
| RESEARCH ARTICLE

Listening Comprehension in English-Chinese Interpreting: Problem Triggers and Intensive Linguistic Training

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| ABSTRACT

listening comprehension in English-Chinese interpreting is quite challenging for Chinese students. Prior interpreting research often focuses on memorization, note-taking, interpreting techniques, and production abilities, while to some extent neglecting listening comprehension. Additionally, problem triggers in listening comprehension are often discussed with a focus on increased training rather than their underlying causes and specific countermeasures. From both interpreting practice and teaching, it has been found that problem triggers in listening comprehension are largely due to insufficient bilingual proficiency of beginners, thus those triggers in this study are discussed from the perspective of phonetics, lexicons, and syntactic structures. To improve students' listening comprehension, particularly in English, it is essential to strengthen linguistic competency through intensive linguistic training such as summary exercises, sentences retelling, and the combination of practice quantity and quality. Besides, using AI for pre-listening preparation and application of interpreting techniques are crucial to language enhancement training. The practical methods and examples provided aim to offer a reference for improving both the listening comprehension and English-Chinese interpreting guidance.

| KEYWORDS

English-Chinese Interpreting, Listening Comprehension, Problem Triggers, Intensive Linguistic Training

| ARTICLE INFORMATION

ACCEPTED: 15 November 2024

PUBLISHED: 21 December 2025

DOI: 10.32996/ijllt.2025.8.12.21

1. Introduction

As the critical first step in interpreting, listening comprehension requires the interpreter to purposefully listen to the speaker, accurately decode the source language, comprehend the information, then produce a semantic equivalent in the target language. While in general listening, the listener only needs to grasp the speaker's main points. "Understanding the sender is a challenge and a potential breakdown of communication" in interpreting from the nonnative language into the interpreter's native language (Mahmood Yenkimaleki, Vincent J. van Heuven & Hossein Moradimokhles, 2023, p. 969). Therefore, listening comprehension in English-Chinese interpreting imposes higher demands on student interpreters.

Although listening comprehension is critical in interpreting, its teaching and learning has been seriously understudied (McAndrews, 2020). General interpreting classes often emphasize training in interpreting skills, "such as memorizing, note-taking, number processing, public speaking, and formulation quality, while to some extent neglecting the cultivation of listening comprehension skills" (Bai Jiafang, 2011, p. 16). Students find themselves struggling to understand the meaning of the source language so they have nothing to say during English-Chinese interpreting. The root cause lies in failing to recognize and address linguistic barriers in listening comprehension. Linguistic barriers from phonetics, lexical and syntactic pattern are the main problem triggers for students in speech recognition. It's not that they don't know these linguistic rules, but they are unfamiliar with words and sentence structures of L2 speech so they are unable to recognize continuous input. Only by resolving this fundamental issue can one proceed to flexibly develop interpreting techniques and enhance interpreting capacity. While many students recognize their difficulties in listening comprehension, they often remain entrenched in traditional listening learning

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methods and test-taking patterns and struggle to identify effective learning approaches. Consequently, the study on methodological guidance to trainees is of great importance.

Zhan Cheng (2017) pointed out that “despite years of study, English majors who have even passed TEM 8 (Test for English Majors Band 8) still fall far short of the competence required for interpreting” (p. 48). Students neither understand the sender nor make fluent renditions, thus continuous linguistic reinforcement is needed to address these shortcomings. Given the significant differences between English and Chinese in phonetics, vocabulary, and syntactic structures, the study explores listening comprehension challenges from these three perspectives to shed light on the corresponding linguistic reinforcement methods and recommendations for interpreting trainees and interpreting training programs.

2. Literature Review

2.1 Listening Comprehension

Gile (2009) defined “the listening and analysis consist of comprehension-oriented operations, from the subconscious analysis of the sound waves carrying the source-language speech which reach the interpreter’s ears through the identification of words to the final decisions about the meaning of the utterance” (p. 160). According to Gile’s Efforts Model, barriers in listening and analysis efforts impact short-term memory, note-taking, and production, leading to misinterpreting and information loss. Li Xuebing (2005) notes that some psycholinguists divide language analysis and comprehension into two processes, “macro-to-micro which logically infers words based on discourse context, semantics, and sentence meaning, and micro-to-macro which decodes phonetic symbols to recognize sentence meaning, then construct the sentence structure up to discourse level” (p. 85). Lu Xuechao (2009) defined listening comprehension from a cognitive psychology perspective, stating that “listening comprehension is a relatively independent process in interpreting, which positions at the front end of the interpreting process, begins with information input, and ends at but serves information storage, including information decoding and pre-storage” (p. 54).

Numerous factors affect listening comprehension performance. Given its comprehension-oriented nature, Gile (2009) further proposed the comprehension equation: $C = KL + EKL + A$, where C represents comprehension, KL denotes knowledge of language, EKL signifies extralinguistic knowledge, and A indicates deliberate analysis. Linguistic knowledge is students’ knowledge of the words and grammar, while extralinguistic knowledge includes “pre-existing ELK and contextually derived knowledge acquired from the text and the situation” (Gile, 2009, p. 88). Li Xuebing (2005) identifies external constraints, language comprehension barriers, and lack of extralinguistic knowledge as primary factors affecting listening comprehension during interpreting, while external constraints include dense information and diverse accents, while language comprehension barriers involve issues with words, sentence structure, and discourse understanding.

2.2 Language Capacity

The teaching and learning of listening comprehension have attracted the attention of many researchers in several fields. Liu Boxiang (1999) proposed listening teaching strategies for interpreting courses from macro and micro perspectives, emphasizing the integration of long-term development and short-term intensive training to guide students in mastering and applying listening methods and techniques while overcoming incorrect listening habits. Ma Yingmai and Sun Changyan (2004) suggested promoting memorization and comprehension by enhancing bilingual competence and extralinguistic knowledge. Lu Xinchao (2009) explained the process of listening and interpreting, such as decoding sound stream, extracting meaning from words, identifying and condensing key information, summarizing, and reconstructing logic, and corresponding teaching approaches were proposed. Xu Ran (2010) introduced focused listening and offered targeted training methods including making top-down discourse analysis, recognizing diverse discourse structures and markers, and distinguishing primary from relevant but secondarily important information. Zhan Cheng (2017) emphasized that given the linguistic peculiarities and differences between Chinese and English language, coupled with students’ relatively insufficient language proficiency, particularly in English, linguistic training must play a pivotal role in interpreting instruction. Training may bring about qualitative changes in language comprehension (de Groot, 2000). Summing up, intensive linguistic training is an essential measure to improve students’ English listening comprehension.

3. Problem Triggers in Listening Comprehension

Problem triggers that are associated with increased processing capacity requirements may deteriorate listening comprehension in interpreting. This study systematically examines key factors in three levels, phonetics, vocabulary, and syntactic structure, to identify the causes of listening comprehension problems.

3.1 Phonetics

Phonetic decoding refers to the process where “interpreters receive source-language auditory information to decode these acoustic symbols into comprehensible ones (including minimal paralinguistic or supralinguistic elements), by comparing and connecting it with information stored in their long-term memory, and ultimately construct basic meaning” (Lu Xinchao, 2009, p. 56). The speeches heard, often different from standard speech patterns, are phonetic variants deviates which appear as dynamic speech streams, primarily influenced by environmental noise, following phonemes in the speech stream, the speech delivery rate, and speakers’ accent characteristics (Bao Gang, 2005). “There is some variability in the way such words are pronounced, not only from one individual to another, but also in the same speaker repeating the same speech segment” (Gile, 2009, p. 160).

Many speakers with English as the second language exhibit regional accents when speaking English, requiring interpreters to exert greater effort in auditory discrimination, decoding, and processing. For instance, in Malaysian English, the dental fricative /θ/ is frequently substituted with the plosive /t/, i.e., “three” is pronounced [tri:], and where /t/ replaces /θ/, closely resembling the pronunciation of “tree”. In Indian English, /p/, /k/, and /t/ are frequently pronounced as unaspirated /b/, /g/, and /d/. Thus, “people” is pronounced /'pi:b(ə)/, “conversation” as /,gɑ:nvər'seɪʃ(ə)n/, and “talk” as /dɔ:k/.

In practical interpreting training, even when exposed to standard and usual pronunciation without interference—where the speaker articulates clearly and speaks at a moderate pace—some students still struggle to accurately comprehend what they hear. Common issues include mishearing one word for another, a disconnect between auditory recognition and comprehension, or a slow decoding of phonetic clusters that lags behind the speaker, resulting in incomplete information or information loss. These issues mainly stem from students' own wrong English pronunciation, incorrect word stress, or unfamiliarity with phonetic patterns, i.e., linking, plosives or even words’ pronunciation itself. This prevents effective linking between the source language's auditory information in speech segments and linguistic information which they store, causing delayed reactions to standard pronunciation and hindering listening comprehension.

As an illustration, below example is taken from the 2017 English Level 3 Interpreting exam, CATTI (China Accreditation Test for Translators and Interpreters). The original English sentence read: “Dear friends, on October 9, 2012, the Taliban shot me on the left side of my forehead. They thought that the bullets would silence us, but they failed” (Ji et al., 2019, p. 75). A student misinterpreted “forehead” as “hand” due to confusing the pronunciations of “hand” and “head.” Another example is the line from the film *Up* (2009): “Are you in need of any assistance today, Sir?” The expression “in need of any assistance” exhibits liaison which many students failed to recognize, hindering their comprehension.

3.2 Lexicons

“During interpreting, unfamiliar words, homonyms, idioms, fixed expressions, and abbreviations may frequently pose comprehension barriers to interpreters” (Li Xuebing, 2005, p. 87). Gile (2009) concluded that “Interpreting requires at the very least the recognition of words in the source-language speech” (p. 160). “Terminology refers to words or phrases expressing concepts within a specific field of expertise” (Meng Lingxia, 2011). These terms often represent specialized knowledge within particular fields, unfamiliar to laypersons, thus “the more specialized terms a Text contains, the more it is perceived as difficult to understand by laypersons” (Gile, 2009, p. 85). Interpreting trainees who fail to discern the meanings of these terms encounter listening comprehension issues. The following example is taken from the text book of CATTI (Chen et al., 2020):

Now that the procedures have been simplified with multiple certifications and licenses consolidated into just one, you only need to go the Administration for Market Regulation in your company's location. After submitting the documents, you will be granted a business license. This is a very important document. It has an exclusive 18-digit code which is vital to your company's identity (p. 18).

This passage involves economic terminology such as “multiple certificates consolidated into one,” “Market Supervision Administration,” “business license,” and “18-digit unified social credit code”: Students unfamiliar with these expressions struggle to quickly decode the source language, hindering comprehension and output. Even if they grasp individual terms, the overall interpretation remains inaccurate. Moreover, when students focus excessively on single words during listening, much processing capacity to those terms often causes them to fall behind the speaker, leading to loss of information and omissions of following segments. Additionally, maintaining consistency in terminology is crucial when such terms recur frequently in interpreting.

Alternatively, non-technical terms also hinder listening comprehension. While students may recognize certain words or expressions, their insufficient linguistic leads to delayed non-automatic response. Unlike instantly recognizing words like “apple” or “banana” from everyday language, they require brief pauses or deliberation to convert group of words. For example:

Firstly, the markets in trading commodities around the world have become very big, very deep, and very active both in terms of trading in cash commodities and also so-called synthetic trading, i.e., derivatives, and I put off some graphs in a minute to show how that happened (Chen et al., 2020, p. 13).

In this example, vocabulary such as “trading in cash commodities,” “synthetic trading,” and “derivatives” can be recognized by students in a written form but are difficult to recognize and reproduce in target language during interpreting. This indicates that even non-technical vocabulary can pose obstacles to receivers' listening comprehension.

Furthermore, according to Gile's perspective, when speakers convey information at a rapid pace with dense content, it creates high information density. It occurs even in slow-paced speeches, particularly during dense enumerations, as these information elements are adjacent without grammatical words or other low-density terms or phrases in-between (Gile, 2009). Information density can be measured by the ratio of content words to total words (Ure, J, 1971), therefore sentences with this ratio over 40% are classified as high density. Gile noted that content words primarily include nouns, verbs, adjectives, and adverbs that carry linguistic information (Gile, 2009). High-density information demands interpreters process greater segments within time constraints, further intensifying the challenges posed by non-terminology.

3.3 Syntactic Structures

Chinese belongs to the Sino-Tibetan language family, while English belongs to the Indo-European language family, thus the significant linguistic differences between the two undoubtedly make interpreting harder (Zhan Cheng, 2017). Wang Binhua and Gu Yuqi (2014) concluded that in simultaneous interpreting between English and Chinese, linguistic specificity is a major factor causing omissions and errors, and syntactic structural differences pose considerable difficulties and problems for interpreters. English sentence structures are typically categorized into four types—simple sentences, compound sentences, complex sentences, and compound-complex sentences. “The longer and the more complex they are, the more likely receivers are to feel they do not quite understand them” (Gile, 2009, p. 85). When encountering structurally complex or non-traditional word order, such as inverted or emphatic sentences, beginners struggle to quickly grasp the subject-verb-object structure, because “syntactic differences between the source and target language which naturally lead to information-order changes in the target speech” (Gile, 2009, p. 168). They may only recognize individual words, leading to broken production that lacks accuracy and logical coherence and makes no sense.

For instance: “The choices that will be made on urban infrastructure in the coming decades—on urban planning, energy efficiency, power generation and transport—will have decisive influence on the emission curve” (Chen et al., 2020, p. 36). The subject “choices” is followed by a relative clause introduced by “that,” which contains a prepositional phrase and temporal adverbial. An additional parenthetical phrase provides further information about “urban infrastructure.” The extended subject structure increases students' listening comprehension requirements, particularly regarding the insertion clause. Some students struggle to identify and store the modified segment or skip it entirely, thereby missing critical information. Furthermore, the repeated use of “will” in both the main and subordinate clauses complicates verb identification, leading to ambiguous logical relationships and information loss.

Also note that with the use of clauses, adverbial phrases, appositives, and parenthetical phrases, student interpreters have to interpret these into Chinese grammatical structures by devoting resources to listening comprehension. If the speaker accelerates their speech, students not only face challenges in listening comprehension but also analyze, convert information and produce output, potentially leading to cognitive overload and deterioration of production quality.

As outlined above, factors contributing to listening comprehension difficulties span phonetic, lexical, and syntactic levels. In interpreting training, these factors rarely occur in isolation but interact synergistically. For instance, within a single text, students may encounter phonetic variants, adjacent technical terms, and complex syntactic structures like clauses and parenthetical phrases. These variables intertwine to affecting listening comprehension effectiveness. However, language skills “are assumed to improve over time with practice and guidance from instructors” (Gile, 2009, p. 192).

4. Intensive Linguistic Training

“language-specific training provides students with an opportunity to widen their vocabulary and increase availability of words and rules of languages they will need most often in professional practice” (Gile, 2009, p. 199). “While nonnative language proficiency improvement involves interpreting techniques, it primarily focuses on the initial stage of interpreting—comprehension exercises” (Ma Yingmai & Sun Changyan, 2004, p. 81). The English -Chinese listening comprehension involves a set of operations, in which rapid information acquisition at a given time is demanded. The process, especially for beginning

students is less automated and requires significant linguistic knowledge and processing capacity. Some students adopt the dictation method from the TEM4: they listen to the entire passage, write down every word heard, then leave blanks for unfamiliar words, and these gaps are filled during the second and third listening. However, after practicing for a period, they often find it inefficient to improve their listening comprehension in interpreting. Therefore, students need to change their methods and accept high-intensity training systematically. Listening comprehension training in this study emphasizes summary exercises, individual sentences retelling. Additionally, students should increase both the volume and quality of their training, conduct pre-listening preparation, as well as learn and apply interpreting techniques. Note that the methods below can be used in class and after, particularly in students' own practice after the class.

4.1 Summary Exercises

Summary exercises involve listening to audio tracks and/or videos without taking notes, then summarizing the content from memory after it concludes. This process aims to capture the core information and logical structure of the speech. For instance, the main statement, supporting arguments, sequence, logical relationships, and the conclusion in an argumentative speech are key points for listening comprehension and memorization (Liu Heping, 2005).

It requires students to first listen to audio tracks and/or videos in Chinese and summarize its main idea in Chinese. The summary is recorded, particularly the first and final attempts, because the initial recording reflects the student's current proficiency, while the final one demonstrates improvement after repeated practice. Subsequently, recordings are analyzed to evaluate information fidelity and linguistic quality so as to find out problems and proposing corrective measures. Based on the analysis, students should re-listen to the source text, retell it, and record themselves. This process is repeated until the most satisfactory version is achieved. Next, students can move to retelling in English and recording their summary, repeating the analysis and retelling steps until the desired effect is attained. Finally, they should extract widely used expressions to expand their vocabulary knowledge base. After mastering the above method, students can practice summarizing English materials: first retelling in English and recording, then retelling in Chinese, following the same steps as above.

During initial practice, selected materials should prioritize students' ability to recognize and organize basic linguistic information, rather than focusing on specialized knowledge, overly complex number or highly technical terms. Audio files and/or videos span diverse fields, gradually expanding from native English speakers to non-native English speakers. Material length should be moderate, typically 2-5 minutes, avoiding excessive duration. A high rate of speech is not recommended and can wait after several weeks of training. Selected material should be maintained at the "i+1" level to ensure students to make steady progress through challenges without being discouraged by excessive difficulty.

If students struggle to follow continuous segments during training, such as limiting themselves to incomplete comprehension, failing to grasp the coherent flow or memorize logic, resulting in difficulty recalling or only reproducing minor details, the following listening tactics can be employed: (1) Eliminate irrelevant and repetitive information to avoid overemphasizing minor details; (2) Focus on indicative words such as numbers, conjunctions, sequential markers, links, and causal logic words; (3) With logical relationships between information, memorize and reproduce content based on structural coherence; (4) Maintain the original phrasing and style where possible, but avoid much attention on linguistic form or rote memorization. The goal is not mechanical recall or structural replication, but accurate comprehension and production of the source language's intended meaning.

"To fully reproduce the original message, students need to simultaneously "listen" and "analyze" the source text's structure and logic, which often requires encyclopedic knowledge stored in long-term memory to aid comprehension, ultimately precisely grasping the speaker's intent" (Xu Qilu, 2014, p. 75). Through the summary training, trainees are able to reduce over-reliance on individual words and syntactic structures, enhance logical memory and bilingual knowledge, and lay a solid foundation for highlighting key information and understanding the underlying functional and logical infrastructure.

4.2 Retelling exercises of Sentences

Retelling or repetition of sentences refers to accurately and completely repeating the segments heard after listening to a sentence of source language, without taking notes. It is observed that during English-Chinese interpreting, particularly when encountering unfamiliar vocabulary, high-density information, or structurally complex sentences, students often recognize only individual words within a sentence. They then attempt to infer the entire meaning based on these fragments, resulting in stuttering, ambiguity, or omissions. While students may appear to produce a lot, their output of each passage or even each sentence is frequently incomplete, clumsy and inaccurate. This stems from students typically are impressed with familiar words or give much attention to unfamiliar words during listening, neglecting to grasp the general meaning units and structural patterns of sentences. Therefore, targeted sentences intensive listening and retelling training is essential to capture key words and sentence structures. Most studies recommend students to recall the overall idea and meaning of what they remember from the

source speech with correct syntactic structure, while the author requires students to refrain from rephrasing and strive to use the same words and sentences of the source language. This is because students' language proficiency is insufficient to simultaneously and efficiently recognize and comprehend phonetics, vocabulary, and sentence structures, which prevents them from achieving fluent manipulation and active conversion. To improve English language proficiency, students should use the original words and sentences during retelling of English sentences. Through this process, they can identify their specific issues with details, and gradually enhance their language availability and manipulation of relevant lexicons and sentence structures.

"Contrastive linguistics indicates that English sentence structures are more rigid than those in Chinese, because the core sentence in English consists of a subject and predicate, featuring stable word order and linear linguistic progression" (Liu Boxing, 1999, p. 26). Therefore, when comprehending and memorizing English sentences, first identifying the subject-predicate components facilitates easier understanding of other segments. Based on this, intensive listening and repetition training of sentences requires trainees to quickly recall and repeat what they hear after listening to a sentence. If the rendition features the same meaning but with different words, incomplete structures, repairs, or delayed response, it indicates insufficient mastery of sentences. Students then need to listen to the audio track again and repeat it. During the initial practice, the focus is on grasping the subject-predicate-object structure, gradually shifting attention to details such as modifiers, adverbials, and complements. This process is repeated until the retelling matches the original sentence in accuracy, completeness, and fluency. Drawing from relevant study and practical teaching experience, this method emphasizes replayed listening, repeated retelling, and self-assessment to improve listening comprehension due to enhanced language proficiency.

During listening comprehension training, pauses in recordings should be sentence-based. They may be made at natural meaning units when students have difficulty in listening and analysis, considering interpreting goes as far as reproducing the meaning of each sentence, not individual words. Therefore, the training should focus on the whole sentence structure rather than listening to and repeating a difficult individual word. Some students point out they understand a sentence during playback but may experience a mental blank or inability to quickly and accurately repeat it in full. To address this, students are advised to repeatedly listen to and retell the entire sentence to build familiarity and proficiency until fluent retelling is achieved. As for unfamiliar or uncertain parts, students are allowed to replay the entire sentence multiple times to spell words based on their pronunciation or mark unclear segments. This facilitates later analysis of comprehension difficulties during review sessions so as to overcome listening bottlenecks. Additionally, sentences retelling can also utilize materials in summary exercises, which shifts the focus of trainees from core information and underlying logic to details as well as maximize material utilization.

The systematic training in four steps above heightens students' sensitivity to vocabulary and pronunciation while accelerating their response and enhancing short-term memory for auditory comprehension. Crucially, focusing on sentence-by-sentence retelling enables students to pinpoint the root causes of their listening challenges, whether stemming from individual linguistic insufficiency or objective factors, rather than merely concluding "I don't understand."

4.3 Combination of Incremental Practice and Quality Enhancement

While interpreting instructions involve language proficiency training, class exercises alone are not sufficient to cope with listening comprehension challenges. "To tackle this issue, students require intensive listening practice with 150 to 200 audio recordings. However, most students currently complete only a third to a quarter of the recommended training volume" (as cited in Liu Boxiang, 1999, p. 26). Therefore, listening comprehension training must extend beyond the classroom to continuously enhance students' language availability and processing capacity through a combination of increased volume and improved quality.

Incremental training demands increased volume and frequency. Only through extensive practice can students gradually build familiarity with pronunciation, vocabulary, and syntactic structures of English, thereby enhancing both reaction and accuracy in listening comprehension. To achieve this, students should set incremental goals during practice, such as quickly recognizing sentences with similar structures and delivery rate upon hearing them. On accomplishing this, higher training objectives can be established. "For students who possess 4,000 to 5,000 English words and have substantial linguistic and non-linguistic knowledge and experience, intensive training can be sustained for 3 to 4 months with 3 to 4 hours of focused practice daily" (Liu Boxiang, 1999). This incremental approach helps students rapidly strengthen their listening comprehension skills.

Quality enhancement is also important in listening comprehension training. Throughout the process, students need to reflect on and summarize their challenges in listening speech, adjust training strategies, and focus on resolving difficulties. They should compile lists of frequently used phrases, synonyms, antonyms, and idiomatic expressions on the basis of practice and accumulate new knowledge. Training recordings are reused a number of times for sentence-by-sentence intensive listening and retelling exercises, as well as summary training, which enables students to track their progress.

Most BTI institutions in China divide language proficiency training and interpreting skill development into two phases, an initial focus on language competency followed by concentrated interpreting training. However, this phase-based approach overlooks the continuous cultivation of listening comprehension (Mu Lei, Zhang Rong & Cheng Guangjiao, 2021). When students begin interpreting training, their listening skills often fall short of interpreting requirements. Without ongoing reinforcement of language proficiency, persistent listening comprehension issues will hinder interpreting skills advancement. Therefore, even in the later stage of interpreting training, auditory comprehension exercises need to be continued, which involves increasing practice and enhancing practice quality so as to reinforce language proficiency.

4.4 Pre-listening Preparation and Interpreting Techniques

The aforementioned practice methods play a crucial role in decreasing processing capacity requirements for listening comprehension. However, listening comprehension is also influenced by pre-listening preparation and interpreting techniques. Thorough preparation and the proficient application of interpreting techniques can significantly amplify the effects of language reinforcement.

Before undertaking listening comprehension training on a specific topic, students should acquire knowledge about the listening material, that is, about the topic, vocabulary, terminology, and background knowledge through multiple channels to familiarize themselves with the subject and improve the comprehension of speakers' statements. Furthermore, the preparation provides contextual information and extralinguistic knowledge which enables students to make plausibility analyses and anticipation when problems arise from their linguistic inability. It can be made by the instructor during the class, i.e., introducing the topic and keywords, and students can do it by themselves before training. AI tools like DeepSeek and Doubao can be used to acquire relevant information. Students can use these tools to generate and review topic-related websites and documents, watch speakers' previous speeches to understand their pronunciation patterns and personal viewpoints, and watch relevant Chinese-English videos to familiarize themselves with contexts. AI tools can also generate bilingual materials and glossaries. However, the vocabulary list should not be excessive to avoid increasing comprehension and memorization burdens due to time pressure, considering excessive lexical information increases the time spent searching for terms, affecting the fluency of interpreting. The linguistic and extralinguistic knowledge gained during preparation should be organized into specialized knowledge reserves, such as economics and finance, science and technology, education, environmental protection, etc., and reviewed regularly to build one's own encyclopedic knowledge base.

Language proficiency of students will be enhanced during training, but the implementation of interpreting tactics as well. In spite of good preparation and extensive experience in many fields, interpreters do not understand a term or a sentence in the source speech due to inevitable gaps in their knowledge base (Gile, 2009). A set of coping tactics like omission, restructuring, and supplementation can be used to limit impacts of potential listening comprehension problems. After each training, students should engage in feedbacks and diagnosis to review the techniques and strategies employed and evaluate their performance. "The application of output strategies in consecutive interpreting relies on understanding, analyzing, and memorizing the source language, so if listening comprehension of the source fails, output naturally cannot be achieved" (Xu Yi & Mu Lei, 2023, p. 140). Therefore, only with solid foundational language skills can students effectively apply interpreting tactics and self-monitor to ensure interpreting accuracy and fluency at a more advanced stage of training.

Thus, prior to each exercise, pre-listening preparation is recommended to solve problems arising from beginners' linguistic inability and reduce the cognitive load of listening comprehension to an extent. They also need to master and apply interpreting techniques to promptly correct errors detected during monitoring.

5. Conclusion

In summary, considering the significant differences between English and Chinese in phonetics, lexicons, and syntactic structures, coupled with students' relatively insufficient language proficiency in English, it explores the recurrent problem triggers that trainees face in listening comprehension during English-Chinese interpreting. It's highlighted that enhancing listening comprehension requires deliberate practice, thus the article sheds light on linguistic-specific training and provides valuable reference for improved listening comprehension.

However, this study also has certain limitations. First, it is fair to note that the study does not provide answers to all the problem triggers in listening comprehension and its training methods. Interpreting comprehension is an intricate cognitive process that relies not only on existing linguistic knowledge but also on extralinguistic knowledge. As Gile (2009) pointed out that it is difficult to associate particular quality degradation with problem triggers from the two aspects, considering they are so interacted and complemented that the distinction is blurred. Second, the exploration of listening comprehension problems and training methods is primarily based on individual perspective, practice, and teaching experience, without sufficient empirical data support. Zhan Cheng (2017) concluded that "language enhancement training requires scientific positioning and reasonable

implementation and needs to play a role in interpreting education to ensure a better effective teaching" (p. 50). Therefore, further empirical research is needed to validate the effectiveness of these perspectives and methods.

Funding: This research received no external funding.

Conflicts of Interest: The authors declare no conflict of interest.

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