, Tissi (2000) attributes two role to the element of disfluency in interpreting performance: "in the ST for the interpreter's comprehension and in the TT for the listener's comprehension and the quality of the interpretation." One of the challenge of this research is to distinguish pragmatically valuable disfluency from

problematic disfluency. Problematic disfluencies are ones that arise too noticeably that they cause comprehension difficulties for listeners, and hinder on-going performance. As said above, a criterion for disfluency detection is essential. To this end, the research will refer to the one employed by Yin (n.d) in his study into disfluency of students doing consecutive interpretation from Chinese to English and the other way around.

2.3.3. Classification of disfluencies

When it comes to fluency, filled pauses such as “uh” or “um” comes to mind. However, in fact, disfluency is manifested via various means which are often “syntactically irregular or semantically nonsense” (Fox Tree, 1995, p.710)

There have been many researches set out to explore disfluencies in interpretation output, each of which employs different typologies of disfluencies depending on its focus and scope.

Yin (n.d) investigated the frequency *of fillers, repetition and pauses* in would-be interpreters’ consecutive interpretation. However, he acknowledged in his research that these are “by no means tantamount to fluency hindrance” (p. 459)

Pöchhacker (1995) also observed the output of simultaneous interpreters in a three-day conference with a view to looking into slip and shifts in their renderings. For this research, he categorized disfluencies into *corrected and uncorrected slips, and structure shift* which is subdivided in to false starts, lexical bends and syntactic blends.

In her descriptive analysis, Tissi (2000) drew a distinction between *silent pauses and disfluencies*, which the latter consists of filled pause and interruption.

Another noteworthy categorization of disfluencies is one that is proposed by Gósy (2004, 2005). She offered two types of cause-based disfluencies that is uncertainty-rooted and error-type, and their subcategories is as follows:

- Uncertainty:
 - Hesitation

- Fillers
- Repetition
- Restart
- Lengthening
- Pauses within words
- Error:
 - Freudian Slips
 - Grammatical error
 - Contamination
 - False word activation
 - Tip of the tongue
 - Change
 - Ordering problems
 - Slips

At first glance, there seems to be many typologies of disfluencies but once disregarding the labels, they are actually not entirely dissimilar to each other. However, the last typology is the most detailed, inclusive of all preceded manifestations of disfluency. This categorization is favored by many researchers (Tóth, 2011; Bátik, 2009) because not only does it offer a range of different phenomena but also every included phenomenon could be linked to certain stages of speech production. However, it lacks a clear-cut boundary among some phenomena because they are usually manifested via the same means, which could as well militate against identification and classification. For example, hesitation and tip of the tongue is usually vocalized into a filler such as “uh”. Plus, employing a taxonomy with only too many categories is not exactly welcoming especially when considering the analyzed speech is rather short. Also, manifestation of disfluency could vary for different languages; some of the above disfluencies might be absent in the chosen language pairs.

Therefore, on deliberation, the research is going to base on Tissi's classification, which is as follows:

- Silent pause
- Filled pause
 - Vocalized hesitation
 - Vowel/ consonant lengthening
- Interruption
 - Repeat
 - Restructuring
 - False Starts

However, tailored to the chosen language pair, the research will focus on following disfluencies: *silent pauses, filled pauses, false starts, self-repair and repetition.*

Description of each phenomena will be elaborated as follows

A. Silent pause

Silent pause is “each silence between two articulated sequences” (Tissi, 2010). To put simply, it is an interruption in language production with no word produced. However, as said above, disfluency does not always constitute a problem, but it could hold a communicative value. For example, silent pause could be used in a conversation to signal turn-taking; or in other occasions, it is employed to attach prominence to certain linguistic items. However, this is not always the case, or as Goldman- Eisler (1968) put it: “a large proportion of pauses in spontaneous speech does not fit in with the linguistic structure and does not seem to serve communication, indeed it may at times impede rather than facilitate decoding.” Therefore, it is important to draw a line between silent pause as disfluency and communicative silent pause. In this research, in the light of previous research by Yin (n.d), an interval of 5 seconds or more than 5 seconds is counted as a disfluency. For one thing, for listeners, a 5-second or longer silence is a notable pause that may cause discomfort and

difficulty in understanding; for interpreters, such intervals could put a drag on their performance by preventing them from processing the ongoing speech.

B. Filled pause

In contrast with silent pause, filled pause is “vocalized expressions of hesitation” (Tissi, 2010) such as *ahm* and *uhm*, and vowel/ consonant lengthening is also considered filled pauses. This phenomenon is commonly seen in daily conversation or natural speech. However, if filled pauses appear too frequently within a sentence, listeners may have trouble following and comprehending the speech. Therefore, in this research, two filled pauses with less than 3 words apart is counted as a case of disfluency.

C. Repetition

Repetition is defined as the recurrence of a phrase or a word. Within this research, repetition of 3 times more is considered a disfluency. Of course, there are occasions in which a phrase or a word is repeated for stylistic and rhetorical purpose, and hence are excluded.

D. False starts

According to Tissi (2010), “False starts occur when the speaker interrupts an utterance and begins a new one without having completed it.” In daily conversation, false start occurs when arguments break out, speakers get interrupted, and thus need to start a new sentence. Or it could happen when speakers are excited and keep changing from one topic to another. In the case of simultaneous interpretation, interpreter commits false starts when he fails to keep his pace with speakers, hence needs to abruptly end his sentences to focus on rendering the ongoing speech.

E. Restructuring

This phenomenon could be otherwise addressed as self-repair. It is defined as an utterance rectifying what the speaker has just said (phrase, word or part of a word).

Restructuring could be confused with false start because they both involve changes and correction in utterance. Therefore, there should be a way to distinguish the two phenomena. As said above, restructuring just rectifies part of the sentence such as phrase, word or even just phonology without any compromises to the message conveyed by the utterance. On the other hand, changes in a false start is actually brought about by changes in “trains of thought”, that is to say, the interconnection or the sequence of ideas, which could be recognized by changes in the subject of the sentence.

2.4. Previous Studies

Interpreters’ difficulties in maintaining fluency is by no means a new subject of research. In fact, there have been many attempts which have dawned on interesting discoveries.

Batik (2010) set out to explore disharmonies in target language output. The subject of the research was both trainee and professional interpreters who were asked to translate the same speech from Hungarian to English. In her final analysis, she discovered restart is the most frequent disfluency followed by grammatical errors and false word activation in that order. She also points out the situation in which each phenomenon arises in the subjects’ rendition. Besides, the research showed a correlation between disfluency and cross-linguistic influence, self-monitoring and language pairs.

Pockhacker (1995) examines output speeches of three days conference from simultaneous interpreters, translating from German to English and backwards from the perspective of slips and shifts in order to test his hypothesis that the output of the speakers would be characterized by less slips and shifts than that of the interpreters. The result bore out his hypothesis and showed that the proportion of false starts is high, irrespective of speakers or language direction.

Yin (n.d) also did research on disfluency but with target on consecutive interpreting from China to English and the other way around, and on undergraduates in language lab environment. His input data was the final exam of the course Interpretation 2. In addition

to finding out the most frequently seen disfluency, he carried out unstructured interview on their interpretation difficulties. His research shows that fillers and repeated words are overused by beginner consecutive interpreters, and that students fare better in E-C than in C-E interpretation.

Three above studies are just mentioned as examples of researches in disfluency. However, by and large, it can be said that the importance of researches into disfluencies in simultaneous interpretation is well recognized by practitioners and researchers alike. But there is still a gap to be filled since there has yet to be any attempt at this topic with Vietnamese- English as a language pair, and students/would-be interpreters as subjects. Although Yin's research (n.d) listed above does share the same subjects of interest (student interpreters), he focused on a different mode of interpreting, that is, consecutive interpreting. The first two researches deal with simultaneous interpretation but each of them employs a different taxonomy and focuses on full-fledged interpreters. Having said that, they could still serve as a reference that is worth taking into consideration.

CHAPTER 3. METHODOLOGY

Having walked through objective and the theoretical basis, in this chapter, the thesis goes on to describe in detail how the participants were sampled, how the input data was obtained and how it was analyzed to answer the research questions.

Before going into description of methodology, it is important to reiterate the objective of this research. The research is, firstly, aimed to identify the percentage of disfluency in student's output (1). Second is to point out which disfluency students commit most often in the end-of-term simultaneous interpretation test (2). Added to that, the research enquires the test-takers themselves as to the cause for their disfluency (3). Data required for each objective is collected by two different instruments. In fact, the research is made up of two different phases; the first phase seeks to answer the first two questions, both of which requires quantifying the number of disfluency while the second phase is served to address the third question.

3.1. Data sampling

The participants for this thesis was purposively selected. Class 14E13 and 14E20 were chosen as the subject for this research. Both of these classes had completed their course in Advanced Interpretation where they were introduced to simultaneous interpretation and had the chance to practice simultaneous interpreting. However, they were still fledgling interpreter, hence, were still liable to make mistakes, one of which being disfluency. Class 14E20 is under FELTE's Fast-track Program whereas 14E13 is in the Mainstream Program. However, this choice of subject did not concern a difference in competence, but two class were chosen simply because they were accessible. Thus, data collection would be much facilitated. Plus, to ensure the population is large enough for the final result to be meaningful, the number of class chosen is two because there were some recordings that could not be obtained due to being lost or corrupt.

Ten recordings from each class were randomly chosen for transcription from the available recordings. Only eligible recordings were selected; the others were either missing, or corrupt, or passed over because the volume of interpreters was too low

compared to that of the speaker for detection of disfluency. Therefore, in a way, the method of sampling recordings is both random and purposive.

3.2. Research method

Since there are already several scientific studies into the field of interpretation, it is of great help to learn from these previous attempts. Setton (1999) synthesized and listed three dominant approaches to simultaneous interpretation applied by past researches as follows:

“(a) introspection by practitioners, which though valuable, is limited to the conscious component;

(b) top-down adaptations of models of cognition, speech or information processing; and

(c) the bottom-up recording and commentary of speech products obtained in the defined conditions” (p.100)

In fact, the thesis features all of the above approaches as part of its methodologies since it includes recordings of student’s interpretation and sharing of student’s experience while doing end-of-term examination as data, and Levelt’s model of speech production as framework for analysis.

In essence, this thesis’s underlying methodology is similar to “Error Analysis” proposed by Falbo (2003). Error analysis, in Falbo’s description (2003, p.111), “is a tool for the classification of whatever is unsuccessful in the interpreted text (IT) and may affect the overall quality of the IT itself.” In fact, “error analysis” is among the best-known tool of assessment for interpreting process with special focus on the interpreted product. It is welcomed for making researches on interpretation (which is a complex cognitive process) more thorough and systematic.

This method is divided into three stages as follows:

“(a) recording and classification of errors;

- (b) evaluation of the incidence of the error on the unit analyzed (i.e. the text as a whole);
- c) search for possible causes.” (p.115)

However, this method is not without weaknesses. The first research using this tool of assessment was by Barik (1971) titled “A description of various types of omissions, additions and errors of translation encountered in simultaneous interpretation”. However, it was criticized for having subjective guess of the causes of some errors, which is the third stage. Therefore, to avoid replicating the same mistake, this thesis intended to eliminate elements of subjectivity by including students’ feedbacks on the cause of their disfluency.

The research was divided into two phases, each of which sought to answer three research questions.

3.3. First phase

The first phase deals with disfluency frequency, in which test-takers’ recordings were examined for disfluency. The result of this phase is promised to provide the answer for the first two research questions.

3.3.1. Data collection

For the first phase to be possible, recording needed to be obtained beforehand. Request for access to recordings were submitted in document to Ms. Ngô Hà Thu, Head of Translation and Interpretation Division and Mr. Vũ Hải Hà, Head of FELTE for approval (See Appendix 1). As a requirement, recordings were transcribed under the supervision of supporting teacher, and cannot be transmitted via the Internet, which in a way affected the research’s methodology. The task of transcription required attention and double-check because students’ interpretation is played along speaker, which means mistakes were highly possible. Therefore, on analyzing data, it was necessary to go over the recording from time to time for additional data especially when recognition of disfluency was rather tricky. Yet, access to recordings was not readily available. For this reason, with a view to ensuring the quality of input data, the number of recording taken on had to be manageable;

hence, on balance, it was decided that output from only 20 students, 10 from each class, would be analyzed.

To be more specific, the first phase was conducted with the following steps:

Step 1: Access to the recording database.

As said above, access to the recordings was permitted on the condition that any actions concerning the recordings had to be done under the supervision of supporting teacher.

Step 2: Transcribe the recordings (See Appendix 2)

Since students' interpretation was played alongside the speaker's speech, it would be difficult to transcribe audios in which student's voice was lower than that of the speaker. Therefore, all of the recordings were listened throughout once as a preliminary to transcription in order to check if students' voice, even their disfluency can be heard clearly. Recordings that fail the said requirement will be discarded. After that, recordings will be chosen at random to be transcribed. To ensure participants' anonymity, their name was coded into letters from A to T. As regards transcription process, not only was fully pronounced words taken down but disfluency was also coded into the transcription. The symbol representing each type of disfluency is as follows:

+	Silent pause (>5s)
@	Filled pause
///	Repeat (>=3 times)
<>	False start/ Restart
Underlined	Restructuring

Table 1: Symbols for disfluency used in transcription

Disfluency description was referred to in the process because classification was done on the spot. Each phenomenon had been delineated in Literature Review. In the case of silent pause, its duration was counted based on the timepiece of the audio player.

Step 3: Calculate the frequency of disfluency (See Appendix 3)

After transcribing, for every recording, the number of times each disfluency occurs was calculated whereupon the total number of disfluency present in the said recording was tallied. The same was done for all 20 recordings so as to know which disfluency arose most frequently in general.

Also, based on the total of disfluency, regardless of types, present in all recordings, the research is aimed to know if generally maintaining fluency is a challenge for student interpreters, which is in fact another way to phrase the first research question. To this end, it might be called for to take into consideration the number of word uttered in students' interpretation. For one thing, interpreters, in this case student-interpreters, are prone to disfluency as they render more ideas, or produce more words because the effort they put into interpretation is increased. Therefore, the percentage of disfluency out of the number of words produced in the interpretation was calculated. The number of words was counted via the word count function in Microsoft Office's Word, and any symbols used to indicate disfluency such as @ or ... were removed beforehand in order to assure accuracy of the result.

Once the percentage of disfluency in each recording is in, which percentage occurs the most often was worked out so as to see generally disfluency accounts for how much of students' rendition. To this end, Excel's MODE command which helped count the occurrence of a specific value in an array of given values.

Subsequently, the research will evaluate the frequency of silent pause, filled pause, repeat, restart and restructuring respectively. Data of each disfluency will be illustrated in chart for better observation. The type of chart chosen should be able to facilitate comparison between students so as to see in general how many times such disfluency arises in students' interpretation, as well as the extend of variation of its occurrence across all 20 students. Therefore, bar chart is most suited for the aforementioned purpose.

Below is an example of how a recording was treated:

“I want to tell you that @ water resources is @ familiar with us and @we shouldn’t @ forget that it is very important. @ Hong River is an important river, @ is the Mother River. + So we should understand about the water resources. And the second is that we should @ ... we should understand the value of water resources. We just @ We just know that water is just @ supplement @ sup @ supply. Water just supply for agriculture but @ it also @ has value in @ entertainment. + And the spirit @ spirit value. + @ So the the spirit value is very important. For example @ village wells, @ village river and it has @ + @cultural and @ cultural and @ spirit value. And without water we can’t live and so so that water is the @ is very es... es essential for our life. Without water.”

Silent pause	Filled pause	Repetition	Restructuring	False start	Total
4	9	0	4	0	17

3.3.2. Data analysis

Having acquired the percentage of disfluency in all of the outputs, the research provided rough delineation of the result such as its range and the percentage which occurred the most. Then, the research provided what such result might implicate.

From the table which showed the total of each disfluency found in students’ output, it should be able to tell which disfluency is the most dominant. However, each phenomenon of disfluency is different in its nature; hence, its implication may vary as well. Hence, for more insight into disfluency, the research went on to analyze each phenomenon.

Analysis was begun with the chart being described in detail. The description should include following information:

- + The central tendency of the disfluency in question, which in fact, could be represented via three measures, namely, arithmetic mean, median and mode. However, in result description, only mean and mode are included. Mean is preferred because it could give an average result of all 20 value while median is just a middle value independent of

other value in the given array. Plus, mean is applicable in this case because of the lack of any extreme value. As regards functions of each measure, mean tells how many times on average the disfluency in question arises in all 20 recordings which is served to facilitate comparison among other types of disfluency. At the same time, mode tells the frequency of the disfluency in question appears most often which could as well be extrapolated to other subjects/students which are not included in the scope of this research.

- + The range of value which means to point out the highest and lowest value. The frequency of respective lowest and highest value will also be included, which could be of help in providing insight into the frequency of the best and the worst performance.

All of the above items were generated via corresponding functions in Excel.

In the next step of “Error analysis”, the implication of the result for each disfluency on students’ performance was assessed out of consideration that this test lasted for just over 2 minutes. The discussion also includes speculation for the possible causes for each disfluency, specifically at which stage of speech production the disfluency in question arises. Any speculation in this stage as to the cause for the disfluency in question was only considered tentative because the research wanted to avoid presenting subjective guess. The actual reasons were shed light on in the second phase.

3.4. Second phase

The second phase of the research is aimed to gain an insight into the cause for students’ disfluency. To answer the second question, all 20 students whose interpretation were transcribed were interviewed.

3.4.1 Data collection

The research applied semi-structured interview. The questions were prepared ahead of interview with possible answers (options) included. These options were not used to fix the interviewee’s response, but they were given simply as suggestions. For one thing, there were expected to be chances that the interviewee might find the questions posed too

suddenly that he could not list out all of difficulties he faces while interpreting simultaneously. Therefore, initially the interviewee was allowed to answer anything coming to his mind at the time; if the interviewee gave an inadequate answer, these options could be provided as a stimulus. Also, within a semi-structure interview, the interviewer could ask further questions for the sake of clarification.

Of course, questionnaire could be a better method because it helps to gather as many responses as possible especially considering answers for the questions could be prepared beforehand. However, it was impossible to exhaust the list of causes for disfluency for these could be unique for each individual. Added to that, since the population of 20 students was not large, interview on personal level was viable. As for the means of interview, interview was done either face-to-face, via video calls or through online chatting. While face-to-face interview was preferred, it was hard to arrange meetings with some students (senior students) who were already occupied with their internship, or other commitment.

A letter of invitation to collaborate was sent beforehand via email to all 20 students (See Appendix 4). A general description of the research and the purpose of the interview were included so as to prepare students for the interview.

The interview began with a close-end question related to their level of English proficiency (based on VSTEP). Subsequently, interviewees were inquired into their difficulties in maintaining fluency. The questions were formulated with reference to Setton's (1990) remark on factors that influence interpreter's performance. He classifies these factors into 3 groups, namely, "(1) the speech input ("language-in-text", including style, presentation, delivery); (2) the subject (interpreter: his/her competence, intelligence, preparedness and motivation); (3) the environment (size and character of the audience, feedback, comfort and technical conditions)" (p. 99). Giles (1995) also gave a definition of "triggers" which include "high density of speech associated with a high rate of delivery and high density of information content; external factors such as deterioration of sound quality, technical terms, strong accents, incorrect grammar and lexical usage, unusual speaking and reasoning style; unknown names composed of several words or names

unknown to the interpreter; saturation and problems associated with signal vulnerability such as numbers, acronyms and short names (their availability is brief).” As can be seen, Gile’s triggers are more specific but essentially the same as Setton’s classification of factors affect interpreting process.

By and large, the interview was divided into three parts, each of which enquires into one group of factors interfering interpreting (See Appendix 5).

Part 1: The interviewee was asked to give their opinion on the input speech.

As said above, disfluency is actually an indication of interpreter’s effort to process the input for interpretation. That means the less cognitive effort it takes to render, the less likelihood of disfluency there is. Therefore, it is necessary to include the opinion of interpreter on the speech they interpret, which could encompass rate of delivery, reasoning style etc., any factors that could hinder the flow of their speech.

For this part to be viable, a chance to listen to the input again may be called for because it has been a while since their examination. Permission to obtain the input audio will be granted on the condition that the recording will not be transmitted online. Therefore, the audio was played on face-to-face interview. Should face-to-face could not be arranged and online platform needed to be resorted to, audio was played via video calls to ensure compliance with the condition imposed by the Faculty. In the latter case, while audio must be played via videocalls, questions could be answered in text in chatroom. In fact, there were, in total, 7 out of 20 students who were able to arrange face-to-face interview. The other needed interviewing via online platforms.

Part 2: The interviewee was asked on intrapersonal causes for disfluency.

For this part, questions were structured based on Levelt’s model of speech production. That is to say, interviewees were asked what difficulties they encountered in each stage of speech production, namely, Executive, Formulation, Utterance and Monitoring while performing simultaneous interpretation.

Afterwards, based on their answer, the stage of speech production in which every difficulty arises will be identified.

Part 3: The interviewee was asked if they are bothered during interpreting by any external factors such as the background noise, or the volume of the recording.

In the process of interviewing, student's answer was taken down as minutes (See Appendix 6). Many interviewees had the tendency to describe in general all of the difficulties they face in the process of simultaneously interpreting without any regard to the aspect in discussion. Therefore, the answers jotted down in the minutes were sorted into its correct categories. Interviews were conducted in Vietnamese so as to save time because students did not feel discouraged from answering. Every answer was taken down even though on balance, some answers were not entirely dissimilar to each other.

3.4.2. Data analysis

Based on the minutes, answers were sorted into separate categories. The categories varied for each part of the interview, depending on the variety of recorded answers. It should be affirmed that these categories were by no means predetermined before the interview but were conceived after the interview was finished. For part 1 which enquires into difficulties caused by the input audio, the answers were classified into different aspects of a speech, that is, language use, argument or presentation, style, speed of delivery and tone of delivery. Regarding part 2 on intrapersonal causes for disfluency, each stage of speech production (namely, the Executive, the Formulation, the Articulation and Monitoring) made a category. In part 3, there were, in total, 4 categories of psychology, volume, environment and equipment.

In addition, in order to find out if problems in the category were shared by more than one student, the number of students in difficulty was included as well. The result was analyzed and explained.

CHAPTER 4. FINDINGS AND DISCUSSION

With all the necessary input data collected as specified in preceded chapter, this chapter is aimed to analytically discuss the final result with a view to answering respective research questions as follows:

1. What is the percentage of disfluency found in students' output?
2. What are the most frequent types of disfluencies committed by students?
3. What are the causes for disfluencies while interpreting?

The fourth chapter is divided into 2 main parts. The first part provides answers for the first two questions whereas the answer for the last question is included in the second part.

4.1. Manifestation of disfluency

This part is served as an analysis on the utterance fluency based on their speech flow in the stage of Articulation.

4.1.1 Disfluency (irrespective of types)

% disfluency	1%	2%	3%	4%	5%	6%	7%	8%	11%	13%
# students	1	1	5	1	4	2	1	3	1	1

Table 2: Percentage of disfluency and its number of occurrences

This section answers to the first question as to the percentage of disfluency in students' output.

The figure shows disfluency is not at all a problem for student-interpreter given that it only accounts for no more than 13% of their rendition. However, since the research only deals with disfluency in terms of performance characteristics, it is important to specify that students have no trouble making their interpretation sound fluent. In fact, their real problem

could be to maintain fluency in terms of linguistic competence, that is, to produce a rendition with acceptable coherence.

As seen in the table above, the percentage of disfluency in student's interpretation is ranging from 1% to 13% with the highest being 13% (17 disfluency occurrences in a speech of 129 words), but still it is an arguably inconsequential number. There is only one student considered to be the most fluent with only 1% of her interpretation being disfluency (2 disfluency in a 183-word speech). Disfluency accounts for 3% of their rendition with the highest occurrence of 5 cases, followed by 5% and 8% with 4 and 3 cases respectively.

It could be deduced that simultaneously interpreting in the end-of-term exam does not require much of student's effort in speech planning. At first glance, this could be attributed to the fact that they are asked to translate from Vietnamese to English. Given that Vietnamese is their mother tongue, students should not have any difficulties taking in the message, which means no, or little effort is required in input comprehension. Added to that, the chosen text is taken from part of an introductory speech which is characterized by the lack of number, advanced words or terminologies; if any, it had already been included in the materials given beforehand. Also, students are required to interpret a 2-minute speech which is nowhere near the normal interpreter's saturation point (Gile, 1999), that is to say, where interpreters' processing capacity runs low as cognitive resources become insufficient; hence, performance is vulnerable to deterioration. The saturation level varies depending on individuals and the characteristics of the input but going by Chmiel (2008) on teamwork in a simultaneous interpreting booth in which 200 freelance interpreters was asked to clarify the duration of a turn in turn-taking manners, the average duration was 29 minutes.

Another reason for the low percentage of disfluency could be students intentionally stop making any effort at all, or in another word, they give up. Although as indicated in Methodology, the research will not take into consideration linguistic aspects of students' output, instead focus only on the performance characteristics, it is noticed that in their

interpretation, some students seem to completely disregard the basic grammatical rules, or whether their rendition makes sense or coherent or not.

E.g.: + We believe that it is obvious < it @ but it is always not>. The Red River, Red River sometimes <we believe the... how can we @ call it the water supply>.

+ <@ The Red River is @ + so how can the water resource is it>.

Given that all of the students chosen as subjects are qualified with C1 English Proficiency (VSTEP), they should not be liable to such mistakes under normal/ stress-free circumstance. These mistakes could arise due to the subject being cognitively overloaded that they fail to coordinate. Therefore, students simply repeat part of what has already been translated or skip a part untranslated in order to maintain the flow of their speech.

Added to that, students must be well aware of the negative effect of disfluency on their performance. Therefore, during the course of Advanced Interpretation, they must have practiced to eliminate such mistakes. In fact, disfluency is inevitable because simultaneous interpretation has long been recognized as a cognitively demanding task. However, practice to use disfluency as pragmatic prosodic means is proved to lower the number of disfluency or make disfluency less noticeable.

Of course, there are more reasons to explain for disfluency, or in this case the lack of disfluency such as the fast rate of delivery or poorly structured speech. However, these are all variables which are subject to changes, that is to say, it means difficulty for one but not the other. These variables will be specified in later chapter which deals with the difficulties each student faces with data gathered from interview with 20 students themselves.

Silent pause	Filled pause	Repetition	Restructuring	False start	Total
29	78	6	51	27	191

Table 3: Total number of occurrences of each disfluency phenomenon

The above table shows the total number of each type of disfluency found in students' output recordings. Out of 20 recordings of about 184 words on average, a marginal portion of 191 disfluencies are found. The disfluency phenomenon occurring most frequently is filled pause with 78 pairs found. Restructuring is ranked second with 51 cases. Silent pause and false start, ranked third, have roughly the same number of occurrences of 29 and 27 respectively. Repetition comes last with only 6 cases which is much less than other phenomena.

However, as set out in chapter 3, each phenomenon of disfluency was discussed individually because their implication may differ from one another, and because of the need for insight into how each type of disfluency distributes among students.

4.1.2. Silent pause

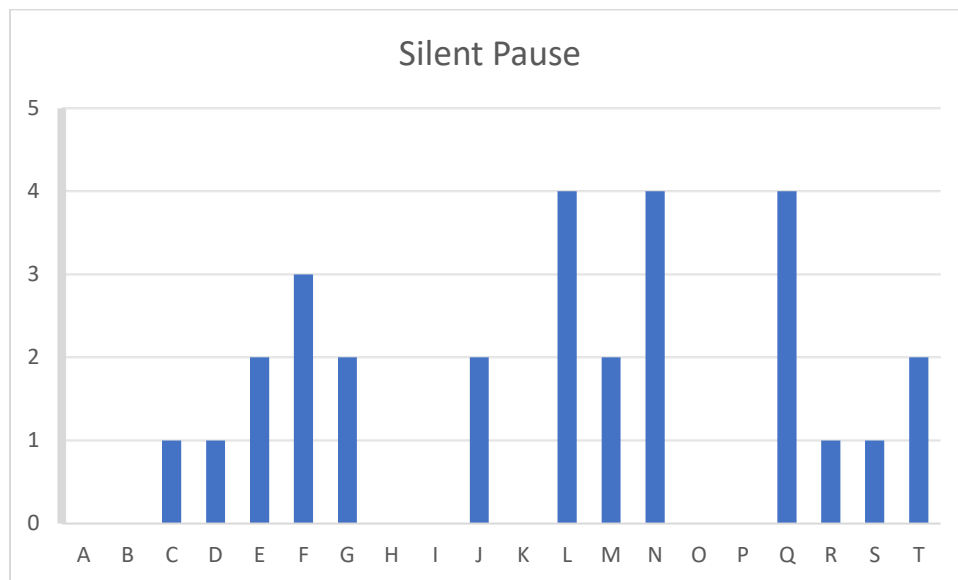


Figure 2: Silent pause distribution among students

In total, there are 29 cases of silent pause of 5 or more seconds long found in all 20 recordings, ranked third as the most dominant disfluency. The above bar chart shows the number of silent pause falls on anywhere from 0 to just as high as 4 pauses within a about 2-minute interpretation. On average, students commit 2 silent pauses on average (1.5 rounded up). Only a quarter of 20 students do not commit any silent pause in their rendition,

which means it is a problem for most of 20 trainee simultaneous interpreters. However, the number of silent pauses does not spread out over a large scale, or as specified above the range is from 0 to 4 pauses.

Overall, student's outputs are different by just 1 silent pause. At first glance, this does not seem to constitute too great a contrast. However, a difference by only one silent pause may actually mean a further deterioration in performance given that 5 more seconds passes by without any information provided, which as delineated in Literature Review, causes irritation and difficulties in decoding speech for listeners. Not to mention, it slows down the interpreter's elocution speed. One silent pause means 5 seconds wasted, two silent pauses 10 seconds, three silent pauses 15 seconds, and four silent pauses 20 seconds. The number keeps progressing arithmetically. Given the test just lasted for just 2 minutes, 5 seconds could be considered a notable proportion.

Silent pause often arises from hesitation; hence, the interpreter needs to take time to render. With reference to Levelt's model of speech production, hesitation could be resulted from difficulty in either Executive (understanding speaker's ideas etc.), Formulation (finding the right words etc.) or Monitoring (confused by a mistake etc.) stages. That is to say, silent pause could be caused at any stage of speech production. The detail of the causes will be elaborated in the following phase of the research in which students are asked to specify reasons for disfluency.

4.1.3. Filled pause

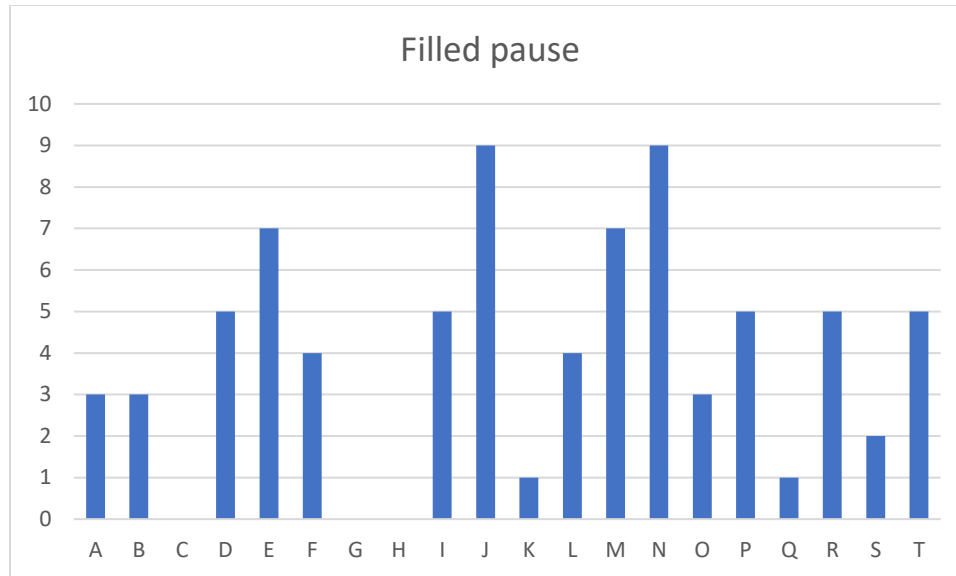


Figure 3: Filled pause distribution among students

As discussed above, out of 5 types of disfluencies, filled pause is the most dominant. Filled pause is the same as silent pause in that it signals the cognitive effort interpreters is making. It could arise out of struggle in any stages of speech production. The only difference lies in its manifestation. While silent pause is a pause in which no sound is produced, filled pause is vocalized disfluency, which most frequently is either “uhm” or “ah”. Whether a struggle in speech planning and production is vocalized or muted (filled pause or silent pause) mostly depends on individual speech style.

In comparison with silent pause, filled pause is notably more frequent with an average of 5 (4.9 rounded up). Filled pause has the largest range out of all disfluencies, that is, from 0 to 9. There are only 3 students with no filled pauses in their interpretation, 2 with only one filled pause, 3 with 3 pauses, and 2 with 4 pauses. The most common total of filled pauses in an output is 5 pauses, which is also the number of filled pauses found in each output on average. 9 pairs of filled pauses are the highest number recorded, and this is the case going for 2 students only.

In this research, filled pauses are counted as pairs; therefore, in fact, students did commit more filled pause such as “uhm”. However, it is just a single filled pause that is

not as noticeable as filled pauses uttered one after another continuously since the presence of filled pause in speech is understandable because it is inherent in daily speech.

4.1.4. Repetition

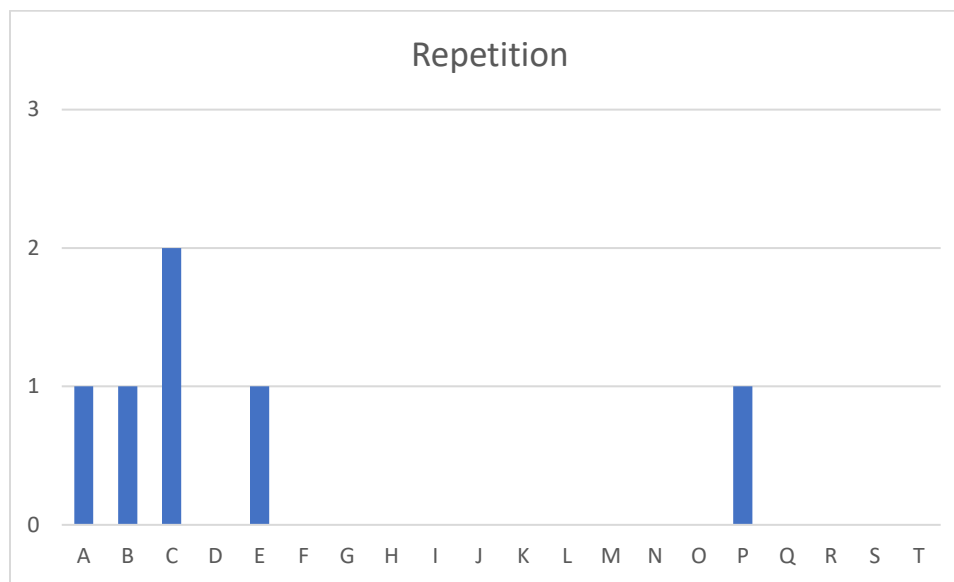


Figure 4: Repetition distribution among students

Repetition is by far the least common problem with only 6 cases in total. 14 out of 20 students do not commit any repetition in the process of simultaneous interpretation. The other 6 students who do repeat any words for three times or more just do so at most twice, or as seen in the chart, 3 three students repeat 1

This result shows repetition is not much of a concern for students in both classes since they managed to refrain themselves from repeating any word three times or more. One of the reason could be as suggested above, that is to say, students improved in maintaining fluency because of practices during the course, and their consciousness of disfluency. The research methodology could as well account for the above result. In this research, only words that are repeated more than three times are counted as a disfluency. In fact, during transcription, there are cases in which a word is repeated twice, or a phrase is repeated twice or three times just with a little change in syntax. However, such repetition

is not included in the final result because they do not meet the predetermined criteria, and hence they are treated as rhetorical repetition.

Having said that, the occurrence of repetition could still be considered as inconsequential for a 2-minute test. Similar to silent pause and filled pause, repetition “are used to take time for the choices required during language codification” (Tissi, 2000). The fact that the words repeated is mostly function words such as “the”, “is” (“the”, “is”, “besides”, “we”) proves the above point, that is to say, although students have already had in mind the content of the speech, there is a word or two that is still in the stage of Formulation. As a result, in the articulation, they borrow time for Formulation by repeating the preceded word.

4.1.5. Restructuring

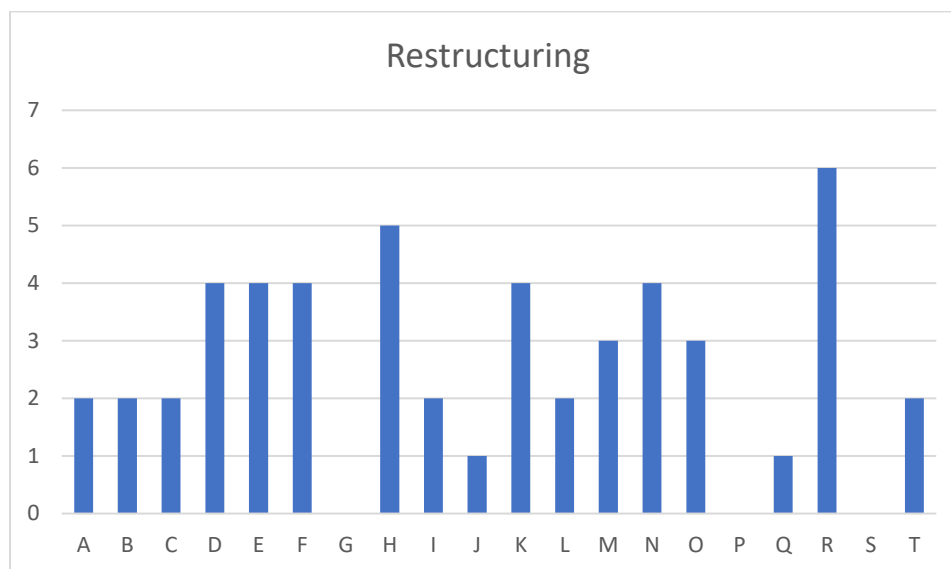


Figure 5: Restructuring distribution among students

Restructuring is ranked second for the most frequent disfluency found in 20 students’ output with 51 cases. The value ranges from 0 to 6, and on average, students restructure 3 times (2.5 rounded up) with a standard deviation of 2 (1.7 rounded up) in their interpretation. There are only three students who do not have to restructure any of their utterance, and only one student who has the highest number of 6 restructurings. Most common number of restructuring is 2 with 6 students.

The average of 3 restructurings in a 2-minute test might seem insignificant; however, actually, it should be treated as more serious a problem. For one thing, every case of restructuring costs interpreters more cognitive effort than repetition, silent pause or filled pause do. The latter three disfluencies often occur subconsciously and are automatically emitted in times of cognitive struggle. On the other hand, restructuring is intentional or semi-conscious because on noticing inaccuracies, interpreters have to not only re-evaluate their output but also correct their mistakes. Therefore, in a way, self-repair could cause obstruction in processing ongoing speech, which means more disfluencies because it costs efforts which are already limited.

It is clear that restructuring happens post-articulation, or to be more exact, in the stage of Monitoring. In the process of simultaneous interpretation, students are constantly under time pressure as they try their best to keep up with the pace of the speaker. As discussed above in Literature Review section, Monitoring occurs pre- and post- articulation. Restructuring is likely to arise because students make an utterance which has yet to be finished the stage of Formulation or be pre-articulation reviewed due to time restriction, hence decide to enhance post-articulation monitoring to correct mistakes.

4.1.6. False starts

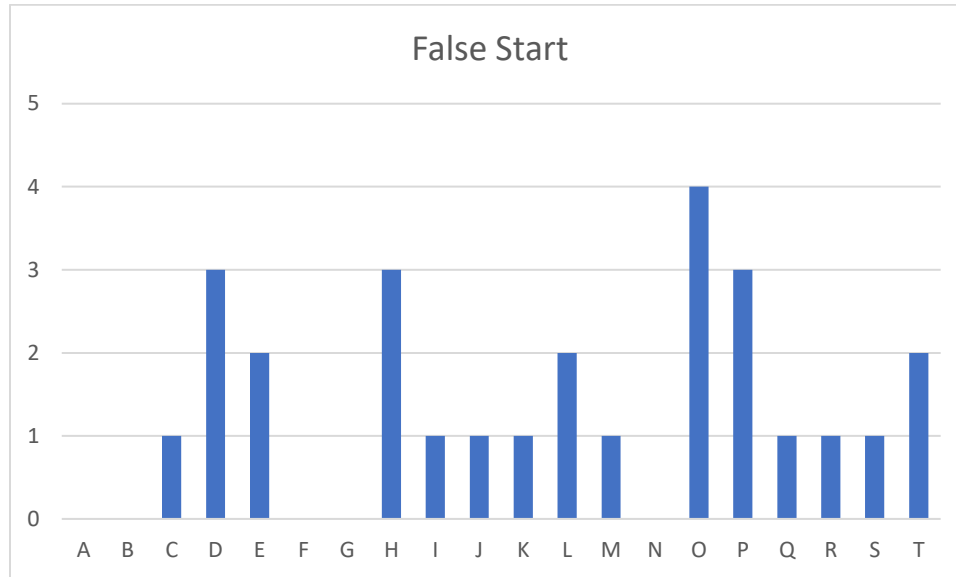


Figure 6: False start distribution among students

The above chart demonstrates the frequency of false starts found in all 20 recordings, which is in third place for the most dominant disfluency manifestation. Both the mean and the mode of 20 values stand at 1. False start has the same range from 0 to 4 as silent pause, and also roughly the same total number of 27 (compared to 29 silent pauses). Out of 20 students, 5 students did not make any false starts, and only one student commits the highest number of restart, that is, 4. However, despite equal outcome to silent pause, false start means a greater problem. For one thing, similar to restructuring, false start requires much more cognitive effort, and has higher likelihood of disrupting ongoing performance because it involves re-evaluating the uttered rendition and formulating a new one.

False start occurs in the same manner as restructuring which is described above. However, false start differs from restructuring in that it is instigated by a change in “train of thought” instead of just a word. Therefore, it could be assumed that false start arises because students want to rectify failure to grasp the part of the message in the Executive (instead of the Formulation as in restructuring), or to review pre-articulation. Another possible cause for false start which is noticed during transcription is that students decide to

intentionally leave a part of the message untranslated and move on to the next idea possibly due to time constraint and unresolvable struggle in the Executive and the Formulation.

By and large, each type of disfluency never occurs more than 10 times in an output, and do not occur at all for some students. Yet, considering that the input speech is only about 2 minutes in length and at relative low pace, disfluency should not be treated lightly, but instead, it should be given adequate attention. Filled pause is the most dominant and can arise at most 9 times. Restructuring is ranked second with the highest cases recorded being 5. The highest number of silent pause and false start occurrence is 4. Most students have no trouble with repetition given that the highest number of repetition recorded is 2 only and 14 out of 20 students did not commit any repetition. Added to that, despite filled pause being the most dominant, restructuring is believed to be much more problematic, hence needs to be addressed. For one thing, while filled pause (also silent pause and repetition) is emitted subconsciously in times of difficulty in speech production, restructuring (also false start) requires effort and attention to occur.

4.2. Causes for disfluency

4.2.1. Audio

“Tôi muốn nói với các đồng chí rằng tài nguyên nước nó là cái rất gần gũi với chúng ta, nhưng mà nó gần gũi đến mức độ mà chúng ta quên rằng là nó rất là quan trọng, nó rất là quan trọng. Chúng cứ nghĩ rằng hiển nhiên là nó có, nhưng nhưng nó sẽ không có nữa, nó sẽ không có nữa. Sông Hồng <chúng ta nhìn thấy rằng con sông đó, đấy như chúng ta thấy có những lúc chúng ta có thể hình dung> chúng ta lợi qua được thì sao gọi là sông mẹ được nữa, làm sao còn nguồn nước nữa, làm sao còn nguồn nước nữa. Thì đấy là trước hết chúng ta cùng nhau hiểu về cái tài nguyên nước. Cái thứ hai là giá trị của nước, thì như tôi nói, nó có rất nhiều giá trị, nhưng thường chúng ta chỉ nghĩ đến mỗi một cái khía cạnh là nước phục vụ cho sản xuất nông nghiệp, ... mà chúng ta quên rằng nước còn có rất nhiều giá trị khác: giá trị giao thông thủy, giá trị bảo tồn các hệ đa dạng sinh thái, giá trị thể thao, giá trị giải trí. Và còn một giá trị khác nữa mà tôi thường nói rằng trong lần

sửa đổi luật tài nguyên nước này phải nói rõ ra cái giá trị tinh thần của nguồn nước, của các con sông, của các giếng làng, của các ao làng. Cái giá trị tinh thần này phải nói rằng là nó hết sức quan trọng. Chúng ta quên mất @ trong @ văn hoá thì người ta thường nói đến @ giá trị vật thể và phi vật thể. Thì đây, các con sông có giá trị văn hoá, giá trị tinh thần rất cao. Chúng ta thấy người ta còn đi lấy nước thiêng về cơ mà, đúng không? Không có nước thì làm sao mà chúng ta tồn tại được? Thế như vậy chúng ta thấy rằng giá trị tinh thần, ngoài giá trị <mà chúng ta ... là thành phần tất yếu của cuộc sống>, là tư liệu của cuộc sống. Mọi hoạt động sản xuất đều cần đến nước.”

Above is the transcript of the speech input of which disfluency on the speaker’s part was marked in the similar manner with students’ recordings. As seen, there are hardly any disfluencies in the speech. If any, there is just one case of filled pause and one case of false start. Having said that, it should be pointed out that there were more than one time in which the speaker came to a halt of about 3 seconds or repeated a phrase twice, both of which case fell short of criteria to be classified silent pause or repetition respectively. Also, at first glance, there is an absence of numerical items and terminologies which is often referred to as “interpreter’s pitfalls”. However, these disfluencies do not necessarily make the speaker less friendly to interpreters because the interpreter would be given more time to render. All in all, a general view of the input shows it is a relatively easy input audio for students to tackle, which probably explains the low percentage of disfluency.

However, the result shows most students have a lot of “bones to pick” with the input audio.

Table 4: Causes for disfluency originating from the input speech

#	Causes	# students
1	<p>Argument/ Presentation</p> <ul style="list-style-type: none"> + Ideas are fragmented (the speech continues even though ideas are unfinished) + Supporting ideas are vague/ not expressed clearly 	17

	<ul style="list-style-type: none"> + Argument is unnecessarily wordy (the same content is repeated), hence confusing + The speaker rambles before getting to the main point + Argument is not clear in logical sequence 	
2	<p>Style</p> <ul style="list-style-type: none"> + The speech is rather spontaneous more like a daily conversation than an opening speech + The speaker himself becomes disfluent at some points (filled pause, false start) + Some words are repeated, leading to students being confused (e.g.: giá trị, tài nguyên nước) <p><i>*Words are repeated for rhetorical purposes, distinguished from repetition as disfluency</i></p>	7
3	<p>Language</p> <ul style="list-style-type: none"> + Some words are difficult to translate (ao làng, giếng làng) + Language choice is too literary (making finding equivalent harder) + Language choice is different from what is previously expected and prepared considering the topic related to water resources + The speaker uses some words that is unclear in meaning/ could be interpreted in different ways 	11
4	<p>Speed</p> <ul style="list-style-type: none"> + Speed of delivery is fast + Speed is inconsistent (sometimes too quick the other too slow) 	3
5	<p>Tone</p> <ul style="list-style-type: none"> + The speaker's tone is flat/low 	2

From the table, there are 5 factors to which students attribute their disfluency, namely, argument/presentation, style, language, speed of delivery and tone of delivery.

Out of 18 interviewees, an overwhelming 17 students became disfluent because of the way the speaker developed his argument. In particular, students find the argument itself lacks a logical sequence, and the speaker had the tendency to prolong his argument without adding any more substance. Not to mention, the supporting ideas are fragmented, overlapping and vaguely expressed. Another criticism against the input is that at certain point, it seems to students that the speaker is rambling rather than arguing. Problems lying in the input audio is likely to constitute a great obstacle for fluency on students' part because it interferes with comprehending the speaker's intention, conceiving the preverbal speech and anticipating the coming idea, which is essentially the Executive. Failure in this first stage is likely to have a knock-on effect on the process of speech production because without any information of the speech in mind, students have not the resources to feed the stage of Formulation.

Ranked second after argument, language which the speaker uses is another cause for disfluency with 11 out of 18 students. To be more specific, students think he uses words that are rather difficult to translate into English either because they are too literary or because they are vague in meaning (could be interpreted in more than one way). This choice of language came as a surprise to some students during the test because it is different from what they had prepared and what they expect from a conference on water resource. It is easily noticed that such problems tend to be translated to the Formulation stage of speech production because it involves access to lexical resources.

All of the criticism students had against the input audio is, in fact, inherent in spontaneous speech. Spontaneous speech is characterized by little speech planning which leads to unpolished word choice and weak argument. The input is an authentic recording of an opening speech for a conference on water resource. It could be easily noticed that the speaker spoke completely off the cuff without referring to any texts. Hence, this speech is

a perfect example of a spontaneous speech. In fact, 7 students put their disfluency down to this spontaneous style of the speaker.

By and large, after finishing analyzing the outcome of interviews, it is safe to assume that most students have difficulties interpreting spontaneous speech. Hence, it is advisable that practicing interpreting this type of speech should be included in the course because some students described the input as “unexpected” and admitted that the in-class input used for practice is better structured and has logics.

In addition to argument and language, speed and tone of delivery also cause disfluency for 3 and 2 students respectively. The number of students in difficulty is arguably inconsequential, and the answer is not consistent between students (some thinks the tone is flat while other thinks it is too low); therefore, student’s perception of speed and tone of delivery is possibly by psychological factors such as stress or test anxiety.

4.2.2. Interpreter’s failure

Table 5: Causes for disfluency originating from failures of the interpreters

#	Causes	# students
1	<p>The Executive</p> <ul style="list-style-type: none"> + Students could not grasp the message/main idea the speaker is conveying + In the process, students became lost and do not know what to interpret because they just translate every word of the speaker + Students find it hard to express the message the speaker wants to convey + Students could not take in information while listening 	13

	<ul style="list-style-type: none"> + Students miss some information because they interpret only after the speaker has finished on sentence (interpret one sentence at a time) + Students miss part of the speech when trying to synthesize information + Students miss part of the speech when trying to explain a word + Students do not react quickly enough 	
2	<p>The Formulation</p> <ul style="list-style-type: none"> + Students find it difficult to ensure the accuracy of English structure which is absent in Vietnamese (e.g.: parallel structure) + Students take times to find a satisfactory equivalent/ expression + Students could not find an equivalent + Students want to vary expression/ vocabularies + Students run out of time to arrange the sentence so as to be grammatically correct + Students have tip-of-the-tongue 	15
3	<p>The Articulation</p> <ul style="list-style-type: none"> + Students have their mouth muscle being tired 	1
4	<p>Monitoring</p> <ul style="list-style-type: none"> + Students feel like they are repeating themselves because of the speaker's line of argument, but they still have to continue + Students become uncertain if the main idea they catch is right 	5

	<ul style="list-style-type: none"> + Students notice incoherence in their interpretation + Students notice error in language choice + Students try to correct herself + When noticing errors, students ponder whether to correct or to press on 	
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As can be seen in the table above, the Executive and the Formulation are two stages in which most students have their disfluency materialized, that is, 13 and 15 students respectively. This result is expected given the analysis on input speech in the preceded section.

15 out of 18 interviewees struggle in the Formulation, and such struggle is ultimately manifested into a disfluency. There are 6 different explanations for their hinderance in this stage as elaborated in the table. However, all of them could be condensed into two main causes, that is, limited lexical resource and the difference between English and Vietnamese. In the stage of Formulation, students need to get access to their lexical resource in order to mentally construct the preverbal speech. The lexical resource is limited either because their own vocabularies are limited or because students fails to retrieve their vocabularies at short notice. As a result, students could not translate certain words, or could not vary their expression which is quite important considering this speech has many information repeated or paraphrased.

What is more, Wilss (1978) posits that any studies into simultaneous interpretation could only be of help if it is “language-pair specific”. Therefore, the difference between Vietnamese and English may as well present as a challenge for students in maintaining fluency. Vietnamese and English are distinguished from one another in many aspects. In fact, there are many English structures and linguistic rules that are absent in Vietnamese such as word class conversion or as shared by a student, parallelism. Tang (2007), in her cross-linguistic analysis, has pointed out several key differences between English and

Vietnamese that could militate Vietnamese transfer to English, one of which is word order. Word order is actually a notable aspect to be taken into consideration when conducting researches in simultaneous interpretation because it is related to “source language-target language asymmetry” (Setton, 1999, p.128). Because of asymmetry between Vietnamese and English, in the process of interpreting, students had to wait for certain constituents to appear in Vietnamese in order to be able to formulate a sentence in English. It is because of time pressure prompted by this mode of interpretation, students could easily become flustered and hence, have trouble maintaining fluency. Added to that, for all students, English is a second language; therefore, it undoubtedly takes them additional time and effort to be grammatically and semantically correct.

The Executive is ranked second as the stage where student’s disfluency arises from. One of the reasons is that student fail to understand the message or the main idea of the speech, which is, in all likelihood, due to the poor argument as elaborated in the previous section. The other 7 explanations for struggles in this stage could be summarized as one reason that is student’s inability to perform two tasks at the same time. In other words, students became disfluent because they fail to control and distribute their attention. However, in order to be able to interpret simultaneously, students are essentially required to manage to split their attention. Therefore, it is important that students could practice to improve their attentional control in class. Working memory practice is advisable because working memory is inherent in the Executive and is the component responsible for directing attention.

There are also 5 students having difficulties in the Monitoring stage with 6 different causes as detailed in the table above. All in all, in this stage, students tend to become confused by their mistakes and become torn as to whether to correct or to move on with the interpretation. Regardless of their choice, the speech production will be restarted again from the Executive.

Out of 18 interviewees, only one student has problems in the Articulation, which means that all of the students who took the simultaneous test are physically healthy, and hence have no problems pronouncing.

4.2.3. External factors

Table 6: Causes for disfluency originating from external factors

#	Causes	# students
1	Psychology <ul style="list-style-type: none"> + Test anxiety + Pressure from time + Pressure from hearing other students interpreting 	10
2	Volume <ul style="list-style-type: none"> + Audio volume is too high that students could not hear their voice + Audio volume is too low + Audio volume is inconsistent + Volume could not be adjusted 	5
3	Environment <ul style="list-style-type: none"> + Students are distracted by background noise + Students are confused hearing other students interpreting 	11
4	Equipment <ul style="list-style-type: none"> + Students are not familiar with the equipment + Students have to hold the earpiece close to the ear so as to hear clearer 	2

External factors could affect interpreting performance as well. However, in contrast with the first two causes of difficulties, these external factors could not be avoided via practice, but it takes time to get familiar. Added to that, the number of students whose

fluency is affected by external factors such as the environment is apparently less than those affected by the first two causes although only by a small margin.

Out of 4 categories, roughly the same and also the highest number of students became disfluent because of their psychology and the surrounding environment. 11 out of 18 interviewees complains about being interfered by the background noise due to lack of soundproof between booths. The other 7 students answered the opposite that they weren't disturbed because at the time they focus completely on the test. Hence, it is safe to assume that those who were bothered by the background noise were unlikely to devote their complete attention.

Psychological state, in fact, was also attributed to as a cause for disfluency by 10 interviewees. In the previous section where the input audio was analyzed, students' opinions toward speed of delivery or tone of delivery were different and even opposite from one another. With psychology proved as one of the cause for disfluency, it is safe to assume that feelings such stress and anxiety presumably affect student's flow of speech by interfering their perception of the input speech.

As for the other two causes of volume and equipment, given the insignificant number of students in difficulties and the variation in answers, it could be concluded that facility is to blame.

All in all, all interviewees do have their disfluency caused by all three factors, namely, input audio, personal failure and external factors. Going by students' opinion towards the input speech, it could be concluded that in general students find it difficult to deal with spontaneous speech. As for intrapersonal causes, the Executive and the Formulation are two stages of speech production which are believed to be when disfluency occurs most . To be more specific, most students fail to follow the speech because of its rather confusing argument and they also fail to juggle between different tasks involved in the process of simultaneous interpretation (listening while speaking and analyzing inputs). Additionally, disfluency arises because they could not retrieve equivalents in time. Moving

on to external factors, in addition to the lack of soundproof between booths, psychology is attributed to as a cause of disfluency.

CHAPTER 5. CONCLUSION

5.1. Major findings

This thesis is set out to explore the difficulties faced by fourth year student in their end-of-term simultaneous interpretation. Following substantial reading, based on taxonomy of disfluency proposed by Tissi (2000), 191 cases of disfluency were identified. Semi-structured interview was also conducted with 18 out of 20 subjects so as to gain an insight into the causes for disfluency. With the data analyzed based on Falbo's "error analysis" (2003), the research has dawned on following findings:

(1) In general, students have little or no problem maintaining fluency given that disfluency accounts for an arguably insignificant proportion of their input, that is to say, 13% or less. This low result could be attributed to following reasons. First and foremost, the course of Advanced Interpreting which introduces students to simultaneous interpretation has succeeded in imparting and improving student's skill in maintaining fluency. Also, the fact that the interpreting direction was from Vietnamese to English could be another reason for low percentage of disfluency because it should be easier for students to take in information. Added to that, the test is only 2 minutes in length which is short enough for the processing capacity of student-interpreters to handle. Lastly, it is because students did not make any effort in translating at all; this reason could be borne out by transcription which shows basic grammatical mistakes, incoherence or senseless sentences.

(2) In addition, all 5 types of disfluency could be found in students' output, namely, silent pause, filled pause, repetition, restructuring and false start. Out of 5 phenomena, filled pause is the most dominant and followed by restructuring, silent pause, false start and repetition in that order. Since not all disruption in speech flow is considered a disfluency, a criterion for each disfluency was determined and followed to distinguish between pragmatic disfluency and problematic disfluency. This is, in a way, affects the final result.

Each type of disfluency has a relatively low occurrence of less than 10 times; however, this is still a problem considering the test lasts for only about 2 minutes. Filled

pause, silent pause and repetition are ranked first, third and fifth respectively as to the most dominant manifestations of disfluency. They are suspected to be less troublesome for interpreters than restructuring and false start which are ranked second and fourth respectively because they arise subconsciously as a way to stall for time. On the other hand, restructuring and false start require attention of interpreters, hence, potentially lead to more disfluency.

(3) There are three main factors resulting in disfluency according to students' answers in interview, that is to say, input speech, external factors (such as the surrounding condition) and failure on the interpreter's part. In particular, in term of the input speech, following aspects were attributed to as the sources of disfluency, that is, argument/presentation, language used, style, tone and speed of delivery. On balance, it is noticed that most students have problems interpreting spontaneous speech. As for intrapersonal struggle which is heavily based on Levelt's model of speech production, The Formulation and the Executive are identified as two stages in which disfluency arises most frequently. That is to say, students still have trouble understanding and coordinating as well as encoding and finding equivalents. Moreover, students do find external factors troubling. In fact, they become disfluent with following aspects: psychology, volume, environment and equipment.

The above findings suggest incorporation of simultaneous interpretation practice with input being spontaneous speech. In addition, teachers should pay greater attention to imparting students with skills to improve their ability to perform better in the Executive and the Formulation. At the same time, students should take the initiative to better themselves as well given that 15-week course is far from enough to hone their ability to maintain fluency. Exercises on working memory and practices to enrich vocabularies and to retrieve equivalents more quickly are advisable.

5.2. Limitations

Despite the researcher's effort to deliver as satisfactory as possible a research, this thesis is not without flaw.

Specifically, due to time constraints, the researcher could not involve every senior interpreting student from two classes 14E20 and 14E13, let alone in FELTE. As a result, the population is not large enough to generalize the findings for every senior student in the faculty. Hence, the finding could only be used for reference of teachers and students who are interested in simultaneous interpretation instead of for the faculty to implement drastic changes in pedagogical approaches.

Added to that, much as the researcher desires to do, this thesis could only study disfluency in term of performance characteristics (whether the speech flow is disrupted or not) without being able to cover the linguistic competence (whether the rendition makes sense or not). However, it is this aspect of fluency that should be paid more attention to because it affects how the message is conveyed.

5.3. Recommendation for future researches

It is hoped that this thesis could be an inspiration for other researchers to continue studying into the field of simultaneous interpretation in general and fluency in particular. Here are some topics suggested for consideration.

In order to fill the gap of this research as said above, other researchers are encouraged to carry out a study into disfluency in term of linguistic competence, that is to study fluency as the ability to be coherent in rendition.

Also, having read up on fluency and other materials related to simultaneous interpretation, the researcher notices that fluency could be improved if the interpreter knows how to manage his prosodic means such as pauses and tone. Hence, a study into prosodic means is highly recommended and appreciated.

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APPENDICES

Appendix 1: Request for access to test database

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM

ĐỘC LẬP - TỰ DO - HẠNH PHÚC

GIẤY CAM KẾT

Kính gửi: thầy Vũ Hải Hà, Chủ nhiệm khoa Sư phạm Tiếng Anh, Đại học Ngoại Ngữ, Đại học Quốc gia Hà Nội

Đồng kính gửi: cô Ngô Hà Thu, Tổ trưởng Bộ môn Dịch, khoa Sư phạm Tiếng Anh, Đại học Ngoại ngữ, Đại học Quốc gia Hà Nội

Em là Nguyễn Thanh Hiền, sinh viên lớp 14E20 chương trình Chất lượng cao Biên-Phiên dịch của Khoa Sư phạm Tiếng Anh.

Hiện em đang làm khóa luận với đề tài “Khó khăn trong việc duy trì độ trôi chảy sinh viên biên-phiên dịch năm tư gặp phải trong bài thi Phiên dịch song song cuối kỳ”.


Vi vậy em cần sự cho phép của thầy cô trong việc sử dụng băng ghi âm bài thi và đề thi song song môn Phiên dịch nâng cao năm học 2017-2018 của hai lớp 14E20 và 14E13 để phục vụ giai đoạn phân tích dữ liệu.


Em cam kết sẽ thực hiện những yêu cầu của khoa và tổ bộ môn đưa ra liên quan đến việc sử dụng dữ liệu.

Hà Nội, ngày 22 tháng 1 năm 2018

Người xác nhận

Người làm đơn


Nguyễn Ngọc Ninh


Nguyễn Thanh Hiền

Appendix 2: Transcription of twenty students' end-of-term test

1. A:

I want to tell you that the water resource is very close to us. It's so close that sometimes we forget that it's very important. We think, we take it for granted. And @ the Red River we see that... sometimes imagine it's just over the street. How can we consider it as it's very important? So, first, we need to understand @ about the water resource, and second, we need to understand its importance. Water means a lot to us but we often think about one aspect of it, is that water serve irrigation, agriculture activity. We forget that water also serves many other values. It protects the eco-system diversity. It @ has the value of @ sports. And it is/// @ source of entertainment. And another value that I have mentioned in this @ time is that it is... it holds a very importance in terms of @ spiritual @ value. It lies @ in ponds and @ in our local lakes. This is one of the @ most important aspects but we often forget. When we talk about rivers, we talk about tangible values, but rivers also hold big @ intangible value. We see people go to the ponds to fetch water. Without water how are we going to live? So we have to understand, the tangible values @ as a fundamental material for our life. That every activity we depend on water. We have to understand the spiritual value as well.

Silent pause	Filled pause	Repetition	Restructuring	False start	Total
0	3	1	2	0	6

2. B:

I want to tell you that @ the water resource is very attached to our life. But we some... forget that... forget its significance. We... we seem to take it for granted. The Red River we can see that it is a river we can swim we can imagine we could come across it. But we do... seem to forget about it. So first of all, we need to understand @ water resource. Secondly the value of water resource is rivers. We usually think about only one aspect that

is @ water provides for @ agricultural production, forget that water has a lot of values like @ the bio-diversity protection, or @ sparty @ sportiness, or @ + recreational value. And another value that I usually emphasize in our project is the/// spiritual value of water resource, of the river, of the ponds. This spiritual value is very important @ which seems to be forgotten. Culturally, we usually mention the @ tangible and intangible value. And these rivers @ carry intangible significance. We can see a lot of people like @ bring the spiritual water. We cannot survive without water. And we see the spiritual value, it is essential to our life, imperial to our life. Any production activity needs water.

Silent pause	Filled pause	Repetition	Restructuring	False start	Total
1	3	1	3	0	8

3. C:

I want to tell you that water resources is very essential for us, and it is also very close to us that we almost forget that it is very important, and we think that it is just there for us. However, it is not like that. The Red River <we can see that this river... we can imagine why we all call it the Mother>, the source of the/// water. + And that is first how we understand water resources. And the second thing is the value of water. It has... it has a lot of values. However, we only think of one aspect that is @ the water serves for the agricultural. We usually forget other values of water: the value for transportation, to protect the biodiversity, and also the value of sport. It also has the value of @ entertainment. And another value that I usually say that it has to clearly stated the spiritual value of the rivers, of the wells in villages, of the ponds in the villages. This spiritual value is very important and we usually forgot about. In culture, we talk about tangi... tangible and intangible value. In the river, we have important value. We usually take the holy water to their home. Without water, we cannot survive. So we can see the value... the spiritual value. Besides/// it is inevitable for life. Everything needs water to work properly.

Silent pause	Filled pause	Repetition	Restructuring	False start	Total
1	0	2	2	1	6

4. D:

I want to tell you that @ water resource is so important that is to show us that we seem forget about its importance because we @ suppose like it is there forever. <@ The Red River is @ + so how can the water resource is it>. So first of all we should @ understand together about the water resources. The second is the importance of the @ water resource. There are many @ but @ we should @ see from different perspective over @ the agriculture. We forget that water also play other roles. @ It also has the @ the function of preserving the ecology, @ it also has the function of sports and @ also entertainment. Another function that we @ that I often say in the water resources is that the @ is the importance of the well, @ the river, lake of the villages @ sometimes we forget that in our culture we often @ say @ often said about @ tangible and intangible value of it. <We only @. We can see that> they even like they the water from the well to use. How can we survive without water? So @ we can see that @ the value, the mental value of water resources. <Be... @ It is> a material of our life and our production activity requires water.

Silent pause	Filled pause	Repetition	Restructuring	False start	Total
1	5	0	4	3	13

5. E:

I want to tell you that water is close to our life. It's so close that we forget @ its importance. We think that it is there for granted. The @ Red Delta Red River is there @ we can cross the river that it is not called the Mother any more. + We together to understand about the water resource. Secondly it @ is the value of water. Like I said, I said many values but we usually think of it @ one side of it. That is, <water @ supply @ we forget> other values of it for the water travel, for the biodi... biodiversity @ conservation, @ of sports, also has

the value of @ for entertainment. Another value that I usually said that in this Amendment, that I insist that is the spi... spi... spiritual ritual value of rivers, @ villages @ reservoir @ and ponds. @And this spirt value is very significant and we need to get it. And in culture, also, + those rivers we have @huge and powerful @ spirit @. They even get the scare river. Without water we cannot survive. <The value @ the/// spiritual value of rivers. Is the element of value>. All kinds of activity needs water.

Silent pause	Filled pause	Repetition	Restructuring	False start	Total
2	7	1	4	2	16

6. F:

I would like to tell you that the water resource is very familiar with us, and we are forget the significance of rivers. We take @ We take the significance of river for granted. But it is not @ + We sometimes forgot Red River's importance. Firstly, we need to understand the significance of water resource. Secondly, I would like to tell you the @ importance of water. The water has a lot of different significance but we just focus on the @ importance of water in terms of agriculture. Water has a lot of @ uses such as @ the @ transporting, transporting, the @ for the sport, @ the entertainment, and the +. And another use of water @ the spi... spiritual significance of the rivers, the @ lakes and the pools... ponds in rural areas village. This is very importance but we forget. In term of culture we tend to use the @ tangible and intangible value. @ The people sometimes takes the @ sacred water. If there is... Without water we cannot survive. Besides the material value, the @+ Every activity, activity... Human activity needs water.

Silent pause	Filled pause	Repetition	Restructuring	False start	Total
3	4	0	4	0	11

7. G:

I want to tell you that water resource is very close to us so we always forget they are very important. The Red River + we can see that it is the mother of rivers, and it is also the mother of water resources. So first we have to understand about the water resources. The second point I want to say is the value of water. There are a lot of value but normally we only think of one aspect of water. That is water serves the agriculture. However, water also has other values. The first value is to preserve the ecosystem. The value of @ aquatic. And also the value of entertainment. Another value @ I have mentioned is spiritual value of water, of rivers, of wells and lakes of villages. This spiritual value is really important but we always forget about it. In the culture value we always mention rivers have only high spiritual value... if there were no water we cannot survive. So we can see that the value, the spiritual value of water + is very important. Every activity of life needs water.

Silent pause	Filled pause	Repetition	Restructuring	False start	Total
2	0	0	0	0	2

8. H:

I want to tell you that water resource is something very close to us. It is very... too close that we forgot that it is very important, that we take it for granted. The Red River, <we can clearly see that, the s... the river... sometimes we can imagine we can walk through it> s...so why... so how ... can it be any water if we can walk through it. So we have to together understand about the water resources. Secondly, the value of water, like I said, is many but we only think of one aspect of it, that is, water is to serve for agricultural production. We forgot that water has many other values: the value of transportation, the value of preserving biodiversity, the val... the sport value, <that has @ other, the entertaining value>. Another value I often say that in the law of conservation of water resource is the spiritual value of water resource, of the river, of water well. And the spiritual is very important in the... In culture, <they often say that the tangible and intangible value of... and the value of river is very high.> They often the blessed water, the holy water. If there is no water, how could we exist. So we can see the spiritual value of water besides

the essential value of it to our life, the resources of our life and every productiv...
productivi... production activity also depends on water.

Silent pause	Filled pause	Repetition	Restructuring	False start	Total
0	0	0	5	3	8

9. I:

I want to talk to you that @ the water is very close so that we forget its importance. We think that @ Hong Red River sometimes... we thinks that @ it is @ too small so how can we call it the mother of the @ river. We need to @ think of the water resource. Second is the importance of river. They have many features. <We only think about on as... Wa... Water @ is for agricultural purposes >instead of other significance such as @ transportation, @ ecological diversity, sport, and entertainment. And another value in this change of law is @ the spiritual @ significance of water, river, of the @wells, of @ lake. The spiritual significance is important. We seem to forget. In our culture, we seem to talk about the tangible and intangible. So water has a @ cultural and @ intangible significance. But @ people take the holy water. Without water we cannot exist. So we can see that the importance of @ spiritual importance of water is very important. It is the material of @ life. Every activity requires water.

Silent pause	Filled pause	Repetition	Restructuring	False start	Total
0	5	0	2	1	8

10. J:

I want to say that water resource is close but it is so close that <the importance water... we take it for granted> but water exists. For example, the Red River + sometimes we think that we can cross it easily. But how can we call the Mother River by that way with that thinking? Second way, @ the value of water but usually we just think of the aspect that

water serves for agri... agriculture but we forget that water has many other values: transportation, biological diversity protection, @ and sport value, and value of entertainment. Another @ value @ in this @ Amendment @ is the importance of rivers @ local ponds. @ This @ cultural value is very vital but we easily forget it @ @. In culture, we usually mention tangible and intangible heritage. And @ pond @ has bad value. Sometimes people @ go to @+ sacred water. @ So sometimes the spiritual value @ plays a very important role in our lives. Every @ activities needs water.

Silent pause	Filled pause	Repetition	Restructuring	False start	Total
2	9	0	1	1	13

11. K:

I want to tell that the @ that it is too close that we forget that it is something that already have it. The Red River, as we can see why we can call it the Mother of River. So first of all that... we know that about the resources. The second thing is that the water value it has many other value but however we only @ think about one value that <water is provided water for production> that we forget it has many other value, that is to protect natural resource, the value @ for sport, and value for entertainment. And one more value that I mention in the @ Amen.. @ the water of the river, ponds and lakes in the village. The @spa.. spiritual value that has been forgotten. In literal, we have talked about the spiritual value that the river has. People also take the water from the river and we cannot survive without water. And we can see that the spiritual value. Some of the lives, daily lives, everything of the daily lives also need water.

Silent pause	Filled pause	Repetition	Restructuring	False start	Total
0	1	0	4	1	6

12. L:

I want to tell the water resource is familiar with us. We think @ We think @. The Red River+, for example <it is @ Red River +know the @ water resource>. Second is the value @ of the water @is @ there a lot of @ value. For example, the water serves the agriculture. We forget that water a lot of @ other values such as @ protection bio-diversity and @ entertainment. + One... Another value I want to talk is the mental value of rivers, the jang. This meant @ the value is really important. In culture, in culture we know about the @ the river has high mental. No water @ we @ we live. <The mental value + Every .. Ev manufacturing action need water.>

Silent pause	Filled pause	Repetition	Restructuring	False start	Total
4	4	0	2	2	12

13. M:

I want to saying that @ the water resource is very close to us @and even close we forget that it is very important@. We often think <that it is @ some @ that it never ends.> Sometimes @, for example, The Red River... The Red River sometimes we even forget what we call it the Mother of Rivers. Because it never @runs out of water. And secondly the @ water has many important things. And we often only think for one importance of it that @ water @ is... that water serves our life that we even forget the other @. It is @ serve for the @water transportation, for sport and entertainment. Another @crucial importance is @the of water + is the emotional and importance to the villages @ family. It's so crucial that we sometimes even forget it. And @ sometimes we even talk about it. @+ And we even see that people take water for their own because without water we cannot survive. So we can see that the emotional importance of water is undeniable. @ Every... @ everything @ everything @ cannot survive without water.

Silent pause	Filled pause	Repetition	Restructuring	False start	Total
2	7	0	3	1	13

14. N:

I want to tell you that @ water resources is @ familiar with us and @we shouldn't @ forget that it is very important. @ Hong River is an important river, @ is the Mother River. + So we should understand about the water resources. And the second is that we should @ ... we should understand the value of water resources. We just @ We just know that water is just @ supplement @ sup @ supply. Water just supply for agriculture but @ it also @ has value in @ entertainment. + And the spirit @ spirit value. + @ So the the spirit value is very important. For example @ village wells, @ village river and it has @ + @cultural and @ cultural and @ spirit value. And without water we can't live and so so that water is the @ is very es... es essential for our life. Without water

Silent pause	Filled pause	Repetition	Restructuring	False start	Total
4	9	0	4	0	17

15. O:

I want to tell you that water resources is very close to us. It's very close that we forget its other importance. We believe that it is obvious < it @ but it is always not>. The Red River, Red River sometimes <we believe the... how can we @ call it the water supply>. First of all, we have ... we have to together understand the im... im... the meaning of water. The second one is the value of water. There are a lot of value. <We just think ... A lot of value but we just think about> like the one @ aspect which is water is serving for @ the agriculture activity. And we forget it has other values @ for @ water transportation, @, protect the ecosystem value, the @ sport value and @ and @ recreational value. <Another value is, and and I would like to talk> in this @ regulation is the mental value of water supply @ of the village. The mental vill... value is very important. We forget... @... In the cultural we talk about the value the river has other spirit value very high. Yep. If we don't have water we cannot exist. We can see that the spirit... the spiritual value beside the@ the essential value is the @ material for life. Every activity needs water.

Silent pause	Filled pause	Repetition	Restructuring	False start	Total
0	3	0	3	4	10

16. P:

@ I want to tell you about the importance of water resources. Water resource is so familiar with us, and it is so familiar and <it... we tend to talk forget about> the importance of water resources. The Red River, we can see that <the Red River it is so hard @ to imagine>. And first of all, @, we need to understand about water resource. Secondly @ is the value of water. Water has a lot of values. But we only think about the only value @ is that water @ is used for agri-production. But we tend to forget that water has a lot of other values. @ Water is used for preservation @ ecology, @ water used for sport and @ for entertainment. And another @ value I want emphasis on this... on this time is that @ the value of @ the river, of the water, of the well. This @ spiritual value is very important. We @ tend to forget, in. In culture, we... we @ we/// find that the river has cultural and spiritual value. And @... if there is... if there is no water we cannot survive. And besides the value <@ that @, @ every activity needs water>.

Silent pause	Filled pause	Repetition	Restructuring	False start	Total
0	5	1	0	3	9

17. Q:

I want to say that the @ water resources is quite close to other. So I want to tell @ every one thing @. + @ Sometimes sometimes the people think that <the. + The first we need to understand about the water resources and the value of water>. The value of water is very different but the people just think about the specific @ s... aspects. @ For example we just think it is related to the agriculture. So we don't mention about the other value. For example the value of the @ environment, the value of sport and + the value of entertainment. And another value in the Environment Law is the spirit value from the river, from the well and

the pond. The spirit value is very important. we often forget it in the cultural value. The river has the greatest value. So if didn't have the water so we can't live. + @ Besides the essential value we need to use the water for other activities.

Silent pause	Filled pause	Repetition	Restructuring	False start	Total
4	1	0	1	1	7

18. R:

@ I want to tell you water resources is very essential for us but @ we are @ we are forgo... forgot that it is important. @ The red River@ sometimes @ <we can image but @ + First of all, we forget that know about> the water resources. And secondly the value of water@. A lot of water but usually we think@ only one aspect is that that is for agri.. agriculture @ so we talking that water different value is for navigation, the @ ecology conv... conversation.. conservation, for the sport @ and the entertainment value. And another value we must to @ distinguish is the @ mental value of water, of river, of ponds and rock. This value is very important. We forget that in culture we often talk about tangible and intangible values and so here river has a lot of high tangible and intangible value. Without without water we cannot survive. The mental value besides the @ essential value for @ all of @ product... producing activity the water.

Silent pause	Filled pause	Repetition	Restructuring	False start	Total
1	5	0	6	1	13

19. S:

I want to say to you that the water resources is <the@ quite close to us> but we forget that @ the importance of the water resources. Red River, we can see that sometimes we can dip over the Red River so we can call it the Mother of River. + Secondly, the value of water is variety. When we think of the value of water, we can only think of water can supply for

agriculture, and forgot many value of the water: the value of@ protect the ecology, the value of sport, the value of nature. And one of the other value of water @ in this time @ we revise the law of water resources is the value of spirit. And this is very important. In culture we often talk about the tangible and intangible value of water. Sometimes @we can @ see that people can take the spiritual water from. Without water we cannot survive. So we can see that water is really an element of the life. Everything in the life is really needs...

Silent pause	Filled pause	Repetition	Restructuring	False start	Total
1	2	0	0	1	4

20. T

I want to say that that the the water resources is what is necessary to us. For us it is very important. <If @ we think it is not difficult... it is not difficult. + @ If @ we think it is the Mother of River>, it is not @ a water resource. + The secondly is the @ value of water that I said has a lot of @ value, and @has a lot of aspect. Water is serve for the agriculture service. And we forget that water has a lot of ot... different value. It's the value @ of diversify, diversify @ value, and also the value in the sports, and also it has the value of entertainment. One another value is @ in the @ the reform of the Law we must to say that is the importance of water in the river and in the @ in the local well. <The value is very... A little well in local area is very important>. It @ has the @ value in the intangible value and also it has the has the tangible value. And all of the value is very important with the people. We couldn't exist, couldn't survive if we don't have the water value. And the water is very important with the life of the people and it is indispensable in the @ life.

Silent pause	Filled pause	Repetition	Restructuring	False start	Total
2	5	0	2	2	11

Appendix 3: Percentage of disfluency of individual students

	Silent pause	Filled pause	Repetition	Restructuring	False start	Total	Word count	% disfluency
A	0	3	1	2	0	6	234	3%
B	0	3	1	2	0	6	200	3%
C	1	0	2	2	1	6	236	3%
D	1	5	0	4	3	13	202	6%
E	2	7	1	4	2	16	193	8%
F	3	4	0	4	0	11	174	6%
G	2	0	0	0	0	2	183	1%
H	0	0	0	5	3	8	241	3%
I	0	5	0	2	1	8	170	5%
J	2	9	0	1	1	13	155	8%

K	0	1	0	4	1	6	177	3%
L	4	4	0	2	2	12	114	11%
M	2	7	0	3	1	13	175	7%
N	4	9	0	4	0	17	129	13%
O	0	3	0	3	4	10	209	5%
P	0	5	1	0	3	9	190	5%
Q	4	1	0	1	1	7	159	4%
R	1	5	0	6	1	13	159	8%
S	1	2	0	0	1	4	173	2%
T	2	5	0	2	2	11	213	5%

Appendix 4: Letter of collaboration

Chào bạn,

Mình là Hiền, sinh viên lớp 14E20. Hiện mình đang làm khóa luận với đề tài "Khó khăn trong việc giữ độ trôi chảy sinh viên lớp 14E20 và 14E13 gặp phải trong bài kiểm tra dịch song song cuối kỳ".

Để có dữ liệu cho khóa luận, mình rất cần phỏng vấn, sẽ mất từ 15 đến 20 phút thôi. Phỏng vấn gồm 3 phần. Vì lý do bảo mật thông tin tài liệu của nhà trường, phần đầu tiên yêu cầu phải phỏng vấn qua video call hoặc audio call (sẽ thực hiện qua Facetime hoặc Google Hangouts). Phần còn lại có thể thực hiện qua tin nhắn của Messenger hay Hangouts.

Nếu cậu có thể thống nhất với các bạn cùng lớp (xem Recipients) cùng đến vào một buổi nào đó trong tuần này thì bọn mình có thể hẹn gặp nhau để phỏng vấn trực tiếp.

Cám ơn cậu rất nhiều.

Hi,

I am Hien from class 14E20. I am currently doing a thesis titled " A study into difficulties in maintaining fluency faced by students in class 14E20 and 14E13 during their end-of-term simultaneous interpretation exam", which is promised to be . As a part of the thesis, I have to interview you in order to collect input data for analysis. I will much appreciate if you could agree to help.

The interview will take only 15 to 20 minutes. It is made up of three parts. The first part requires video call/ audio call for the sake confidentiality, and this could be made via Google's Hangouts or Facebook's Facetime. The remaining two could be conducted via chat room such Messenger or Google Hangouts.

Of course, it would be best if I could meet all of you at once for an interview. Should you could arrange a date and a time which is convenient for all of the recipients, I would be glad to pay for your drink.

Please reply.

Thanks."

Appendix 5: Interview Questions

Interview Questions

Name:

Class:

Level of English proficiency (based on VSTEP result):

B1

B2

C1

C2

Part 1: This section you are asked to give your opinion on the input. In specific, what is your opinion on the Vietnamese input audio?

1. Do you find this speaker interpreter-friendly?

Yes

Only average

No

2. Which factors of the input make you more prone to disfluency?

a) Rate of delivery

b) Information content (familiarity, information density)

c) Grammar

d) Lexical use

e) Way of speaking

f) Reasoning style

Part 2: This section enquires into intrapersonal causes for disfluencies.

1. Do you have any problem interpreting and listening at the same time?

2. Is there any difficulty in understanding the message of the speaker?

a. In your attempt to understand the message, is there any issues arising that lead to your disfluency?

3. Do you think looking for an equivalent makes you liable to be disfluent?

In short, please give a description of the cause for your disfluency?

(Possible response:

- I was unable to understand the intention of the speaker/ grasp the entire message
- I did not know if you got the right message

- I try to think of plausible remaining message because of incomplete understanding,
- I could not catch some of the words in the speech
- I miss part of the speech while trying to listen to the input
- I miss part of the ongoing speech while interpreting the previous part
- I had difficulties coming up with equivalents
- I took too much time to restructure a grammatically correct sentence in English
- I am fluttered because I notice errors in my interpretation
- I miss part of the speech because I need to correct my previous mistake)

Part 3: This section deals with difficulties caused by the external factors

1. Are you being bothered by any external factors such as the interpreting booth condition or the background noise?

Appendix 6: Interview Minutes

Name	Part 1: Opinion on input audio	Part 2: Intrapersonal difficulties	Part 3: External causes
A	<ul style="list-style-type: none"> - Ideas are broken: the speech continues despite ideas are yet to be finished - Language: too literary - Argument: too lengthy 	<ul style="list-style-type: none"> - Takes a lot of time to translate Vietnamese into English that is correct in sentence structure (e.g.: parallel structure) - Takes a lot of time to find a satisfactory equivalent or expression 	N/A
B	<ul style="list-style-type: none"> - Argument: unnecessarily wordy - Spontaneous speech, closer to daily conversation 	<ul style="list-style-type: none"> - Find it hard to grasp the message because of the speaker's way of argument - Translate any words spoken by the speaker → Easily become lost, and do not know what else to translate - Encounter some words that are difficult to translate (ao làng, giếng làng etc.) - Slow reaction while translating 	<ul style="list-style-type: none"> - Test anxiety - Not familiar with the aiding equipment - Audio volume is too loud → could not hear her own interpretation - No sound proof between booths → distracted by background noise
C	<ul style="list-style-type: none"> - Style: the same content is explained repeatedly but in different ways → argument is confusing - Some words are difficult to translate 	<ul style="list-style-type: none"> - Because of confusing style of speech, student feels like repeated himself but still had to continue → uncertainty and repetition - Find it hard to find equivalent for some words 	<ul style="list-style-type: none"> - Exam stress - Could not focus due to background noise
D	<ul style="list-style-type: none"> - Speaker self-repairs his speech - Speed: a bit fast 	<ul style="list-style-type: none"> - Find it hard to express the message 	<ul style="list-style-type: none"> - Test anxiety

	<ul style="list-style-type: none"> - Some words are difficult to translate (ao làng, sông mẹ etc.) - Argument: unnecessarily wordy 	<ul style="list-style-type: none"> - Could not take in information while interpreting - Try hard to keep up with the pace of the speaker → end up not understanding the speech - Try to interpret as much as possible → do not have time to arrange the sentence into a grammatically correct structure 	<ul style="list-style-type: none"> - Poor sound-proof → Distracted by background noise - Volume could not be adjusted
E	<ul style="list-style-type: none"> - Argument: rambling with many of words repeated - Speech style: broken with a lot of pauses and repetition (e.g.: tài nguyên nước – water resource) 	<ul style="list-style-type: none"> - Because of rambling argument, student finds it hard to catch the main message - Because many words are repeated in the source speech, student feels the need to vary expression but has trouble finding equivalent 	<ul style="list-style-type: none"> - No soundproof → confused by other interpretation - Test pressure
F	<ul style="list-style-type: none"> - Way of delivery: tone is flat, no emphasis - Too many words for little content - Some words are difficult to translate (sông mẹ, nước thiêng etc.) 	<ul style="list-style-type: none"> - Do not have time to arrange a sentence that makes sense - Student tends to interpret as soon as an idea is finished → miss information, and later confuse - As student tries to synthesized information heard, she misses some information as well - Have to explain a difficult word → have 	<ul style="list-style-type: none"> - Distracted by background noise

		no time to follow the ongoing speech	
G	<ul style="list-style-type: none"> - The speaker's tone is too low for student to catch - Speech style: unnecessarily wordy, typical of Vietnamese - Some words are hard to express, esp. culture-related word 	<ul style="list-style-type: none"> - Uncertain if the message is correct - Try to retrieve an equivalent from memory - Find it difficult to come up with a satisfactory equivalent (usually take a lot of time) - Notice the rendition is not coherent if student translate to the letter the source speech 	<ul style="list-style-type: none"> - distracted having to hold the earpiece close to the ear - Volume is too low - Time pressure
H	<ul style="list-style-type: none"> - Many words are repeated - Inconsistent speed of delivery: sometimes too quick the other too slow 	<ul style="list-style-type: none"> - Rendition is prepared but fails to be uttered because mouth muscle is tired 	<ul style="list-style-type: none"> - Volume is too high - Distracted by background noise
J	<ul style="list-style-type: none"> - Style: rambling with many ideas and words are repeated - Unnecessarily wordy - Argument: not clear in logical sequence 	<ul style="list-style-type: none"> - Tip of the tongue - Notice error in language choice → take time to correct → miss information 	<ul style="list-style-type: none"> - Test anxiety
K	<ul style="list-style-type: none"> - Argument: has a lot of supporting ideas but all of which lacks order and are unorganized - Some words are difficult to interpret: luật sửa đổi tài nguyên nước, ao làng, giếng làng etc. 	<ul style="list-style-type: none"> - Because of the way of arguing, the more the student interprets, the more confused she is - Find it hard to find an equivalent - Student takes note while interpreting → hard to follow the speech → easily miss information 	<ul style="list-style-type: none"> - Confused by background noise

L	<ul style="list-style-type: none"> - Ideas are broken and unfinished -Way of delivery: Unnecessarily wordy - Some words are repeated 	<ul style="list-style-type: none"> - Just interpret every word of the speaker → at some point, confused as to the information - Could not find the correct information - Forget what student is about to say - take time to find equivalent (e.g.: giá trị tinh thần) 	<ul style="list-style-type: none"> - Confused by background noise → miss information
M	<ul style="list-style-type: none"> - The speaker is disfluent himself - Words used is unexpectedly spontaneous, close to daily conversation; different from input practiced in class (e.g.: ao làng, giếng làng) - Ideas supporting for argument are not expressed clearly 	<ul style="list-style-type: none"> - Struggle when finding equivalent - As student tries to find equivalents, she misses part of the speech 	<ul style="list-style-type: none"> - Poor soundproof → pressure from hearing another student's translation
N	<ul style="list-style-type: none"> - Supporting ideas are unfinished - Rambling with many words repeated before concluding the main message (e.g.: “Đây là trước hết chúng ta cùng nhau hiểu về tài nguyên nước”) 	<ul style="list-style-type: none"> - Have difficulty in finding equivalent →miss information - Do not understand the main message nor remember what the speaker has said - Try to correct herself → miss the ongoing speech - Not proficient enough in English 	<ul style="list-style-type: none"> - Time pressure - Distracted by background noise
O	<ul style="list-style-type: none"> - Ideas are developed unclear in logic; repeated 	<ul style="list-style-type: none"> - Could not catch the main idea of the speaker - Miss information because student has to 	<ul style="list-style-type: none"> - Test anxiety - Stress from hearing another student's interpretation and seeing teachers walking around

	<ul style="list-style-type: none"> - Way of delivery: rambling before getting into main point - Speed: quite fast - Some words are unclear in meaning 	<ul style="list-style-type: none"> arrange linguistic items and find equivalent 	
P	<ul style="list-style-type: none"> - Argument: supporting ideas are overlapping - Some words are unexpected, different from what student prepares 	<ul style="list-style-type: none"> - Take time to make out the idea the speaker wants to convey - Have difficulty in translating some words into English 	<ul style="list-style-type: none"> - Audio volume is inconsistent
Q	<ul style="list-style-type: none"> - Some words are hard to define - Though ideas are relevant, there is no logic in argument 	<ul style="list-style-type: none"> - Take time to describe some difficult words but could not finish the rendition → confused - Notice multiple errors in interpretation, and wonder if she should continue or correct the error 	<ul style="list-style-type: none"> - Stress from hearing other students interpreting
R	<ul style="list-style-type: none"> - Speaker himself has disfluency - Argument: rambling in a vicious circle - Some words are unexpected, different from what is prepared - Style: close to daily speech 	<ul style="list-style-type: none"> - Take time to get familiar at first - Take time to come up with an equivalent - Decide to leave a part unfinished to focus on the next idea 	<ul style="list-style-type: none"> - Confused by background noise
T	<ul style="list-style-type: none"> - Rambling 	<ul style="list-style-type: none"> - Could not catch the main idea - Find it hard to find an equivalent - Miss some information while trying to listen to the speech → confused as a result 	<ul style="list-style-type: none"> - Test anxiety