RE-EXAMINING OMISSION IN SIMULTANEOUS INTERPRETING

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Abstract: *This article draws on different lines of research to re-examine omission in simultaneous interpreting, (re)theorizing omission as a strategy, and how the student interpreter is not always strategic and intentional, but avoids missteps. information provided.*

Key Words: *Thesis, Dissertation, taxonomy, Cognitive, pragmatic, conceptualized.*

Аннотация: *Эта статья опирается на различные направления исследований, чтобы пересмотреть пропуски в синхронном переводе, (пере)теоретизировать пропуски как стратегию, а также то, как студент-переводчик не всегда действует стратегически и преднамеренно, но избегает ошибок.*

Ключевые Слова: *Диссертация, Диссертация, таксономия, Когнитивный, прагматический, концептуализированный.*

Annotatsiya: *Mazkur maqolada sinxron tarjimonda qoldirilganlikni qayta tekshirish, strategiya sifatida tashlab qo'yishni (qayta) nazariylashtirishga tadqiqotning turli yo'nalishlarini, tarjimon talaba har doim ham strategik va qasddan, lekin noto'g'ri yo'l qo'ymaslik haqida ma'lumotlar berilgan.*

Kalit so'zlar: *Tezis, Dissertatsiya, taksonomiya, Kognitiv , pragmatik, kontseptsiyalashtiriladi.*

INTRODUCTION

This study investigates the causes of deficiencies in the student interpreter's simultaneous interpreting performance with specific reference to the method used for strategic purposes. The (re)strategy is achieved through an inclusive system that incorporates the theory of abandonment. different lines of research, including the cognitive processing paradigm, the product-oriented approach, and the sociocultural approach to interpretation. The thesis data is based on recordings and retrospective interviews with eight student interpreters, and data interpretation from a nine-week observation period of a simultaneous interpreting class that included another group of students from the same program. This multi-method design is aimed at learning. The lesson deals with the causes of shortcomings in the work of student translators and how to leave the norms of translation.

STATISTICS AND METHODOLOGY

The (re)theorization of abandonment as a strategy is achieved through an inclusive framework that incorporates different strands of research, including a cognitive processing paradigm, a product-oriented approach, and a sociocultural approach to interpretation. The thesis is based on interpretation data from

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recordings and retrospective interviews with eight student interpreters and data from a nine-week observation period of a simultaneous interpretation class involving another group of students in the same program. This multi- method design aims to explore the causes of student interpreters' performance gaps and how they adhere to interpreter norms related to absenteeism. Dissertation is based on various theoretical information to demystify the concept. Napier's (2004) omission taxonomy, albeit with some adaptations, is used to study the causes of omission, as it includes strategic omissions unlike others. is a single taxonomy (eg Barik 1971; Gile1999a). error. The application of the adapted taxonomy in this study led to the identification of various deficiencies for the reasons reported by the student translators. One of the results of the study was that the student interpreter was not always able to distinguish clearly between being strategic and being intentional but not wrong. Although some omissions resulted in the loss of information, the student translators described such omissions as strategic. Such seemingly conflicting conceptualizations are identified and discussed in relation to the concept of face threat (Monacelli 2009), researcher reflexivity, and interpretive norms presented in the classroom. Although there has been much research on the interpretation of norms, there is a lack of research on the 'extratextual source' of norms (Toury 1995: 65), which requires consideration of the wider socio-cultural context. does. One of the unique contributions of the study is to examine the ways in which the interpreter trainer and students act to interpret norms in the classroom, which in turn shapes the student interpreter's use of omission. Based on Bourdieu's (1972; 1980; 1990) practice theory and its implications for translation and interpreting studies, the translation curriculum is conceptualized as a "discursive field of norms" and analyzed to explore how norms are the norms of the field. neglect is initiated, transmitted, discussed and challenged. The documents are seen as important contextual factors that help to provide a detailed description of the norms of omission. By analyzing the causes and norms of omission in the context of the interpreting classroom, this multi-method study provides new perspectives for examining omission and provides new insights for understanding the process of simultaneous interpreting. It also makes a solid contribution to the underexplored field of interpreting norms from a socio-cultural perspective and opens new avenues for the study of ethics as a primary norm of conference interpreting. In particular, the findings suggest applicability to translation training. The student interpreters and the trainer, although both Chinese, work together on the British Interpreter Training Programme. Thus, the conflict of norms manifested in their interaction can be understood in relation to the expectations of the target culture and the cultural

habitus, which indicates the need to consider such factors in the design of international translation.

RESULTS

The inconsistency between cognitive and pragmatic approaches creates didactic problems, because it does not answer the question of whether it is appropriate to use omission and condensation methods to reduce redundant information in the source speech, or whether translators should always follow the rules. original. A pragmatic approach seems to shed new light on the question of quality. It suggests that a translator's decision not to include certain elements does not necessarily stem from the mental overload described in the rope hypothesis. Again, theory is one thing and the actual behavior of translators is another. Thus, we tried to conduct an experiment to test the performance of translator trainees and professional translators in this regard.

CONCLUSION

The aim of the experiment was to study the actual behavior of the participants regarding the use of gaps in a real translation task. The experience made it possible to check the behavior of both trainee translators and professional translators .