

Mental process of simultaneous interpreting with text in Korean into French and its pedagogical implications

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편혜원 (2015). 한-불 텍스트동시통역 시 통역사의 정보 처리와 교육적 적용.

Pyoun, Hyewon (2015). Mental process of simultaneous interpreting with text in Korean into French and its pedagogical implications. Unpublished doctoral dissertation. Graduate School of Interpretation and Translation. Hankuk University of Foreign Studies. Seoul, South Korea

This study observes the interpreter's strategies and his/her information processing when auditive and visual input are both provided, comparing simultaneous interpreting with text (SIT) and without text. SIT refers to the mode of simultaneous interpreting in which texts to be read by the speaker are given to the interpreter in advance. Although now common in international conferences, SIT has received little attention in research and lacks systematic education in interpreting and translation schools. Based on previous research on SIT, albeit meager, this study observes the interpreter's strategies through in-depth interviews and an experiment, and further seeks to

suggest an appropriate education model.

First, in-depth interviews were conducted with international conference interpreters to find out how they see SIT and what difficulties they face in performing SIT. Next, an experimental study was carried out with practicing experienced international conference interpreters with the language combinations of French and Korean. More specifically, six subjects were asked to carry out three tasks: simultaneous interpreting without text, SIT with a Korean text, and SIT with an English text, English being a non-major language of the interpreters. This study involves intra-subject analysis but no between-subject analysis. The focus is on time lag in simultaneous interpreting, thereby ruling out quality assessment, as variability between interpreters is hard to overcome. The subjects' heart rates and blood pressure were measured during their task performance so as to analyze their response to the input of information. For the results of the subjects' interpreting ear-voice span (EVS) and tail-to-tail span (TTS), the time lag in simultaneous interpreting, were examined in terms of omissions in information, which can reveal overload in information processing by the subjects.

The following findings were drawn:

First, the mode preferred by practicing conference interpreters was found to be spontaneous speech. If texts are given in advance, interpreters preferred cases where the overall flow of the text was maintained, but not read by the speaker. On the other hand, interpreters experienced much difficulty when speakers read out from their texts but did not give the texts to interpreters.

Second, contrary to the general assumption that omissions will decrease when visual input is given, omissions actually increased during SIT. It was found that omissions were more frequent around the times when the speaker rendered his/her speech differently from

the text.

Third, looking at the correlation between omissions and EVS/TTS, omissions occurred when EVS lengthened in simultaneous interpreting without text. However, no direct correlation was observed between EVS and omissions in SIT. One of the significant findings of this study is that it revealed that the time lag with a direct correlation with omissions is TTS..

Fourth, the subjects' heart rates rose when they were overloaded with information processing, for instance when they lagged behind the speakers or when the speakers were not following the text.

Fifth, this study, with in-depth interviews and an experimental study along with theoretical background of SIT, has provided the basis for SIT education, which needs more organized structure in domestic interpreting and translation schools. The suggested SIT education model based on the analysis of the results of the experiment is expected to be utilized in teaching SIT.

The significance of this study is that it lays the starting point of SIT research, and in particular time-related study of simultaneous interpreting with the language combinations of Korean and French. If we start carrying out experimental or observational studies for simultaneous interpreting, beginning with variables that can be controlled, extensive studies on the mental process involving SIT can be accumulated.