Original Paper

The Building of an Effective Post-Interpreting Review Framework—A Case Study Based on Two Interpreting Tasks of the 2020 WAIC Conference

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Abstract

The quality of interpreting is a key indicator of an interpreter's performance. An effective way to improve it is constant reflection. Therefore, post-interpreting review plays a crucial role in improving interpreting quality. At present, there are few studies on this area, and there is still a lack of a complete post-interpreting review framework. Specific studies on the tools, stages and contents of post-interpreting review are rare.

Reflective learning is significant in improving learning effectiveness, with post-interpreting review as a key reflection activity in it. Therefore, reflective learning theories serves as an important guide to promote interpreting learning. Relevant studies have found that writing reflective journals can effectively improve the interpreting quality. In light of it, it is necessary to establish an effective post-interpreting review framework with the reference of reflective learning theories.

Based on relevant reflective learning theories, a review framework was initially established to guide the first post-interpreting review and the second interpreting practice. By comparing the two tasks, the quality of interpreting and the awareness of reflecting was significantly enhanced. Both tasks are mock interpreting tasks for the 2020 World Congress on Artificial Intelligence. This shows that with the aid of a post-interpreting review framework, problems arising from the interpreting practice can be analyzed more comprehensively, and steady improvement of interpreting ability can be achieved.

Keywords

consecutive interpreting, reflective learning, post-interpreting review

Introduction

With the speeding up of globalization, frequent political, economic and cultural exchanges, interpreting has become more significant in cultural exchanges, economic activities and so on. The quality of interpreting is playing a big role in how accurately information is delivered and how does information could be understood by audience. Thus, a high-quality of interpreting is of great significance.

To produce high-quality interpreting, language learning, practice, coping tactics, background knowledge, and post-interpreting review are all essential parts. Among them, post-interpreting review is a crucial part paid much less attention in the existing studies.

"Post-interpreting review", as the name implies, is a review of the whole interpreting process. It can be divided into: individual reviews and group reviews. Individual reviews can fully summarize the mistakes and shortcomings in the process of interpreting and interpreters could make improvement accordingly. The group reviews, on the other hand, can fully mobilize the knowledge reserve of interpreters, and help the group members learn from each other and correct each other's mistakes. Moreover, this process is also in line with the theory of the advanced stage of reflective learning, which is also called collaborative reflection.

One of the purposes of the post-interpreting review is to reflect on what was not done satisfactorily in the interpreting process. In this way, the quality of the next interpreting could be improved gradually. The review of all interpreters' mistakes in the interpreting and proofreading process can help interpreters avoid making the same mistakes next time, while the mistakes made by each interpreter have both similarities and differences. For the same mistakes made by the interpreters themselves, they can deepen their impression when other group members show them, so as to avoid the same mistakes next time, and for the mistakes not made by themselves, they can avoid making similar mistakes which have been made by others in the next interpreting.

Despite its importance for learning and practice, post-interpreting review remains an under-researched area. Most studies focus on the process of interpreting. For interpreting learners, the most important questions are: how to improve the performance of interpreting in each practice through adequate pre-interpreting preparation, and how to expand their background knowledge and find effective solutions to their recurring problems through adequate post-interpreting review. It is important to form a virtuous cycle, to make progress in each practice, and to avoid ineffective practice.

To improve interpreting performance, adequate preparation is essential, but post-interpreting review is even more important, because without adequate reviews for each practice, mistakes could be made repeatedly even if interpreters have practiced a lot. In this regard, only by establishing an effective post-interpreting review framework can technical and comprehension errors be effectively eliminated.

Therefore, this report aims to supplement the current research in this area by emphasizing the necessity and significance of establishing an effective post-interpreting review system, as well as some points that student interpreters usually overlook when conducting reviews, namely, using computer-aided tools to improve efficiency, and implementing coping strategies effectively in each practice. This paper

hopes to provide reference and guidance for future study.

1. Literature Review

In this chapter, relevant literature regarding reflective learning theories, reflective learning theories in interpreting studies and reflective learning theories in post-interpreting view will be included.

1.1 Reflective Learning Theories

1.1.1 Reflective Learning Theories

The study of reflective learning begins with an explanation of the meaning of the word "reflection". The concept of reflection is represented by a number of different words that are in current parlance. According to Moon (1999), the terms "reflection" and "reflective learning" has the same meaning. And the terms "reflective writing" and "reflective practice" represent expansions of the ideas in different directions.

Reflective learning theory is basically divided into two schools: Dewey's theory and Habermas's theory. Dewey is concerned about the nature of reflection and how it happens. Dewey discusses reflection from the perspective of psychology and pedagogy. Dewey connects reflection with thinking. For Dewey, reflective thinking means "Active, persistent and careful consideration of any belief or further conclusions to which it leads…it includes a conscious and voluntary effort to establish belief upon a firm basis of evidence and rationality" (Dewey, 1933).

The main feature of Dewey's method of reflection is a process of confusion, a sense of goal directedness and the notion of testing or evaluation. Which brings Dewey' approach into the realms of experiential learning.

On the basis of Dewey's Theory, Hullfish and Smith (1961) think that reflective thinking is different from "the looser kinds of thinking primarily by virtue of being directed or controlled by the solution of a problem".

Habermas's philosophical position is that reflection is a tool for developing some form of knowledge. Habermas is concerned with the nature of the knowledge that man has selected to adopt or the nature of knowledge that human beings have been motivated to generate (the "knowledge constitutive interests"). Habermas focuses on the nature of the different processes that underlie the generation of these forms of knowledge, and reflection is one of these processes (Habermas, 1971).

What Dewey and Habermas have in common is that they think that reflection is used to produce knowledge, but there are also differences between them, that is, their motives of reflection are different. Habermas discuss problems from the perspective of social and political concerns, and Dewey's purpose of more detailed analysis of reflection is based on the interest of interpreting, in the process of effective education, to make the world more meaningful.

There are two representative views on the purpose and function of reflective learning in China: the first is that reflective learning can help students learn how to learn, make students' learning become inquiry and research activities, enhance students' ability, improve students' creativity, and promote their

all-round development; the second is that reflective learning can help students learn how to learn, make students' learning become inquiry, enhance students' ability, improve students' creativity, and promote their all-round development, Reflective learning plays an irreplaceable role in improving teachers' theoretical quality, teaching ability and professional level (田圣会, 2008)

From the perspective of education, Loughran (1996) notes that there are three main tools of reflective learning . The first tool is group discussion. Group discussion can help student teachers become more reflective about education, the atmosphere within seminars must be open and relaxed. The second tool of reflective learning is reflective journal, which is mainly used to record the thinking of teaching. Through the record of experience, events and actions, students can reflect and learn from it. The third tool of reflective learning is the use of video recording, which records some videos of teaching and learning. The main purpose is to reflect the effect of teaching or learning.

1.1.2 Reflective Learning Theories in Interpreting Studies

Since the beginning of the 21st century, the research on reflective journal has been gradually carried out in the field of foreign language teaching in China. Domestic researchers also pay attention to the benefits of reflective journal for English learning. Lin (2012) discusses the value of reflective journal in improving college students' writing, thinking and English debate ability. In the field of translation teaching, Liu (2011; 2013) found that although there is no explicit reference to reflective journal, in discussing translation competence and teaching mode, "introspection" is regarded as an important means of translation teaching.

According to Li (1998), the reflective journal can promote students' critical and reflective thinking. Li also found that the reflective learning journal can draw students' attention to the process of translation. Vivian Lee(2015)had explored the use of a reflective learning journal in the classroom with the intention of allowing students to record their thoughts and look back on their learning process. and found that the journal enabled them to analyze and review their own performance, recognize change and development, and set future goals. Yao (2014) believed that through the use of reflective learning journal, students' comprehensive reflection on the learning process and students' enthusiasm for learning interpreting are promoted.

1.1.3 Reflective Learning Theories in Post-interpreting Review

The significance of translation reflection was firstly proposed by Yang (2016). By analysis of two translation project, she found that the most important parts for achieving good translation quality are mutual proofreading and post-translation review, but even after review, there are still some leftover problems. At this time, through post-translation summaries and learning from each other in a team, technical and comprehension errors can be effectively eliminated. In order to improve the efficiency of translation learning and improve the quality of translation, post-translation reflection in this paper is intended to complement the current research in this area. Despite of the research objective is translation, it is also working when it comes to post-interpreting review.

In a research on the relationship between post-interpreting review and the passing rate of CATTI-2 by

Han (2020), the researcher found that although there is no evidence that post-interpreting review can improve the passing rate of CATTI-2, it is still beneficial to improve students' interpreting performance. Hence, students should form a regular habit of conducting post-interpreting review and try to conduct reflection after each practice. As a group that is required to be quick learners by professional characteristics, interpreters need to frequently reflect their interpreting performance to maximize the gains and dodge the mistakes in the future. Therefore, it is necessary that post-interpreting review be submitted to academic study.

1.2 Research on post-interpreting Review

In interpreting, proof reading or reviewing in order to correct mistakes and help interpreters make improvement is a step that has been valued by experts for generations. After each interpreting, interpreters might take notes to summarize their personal experience and lessons learned in the interpreting process. However, theoretical studies on post-interpreting review are rare. In his book How to Translate Scientifically, Eugene Nida proposed nine steps for scientific translation, the eighth of which is to submit the translation to other peers for review. Eugene Nida's ideas may not be fully applicable to interpreting summaries, but his ideas have important implications.

1.2.1 Post-interpreting Review in Interpreting Teaching

From the perspective of interpreting teaching, Liu (2006) makes a specific analysis of the three stages of interpreting activities, namely, pre-interpreting preparation, on-site interpreting and post-interpreting review. In terms of the actual teaching of interpreting in universities, she believes that the main body of evaluation is composed of teachers, group members and individual students. The group members will objectively evaluate the students' performance according to certain evaluation system and evaluation standards, and the students will give feedback on their interpreting performance by combining group evaluation and personal experience, and then the teacher will summarize. This will help the students to find their own strengths and weaknesses, so as to show the direction for the next interpreting study and practice.

1.2.2 Post-interpreting Review in the Improvement of Interpreting Quality

According to Shi (2013), post-interpreting review, evaluation and gap-filling are very important to improve the interpreting quality and enhance the interpreting ability. The content of post-interpreting summary mainly includes the experience and lessons learned after the completion of the interpreting task, new professional vocabulary and terminology, as well as the client's evaluation and suggestions on the interpreting. Liu (2013) also believes that after the interpreting is completed, it is important to summarize the strengths and weaknesses of the interpreting task, the performance and glossary. He suggests recording after each event and writing a summary to check your shortcomings, which he believes can quickly improve your interpreting level.

1.2.3 Post-interpreting Review and Its Contents

Yao (2016) discusses the meaning and contents of post-interpreting review in a more systematic way. He believes that every interpreted meeting involves new knowledge and new professional vocabulary,

and when an interpreter does a good post-interpreting review to sort it out, the new knowledge becomes familiar to the interpreter, and the interpreter can better complete the next interpreting task. The post-interpreting view is also a process of self-examination and self-improvement for the interpreter. Because of the time limitation, interpreters must finish the process of understanding the original text, conversion and foreign language expression in a few seconds, so it is normal to make a small amount of mistakes. Therefore, Yao believes that post-interpreting review reinforces and supplements the pre-interpreting preparation and on-site learning sessions.

Yang (2016) studied the significance of post-translation summaries of translators, and although her research object is not interpreting, the post-translation summaries of translators also provide suggestions for the post-interpreting review of interpreters. She believes that post-translation summary is an extension of pre-translation preparation. Besides, post-translation summary can reflect on the mistakes made in translation and during this period, translators could compare the advantages and disadvantages of various translation methods, so as to cultivate critical thinking and figure out a best way to translate next time. She also makes specific suggestions on the contents of post-translation summaries from the perspective of translation teaching, mainly the way to prepare before translation, the improvement of translation procedures, the use of different translation strategies and tools, and the summary of various translation errors. This will promote the translator's thinking and help improve their translation ability.

1.2.4 The first Framework of Post-interpreting Review

The above studies on post-interpreting review all emphasize its important role in improving the quality of interpreting but few of them has mentioned building an interpreting framework to systematically improving the performance of interpreting. Moreover, there are many shortcomings in the existing studies, and the research perspectives are not comprehensive enough.

There is no specific theories to guide post-interpreting review, and the contents of post-translation summaries are not specific enough. Lots of questions still remains to be answered, such as: What kinds of tools can help us do post-interpreting review efficiently? How many steps of a post-interpreting review includes specifically? What is a post-interpreting review framework? Therefore, a more in-depth study can be conducted in the above aspects to make a conclusion of how to systematically summarize an interpreting review.

To answer those questions, an initial post-interpreting review framework can be established accordingly. The review includes the tools, contents and steps of post-interpreting.

CAT software can be applied in doing transcript of interpreting audio, which is helpful to increase efficiency and makes it faster for us to visualize our mistakes when doing post-interpreting review. Xun Fei Yu Ji is an amazing application developed by IFLYTEK that can simultaneously transcript our audio into words and make a recording of our voice.

According to the content of post-interpreting review proposed by Yao Bing, every interpreting task involves new knowledge and glossary, which are worth being concluded to improve interpreting

performance. But the content of post-interpreting review still needs to be expanded, as Yang Qiong has mentioned that uncontrollable factors and interpreting strategies are also essential parts. Therefore, the contents of a post-interpreting review should conclude performance, language points, background knowledge and interpreting strategies.

2. Case Study

2.1 Post-interpreting Review for the First Task

The first task is a conference interpreting of a round table discussion in the WAIC. The original audio lasts for 35 minutes, and the interpreting audio lasts for 43 minutes.

2.1.1 Performance

After interpreting, conducting an assessment is essential for us to have a general idea about our performance.

There are many indicators of the performance of interpreting, but there are no absolute standards. This is one of the most fundamental points in Gile's (1995) opinions about interpreting quality assessment. He summarizes the factors that may influence a conference interpreting as follows: the speaker, the interpreter, the audience, the interpreters presentation, the conference organizer, the technical staff, and other people involved with the interpreting. Since different people have different expectations of the interpreter, the assessment of the quality of interpreting vary from people to people. Obviously, it is impossible to comprehensively and scientifically evaluate the quality of all interpreting activities with one standard.

According to Mosey Mercer (1996), there are three assessment steps: evaluate, measure, and assess. In her opinion, the purposes for assessing the quality of interpreting are different, and the assessment methods adopted should also be different. If one wants to understand the service quality of professional interpreters, an assessment model should be adopted to observe the interpreters' interpreting work in their natural state at the interpreting site. The collection of interpreting samples for the purpose of scientific research should adopt the measurement mode, which can control various parameters. When assessing students' interpreting level for the purpose of interpreting teaching, the judgment mode should be adopted to track students' training and adjust the teaching progress. Marquant's assessment model is centered on "content assessment and dynamics" and is combined with related teaching practices to form the "example-teaching" dynamic interpreting quality assessment model. Marquant believes that his model has two advantages: First, a relatively complete model of interpreting quality assessment is better than a mathematically defined model of interpreting assessment. Second, the model includes two aspects: performance and competence. In particular, he emphasizes the "self-assessment" of the interpreter, which is also a necessary trait for interpreters. (cited in Cai, 2004, p. 50)

In summary, interpreting researchers have presented their insights on interpreting quality assessment from different perspectives.

However, most scholars agree that the criteria and methods of interpreting quality assessment are not static, but vary according to the purpose of the interpreting task and the situation in the field. Therefore, generally, the two interpreting tasks can be evaluated in Table 3.1 from the following aspects:

Table 3.1 Quality Assessment Dimensions

Fidelity		Delivery		Language Quality		Time Control
concise	complete	fluent	clear	grammar	choice of words	1:1

From those perspectives, the performance of the first task can be shown in Table 3.:

Table 3.2 The Performance of the First Task

Performance	Fidelity		Delivery			Language Quality		Time Control
Standard	concise	complete	fluent	clear		grammar	choice of words	1:1
Problems	Lack of background knowledge	Lack of relevant expressions	Bad habit of using filler words	No response for more than 3 seconds	Wrong pronunciation	Tense	Wrong use of words	Speech rate
Frequency	9	10	35	9	3	2	6	0

2.1.3 Background Knowledge

Artificial intelligence originated in 1936, when British mathematician A.M. Turing proposed the Turing machine model in his paper "The Ideal Computer", and then in 1956, in his paper "Can Computers Think", he proposed the thesis that machines can think (Turing experiment). The subsequent invention of computers and the emergence of information theory laid a good foundation for the development of artificial intelligence. At the Dartmouth Conference in 1956, Marvin Minskey, John McCarthy, and other scientists discussed "machines imitating human learning and other aspects of becoming intelligent" and explicitly introduced the term "artificial intelligence". The term "artificial intelligence" was introduced.

Artificial intelligence has undergone two development booms. The first was from 1956 to 1966, with the following representative works: in 1956, Newell and Simon made the first breakthrough in theorem proving, which opened the way to simulate human thinking by computer programs; in 1960, McCarthy

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established the artificial intelligence programming language LISP. These successes made artificial intelligence scientists believed that it was possible to study and summarize the universal laws of human thinking and simulate its implementation by computer, and optimistically expected to create a universal logical reasoning system. The concept of "knowledge engineering" was introduced. At this point, the research of artificial intelligence took a new turn, i.e., from the ability-based strategy of acquiring intelligence to the research of knowledge-based methods. Since then, the development of AI has entered a period of steady development.

In 2016, AlphaGo, a Go robot developed by British startup DeepMind, defeated Go world champion Ke Jie through unsupervised learning, raising human expectations for AI to an unprecedented level, and with it, AI has ushered in the best era of development. In 2019, Shanghai hosted the World Artificial Intelligence Conference, which have the most influential scientists and entrepreneurs in the field of AI as well as leaders from relevant governments to deliver speeches and conduct high-end dialogues around the technological frontiers, industrial trends and hot issues in the field of AI, opening a new round of human exploration on the development of AI.

2.1.4 Uncontrollable Factors

There was a mechanical fault during the speech. When the host invited one of the speakers to share his idea, he suddenly got offline. At this time, the host gave the floor to another speaker. However, just when the next speaker started to speak, the former speaker went back online. This is a bit awkward. So when the mechanical fault happened, the interpreter needed to quickly told the audience that there was an accident and waited for a second. Having a mechanical fault is quite uncommon, but it the interpreter needs to remain calm and patient.

2.1.5 The Implementation of Effective Interpreting Strategies

As for fidelity, 4 problems result from lack of interpreting strategies and lack of background knowledge and 5 from lack of relevant expressions.

2.2 Post-interpreting Review for the Second Task

The first task is a conference interpreting of a round table discussion on the topic of education in the WAIC. The original audio lasts for 47 minutes, and the interpreting audio lasts for 50 minutes. The performance is concluded in Table 3.4.

2.2.1 Performance

The section headings are in boldface capital and lowercase letters.

Table 3.4 The Performance of the Second Task

Performance	Fidelity		Delivery			Language Quality		Time Control
Standard	concise	complete	fluent	clear	grammar	choice of	1:1

								words	
Problems	lack of background knowledge	lack of interpreting strategies	lack of relevant expressions	bad habit of using filler words	no response for more than 3 seconds	wrong pronunciation	tense	wrong use of words	
Frequency (times)	5	6	5	15	3	1	0	2	0

2.2.2 Background Knowledge

The AI implemented at this stage is actually of the lowest level of AI, or Artificial Narrow Intelligence, and AI is classified into three categories in total.

Artificial narrow intelligence refers to all the existing AI machines. It is so named because the machines can only perform a specific task and are basically powerless to do anything other than that task. For example, Alpha Go is very good at chess, but it can only play chess, not only can it not do laundry efficiently, but it cannot even play dota with open AI 5. Artificial narrow intelligence is still essentially more dependent on statistical principles than "intelligence", more like a regression equation, trying to find the connection between input and output. As the name suggests, Artificial Intelligence is more like Artificial Idiot than Artificial Intelligence.

Artificial general intelligence is the concept of a machine with general intelligence that mimics human intelligence or behavior and has the ability to learn and apply its intelligence to solve any problem. In any given situation, an artificial general intelligence can think, understand and act in the same way as humans, where the biggest difference between an artificial narrow intelligence and artificial general intelligence is whether it has consciousness or not.

2.2.3 The Effect of Interpreting Strategies

As for fidelity, 6 problems result from interpreting strategies and lack of background knowledge and 5 from lack of relevant expressions. Background knowledge research has taken effect, but more work still needs to be done to deepen the understanding of the AI area.

As for delivery, filler words like "uhh" has appeared for 15 times in this interpreting, and there are 3 times of no response for more than 3 seconds. To prevent ourselves from using fillers words, we need to firstly be fully aware of the time when we tend to use filler words, and try to control ourselves. One effective way is that pausing for a few seconds is much better than using 2-3 filler words. Gradually, interpreters will get rid of the bad habit of using filler words.

As for Language Quality, there appear 0 grammar errors and 2 times of wrong use of words. Nervousness leads to grammar mistakes sometimes, so it requires interpreters to be fully aware of what

they are speaking and prevent their grammar mistakes from the very beginning.

As for time control, the interpreting audio is still longer than the original one. But it's obvious that the interpreter has been quite familiar with the topic of AI, and the speech rate has also been dramatically increased. In this sense, learning more interpreting techniques to make our interpreted version more concise is the best way to save time.

2.3 Comparison of the Performance of the Two Tasks

Table 3.6 The Comparison of the Performance of the Two Tasks

Performance	Fidelity	Delivery				Language Quality		Time Control
Standard	concise	complete	fluent		clear	grammar	choice of words	1:1
Problems	false information	missing points	filler words	no response	wrong pronunciation	tense	wrong use of words	
Task1	9	10	35	9	3	2	6	0
Task2	5	6	15	3	1	0	2	0
Error rate	-44.4%	-40%	-57.1%	66.6%	-66.6%	100%	66.6%	0

According to Table 3.6, the error rate has been dramatically reduced in the second task after doing a post-interpreting review. In the second task, the interpreter has made improvement in the fidelity of information, delivery, language quality and time control. Apparently, the implementation of interpreting strategies summarized via post-interpreting view is of great help in improving the interpreter's performance.

3. Building an Effective Post-interpreting Review Framework

When the framework is used to review the first task, there prompt other aspects, such as dealing with uncontrollable factors in interpreting, which has been added in the second framework to help analyze the second task. The improved framework is as follow.

3.1 Tools

To increase the efficiency of doing review, using many sorts of CAT software is essential, which visualize mistakes made in interpreting and facilitate the comparison between the interpreter's interpreting and the reference version of interpreting and makes it faster for us to visualize our mistakes.

The development of AI allows us to use advanced AI-aided applications to increase our working efficiency.

As for transcript, Xun Fei Yu Ji is an useful application developed by IFLYTEK that can simultaneously transcript our audio into words and make a recording of our voice to visualize our mistakes. On one hand, we could type manually, on the other, listening to audio helps us to review our mistakes in a more comprehensive way. In addition, Lu Yin Bao, another product of IFLYTEK also has the function of doing transcript, but it can only transcript our audio after we finish recording. Both applications are able to save us time and help us work efficiently and facilitate post-interpreting review.

3.2 Steps of Post-interpreting Review

Generally, post-interpreting review includes the following parts, in line with the phrases of interpreting respectively.

Review on understanding：understanding of underlying meaning, reduction of meaningless words.

Review on the process of interpreting：interpreting techniques, coping tactics.

Review on expression: language points, sentences, phrases and expressions.

To do a regular conclusion of our interpreting practices according to those aspects above is essential.

Because the goal of doing ana interpreting review is to improve the interpreter's performance, the phrases of doing a review can be divided accordingly to the evaluation standard.

3.3 Contents of Post-interpreting Review

There are lots of aspects for the performance of interpreting, with which we can analyze the quality of interpreting in a more comprehensive way. Thus, doing post-interpreting review should also base on these aspects：fidelity, delivery, language quality and time control.

As for fidelity, conciseness and completeness are two major concerns. Lack of background knowledge and relevant expressions are two frequent problems.

As for delivery, fluency and pronunciation are important aspects. Usually, the bad habit of using filler words such as "uh" and slow response are major factors leading to loss of fidelity.

As for language quality, good command of grammar and right choice of words are playing a big role.

Besides, it is also a necessity to control time. If the time of interpreting is much longer than that of the original audio, the interpreting would be lengthy and redundant.

Therefore, post-interpreting review can be done to analyze the mentioned above so as to make a complete summary of mistakes and figure out solutions and interpreting strategies accordingly.

3.4 Frequency of Post-interpreting Review

There can be two different types of post-interpreting reviews: the detailed one and the general one.

In the primary stage, interpreting learners should conduct a detailed post-interpreting review. In this process, interpreting learners need to do a detailed and all-round review on their performance in order to find out how many mistakes they may make in each practice. Revealing problems is the top priority.

The review usually begins with writing a transcript of our interpreting of the original text and make a comparison between it and the reference interpreting version. By comparing the differences between

the two, it's easy to find out mistakes in the process of interpreting. For one piece of material, several reviewing methods can be used integratedly, such as sight-interpreting, interpreting the original material again, building up a glossary and so on, in order to make the best use of each piece of material. As learners began to be fully aware of their mistakes, and try to figure out the solutions and make improvement each time, they are entering into a phase where much practice is needed. In this process, they still need to do detailed review, but the times can be reduced to for example, once a week.

4. Conclusion

4.1 The Significance of Building an Effective Interpreting Review Framework

Continuously improving the quality of interpreting is the core goal for interpreting learners. The most important task in every interpreting assignment and daily practice is: how to improve the quality of interpreting through adequate language accumulation, background knowledge learning, interpreting practice, and post-interpreting review. During this process, recurring problems and effective solutions can be found, so as to help learners achieve a virtuous circle of problem identification, problem solving and continuous improvement.

The significance of building an effective post-interpreting framework is apparent according to comparison of the performance of two interpreting tasks. After a thorough post-interpreting review of the first task, the error rate of false information and missing information has been reduced by 44.4% and 40% respectively, the rate of filler words, no response for more than 3 seconds, wrong pronunciation has been reduced by 57.1%, 66.6% and 66.6% respectively. In addition, the rate of grammar problems and wrong choice of words has been reduced by 100% and 66.6% respectively. It is obvious that post-interpreting review plays a crucial role in helping interpreting learners correct mistakes and improve their interpreting performance.

4.2 The Building of an Interpreting Review Framework

On the basis of reflective learning theories, an interpreting review framework has been established including the tools, steps, frequency, and contents of an interpreting framework.

Voice recognition software, such as Xun Fei Yu Ji and Lu Yin Bao are helpful to increase the efficiency of doing interpreting transcript.

Generally, post-interpreting review includes the following parts, in line with the steps of interpreting respectively: review on understanding of underlying meaning, reduction of meaningless words; review on the process of interpreting：interpreting techniques, coping tactics; review on expression: language points, sentences, steps and expressions. To do a regular conclusion of our interpreting practices according to those aspects above is essential. There can be two different types of post-interpreting reviews: the detailed one and the general one.

As for frequency, a detailed post-interpreting review should be done in the primary stage after interpreting practice in order to find out how many mistakes they may make in each practice. Revealing problems is the top priority. As learners begin to be fully aware of their mistakes, and manage to figure

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out the solutions and make improvement each time, they are entering into a phase where much practice is needed. In this process, they still need to do detailed reviews, but the times can be reduced to for example, once a week.

Lots of aspects for the performance of interpreting need to be considered in doing an interpreting review, with which interpreters can analyze the quality of interpreting in a more comprehensive way. These aspects should include: fidelity, delivery, language quality and time control.

Frequent problems result from lack of background knowledge, interpreting strategies and relevant expressions, as well as the bad habit of using filler words such as "uh". Those problems can be divided as long-term and short-term ones. Long-term problems, such as lack of background knowledge, and expressions requires interpreters to keep learning every day to build their knowledge system. Other short-term problems, such as the bad habit of using fillers can be solved through huge amount of practice and self-control. There is no quick fix to solving those problems at one time.

Only by being aware of those problems, and making progress in each practice through detailed interpreting reviews can interpreters improve their performance quickly and sustainably.

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