A Case Study on Omissions in Chinese-to-English Consecutive Interpreting

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Abstract

Based on previous studies on omission in interpretation, this paper first reviews Gill's multi-task processing model and establishes a theoretical framework on this basis. Through analyzing the recorded text of one student interpreter's on-site alternating interpretation, it is concluded that there are several types of omission: omissions caused by inadequate knowledge of the translator, omissions caused by misallocation of energy and memory overload, and omissions consciously employed by the translator as an interpretation strategy. It is also found through research that the translated text after consciously omission processing is more focused, clearer, and more conducive to the audience's acceptance of effective information. Therefore, it is concluded that it is a feasible and desirable strategy to omit non-core information in interpretation to ensure the effective transmission of the speaker's subject information and to optimize the allocation of the interpreter's multitasking ability.

Keywords: interpretation, omission, strategy, interpretation quality

1. Introduction

Omission is one of the common strategies in interlingual translation, corresponding to the method of addition, which refers to the deletion of some elements and information in the source text according to the purpose and needs of translation (Liu Yayan, 2016). As a very effective strategy (Zhang Ling, 2006), omission is also frequently used by interpreters in interpreting. Based on CNKI, input "interpretation" in the subject area and "omission" in the keyword area for fuzzy retrieval, as of October 10, 2023, a total of 179 papers were obtained, of which only 9 papers contained both "interpretation" and "omission" in the subject area. The existing researches are mainly based on corpus observation and analysis of the characteristics and causes of omission (Barik, 1975, 2002; Cheung Kay-fan Andrew, 2011), exploring the influence of omission strategy on interpretation quality (Zhang Ling, 2006), or concluded from the perspective of practice that omission is an effective interpretation strategy. In view of these, this paper attempts to explore the main causes of interpretation omission from the cognitive perspective, combined with the "multitasking mode" proposed by Gill (1995), in an effort to provide a new perspective for the existing research on interpretation omission.

This paper is divided into three parts: First, a

brief review of the current research status of interpretation omission, then a brief analysis of the design of this study and interpretation omission in the subject text. And finally, based on the results of this analysis, it is proposed that omission for the purpose of conveying the core message of the speaker is an acceptable interpreting strategy. The implications for improving the quality of interpretation output and reasonably evaluating the quality and effect of interpretation are briefly discussed.

2. Literature Review

2.1 Gile's Interpretation Multitasking Model

Gile (1995), a famous French interpreting researcher, proposed the hypothesis of "multitask mode" of interpreting from the perspective of cognitive science. Gile divided the complex operation process of interpreting into one coordination task and three basic tasks, that is, the multi-tasking mode of interpreting includes listening comprehension, translation, short-term memory and coordination. It is expressed by the formula $SI=L+P+M+C$, where L stands for listening and analysis, P for production, M for short-term memory, and C for coordination (Gill, 1995: 169-172). According to this, Gill also proposed the summation formula of interpretation requirements: $TR=LR+MR+PR+CR$. Gill used the formula to indicate that, for interpretation, the total requirements are the sum of listening and analysis requirements plus memory requirements as well as production requirements and coordination requirements.

According to Gile, the mental energy available to interpreters is limited. Only when the total amount of attention required by an interpretation task is smaller than that provided by the interpreter's brain can interpretation activities be carried out smoothly. As shown followed:

(1) $TR<TA$ (total processing capacity required< total processing capacity available)

In terms of listening comprehension, translation, short-term memory and coordination, the translator's ability to handle any single task must also be equal to or greater than the actual processing capacity required f or the task, which can be expressed by the formula as follows:

(2) $LR<LA$ (listening and analysis requirements<listening capacity available)

(3) $MR<MA$ (memory requirements<memory capacity available)

(4) $PR<PA$ (production requirements< production capacity available)

(5) $CR<CA$ (coordination requirements< coordination capacity available)

If the total amount of attention required by the interpreter to handle the interpreting task is less than the total amount of attention that the interpreter's brain can provide, that is, $TA<TR$, the quality of interpretation cannot be guaranteed (Liu Heping, 2005). However, in real interpreting, due to multiple tasks (L, P, M, C) being carried out at the same time, the interpreter has to use all his mental energy. As a subjective individual, the overall processing ability of the interpreter is not only limited, but also affected by the state of the interpreter on that day. In the process of interpreting, if the interpreter is assigned to a certain task (L; P; M; C) too much processing power, and less processing power is allocated to other tasks. For example, if the interpreter is not used to the accent or speed of the speaker, or the source language information is released too often and too closely, in these cases, the interpreter will inevitably spend more time and energy on listening (L), and correspondingly spend less time on comprehension and memory(M), and the energy of listening and memory will be allocated improperly. In this case, the translator will find that omission is inevitable, because neither simplification nor generalization can save the situation, and the only way to move on is omission (Jones, 1998).

2.2 Review of Empirical Studies on Omission in Interpreting

At present, some studies on omission in interpreting have analyzed the types, characteristics and effects of omission on interpreting quality from a theoretical perspective (Barik, 1975, 2002; Zhang Ling, 2006), some summarized omission as an interpretation strategy from the perspective of practical application. The representative empirical study on omission is Zhang Wei's (2009) paper, *Cognitive Memory's role in Simultaneous Interpreting Practice: A Survey on Omissions in Interpreting*. Zhang Wei's (2009) study mainly investigated the role of cognitive memory in simultaneous interpretation, and did not involve whether there are the same rules in consecutive interpretation. Moreover, he divided the whole interpreting text into four parts: introduction,

opening, middle and end to explore the development and change of omission. However, representativeness of the results from the analysis based on this way of dividing interpreting texts remains to be confirmed.

Based on the previous studies, this paper mainly studies the phenomenon of omission in interpreting from the perspectives of its causes and locations. At first, this paper gives a personal explanation of the frequent omissions in interpreting, and then divides the types of omissions in detail and analyzes the causes of omissions. Secondly, based on the real data, this paper observes the position of omission in different sentence segments to find out whether the position of omission is related to the length of the sentence segment, especially those length of sentence segment exceeds two sentences. Finally, through the empirical study, the conclusion is drawn that interpretation omission is not a simple mistake, but an important strategy that helps the interpreting task to proceed smoothly.

3. Research Design

3.1 Research Problem

Based on the recorded translation of a student interpreter in the field of consecutive interpretation, this paper mainly analyzes the omissions happened in the interpreter's interpretation process from the perspective of semantic information level, and attempts to discuss the circumstances under which the interpreter will omit, the types and characteristics of the omissions, and the impact of ellipses on the transmission of interpreting information.

3.2 Research Object (Subject)

In this study, a second-year student majoring in interpretation is selected as the subject. His native language is Chinese. The student has the average foreign language proficiency, with no working background or practical experience in interpreting.

3.3 Interpreting Materials (Source of Corpus)

The material is excerpted from a published academic paper (3168 Chinese characters in total) entitled《国际金融危机下的中国教育》(*Education in China under the International Financial Crisis*), which has not been translated into English or any other second language since its publication. The article is divided into three parts, namely the basic relationship between education and

economy (10 paragraphs), the impact of the international financial crisis on China (2 paragraphs), and the challenge of the international financial crisis on education (5 paragraphs). It is conducive to inducing the output of interpretation by such kind of educational article.

3.4 Data Collection

In this example, two student interpreters (researcher and subject) were involved. The researcher is responsible for reading the interpretation material aloud in segments to the subject face to face at a normal speaking speed, and the subject should interpret the task alternately which will be recorded through the digital language learning system of NewClass. Before recording, the subject was given 5 to 10 minutes to get prepared, including getting familiar with the interpreting task and sorting out unusual and specialized vocabulary. In the whole recording process, a teacher was responsible for guiding the beginning and end of the interpreting activity, operating the equipment in the classroom for recording, and saving all the recordings into sound files. After that, the software for dictation named SitMan23 was used by the researcher to translate the recording into written text then to analyze omissions happened.

3.5 Data Analysis

3.5.1 Transcription of Recording Text

First, the researcher divides the source text into several sentence segments according to semantic groups. Accordingly, the translated text is also segmented and marked with numbers (for example, paragraph 1 of the source text, paragraph 1 of the target text, etc.).

3.5.2 Determination of Omission Types

Based on *The Impact of Omission Simultaneous interpretation* (Zhang Ling, 2006), the *Cognitive Memory's role in Simultaneous Interpreting Practice: A Survey on Omissions in Interpreting* (Zhang Wei, 2009) and other literatures, combined with discourse analysis, the omissions in interpretation are mainly divided into three categories, namely, omission with insufficient knowledge reserve, memory-loaded omission and strategic omission.

First of all, omission with insufficient knowledge reserve refers to the fact that the relevant subject information cannot be quickly converted into the corresponding target

language in interpreting activities due to the translator's insufficient knowledge reserve of the subject matter of the interpreting task or insufficient preparation before translation, which may result in the vacancy in the subject information transmission of the source text. Such kind of omission may cause serious damage to the integrity of the source text information and accordingly affect the communication between the speaker and the audience. For example,

Source text (Paragraph 14): ……保证*长期和持续的教育投入*，……以经济的*持续稳定增长*为前提;

Target text (Paragraph 14): Therefore, the development of education...... (2s) uh guarantee a long-term …… pro long term and balanced program, should take the economy as a premise;

Source text (paragraph 29): 美国*次贷危机*爆发以来……*全球金融资产价值*的下降……相当于去年一年的*全球经济产出*。

Target text (Paragraph 29): Since the American loan crisis, world money market is turbulent, crisis and panic were spread all the world. According to the data in March 2009 um Asian Development Bank (ADB) has estimated the uh estimated that um over 50 trillion US dollars … (5s) has dropped, which is equal to um the which is equal to the amount of the last year.

In the last two sentence paragraphs, the interpreter is obviously not familiar with the idiomatic English expressions such as "持续的教育投入", "持续稳定增长", "次贷危机", "全球金融资产价值" and so on. Hence，the relevant information is omitted. Obviously, such omissions happened due to the lack of linguistic and cultural competence of the translator and inadequate preparation before translation. However, the omitted information is important and related to the topic that the speaker wants to convey. Therefore, the translation after omission couldn't achieve the expected communicative effect.

Secondly, from Gile's multi-tasking model of interpreting, it can be seen that listening comprehension, memory, translation and coordination are carried out simultaneously in interpreting, whereas the brain attention resources available to interpreters are limited. If the interpreter couldn`t completely understand the speech or fail to keep up with the speed of the speaker, or just mistranslate at the beginning, then the excessive pressure of memory load will inevitably lead to the loss of part of the

interpretation information. And such type of omission is called memory-loaded omission. For example:

Source text (Paragraph 7): 其次是由*不断增加的教育投入*导致的*教育水平*的提高，*这一过程主要反映了教育生产，即资源如何配置生产出一定数量、质量和结构的合格人才与劳动力，这取决于教育资源的利用率以及教育体系自身的协调发展水平与发展能力*;

Target text (Paragraph 7): Second is the *investment* of education level, which is uh caused by the increase of the uh dominated and balanced program of the education development.

The above sentence is not too long, however, owing to the complex logical relationship between the meaning groups of the original sentence, the interpreter pays more attention to listening and understanding, and correspondingly allocates less attention resources to memory. Errors occur at the beginning of the translation of the sentence, for instance, the information "不断增加的教育投入" is not fully translated, and yet there are a large amount of information lost subsequently. The information conveyed by the translator's incomplete translation is difficult to understand and even baffling to the reader. For another example:

Source text (Paragraph 24): ……首先,*教育的培养周期*同*经济的发展周期*并非一致。其次，相对于经济技术结构*快速的发展变动，教育培养*的结构则相对稳定。同时，*教育的制度与体制上也可能存在同经济制度和体制不相适应的地方。而不合理的学费制度，也会导致教育供需同实际的经济发展不一致。另外，像城乡、地区间的差异以及决策者的偏好等很多因素都会导致两者发展的不协调。*

Target text (paragraph 24): The coordinated development between the education and economy is not always inevitably existed, um it decided by various reasons. First the education, um the reason of education cycle um is by no means consistent with the development cycle of economy. Next, um the economic technological structural um is relatively stable. At the same time in the economic system … (7s) we cannot adapt the economic system with the education system that unreasonable tuition fee system will cause um cause the education supply and demand not in not consistent with the actual economic development. Moreover, the differences between the inter zone uh will make the factors um even worse.

In the above example, target paragraph 24 is kind of long and informative and has more semantic layers. In the source text, the speaker explains the reasons for the disharmony between education and economic development at four levels, and draws out the specific reasons with four groups of words: "first", "second", "at the same time" and "in addition". However, in actual interpretation, due to the limited processing ability of the interpreter (TA < TR), the self-coordination (C) of listening comprehension (L), translation (P) and memory (M) is not in place, resulting in the omission and loss of a large amount of information in the italicized part of the source text in the above example. Take the following sentence for example that "其次，相对于经济技术结构快速的发展变动，教育培养的结构则相对稳定。". Due to overloaded memory, the translation of "the economic technological structural um is relatively stable" is actually the opposite of the original meaning. In addition, the following two sentences fail to be translated such as "同时，教育的制度与体制上也可能存在同经济制度和体制不相适应的地方" and "另外，像城乡、地区间的差异以及决策者的偏好等很多因素".

Finally, strategic omission means that in order to allocate brain attention reasonably and improve the quality of translation as well as the efficiency of information coding, interpreters often reduce and reprocess the original information on the basis of grasping the substantive information. For example:

Source text (paragraph 11): 物质资料*生产及其发展*, 是人类一切社会活动产生和发展的基础。

Target text (paragraph 11): Material production is the foundation um of the social activity.

The information to be expressed in this sentence is well-known and truthful, as "The production of materials and their development form the basis for the emergence and development of all human social activities".

So the interpreter omits the italicized part of "生产及其发展". This not only does not affect the speaker's core information, but also reduces the cognitive load and facilitates the audience to accept the effective information.

Source text (Paragraph 25): ……教育结构不合理、扩招带来的教育水平的下降以及毕业生就业困难等……正是*教育与经济关系不相协调的表现*。

Target text (Paragraph 25): In recent years, um our country uh has a series of problems such as um education structure is unreasonable, um the increasement of the enrollment of the um student education level has dropped, the graduate can have difficulty in employment.

In Paragraph 25 of the above example, the interpreter omitted the last sentence, "教育与经济关系不相协调的表现". Paragraph 24 explains the reasons for the incongruity between education and economy, and then lists some manifestations of the incongruity between the two. According to this, the interpreter judges that the information of "教育与经济关系不相协调的表现" is overlapping information and already known to the audience, so the above information is omitted to free up time and energy to deal with the following new information.

3.5.3 Statistical Analysis of Omissions

The researcher is responsible for reading the entire transcribed text of the recording and counting all the data for omissions. In addition to analyzing the causes, the data of omissions in different positions of sentences were also counted and compared.

4. Results and Discussion

4.1 Cause of Omission

The whole interpretation text can be divided into three main categories according to the different causes of omissions, namely, omission with insufficient knowledge reserve, omission with memory load and omission with interpreting strategy, as shown in Table 1:

Table 1. Statistical analysis in terms of causes of omission (frequency/percentage)

Nature of omissions	Insufficient reserve of knowledge	Memory load	Interpreting strategies	Other	Total
Semantic information (times/percent)	40/43.95%	22/24.17%	27/29.67%	2/2.19%	91 / 100%

The data shown in Table 1 reflects the distributive proportion of various information

omissions in the interpretation output of a student interpreter who has no background in interpreting and lacks practical experience. For subjects with different levels of foreign language proficiency, the proportion of information omissions in the above three categories should vary.

As can be seen from Table 1, the semantic information of the full text is omitted for a total of 91 times. Specifically, in terms of the nature of omission, there were 40 omissions due to insufficient knowledge reserve, accounting for the largest proportion of 43.95% in all kinds of ellipses; while 27 times of conscious strategic omission, accounting for 29.67%; and 22 times of omission due to memory pressure, of which the proportion was 24.17%. But the omissions formed by various factors is only 2 times, accounting for 2.19%.

By comparison, it is found that omission is most affected by insufficient knowledge reserve. This is because the translator's foreign language level has not reached the degree of automaticity. That is, the translator's language and cultural abilities are insufficient and the pre-translation preparation is not fully done, so the omissions of interpreting happen.

In order to complete interpretation, the proportion of conscious omissions by translators ranks second, and the information that translators often choose to omit includes repeated similar information, known information (that is, part of the speaker's information is well known to the audience), and information that does not affect the coherence of the text after omission. These omissions do not lead to the loss of core information in the interpreting task. On the contrary, the translated text after omitting is more logical and more conducive to the audience's acceptance of effective information.

To some extent, the process of interpreting is also regarded as the process in which the interpreter struggles against forgetting in the brain. In actual interpreting, the huge amount of information requires the interpreter to allocate the attention resources for listening, memory and translation. If the coordination is not proper, the interpreter will inevitably have information omission caused by memory overload. Although the proportion of such omissions is relatively low, the impact cannot be ignored.

4.2 Position of Omission

There are 45 sentences in this interpreting task. Sentences with a length of less than two lines are defined as short sentences, while sentences with a length of three or more lines are defined as long sentences. According to this standard, it is found that there are 18 long sentences and 27 short sentences. By observing the omission data, it is found that omission mainly occurs in long sentences, and the information loss more frequently happens in middle or at the end of sentences. As for short sentences, it is more obvious that omission occurs at the beginning or end of sentences.

4.2.1 Omission in Short Sentences Segments

In this interpreting task, there are 27 short sentences and 33 ellipses in total. By examining the frequency of omission in short sentences, we can see that there are 10 times of omission at the beginning of sentences, accounting for 30.30% of the total, 9 times of omission in sentence paragraph, accounting for 27.2 7%, and 14 times of omission occurred at the end of sentences, accounting for 42.42%. The frequency and distribution of omission are shown in Table 2 below:

Table 2. Analysis of position of omission occurs in short sentences segments

Position of omission	Beginning of sentence	Middle of sentence	End of sentence	Total
Omission (times)	10	9	14	33
Percent	30.30%	27.27%	42.42%	100%

The sentences in short paragraphs usually occupy only one or two lines, so the interpreter can easily grasp the main points of interpretation, and under normal circumstances, omission of interpreting information rarely occurs. However, after comparing the translated versions, it is found that there are relatively more information omissions at the end of the sentence, and the second place is the omission at the beginning of the sentence. This shows that

the position of the beginning and the end of the sentence still have an effect on omission in the short sentence. In addition, the information that translators choose to omit in short sentences is usually the information that is difficult to translate. For example,

Source text (Paragraph 25): ……教育结构不合理、扩招带来的教育水平的下降以及毕业生就业困难等……正是*教育与经济关系不相协调的表现*。

Target text (Paragraph 25): In recent years um our country uh has a series of problems such as um education structure is unreasonable, um the *increasement* the enrollment of the um student education level has dropped, the graduate can have difficulty in employment.

In paragraph 25, the interpreter omitted the information such as "教育与经济关系不相协调的表现" and "扩招". The information omitted is familiar in the mother tongue, but how to quickly and accurately translate it into English is difficult for students with average language and culture level. However, the translation that the translator chooses to ellipse does not affect the transmission of the main content of the Source text. In this example, omission may occur at different positions in the sentence.

Source text (Paragraph 26): ……研究, 但大多局限在就事论事, *或提供相关建议的层面*, 而深入的理论分析较少。

Target text (Paragraph 26): Many scholars had corresponding research on this kind question, um but only limit on the matter deserve... Many scholars had corresponding research on this kind question, um but only limit on the matter deserve... (3s) a few uh there are a few theoretical analyses.

In paragraph 26, the omission occurs in the position of the sentence. While thinking about the English expression of "就事论事", the interpreter loses the following information and interprets the corresponding content of the source text with "only limit on the matter".

Source text (Paragraph 31): 发达经济体……将是战后发达经济体经济增长首次出现下降。

Translation (Paragraph 31): The growth economy in the developed countries has been dropped by 2.6% in 2007, by 1.4% in 2008 and negative um negative 0.3% in 2009. This is uh this is the first time for the uh developed countries um dropping their um economic growth.

In paragraph 31, the information of "发达经济体" and "(经济)增长首次出现下降" has been omitted. The expression of "发达经济体" at the beginning of the first sentence is a technical term that is difficult to translate. However, the logical relationship in the sentence of "(经济)增长首次出现下降" at the end of the sentence is relatively complicated. If the relationship is not clear, the interpreter is likely to pay attention to one thing and lose the other. In addition, the short paragraph takes less time, so the interpreter will omit the interpretation of the information.

As can be seen from the above examples, omission in short sentences occurs more often at the end of sentences, and most of the information omitted is some proper nouns, professional terms and semantic groups with complicated logical relationships. The information is often omitted because they are beyond the scope of the translator's cognitive ability.

4.2.2 Omission in Long Sentence Segments

Since long sentences span three lines or more and contain very dense information, and the translator is a student translator with little practical experience, the information omission or loss of the translator is more serious in the translation of long sentences.

Table 3. Analysis of omission positions in long sentence segments

Position of omission	Paragraph beginning	Middle of a sentence	End of paragraph	Total
Omission (times)	12	22	24	58
Percent	20.69%	37.93%	41.38%	100%

It is obvious from the data in the table that the lowest frequency of omission occurs at the beginning of sentences in long sentences, accounting for only 20.69% of the total. However, in the middle and end of sentences, the frequency of omission gradually increases, from 37.93% to 41.38%, and the highest frequency of omission occurs at the end of sentences. Due to the large amount of information in long sentences, translators are likely to distribute

energy unevenly in the nervous interpreting process, resulting in a large amount of information loss. For example,

Source text (Paragraph 19): ……教育并非单纯的*消费性、福利性投资，而是与物质资料投资*类似，……它源源不断地"生产"出……*人力资本*，体现出……*生产性特征*。同时，教育的发展……为经济增长做出间接的贡献。

Target text (Paragraph 19): In the long term, education is by no means a pure consumption, welfare or entitled investment, it is a similar to the uh material investment, even more beneficial, it can produce um produce the talents who can create and breed uh knowledge, utilize knowledge, that that is more beneficial compared to other um industries.

In this sentence, there are some terms such as "消费性投资、福利性投资、物质资料投资、人力资本、生产性特征". Due to insufficient knowledge reserve or inadequate preparation before interpretation, interpreter tends to weaken or generalize these terms in the interpreting process. There are two sentences in the whole paragraph, spanning four lines and information-intensive. Due to the interpreter's poor interpreting skills and overloaded memory, the last sentence in the source text has been basically lost, namely "消费性投资、福利性投资、物质资料投资、人力资本、生产性特征".

Source text (Paragraph 34):……国家统计局 3 月 11 日公布的数据显示，2009 年 1 月份消费者信心指数为 86.8，已经从 *2008 年 7 月的 94.5* 持续下降 6 个月。

Target text (paragraph 34): The statistics show that the consumer confidence index has declined. Finally, the domestic consumption um has been worn out as before, the data the date um demonstrated by the State Statistic Bureau on March 11 shows that the custom uh the consumers' confidence index in January 2009 is 86.8, which has drop ped um for 6 months.

A number of figures appear in paragraph 34 above, which indicate different dates or indicators of consumer confidence. A comparison shows that the number at the end of the paragraph, "2008 年 7 月的 94.5", has been omitted by the interpreter.

Source text (paragraph 38): 教育供给是指 *一定时期社会可能提供的*教育机会……因此，教育投入是教育发展的*先决条件*，……我国的教育经费是否会缩减直接由各投入主体的*收支状况*决定。

Target text (paragraph 38): The supply of education refers to the opportunity of the uh of the education, which is decided by the development of the economic level. Therefore, um… (3s) if we look if we look from the um the main body of the program of the program, the educational expenditure is decided by the um in educated people. Under the international under the background of the national financial crisis, our country's educational expenditure … (2s) uh should rely on the um government support.

In paragraph 38, from the beginning of interpretation, the interpreter omits interpreting "一定时期社会可能提供" into English which he judges as non-core information. In the middle of the sentence, there appears some information that is relatively difficult to translate, such as "先决条件" and "收支状况". The interpreter pays more attention to listening, which directly affects the memory of the following information and the translation output. Therefore, a large amount of information is omitted in the middle and end of the sentence paragraphs. For details, see the italics in the original sentence paragraph.

From the above three examples, it can be found that when dealing with a long sentence with a large amount of information, interpreter often omits the difficult information in the source text due to insufficient knowledge reserve and bad preparation before translation, and this information are usually professional, difficult to translate or contain a large number of semantic groups. With the progress of interpretation, due to the limited attention resources and improper distribution of energy in the translator's brain, omission occurs much more frequently at the end of a sentence and at the end of a sentence than at the beginning of a sentence. In long sentences, omission is more prominently affected by the position.

5. Conclusions and Enlightenments

First, from the perspective of the causes of omission, information omission caused by insufficient knowledge reserve and memory overload has a serious impact on the integrity of primitive information in some cases. However, although omission may lead to the loss of source information to a certain extent, in some cases, the translated text after omission is more clearly expressed, more logically coherent and more focused, which can maximize the communicative effect between the speaker and the audience. Moreover, the time and processing ability saved by omission can ensure the

effective transmission of core information to the maximum extent. Therefore, it is considered that it is a strategy that can and should be implemented in interpreting to omit non-core information to ensure the effective transmission of the speaker's subject information and optimize the allocation of the interpreter's multitasking ability.

It can be predicted that after a certain period of language and cultural learning, training of interpreting skills and accumulation of experience in interpreting practice, omission with insufficient knowledge reserve and memory-loaded omission will inevitably decrease to varying degrees, while the proportion of omission formed by various interpreting strategies skillfully used by translators will increase.

Second, from the perspective of the position of omission, when the sentence paragraph of the source text is relatively short, the number of omissions is relatively more at the end of the sentence paragraph, and the information omitted is mainly the information that is difficult to translate. When the original sentence paragraph is longer, the proportion of omission in the middle and end of the sentence is significantly higher than that at the beginning. Moreover, the frequency of omission in long sentences is much higher than that in short sentences, and the position of omission is more prominent in long sentences.

Thirdly, from the previous elaboration, we know that omission can make the interpretation output "quick, efficient, focused and coherent, and more importantly, establish an audience-centered thinking mode in the translator's mind" (Zhang Ling, 2006). From the perspective of translators, they must make their expectations of professional interpretation quality consistent with the "expectation norms" of interpretation users. This reminds us that we should adopt a multi-perspective approach when evaluating the quality of interpretation, especially the "customer-centric perspective", which is oriented towards the target language and focuses on the acceptability of the interpretation output.

Fourthly, a shortcoming of this study is that it only examined the text source of one interpreter, and the data are insufficient to explain clearly the motivations of different ellipses adopted by translators in different contexts. The reason for this is the lack of empirical research objects. There is a shortage of professional interpreters in China, and most of the few interpreters who are willing to serve as subjects in interpreting research are students in interpreting training classes. For various social or psychological reasons, the proportion of most professional interpreters participating in the subjects is not high, which brings certain difficulties to the authenticity and scientific nature of empirical interpreting research data.

This also reminds us that we must be careful and rigorous in designing experiments for cognitive studies of interpreting (De Groot, 1997; Gile, 2000), only after a large and sufficient qualitative and quantitative description can it provide a valuable reference for future research. Because there are significant differences between interpretation conducted by control variables and real interpreting situations in terms of discourse types, interpreting environment, interpreter mentality, etc., the relevant conclusions of the experiment are difficult to fully and objectively reflect the actual situation of interpreting in real contexts (Kurz, 2002; Liu et al., 2004). It is obvious that we need to study more test texts and build a relevant corpus. Only by combining a large number of real experimental data can we draw specific hypotheses- to what extent input variables such as insufficient knowledge reserve, memory load and strategy omission are interrelated, so as to objectively demonstrate the operation process of cognitive memory in interpreting. And to test the influence of single factor and multiple factors on the interpreting process.

Finally, omission in interpretation is an interdisciplinary problem, and we must draw on the comprehensive knowledge of other disciplines, such as computational linguistics, statistics, neurolinguistic and psychology to understand the essence of omission in depth.

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