Norms in English-to-Chinese Live Broadcast Simultaneous Interpreting: A Case Study on the 2020 United States Vice-presidential Debate

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ABSTRACT

With the development of Omni-media, live broadcast simultaneous interpreting (LBSI) has brought new challenges and opportunities for interpreters, scholars, and trainers. The characteristics of LBSI are high exposure rate, high audience expectations, unfriendly working environments and single-way communication. This study aims to conduct an analysis of the English-to-Chinese LBSI taking place in the 2020 U.S. Vice-presidential Debate by adopting the framework of Descriptive Study of Norms in Interpreting and then summarize the norms of LBSI from inter-textual, intra-textual, and extra-textual perspectives. This research contributes to the academic discourse by filling a gap in the literature on live broadcast interpreting, particularly in high-stakes political events. By examining the unique challenges of LBSI, it intends to equip interpreters with the necessary skills and strategies to manage high-pressure situations. Besides, this research endeavours to provide a deeper understanding of interpreting behaviour and activities influenced by various factors and enrich the study of fundamental sociocultural aspects in simultaneous interpreting and interpretation norms.

Keywords: live broadcast simultaneous interpreting; descriptive interpretation studies; norms in interpreting; the 2020 United States Vice-presidential Debate; simultaneous interpreting

INTRODUCTION

In today's world, individuals can access real-time information from any corner of the globe through various media platforms (Plantin & Punathambekar, 2019). Language, therefore, has emerged as an obstacle, hindering people from accessing real-time messages. This is where simultaneous interpreting (S.I.) comes into play, defined as "the mode of interpreting in which the interpreter's rendering is produced in synchrony with his or her perception and comprehension of the original utterance, with a processing-related time lag of a few seconds between original and interpretation" (Pöchhacker, 2011, p. 277).

The rapid development of live broadcasts has introduced new uncertainties, complexities, and challenges to S.I.. Major international T.V. stations have successfully integrated live broadcasts with S.I. to provide instant information (Dal Fovo, 2018). Additionally, S.I. has emerged on various internet media platforms, such as Zoom for online meetings, giving rise to a new sub-form of S.I., known as live broadcast simultaneous interpreting (LBSI), which has been studied in terms of its media interpreting contexts (Alexieva, 1999; Caniglia & Zanettin, 2021), the role of interpreters (Englund Dimitrova, 2019; Katan & Straniero-Sergio, 2001; Niemants, 2011), and the quality issues (Wang, 2012).

To comprehensively describe interpreting activities and outcomes, it becomes crucial to consider both the internal thinking process of interpreters and the external environmental factors. This requires in-depth research that delves into authentic interpreting behaviours and activities within real social-cultural environments, considering multifarious factors and their interactions (Wang, 2012). Wang (2013) suggests a Descriptive Study of Norms in Interpreting (DSNI), which examines the internal cognitive processing mechanisms as well as the external social and cultural factors shaping an interpreter's performance. He acknowledges the need for future research to encompass descriptions of interpretation in other modes, settings, and contexts. Wang's DSNI is selected for this study due to its comprehensive approach to analyzing the complexities of interpreting. This framework effectively integrates both the cognitive processes of interpreters and the external social and cultural factors that influence their performance. By utilizing Wang's model, this study can provide a detailed and nuanced understanding of how interpreters navigate the unique challenges presented by the 2020 United States Vice-presidential Debate. Furthermore, the versatility and robustness of Wang's approach make it particularly suitable for examining high-stakes interpreting scenarios, ensuring a thorough and insightful analysis.

Hence, this study aims to apply the framework of Descriptive Studies on Norms to the interpretation of the 2020 United States Vice-presidential Debate (hereinafter "the 2020 Debate"). It aims to contribute to the existing body of knowledge by shedding light on interpreting behaviours and activities within this context. The study seeks to enhance the quality of LBSI products by conducting a detailed analysis and addressing the challenges related to timeliness, media technology, and content sensitivity (Qu, 2016). The research questions guiding this study are as follows:

(1) What are the specific features of LBSI?
(2) How can a descriptive analysis of real-scenario LBSI products be conducted using the three perspectives (inter-textual, intra-textual, and extra-textual) of the DSNI?
(3) What are the preliminary findings and discussions regarding interpreting norms within the context of LBSI?

LITERATURE REVIEW

LIVE BROADCAST SIMULTANEOUS INTERPRETING

LBSI is a crucial aspect of media interpreting, encompassing the interpretation of broadcast mass media like radio, television, webcasting, and other electronic media (Pöchhacker, 2007). It includes various types of media broadcast without significant delay, such as news programs, live radio, live television, internet television, internet radio, liveblogging, live streaming, and Instagram live. Media content can be either live or prerecorded, which is relevant to interpreting (ibid.).

LBSI is often referred to as T.V. interpreting, which involves interpreting for cross-border information dissemination through images and sounds in T.V. programs. Depending on the program type, it can be further categorized into news program S.I., major media events S.I., breaking news S.I., and talk show S.I. (Lin, 2009).

Compared to traditional S.I., LBSI poses unique challenges for interpreters due to its high degree of exposure, unfriendly working environment, high audience expectations, and single-way communication. Interpreters must manage the pressure of being watched by a large audience, work in suboptimal conditions, meet high audience expectations, and ensure accurate and clear

communication without immediate feedback (Gile, 1995; Kurz, 2002; Qu, 2016).

Previous research on LBSI has examined the features, difficulties, and quality of simultaneous interpreting for the media, emphasizing the challenges faced by media interpreters compared to traditional conference interpreters (Amato & Mack, 2011; Dal Fovo, 2012; Kurz, 1997; Mack, 2001; Pöchhacker, 2007, 2010; Seeber et al., 2019; Tsuruta, 2022; Viaggio, 2001). However, there is a lack of research applying the DSNI proposed by Wang (2012) to analyze LBSI.

DESCRIPTIVE STUDIES OF NORMS IN LBSI

Norms, originally a concept from sociology, play a significant role in translation studies and interpreting. In Descriptive Translation Studies (DTS), norms refer to constraints that influence translation processes and products in specific sociocultural environments (Rosa, 2022). Norms can be defined as the translation of general values or ideas shared by a community into instructions for behaviour in specific situations (Wang, 2013). They specify what is prescribed, forbidden, tolerated, and permitted in a certain behavioural dimension. Norms also serve as standards or models of correct or appropriate behaviour and products in a community. They manifest shared values and ideas in recurrent situations of the same type.

Textual norms in translation refer to the translated texts themselves, while extratextual norms encompass theories, statements, critical appraisals, or the activity of individuals involved in or connected with translation. Texts are considered primary products of norm-regulated behaviour. Descriptive studies in DTS emphasize phenomenon-description and rules-establishment, influencing the establishment of norms in interpreting.

In interpreting, norms are shared values of professional interpreters and the audience in specific situations. They encompass commonly accepted interpreting strategies and methods that determine what is considered right and wrong. Wang (2012) proposes DSNI, which has been applied to consecutive interpreting and interpreting assessments in previous studies. Although the significance of norms in interpreting is recognized, their application in the field of media LBSI is still limited. This study aims to conduct a preliminary exploration of DSNI in this area.

RESEARCH METHODOLOGY

This study adopts DSNI to conduct a descriptive analysis of the 2020 Debate, aiming to summarize the norms of LBSI from inter-textual, intra-textual, and extra-textual perspectives.

THEORETICAL FRAMEWORK OF DESCRIPTIVE STUDY OF NORMS IN INTERPRETING

The developing trend in Interpreting Studies focuses on the authentic socio-cultural environment that influences interpreting behaviour and activities. Wang (2013) emphasized the importance of examining external social and cultural factors in interpreting situations and proposed DSNI by analyzing a corpus of on-site interpreting, specifically the annual Premier Press Conferences in China. This section will introduce Wang's theory on Norms in Interpreting.

For a comprehensive understanding of the interpreting process, internal and external factors must be considered. In fact, on-site interpreting behavior is constrained by various factors, including the interpreter's internal factors and the external factors of the environment. It is evident that on-site interpreters cannot interpret freely and must adhere to the principles of being an "honest spokesperson."

The interpreting performance of interpreters is shaped by a combination of these factors. The major shaping forces include (a) the interpreters' interpreting competence, (b) the cognitive conditions of the site, and (c) the norms in interpreting. (a) Interpreting competence refers to the bilingual competence, background information, and interpreting skills of the interpreter. It represents the potential of the interpreter's on-site performance. (b) On-site cognitive conditions refer to the conditions under which interpreters work, such as the working conditions, the accent and speaking speed of the speakers, and the information density of the source language. Even experienced interpreters may have their performance affected by factors like fast speech or high information density. (c) Norms in interpreting refer to the shared values of a certain group of interpreters or audience. The strategies and decisions made by on-site interpreters are influenced, to some extent, by these norms. As a professional group, interpreters have accepted professional ethics, such as the Professional Standards and Code of Professional Ethics of the International Association of Conference Interpreters (AIIC). Additionally, these rules are imparted to aspiring interpreters through training or public comments.

These three major shaping forces have a significant influence on interpreters' performance, as shown in Figure 1.
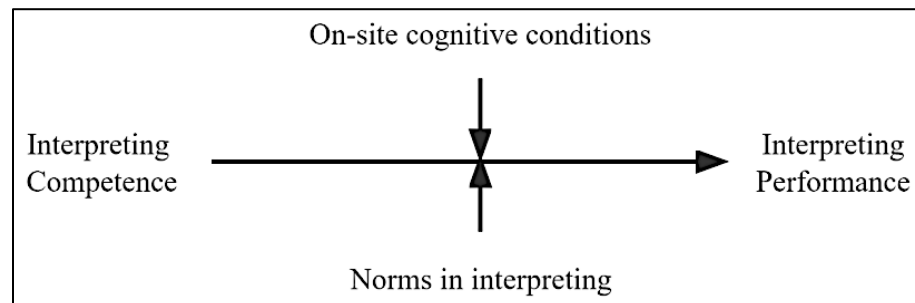

FIGURE 1. The Major Shaping Forces for Interpreting Behaviors and Interpreters' Performance (Wang, 2013, p. 79)

Pöchhacker (1995), a leading figure in Interpreting Studies, argued that the study of the cognitive process of interpreting cannot encompass the entire field of Interpreting Studies. He called for the expansion of topics in this field, particularly research on authentic sociocultural interpreting behaviour and activities.

The interpreter is at the core of interpreting behaviour, facilitating cross-cultural and language communication between speakers and the audience. The interpreting behavior is guided by norms in interpreting, which are formed within a certain group. Norms in Interpreting can be described from three perspectives (see Figure 2).
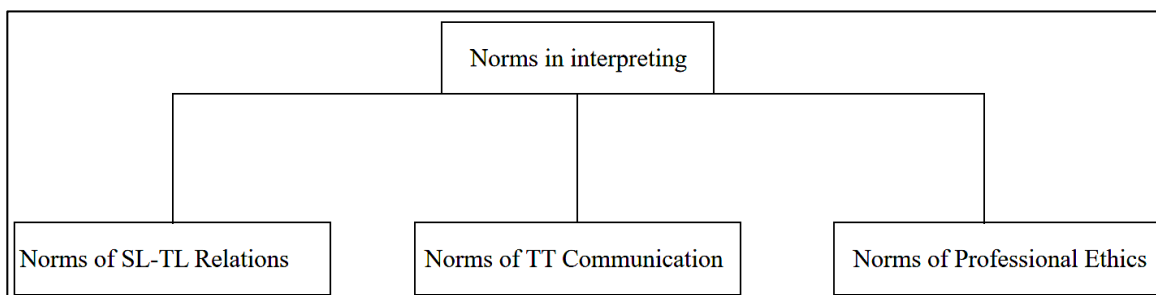

FIGURE 2. Theoretical Framework of Descriptive Study of Norms in Interpreting (Wang, 2013, p.81)

(a) Norms of S.L.-T.L. Relations: These norms are described through inter-textual comparison between the S.L. and T.L. The description includes the consistency of meaning and the completeness of information.

(b) Norms of T.L. Communication: These norms are described through intra-textual analysis of the T.L. The description includes language forms (grammar, syntax), communicative functions (proper expressions, consistency, communicative efficiency), and delivery (clarity, fluency).

(c) Norms of Professional Ethics: These norms are described through extra-textual analysis of the interpreters' interviews and reflections on their interpreting activities. The description includes the role of interpreters, the fidelity of interpreters, and the professional ethics of interpreters.

Therefore, the analysis section is organized according to this framework, with the source text, target text, and back translation of the target text provided for reference (offered by the authors all as certified translators).

DATA

The 2020 Debate, an exemplar of LBSI, is an example of applying DSNI in this article. To consolidate the foundation of the analysis, the basic information of the material will be introduced in detail. The 2020 Debate took place on October 7, 2020, between Mike Pence and Kamala Harris. It was held at the University of Utah and moderated by Susan Page. The debate focused on key issues and had a high viewership. The debate had a total of 57.9 million viewers on T.V. and had the second-largest television audience of any U.S. vice presidential debate. Kamala Harris is the current vice president of the United States and the first woman of colour to appear on a major party ticket. Mike Pence served as the vice president from 2017 to 2021. Susan Page is an American journalist and the moderator of the debate.

The S.I. version chosen by the study is an LBSI provided by TVBS News. It is a debate moderated by Susan Page, and it can be called a little tense and stirring because the two sides are eager to persuade the audience about their policy. There are several important topics involved: the ongoing pandemic—COVID-19, the role of the vice president, the economy, climate change, China, and the Supreme Court. The soundtrack of the recorded video consists of the voice of the moderator, two speakers and two interpreters. The female interpreter interprets for Susan Page and Kamala Harris, and the male interpreter is Mike Pence. From the perspective of voice quality, the articulation of Susan Page and Kamala Harris is very clear, while that of Mike Pence is a little obscure.

The video lasts for around 90 minutes, with a total words of around 15,000. The average speed of the speech is 167 words per minute. According to the standard speed set by AIIC, which is 133 words per minute, the speaking speed of the material is a little fast. Besides, the topics of the speech are diverse and complicated, such as COVID-19, presidential disability, health, tax, economy, policy, etc., and there are some numbers, proper nouns, and concrete examples, which create more difficulty for the S.I. and calls for more backup information of the interpreters. Kopczyński (1982) categorized interpreting source language into four types: impromptu speech or dialogue, half-impromptu speech or dialogue, written speech for oral expression, and written speech for written expression. The chosen corpus for the debate falls between category one and category two, closer to the former. The speakers and interpreters cannot be fully prepared due to the unknown topics, similar to an impromptu speech or dialogue. However, previous debates and common hot topics can still serve as preparation material.

ENGLISH-TO-CHINESE LBSI IN THE 2020 US VICE-PRESIDENTIAL DEBATE

NORMS OF S.L.-T.L. RELATIONS

In his study, Wang (2013) argues that a natural approach to Interpreting Studies involves comparing the source language (S.L.) and target language (T.L.). The assessment of interpreting is based on the principles of fidelity, accuracy, and completeness. The main focus of inter-textual comparison and norms discussion is on the strategies employed by interpreters in managing the S.L.-T.L. relationship. These widely adopted interpreting strategies form the basis for interpreting norms (Wang, 2013). This section describes the comparison between the S.L. and T.L., with a particular emphasis on the consistency of meaning and the completeness of information.

S.L.-T.L. INTER-TEXTUAL DESCRIPTION

Despite the numerous constraints on-site interpreters face, they are still expected to provide information as accurately and comprehensively as possible. However, due to the challenging working environment, there are often flaws in the interpreting process and the resulting products. This section will focus on two prominent problems: missing information and interpreting errors.

(1) Missing information

One of the main problems in on-site LBSI is the occurrence of missing information. This is primarily due to the fact that interpreters are not aware of the topics or what the speakers will say during the debate. To clarify, it is important to distinguish missing information from omission, which is an interpreting strategy used by simultaneous interpreters to capture the main idea and keep up with fast speakers. In S.I., there are two types of information: important and unimportant. It is acceptable, and even considered a strategy, for interpreters to omit unimportant information during LBSI, where the demanding task is performed in a time-limited and high-pressure environment. Furthermore, compared to translation output, S.I. audiences are generally more tolerant of interpreting output. Therefore, this section will briefly discuss the missing of unimportant information using one example.

Example 1:

Source Text (ST)	Target Text (TT)	Back Translation of TT
[Kamala Harris:] Let me tell you first of all, the day I got the call from Joe Biden, it was actually a Zoom call, asking me to serve with him on this ticket was probably one of the most memorable days of my life. I thought about my mother, who came to the United States at the age of 19, gave birth to me at the age of 25 at Kaiser Hospital in Oakland California.	首先我要讲的是我那天接到拜登的电话，问我是不是要跟他一起竞选，那是我生命中最值得纪念的一天。那我妈妈她19岁的时候就来美国，25岁的时候生下我在美国加州的医院出生。	First of all, I want to tell you that I got a phone call from Biden that day and asked if I wanted to run with him. It was the most memorable day in my life. Then my mother came to the United States when she was 19, and gave birth to me at the age of 25 in a hospital in California.

In Example 1, Kamala Harris is discussing her personal experience. The underlined parts represent unimportant information that may have been consciously or unconsciously missed by the interpreter. Despite this, the audience can still grasp the main idea without the underlined parts. Additionally, the story of Kamala Harris does not play a significant role compared to other information, making the omission of unimportant information acceptable.

The limited time given to the two speakers to express their opinions made their speeches challenging to interpret in a live broadcast environment. The speeches contained dense information delivered at a fast pace, often accompanied by numerous examples and details. After comparing the S.L. and T.L., it became evident that missing information was a prominent problem, leading to ambiguity or misunderstanding of sentence meaning. Furthermore, the loss of information adds to the burden of understanding as interpreters lack supporting contexts to aid in this task. Several factors contribute to the loss of information, such as a lack of cognitive competence, unfamiliarity with the original message, external distractions, and the fast pace of the speakers.

After comparing the S.L. and T.L., the causes of information loss can be divided into four parts: (a) high-density information with a large amount of professional vocabulary; (b) new information without contextual support; (c) inappropriate "one-for-two" arrangement; and (d) detailed information, such as examples.

According to the Effort Model proposed by Gile (1995), simultaneous interpreting involves four efforts: listening, memory, production, and coordination. Traditional S.I. is already demanding due to the requirement of multitasking. However, in the context of LBSI, the high-density information, fast-speaking speed, numbers, unfamiliar vocabulary, lack of preparation, and high exposure rate consume more processing capacity, thereby affecting the quality of the output.

The following examples are caused by more than one reason, but the analysis will focus on the most prominent feature.

a) High-density information with large amounts of professional vocabulary

Example 2:

ST	TT	Back Translation of TT
[Mike Pence:] I mean, right after a time where we're going through a pandemic that lost 22 million jobs at the height, we've already added back 1l.6 million jobs <u>because we had a president who cut taxes, rolled back regulation, unleashed American energy fought for free and fair trade and secured four trillion dollars from the Congress of the United States to give direct payments to families, save 50 million jobs through the Paycheck Protection Program.</u> We literally have spared no expense to help the American people and the American worker through this.	现在我们在疫情当中，我们也失去了 220 万份工作，可现在我们又恢复了 10 万工作机会，因为我们的政府呢，能够去为公民利益，为大家的经济而战。而且，让众议员呢能够直接通过法案，然后用 PPP 的方式来巩固所有家庭的收入跟就业。	Now that we are in the midst of the epidemic, we have lost 2.2 million jobs, but now we have restored 100,000 jobs, <u>because our government can fight for the interests of citizens and for everyone's economy. Moreover, let the house of representatives pass the bill directly, and then use PPP to consolidate the income and employment of all families.</u>

In Example 2, the interpreter missed important information in a dense part of the speech. Mike Pence listed several achievements of Donald Trump, such as tax cuts, deregulation, energy development, fair trade, and securing four trillion dollars. Pence spoke quickly, making it difficult for interpreters to capture all the details accurately. The interpreter also had to process large numbers before this, which added to the challenge. The sentence structure was complex, with multiple clauses, making it harder to understand and convey the information. In live broadcasts, interpreters often encounter high-density information with specialized vocabulary, requiring more effort to listen, remember, and understand. This leaves less capacity for production and coordination. The pressure of being on air also adds to the interpreter's psychological burden, leading to the unintentional omission of important information in order to keep up.

b) New information without contextual support

Example 3:

ST	TT	Back Translation of TT
[Susan Page:] You were in the front row in a Rose Garden event 11 days ago, at what seems to have been a super spreader event for senior administration and congressional officials. No social distancing, few masks, and now a cluster of coronavirus cases among those who were there. How can you expect Americans to follow the administration…How can you expect Americans to follow the administration's safety guidelines to protect themselves from COVID when you at the White House have not been doing so?	那你的呃框架里面，那在这个国会的官员里面，没有正当的防御距离，那这个疫情也还持续在发生，那你怎么让美国人去遵守呃，国会的这个防疫的政策？	Then there is no proper defensive distance in your, er, framework, that is, among the officials in this Congress, and this epidemic continues to occur. Then how can you let Americans abide by, er, this epidemic prevention policy of Congress?

The underlined parts were missed by the interpreter, causing problems in understanding the questions raised by Moderator Susan Page. The interpreters could not infer or predict the content based on their existing knowledge. This absence of questions created confusion for the audience during the next round. The questions were aggressive and targeted towards the two speakers or parties, with detailed introductions providing background information. The interpreters had to deal with new and specific information without any context. In Example 3, the question accused Vice President Pence of being part of a super spreader event and criticized the administration's behaviour. However, without contextual support, the interpreters could not capture the introduction, resulting in confusion for the Chinese audience.

Example 4:

ST	TT	Back Translation of TT
[Susan Page:] Vice President Pence there've been a lot of repercussions from this pandemic. In recent days, the President's diagnosis of COVID-19 has underscored the importance of the job that you hold and that you are seeking. That's our second topic tonight. It's the role of the Vice President. One of you will make history on January 20th. You will be the Vice President to the oldest President the United States has ever had. Donald Trump will be 74 years old on inauguration day. Joe Biden will be 78 years old. That already has raised concerns among some voters, concerns that have been sharpened by President Trump's hospitalization in recent days.	那副总统，这个疫情，我们做了非常多的预防措施，那，但是我们，这个疫情造成了许多工作的失去。那你们当上了副总统，你们因为川普已经 74 岁了，那拜登已经 78 岁了，已经有些选民在担心快可能甚至是，川普最近的住院，他们担心他们没办法做完这个总统任期。	The vice president, this epidemic, we have done a lot of preventive measures, that, but we, this epidemic has caused many jobs to be lost. Then you become vice presidents. You are 74 years old because of Trump, and Biden is 78 years old. Some voters are worried that Trump may be hospitalized recently, and they are worried that they will not be able to finish this presidential term.

In Example 4, Susan Page introduced a new topic for the next round of debate - the role of the vice-president. This topic is of high importance due to the hot discussion surrounding the age of the two presidential candidates in America. It is worth noting that there is a slim possibility for Kamala Harris and Mike Pence to become President without an election. However, these important points were missed, resulting in a strange output.

One issue with the output is the lack of transitional sentences between the discussion of COVID-19 and the age of Donald Trump and Joe Biden. This sudden shift in the topic would confuse the audience, as they would not know what the discussion was about. This lack of coherence is a result of information loss. Furthermore, a clear transition is particularly important for the Chinese audience, who may not be familiar with the presidential line of succession in the United States. This is why the age of Donald Trump and Joe Biden is relevant and should be properly addressed.

c)   The inappropriately "one-for-two" arrangement
Example 5:

ST	TT	Back Translation of TT
[Kamala Harris:] Pew, a reputable research firm has done an analysis that shows that leaders of all of our formerly allied countries have now decided that they hold in greater esteem and respect <u>Xi Jinping the head of the Chinese communist party than they do Donald Trump. The President of the United States, the commander in chief of the United States. This is where we are today because of a failure of leadership by this administration.</u> [Susan Page:] Senator Harris, we've seen changes in the role of the United States in terms of global leadership over the past four years. And of course, times do change. What's your definition?	[Kamala Harris:]分析显示说, 那, 所有国家的领导者呢, 他们决定要去尊重习近平,那,川普总统, 我们的统帅呢是失败, 对于,跟习近平的关系呃交恶。 [Susan Page:]但我们看到在, 全球领导的过程中, 美国的角色其实有改变那当然跟中国的关系也有关。我们, 中国传统上是我们的联盟, 但是现在已经有所改变了,那你觉得在 2020 年我们在全球的角色是什么?	[Kamala Harris:] The analysis shows that, well, the leaders of all countries, they decided to respect Xi Jinping, well, President Trump, our commander-in-chief failed, and, uh, made bad relations with him. [Susan Page:] But we can see that the role of the United States has actually changed in the process of global leadership, which is of course related to the relationship with China. We, China, have traditionally been our alliance, but now it has changed. What do you think is our role in the world in 2020?

In the debate, the female interpreter had to interpret for both the moderator and Senator Kamala Harris, leading to information loss due to turn-taking. Long and complex sentences, as well as comparison structures, posed challenges for the interpreter. The interpreter also faced distractions and inappropriate arrangements during the on-site interpretation process. However, the on-site conditions during live broadcasts are beyond the control of interpreters. Hiring another interpreter specifically for the moderator would not be cost-effective. The "one-for-two" arrangement led to information loss during overlapping communication. Despite the challenges, on-site interpreters must adapt and perform their duties to the best of their abilities.

d)   Detailed information (such as examples)
Example 6:

ST	TT	Back Translation of TT
[Mike Pence:] <u>Al-Baghdadi was responsible for the death of thousands, but notably America's hearts today are with the family of Kayla Mueller. Her parents, who are here with us tonight in Salt Lake City. Today, two of the ISIS killers responsible <u>for Kayla Mueller's murder</u> were brought to justice in the United States.	而且我们知道说, 我们在中东的战士也牺牲了非常多美国的军人的性命, 当然我们也是万幸的, 但现在呢两名 ISIS 的杀手啊, 他们最终在美国获得了审判。	Moreover, we know that our soldiers in the Middle East have also sacrificed the lives of many American soldiers. Of course, we are also fortunate, but now there are two ISIS killers, and they have finally been tried in the United States.

During live broadcasts, interpreters struggle with specific examples given by speakers. For instance, in example 6, Mike Pence discussed the case of Kayla Mueller, mentioning Al-Baghdadi, Salt Lake City, and ISIS. Interpreters find it difficult to handle unfamiliar names and locations, resulting in missing important information. Even with preparation, interpreters struggle to provide comprehensive coverage. Specific examples are persuasive but pose challenges for interpreters and the Chinese audience, who may not be familiar with them. Accurately conveying unfamiliar details is a significant challenge for interpreters.

(2)   Interpreting errors

Compared to information loss, interpreting errors can sometimes have a more detrimental impact on the interpreting output. According to Wang (2013), interpreting errors refer to instances where the output of a sense group is inconsistent or partially consistent with the original one. He further categorizes these errors into two subcategories: main errors and minor errors. Several factors can be attributed to the emergence of errors during simultaneous interpretation, including a lack of language knowledge or background information, the complexity of the discourse, the formal usage of vocabulary, and misunderstandings by the interpreter, among others. It is worth noting that interpreting errors can even occur in simple discourse, possibly due to a shortage of cognitive competence or interpreter fatigue.

This section will primarily focus on the main errors of the simultaneous interpretation product. Before delving into that, it is important to clarify the definitions of main errors and minor errors. Minor errors refer to mistakes made by interpreters, whether due to slips of the tongue or other factors, which do not significantly impact the audience's understanding. In other words, the audience can still grasp the intended meaning through context. On the other hand, main errors are those that result in misunderstanding or ambiguity of meaning, thereby undermining the communication effectiveness of interpreting. To illustrate the concept of minor errors, the following example will be briefly presented.

Example 7:

ST	TT	Back Translation of TT
[Susan Page:] We're meeting as <u>President Trump and the First Lady</u> continue to undergo treatment in Washington, after testing positive for COVID-19. We send our thoughts and prayers to them for their rapid and complete recovery, and for the recovery of everyone afflicted by the coronavirus.	那我们之前，我们现在知道川普的第一夫人还正在接受一起的治疗当中那我们希望他们能够快速恢复，还有他们其他，也得到一起得到疫情的人也尽快的恢复健康。	So we know now that <u>Trump's First Lady</u> is still undergoing treatment and we hope that they recover quickly, as well as the rest of them, who have also been affected by the outbreak.

Interpreting error occurred due to a slip of the tongue, where "President Trump and the First Lady" was interpreted as "the First Lady of President Trump." However, this error is minor as most Chinese audience knew that both President Trump and the First Lady had COVID-19. Even if the audience was unaware, they could infer the correct meaning from the context. The interpreter's error does not hinder understanding and can be overlooked in live broadcast simultaneous interpretation.

Vice-presidential debate is a platform for two parties to persuade Americans within limited time and debate rules. Interpreting errors are inevitable in LBSI and can hinder effective communication. Main errors include numbers, complicated sentences, and other reasons like processing capacity and distractions. Multiple causes contribute to an interpreting error, but the analysis will focus on the most prominent one.

a)   Numbers
Example 8:

ST	TT	Back Translation of TT
I mean, right after a time where we're going through a pandemic that lost <u>22 million</u> jobs at the height, we've already added back <u>11.6 million</u>.	现在我们在疫情当中，我们也失去了 <u>220 万</u>份工作，可现在我们又恢复了 <u>110 万</u>工作机会。	Now that we are in the midst of an epidemic, we have <u>also lost 2.2 million</u> jobs, but now we have restored <u>1.1 million</u> jobs.

Interpreting numbers has always been a challenge for traditional simultaneous interpreters, especially those working in the context of on-site live broadcast interpretation. According to Daniel Gile's Effort Model (1995), the difficulties of interpreting numbers can be attributed to three factors: the large amount of information, low predictability, and differences between Chinese and English numbers.

All these difficulties are amplified in the context of live broadcast interpretation. The errors in Example 8 were a result of the different digital recording systems used for Chinese and English numbers. Unfortunately, numbers play a crucial role in debates like this. Both candidates are skilled debaters, and their teams gather various data beforehand as supporting materials. During the debate, speakers often use numbers as powerful tools to attack their opponents and persuade the audience. Additionally, using numbers makes their arguments appear more realistic and sincere. In the scenario of live broadcast interpretation, interpreters' processing capacity is already heavily taxed, making number conversion an even more complex issue for them to handle.

b)   Complicated sentences
Example 9:

ST	TT	Back Translation of TT
So let's talk about who is prepared to lead our country over the course of the next four years on what is an existential threat to us as human beings.	那，那你就知道谁准备好接下来四年 4 年来领导我们的国家，我们知道对人类的潜在的危险性是什么。	Then, then you know who is ready to lead our country in the next four years, and we know what the potential danger is to mankind.
We have no more complicated consequential foreign relationship than the one with China.	我们，没有，跟中国现在复杂关系。比起之前都还要复杂。	We, no, have a complicated relationship with China. It's more complicated than before.

Complex sentence structures pose significant challenges for simultaneous interpreters, leading to interpreting errors. The intricate nature of these sentences makes their segmentation and reconstruction difficult. This complexity often results in illogical and poorly segmented output. One reason for these errors is the rapid conveyance of important meaning through inconspicuous linking words, which are often overlooked in high-pressure working environments. Comparative structures also pose difficulties due to the different word order between Chinese and English. Interpreters often break long sentences into shorter segments to alleviate the burden on short-term memory, but this strategy can lead to fragmented output.

For example, the sentence "We have no more complicated or consequential foreign relationship than the one with China" was misinterpreted as "Our relationship with China is more complicated than ever before." Although the interpreter realized the correct meaning towards the end of the sentence, there was no time to rectify the error.

c)   Other reasons (shortage of processing capacity, on-site distractions, etc.)
Example 10:

ST	TT	Back Translation of TT
[Mike Pence:] And under President Trump's leadership, Operation WarpSpeed, we believe we'll have literally tens of millions of doses of a vaccine before the end of this year.	在川普的领导之下，在 Warp Speed 这个计划之下，我们现在已经有了系列性的疫苗，非常多的剂量的疫苗。	Under Trump's leadership, under warp speed, we now have a series of vaccines, a lot of doses of vaccines.
[Mike Pence:] And we began, really, before the month of February we started to develop a vaccine and to develop medicines and therapeutics that have been saving lives all along the way.	到了二、二月的时候我们就开始开发疫苗，还有很多可以拯救性命的药物。	In February and February, we began to develop vaccines, and there are many drugs that can save lives.

Even with extensive preparation on the topic of COVID-19, interpreters can still misinterpret minor details due to a lack of processing capacity, as stated by Daniel Gile (1995). In the context of Covid-19, the timeline was crucial, and accurate interpretation of key milestones was necessary. In one example, the future tense was mistakenly interpreted as the past tense, leading to a misunderstanding about the development of vaccine doses. This misinterpretation was not due to complex vocabulary or sentence structure but rather a result of the interpreter's processing capacity being overwhelmed. The interpreter's pause when encountering the term "Warp Speed" indicated that some processing capacity was consumed, resulting in the missed tense in the subsequent sentence.

PRELIMINARY DISCUSSION OF NORMS OF S.L.-T.L. RELATIONS

When it comes to norms in interpreting, LBSI, as a subcategory of S.I., shares some similarities with the traditional one. However, tailored norms emerge because of the distinct characteristics of LBSI. The S.I. performance and products of the 2020 Debate were far from perfect, but we can draw lessons from both the positive and negative aspects of the practice.

Based on the S.L.-T.L. analysis of the 2020 Debate and known norms of conference interpreting (see Wang, 2013 for more), the following are preliminary discussions of norms of S.L.-T.L. relations in the context of LBSI:

(1) Interpreters aim to accurately convey the original speakers' ideas and expressions without adding their own opinions.
(2) Interpreters closely follow the speakers' pace and employ strategies like compression and vague expressions to stay in sync.
(3) Interpreters use strategies to present an acceptable interpretation for the audience, considering the live broadcast nature of the event.
(4) Addition and backtracking are rarely used during LBSI.
(5) The T.L. output is usually short and follows the original word order despite potential differences in logic and clarity for the audience.

Overall, interpreters strive to adhere to these norms to provide the best interpretation possible.

NORMS OF TARGET LANGUAGE COMMUNICATION

For the Chinese audience of the debate, the T.L. is their only means of understanding. It is important to note that one characteristic of LBSI is that it is a one-way communication process. This means that the audience does not have the opportunity to ask questions or seek clarification, and the interpreters are unable to receive immediate feedback from the audience in order to adjust their interpretation.

This section will focus on describing the characteristics of the live broadcast interpreting product solely from the perspective of the T.L., which in this case is Chinese. The effectiveness of communication will be influenced by factors such as the voice quality of the interpreter (which will not be further discussed in this section as it is inherent), the fluency, and the expression of the T.L. The following section will explore the T.L. from different perspectives and provide a preliminary discussion on the norms of T.L. communication.

In his study, Wang (2013) identified three components of the intra-textual description of the T.L.: language forms (grammar, syntax), communicative functions (proper expressions, consistency, communicative efficiency), and delivery (clarity, fluency). It has been previously mentioned that the audience of live broadcast simultaneous interpretation has higher expectations towards interpreters' voices due to their familiarity with professional hosts. Therefore, the presentation of the T.L. is of utmost importance.

The main issues with the output can be summarized as follows:

(1) Improper language expressions

Improper language expression in this context refers to cases where the meaning of the T.L. is consistent with the original, but the expression does not adhere to the norms and conventions of that language. Compared to missing information and interpreting errors, improper language expression (especially when interpreting into Language A) is a more noticeable phenomenon due to the cognitive load it imposes. Another factor contributing to improper language expression is the influence of the S.L. structure. Even though the interpreter understands the meaning of the S.L., negative transfer occurs during the translation process (Wang, 2013).

In the context of LBSI, the interpreting products are more susceptible to improper language expression due to the high-density information, fast speaking speed, and psychological pressure resulting from the high exposure rate. The following examples illustrate this issue.

Example 11:

TL	Improved Version
发展疫苗	研发疫苗
[Back Literal Translation: develop vaccines]	[research and develop vaccines]
所以这是拜登跟我站在策略的计划。	所以这是我和拜登的计划。
[So this is the plan that Biden and I stand strategically on.]	[So here's my plan with Biden.]
那为什么我们比任何世界上其他一个富裕国家都有更多的死亡人数呢?	那为什么我们的死亡人数比世界上任何一个发达国家都多呢?
[So why do we have more deaths than any other single wealthy country in the world?]	[So why do we have more deaths than any other developed country in the world?]
美国人一定要知道我们川普是美国优先的总统。	美国人一定要知道特朗普是以人民优先的。
[Americans must know our Trump is an America First president.]	[Americans must know Trump is putting people first.]
现在我们也没, 都在我们一直生产数以万计的疫苗。	现在我们一直在生产大量的疫苗。
[Now we didn't either, all are we have been producing tens of thousands of vaccines.]	[Now we have been producing tons of vaccines.]
事实上, 当你谈到我们执政失败, 我们知道失败长什么样。	事实上, 谈及执政失败, 我们之前有过相关经验。
[In fact, when you talk about our failure to govern, we know what failure looks like.]	[In fact, when it comes to governing failures, we have had relevant experience before.]
拜登呢是非常具有透明度的, 特别是现在总统并没有。	拜登非常重视透明执政, 而特朗普不是这样的。
[What about Biden is very transparent, especially now that the president isn't.]	[Biden is very much about governing with transparency, while Trump is not.]
气候变迁拿走他们的官方网站。	将气候变化从官网上撤走。
[Climate transference takes away their official website.]	[Remove climate change from the official website.]
我们对中国站起来。	我们对待中国态度强硬。
[We stand up to China.]	[We treat China tough.]
川普也持续会聆听科学的意见。	特朗普也会尊重科学。
[Trump will also continue to listen to science.]	[Trump will also respect science.]

During the unprepared live broadcast of the S.I., the interpreters often lacked the time and energy to come up with elaborate expressions. As a result, improper language expressions were frequently used, which compromised the overall quality of the interpretation. Although the original meaning could be inferred, the overall impact was diminished to some extent. According to a survey conducted by Sun and Liu (2004), factors such as this could influence the audience's willingness to watch the program.

(2) Other problems

In addition to improper language expressions, the S.I. product also faces other issues, such as stuttering, overuse of pet phrases, and unnecessary repetition. These problems can have a particularly negative impact on LBSI, where the audience's expectations are generally high. While different interpreters may have their own individual flaws in this regard, some of these issues are commonly observed among many interpreters. Here are a few examples.

Example 12:

Type	TL	Back Translation of TL
pet phrases	那这个晚上的辩论会分成 9 个主题，每个主题会有 10 分钟，那我会问你们有时候同 1 个问题，但是有有时候也会是不同的问题，但是同一个主题。那你们会有两分钟来表达，那不会有任何的干扰。那，那我觉得这个议题已经讲的差不多了，就会往下一个议题前行。	**Then** tonight's debate will be divided into 9 main topics, each topic will have 10 minutes, **then** I will ask you the same question sometimes, but sometimes it will be different questions, but the same topic. **Then** you will have two minutes to express it, and **then** there will be no interference. **Then, then** I think this topic has been talked about, and we will move on to the next topic.
	他们在加税，可是现在我们执政，我们增加了非常多蓝领阶级工人的薪资。所以，增加的收入，再加上我们的减税，所以平均家庭的收入，再加上我们减税，平均家庭收入增加 4000 块钱，所以从第一天，拜登他如果入驻白宫的话，第一天他就帮你加税。	They are raising taxes, but now that we are in power, we have increased the salaries of many blue-collar workers. Therefore, the increase in income, plus our tax cuts, **so** the average household income, plus our tax cuts, the average household income increased by 4000 yuan, **so** from the first day, if Biden moves into the White House, he will help you increase taxes on the first day.
stutter	那些…因为他们…我们知道…他们做了什么…副总统说，为什么他们不告诉任何人，因为总统想要大家保持镇定 。	Those … because they … we know … what they did … the vice president said, why didn't they tell anyone, because the president wanted everyone to stay calm.
	我想问你同样的问题，也就是，你有… 跟 …呃…副总统拜登，呃…讨论过，这个，当你们当选总统、副总统的时候，你们会采取什么样的防御措施？	I want to ask you the same question, that is, have you … discussed with … er … Vice President Biden, er … well, what defensive measures will you take when you are elected president and vice president?
unnecessary repetition	其实我也是一直都在惦记着所有的美国人民，要让你们知道我们永远惦记着你们。	In fact, I have been thinking about all the American people, and I want you to know that we will always think about you.
	保护了 220 万美国人。包括 220 万美国人 。	Protected 2.2 million Americans. Including 2.2 million Americans.

Different interpreters often have their own preferred phrases. In this particular case, the female interpreter repeatedly used the word "那" (then) without adding any meaning, while the male interpreter seemed to favour the word "所以" (so). Although these pet phrases did not affect the overall meaning of their interpretation, they did compromise the quality of their work in terms

of user experience. Interpreters may not even be aware of their reliance on these phrases, as they are unconscious habits formed over time. Additionally, their busy schedules often leave them with little time to address this issue.

Stuttering is another issue in the T.L., indicating a lack of processing capacity. Fluency is a crucial aspect of output quality and directly impacts the satisfaction of the audience. Unnecessary repetition can sometimes be seen as a strategy during live broadcast simultaneous interpretation, as it allows interpreters to buy some time while processing information. However, from the perspective of the T.L., this repetition, although harmless, can hinder the effectiveness of S.I. practice in terms of communication effort.

PRELIMINARY DISCUSSION OF NORMS OF TARGET LANGUAGE COMMUNICATION

The following are some preliminary discussions on the norms of T.L. communication in the context of LBSI based on an analysis of the interpreting products.

Interpreters strive to avoid prolonged periods of silence during the interpreting process. However, it is important to note that in the context of unprepared live broadcast interpreting, despite the high expectations of the audience, the performance of interpreters is not always perfect. Common flaws in the T.L. include improper language expressions, overused phrases, and stuttering. Nevertheless, interpreters prioritize avoiding long periods of silence, as this minimizes obstacles to effective communication and enhances user satisfaction. It can be argued that output with inappropriate expressions or delivery methods is still preferable to no output at all.

Interpreters also make efforts to use appropriate voice volume, speed, and intonation. The quality of the interpreters' voice is crucial for achieving effective communication and user satisfaction. During LBSI practice, interpreters employ strategies to keep up with fast speakers and maintain a normal speed of output. Additionally, they ensure that their voice volume and intonation align with T.L. norms.

Furthermore, interpreters tend to deliver their messages succinctly. Redundant delivery can consume time and diminish audience satisfaction. By delivering information concisely, interpreters can keep pace with speakers and simplify complex sentence structures from the original message.

NORMS OF PROFESSIONAL ETHICS

In Wang's (2013) study, it is argued that the norms of professional ethics can be better understood through extra-textual analysis of interpreters' interviews and reflections on their interpreting activities. However, due to limited access to such resources, this section will provide a preliminary discussion of the norms of professional ethics based on previous studies on interpreters' roles and professional ethics.

EXTRA-TEXTUAL ANALYSIS

In SI, the roles of interpreters are diverse. Liu (2004) defines their roles as follows: (1) decoding the S.L. and encoding the T.L.; (2) actively listening to and processing the S.L. rather than simply receiving it; (3) imitating the speaker; and (4) participating in cross-cultural and cross-linguistic communication. Liu also notes that due to the nature of their job, interpreters are often invisible and have limited communication with the recipients of the S.L. However, in the case of LBSI, the interpreters not only lack communication with the audience, but they also have no means of

communicating with them at all due to remote interpreting. As a result, the roles of interpreters in LBSI have both similarities and differences compared to traditional interpreting.

One similarity is that in LBSI, interpreters primarily serve as faithful spokespersons of the speaker in order to facilitate cross-cultural and cross-linguistic communication. This means that they simultaneously decode, encode, and process the messages. The following example demonstrates how the original messages were accurately conveyed.

Example 13:

ST	TT	Back Translation of TT
Good evening. From the University of Utah in Salt Lake City, welcome to the first and only vice-presidential debate of 2020 sponsored by the nonpartisan commission on presidential debates. I'm Susan Page of USA Today. It is my honor to moderate this debate, an important part of our democracy.	晚上好，这里是犹他州，盐湖城，犹他大学。欢迎来到 2020 美国副总统辩论我是 Susan Page, 今日美国的总编辑，我很荣幸能够主持这次的辩论，这是我们民主很重要的部分。	Good evening, this is the University of Utah, Salt Lake City, Utah. Welcome to the 2020 US Vice-President Debate. I am Susan Page, the editor-in-chief of USA Today. I am honored to preside over this debate, which is a very important part of our democracy.

Secondly, interpreters in live broadcast simultaneous interpretation are essentially imitators of the speakers. However, due to the challenges of imitating in real time, interpreters have to adopt alternative methods. For instance, during the 2020 Debate, a female interpreter was assigned to interpret for Kamala Harris and Susan Page, while a male interpreter was responsible for Mike Pence. This arrangement was made to ensure effective communication.

Nevertheless, LBSI is a unique and demanding form of interpretation that requires interpreters to take on more diversified roles. Wen (2006) argues that T.V. simultaneous interpreters' job is similar to that of media staff, involving duties beyond simply serving as language servers.

Faithfulness, an essential principle upheld by interpreters worldwide, is recognized and adhered to by live broadcast simultaneous interpretation professionals as well. However, during the Vice-presidential debate, although the two interpreters made diligent efforts to maintain faithfulness, they occasionally found themselves inadvertently deviating from it in their pursuit of maintaining a reasonably smooth and respectable output.

Example 14:

ST	TT	Back Translation of TT
Over the past week, Johns Hopkins reports that 39 states have had more COVID cases over the past seven days than in the week before.	那过去 17 天以来，数据指出 39 个州的的病例数呢越来越增加。	Well, in the past 17 days, the data shows that the number of cases in 39 States is increasing.

In Example 14, the interpreter identified an error in interpreting the time but faced a constraint in rectifying the mistake due to time limitations and the potential impact on overall fluency. At times, conflicts arise between maintaining faithfulness and delivering a fluent interpretation. The process of decoding the original information and encoding it into another language requires additional time and effort, often leading to delays and disruptions, which are contrary to achieving a smooth and respectable output.

LBSI requires interpreters to adhere to professional ethics that are shared with traditional conference interpreters. These include possessing professional competence, such as bilingual ability, knowledge of Chinese and English cultures, and understanding of relevant topics. Interpreters must also maintain mental resilience to thrive in the demanding interpreting environment.

By upholding these professional ethics and considering the unique challenges of LBSI, interpreters can strive for excellence and meet the expectations of their audience, speakers, and the interpreting profession as a whole.

DISCUSSION

As interpreting studies have developed, scholars have started to explore interpreting behaviour and activities in real sociocultural environments. Wang (2012) proposed the concept of interpreting norms, which refers to shared values among professional interpreters and the audience in specific situations. He also presented a theoretical framework for DSNI, including norms of S.L.-T.L. relations, norms of T.L. communication, and norms of professional ethics. Adopting Wang's framework for DSNI is crucial because it provides a comprehensive understanding of the sociocultural dimensions that influence interpreting practices, which are often overlooked in other theoretical approaches. By emphasizing on the shared values between professional interpreters and their audiences, his framework enables a more nuanced analysis of how interpreters meet the expectations and needs of different cultural contexts.

Building on previous studies of LBSI, particularly live T.V. S.I., this study summarizes the main characteristics of LBSI as follows:

(1) High degree of exposure: LBSI reaches a large audience, subjecting the S.I. product to examination and criticism from various individuals.
(2) Unfriendly working environment: LBSI's working environment is not ideal for interpreting practice. It heavily relies on equipment, resulting in factors such as voice quality and receiving signals that are beyond the interpreter's control and expectations.
(3) High audience expectations: Live broadcast audiences expect standard and professional language expression and voice quality, leading to high expectations for the product's quality.
(4) Single-way communication: During LBSI, information flows from interpreters to the audience without any feedback, creating a barrier to effective communication.

After summarizing the distinct features of LBSI, the study conducts a descriptive study of LBSI using the 2020 Debate as an example. The study focuses on three aspects of Wang's theory: inter-textual, intra-textual, and extra-textual. The main findings are as follows:

From the perspective of S.L.-T.L. inter-textual description, the main problems in the interpreting product are missing information and interpreting errors. In the real scenario of LBSI, interpreters adopt strategies such as compression, vague expressions, and accumulation of proper nouns to cope with the unfriendly interpreting environment. The norms followed by interpreters include being honest spokespersons, closely following the speakers, presenting an acceptable product, and rarely using addition and backtracking. The T.L. tends to be short and follows the original word order.

From the perspective of inter-textual analysis, the norms followed by LBSI interpreters share similarities with traditional norms. However, the output quality of LBSI is often far from flawless. Interpreters prioritize acceptability over coherence and accuracy, and they have limited flexibility in arranging the T.L. in a native language order.

From the perspective of T.L.'s intra-textual description, the main problems in the output are improper language expressions, stuttering, pet phrases, and unnecessary repetition. The norms followed by interpreters include avoiding long periods of silence, using appropriate voice volume, speed, and intonation, and delivering information succinctly.

From the perspective of extra-textual analysis, the roles of interpreters in LBSI are primarily to act as faithful spokespersons, visible communication bridges, and imitators of the speakers. Interpreters generally adhere to the professional ethics of faithfulness. However, the audience expects more from LBSI interpreters, viewing them as speakers, announcers, and coordinators rather than just interpreters. As a result, the norms followed by interpreters extend beyond traditional norms.

The norms followed by LBSI interpreters share some similarities with traditional norms, such as professional competence, service awareness, and awareness of professional development. However, there are also unique norms for interpreters in this field, such as occasionally sacrificing faithfulness for fluent delivery, being more tolerant of unfavourable on-site factors, and adapting to a high degree of exposure.

LBSI interpreters, as a subbranch of conference interpreters, work within the limitations and standards of traditional simultaneous interpreters while facing the challenges of the media's unfriendly interpreting environments. It is natural for them to gradually develop and adhere to norms based on the professionalism of interpreting. However, the vitality of the interpreting profession lies in its ability to adapt and evolve. In other words, interpreting norms are not static; they constantly change to meet new standards and working environments.

CONCLUSION

LBSI, a new form of conference interpreting, has emerged in the omni-media era, presenting both challenges and opportunities for interpreting studies. Traditionally, interpreting studies have focused on the cognitive process of interpreting. However, scholars have recognized that interpreting studies cannot be limited to this perspective, as interpreting is not only a complex cognitive process but is also influenced by internal and external factors, including interpreting norms.

This study summarizes the key characteristics of LBSI: high exposure, an unfriendly working environment, high audience expectations, and one-way communication. A descriptive study of LBSI, exemplified by the 2020 U.S. Vice-presidential Debate, reveals several insights. Interpreters face challenges such as missing information and errors, often adopting strategies like compression and vague expressions. The norms they follow include adhering to the role of an "honest spokesperson," closely following speakers, and minimizing additions and backtracking. Common issues include improper expressions, stuttering, and repetition. Interpreters strive to avoid long silences, maintain proper volume and speed, and deliver succinct messages. Interpreters act as faithful spokespersons, visible communication bridges, and imitators of speakers. They generally adhere to professional ethics, but audience expectations extend beyond traditional roles, requiring interpreters to also function as speakers, announcers, and coordinators.

The study's findings have significant implications for the field of simultaneous interpreting, particularly for live broadcasts. It highlights the unique challenges live broadcast interpreters face, such as high exposure, an unfriendly working environment, high audience expectations, and one-way communication. These challenges necessitate new strategies and norms distinct from traditional conference interpreting. The shift from cognitive processes to include sociocultural and contextual factors in interpreting aligns with Wang's (2013) framework on interpreting norms. The comprehensive analysis of inter-textual, intra-textual, and extra-textual aspects provides a deeper understanding of how norms influence interpreter behaviour. The study suggests that interpreter training programs should incorporate scenarios simulating live broadcast environments to prepare interpreters for real-time decision-making. It also highlights the need for interpreters to balance fidelity to the original speech with the practical demands of live broadcasting, emphasizing skills beyond traditional techniques.

Furthermore, understanding audience expectations and the multi-faceted role of interpreters in live broadcasts suggests the need for interpreters to be effective communicators and adaptable to various roles. This broader skill set should be included in training curricula. Finally, the study underscores the importance of flexibility in interpreting norms to accommodate changing technological and sociocultural contexts. Ongoing research and adaptive practices are essential for maintaining high-quality interpretation in diverse settings.

LBSI is a developing form of conference interpreting that deserves more attention in the study of interpreting norms. A real-scenario analysis based on DSNI provides valuable insights for future practice. The descriptive analysis of LBSI in this study not only provides a deep understanding of interpreting behaviour and activities influenced by various factors but also enriches the study of real sociocultural aspects in the field of S.I. and interpreting norms. It offers valuable insights for interpreters and expands our understanding of this new form of S.I.. Further research could aim to expand the number of case studies in order to gain a more comprehensive understanding of the norms in interpreting.

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