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MASTER’S THESIS

STRATEGIES AND ERRORS IN SIMULTANEOUS
INTERPRETING: A STUDENT ORIENTED EXPERIMENT IN
ENGLISH-TURKISH LANGUAGE PAIR

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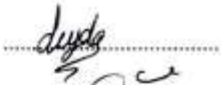
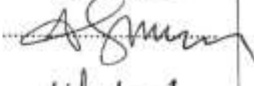
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DECLARATION

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ABSTRACT
Master's Thesis
Strategies and Errors in Simultaneous Interpreting:
A Student Oriented Experiment in English-Turkish Language Pair
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The objective of this thesis is to analyze and describe the strategies and errors in simultaneous interpreting performances of the students in English and Turkish language pair and to explore the relationship between the effect of directionality and omissions, additions, substitutions and errors in students' performances. A small-scale experimental study was conducted with 10 interpreting students. A control group of 4 professionals was added to the study in order to benchmark the results of the students. The study relies on triangulation of multiple sources of data (i.e. recordings of the interpreting sessions, pre- and post- experiment surveys, and retrospective interviews).

As a result, the study has revealed that all of the student and professional participants resort to omissions, additions, substitutions and make errors. The most frequently observed strategy that the student participants resorted during their interpreting performances was omissions. This was followed by errors, substitutions, and additions. With respect to the effect of directionality, it was observed that the students make significantly more comprehension/production omissions, delay omissions, mild phrasing changes and substantial phrasing changes while interpreting from Turkish into English compared to the opposite direction. In the light of the discussion within the context of the Effort Models, this study demonstrates that the Production Effort requires less cognitive load for the students

while interpreting into L1. However, the results of the t-test and the self-assessments of the professional interpreters indicate that interpreting direction does not have an effect on the omissions, additions, substitutions and errors of the professional interpreters. The present study sets a ground basis for further research and paves the way for more detailed comparisons of interpreting students and professionals with regards to directionality and abovementioned strategies and errors.

Keywords: Interpreting, Simultaneous Interpreting, Strategy Use in Simultaneous Interpreting, Omissions, Additions, Substitutions, Errors, Directionality

ÖZET

Yüksek Lisans Tezi

Simultane Çeviride Stratejiler ve Hatalar:

İngilizce-Türkçe Dil Eşinde Öğrenci Odaklı Deney

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Bu tezin amacı, öğrencilerin İngilizce-Türkçe dil eşindeki simultane çeviri performanslarında görülen stratejileri ve hataları tanımlamak, analiz etmek ve çeviri yönü ile öğrencilerin performanslarındaki eksiltme, ekleme, ikame ve hataların arasındaki ilişkiyi incelemektir. Bu amaca ulaşmak için 10 sözlü çeviri öğrencisi ile küçük ölçekli deneysel bir çalışma yapılmıştır. 4 profesyonel sözlü çevirmenden oluşan bir kontrol grubu, öğrencilerin sonuçlarını kıyaslamak için çalışmaya eklenmiştir. Bu çalışma çoklu veri kaynaklarının üçlenmesine (sözlü çeviri oturumlarının ses kayıtları, deney öncesi ve sonrası anketler ve geriye dönük mülakatlar) dayanır.

Sonuç olarak, bu çalışma, tüm öğrenci ve profesyonel katılımcıların eksiltme, ekleme, ikame stratejilerine başvurduğunu ve hatalar yaptıklarını ortaya koymuştur. Öğrencilerin sözlü çeviri sırasında en sık başvurduğu strateji eksiltmelerdir. Bunu hatalar, ikameler ve eklemeler takip etmektedir. Yönlülüğün etkisi bağlamında, öğrencilerin Türkçeden İngilizceye sözlü çeviri yaparken karşıt yöne kıyasla önemli ölçüde daha fazla kavrama/üretme eksiltmeleri, gecikme eksiltmeleri, orta çaplı ifade değişikliği, geniş çaplı ifade değişikliği yaptıkları gözlemlenmiştir. Çaba Modeli ışığında yapılan tartışmalarda, bu çalışma, öğrencilerin Üretim Çabasının L1'e (birinci dil) sözlü çeviri yaparken daha az bilişsel yük gerektirdiğini ortaya koymuştur. Ancak, t-test sonuçları ve profesyonel

çevirmenlerin öz değeriendirme sonuçları yönlülüğün profesyonel çevirmenlerin eksiltme, ekleme, ikame ve hataları üzerinde önemli ölçüde bir etkisi olmadığını göstermektedir. Bu çalışma ilerideki çalışmalar için bir temel oluşturmakta ve yönlülük ve yukarıda bahsi geçen strateji ve hatalar bağlamında sözlü çeviri öğrencileri ve profesyonellerinin daha detaylı karşılaştırılmasının önünü açmaktadır.

Anahtar Kelimeler: Sözlü Çeviri, Simultane Çeviri, Simultane Çeviride Strateji Kullanımı, Eksiltmeler, Eklemeler, İkameler, Hatalar

**STRATEGIES AND ERRORS IN SIMULTANEOUS
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CONTENTS

APPROVAL PAGE	ii
DECLARATION	iii
ABSTRACT	iv
ÖZET	vi
CONTENTS	viii
LIST OF ABBREVIATIONS	xi
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF APPENDICES	xiv
 INTRODUCTION	 1

**CHAPTER ONE
BACKGROUND TO THE STUDY**

1.1. INTERPRETING: GENERAL DEFINITIONS	6
1.1.1. Interpreting Modes	6
1.1.2. Rise of Simultaneous Interpreting	9
1.2. SIMULTANEOUS INTERPRETING IN TURKISH-ENGLISH LANGUAGE PAIR	11
1.2.1. English Syntax	13
1.2.2. Turkish Syntax	15
1.2.3. While interpreting	19

CHAPTER TWO

LITERATURE REVIEW, THEORETICAL FRAMEWORK AND METHODOLOGY

2.1. LITERATURE REVIEW	21
2.2. THEORETICAL FRAMEWORK	27
2.2.1. The Effort Model in Simultaneous Interpreting	27
2.2.2. Barik's Taxonomy and Definitions	30
2.2.2.1. Omissions	30
2.2.2.2. Additions	32
2.2.2.3. Substitutions and Errors	34
2.3. METHODOLOGY	38
2.3.1. Research Design	38
2.3.2. Limitations	39
2.3.3. Assumptions	39
2.3.4. Variables	40
2.3.5. Data Collection Tools and Procedures	41
2.3.6. The Pilot Study	44
2.3.7. Source Texts	45
2.3.8. Speaker	48
2.3.9. Participants	49

CHAPTER THREE

FINDINGS AND DISCUSSION

3.1. INTERPRETING PERFORMANCES	54
3.1.1. Interpreting Performances of the Students	55
3.1.1.1. Omissions	55
3.1.1.2. Additions	71
3.1.1.3. Substitutions and Errors	79

3.1.1.4. Other Omissions, Additions, Substitutions and Errors	92
3.1.2. Professionals	93
3.1.3. Results of the T-test	94
3.2. POST-INTERPRETING SURVEY AND RETROSPECTIVE INTERVIEWS	96
3.3. SUMMARY OF THE FINDINGS AND DISCUSSION	106
CONCLUSION	115
REFERENCES	119
APPENDICES	

LIST OF ABBREVIATIONS

SI	Simultaneous Interpreting
L1	First Language
L2	Second Language
L3	Third Language
M1	Skipping Omission
M2	Comprehension/Production Omission
M3	Delay Omission
M4	Compounding Omission
A1	Qualifier Addition
A2	Elaboration Addition
A3	Relationship Addition
A4	Closure Addition
E1	Mild Semantic Error
E2	Gross Semantic Error
E3	Mild Phrasing Change
E4	Substantial Phrasing Change
E5	Gross Phrasing Change
ILC	International Labor Conference
ST	Source Text
TT	Target Text
S	Student
P	Professional
IBM	International Business Machines
AIIC	International Association of Conference Interpreters
ENG>TR	from English into Turkish
TR>ENG	from Turkish into English

LIST OF TABLES

Table 1: Sentence Sequences in English	p. 15
Table 2: Sentence Sequences in Turkish	p. 19
Table 3: Limited Variables	p.41
Table 4: Verbosity Analysis in English into Turkish Direction	p. 50
Table 5: Verbosity Analysis in Turkish into English Direction	p. 50
Table 6: Individual Distribution of Omissions in Professionals	p.93
Table 7: Individual Distribution of Additions in Professionals	p. 94
Table 8: Individual Distribution of Substitution and Errors in Professionals	p. 94
Table 9: Effect of Directionality (Students and Professionals)	p. 95
Table 10: Strategies and Errors with Significant Difference (Students)	p. 95
Table 11: Strategies and Errors with Significant Difference (Professionals)	p. 96

LIST OF FIGURES

Figure 1: Familiar Interpreting Strategies (Students)	p. 52
Figure 2: Familiar Interpreting Strategies (Professionals)	p. 53
Figure 3: Distribution among the Omission Types	p. 56
Figure 4: Individual Distribution of Skipping Omissions	p.57
Figure 5: Individual Distribution of Comprehension/Production Omissions	p.61
Figure 6: Individual Distribution of Delay Omissions	p.63
Figure 7: Individual Distribution of Compounding Omissions	p.67
Figure 8: Distribution Among Addition Types	p.71
Figure 9: Individual Distribution of Qualifier Additions	p.72
Figure 10: Individual Distribution of Elaboration Additions	p.74
Figure 11: Individual Distribution of Relationship Additions	p.77
Figure 12: Individual Distribution of Closure Additions	p.78
Figure 13: Distribution among Substitutions and Errors	p.80
Figure 14: Individual Distribution of Mild Semantic Errors	p.81
Figure 15: Individual Distribution of Gross Semantic Errors	p.83
Figure 16: Individual Distribution of Mild Phrasing Change	p.86
Figure 17: Individual Distribution of Substantial Phrasing Changes	p.88
Figure 18: Individual Distribution of Gross Phrasing Changes	p.89
Figure 19: Factors Causing Problems in English Speech	p.98
Figure 20: Factors Causing Problems in Turkish Speech	p.99
Figure 21: Self-evaluation of Students' Performances (English>Turkish)	p.99
Figure 22: Self-evaluation of Students' Performances (Turkish>English)	p.100
Figure 23: Strategies Marked by the Students (English>Turkish)	p.101
Figure 24: Strategies Marked by the Students (Turkish>English)	p.101

LIST OF APPENDICES

Appendix 1: Pre-Interpreting Survey (Students)	app p. 1
Appendix 2: Pre-Interpreting Survey (Professionals)	app p.4
Appendix 3: Post-Interpreting Survey	app p.7
Appendix 4: Source Text (English)	app p.9
Appendix 5: Source Text (Turkish)	app p.12



INTRODUCTION

Although interpreting is considered to be a newly studied discipline, its practice dates back to early history as the need to communicate between languages emerged long ago. It is not possible to pinpoint the earliest examples due to the nature of interpreting itself; however, the first trace of interpreting in history emerges in 3000 BCE and is an Egyptian hieroglyph (Delisle & Woodsworth, 2012: 248) in which there is a figure of a person sitting and pointing at her/his mouth, decoded as “dragoman” and “interpreter” (Budge, 1920: 106). Thanks to the advances in technology, although the nature of it remained the same, the way interpreters work has changed significantly throughout the centuries. Today, when we think of interpreters, people working in booths with technical equipment come to our minds. In particular, the Filene-Finlay “International Translator System” developed by International Business Machines (IBM) is considered to be a groundbreaking invention laying the foundation for simultaneous interpreting. However, it was not until the Nuremberg Trials, which took place 20 years after IBM’s invention, that simultaneous interpreting was in the ascendant.

Simultaneous interpreting (SI) can be defined as “the mode of interpreting in which the interpreter renders the speech as it is being delivered by a speaker into another language with a minimal time lag of a few seconds” (Diriker, 2015: 382). IBM enabled us to have the same speech in multiple languages at the same time, in the same room. When we think of the way that nations are intertwined with one another with the establishment of international bodies, resorting to SI has not only been beneficial but also necessary. In the beginning, the simultaneous interpreters were not many in number and the ones performing simultaneous interpreting lacked an educational background in interpreting or expertise in the field. Riccardi (2005: 754) puts forward that most of the simultaneous interpreters at the time were consecutive interpreters who worked “forcibly”; therefore, their motto was “*Rem tene, verba sequentur*” which was originally uttered by Cato and can be translated as “Understand the sense and the message will follow”. With the profession on the rise – after being incorporated as a topic of different fields such as translation and psychology – research in the field of interpreting started at the beginning

of 1950s, and the earliest academic study in the field is considered to be Paneth's work in 1957 (Gile, 1994: 149). Today, thanks to the advances and the research in cognitive studies, psycholinguistic studies, and interpreting studies, it is a fact that simultaneous interpreting is a task that lights up multiple parts of the interpreters' brains and forces them to coordinate between different tasks at the very same time.

Kohn and Kalina (1996: 132) define interpreting as "strategic discourse processing". Especially in cognitive approaches, the notion of "strategies" was addressed frequently (Kalina, 2015: 402) and it was claimed that the interpreters are in the need of utilizing different "tactics" (Gile, 1995: 191), "techniques" (Jones, 1998: 101), "skills" (Setton, 1999) or "strategies" to cope with the challenges they encounter due to the nature of their task. Therefore, many scholars of interpreting studies have tried to tap into the minds of the interpreters to understand the underlying reasons of why they make certain strategic decisions.

Another topic that drew the attention of scholars throughout the years was directionality. Traditional discussions were mainly focusing on the superiority or inferiority of one language. There are two polarized views regarding directionality in interpreting. On one hand, the scholars of the Paris School were in favor of interpreting only into the native tongue. For instance, Bross-Brann (1975: 93) explicitly said that true interpretation can only occur while translating into L1. Seleskovitch took the argument of directionality further and stated that interpreting into L2 should not be practiced or taught at all (as cited in Bartłomiejczyk, 2015: 109). On the other hand, scholars of the Soviet School claimed that interpreting into L2 can also be superior as the comprehension of the source speech is an essential component of simultaneous interpreting. Gile (2005: 10) criticizes the traditional positions regarding directionality as being based on personal experience, ideology and tradition, and lacking empirical research.

With respect to these two long-standing research topics in interpreting, the present study aims to address the strategies and errors of the students in relation to interpreting direction. The only language pair to be focused on within this research is English and Turkish. Therefore, the study abstains from drawing general conclusions either in favor of interpreting into L1 or into L2, but it rather focuses on the effect of directionality on

strategies and errors of students in the English and Turkish language pair. The notion of “strategies” is very inclusive and there is no definite consensus reached among interpreting scholars. In his recent study, Li (2013) summarizes interpreting strategies under 16 different categories and 32 different names. A study including all the existent interpreting strategy categories would not be possible in a small-scaled work; hence, the present study explores only the omissions, additions, substitutions and errors of the interpreting students with reference to Barik’s taxonomy (1971), which suggests one of the first detailed categorization of interpreting strategies.

Running an analysis regarding strategies and errors – also referred as “error analysis” – is considered as a product-oriented tool used in pedagogy and interpreting studies (Falbo, 2015: 143). In an attempt to broaden the scope of the research, the present study aims to go beyond identifying and describing omissions, additions, substitutions and errors; that’s why, it utilizes the Effort Model suggested by Gile (2005). This model was chosen in order to dig down deep and discuss the effect of directionality on the abovementioned strategies and errors by taking the cognitive load presented by the interpreting directions into consideration. Moreover, surveys and interviews are integrated into the study in an effort to reach more objective and concrete results on the effect of directionality. Lastly, a small group of professionals are included as a part of the research so as to observe whether the effect of directionality, if any, is peculiar to the students.

Bearing these in mind and combining the issue of directionality with the error analysis and the Effort model, the present study aims to address the following research question:

- a. Does directionality have an effect on the rate of omissions, additions, substitutions and errors of the interpreting students in simultaneous interpreting in English and Turkish language pair?

To find an answer to this overarching research question, this study seeks to answer the following sub-questions:

- a1) To what extent do interpreting students resort to omissions, additions and make substitutions and errors in simultaneous interpreting in English and Turkish language pair?

- a2) Which types of omission do interpreting students use most frequently in simultaneous interpreting in English and Turkish language pair?
- a3) Which types of addition do interpreting students use most frequently in simultaneous interpreting in English and Turkish language pair?
- a4) Which types of substitution/errors do interpreting students make most frequently in simultaneous interpreting in English and Turkish language pair?
- a5) Does directionality have an effect on the rate of omissions, additions, substitutions and errors of the interpreting professionals in simultaneous interpreting in English and Turkish language pair?

In the quest of answering these questions, an experiment was conducted with 10 senior interpreting students, and 4 interpreting professionals. The participants were asked to interpret two speeches with limited variables in different interpreting directions, and to complete a survey before and after their interpreting performances. The student participants were also asked to participate in the retrospective interviews after their interpreting performances. However, due to time concerns, the professional interpreters were reluctant to participate in the interviews. Therefore, they were kindly requested to write any additional comments that they would have into spaces created in the post-survey. The findings from the recordings, surveys and interviews of the students will be presented to the reader in detail and the discussion is going to be formed around the Efforts in simultaneous interpreting as it is previously mentioned. The findings in the professional interpreters, on the other hand, are going to be presented briefly as the present study is mainly student-oriented and the professional interpreters are included not for the purpose of a detailed comparison but rather to set a benchmark.

In order to answer the abovementioned questions and provide the reader with ease of reading, the present study is broadly divided into three chapters. Chapter 1 is designed to provide an initial background to the study and present general information about interpreting modes (i.e. sight interpreting, consecutive interpreting, and simultaneous interpreting), and the factors and technological developments paving the way for the rise of simultaneous interpreting. As the present study focuses on English and Turkish language pair, the syntactic features of each language are going to be explained briefly.

This is going to be followed by possible challenges that may emerge during simultaneous interpreting due to the asymmetries between these languages.

Chapter 2 aims to provide the reader with an insight into the previous studies regarding interpreting strategies, the theoretical framework of the study, and the methodology to be followed. Rather than focusing solely on works concerned with omissions, additions, substitutions and errors, the literature review aims to provide a broader look at the studies on strategy use in simultaneous interpreting. In the theoretical framework section, sub-headings of omissions, additions, substitutions and errors will be described in detail with regard to Barik's taxonomy (1971); then, the Effort Model (Gile, 1995) is going to be introduced. The last section of this chapter is going to deal with the methodology; this includes research design, limitations, assumptions, variables, data collection tools and procedures, statistical method, the pilot study and the processes of altering the source texts, selecting the speaker and the participants being explained one by one.

Chapter 3 first deals with the findings gathered from the simultaneous interpreting performances of the interpreting students and the interpreting professionals. To start, the omissions, additions, substitutions and errors observed in interpreting students are going to be explored and described in detail with examples. Then, the occurrence rates of these strategies and errors in interpreting professionals are going to be provided briefly. In the final sub-section, the results of the paired t-test run to explore the effect of directionality are going to be presented. The second section of the chapter is going to focus on the results of the post-survey and the retrospective interviews. Lastly, the summary of the findings is going to be given and the discussion is going to be presented.

CHAPTER ONE

BACKGROUND TO THE STUDY

1.1. INTERPRETING: GENERAL DEFINITIONS

1.1.1. Interpreting Modes

Interpreting is traditionally regarded as a form of translation, and, therefore considered as a sub-branch. When we look back at Holmes's "map" (1975) in which interpreting is examined under the category of "medium-restricted" form of human/machine translation or to Toury's DTS (1995), it is possible to see that interpreting itself is not "described" as a category of its own but as a mode of translation, which falls into a category. However, as the profession evolved and as more scholars started to work in the field of interpreting studies, it can now be understood that interpreting itself has different modes each of which has different challenges of its own and therefore requires different solutions whether these are different theories, strategies or training methods. In this sub-section, three main interpreting modes (i.e. sight interpreting, consecutive interpreting, simultaneous interpreting) are going to be addressed.

Sight Interpreting

Sight interpreting is the mode in which the interpreter delivers the target text verbally while reading the source text silently. Due to its "hybrid" nature, it may also be called "sight translation" in some sources; the reason why the term "interpreting" is preferred in the present study is its oral output. Sight interpreting can also be integrated into simultaneous interpreting, which Gile (1995) calls "simultaneous interpreting with text", as the speeches delivered by the speakers in conferences are generally written beforehand which enables the interpreters to access the texts prior to the interpreting sessions and follow the speech by both listening and looking at the text they have in hand. Another occasion when sight interpreting is integrated into simultaneous interpreting is when the speaker has a presentation and sticks to the sentences or data written on it which enables the interpreter to translate what is written while also following the utterances of

the speaker. However, the combination of these two is also thought to be a complex and risky task in terms of linguistic interference (Lamberger-Felber and Schneider, 2008).

Consecutive Interpreting

Consecutive interpreting is regarded to be in existence since the ancient Egypt, where the interpreters served the political, religious or military authorities, due to their position between two parties; however, the first example of ‘classic’ consecutive interpreting as it is accepted as different from “dialogue interpreting or “liaison interpreting” today was the one conducted in the League of Nations (Andres, 2015). Consecutive interpreting was one of the most commonly used interpreting mode until the Nuremberg Trials, which led to the rise of simultaneous interpreting, and is still a preferred way if the nature of the interpreting does not require more than one translator or language pair at a time. It requires less effort compared to simultaneous interpreting. It relies less on short-term memory but more on note-taking skills of the interpreter. That is why interpreters adopt abbreviations or symbols of their own to ease their note-taking processes, as they get more experienced. Novice interpreters, on the other hand, may have trouble in this process and tend to use their short-term memory more than their notes or try to jot everything that the speaker utters down which results in a more tiring and effort demanding interpreting process. In fact, it is not possible to state that one of the above is attributed more importance than the other as they both make up the storage needed for a smooth and fluent output; the interpreter is to determine the best combination of two so as to be prepared for the delivery stage. In Gile’s Effort Model (1995), which is also the model that is utilized to examine the process of simultaneous interpreting sessions subject to the present study, consecutive interpreting is composed of two main phases that are “listening” and “reformulation”, both of which demand training. In terms of a pedagogical framework, consecutive interpreting is also seen as a step towards simultaneous interpreting and embedded into curricula of some universities as the “prerequisite” course of SI.

Simultaneous Interpreting (SI)

In a broader perspective, simultaneous interpreting can be divided into two categories: SI without equipment and SI with equipment. The former can be practiced as “whispered interpreting” or “chuchotage” when the target audience is composed of just a few listeners, or sign language interpreters can simultaneously transfer a message in source language into a sign language system, which can also be rendered as simultaneous interpreting. The latter, which is the object of the present study and is to be referred as “simultaneous interpreting” throughout the study, requires the interpreter to be in a soundproof booth with headphones and a microphone. In today’s intertwined world resorting to simultaneous interpreting in multilingual conferences or regarding international affairs have provided us with ease. The events leading to the rise of SI are to be discussed in the following section, but here we can note that it was not until Nuremberg Trials that the simultaneous interpreting was a common practice. After the success of SI in 1940s, it started to replace consecutive interpreting and the large-scale demand on simultaneous interpreting has come with problems of its own. First of all, the Filene-Finlay model provided the interpreters with the necessary equipment, but the problems were not limited to technical issues. The nature of simultaneous interpreting was challenging due to its continuity, the requirement of minimal time lag (or “décalage”) and the burden it puts on the shoulders of the interpreter in terms of memory, all of which are to be discussed in detail with the strategies developed to tackle them in the following sections. The challenges of SI have grasped the attention of not only translation scholars but also psycholinguists, as the performance of interpreters in booths requires an unprecedented cognitive load. Diriker (2015), points out the concerns of SI as follows: modeling the interpreting process, working memory, interference, prosodic features, user expectations, assessment, anticipation, directionality and pedagogy.

1.1.2. Rise of Simultaneous Interpreting

Oral communication dates back in early history longer than written communication does; therefore, it is possible to conclude that oral intermediaries such as interpreters have been around for much longer than translators. A proof of this is, as stated in the introduction of the present study, the symbol for interpreters in ancient Egyptian hieroglyphs. However, interpreting as the profession we accept today started to be practiced around 1920s once French lost its status as *lingua franca* and other official languages came into existence (Gaiba, 1998: 27). This section aims to provide a short summary of the events that created the demand for simultaneous interpreting.

During the negotiation stages of 1919 Paris Peace Treaty, English was decided to be of equal weight as French was, and, hence, both languages were to be used in the following International Labor Conference (ILC) of 1919 in Washington, D.C. (Baigorri-Jalón, 2005b). Therefore, the speakers in ILC had the chance to address the audience in either of the languages and the consecutive interpreters were responsible for interpreting each speech into the other official language. Although it was a huge step forward in interpreting history, the interpretations were thought to be “wearisome” as they doubled the time spent for each speech and as there were people having command of both languages (Hetherington, 1920: 47). In 1925, the idea of a simultaneous interpreting system was put forward by Edward Filene and the system was designed by Alan Gordon Finlay in the following year. Originally called “the Filene-Finlay simultaneous translator”, the system eventually became a commercial product of International Business Machines (IBM). Interpreting had also been a concern in USSR approximately at the same time as the West; and, one of the most remarkable studies was of Dr. V. Z. Epshtein’s three interpreter method and his SI prototype which was first called “cumbersome”, but then was improved and used in the 6th Comintern Congress in 1928 (Chernov, 2016: 141-145). In 1931, The IBM® Filene-Finlay Translator was installed permanently at the headquarters of the League of Nations. Although simultaneous interpreting at the time was not practiced as it is right now, it was the “technological remedy” to the “snail’s pace” (Aronova, 2017: 649). In 1946, the road for the “polyglot” environment was further paved

by adoption of Chinese, French, Russian, English, Spanish, and, later on, Arabic as the official languages of the United Nations (Baigorri-Jalón, 2014). With the fall of *lingua francas* and promotion of multilingualism, the demand for interpreting a speech into various languages at the same time emerged. Nuremberg Trials of 1945 and 1946, which AIIC calls the “official birthdate” of simultaneous interpreting, was the first occasion where the modern-like SI was performed.

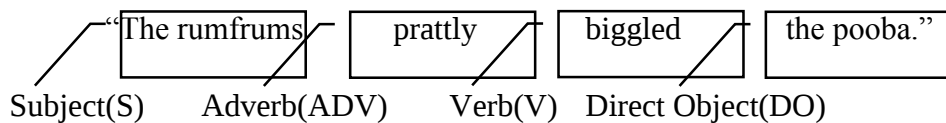
Following World War II, the victorious Allied powers – the USA, the UK, the USSR, and France – set up the International Military Tribunal (IMT) to prosecute the Nazi war criminals for their actions both before and during the war. The court proceedings are known as Nuremberg (German: Nürnberg) Trials. A judge and a prosecution team of each Allied power were present in the trials. This led to the first large-scale use of simultaneous interpreting. Colonel Dostert, who was in charge of organizing the simultaneous interpreting system in Nuremberg Trials, convinced Judge Jackson and the members of IMT (Baigorri-Jalón, 2014: 215). IBM’s simultaneous system was installed, and the two-step recruitment process of interpreters started. It was a highly challenging task as the profession was not even existent until a very short time ago and as there were no professional simultaneous interpreters at the time. Even the few trained interpreters or the bilingual or trilingual interpreters lacked the experience to go under this much workload in simultaneous interpreting. Trained in Geneva but admitting that she had never done simultaneous interpreting before the Nuremberg Trials (Skuncke, 1989: 7), Maire-France Skuncke came up with the idea of offering a training to the selected interpreters of the IMT (Gaiba, 1998: 146). After the abovementioned stages, the interpreters were divided into teams of twelve as there would be three interpreters in each booth. Each interpreter was to work for a half-day and there was a “reserve team” waiting next door in case of an emergency (Baigorri-Jalón, 2014: 227). Ramler (2007: 12-13) lists the challenges they faced during the interpreting process in Nuremberg Trials as follows: language structure – anticipating the German verb, dialects and technical terms, language ambiguities, documentation and briefing for interpreters, emotional impact on the interpreters and recording, editing and transcripts.

Although there is much to dwell upon concerning the interpreting practices in Nuremberg Trials, only the main points are covered in this section to provide a brief understanding of how SI emerged and rose in history. It can be concluded that despite the introduction of new equipment and mode, lack of training in simultaneous interpreting, the challenges the interpreters faced and most importantly, the stress factor caused by all of these, the interpreters in Nuremberg Trials marked their names in history with their successful interpreting performance and led to the rise of simultaneous interpreting around the world.

1.2. SIMULTANEOUS INTERPRETING IN TURKISH-ENGLISH LANGUAGE PAIR

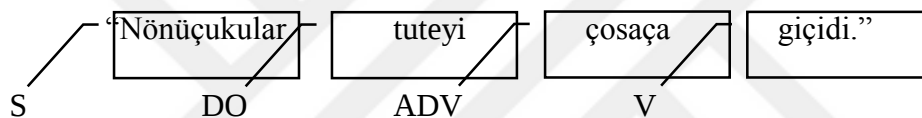
As the present study focuses specifically on simultaneous interpreting in English and Turkish language pair, the present section is prepared to shed light on the syntax of each language and the challenges faced while interpreting between them with regard to their syntactic structures. Looking at the etymology of the word “syntax”, it can be seen that the word originates from two words in Latin: “sun-” meaning “together” and “tassein” meaning “arrange” in English. By looking at how the words are *arranged together* to form sentences in English and in Turkish, it is possible to have an insight of one of the main problems that an interpreter operating between these two languages face.

While studying a language, all of its characteristics (i.e. its phonology, morphology, syntax, vocabulary and orthography) are taken into consideration. However, this section isolates the syntactic features of English and Turkish and focuses on the notion of “verb” and the word order. Even when we do not know the meaning of the words in a sentence, the grammar and order used in a sentence can give us clues to understand what is being said. Here is an example taken from the *Little, Brown Handbook* of Fowler and Aaron (2010: 230):



The words above do not have any meaning of their own; nevertheless, we can infer that there is more than one “rumfrum” as there is “-s” at the end of the subject, the action happened in the past as there is “-ed” at the end of the verb, and the word between S and V defines how the action was performed both because of its location and the “-ly” suffix. Those “rumfrums” did something that affected the “pooba” and the action was done “prattly”. If the sentence was in a context, even more inferences could have been possible.

Inspired by the example above, it is also possible to give a similar example in Turkish:



Again, all the words composing the sentence above are nonsense, but a person having command of Turkish grammar can have the same understanding as the English reader had in the first example: something (S), which is plural because of the “-ler” at the end, performed an action in the past (V+“-di”) that affected something or someone (DO) in some way (ADV).

Looking at the sentences from the perspective of an interpreter, it would not be possible to transfer them in another language when either of them is given in an isolated way, as they both lack meaningful units. If each word was attributed a meaning or one of the example sentences was to be given in a context (i.e. imitating a little child in a speech), the interpreter could create a similar effect in the correct grammatical form. However, regardless of the arguments that can be generated regarding the words or their meanings, these two examples signify a major challenge while interpreting between English and Turkish language pair: the “word order” or the “sequence” regarding the sentence constituent “verb”. In the following two subsections, the sentence categories of each language are going to be presented with examples and their respective translations and in

the last subsection the problems and discrepancies that may arise while interpreting are going to be discussed.

1.2.1. English Syntax

In the present subsection, providing a general understanding of the syntactic features of English language is targeted. First of all, the sentence types and sequences in English are going to be touched upon with examples and their translations, respectively. Then, negations and questions are going to be introduced in short.

English language is located under the West Germanic branch of the Indo-European family of Languages and the sentences in English can be grouped in two: simple sentences or multiple sentences. The former is composed of a single independent clause. The latter, on the other hand, can either be a compound sentence with two or more independent clauses or a complex sentence with a subordinate clause (Quirk, Greenbaum, Leech, & Svartvik, 1985: 719).

Example 1 (Simple Sentences):

Zahra waited for the bus.

(Zahra otobüsü bekledi.)

Example 2 (Compound Sentences):

Yvor called Alex many times but she never replied.

(Yvor, Alex'i birçok kez aradı ama o hiç cevap vermedi.)

Example 3 (Complex Sentences):

'If you need anything, you can contact me.'

(Herhangi bir şeye ihtiyacınız olursa benle iletişime geçebilirsiniz.)

The sentences in English can be constructed with three different forms of negation which are clause negation, local negation, predication negation. (Quirk et al., 1985: 775). It is possible to negate the sentences with words in negative forms and/or negative meanings

in English (i.e. never, no, no one, barely, seldom, scarcely, hardly, any(body/one), any longer etc.).

Example 4 (Clause Negation):

The students did **not** get good grades.

(Öğrenciler iyi notlar alm**adı**.)

Example 5 (Local Negation):

She sits **not** far away from me in the classroom.

(Sınıfta benden çok da uzakta oturm**uyor**.)

Example 6 (Predication Negation):

You can simply not go there.

(Oraya git**me**yebilirsiniz.)

Except for the declarative sentences given above, the examples of exclamations and imperatives, and interrogatives – yes/no interrogatives, wh-interrogatives including, and tag questions are as follows:

Example 7 (Exclamations):

How nice it is to see you!

(Seni görmek ne hoş!)

Example 8 (Imperatives):

Buy some milk on your way home.

(Gelirken süt al.)

Example 9 (Yes/No Interrogatives):

Do you know how dangerous it is?

(Ne kadar tehlikeli olduğunu biliyor musun?)

Example 10 (Wh- Interrogatives):

What time do you usually go to bed?

(Genellikle saat kaçta yatarsın?)

Example 11 (Tag Questions):

You know how much this means to me, don't you?

(Bunun bana ne kadar çok şey ifade ettiğini biliyorsun, değil mi?)

As for the possible sequences of the sentence constituents, English is not a flexible language with only one completely acceptable sequencing. Turgut (2013: 221-222) exemplifies and defines different sequences in English as follows:

Table 1: Sentence Sequences in English

Sequence	English	Status
SOV	Orhan the money stole.	Not acceptable
SVO	Orhan stole the money.	Acceptable
OSV	The money Orhan stole.	Restricted use
OVS	The money stole Orhan.	Restricted use
VOS	Stole the money Orhan.	Not acceptable
VSO	Stole Orhan the money.	Not acceptable

1.2.2. Turkish Syntax

This section aims to offer an insight into the syntactic features of Turkish language so as to provide the reader with the basic knowledge to develop a better understanding of the challenges that an interpreter may face while working in English and Turkish language pair. First of all, the sentence types and sequences in Turkish are going to be explained with examples and their translations, respectively. Then, negations and questions are going to be introduced briefly.

In genealogical classification, Turkish language is located under the Turkic Languages branch of the Altaic languages family. Looking at the structure of the language, there are two main sentence types in Turkish: simple sentences with just one main clause and (b) complex sentences with one main clause and one or more subordinate clauses. (Göksel and Kerslake, 2004: 119) Another possible sentence structure is the coordinated sentences, meaning that two sentences are linked together with their verbs weighing as of equal importance. The examples below are given to represent each type and constructed in positive forms since negation is to be discussed later.

Example 1 (Simple Sentences):

Ben dün gece film izledim.

(I watched a movie last night.)

Example 2 (Complex Sentences):

Geçen hafta [eve giderken] [yeni açılan] kitapçıya uğradım.

(Last week, [as I was going home] I stopped by a bookshop [which is recently opened].)

Example 3 (Coordinated Sentences):

Onu gördüm ve heyecanlandım.

(I **saw** her/him and I **got excited**.)

Focusing on their predicates, the sentences can also be categorized under two headings: (a) verbal sentences – the predicate of a sentence or a main clause of a sentence is a finite verb - and (b) nominal sentences – the predicate lacks an overt verb or the verb is a form of copula. The nominal sentences can also be divided into two as linking sentences – “x is y” – and existential sentences – “x has y”, “there is an x (in y)” (Göksel and Kerslake, 2004: 120-122).

Example 4 (Verbal Sentences):

Bu akşam partiye gelebilirim.

come-PSB-1SG

(I can come to the party tonight)

Example 5 (Nominal Sentences):

Eskiden veba insanlık için ciddi bir tehditti.

threat-P.COP.

‘Black death was previously a serious threat for the humanity.’

Negation takes place at the end of the verb in Turkish language. Göksel and Kerslake (2004: 310) point out three (f) negation markers (i.e. “-mA”, “değil” and “yok”) and other connectives and expressions such as “ne...ne”, “hiç”, “kimse”, “hiçbir şey”, “asla”.

Example 6 (-mA):

Ona tüm olanları detaylı bir şekilde anlatırken bir gün tartıştığımızda bunları aleyhimde kullanacağını düşünmedim.

think-NEG-PF-1SG

(While I was telling her everything that happened in detail, I didn’t think that she would hold these against me one day when we have a dispute.)

Example 7 (“değil”):

Onu seviyorum diye yaptıklarını **fark etmiyor değilim**.

realize-NEG-IMPF not-1SG

(It’s **not** that I **don’t realize** what he does just because I love him.)

Example 8 (“yok”):

Kardelen’in düzenlediği partide Gökçe **yoktu**.

Absent-P.COP.

Gökçe **wasn’t** at the party that Kardelen threw.

With regard to formal sentence classification, the examples given so far represent the declarative sentences in the language. Other major syntactic forms are exclamations and imperatives, and interrogatives – yes/no interrogatives formed with the clitic “*mi*”, wh-interrogatives including “*kim*”, “*ne*”, “*nere-*”, “*hangi*”, “*kaç*”, “*ne kadar*”, “*ne zaman*”, “*neden*”, “*niye*”, “*niçin*” or “*nasıl*”, and tag questions such as “*değil mi?*” or “*öyle mi?*”.

Example 9 (Exclamations):

Ne yakışıklı adam!

(What a handsome man!)

Example 10 (Imperatives):

Gel buraya!

(Come here!)

Example 11 (Yes/No Interrogatives):

“Anahtarı nereye bıraktığını gördün mü?”

‘Have you seen where he left the keys?’

Example 12 (Wh- Interrogatives):

En çok kimi sevmiş?

who-ACC

Whom did (s)he love the most?

Example 13 (Taq Questions):

Onunla daha önce hiç tanışmamıştın, değil mi?

meet-NEG-EV/PF-P.COP-2SG not INT

(You didn't meet him before, did you?)

The aforementioned S+O+V sequence is the regular usage in Turkish; however, at this point, it is also noteworthy to mention that the Turkish language enables its users to order the words in a sentence in various forms when there is an exclamation or inversion or when a different constituent of the sentence is stressed. To illustrate this, Turgut (2013: 221-222) provides us with the Turkish equivalents of the sentences given in the Table 1 in the previous section:

Table 2: Sentence Sequences in Turkish

Sequence	Turkish	Status
SOV	Orhan parayı çaldı.	Acceptable
SVO	Orhan çaldı parayı!	Acceptable
OSV	Parayı Orhan çaldı.	Restricted use
OVS	Parayı çaldı Orhan!	Acceptable
VOS	Çaldı parayı Orhan!	Restricted use
VSO	Çaldı Orhan parayı.	Restricted use

1.2.3. While interpreting

As one can infer from the example sentences given above, the sequence of sentences in Turkish is in S+O+V order. In each sentence type – whether it is positive or negative – it can be seen that the predicate expands leftward, meaning that the verb is preceded by the complement. However, in English, the sequence of the sentences is acceptable in S+V+O order. Gile (2005: 13) states that interpreting between the languages having different word-orders requires more processing capacity compared to the syntactically similar languages. Especially in complex sentences in Turkish, the speaker

inevitably puts off the verb. Therefore, the interpreter is left with two options. The first one is to wait until the verb is uttered by the speaker which expands the duration that the interpreter relies on short-term memory (Christoffels et al. 2006: 325). Furthermore, waiting would increase the time lag while interpreting into English. The second option is to anticipate the verb. However, at this point, it is noteworthy to remind that anticipation can lead to errors in some cases. Negation markers' and person markers being at the end of the sentences in Turkish also pose a great challenge to the interpreters. In an ideal world, an interpreter knows the subject of the sentence and whether the sentence is negative or positive before starting to construct the sentence. However, when the position of the verb and the demanding nature of simultaneous interpreting is considered, the interpreters may not be able to afford to wait until the end of the sentence to start producing the message in the target language. Therefore, the interpreters are bound to coordinate between the Listening and Analysis Effort and the Production Effort more or to rely heavily on the Memory Effort.

CHAPTER TWO

LITERATURE REVIEW, THEORETICAL FRAMEWORK AND METHODOLOGY

2.1. LITERATURE REVIEW

As explained in the previous chapter, interpreting – despite being practiced for ages – is a newly studied discipline in the academic world. Once simultaneous interpreting was “born” in Nuremberg, the questions regarding whether it is applicable or useful started to fade and the interest has shifted towards the minds of the interpreters who proved themselves to be capable of listening, translating and speaking at the same time. In 1950’s Herbert (1952), Rozan (1956) and Ilg (1959) laid the grounds for the fundamental issues discussed in interpreting studies. It can be said that the task of interpreters and translators are the same as their aim is to convey a message given in Language A into Language B. However, due to the differences in the way they convey the message, the problems that they have to tackle are very different from one another. The interpreters work under a time constraint; they do not have surplus time to find the perfect equivalent for a word or they cannot proofread or revise their output. The conditions of conveying the message from one language to another changes in translation and in interpreting, so do the strategies utilized to successfully complete the tasks.

While the use of interpreting strategies is a common research topic for interpreting scholars; there are different views on the necessity of their use. With Lederer and Seleskovitch being in the forefront, The Paris School (or the “interpretive school of translation studies”) supports that interpreting requires the same skills that people need to comprehend and produce in their L1 and there is no need for interpreting strategies as long as the message is conveyed from L1 into L2. Nevertheless, the scholars who are in favor of Information Processing Theory underline using strategies is necessary especially when the language pair is different from one another in terms of their structure as they create “an imbalance in the interpreter’s mental resources” (Donato, 2013: 102).

Traditionally, exploring omissions, additions, substitutions and errors was a part of “error coding system” (Falbo, 2015:144). The current trend is to refer to these under the notion of “strategy” or under its equivalents mentioned above (e.g. “tactics”). The reason behind this shift is to underline that omissions, additions, substitutions or errors stem from the decisions taken by the interpreter in the process. Another point that is useful to remember before the literature review is that there is no consensus reached among scholars on the names or definitions of interpreting strategies. For instance, “omission” can also be referred as “skipping”, “ellipsis” or “message abandonment”; “addition” as “text expansion” or “elaboration”; “substitution” as “parallel reformulation”.

One of the first and most general classification of omissions, additions and errors was put forward by Barik (1971). Branching different categories of omissions, additions and errors, Barik conducted an experiment in which different source texts were utilized, and 6 participants (2 interpreting professionals, 2 interpreting students and 2 “amateur” interpreters with no SI background) were involved. The language pair used in the study was English-French. The source texts were divided on a 100-words basis to measure the omission, addition and error rates and it was concluded that the interpreters make fewer omissions while interpreting from their L1 into their L2; if the interpreter is more experienced, she/he tends to make more additions to the original speech.

By categorizing omissions as “obligatory” and “optional”, Kopczynski (1980) conducted an experimental study with interpreting students both in consecutive and simultaneous modes and concluded that the participants tend to make more omissions in consecutive interpreting.

Altman (1989) worked with 5 senior interpreting students whose task was to interpret a 2.5 minutes long speech from French into English. She investigated the omissions and additions during their interpreting sessions. Calling her experiment as a “small-scale project”, Altman abstained from reaching definitive conclusions. However, she identified the recurring omissions and additions in the language pair and suggested that further studies should be conducted in different language pairs. In 1994, Altman

created her own classification of error analysis: “omissions”, “additions”, “inaccurate renditions of lexical items” and “inaccurate renditions of longer phrases”.

This was followed by Russo and Rucci’s own classifications of “content related errors” and “delivery related errors” and, then, by Falbo’s “content related errors” and “form related errors” (Zwischenberger, 2015: 83).

Viezzi (1993) focused on simultaneous interpreting and written translation in English-Italian language pair. In his experimental design, the transcriptions of simultaneous interpreting and the written translations were compared to one another on a syllable basis. It was concluded that simultaneous interpreters use fewer words than translators. However, it was also pointed out that no information was omitted. Viezzi (1993: 97) also stated that interpreters tend to use shorter synonyms of the words and sound more informal and less elegant when compared to translators.

One of the most significant categorization of strategies was put forward by Gile (1995) suggesting three groups: comprehension strategies, preventive strategies and reformulation strategies. The first category includes delaying the response, reconstructing the segment by using the context, getting help from the boothmate, looking at the documents in the booth. The second category encompasses segmentation, taking notes, changing the ear-voice span (EVS). The last category consists of delaying the response, using a superordinate or generalizing, paraphrasing or explaining, reproducing the sound, transcoding and naturalizing.

Kohn and Kalina (1996) grouped the strategies under syntactic or semantic strategies, world-knowledge based, and linguistic-knowledge based strategies; however, they also underlined that these categorizations are “bound to be of a theoretical knowledge”. In their work, they referred to omission as “deletion” and added the cultural factor to the omitted material in TT. Besides, in their study, it is also stated that the interpreter may resort to “substitution” of ST elements, which are not fully comprehended with the available mental models (Kohn and Kalina, 1996: 132).

Liontou (1996) explored a corpus compiled from German speeches at the European Parliament and their Greek simultaneous interpretations. By using Kalina's strategy categories, Liontou identified 9 different strategies with different frequency of occurrence. Some of the strategies found in the corpus were reported to be anticipation, chunking, syntactic transformation, text compression, text expansion, self-correction and stalling.

Wadensjö (1998) used the term "rendition" for the utterances of the interpreters and in her categorization of 6 different renditions: close renditions, expanded renditions, reduced renditions, substituting renditions, summarizing renditions, and lack of renditions. The significance of Wadensjö's study is that it does not focus on monolingual input and suggests "dialogical interpretation" model by regarding the interpreter as a participant in interaction.

Gile (1999) tested his Effort Model on the basis of errors and omissions found in the simultaneous interpretations of 10 professional interpreters who interpreted the same speech twice as part of the experiment. After transcribing the target speeches and analyzing them, Gile pointed out that, in the second interpreting session of the same source speech, the interpreters made omissions or errors that were not present in the first interpreting session. Therefore, it was concluded that the omissions and errors are not caused by the intrinsic features of the source texts but by the interpreters' processing capacity at the time.

In an effort to explore which compensatory strategies are used by simultaneous interpreters, Al-Khanji et al. (2000) conducted an experiment with 4 Jordanian interpreters who were tasked to interpret from English into Arabic. They recorded 234 instances of strategies including skipping, approximation, filtering, comprehension, omission and substitution.

In her seminar paper, Shlesinger (2003) focused on the effect of directionality on errors in SI in English-Hebrew language pair. She interpreted one English and one Hebrew text herself and run an error analysis using Falbo's stages (recording and classification of

errors, evaluating the error with regard to the text and searching for possible causes). Through her introspective study, Shlesinger concluded that it is easier to simultaneously interpret from L1 into L2.

Donato (2003) conducted an experiment with 20 student subjects and divided the subjects into two groups on the basis of the language pair they were tasked to interpret between. The first group was tasked to interpret from English into Italian and the other group was tasked to interpret from German to Italian. A Swedish speech was translated into English and German prior to the experiment in order to create two different STs for the subjects. Underlining that the semantic autonomy of the interpreter is restricted, Donato formulated 3 categories for strategies in SI: comprehension strategies, reformulation strategies and emergency strategies. Donato placed “deletion” and “addition” under reformulating strategies, and “substitution” under emergency strategies. The study concluded that deletion was the most commonly used strategy both in English and German groups; additions and substitutions were also resorted to by both groups and there was no significant difference in the occurrence numbers in each strategy type.

Erkazancı (2003) investigated the lexical and syntactic challenges posed in simultaneous interpreting in English-Turkish language pair and the effect of specific strategy uses to tackle them. Using an experiment and a control group and preparing a training program on strategies, Erkazancı reported improvement in interpreting performance and quality.

Focusing on the German-Italian pair in many of her studies, Riccardi (2005) stated that omissions, additions and sentence restructuring are inevitable when the language pair bears linguistic asymmetries. Riccardi also underlined that simultaneous interpreting is an “unnatural form” and, to deal with the challenges, she used the categories of “skill-based” and “knowledge-based” strategies. For her, the former requires implicit competence and operates at the subconscious level while the latter requires explicit competence.

Chang (2005) aimed to explore the effect of directionality on strategy use and designed an experiment with 10 professional interpreters tasked to interpret between

English-Mandarin Chinese. Using retrospective interviews and propositional analysis, Chang concluded that the differences in interpreting does not only emanate from directionality but also from the metacognitive awareness of the interpreters regarding their capabilities, the expectations of their audiences and other norms.

Bevilacqua (2009) studied the position of the verb in Germanic languages (i.e. German and Dutch) in simultaneous interpreting. He conducted an experiment with 15 professional interpreters and divided the participants into 3 groups of five with regard to their L1, L2 and L3. He concluded that different strategies are utilized to cope with syntactic asymmetries. These specific strategies are anticipation, EVS, compression, reformulation, and omission.

Korpál (2012) conducted an experiment on omissions with 11 participants who were Polish interpreting students, and graduates who worked as simultaneous interpreters. Korpál assigned speeches to the participants to be interpreted at different delivery rates and selected 19 areas of interest and divided these into five groups of repetitions, redundancies, cultural allusions, empty fillers and speaker's subjective assessment. It was concluded that both in the student group and in the professional group, there was a correlation between the number of omissions and the delivery rates. When the omission occurrences between these two groups were considered, the results indicated that there was not a statistically significant difference.

In her qualitative study, Öztürk (2012) focused on directionality and strategy use of interpreting students. Anticipation, macro processing, segmentation, stalling by using neutral material, reproducing the sound heard in the ST, changing EVS, taking notes and visualization were among the strategies that Öztürk reported as used by the participants.

Gumul (2017) explored the use of explicitation, which is addressed as "addition" in the present study, in trainee interpreters. She conducted a study with 36 trainees and concluded that the additions appear to be more frequent while interpreting into L2.

2.2. THEORETICAL FRAMEWORK

In the present study, the data collected through experimental interpreting sessions are to be transcribed and divided into segments. These segments of the ST and the TTs are going to be evaluated by using Barik's taxonomy (1971) of omissions, additions, substitutions and errors. The findings are going to be presented within the framework of Gile's Effort Model (1995).

2.2.1. The Effort Model in Simultaneous Interpreting

At the beginning of 1970s, scholars drew the conclusion that the process of simultaneous interpreting "was obviously mediated by some form of cognitive representation or memory." (Pöchhacker, 2004: 55). Many scholars such as Gerver (1975, 1976), Moser (1978), Levelt (1989), Paradis (1994), Mizuno (1994, 1995), Setton (1997) have developed models to have a deeper understanding of the cognitive load on the interpreter by utilizing linguistics, neurolinguistics, and cognitive psychology (Gile, 1999). In an effort to open a window into the interpreting processes, some notions used in cognitive psychology (i.e. automatic and non-automatic operations) have also been a subject of study in interpreting studies. Automatic operations are fast and do not require attention while non-automatic operations are slow and require attention as they are driven by the available processing capacity of the interpreter (Gile, 2009: 159). Simultaneous interpreting can be regarded as a combination of automatic (e.g. listening to the ST) and non-automatic operations (e.g. anticipating the forthcoming verb of a sentence).

The present study elaborates on Gile's Effort Model which explains the processing capacity of the interpreter and the requirements of the task during a simultaneous interpreting session. Gile mentions "the Effort Model" for the first time in 1983 and at the beginning he suggests the model as a conceptual framework for the interpreting students. Today, it can be utilized both for interpreting students and for interpreting professionals and it is the most clear-cut model in interpreting studies. In the Effort Model, there are 3 main "efforts" (Gile, 1995; Gile, 2009):

The Listening and Analysis Effort (L)

The listening and analysis Effort entails the comprehension-oriented operations and is among non-automatic operations. Once the sound reaches the ears of the interpreters, the interpreters start analyzing the units and make “final decisions about the ‘meaning’ of the utterance” (Gile, 2009: 160). This requires more than linguistic capabilities as the meaning is also formed by the knowledge of the outside world, which Gile (1995: 75-78) calls the “extralinguistic knowledge”.

The Production Effort (P)

The production effort represents the output of the interpreter and falls under non-automatic operations. The effort while producing the TT is different from the effort of delivering a speech as the interpreter does not have the autonomy to speak her/his own mind. Gile (2009: 163) underlines that the sequence of information in ST may be rearranged or some elements in ST may be dropped or modified by the interpreter when faced with production challenges. Sometimes the interpreter may choose to stick with the SL structures and lexicon (e.g. transcoding) which is risky due to the differences in syntax and grammar of language pairs (Gile, 2009: 164) Thus, while working in languages with syntactic asymmetries, the Effort Model calls on higher attentional requirement. (Gile, 1999: 158)

The Memory Effort (M)

The memory effort refers to the information bits stored in the minds of the interpreters for a short time and is also a non-automatic operation. The duration of the bits being stored, or the amount of the stored information may vary due to the characteristics of the ST. The time-lag in interpreting may also have an effect on the memory effort. Language pairs with syntactic asymmetries may entail a larger memory effort during interpreting.

Coordination Effort (C)

The interpreter is also in need of coordinating between these efforts as they are all simultaneously active; therefore, the Coordination Effort is also required. Then, the following equation can be postulated for simultaneous interpreting:

$$(1) SI = L + P + M + C$$

Gile (2009: 169) also formulates an equation for the “total processing capacity requirements” (TR) which are determined by the source text itself. The letter “R” in the equation stands for the “processing capacity requirements”.

$$(2) TR = LR + MR + PR + CR$$

Then, he states that the sum of the requirements should at least be equal or be less than the “total available capacity” (TA) of the interpreter.

$$(3) TA = LA + MA + PA + CA$$

Besides, Gile (1995, 1999) proposes five conditions to achieve a smooth interpreting:

- (a) $TR < TA$
- (b) $LR < LA$
- (c) $MR < MA$
- (d) $PR < PA$
- (e) $CR < CA$

Gile also suggests a strict sum of the efforts cannot be defined and they may compensate one another in some cases and interpreters use nearly all of their total available capacity to meet the TR. Especially, in syntactically different language pairs, interpreters may face long and complex structures that impose a heavy load on their short-term memory. While producing their output, they may encounter grammatical obstacles together with the lexical ones. As for omission and errors, which are to be explored in the present study, Gile (2009: 157) points out that these do not only appear in fast or

information loaded speeches, and states that it is possible to observe omissions and errors even during the interpretations of professional interpreters with perfect reputations.

2.2.2. Barik's Taxonomy and Definitions

The present study uses Barik's (1971) taxonomy of omissions, additions, substitutions, and errors to identify the conscious or unconscious decisions taken by the participants in the experiment. It is essential to have a complete understanding of each type and what it encompasses; therefore, in this subsection the definitions and the coding system used in transcripts are going to be provided. Examples given here do not represent the data gathered from the experiment.

2.2.2.1. Omissions

Barik defines omissions as the units that are existent in the ST but missing in the TT and suggests 4 different omission types. The omissions that are not under the following categories are to be categorized under "other omissions" which will be signified with "MO" in the coding system.

Skipping Omission (M1)

Skipping omissions occur when a small lexical item or a phrase existent in the ST is not transferred into the TT, and the missing elements in the ST create no difference or a slight difference in meaning.

Example 1:

ST: Their newly-released album was harshly criticized.
M1

TT: Yeni çıkardıkları albüm eleştirildi.

(Their newly-released album was criticized.)

Example 2:

ST: I think that we should invest more in technology.
M1

TT: Teknolojiye daha çok yatırım yapmalıyız.

(We should invest more in technology.)

Comprehension Omission (M2)

Comprehension omissions occur when the interpreter is unable to process the information given in the ST and results in loss in meaning. In this study, as the source texts were designed specifically for interpreting students, only long pauses where the interpreter produces no new segments in the ST are going to be taken as comprehension omissions. As both failure in listening and analysis effort and production effort are going to be included to this type of omission, this category is going to be adapted as “comprehension/production omission” and addressed so hereafter. If the interpreter drops the sentence and continues to the next one without any pause, it is not going to be included.

Example:

ST:

Guernsey’s parliament, the States of Deliberation, has taken assisted dying into their agenda.

M2

TT: [The interpreter is silent]

Delay Omission (M3)

Delay omissions occur when the interpreter is producing a segment of the speech while the speaker offers new bits of information. In such cases, the interpreter may “bypass what had been said” (Barik, 1970: 201). This type of omission may occur at the beginning or at the end of the sentence or it may be prevalent for the sentence as a whole.

Example:

ST: An experimental study on the children with cerebral palsy revealed that their motor functions can be enhanced by 60% through game-like exercises. This is a remarkable rate.

M3

TT: Serebral paralizili çocuklar üzerine deneysel bir araştırma, oyun gibi egzersizlerle motor becerilerinin %60 oranında geliştirilebileceğini ortaya çıkardı. [The interpreter misses the following sentence while producing the first one]

Compounding Omission (M4)

Compounding omissions occur when the interpreter uses the previously omitted material in a new sentence. The interpreter may recombine the sentences and protect the gist of what has been said. The interpreter does not have to stick to all the elements of the source sentence; combining the idea or some of the elements presented in one sentence with the following sentence is considered sufficient to be identified as compounding omission in the present study. This type of omission includes omissions in one sentence while resulting in additions to the following sentence.

Example:

ST: A meeting was held in New York. I would like to share the data they presented.
M4

TT: Toplantıda sunulan verileri paylaşmak istiyorum.

(I would like to share the data they presented in the meeting.)

2.2.2.2. Additions

Barik defines additions as the material that is not existent in the ST and added to the TT by the interpreter and specifies 4 types. The additions that are not under the following types are to be included into “other additions” which will be signified with “AO” in the coding system.

Qualifier Addition (A1)

Qualifier additions occur when the interpreter adds a new qualifier or a qualifying phrase to the ST.

Example:

ST: Every teacher in the school would agree that he is a lazy student.

TT: Okuldaki her öğretmen onun çok tembel bir öğrenci olduğuna katılacaktır.
A1

(Every teacher in the school would agree that he is a very lazy student.)

Elaboration Addition (A2)

Elaboration additions occur when the interpreter adds new words or information to the ST. This may be done by the interpreter to explain something to make it clearer to the audience or to give details. In the present study, any direct addition to the sentences are identified under this category.

Example 1 (Explaining):

ST: IMF has stated that Germany should increase public investments.

TT: IMF – Uluslararası Para Fonu – Almanya’nın kamu yatırımlarını arttırması gerektiğini belirtti.
A2

(IMF – International Monetary Fund – has stated that Germany should increase public investments.)

Example 2 (Direct Addition):

ST: Jack was a shy kid.

TT: Jack sessiz ve utangaç bir çocuktur.
A2

(Jack was a quiet and shy kid.)

Relationship Addition (A3)

Relationship additions occur when the interpreter adds connectives or connecting phrases, which are nonexistent in the ST. This may introduce new and unintended changes in meaning in some cases.

Example:

ST: They preferred going to Bali for their honeymoon. It is very popular these days.

TT: Balayı için Bali'ye gitmeyi tercih ettiler çünkü bugünlerde çok popüler.
A3

(They preferred going to Bali for their honeymoon *because* it is very popular these days.)

Closure Addition (A4)

Closure additions occur when the interpreter tries to finish up a sentence in which (s)he paraphrased or omitted some items. In the present study additions resulting from chunking the sentence is also included in this category. Besides, although it is not included in Barik's work, closure additions may sometimes be applicable in English and Turkish language pair although there is no paraphrased or omitted material. There is no substantial meaning change in this type of addition.

Example:

ST: Some of its indicators are rising oil prices and currency devaluation.

TT: Yükselen petrol fiyatları ve para devalüasyonu bunun bazı göstergeleri
olarak belirtilmiştir.
A4

(It is pointed out that some of its indicators are rising oil prices and currency devaluation.)

2.2.2.3. Substitutions and Errors

Before diving in the types of substitutions and errors, one should remember that substitutions or errors may stem from omissions, additions or both of them. It should also be noted that the categories E1, E3, E4 fall under substitutions while E2 and E5 can be considered as errors. The substitutions or errors that do not fall under the following types are to be evaluated under "other errors" which will be signified with "EO" in the coding system.

Mild semantic error (E1)

Mild semantic errors occur when a lexical item is mistranslated, and that item does not substantially affect the meaning of the whole sentence.

Example:

ST: They planned an attack on the police headquarters in Indonesia.

TT: Endonezya'daki polis merkezine bir saldırı planladılar.
E1

(They planned an attack on the police station in Indonesia.)

Gross semantic error (E2)

Gross semantic errors occur when the mistranslation of a lexical item affects the meaning of the sentence substantially. Two subcategories are suggested by Barik (1971: 204): error stemming from assumed misunderstanding (E2a) and error of false reference (E2b). In the first one the interpreter misunderstands the item due to its pronunciation being close to another lexical item; in the second subcategory, the interpreter confuses one element in a clause of the sentence with another. In this study, the mistranslated figures and words are also included in this type of errors as they are limited to one lexical item, but they change the overall meaning of the sentence.

Example 1 (E2a):

ST: The coursebooks were adapted by the teacher.

TT: Ders kitapları öğretmen tarafından benimsenmişti
E2

(The coursebooks were adopted by the teacher.)

Example 2 (E2b):

ST: The reporter stated that millions of people suffer from diseases caused by dirty water in Africa.

TT: Afrikadaki milyonlarca insan kirli suyun neden olduğu hastalıklardan muzdarip olduklarını belirtti.
E2

(Millions of people in Africa stated that they suffer from diseases caused by dirty water in Africa.)

Example 3 (Other):

ST: It is known that more than sixty million people lost their lives in World War II.

TT: İkinci Dünya Savaşında doksan milyondan fazla insanın öldüğü biliniyor.
E2

(It is known that more than ninety million people lost their lives in World War II.)

Mild phrasing change (E3)

Mild phrasing changes occur when the interpreter changes the structure of the sentence and “does not quite say the same thing” (Barik, 1971: 205) but the gist of the sentence remains the same.

Example:

ST: If he refrains from expressing his views in public, he shouldn't run for class presidency.

TT: Düşüncelerini insanlarla paylaşmaktan çekiniyorsa sınıf başkanlığına aday olmamalı.
E3

(If he refrains from sharing his thoughts with people, he shouldn't run for class presidency.)

Substantial phrasing change (E4)

Substantial phrasing changes occur when the change in phrasing is more evident than the previous type. The interpreter may utter something that is totally different from the ST; however, (s)he may be able to keep the gist of the ST. In the present study, paraphrasing and summarizing are included in this type of change. This type of substitution may cover a part of the sentence or may affect the whole sentence structure.

Example 1 (Partial):

ST: If you do not take early precautions, you will have to face with its terrible consequences.

TT: Bir şey yapmazsan bunun korkunç sonuçlarıyla yüzleşmek zorunda kalacaksın.
E4

(If you don't do something, you will have to face with its terrible consequences.)

Example 2 (General):

ST: The economists claim that the fall in purchasing power is a result of the unstable government policies.

TT: İstikrarsızlıktan dolayı insanlar maddi olarak birçok şeyi karşılayamıyor.
E4

(Due to the instability, people cannot afford a lot of things.)

Gross phrasing change (E5)

Gross phrasing changes occur when the interpreter fails to convey the message in the ST into the TT. The causes of gross phrasing change are suggested as the following: error of mistranslation, error stemming from the segments made up by the interpreter because of not fully comprehending what has been said in the ST and trying to catch up the ST on the basis of some words uttered by the speaker, error due to omission of some items affecting the meaning, error due to misunderstanding. Barik (1971: 206) includes meaningless or confused translations and reversed meanings into this type. The present

study also includes incomplete sentences in the TT as part of gross phrasing changes if the omitted segments cause a disconnected meaning in the overall understanding. It is not possible to provide an example for every single possibility of occurrence of gross phrasing change as they may vary greatly; however, it can be concluded that the interpreted versions are going to be classified in this type if the meaning is completely lost or altered.

Example 1 (Partial):

ST: Not raising your voice against an idea can be interpreted as you agree to that.

TT: Bir fikre karşı çıkmak ona katılıyormuşsunuz gibi yorumlanabilir.
E5

(Opposing to an idea can be interpreted as you agree to that.)

Example 2 (General):

ST: The students who are willing to participate in this project have the chance to get extra points.

TT: Bu çok iyi bir proje.
E5

(This is a very good project.)

2.3. METHODOLOGY

2.3.1. Research Design

This study is an explorative, descriptive and observational experimental study. The aim of the study is not to define or clarify a concept in interpreting studies but rather to focus on the performances of interpreting students by using previously defined notions. In interpreting studies, there is still not a consensus on how to assess interpreters' performances or evaluate the quality of the output. Some of the most frequently addressed methods can be listed as evaluation sheets, propositional analysis of the output, questionnaires, forms of self-evaluation, and error-analysis. In the present study, by conducting an experiment of two parts (interpreting from L2 into L1 and from L1 into L2)

with interpreting students, the occurrences of omissions, additions, substitutions/errors made by interpreting students in SI in Turkish and English language pair and their relationship with interpreting direction are going to be explored. Through pre-experiment and post-experiment surveys, and post-experiment interviews, the present study also aims to explore the self-assessment of the interpreting students regarding their performance and use of strategies. In the following subsection, the limitations, the assumptions, the variables, the data collection tools and the statistical method utilized in this study, and the processes that are followed during the experiment are going to be explained in detail. Then, the pilot study conducted with 3 interpreting students and how it shaped the experiment design are going to be addressed. In the last subsection, the process of determining the source texts (one in English and one in Turkish), selection of the speaker and the participants and their profiles will be dwelled upon.

2.3.2. Limitations

(1) The present study is confined solely to the assessment of strategies (i.e. omissions, additions, substitutions) and errors in the simultaneous interpreting performances.

(2) The directionality will be addressed in terms of Turkish (L1) and English (L2) as a language pair.

(3) The sample consists of senior students of the Department of Translation and Interpreting of Dokuz Eylül University and Ege University.

(4) The control group of professionals consists of 4 professional interpreters.

2.3.3. Assumptions

(1) The performance of the participants was recorded under the same conditions. Thus, the participants are assumed to be affected from the interpreting environment, i.e. the laboratory conditions, in the same way.

(2) The participants are assumed to be fully concentrated during their SI performances.

(3) The participants are assumed to answer the questions in the questionnaires and evaluate their own performances sincerely both during the questionnaires and the interviews.

(4) The students are assumed to have similar simultaneous interpreting skills and levels based on their education, pre-interpreting survey results, and the verbosity analysis.

2.3.4. Variables

Williams and Chesterman (2002) define experimental study as “interfering with the natural order” on purpose so as to detach the irrelevant features. In order to focus solely on interpreting strategies used by interpreting students and interpreting professionals, this study limits some variables:

Table 3: Limited Variables

Variable	Limitation
1. The Speaker	The speeches that the participants interpreted simultaneously were delivered by the same person. To limit the changes that can arise from speaker's accent, a bilingual speaker was selected.
2. Length of the Source Texts	The texts of the speeches were altered and shortened approximately to the same length and recorded beforehand in order to avoid any differences in the speaker's performance.
3. Terminology	The vocabulary profiling of the speeches was done and neither of the speeches required advanced terminology. Besides, participants were given a vocabulary list before the interpreting sessions to remove the variable of terminological knowledge between the participants.
4. Familiarity to the subject	The speeches delivered to the participants are about Syrian refugee children and education. Considering the geography of Turkey and the refugee waves, the subject is familiar to all Turkish people as it is to the participants.

2.3.5. Data Collection Tools and Procedures

Data presented in this research have been gathered through two surveys filled in by the participants before and after their interpreting performances, voice recordings gathered during the interpreting sessions of the participants, and the notes taken by the researcher during the interviews conducted with the participants after the post-interpreting survey. By utilizing a variety of sources (i.e. triangulation of data), achieving a deeper understanding of the rationale in the strategy uses of interpreting is aimed.

First of all, a “Pre-interpreting Survey” was given to each participant. The aim of this survey is to obtain information regarding the general profile of the participants. It seeks to find out the age profile of the students, their background in simultaneous interpreting (whether they have taken a simultaneous interpreting course at university level and whether they have worked as a simultaneous interpreter while studying) and the interpreting strategies they are familiar with. In the interpreting strategies part of the survey, 16 strategies listed by Li (2013) are included. The aim of including a variety of strategies is not to direct the participants to one particular strategy before the interpreting session, but to assess whether they are familiar with the strategies used as part of the present study.

Following the survey procedure, the participants were given two tasks. First, they were asked to interpret a speech from English into Turkish, then from Turkish into English. Both interpreting sessions took approximately 10 minutes and were recorded in simultaneous interpreting booths. The recordings were later transferred to the computer and saved in encrypted folders for the transcription process. The motives behind the selection of these speeches are going to be explained in detail under 2.3.7.

Once the participants completed the abovementioned tasks, they were asked to fill in another survey called the “Post-Interpreting Survey” to reflect on both their performances and the speeches delivered to them. The post survey consists of two separate parts asking the same questions for each speech. The questions focus on how challenging the speeches were to the participants, the features that they were challenged by, their evaluation of their own performances and the interpreting strategies they applied.

After these stages, the participants were interviewed with the aim to explore and understand the overall process they experienced. The interviews were conducted in an informal atmosphere and were not recorded so as to enable the participants to speak their mind as they wish. The data gathered from the interviews were taken as notes and included in the present study.

2.3.6. Statistical Method

Once the data gathered from the interpreting performances are analyzed and described, whether the extent of strategies and errors of the students and the professionals differ due to directionality is going to be measured. In order to do so, paired-samples t-test is going to be used and the significant differences are going to be marked.

A paired-samples t-test evaluates whether the mean difference between paired observations is significantly different from zero. Namely, the dependent-samples t-test method assesses whether the difference between the means of the two variables is significant or not. The design is mentioned as a correlated-groups design as well, since the members of the groups are not independently allocated. The members are the same individuals evaluated on two items or under two conditions on one extent, or there are two groups of members that are paired on one or more features and verified on one extent.

Assumptions underlying the paired-samples t-test:

- 1) The dependent variable is in the range or scale level.
- 2) The points represented by each sample represent normal distribution.
- 3) Variances should be homogeneous.

Hypotheses for the paired-samples t-test

Null Hypothesis: $H_0: \mu_1 = \mu_2$ where μ_1 stands for the mean for the first group and, μ_2 stands for the mean for the second group

$$H_0: \mu_1 - \mu_2 = 0$$

Alternative (Non-Directional) Hypothesis: $H_a: \mu_1 \neq \mu_2$ or $H_a: \mu_1 - \mu_2 \neq 0$

Alternative (Directional) Hypothesis: $H_a: \mu_1 < \mu_2$ or $H_a: \mu_1 > \mu_2$

The subscripts, which are 1 and 2, can be replaced with the group identifiers:

$$H_0: \mu_{ENG>TR} = \mu_{TR>ENG} \qquad H_a: \mu_{ENG>TR} \neq \mu_{TR>ENG}$$

2.3.6. The Pilot Study

In order to test the source speeches, a pilot study was conducted with 3 interpreting students whom I have a personal contact with before the experiment. All of them were senior students in English Translation and Interpreting Department at the time the pilot study was conducted and had been volunteering as simultaneous interpreters in the conferences held in their university since September 2017. They were given 2 original speeches delivered in TEDGlobal and TEDxIstanbul: the first speech they were asked to interpret was “Let’s help the refugees thrive, not just survive” delivered by Melissa Fleming and the latter was “İtiraz Et, Hayal Kur, İlerle!” delivered by Selçuk R. Şirin. Fleming’s speech lasted for 16 minutes and 9 seconds while Selçuk’s speech lasted for 19 minutes and 10 seconds. These two speeches were selected because they both focus on Syrian refugee children and education, which are familiar topics to the students.

Before the interpreting session, they were given a vocabulary list for each speech. After they completed the tasks in the booths, a brief interview was conducted with the students. The transcripts of the source texts were provided. They commented that they experienced no major problems in Fleming’s speech as the speaker’s pace was normal, and the sentences in the speech were complete sentences. As for the speech delivered by Şirin, the students commented that the sentence structures were challenging as they were fragmented in some cases and one of them said that the accent of the speaker was a distraction during the interpreting process. When they were asked about the familiarity of the subjects and the speeches and the terminology used in them, none of them reported problems. However, they reported that the durations of the speeches were too long considering that they were not working in pairs and had to interpret two speeches respectively.

The comments made by the students and results of the pilot study led me to alter the source texts both syntactically and in terms of length. Both Fleming’s and Şirin’s speeches were shortened to approximately 1380 words which took around 10 minutes to deliver, with 130 words per minute. Details of the preparation of the speeches are to be explained in detail in the following subsection (2.3.7.).

2.3.7. Source Texts

This subsection aims to briefly explain the alterations on the original speeches delivered by Fleming and Şirin. Before going into detail, I would like to point out that both texts focus on the same topics (i.e. Syrian refugees, and education) and these topics were selected on purpose, as they are familiar to the people in Turkey in general. As for the length of the speeches, both texts were tailored to have approximately to 1380 words. The aim of altering the texts was to reach an average difficulty level, which was proved according to the results of the post- interpreting survey.

Source Text 1

After the first task of the pilot study (interpreting from English into Turkish), the students were given the transcripts of the source texts and they were asked to comment on the problematic parts. Although they were provided with a vocabulary list beforehand, the pilot participants reported that the vocabulary posed some problems during their interpreting sessions. After their reflections, some of the challenging words (e.g. “shelling”, “utter”, “persecution”) were removed and some words were replaced with their more frequently used synonyms (e.g. “threatening soldiers” instead of “menacing soldiers”) in order to degrade the level of the text to a more suitable level for the interpreting students. However, so as to keep the speech challenging to some extent, some words (e.g. “grueling”, “languish”, “tipping point”) were left as they are in the original. A vocabulary list including the Turkish equivalents of the words that the students reported as challenging and kept in the new version of the source text were provided to the participants of the experiment beforehand.

Another point made by the pilot participants was the complexity of the sentences and the length of the speech. Therefore, some sentences were shortened through paraphrasing, and some sentences were left out for the purpose of easing the task and shortening the length of the overall speech. Some examples of the alterations are as follows:

(1) Original ST: “It makes so much sense, but I’m reminded of the war in Somalia that has been raging on for 22 years.”

Altered ST: “You know, there has been a war in Somalia for 22 years.”

(2) Original ST: “American and Europeans have the impression that proportionally huge numbers of refugees, but the reality is that 86%, the vast majority of refugees, are living in the developing world, in countries struggling their own insecurity, with their own issues of helping their own populations and poverty.”

Altered ST: [Left out.]

Some alterations did not result from the feedback of the pilot participants. The pilot participants had the chance to follow the video of the speech; however, this was not possible for the participants of the experiment. As their medium of receiving the source text was to be different, some of the elements in the video (i.e. references to the photos presented during the speech, utterances such as “as you can see”) were removed in order to create a more natural source text for the participants. Also, the order of the sentences was organized in a way that removes the effect of the detached parts of the speech for the participants.

Source Text 2

After the second task of the pilot study (interpreting from Turkish into English), the same procedure of reviewing the transcripts of the speech was repeated. The students did not have any negative feedback regarding the vocabulary items used by the speaker; however, they stated that the speaker was jumping from one topic to another and the sentences were fragmented, which led to confusion. Therefore, such sentences were revised for the experiment:

(1) Original ST: “Bu 52 çalışan, WhatsApp satıldığı zaman – ben Hürriyet’te Pazartesi’ni yazıyorum – WhatsApp satıldığı zaman, baktım kaç liraya satılmış, kaç milyon dolara.”

(These 52 employees, when WhatsApp was sold – I write a column on Mondays in Hurriyet – when WhatsApp was sold, I checked for how much was it sold, for how many million dollars.)

Altered ST: “WhatsApp’I 52 tane çalışan kurmuş. Peki, kaç liraya satmışlar?”
(WhatsApp was founded by 52 employees. So, how much did they sell it for?)

Another comment made by the pilot study participants was that there were too many figures in the speech, which caused omitting the parts overloaded by figures:

(2) Original ST: “Çünkü 3.000 dolardan 10.000 dolara inşaatla yolla gelebilirsiniz, findık satarak gelebilirsiniz, ham madde ile gelebilirsiniz. Fakat, 10.000 dolardan 20.000 dolara ham madde satarak gelemesiniz, inşaat yaparak gelemesiniz. 10.00 dolardan 20.000 dolara gelmek için yaptığınız her işe katma değer katmanız lazım.”

(Because you can reach from 3,000 dollars to 10,000 dollars by buildings, roads; by selling nuts, by raw material. However, you cannot reach from 10,000 dollars to 20,000 dollars by selling raw material, by construction. In order to reach from 10,000 dollars to 22,000 dollars you need to provide added value to everything you do.)

Altered ST: [Left out.]

The common feedback of all students was that they were overwhelmed by the length of the overall interpreting process. This point was also taken into consideration and both source texts were arranged in a way that reduce the duration of the experiment by 50%. This was also the reason why some parts of the original speech were left out in the experiment.

References to the presentation projected on the screen were removed in the same way as for the previous source speech. Another alteration that did not stem from the feedback of the pilot study participants but made by the researcher was the translation of the names and phrases used in English in the original ST into Turkish:

(3) Original ST: “Bakın, OECD ölçüyor. Bir ekonomik kuruluştur bu. OECD, 15 yaşındaki çocukların – ‘critical thinking and problem solving’ diye geçiyor bu. Yani ben bunu Türkçe’ye ‘itiraz etme’ olarak çeviriyorum biraz kısa olsun diye. İtiraz etme becerisi.”

(Look, OECD evaluates. This is an economic foundation. OECD, for children who are 15 years old – this is called “critical thinking and problem solving”. So, I translate this to Turkish as “objection” so as to keep it short. The ability to object.)

Altered ST: “İktisadi Kalkınma ve İşbirliği Örgütü 15 yaşındaki çocukların eleştirel düşünme ve problem çözme yetenekleri üzerinde bir araştırma yaptı.”

(OECD made a research on the critical thinking and problem-solving skills of children aged 15.)

2.3.8. Speaker

Once the altered source texts were prepared, the second step was to decide on how and by whom these speeches would be delivered. At this point, in order to prevent the differences that may be caused by personal differences between the speakers (i.e. accent, speed, intonation), I decided to ask the same bilingual person to deliver both of the speeches. Out of three bilinguals I reached thanks to my working environment, one of them was available and agreed to participate in the study as the speaker. It was agreed that the name of the speaker would not be disclosed, and the speeches were provided two days prior to the recording in order to enable the speaker to get familiar with the texts. The speeches were recorded in the speaker’s office and, while delivering them, the speaker also had access to the source texts.

At this point, one may have questions in mind whether the texts’ being altered and their being re-delivered by another speaker would cause problems. First of all, as it can also be seen in the literature review, using altered texts in experimental studies focusing on strategies is not an unorthodox practice (e.g. Jörg, 1997). Besides, in the post-experimental interviews the students were asked about the features of the speeches and no negative comment was received.

2.3.9. Participants

The present study was conducted with 10 students of English Translation and Interpreting departments and 4 professionals working as freelance interpreters. The selection process of participants and participant profiles are explained in detail in this subsection.

Selection of the Participants

As mentioned previously, the participants of the pilot study were from Izmir University of Economics, where I work as a research assistant. The student participants of the experiment are from state universities offering an undergraduate program in English Translation and Interpreting in İzmir, namely Dokuz Eylül University and Ege University.

At the beginning, the recordings were gathered from 18 students; 7 students from Dokuz Eylül University and 11 students from Ege University. At the time the experiment was conducted, all of these students were in their senior year. The criterion to participate in the experiment was set as having taken simultaneous interpreting classes at the university level. The interpreting sessions were conducted in the simultaneous interpreting laboratories of Dokuz Eylül University and Ege University, respectively.

While listening to the recordings gathered from the students, it was observed that some participants remained silent for long durations which clearly showed that these participants fell significantly behind the original speaker in terms of verbosity. Including these recordings in the study would endanger the reliability of the data. Therefore, after transcribing the recordings of the students, verbosity analysis was conducted for each student, and in this way, it was decided whether or not to include their recordings to the study. This was necessary due to the nature of the present study that focuses on interpreting strategies within the framework of Effort Models (Gile, 1995). Analyzing whether the omissions were due to listening analysis effort or production effort would not be possible if the recordings falling behind the average verbosity level were to be included. In order to differentiate between these, every word uttered by each participant was counted and average verbosity level of the students was taken as the selection basis.

At the interpreting sessions in which the students were asked to work from English to Turkish, the average verbosity level was set as 693 words. The word count of each participant is as follows:

Table 4: Verbosity Analysis in English into Turkish Direction

VERBOSITY FIGURES (ENG>TR)			
PARTICIPANT	WORD COUNT	PARTICIPANT	WORD COUNT
S1	974	S10	746
S2	1017	S11	625
S3	922	S12	582
S4	837	S13	391
S5	814	S14	441
S6	944	S15	404
S7	850	S16	475
S8	808	S17	340
S9	796	S18	509

In the opposite interpreting direction, i.e. from Turkish into English, the average verbosity level was set as 1106 words and the word count of each participant is as follows:

Table 5: Verbosity Analysis in Turkish into English Direction

VERBOSITY FIGURES (TR>ENG)			
PARTICIPANT	WORD COUNT	PARTICIPANT	WORD COUNT
S1	1418	S10	1323
S2	1742	S11	1079
S3	1207	S12	908
S4	1290	S13	591
S5	1255	S14	851
S6	1402	S15	722
S7	1158	S16	779

S8	1473	S17	603
S9	1353	S18	759

Looking at the tables above, it can be seen that 8 participants failed to meet the average verbosity level in both directions and, therefore, were not included in the study. The final number of students included in the present study is 10.

As for the professionals, the only criterion was to actively work as a professional simultaneous interpreter. All of the professionals were reached through the personal network of the author. Considering the interpreters' workload and schedule, it was not an easy task for them to spare their time to participate in the study. 4 out of 7 professionals that I reached agreed to take part in the study. The same verbosity analysis procedure was applied to the professional group and none of the professionals was identified as below the average word count either in English into Turkish or Turkish into English direction.

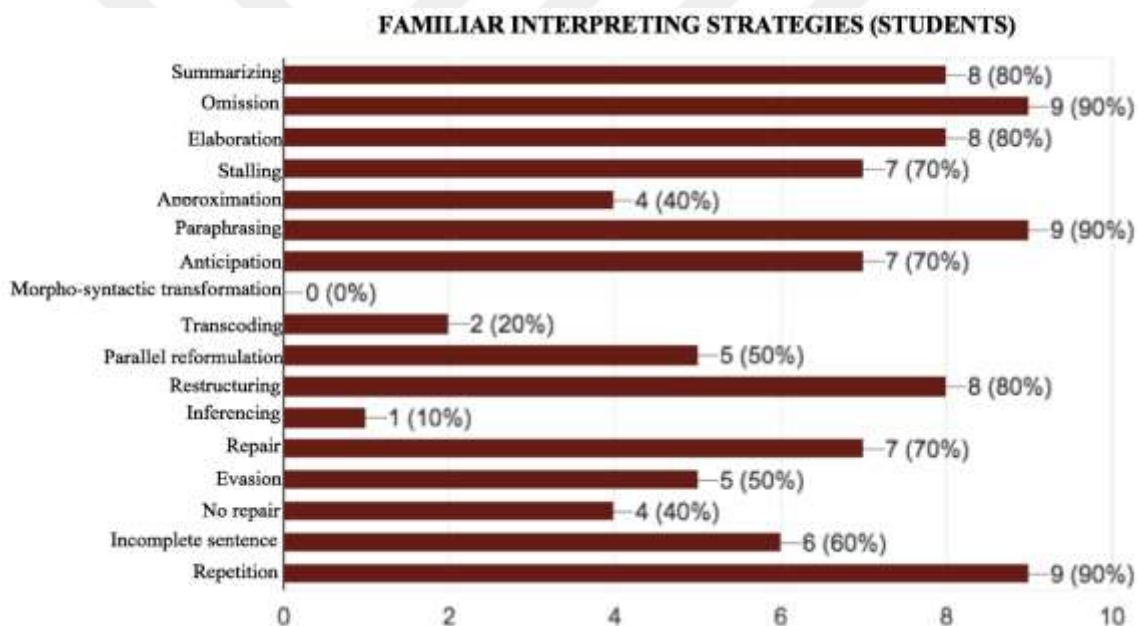
Profile of the Participants

Once they electronically signed the Participant Consent Form, both the students and professionals were asked to fill out the online Pre-Interpreting Survey which aimed to demonstrate a thorough profile of the participants.

As mentioned above, all of the students in this study are senior students at the Translation and Interpreting Departments of either Dokuz Eylül University or Ege University. The native tongue of all the students is Turkish while their second language is English. According to this survey, the age of the 10 students included in the present study varies between 21 and 42, with the average of 24,5. All of them confirmed that they have taken simultaneous interpreting classes. As for their interpreting experience levels, 40% of the students stated that they have worked as novice interpreters before. When it comes to evaluating their interpreting performances in general, on a five-point Likert scale, 30% of the students rated themselves as “good”, and the remaining 70% rated as “average”.

The students were also asked to mark the interpreting strategies that they are familiar with. The strategies were taken from Li's work (2013) and different names for the same strategies (i.e. compression, condensation, summarizing or omission, skipping, ellipsis, message abandonment) were also provided in the survey in order to prevent confusion and misunderstandings due to terminology differences. According to their answers, it can be concluded that the majority of the students are aware of the strategies that constitute the subject of the present study. The strategy familiarity ratios of the students are as follows:

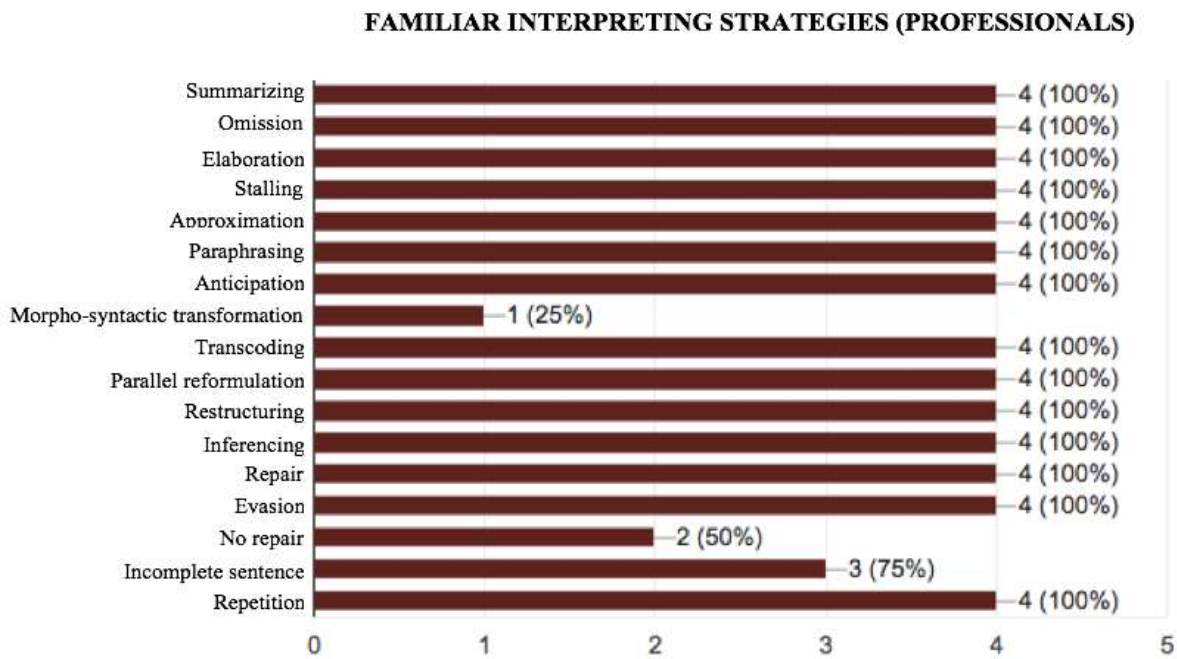
Figure 1: Familiar Interpreting Strategies (Students)



The professionals included in the present study filled out a separate Pre-Interpreting Survey with similar questions. The native tongue of all the professionals is Turkish while their second language is English. According to the results gathered from the survey, the age of the professionals varies between 26 and 46, with the average of 35. 75% of them confirmed that they have taken simultaneous interpreting classes as students. Half of the professionals have marked that they have 5 to 10 years of experience while the other half indicated that they have 10 to 15 years of experience. The professionals were not asked to rate their own performance in general.

As for the interpreting strategies, all of the professionals have stated that they are familiar with the interpreting strategies that are the subject of the present study. The strategy familiarity ratios of the professionals are as follows:

Figure 2: Familiar Interpreting Strategies (Professionals)



CHAPTER THREE

FINDINGS AND DISCUSSION

The present section aims to shed light on the data gathered from the interpreting performances in both directions and the data gathered from post-interpreting surveys and the interviews with the students and professionals. First of all, the descriptive part of the present study is going to be provided in detail through the analysis of the findings in the simultaneous interpreting performances of the students. Then, the performances of the professional interpreters will be analyzed with the number of occurrences. Once the findings are completed, the statistical results gathered through the t-test are going to be presented. This will be followed by a discussion focusing on the effect of directionality on omissions, additions, substitutions and errors of the students both for students and for professionals. The second subsection focuses on the data gathered through the post-interpreting survey and the comments of the interpreting students and interpreting professionals in retrospective interviews. First of all, the findings are going to be presented and, then, their relevance to the results found in the interpreting performances are going to be discussed.

3.1. INTERPRETING PERFORMANCES

This subsection aims to provide the findings in the interpreting performances of the students and professionals in simultaneous interpreting in English and Turkish language pair. Distribution among the omission, addition, substitution and error types of each group and each direction is going to be provided in detail. Then, the individual scores of the participants are going to be given. As the present study mainly focuses on interpreting students, the examples are going to be provided in detail. In the part where the data collected from the recordings of the professionals are presented, no examples are going to be provided because the professionals were included as the control group in the study and their performances will not be discussed.

3.1.1. Interpreting Performances of the Students

In this part, the findings from the interpreting performances of students in both directions are going to be given and explained in detail and with examples. The examples that are to be given under each category may have more than one omission, addition, substitution and/or error, or the combination of some of them; however, in order to prevent confusions only the relevant word or word cluster is going to be marked.

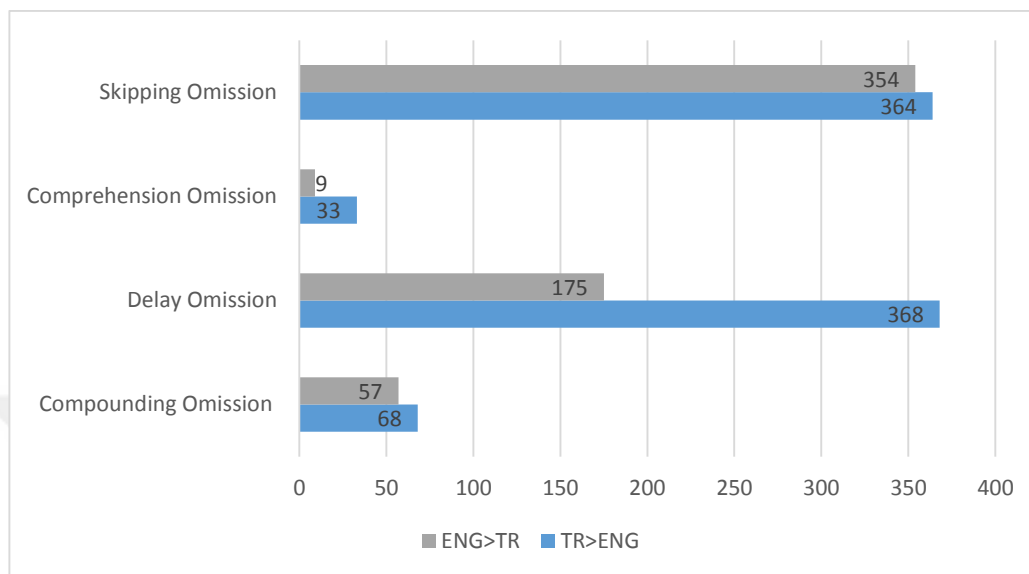
3.1.1.1. Omissions

In this subsection, the omission occurrences in students' recordings in both directions are going to be examined thoroughly within the categorization of Barik (1971). First of all, the total number of omissions and the distribution of omission types are going to be given. Then, this will be followed by the omission categories set by Barik and adapted as explained in the previous chapter.

Before going into detailed categorization, having a brief look at the general distribution of omission types can provide an overall understanding regarding to what extent the interpreting students omit items present in the source texts.

It was observed that the total number of omission occurrences in the recordings gathered from the students is 595 while interpreting from English into Turkish and 833 in the opposite direction and the distribution among the omission types (i.e. skipping omission, comprehension/production omission, delay omission and compounding omission) are as follows:

Figure 3: Distribution among the Omission Types



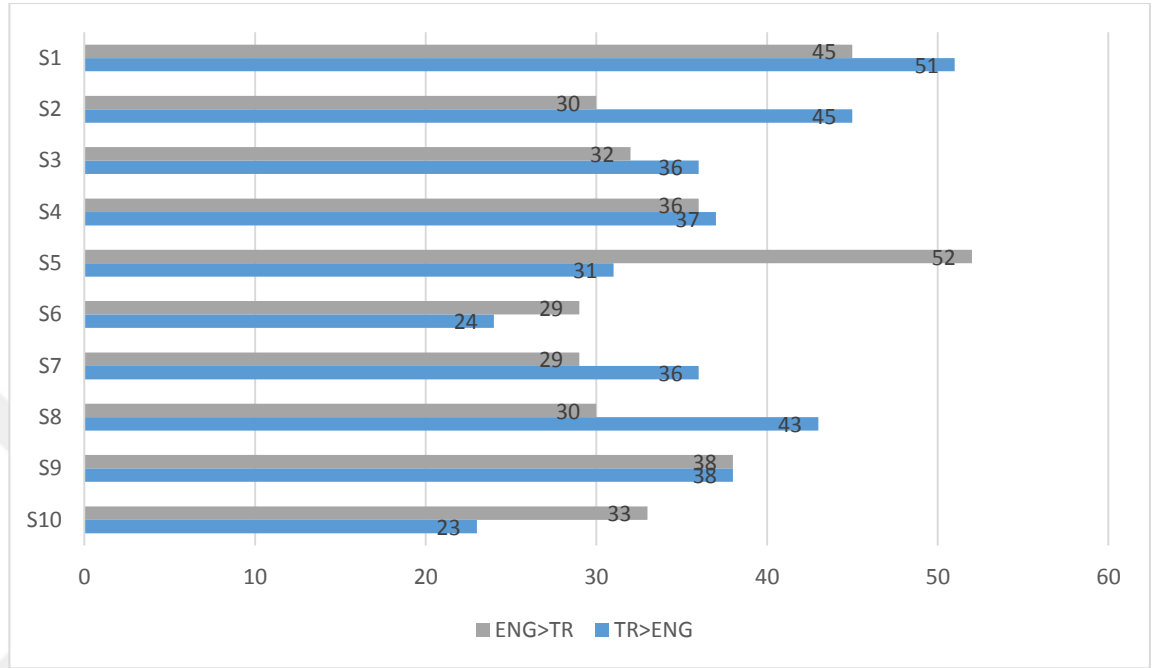
Taking the graph above into consideration, it can be said that the omission occurrences in students' recordings are higher in from Turkish into English interpreting. While skipping omission can be evaluated as the type occurring nearly at the same levels in both directions, delay omission is the type in which the biggest difference with regard to directionality is observed.

The following parts aim to shed a light to the omission types with students' individual scores and examples taken from their recordings.

Skipping Omissions (M1)

The total number of skipping omission occurrences detected in students' recordings is 354 in from English into Turkish, and 364 in from Turkish into English direction. At this point, it is very essential to remind that these skipping omissions may be a word or a bigger unit in the sentence in some cases. Therefore, one should note that having 364 skipping omissions is not equal to skipping 364 words. It should also be taken into account that the omissions of connectives, or omissions of specifications are not identified under this category. The number of skipping omission occurrences for each student is as follows:

Figure 4: Individual Distribution of Skipping Omissions



As it can be inferred from the table, individual numbers of skipping omission occurrences may vary from one student to another. 70% of the students have higher numbers of skipping omissions in Turkish to English direction, the remaining %30 consists of 2 students having higher numbers of omission in the opposite direction and 1 student having an equal number of omissions in both directions.

While the students are more likely to stick to the adjectives and adjectival clauses in Turkish to English, it was observed that they mostly skip these items in the opposite direction.

Example 1:

ST: A Syrian refugee boy I know_{M1} told me that he didn't hesitate and took his high school diploma when his life was in imminent_{M1} danger.

S3: Bir Suriyeli mülteci çocuk bana hiç tereddütsüz lise diplomasını aldığını söyledi hayatı tehlikedeysen.

(A Syrian refugee boy told me that he took his high school diploma without hesitation when his life was in danger.)

Example 2:

ST: Psikolojik ihtiyaçlarının ötesinde, bu çocukların öncelikli olarak düzenli bir hayatlarının olması gerekiyor.

(Beyond their psychological needs, these children firstly need to have a regular life.)

S4: Beyond their psychological needs, they need to have a regular life.

Prepositional phrases are also one of the word clusters that are frequently omitted by the students and they are omitted in both directions.

Example 3:

ST: Hany's aunt, his uncle and his cousin were murdered in their homes for refusing to leave their house.

S9: Kendi teyzesi, kuzeni ve amcası evlerini terk etmedikleri için öldürülmüşlerdi.

(His aunt, cousin and uncle were murdered because they did not leave their house.)

Another condition that skipping omissions were observed in most of the students while interpreting from Turkish to English was when the speaker rephrased and repeated what she said. In such cases, the students tended to pick either the firstly uttered or rephrased part. For instance, the rephrased part in Example 6 was omitted by 90% of the students. However, in its corresponding sentence in the opposite direction (See Example 5) only 30% of the students resorted to omission.

Example 5:

ST: It would be as if the entire population of Germany, 80 million people, would flee to the United States in just 3 years.

S2: Eğer Almanya'nın bütün nüfusu, yaklaşık 80 milyon kişi, 3 yıl içerisinde Amerika'ya gitseydi ne olurdu diye düşünün.

(Think what would happen if the entire population of Germany, approximately 80 million people, would go to the United States in 3 years.)

S6: Sanki tüm Alman halkının, 80 milyonun, Amerika'ya 3 yıl içinde kaçması gibi bir örnekti bu.

(It was an example as if all German population, 80 million, flees to the United in 3 years.)

Example 6:

ST: Bu çocukların her üç tanesinden bir tanesi, yani %30'u bireysel olarak silahlı ya da fiziksel şiddete uğramış.

(Each one in third of these children – I mean 30% of them – was individually subjected to armed or physical violence.)

S2: And, around 30% of these children were exposed to either gun violence or physical violence.

S7: Every one in third of these children were subjected to armed crime.

Besides, when multiple items are listed in a sentence, the students tend to skip some of them unintentionally in both directions as they are working under a time constraint. Although the words in the examples below were given to the students in the terminology list which they had time to study prior to the interpreting session and was also available in the interpreting booths, these words were omitted by most of the students.

Example 7:

ST: But, they would begin a life of grueling hardship and monotony.
M1

S1: Ve, onlar zor bir hayata başladılar.

(And, they began a difficult life.)

S3: Ve, çok zorluklu bir hayata başladılar.

(And, they began a life with great difficulties.)

Example 8:

ST: Eğer biz onlara daha önce ulaşmazsak bu çocuklar terör organizasyonlarının,
M1(S7)
suç örgütlerinin, fuhuş çetelerinin elinde yem olarak kalacaklar.
M1(S5)

(If we do not reach to them before, these kids will be used as baits in terror organizations, crime syndicates, and prostitution gangs.)

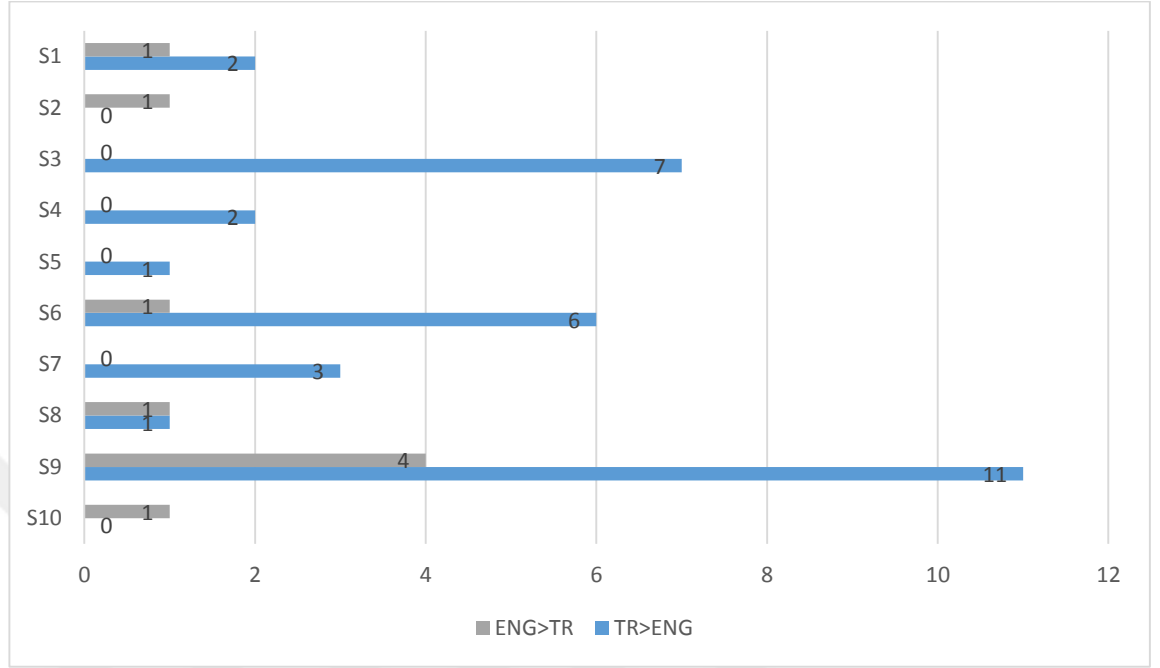
S5: If we don't reach them beforehand, they are going to be a part of terrorist organizations.

S7: And, if we cannot give a hand to these people, they will be a subject to crime syndicates and prostitution gangs.

Comprehension/Production Omissions (M2)

Comprehension/production omission is the least encountered type in both directions. The total number of comprehension omissions is 9 in Turkish to English direction while the number goes up to 33 in Turkish to English direction. The examples in this section are not going to be provided with their interpreted versions as the sentences are omitted as whole and the translator remains silent while the speaker continues to speak. The number of comprehension omission occurrences for each student is as follows:

Figure 5: Individual Distribution of Comprehension/Production Omissions



As seen in the graph above, 40% of the students do not have any comprehension/production omissions and 50% of the students have only 1 in English to Turkish direction. While S10 has omitted a different sentence, the rest of the students have omitted an adverbial clause or the sentence including that particular adverbial clause:

Example 1:

ST: But, leave him to languish in this muddy field, and he will become a member of a lost generation.
M2

In Turkish to English direction, it was observed that the sentences in which comprehension/production omissions were present are common in some students. 20% of the students missed the first sentence of the speech. These examples cannot be considered as “not being able to start” due to the fact that the voice of the source speaker can be heard while listening to the students’ recordings.

Example 2:

ST: İşim gereği her gün eğitimden istihdama, ekonomiden iş güvenliğine Türkiye'ye dair yüzlerce veri elimden geçiyor.

(As a part of my job, every day I go over hundreds of data about Turkey from education to employment, from economy to job security.)

Another common comprehension/production omission was encountered in 30% of the students and observed in the sentences uttered by the speaker between 08'50" and 9'01" in the Turkish speech. In order to understand the reason behind the omissions, the sentences prior to the omitted part were also taken into consideration and it was seen that one of the comprehension/production omissions follow a gross phrasing change, and the other two follow delay omissions.

Example 3:

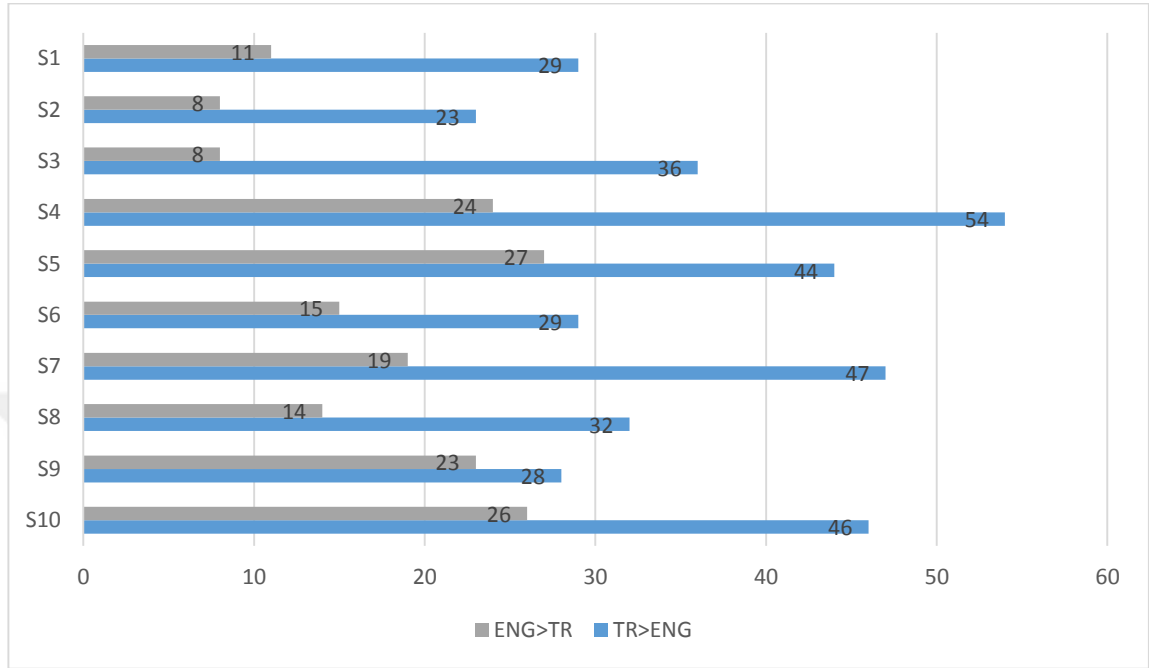
ST: 3 milyar dolar yapıldı. Bu fındığı kim alıyor ve ne yapıyor diye bir araştırma yaptım. Ağaçtan düşen 4 fındıktan 1 tanesini İtalya'da 500 çalışanlı bir şirket alıyor.

(It was 3 billion dollars. I made a research on who buys these nuts and what do they do with them. A company with 500 employees in Italy buys 1 out of 4 nuts falling from the trees.)

Delay Omissions (M3)

The total number of delay omissions was calculated as 175 in English to Turkish direction and as 368 in Turkish to English direction. Individual rates of the students are as follows:

Figure 6: Individual Distribution of Delay Omissions



By looking at the graph above, one may think that delay omissions depend on individual performances. However, once the data are analyzed in detail, it can be seen that the number of delay omissions pertaining to one participant is 30 in English to Turkish and is 39 in Turkish to English directions.

There is one sentence that was omitted by %70 of the students, which is the highest rate in English to Turkish direction. In order to understand the reason behind, the sentences that it follows should also be taken into consideration:

Example 1:

ST: This will need to be rebuilt by architects, by engineers, by electricians. Communities will need teachers and lawyers and politicians interested in reconciliation and not revenge.

Refugees have a lot of time to prepare for their return. You might imagine that being a
M3 (S3, S4,S5,S6,S7,S8,S10) M3 (S4,S5,S7,S10)
refugee is just a temporary state.

The sentence before the delay omission includes lists and while trying to keep up with them, the students miss the following sentence. In this case, for three of the students, the production stage took even longer, which caused the omission of the consecutive sentence, too. The second most frequently omitted sentence, which was omitted by 60% of the students, has the same features. It is also possible to see the same pattern in Turkish to English.

Example 2:

ST: Because I think she must have realized that she represents the lost, isolated and frustrated generation of Syrian refugee children.

These children fled complete destruction.

M3

Example 3:

ST: Türkiye’de eğitim sisteminin nerede olduğunu anlamak için standart, uluslararası, kıyaslanabilir veri olarak sadece PISA sınavlarına bakabiliriz. Ben yaklaşık 3-4 yıl önce PISA’yı yaygınlaştırmak, tanıtmak için çok uğraştım.

M3

(In order to understand where the education system in Turkey is, we can only look at PISA exams as standard, international and comparable data. About 3-4 years ago, I tried really hard to popularize and to promote PISA.)

However, the sentences omitted by 100% and 90% of the students in Turkish to English, which are to be provided below respectively, have a different nature. Neither of them has listings or follows sentences that are hard to produce or is hard to comprehend for an average English speaker. Nor do they pose a threat to the overall understanding of the target audience. Their common feature is that they both follow short and simple sentences. Their being omitted can be explained by the students’ having longer durations of production compared to the duration in which the short and simple sentences are being uttered by the speaker.

Example 4:

ST: O fotoğrafta Orta Doğu Teknik Üniversitesinin mezunlarını gördüm. Çok güzel elbiseler giymişler. Arkada bir stat var. Orada güzel bir yazı var.

M3

(I saw the graduates of Middle East Technical University in that photo. They wore beautiful dresses. There is a stadium behind. There is a beautiful writing there.)

Example 5:

ST: WhatsApp'a bakalım. WhatsApp'ı 52 tane çalışan kurmuş. Peki, kaç liraya satmışlar? 18 milyar dolara satmışlar.

M3

(Let's look at WhatsApp. 52 employees founded WhatsApp. So, how much did they sell it for? They sold it for 18 billion dollars.)

Nevertheless, when we look at the opposite interpreting direction, it is seen that short sentences that are consequently uttered by the speaker do not pose any threat to their following sentences in terms of delay omissions.

Example 6:

ST: She said "Yes.". But, she refused to smile. I think she just couldn't.

S2: O da "Tabii ki." dedi. Ama gülmeyi reddetti. Bence sadece gülümseyemiyordu.

(She said "Of course.". But, she refused to smile. I think she just couldn't.)

Another possible occurrence of delay omissions is at the beginning of sentences. These are different from skipping omissions as they are identified as being uttered during the production of the interpreters. Some examples are as follows:

Example 7:

ST: Intel'in yaptığı bir araştırmaya göre yetişkinlerin sadece %14'ü hayal kuruyor.

M3

(According to a research done by Intel, only 14% of the adults dream.)

S4: Only 14% of the grown-ups dream.

Example 8:

ST: Hany was hidden in the back because they were facing checkpoints of threatening soldiers.
M3

S1: Onlar kontrol noktalarından kaçtılar askerlerin.

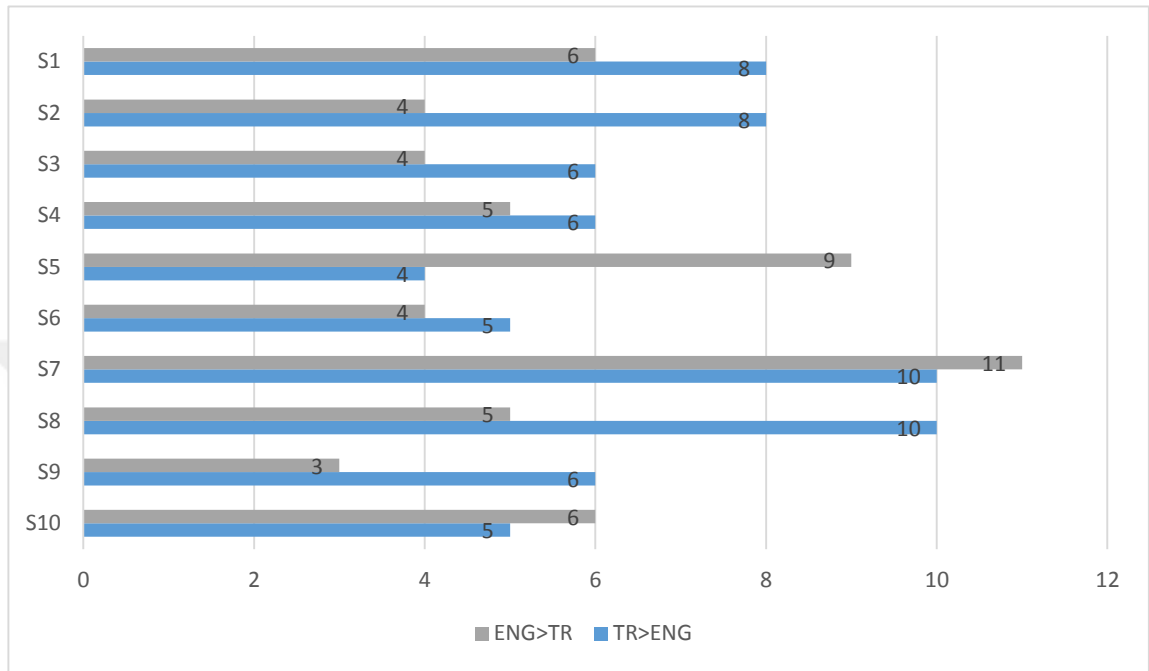
(They ran away from the checkpoints of the soldiers.)

Contrary to the examples above, delay omissions may not be limited to one sentence at a time. There are also many cases in which the students omit successive sentences, which consequently cause lack of coherence in the speeches. The highest number of consecutively omitted sentences is detected as 3 in English to Turkish and as 5 in Turkish to English interpreting directions.

Compounding Omissions (M4)

Compounding omissions are the second least encountered omission type in students in both directions. The total number of occurrences is 57 in English to Turkish and 68 in Turkish to English. The individual rates of compounding omissions are as follows:

Figure 7: Individual Distribution of Compounding Omissions



As seen in the graph above, in English to Turkish direction, the highest number of compounding omissions per person is 11 while it is 10 in the opposite direction. Comparing these numbers with the ones in the previous omission category, it can be said that the students rather omit the sentences that they hear while they are producing another element of the speech than trying to compensate for their losses.

Compounding omissions can be done in two ways: the interpreter may either miss a sentence and convey the meaning of it or take some elements from the first sentence and deliver them in the second sentence, or the interpreter may opt to combine the second sentence with the first one. In Turkish to English direction, some of the most frequent compounding omissions that did not alter the overall meaning of the sentences are as follows.

Example 1:

ST: Muhtemelen kafanızda hemen bir fotoğraf canlandı. Birçoğunuz benim tesadüfen köyde doğmuş bir dahi olduğumu düşünüyorsunuz, değil mi?

(Probably an image popped into your minds immediately. Most of you think that I am a genius born into a village by chance, don't you?)

S2: I am sure that you have this picture that you think I am a genius that was born in a
M4
faraway place.

S3: After this, you probably have some imagination in your mind that I am a genius or
M4
something.

Example 2:

ST: Bizim ülkemizdeki mülteci çocukları kurtarmak için yapmamız gereken tek bir şey var. Bu çocuklara daha iyi bir yaşam umudu vermemiz gerekiyor.

(There is only one thing to save the refugee children in our country.)

S4: The only thing we need to do to save the refugee children is to provide them a good raison d'être.

S6: What we need to do to help them is to give them a better hope of living.

In English to Turkish, the most frequently compounded sentence with the rate of 70% of the students is as follows.

Example 3:

ST: Recently I visited a Syrian refugee camp in northern Iraq. I met a girl.

S5: Kuzey Irak'taki bir mülteci ile tanıştım, bir kızla.

(I met a refugee in northern Iraq, a girl.)

S7: Kuzey Irak'taki bir kızla tanıştım.

(I met a girl in northern Iraq.)

As it is also seen in the example above and as stated in the previous chapter, in compounding omissions, the interpreters do not have to convey all the messages given by the speaker. The example below shows that the students did not convey the message that these countries “progress” but they managed to transfer the idea of “justice” into the next sentence:

Example 4:

ST: Adalet sistemini oturtan ülkeler ilerliyor. Oradaki yurttaş “Çok çalışırsam emeğimin hakkını alırım.” diyebiliyor.

(Countries establishing their judicial systems progress. Citizens there can say “If I work hard, I can get a fair shake.”)

S2: When there is a justice system, the civilians say “If I work hard, I would get paid.”
M4

S4: We have to make better judicial system because in other countries people say “If I work hard, if I stay honest, I can get paid.”.
M4

Compounding omissions sometimes result in incorrect messages. In English to Turkish, 4 cases in which compounding omissions result in errors were identified.

Example 5:

ST: In a refugee camp in Kenya, I met Jacob.
M4 (S5, S7)

His village in Sudan was burned to the ground when he was 7 years old. His family was killed.
M4 (S5)

S5: Sudan’daki başka bir mültecinin ise ailesi öldürülmüştü.

(The family of another refugee in Sudan was murdered.)

S7: Ve, bir diğer çocuk da Sudan’da karşılaştığım 7 yaşında bir çocuktü.

(And, another kid was a 7-year-old kid I came across in Sudan.)

Example 6:

ST: You know, there has been a terrible war in Somalia for 22 years. I visited one of the
M4
refugee camps near Somalia.

S8: 22 yıldır Somali’de olan bir göçmen kampına gitmiştim.

(I went to an immigrant camp that is in Somali for 22 years.)

Example 7:

ST: And, they finally made it to the refugee camps. After spending 7 years in the camp,
M4
Jacob had the chance to resettle to the United States.

S5: Sonunda kampa ulaştıktan sonra Amerika Birleşik Devletleri’ne yerleştirilebildi.

(After finally making it to the camp, he was placed in the United States of America.)

In one particular case in Turkish to English, two students combined the second sentence and the first one and this resulted in difference in meaning.

Example 8:

ST: Türkiye’nin çok ciddi bir sorunu var.

Bizim kendi çocuklarımızla ilgili, onları nasıl yetiştirdiğimizle ilgili verileri
M4

paylaşacağım ama önce başka bir noktaya değinmek istiyorum.

(Turkey has a very serious problem. I am going to share data about our own children and how we raise them but first I would like to point out something else.)

S9: Turkey has a very, very big problem about our children and about how we raise them.

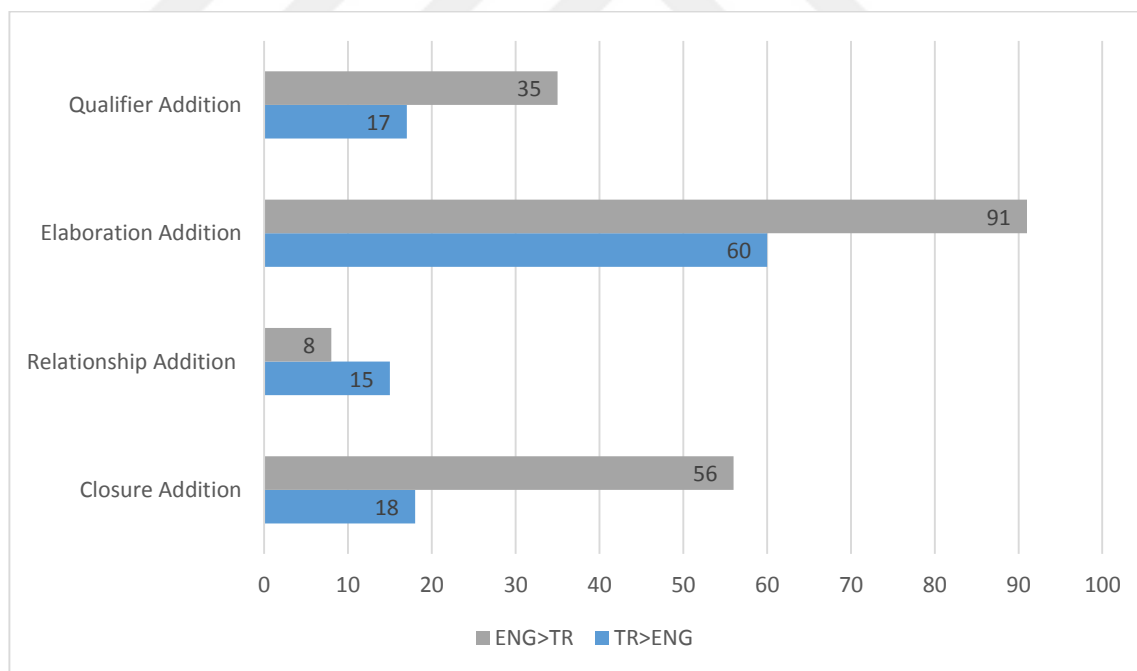
S10: We have a great problem in Turkey. This is about how we raise our children.

3.1.1.2. Additions

In this subsection, the addition occurrences in students' recordings in both directions are going to be examined thoroughly within the categorization of Barik (1971). First of all, the total number of omissions and the distribution of addition types are going to be given. Then, this will be followed by the addition categories set by Barik (1971) and adapted as explained in the previous chapter.

In order to understand the extent of additions used by the students in general, we should have an overall look at the addition types. It was observed that the total number of addition occurrences in the recordings gathered from the students is 190 in English to Turkish and 110 in Turkish to English. The distribution among the addition types is as follows:

Figure 8: Distribution Among Addition Types

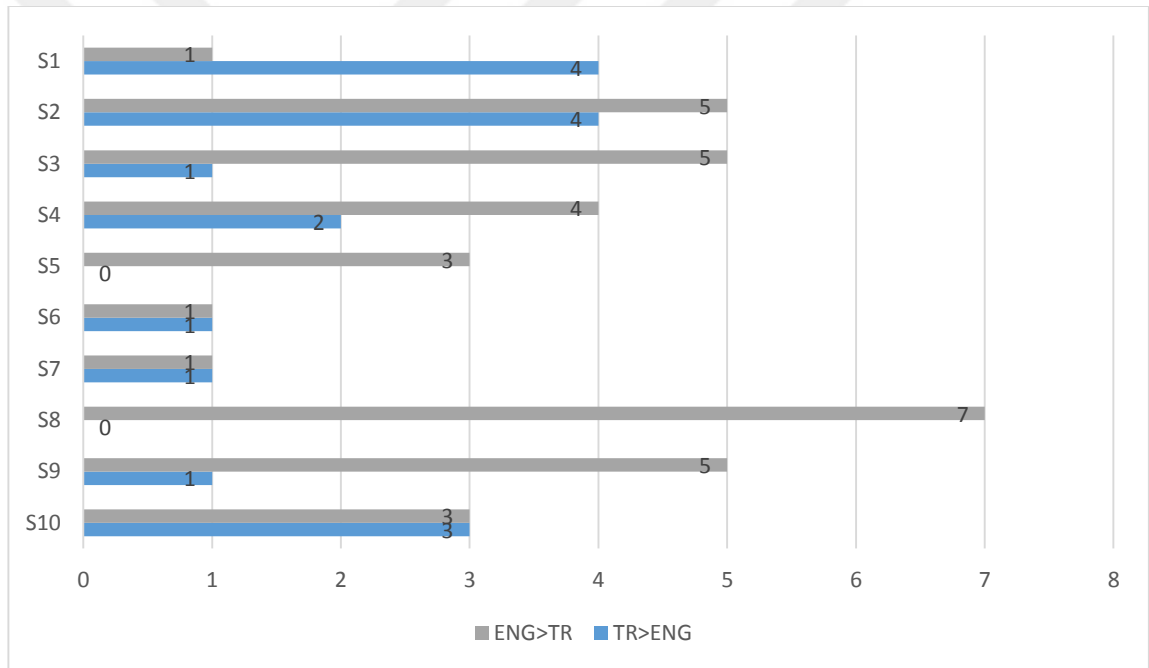


Looking at the graph above, it can be put forward that, excluding the relationship addition, the students tend to make more additions to the source text while interpreting from English to Turkish.

Qualifier Addition (A1)

The total number of qualifier additions was determined as 35 in English to Turkish and as 17 in Turkish to English. While the students do not tend to resort to this type of addition significantly, by looking at the data gathered from individual recordings, it is also possible to say that there is no common example in which the majority of the students used qualifier additions in Turkish to English direction. The individual scores of qualifier additions are as follows:

Figure 9: Individual Distribution of Qualifier Additions



Most of the qualifier additions are observed to be intensifiers in both directions. The students add “very” or its Turkish equivalent “çok” before adjectives in some cases. However, as the number of occurrences is limited, it is not possible to have an inductive approach in this case. Some students tend to add “approximately”, “about”, “around” before the figures or fractions given in the sentences for approximation in both directions. However, this also seems to be a personal strategy. Rare cases in which the students added an adjective or an adverb qualifying a noun, or a verb were also detected.

Example 1:

ST: Son 5 yıl içinde Türkiye nüfusuna 3 milyon kişi katıldı.

(In the last 5 years, 3 million people joined Turkey's population.)

S2: In the last years, about 3 million people joined Turkey's population.
A1

Example 2:

ST: You know, there has been a terrible war in Somalia for 22 years.

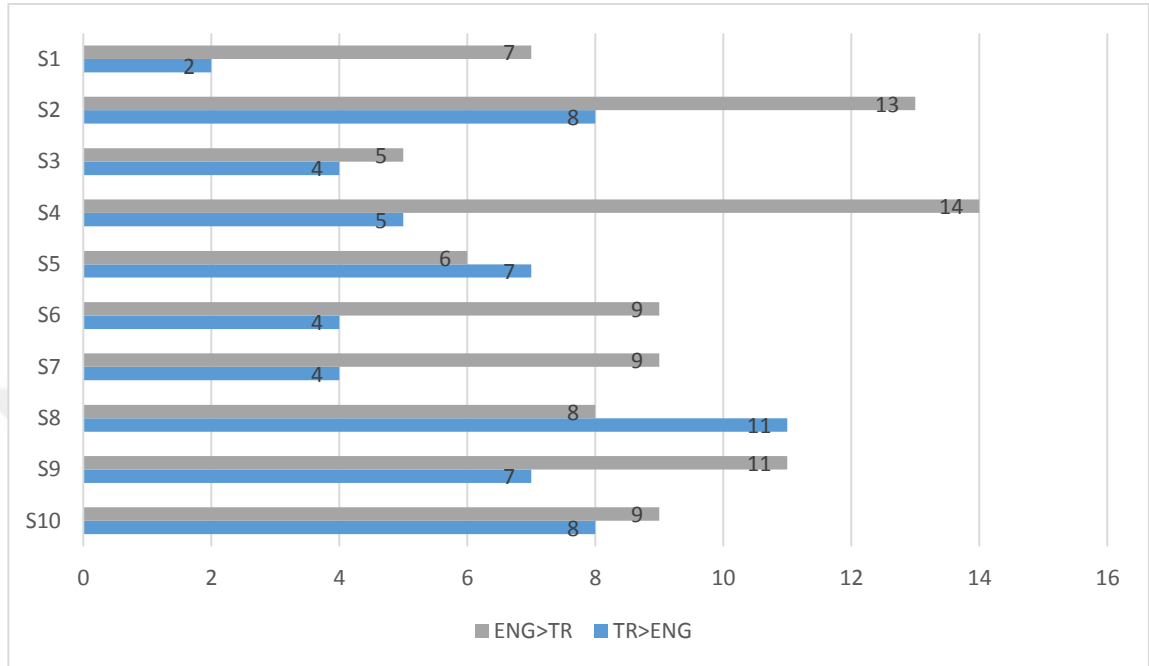
S1: Somali'de 22 yıldır çok korkunç bir savaş sürüyor, bildiğiniz gibi.
A1

(There has been a very terrible war in Somalia for 22 years as you know.)

Elaboration Addition (A2)

This subcategory is proven to be the most frequent one according to the data gathered from the students' recordings both from English to Turkish and from Turkish to English interpreting sessions with the total numbers of 91 and 60, respectively. The individual scores of the students are as follows:

Figure 10: Individual Distribution of Elaboration Additions



In English to Turkish, there were 2 sentences in which the students used elaboration addition commonly. One of the sentences included the verb “to take” which can be translated as “almak” into Turkish. However, as the word has also the meaning “to buy”, 60% of the students preferred to use this with an addition.

Example 1:

ST: And, that is “What did you take?”

S5: Bu da “Yanınıza ne aldınız?”.

(And, that is “What did you take with you?”)
A2

Another elaboration addition which was observed in 40% of the students and can be considered as a “necessary” one was in a sentence containing the verb “to leave” which can be translated as “ayrılmak” or “terk etmek” into Turkish. Both equivalents are often used with an indirect object in the target language. Therefore, the students added an indirect object within the context.

Example 2:

ST: They left that day, right away.

S9: O gün şehirlerini terk ettiler.
A2

(They left their city that day.)

In Turkish to English direction, there were not any frequently occurring examples like the ones above. However, in this direction, the elaboration additions were sometimes aimed at making explanations to the target audience.

Example 3:

ST: İkinci olarak, adil rekabet kurallarına ihtiyacımız var.

(Secondly, we need fair competition rules.)

S5: And, we need fair competition in this country.
A2

Example 4:

ST: Eğer o fotoğraflar ve o kitaplar olmasaydı bugün ben köyde bir bakkal dükkanında hayatımı sürdürüyor olurdum.

(If those photos and those books did not exist, I would be continuing my life in a grocery store in the village.)

S3: Without the books I had in high school, I would be still working in a grocery store.
A2

In both directions, most of the direct additions did not provide any specific detail but added emphasis to the sentence.

Example 5:

ST: Every day, on average, 32,000 people will be forcibly displaced from their homes.

S4: Her yıl 32.000 insan evlerinden, yerlerinden, yurtlarından ediliyor.
A2 A2

(Every year 32,000 people are displaced from their homes, their places, their hometowns.)

Example 6:

ST: Sınava gitmemin tek amacı orayı görmektir.

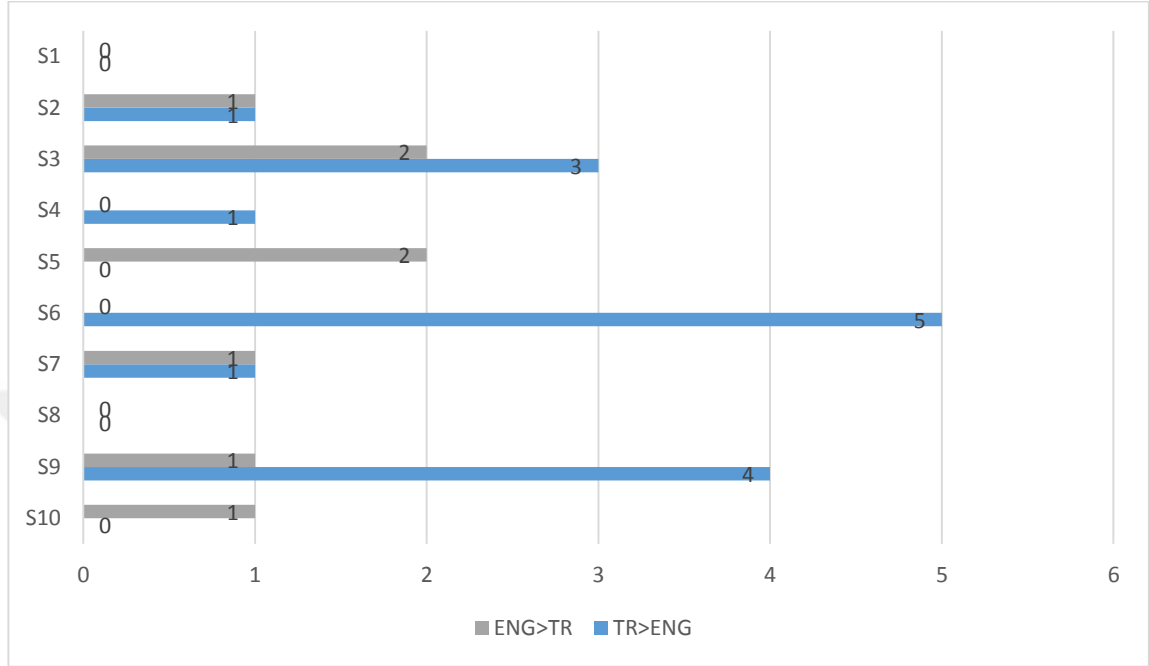
(The only reason for me to go to the exam was to see there.)

S2: And, the only reason for me to take the test was to go, to see there.
A2

Relationship Addition (A3)

Relationship additions are the least encountered addition type found in the recordings of the students. However, relationship additions have a great importance as the misuse of these may cause failures in meaning. Out of 8 occurrences in English to Turkish direction and 15 occurrences in Turkish to English direction, the individual scores of the students are as follows:

Figure 11: Individual Distribution of Relationship Additions



The relationship additions act like a bridge built by the interpreters between the sentences and they do not pose any threat to the overall meaning. The students mostly used the conjunctions “but” or “because” in both directions to form the link between the sentences.

Example 1:

ST: Çocuklarımızın hayal kurmayı öğrenmesi gerekiyor. Hayal olmadan inovasyon mümkün değil.

(Our children need to learn dreaming. Without a dream, innovation is not possible.)

S9: Also, we have to teach our children to dream because without dreams innovation is not possible.
A3

However, in some cases where the relationship additions are combined with delay omissions, the interpreters produce an unintended meaning or a meaningless sentence. None of the relationship additions caused such a problem in English to Turkish direction; however, there was one case in English to Turkish direction.

Example 2:

ST: Birçoğunuz benim tesadüfen köye doğmuş bir dahi olduğumu düşünüyorsunuz, değil mi? İlgisi yok. Bunun tek bir sebebi var.

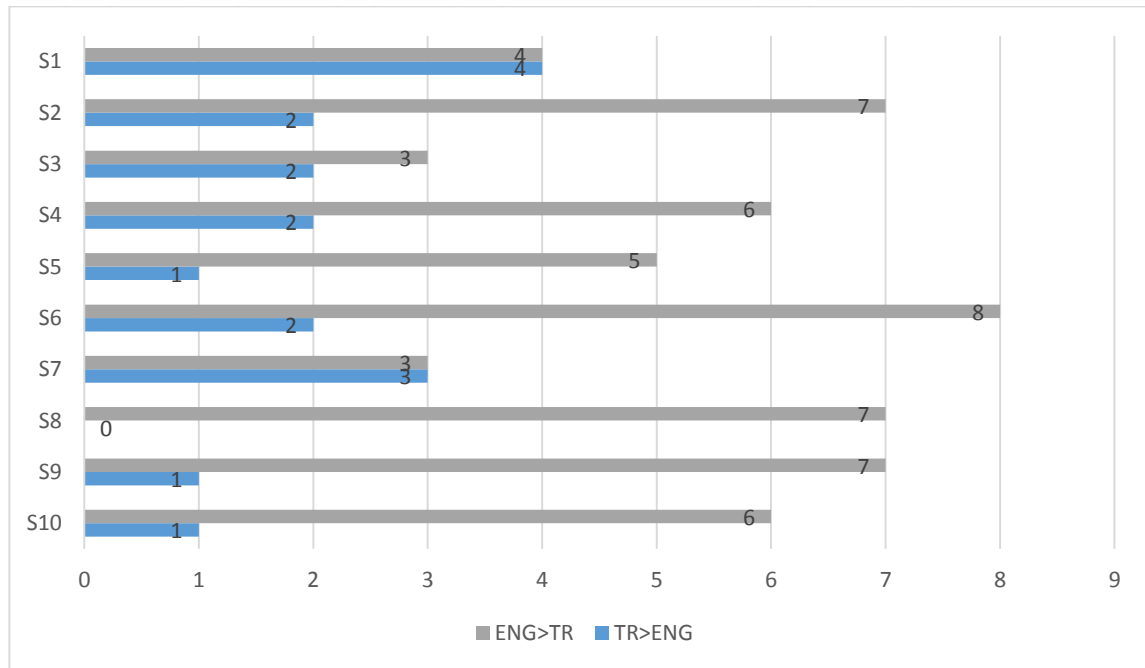
(Most of you think that I am a genius born into a village by chance, don't you? There is no such thing. It has only one reason.)

S4: You might think that I am a secret genius born into a village ^{A3} but there is one reason to this.

Closure Addition (A4)

The total number of the closure additions found in the students' recordings is 56 in English to Turkish, and 18 in Turkish to English interpreting sessions with the individual scores presented below:

Figure 12: Individual Distribution of Closure Additions



In English to Turkish direction, students use chunking as a strategy to tackle the sentence structures. It is observed that the use of chunking results in closure additions.

Example 1:

ST: I started asking questions such as “What is your favorite subject?”, “What do you want to be when you grow up?”.

S2: Ona sorular sormaya başladım. “En sevdiğin ders ne?”, “Büyüdüğünde ne olmak istiyorsun gibi sorular sordum.”
A4

While interpreting from Turkish to English, the students do not resort to chunking as much as they do in the other direction, which in turn decreases the use of closure additions. They rather use closure additions to compensate for their skipping omissions (M1) or, mild or gross phrasing changes (E3 or E4).

Example 2:

ST: Dünya’da insanlar bireysel olarak büyük atılımlar yapıp başarılar elde ederken, onlar inovasyon ekonomisine geçmişken biz çocuklarımıza yeterli eğitimi veremiyoruz.

(While people are achieving success and making individual breakthroughs and while they have moved to innovation economy, we cannot give out children sufficient education.)

S1: When other countries have innovations, economy and stuff like that, we are not giving enough education to our children.
A4

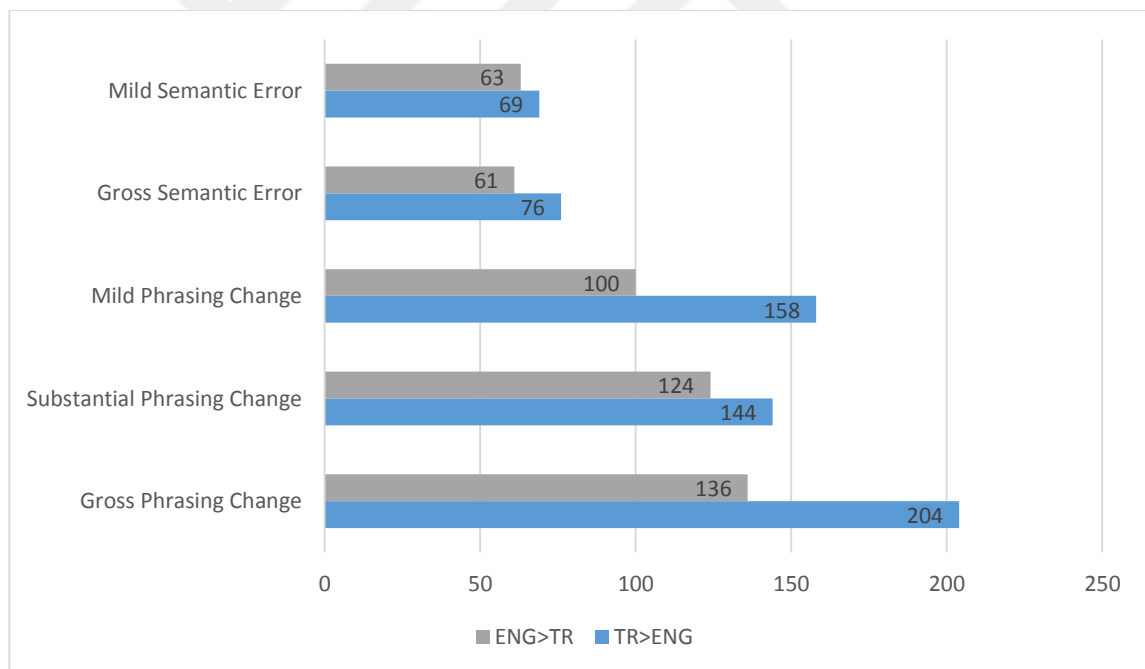
3.1.1.3. Substitutions and Errors

The substitutions and errors made by the students in both directions are going to be examined under this category. At this point, it is essential to remember that the long ongoing discussion, or one of the memes of translation as Chesterman (1997) puts forward, of word-for-word or sense-for-sense translation cannot be taken as a basis in interpreting studies. Therefore, while determining the substitutions, minor differences in wording – for example, chunking – are not taken into consideration. Only the parts where

the participants chose to use different words to express the same (E3), or at least a similar idea or provided the gist (E4) are categorized as “substitutions”. If the interpreter fails to do so or completely changes what is being said, it is included in “gross phrasing change” which is the only category not bearing the name “error” but should be considered as an “error” in Barik’s taxonomy.

Once this important point is clarified, we can look at the total numbers of substitutions and errors. While interpreting from English to Turkish, the total number of substitutions is 287. In the opposite direction, this number goes up to 369. The occurrence of errors, on the other hand, is 197 while interpreting from English to Turkish and is 280 in the opposite direction. We can look at the distribution of substitution and error types:

Figure 13: Distribution among Substitutions and Errors

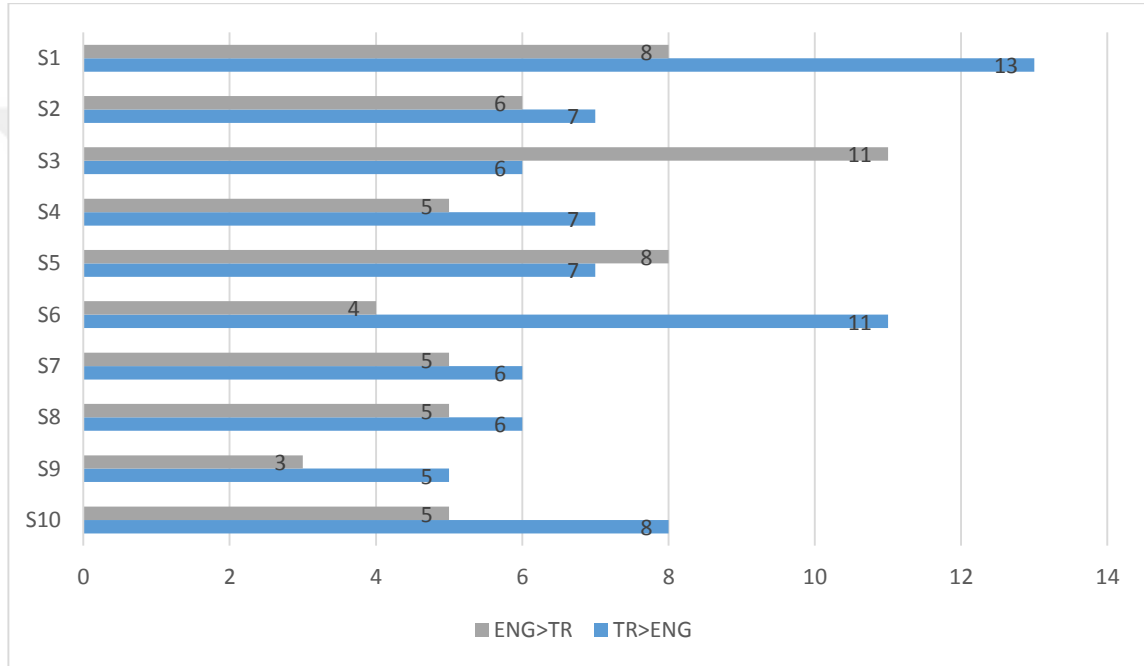


As it is clearly seen in the chart above, the occurrences of substitutions and errors are higher in each category in Turkish to English interpreting sessions of the students with the greatest difference being in substantial phrasing change. This points to the effect of directionality on substitutions and errors.

Mild Semantic Error (E1)

The total number of the mild semantic errors is 63 in Turkish to English and 69 in English to Turkish interpreting sessions of the students. Their individual scores are as follows:

Figure 14: Individual Distribution of Mild Semantic Errors



Mild semantic errors are seen at the lexical levels and they do not cause a total collapse in the overall meaning of the sentence as it can be seen in the following example in which the word “dangerous” is substituted with “bad” causing a slight difference in meaning as its likelihood to cause harm is lost for the target audience but the negative connotation is kept.

Example 1:

ST: Karşımızda çok tehlikeli bir tablo var.

(There is a very dangerous picture in front us.)

S6: We have a very bad picture in front of us.
E1

A similar example can be given in English to Turkish for the verb “bomb”. %30 of the students preferred the Turkish equivalents of “to burn” and “to demolish”. While both of them have negative connotations, they do not specifically require the action of bombing somewhere in order to happen. Therefore, we can say that there is a mild shift in the meaning.

Example 2:

ST: Who bombed your house?

S3: Kim evinizi yıktı?
E1

(Who demolished your house?)

S4: Kim evinizi yaktı?
E1

(Who burnt your house?)

One of the common mild semantic errors was detected in the equivalent of the Turkish word “kitaplık” which can be translated as “bookcase” to English. 30% of the students used “library” instead of “bookcase”. The word “library” is used either for “a building or room containing collections of books, periodicals, and sometimes films and recorded music for use or borrowing by the public or the members of an institution.” (Oxford Online Dictionary, 2018). Therefore, using the word in this context is not appropriate. However, this word was not taken into the category of gross semantic error as it does not cause a complete loss in the meaning.

Example 3:

ST: Annem ve babam eve büyük bir kitaplık yaptılar.

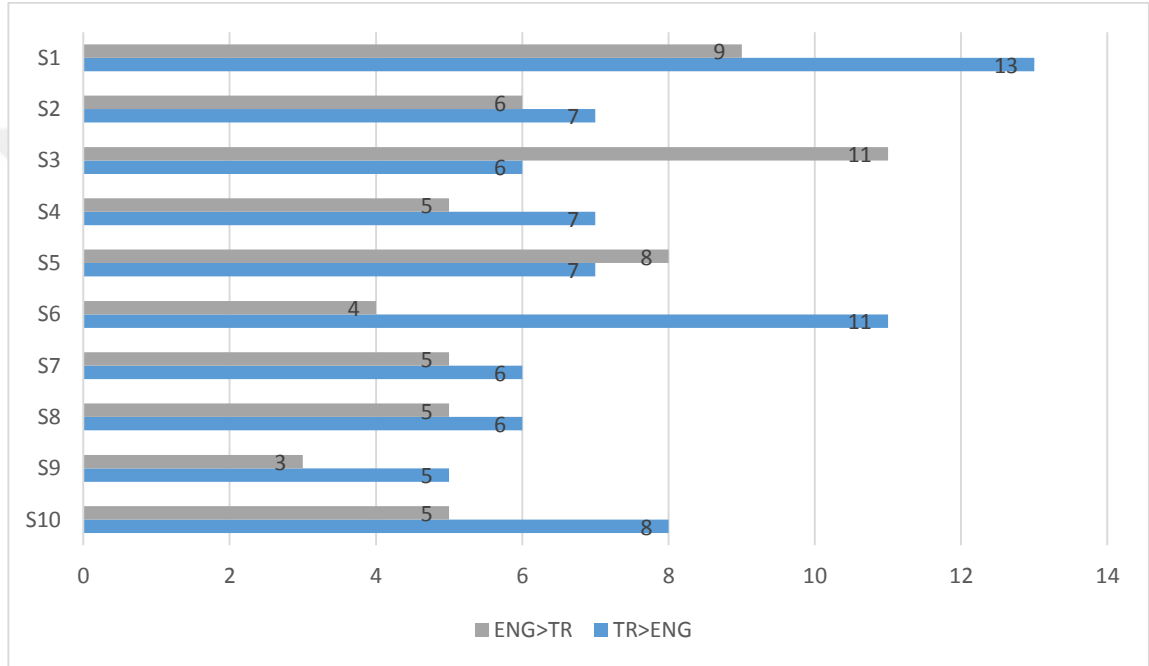
(My mother and father built a big bookcase in our home.)

S2: My parents made a library.
E1

Gross Semantic Error (E2)

The total number of gross semantic errors found in the students' recordings from English to Turkish are 61 in English to Turkish and 76 in Turkish to English. The individual scores of the students can be found in the following graph:

Figure 15: Individual Distribution of Gross Semantic Errors



There were 4 different circumstances that the students make gross semantic errors in English to Turkish. The first one is the incorrect translation of one word that totally alters the meaning of the sentence.

Example 1:

ST: I started working with refugees because I wanted to make a difference.

S8: Göçmenlerle çalışmaya başlamamın nedeni bir fark yaratmak istememdi.
E2

(The reason why I started working with immigrants was that I wanted to make a difference.)

Example 2:

ST: Son ve en önemli önerim de itiraz etmek.

(My last and most important suggestion is to object.)

S2: And, my last suggestion is to rebel.
E2

The second one is what Barik (1971) calls “error of false reference”. Among the total number of gross semantic errors, 3 of them were due to false reference in English to Turkish, and 6 of them were in Turkish to English. Examples in each direction are as follows.

Example 3:

ST: On his way to school, he would dodge snipers.

S10: Okula giderken keskin nişancılardan kaçardım.
E2

(On the way to school, I used to run away from snipers.)

Example 4:

ST: Ben Lise 1’de bir bakkal dükkanı açtım.

(I opened a grocery store in my freshman year.)

S5: And, he had a grocery store.
E2

Another occurrence of gross semantic error defined by Barik is due to synonyms or homonyms. Also, the “assumed meanings” in which the interpreters think that they heard another word are included in this category. There are 3 occurrences of this in English to Turkish and 1 in Turkish to English.

Example 5:

ST: We also spent some nice moments of laughter and fun with his beloved brother Ashraf.

S7: Aynı zamanda kan kardeşi Eşref ile güzel zamanlar geçirdik.
E2

(We also spent nice time with his blood brother Eşref.)

Example 6:

ST: Ama benim burada bahsettiğim – bu çocukların eğitim alması – insani ve güvenlikle ilgili çok önemli bir nokta.

(But, what I am talking about here – them getting education – is a very important, humane and safety-related point.)

S2: But, what I am talking about is they should be educated, and this is a very important point about humanitarian security.
E2

Not conveying the figures existing in the source speech to the target audience accurately also causes gross semantic errors. Therefore, although this group does not exist in Barik's taxonomy, 12 of the gross semantic errors in English to Turkish and 15 of the gross semantic errors in Turkish to English direction were found in the present study. Therefore, it is necessary to add another subgroup.

Example 7:

ST: By the end of this day, 32,000 people will be displaced.

S5: 310.000 insan yerinden edilecek.
E2

(310,000 people will be displaced.)

Example 8:

ST: 2 milyon çocuktan söz ediyoruz.

(We are talking about 2 million children.)

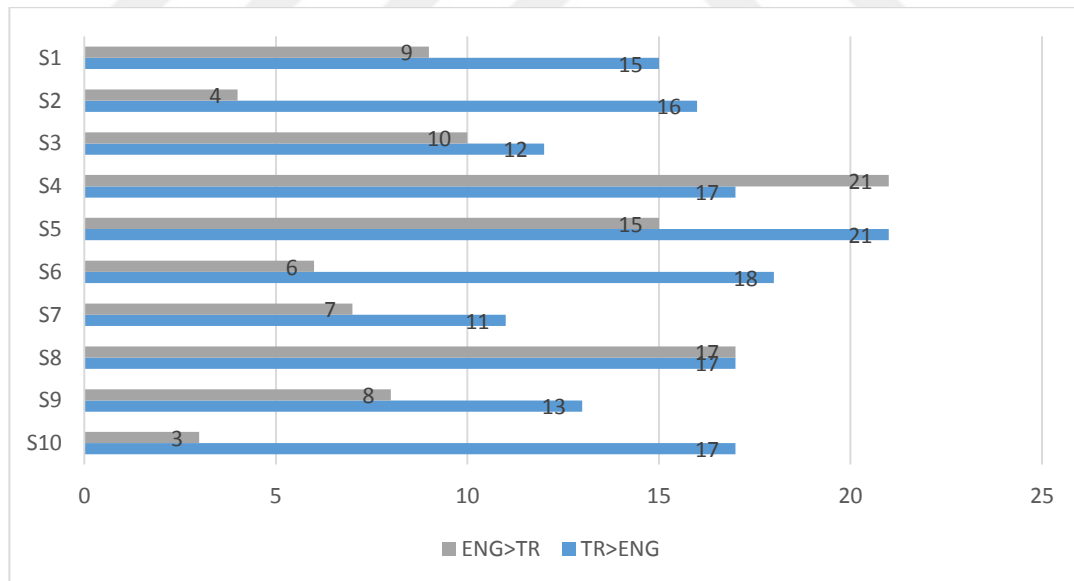
STU3: We are talking about 200 million children.
E2

There were also 2 cases in which the interpreters used foreign words. One of them was in English to Turkish: The student used the word “refugee” instead of its Turkish equivalent “mülteci”. The other one was in the opposite direction where the student said “elf” meaning “eleven” in German for the equivalent of the Turkish number “on bir”.

Mild Phrasing Change (E3)

The total number of mild phrasing changes found in students’ recordings is 100 in English to Turkish and 158 in Turkish to English. The individual rates of the students are as follows:

Figure 16: Individual Distribution of Mild Phrasing Change



It can be seen in the graph that 80% of the students have higher numbers of mild phrasing changes in English to Turkish. The remaining 20% consists of two students who have either equal number of occurrences in both directions or less number of occurrences in the opposite direction.

As explained in the previous chapter, mild phrasing change is a kind of substitution. The interpreter uses different words to convey the same or a similar meaning. Changes in sentence structures are not included in this category as long as the phrasing remains untouched.

Example 1:

ST: They were chased and pursued by wild animals and armed gangs.

S6: Çetelerle ve yabani hayvanlarla uğraşmak zorunda kaldılar.

E3

(They had to strive against gangs and wild animals.)

Example 2:

ST: Fakat, bu beni hiçbir zaman umutsuzluğa itmiyor çünkü bu topraklarda umutsuz olamayız.

(However, this never drives me to despair because we cannot be desperate in these lands.)

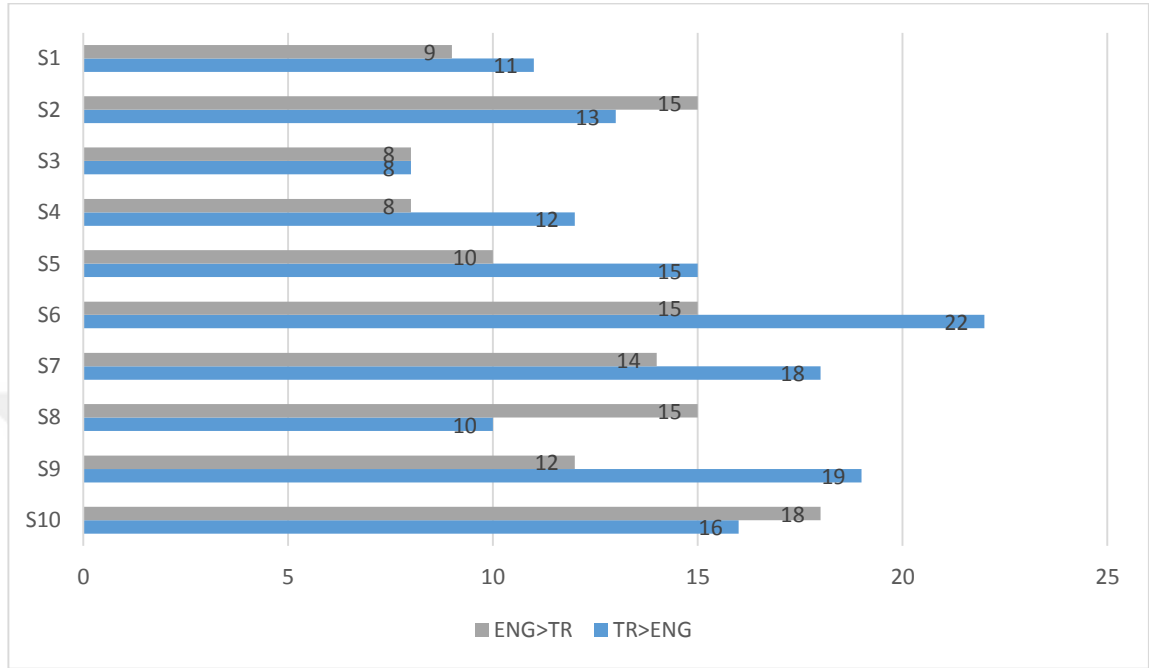
S8: But this never puts me in despair because these lands never accept despair.

E3

Substantial Phrasing Change (E4)

The total number of substantial phrasing change identified in students' recordings is 124 in English to Turkish direction and 144 in Turkish to English direction. The individual scores of the students are as follows:

Figure 17: Individual Distribution of Substantial Phrasing Changes



60% of the students have higher number of substantial phrasing changes in Turkish to English. The remaining 40% consists of 1 student with equal number of substantial phrasing changes and 3 students with higher numbers in the opposite direction.

In substantial phrasing change, the interpreter changes the phrasing of the sentence significantly; however, the gist is kept “to some extent”. This can happen on the sentence level or in smaller units of the sentence.

Example 1:

ST: And, it is the refugees who can stop the cycle of violence.

STU 6: Ve, mülteciler buradaki çatışmanın sonlandırılmasını sağlayabilir.
E4

(And, refugees can ensure the end of the conflict here.)

Example 2:

ST: Dünyada bilgiye kolay ulaşan ülkeler daha çok inovasyon yapıyor.

(The countries reaching to the information easier in the world make more innovations.)

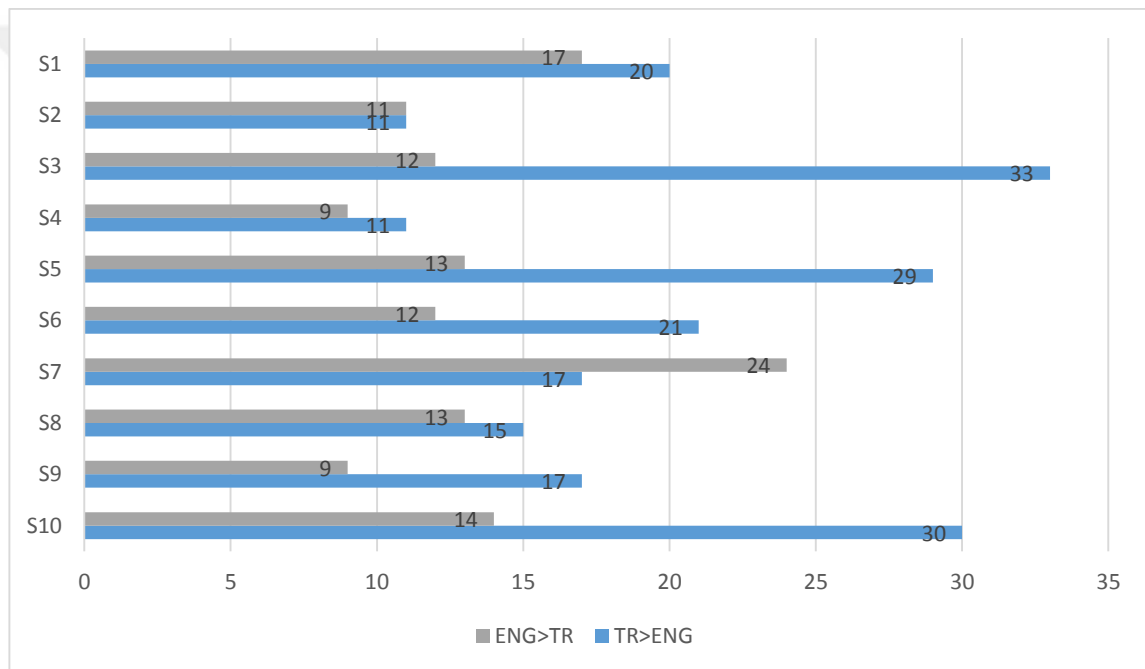
STU1: If you have no access to information, you have no innovation.

E4

Gross Phrasing Change (E5)

The total number of gross phrasing changes observed 134 in English to Turkish and 204 in Turkish to English interpreting sessions. The individual scores of the students are presented below:

Figure 18: Individual Distribution of Gross Phrasing Changes



As it can be seen from the graph, except for one student who made same number of errors in both directions and one who made higher in English into Turkish interpreting direction, majority of the students have fewer errors while they are interpreting into their L1.

Gross phrasing change is the widest category among all others as it many include errors stemming from different reasons such as confused or meaningless translations, loss of meaning due to omission, incomplete sentences, interpreters' making up something which is not existent in source text or major grammatical errors. In order to make these errors, of course, the interpreter omits, adds or substitutes the elements of the sentences.

As there are many sub-types of this category, examples in both directions are going to be provided for each type:

The first occurrence of gross phrasing change occurs when the interpreter fails at the production stage. The message is understood by the interpreter; however, not conveyed properly to the target audience. Consequently, the product becomes an odd and meaningless sentence for the target audience.

Example 1:

ST: They flee across borders or they flee on unseaworthy and overcrowded boats.

S1: Bazıları da denize çıkmaya elverişsiz yerlerden, evlerinden kaçmaya çalışıyorlar.

(Some of them try to flee from the unseaworthy places, their homes.)

Example 2:

ST: Benim liseyi bitirdiğim ilçe ya da il Türkiye'nin üniversite sınavlarında her sene en başarısız olan ili.

(The district or the city I finished high school is the least successful city in the university exams in Turkey.)

S2: The city I finished was the most unsuccessful high school of Turkey.

The second possibility emerges when the interpreter omits an item, causing a distorted message. None of the omission categories explained above causes such significant change in the overall meaning of the sentences. Therefore, they are included in this category.

Example 3:

ST: He said to me "If I am not a student, I am nothing."

S6: Eğer ben bir öğrenci olmasaydım ben hiçbir şeydim.

(If I wasn't a student, I would be nothing.)

Example 4:

ST: Ortaokul üçüncü sınıftayken babam gelip bana bir fotoğraf gösterdi.

(My father came and showed me a photo when I was in third year of the middle school.)

S2: The only reason was that my dad came when I was in third year of my middle school.

Another form of gross phrasing change occurs when the interpreter starts to convey the message in the source speech to the target audience, but does not complete his words, and skips to another sentence. This is different from delay omissions as the reason why the interpreter drops the sentence is not to catch another sentence.

Example 5:

ST: Hany is one of the 50 million people uprooted in this word today.

S1: Bu dünyada şu anda çok fazla insan göç –

(In the world, right now, too many people migrate –)

Example 6:

ST: Bu durum beni son derece endişelendiriyor çünkü büyük hayaller kurmadan bizim toplum olarak ya da birey olarak ilerlememiz ve kalkınmamız mümkün değil.

(This situation worries me a lot because without dreaming big, it is not possible for us to progress and develop as a society or as an individual.)

S3: [Because] That worries me because unless we imagine bigger things we won't be able to –

In some cases, the interpreter fails to understand the message given in the source speech and “makes up” a completely different sentence to replace it. The information given in such cases is “somehow” connected to the source speech but may give totally different or incorrect information or messages to the target audience.

Example 7:

ST: Sonra da New York Üniversitesinin en genç profesörlerinden biri oldum.

(Then, I became one of the youngest professors of New York University.)

S3: Then, I became an engineer.

The last one is the gross phrasing changes that result in unacceptable sentences in the target language. Minor grammatical mistakes such as the misuse of countable and uncountable words interchangeably or the conjugation of the verb “to be” are not counted here. If the grammatical errors are major and result in problems of conveying the message

in source speech or they are unacceptable sentence structures in the target language, then they are counted as gross phrasing changes.

Example 8:

ST: We conducted our entire interview in English which he confessed to me he learned from reading all of Dan Brown's novels and from listening to American rap music.

S5: Bir mülteci ile tamamen İngilizce içerisinde konuştuk ve İngilizce'yi Dan Brown
E5
kitaplarından ve Amerikan rap'i dinleyerek öğrendiğini söyledi.

(We spoke entirely inside English with a refugee and he said that he learned English from Dan Brown's novels and from listening to American rap.)

Example 9:

ST: Araştırmadaki çocukların %35'inde post-travmatik stress bozukluğu saptadık.

(We have identified post-traumatic stress disorder in %35 of the kids in the research.)

S3: And, we found that in these children PTSD.
E5

3.1.1.4. Other Omissions, Additions, Substitutions and Errors

Although Barik's taxonomy is a comprehensive one, it does not cover all the omissions, additions, substitutions and errors in interpreting. The ones that are not covered in the abovementioned categories are examined under the category of "other" in his work, too. These are frequently encountered in simultaneous interpreting performances of the students. These omissions, additions, substitutions and errors were also included in the t-tests.

Other omissions, symbolized with "MO", include omission of connectives (e.g. "And"), omission of fillers (e.g. "So", "Peki"), omission of exclamations (e.g. "Ya!", "Lütfen!"), omission of definite articles (e.g. "the"), omission of specification (e.g. using a pronoun instead of a noun phrase).

Other additions, symbolized with "AO", include addition of connectives (e.g. "So"), addition of specification (e.g. "that/those", addition of repetitions (e.g. repeating

the sentences for emphasis), addition due to repairs, addition due to interpreter's interference (e.g. "I'm sorry).

Other substitutions and errors, both symbolized with "EO", include substituting the connectives.

3.1.2. Professionals

As the main focus of the present study is students and the control group consisting of professionals is just taken as a benchmark, this subsection is only to provide the numbers of omissions, additions, substitutions and errors in professionals in both directions.

In the recordings of 4 interpreting professionals with their ages and experiences being varied, the total number of omissions is detected as 205 including 132 skipping omissions, 54 delay omissions and 19 compounding omissions in English to Turkish. None of the professionals had comprehension/production omissions in this particular language pair. In Turkish to English, the number of omission increases with the total number of 314 including 206 skipping omissions, 4 comprehension/production omissions, 85 delay omissions and 19 compounding omissions. The individual scores of the professional interpreters are as follows:

Table 6: Individual Distribution of Omissions in Professionals

	P1		P2		P3		P4	
	ENG>TR	TR>ENG	ENG>TR	TR>ENG	ENG>TR	TR>ENG	ENG>TR	TR>ENG
M1	24	42	37	47	36	71	35	46
M2	0	0	0	0	0	1	0	3
M3	0	8	23	22	6	10	25	45
M4	0	1	6	12	4	1	9	5

The total number of additions observed in professionals' recordings is 89 in English to Turkish direction with 13 qualifier additions, 56 elaboration additions, 3 relationship additions and 17 closure additions. In the opposite direction, the total number

of additions goes down to 44 with 3 qualifier additions, 28 elaboration additions, 10 relationship additions and 3 closure additions.

Table 7: Individual Distribution of Additions in Professionals

	P1		P2		P3		P4	
	ENG>TR	TR>ENG	ENG>TR	TR>ENG	ENG>TR	TR>ENG	ENG>TR	TR>ENG
A1	2	0	4	0	2	2	5	1
A2	16	8	6	10	16	2	18	8
A3	0	3	0	2	0	0	3	3
A4	9	3	3	8	1	1	3	1

In terms of substitution and errors, there were 195 occurrences in English to Turkish language pair. The total distribution among categories is as follows: 22 mild semantic change, 9 gross semantic change, 73 mild phrasing change, 55 substantial phrasing change and 36 gross phrasing change occurrences were found in professionals. In Turkish to English direction, the total number of substitution and errors goes down to 169 with 23 mild semantic change, 26 gross semantic change, 63 mild phrasing change, 57 substantial phrasing change and 47 gross phrasing change occurrences. The individual scores of the professionals are as follows:

Table 8: Individual Distribution of Substitution and Errors in Professionals

	P1		P2		P3		P4	
	ENG>TR	TR>ENG	ENG>TR	TR>ENG	ENG>TR	TR>ENG	ENG>TR	TR>ENG
E1	1	3	6	4	8	10	8	6
E2	2	12	4	7	2	5	1	2
E3	26	22	17	10	20	18	10	13
E4	2	10	17	19	20	16	16	12
E5	1	9	14	11	13	5	8	22

3.1.3. Results of the T-test

In order to measure the effect of directionality both in students and in professionals, two-tailed t-test was run. Looking at the results in macro-level, it can be concluded that we cannot reject the null hypothesis which means that there is no

significant relationship between directionality and omission, addition, substitution and errors in professionals. However, in students, as p-value is set below the significance level ($\alpha = 0,05$), it is possible to reject the null hypothesis and conclude that there is a significant relationship between directionality and the performances of the students with respect to omissions, additions, substitutions and errors.

Table 9: Effect of Directionality (Students and Professionals)

		Paired Samples Test								
		Paired Differences								
					95% Confidence Interval of the Difference					
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)	
Pair 1	ENGtoTRProfALL - TRtoENGProfALL	-30,250	45,966	22,983	-103,393	42,893	-1,316	3	,280	
Pair 2	ENGtoTRStuALL - TRtoENGStuALL	-45,100	18,894	5,975	-58,616	-31,584	-7,548	9	,000	

On micro-level analysis, it can be seen that the significant differences are in comprehension/production omission, delay omission, elaboration addition, closure addition, mild phrasing change and gross phrasing change occurrences in the recordings of the students.

Table 10: Strategies and Errors with Significant Difference (Students)

		Paired Samples Test						t	df	Sig. (2-tailed)
		Paired Differences								
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
					Lower	Upper				
Pair 6	ENGtoTRStuM2 - TRtoENGStuM2	-2,400	3,026	,957	-4,565	-,235	-2,508	9	,033	
Pair 10	ENGtoTRStuM3 - TRtoENGStuM3	-19,300	7,646	2,418	-24,769	-13,831	-7,983	9	,000	
Pair 26	ENGtoTRStuA2 - TRtoENGStuA2	3,100	3,542	1,120	,566	5,634	2,768	9	,022	
Pair 34	ENGtoTRStuA4 - TRtoENGStuA4	3,800	2,573	,814	1,959	5,641	4,670	9	,001	
Pair 50	ENGtoTRStuE3 - TRtoENGStuE3	-5,800	5,514	1,744	-9,744	-1,856	-3,327	9	,009	
Pair 58	ENGtoTRStuE5 - TRtoENGStuE5	-7,000	8,654	2,737	-13,191	-,809	-2,556	9	,031	

The negative values in the first column of M2, M3, E3 and E5 show us that the students have made more omissions, substitutions and errors while interpreting from

Turkish to English. For instance, among the abovementioned categories, the highest difference is in M3, which is delay omission, with the average difference of 19,300 between two directions with a standard deviation of 7,646 and it has been found that there is a significant difference between the delay omissions in Turkish to English and the delay omissions in English to Turkish with a p value of ,000. On the other hand, when we look at A2 and A4, it can be seen that the students have made more additions while interpreting from English to Turkish. For example, when we look at A4, the closure addition, the average difference between English to Turkish and Turkish to English is 3,800 with a standard deviation of 2,573 and it has been found that there is a significant difference with a p value of ,001. The categories with significant differences are to be addressed in detail in the discussion section (3.3) with respect to Gile's Effort Model (1995).

As for the professionals, the only significant difference in micro-level was detected in the category of skipping omissions.

Table 11: Strategies and Errors with Significant Difference (Professionals)

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Difference				
					Lower	Upper			
Pair 1	ENGtoTRProfM1 - TRtoENGProfM1	-18,500	11,561	5,781	-36,897	-,103	-3,200	3	,049

3.2. POST-INTERPRETING SURVEY AND RETROSPECTIVE INTERVIEWS

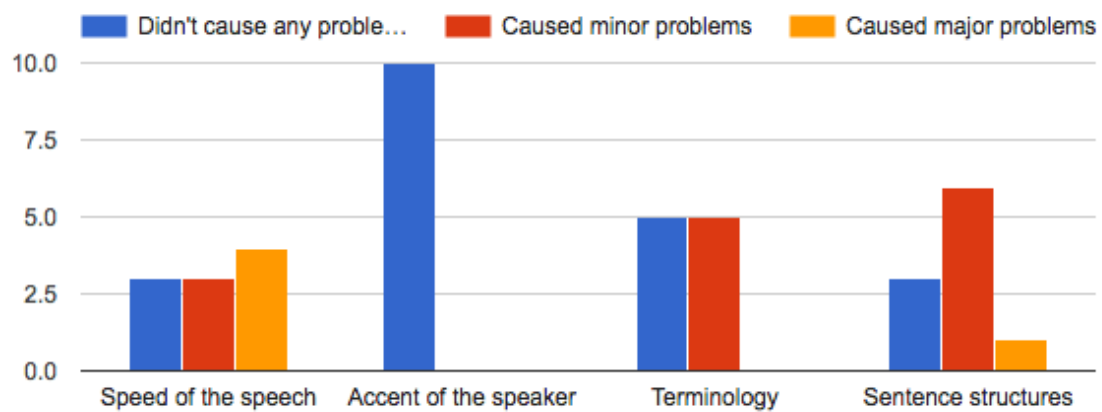
In this part, the data gathered from the answers that the participants marked in the post-interpreting survey and the retrospective interviews are going to be presented and discussed. Fowler (2004: 254) puts forward that the purpose of self-evaluation in interpreting studies is to reflect analytically on one's performance. Therefore, the post-interpreting processes that have been conducted enable us to gain an insight into the participants' minds during their simultaneous interpreting performances.

Familiarity to the topic was one of the concerns before starting the experiment. As explained in Chapter 2, the speeches were selected on purpose to avoid the problems that may arise from familiarity. Therefore, the first question asked to the participants in the survey was on familiarity with the topic on a 5-point Likert scale and while 70% of the students marked that the topic in English was “extremely familiar” to them, the remaining %30 marked it as “very familiar”. This rate goes up to 100% in professionals. Therefore, it can be concluded that neither the students nor the professionals faced any difficulties during their interpreting performances from English into Turkish due to the issue of familiarity. For the speech in Turkish, 60% of the students stated that the topic was “extremely familiar” while the remaining 40% marked it as “very familiar”.

The second question was on how challenging the speeches were. The students’ opinions vary from one to another in this case. For the speech in English, 30% of them marked that the speech was “not challenging at all” and 10% marked “not so challenging”. However, %40 of the students said that they found the speech “challenging” and the remaining %20 marked it as “very challenging”. For the speech in Turkish, 30% of the students said that it was “not so challenging”, 60% said that it was “challenging” and 10% said that it was “very challenging”. For both of the speeches, 50% of the professionals said that the speeches are “not challenging at all” and the other half marked that they were “not so challenging”.

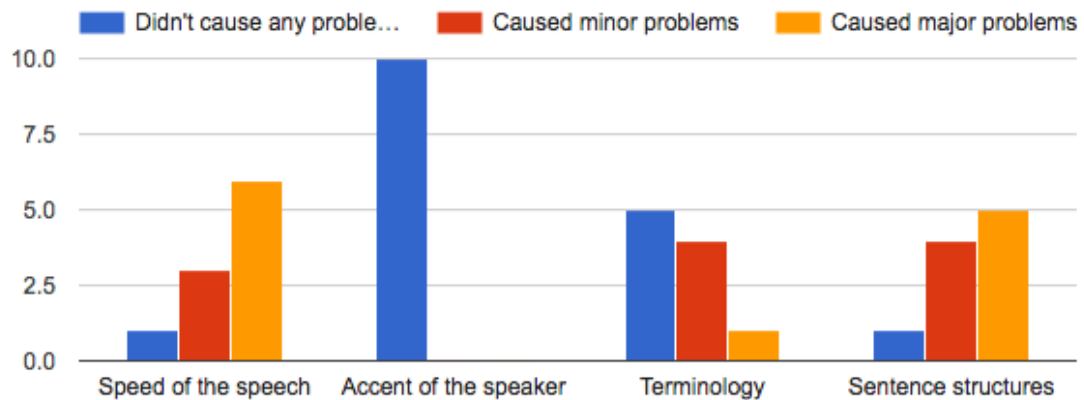
The next question aimed to find the problem triggers. Therefore, the participants were asked about the factors causing the problems in their interpreting sessions and the levels of these problems. For the speech in English, majority of the students said either that the speed did not cause any problems or that it caused minor problems. None of the students indicated that they had problems due to the accent of the speaker. As for terminology, the students marked either that they had no problems or that they had minor problems. The last factor was the sentence structures and again the majority of the students said either that they had no problems or that they had minor problems. A detailed histogram covering their answers is as follows:

Figure 19: Factors Causing Problems in English Speech



On the other hand, according to the data gathered from the survey, the majority of the students stated that the speed of the speech caused problems in Turkish speech. At this point, it is useful to remind that both speeches were designed and prepared to be at the same speed. Therefore, this does not indicate that the speech was faster but rather shows that the students had more problems catching up with the speech while they are interpreting into English. Thus, this is another indicator of the effect of directionality. A more detailed discussion on this point is going to be provided below in the discussion part. In terms of accent, 100% of the students marked that they had no problems. Similar to the results in the English speech, the students said that the terminology caused either no problems or minor problems. Again, at this point, it is essential to remind that the students were provided with vocabulary lists in both languages prior to the interpreting sessions. Therefore, it can be said that the vocabulary lists met their needs during simultaneous interpreting in both directions. For the last factor, 50% of the students said that they have found the sentence structures to be causing major problems and 40% said that they caused minor problems. Only the remaining 10% indicated that the sentence structures did not cause any problems. A detailed histogram covering their answers is as follows:

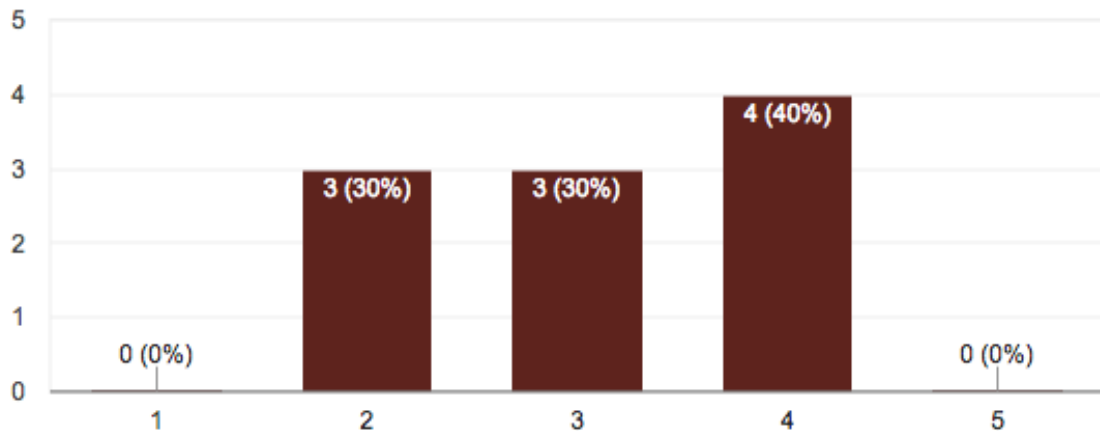
Figure 20: Factors Causing Problems in Turkish Speech



In the post-interpreting survey, all of the professionals said that speed of the speech, the accent of the speaker, the terminology and the sentence structures did not cause any problems for them during their simultaneous interpreting processes.

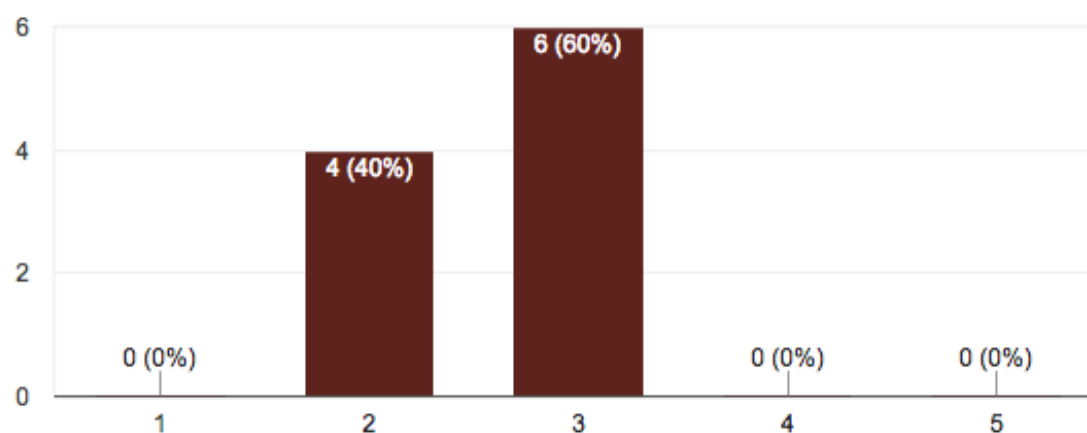
In the next question, the participants were asked to evaluate their interpreting performances in each direction on a 5-point Likert scale. In English to Turkish direction, 30% of the students evaluated themselves as “bad”, 30% of the students as “average” and 40% as “good”:

Figure 21: Self-evaluation of Students' Performances (English>Turkish)



In Turkish to English speech, 40% of the students evaluated themselves as “bad” while the remaining 60% evaluated themselves as “average”:

Figure 22: Self-evaluation of Students' Performances (Turkish>English)



In professionals, the results were again varied. Both for English to Turkish and Turkish to English interpreting performances, 50% of the professionals marked their performances as “average” and 50% marked as “good”. One professional indicated that she has performed better in English to Turkish and one said the vice versa. The other professionals rated themselves equal for both directions.

The next question was similar to the strategy question asked in the pre-interpreting survey. Taking into account that the taxonomy used in the present study is an overarching one and that the students may be unfamiliar with the categories of it, the names of the strategies were not changed, and the number of strategies was kept the same. Although not all the strategies measured in this question have a direct relationship with the categories, it was thought that including all of them may help to understand the reasons behind the strategy use. For example, if a participant indicates that s/he has transcoding, this may have an effect on the substantial phrasing change category as it includes the sentences that are not acceptable in the target language. Therefore, by using the same list of strategies, the participants were asked to tick up the ones that they have used in each direction. The histograms created by using the data gathered from the post-interpreting surveys in both directions are given below:

Figure 23: Strategies Marked by the Students (English>Turkish)

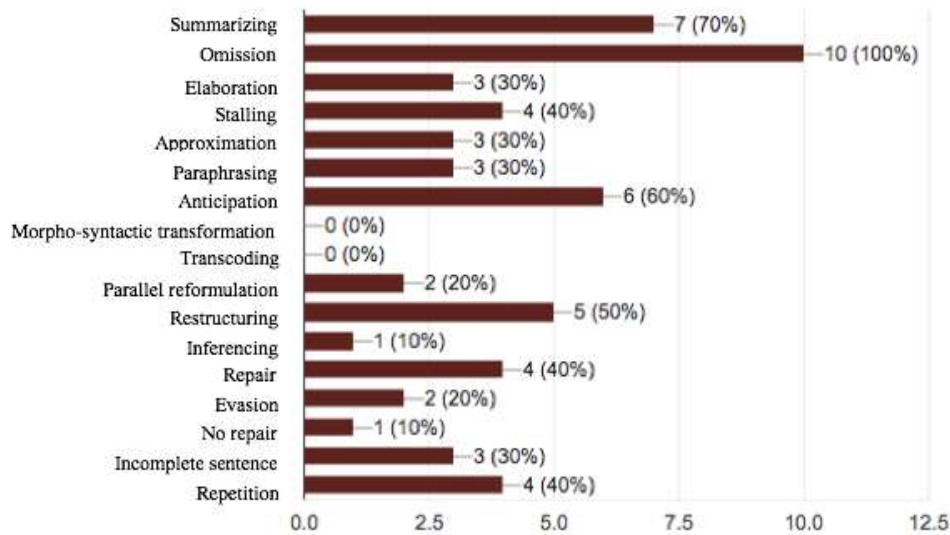
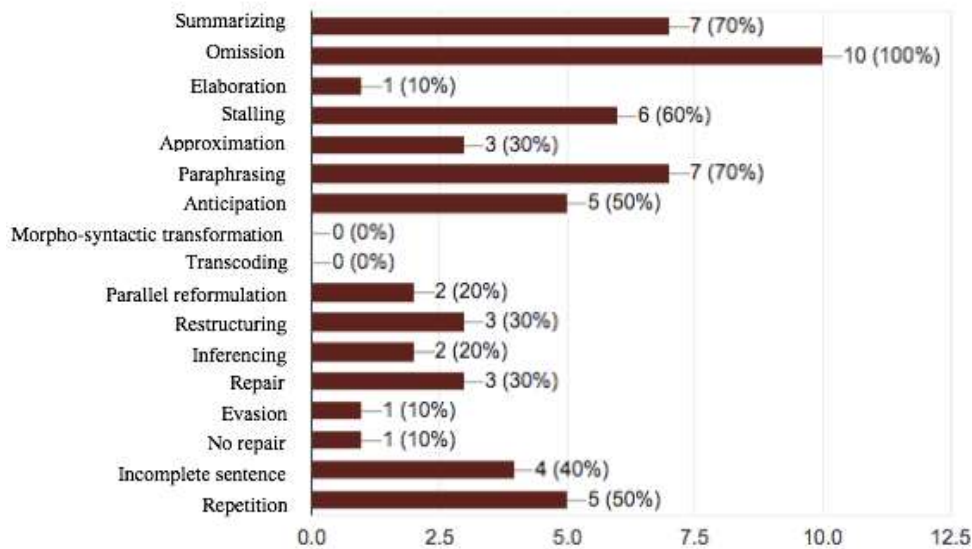


Figure 24: Strategies Marked by the Students (Turkish>English)



Looking at the histograms, it can be concluded that in both directions, majority of the students have stated that they have resorted to omissions, and summarizing, which is examined under substantial phrasing change in this study. More students marked that they have resorted to elaboration in English to Turkish than the opposite direction, which is

consistent with the findings in their performances. Approximation was included in qualifier addition in this study and 30% of the students have marked that they have used it as a strategy in their interpreting performances. Majority of the students have stated that they have used paraphrasing, which is examined under mild phrasing change in this study. While 30% of the students indicated that they have used restructuring in Turkish to English, it is seen that this number goes up to %50 in English to Turkish. Repair was marked by %40 and 30% of the students while repetition was marked by 40% and 50% of the students in English to Turkish and in Turkish to English, respectively. Both of these were identified under the other additions category. According to the graphs above, evasion is one of the least used strategies in both directions with 20% in English to Turkish and 10% in Turkish to English. This is an important finding as it shows that the delay omissions were not the result of strategic choices but rather inevitable consequences of production. No repair and incomplete sentences can be evaluated together as they are both included in substantial phrasing change category in the present study. 10% of the students stated that they have used no repair in both directions, which means that the interpreter is aware of the incorrect sentence but chooses to leave it as it is. The percentage of students saying that they have incomplete sentences is 30% in English to Turkish language pair and goes up to 40% in the opposite direction. However, in the analysis of the students' performances, it was seen that all the students have some incomplete sentences both in English to Turkish and in Turkish to English.

In the interview, the students were asked to comment on the effect of directionality on their performances and strategy use. 100% of the students commented that interpreting the speech from English into Turkish was easier than interpreting the speech from Turkish to English. Some of the comments of the students are as follows:

S2: "*Türkçe'nin syntaxi daha zor. Geride kaldım. İngilizce daha rahat çünkü fiil başta.*"

(Syntax of Turkish is harder. I lagged behind. English is more comfortable because the verb is at the beginning.)

S3: “İngilizce Türkçe daha güzeldi. Fiiller sonda Türkçe’de. Aslında anticipation gerekiyor ama yaptım mı bilmiyorum. Alışkın değilim. Türkçe’den çevirirken kelime seçimleri çok zor. Aslında hız normal ama kelimelere takılıp ben yetiştiremedim.”

(English to Turkish was better. Verbs are in the end in Turkish. Actually, anticipation is needed but I don’t know whether I used it. I am not used to it. Word choices are hard while interpreting from Turkish. Actually, the speed was normal, but I was stuck on the words, I couldn’t catch up.)

They were also asked to comment on the problematic parts of the speech. All of the students agreed that the poem at the end of the Turkish speech was the hardest part to interpret. Some of them said that they could not translate the exclamation in the Turkish speech. Having stated that they had problems in different parts of speech, all of them “complained” that they have “missed” some parts:

S7: “Türkçe konuşma daha zordu. Cümle kurmada zorlandım. Whatsapp’ın satılması, rakamlar falan kaçtı hep.”

(Turkish speech was harder. I had problems in producing the sentences. I missed Whatsapp’s being sold and the numbers.)

S2: “Türkçe’de çok geride kaldım. Mesela PISA sınavları kısmını kaçırdım. Fındık kısmının sonlarını bıraktım.”

(I lagged behind in Turkish. For example, I missed the PISA exams. I dropped the sentence about nuts.)

S4: “İngilizcede sorun yoktu. Hızdan ötürü kaçtı bazen. Türkçe’de sonlara doğru çok yer kaçırdım. İki yerde durdum bekledim çünkü çeviremedim.”

(I had no problems in English. Sometimes I missed because of the speed. In Turkish, I missed a lot of things in the end. I stopped and waited twice because I couldn’t interpret it.”

While these are the examples that the students did not compensate for the parts that they have “missed”, some of them told that they found ways to tackle the parts that they have left out.

S5: “*Minecraftlı yeri kaçırdım mesela ama sonradan ekledim. Fındıkta durdum*”.

(For example, I missed the part including Minecraft but I added it later on. I stopped in the part about nuts.)

S8: “*Orta Doğu’da şöyle Asya’da böyle arka arkaya örnek verdi kaçırdım onları, ben de topladım genel fikri söyledim.*”

(She gave examples like “It is like this in the Middle East, like that in Asia”. I missed them so I combined them and told the gist.)

When it comes to additions, the students generally said that they had not added anything significant to the text. Some of them only commented that they made additions in order to give approximations.

S10: “*Çok sayı vardı. Onları yanlış söylemekten korktum. Ondan hep yuvarladım. “Aşağı yukarı şunun gibi.” dedim.*”

(There were many numbers. I was afraid to give them wrong, so I rounded them. I said, “It is approximately like that.”.)

When they were asked if they have made any substitutions, all of the students responded positively. Some of them commented that it is a natural method used in simultaneous interpreting.

S9: “*Substitution kullandım tabi. Çoğu yerde yaptım hatta. Yapmadan nasıl çevireyim? Çok farklı diller ikisi.*”

(Of course, I have used substitutions. In fact, I did it in many places. How can I interpret without doing so? They are very different languages.)

In the last part of the interview, the students were asked to comment on their errors. All of the students were in doubt about the numbers that they translated during interpreting.

Some of the students said that they dropped the sentences in the middle of their speeches and moved on to the next sentence and some said that they failed in production in some cases.

S1: *“Türkçe’de sayıları attım ya da ortalama söyledim.”*

(In Turkish, I made the numbers up or I gave an approximate one.)

S8: *“İtiraz etmenin İngilizce’si aklıma gelmedi. Kağıda da bakamadım. Oralarda bir şeyler uydurdum biraz. Sonra oppose dedim geçtim.”*

“I couldn’t find the English equivalent of “to object”. I couldn’t look at the paper. There I made up things a little bit. Then, I said “oppose”.

Compared to the results of the students, professionals have marked fewer strategies. All of the professionals have indicated that they have used summarizing, omission and stalling in both directions. Restructuring, repair, incomplete sentence and repetition were among the strategies that the professionals used in Turkish and English. An interview was not conducted with the professionals as it was challenging enough to convince them to voluntarily take part in the study due to their having busy schedules. Therefore, they were asked to add if they had any additional comments about the speeches or their omissions, additions, substitutions and errors. Their comments were as follows:

P1: *“Kullandığım başlıca teknik, mesajı kaçırmadan aktarmak için ne gerekiyorsa yapmak.”*

(My main method is to do whatever it takes to convey the message without missing it.)

P1: *“Türkçe’nin sonunda şiirde anlamakta ve aktarmakta zorlandım.”*

(I had difficulties in understanding and transferring the poem in the end of the Turkish speech.)

P2: *“Minecraft yerine Worldcraft dedim. Onu hemen düzelttim.”*

(I said Worldcraft instead of Minecraft. I corrected it immediately.”

P3: “*Bence metinlerde sürekli tekrar eden şeyler vardı. Öyle yerleri atladım. Mesela, sürekli ‘Suriyeli mülteci çocuklar’ demek yerine ‘bu çocuklar’ dedim.*”

(I think there were many repetitive things in the texts. I skipped such things. For example, instead of saying “Syrian refugee kids” all the time, I said “these kids”.)

P4: “*Sondaki şiir zordu. İki kere tekrar etti. İkincisinde çevirebildim.*”

(The poem in the end [of the Turkish speech] was hard. She repeated it twice. I could interpret in the second time.)

3.3. SUMMARY OF THE FINDINGS AND DISCUSSION

Before the discussion, it is crucial to remind that the quality in interpreting cannot be measured by solely running an error analysis or looking at the strategies. Moser-Mercer (1996: 49-50-51) states that there are different perspectives to evaluate the quality of interpreting such as the user perspective, the employer’s perspective; however, she also notes that “measuring quality without error scales is impossible”. Besides, after defining the categories, Barik (1971: 207) also says that his coding system does not intend to measure adequacy or the quality of interpretations and reminds that the other delivery characteristics such as voice intonation and appropriateness of pausing are not included in his study. Therefore, the results of the present study do not claim to have found that the quality of interpreting is higher while interpreting into one’s mother tongue but rather describes the relationship between the strategies and errors, and the interpreting direction.

The main research question of the present study was concerned with the effect of directionality on omission, addition, substitution and error rates of the students. Looking at the macro-level, it can be concluded that the students tend to perform better – in terms of strategies and errors that are subject to the present research – in English to Turkish than they do in Turkish to English.

The first sub-question was concerned with the extent of omissions, additions and substitutions/errors that the interpreting students use or make in simultaneous interpreting in English and Turkish language pair. With a broader perspective, it can be concluded that

the ranking of omissions, additions, substitutions and errors are the same in both directions; therefore, by looking at the data gathered from the interpreting performances of the students, it would be accurate to say that students use omissions considerably in English and Turkish language pair. The total number of omission occurrences in students' recordings is 595 while interpreting from L2 into L1, and 833 while interpreting from L1 to L2. The second most frequently encountered strategy is substitution. The total number of substitution occurrences in students' recordings is 287 while interpreting from L2 into L1, and this number increases to 369 in the opposite direction. Substitution is followed by errors and the least encountered strategy is addition. The total number of errors while interpreting from L2 to L1 is 197 in students' recordings and this goes up to 280 in the opposite direction. As for the additions, the total number of additions observed in students' recordings is 190 while interpreting from L into L1 and 110 in the opposite direction. Therefore, it can be claimed that the students resort to same strategies and make errors in both directions. To make it clearer, we can say that the students make more omissions than they make substitutions in both directions; however, this does not mean that they do as many omissions while interpreting from L1 into L2 or vice versa as micro-analysis done through the paired t-test shows that their extent depends on the interpreting direction. The discussion regarding the following sub-questions concerned with the frequency of the types of omissions, additions, substitutions and errors are to shed a light to the questions that may come to minds and open up the discussion of the Efforts in simultaneous interpreting.

As for the omission types that are used by the interpreting students most frequently, the findings in students' recordings illustrate that interpreting students mostly use skipping omissions and, compatible with the findings of Al-Khanji et al. (2000: 553), skipping omissions occur in details, or in repetitive cases. It can be said that the students bypass them in order to catch up with the source speaker and these omissions do not endanger the communicative aim in simultaneous interpreting and can also be seen as "low risk omissions" as Pym (2008: 94) suggests. However, when we take the interviews into account, it can be seen that what they refer to as "omissions" is not skipping omissions

as they mostly “regret” the omitted bits of the speech. The second most frequent occurrence is in delay omissions. It was observed that the students omit some sentences as they are producing other bits of the source speech. Although delay omissions can be observed in both directions, looking at the t-test results (see Table 10), it can be seen that there is a significant difference in terms of directionality. The reason why the students have much higher delay omissions while translating from Turkish into English can be explained with the Production Effort. Gile (2005: 11) states that he considers production effort to be requiring more attention as it entails a deliberate effort in “retrieving lexical items” and in “constructing syntactically acceptable target language sentences”. Therefore, at this point, it can be discussed that the production capacity of the student participants is more challenged by the production requirements while interpreting into L2 than into L1. The effort that they put into finding the equivalents of the words and constructing sentences interferes with their Listening and Analysis Effort and as a consequence of this the delay omissions occur in higher numbers. Considering their comments in the interviews, the students are also aware that they “miss” – as they put into words – some parts of the speech and cannot “catch up” with the speaker while interpreting into L2. However, in some cases, the students were able to compensate for their losses in interpreting. These cases are the ones that compounding omissions were encountered. This phenomenon can be explained with three efforts working at the same time. First of all, it shows us that the sentence is stored in the short-term memory of the interpreter for a little while and combined which shows us the third effort that is in the picture (i.e. Memory Effort). Gile (2009: 165) includes storing the source language information until the completion of the target text production under the Memory Effort. Of course, we cannot measure the Memory Effort just by looking into the compounding omissions as it is required throughout the interpreting performances of both students and professionals. However, we can think of compounding omissions as a proof of Memory Effort and also conclude that that the Production Effort does not completely block Listening and Analysis Effort of the students. While producing one sentence, the students are still able to follow the speaker. The least encountered omission type was comprehension/production omission in both directions. As the altered source texts were tailored to be familiar and

not very challenging for the students and the vocabulary lists were provided beforehand, the students were not expected to come across with significant problems. However, the results show that comprehension/production omissions are higher in number in Turkish to English than in English to Turkish. As it is presupposed that the students have a better capacity to understand and analyze the sentences in L1, this result cannot be linked to Listening and Analysis Effort. Therefore, it can be said that the problem in Turkish to English direction occurs on the Production Effort level.

As stated while answering the first sub-question of the present study, on the macro-level, additions were detected to be the least frequently encountered strategies in both directions. As for the addition types that are used by the interpreting students most frequently, the findings in students' recordings illustrate that the students use elaboration addition more than the other types. Closure additions, qualifier additions and relationship additions follow it respectively in both interpreting directions; however, there are significant differences with respect to directionality in the extent of the use of elaboration additions and closure additions. The students tend to make significantly more elaboration additions while interpreting into their L1. Also, this can be explained by the Production Effort: the students construct the target language structures easier while they are interpreting into L1 and this gives them time to make direct additions to the source text where they see it necessary. Another aspect of this is the syntax of the language: as it is explained in the findings, sometimes the elaboration additions may be necessary rather than optional. In these cases, the students are capable of producing the target structures and adding the necessary sentence elements (e.g. direct object) to make it suitable for the target audience. The second most frequently encountered addition type in both interpreting directions (i.e. closure addition) also shows significant statistical differences. According to the t-test results, students tend to use more closure additions while interpreting into their L1. The main reason behind this difference is that the students resort to chunking, which is not included as a strategy in the present study but proven to be used more while interpreting into L1 when we look at the closure additions. Gile (1995: 196) evaluates chunking as a strategy saving Memory Effort but may also increase the Production Effort.

Therefore, by looking at the significant difference in closure additions caused by the interpreting directions, it is possible to put forward that instead of keeping the flowing bits of speech in their minds, the students prefer to produce them while interpreting into their L1 and this results in closure additions. This also proves their ease in production in their L1 compared to their production in L2. Therefore, the significant differences in these two addition types supports the findings of Gumul (2017) addressed in Chapter 2 and claiming that “retour interpreting” (i.e. interpreting from L1 into L2) is more challenging to the students. The third most frequently occurring addition type was observed to be the qualifier addition and although there is no significant difference according to the paired t-test results, we can see that the students resort to them more while interpreting to L1 (See Figure 8). Due to their being approximation tactics that the students used while dealing with the numbers in the source texts, it may be claimed that the students are more carefully monitoring their interpretations in L1 than they do in L2; however, it is not possible to find a concrete basis for discussion in this case. The last type of addition (i.e. the relationship addition), also could be an indicator of the Listening and Analysis Effort working better in L1 as the number of occurrences nearly double while interpreting from L1 into L2; however, as the individual distributions vary highly, it is also not possible to pose a firm argument in this case.

The next sub-question of the present study was focusing on substitutions and errors. At this point it is crucial to remind that although examined together in Barik’s taxonomy, mild semantic error, mild phrasing change and substantial phrasing change are the categories that can be grouped together under the name of substitutions. The first one bears the word “error”; however, as the effect of this type of error is very small, it would be unfair to examine it under “errors”. When we look at the substitutions made by the students, their preferences between mild phrasing change and substantial phrasing change varies between the languages. While interpreting from L1 into L2, the students resort to mild phrasing changes than substantial phrasing changes and do the vice versa in the opposite interpreting direction. Mild phrasing changes indicate that the message is fully comprehended by the student and conveyed in a different way of phrasing into the target

language, and totally acceptable when the challenging nature of simultaneous interpreting and the problems caused by the syntactic asymmetries are taken into consideration. According to the results of the t-test, there is a significant difference between the occurrences of mild phrasing change and the students tend to utilize this strategy more while interpreting from L1 into L2. First of all, this can be regarded as a proof of a better performance in L1 regarding the Listening and Analysis Effort. It also shows us that once the students comprehend the words of the speaker, they find a way to express it in the target language in their own words or in a more acceptable way for the target audience. On the other hand, substantial phrasing changes which includes partial or general paraphrasing or summary of the source message is more frequently observed while interpreting into L1; however, as there is no statistically significant difference, it is not possible to reach a general conclusion in terms of the directionality for this particular strategy. It can only be claimed that substantial phrasing change is a frequently utilized strategy for the students and observed to be useful to decrease the time lag when implemented. The last and the least frequently observed substitution (i.e. mild phrasing change) is the only substitution examined on the lexical level. Since there is no statistically significant difference in this type of substitution either and the occurrence numbers are very close to one another in both directions it is not possible to discuss it in terms of directionality. As for the errors (i.e. gross semantic error and gross phrasing change) found in the recordings of the students, the total number in English to Turkish direction was found out to be 195 while this number goes up to 371 in the opposite direction. It means that the students make nearly two times more errors while interpreting into their L2; therefore, the effect of directionality on errors cannot be rejected. While no statistically significant difference was observed in gross semantic errors meaning that the students can make errors limited to the lexical levels in both interpreting directions, the difference in gross phrasing changes is a remarkable indicator of failures in the Production Effort while interpreting into L2 since their interpretations result more in confused or meaningless translations, lost meaning, incomplete sentences, made-up sentences and major grammatical mistakes. Being in favor of error analysis, Corder (1981: 45) supports that understanding the nature of errors well is essential before searching a systematical way to

eradicate them. Therefore, the extensive occurrence of gross phrasing change in students can be used as a tool for further studies.

As it is illustrated in Section 3.2, it is proven that the variable of familiarity to the subject of the speech was limited as all of the students marked that they are either “extremely familiar” or “very familiar” to the source texts. Besides, the post-interpreting survey shows us that the accent of the speaker did not cause even minor problems to the students. The terminology was also marked mostly as causing no problems or some minor problems. Therefore, at this very point, we can reject the idea that the significant differences in terms of strategies and errors stemmed from delivering different speeches, the accent of the speaker or terminology, all of which were aimed to be limited at the beginning of the study and proven to be effective. However, they found interpreting the speech in their L1 into their L2 more challenging. Surprisingly, the students thought the Turkish speech was faster than the English speech although, in reality, these two texts were designed to be at similar length. Once again, this opens up the discussion of the effect of directionality in the Production Effort. The students lag behind the speaker while producing the target message and has to omit some sentences, which makes them think that delivery rate is higher. Speaking specifically for the English and Turkish language pair, it is possible to conclude that the cognitive load of interpreting into L2 is higher. Another interesting point made by the students was that the sentence structures caused more major problems while interpreting from their L1. As the texts were designed to be nearly as challenging as one another, this is also a highly subjective feedback received from the students. Considering their comments in the retrospective interviews, it can be observed that the problem with the sentence structures in L1 does not cause comprehension problems but rather production problems. This is also compatible with the analysis of their performances as it is a fact that they make far more gross phrasing changes than they do comprehension/production omissions. In their self-evaluations in each interpreting direction, it can be seen that the students consider themselves more successful while interpreting into their L1. With the aim of crosschecking the findings from the interpreting performances, the strategies that they utilized in each direction was

also asked to the students. And, it was observed that most of them are aware of the strategies that they use and their remarks are compatible with the findings of the author of the present study in most cases. However, as the present study does not discuss strategies being used either “instinctively” or “consciously”, their evaluations on their strategy used are not going to be discussed further.

Lastly, we can look at the effect of interpreting direction in the interpreting performances of the professionals. According to the data gathered and analyzed through paired t-test, no statistically significant difference was observed in the macro-level. Hence, we can argue that experience has an effect on the relationship between occurrence of omissions, additions, substitutions/errors and directionality. The only significant difference was observed in skipping omissions which is the category that does not endanger the meaning of the sentence or the speech itself. Skipping omissions are highly subjective and dependent on the texts; therefore, it is not possible to reach definite conclusions in terms of the Effort model as it can be done in the other types of omission. Besides, as the group of professionals is very limited, the present study accepts that the individual performances may vary and abstains from reaching too general conclusions with respect to the strategy or error occurrences in professionals’ interpreting performances. As it is put forward in Section 3.2., in their post-interpreting surveys, all of the professionals marked that the factors of speech, accent, terminology and sentence structures did not cause any problems to them. This was an expected result as the texts were mainly designed for the students. While evaluating her performance in the interpreting sessions, one of the interpreters stated that she had performed better while interpreting from L1 into L2; however, the majority said that they performed equally in each direction. Their self-evaluation is compatible with the result of the paired t-test claiming that directionality does not create a significant difference for the interpreting professionals.

In a nutshell, as the findings of the present study show us that the performances of the students are significantly affected by the interpreting direction, we can discuss that interpreting into L2 requires more cognitive load for students and they have difficulties in

producing the target language. Parallel to the arguments presented by the Paris School led by Seleskovitch, the findings in students support that the performances of the students are affected by directionality and they perform better while interpreting into L1 in terms of omissions, additions, substitutions and errors. However, the performances of the professionals show us that the difference caused by interpreting direction can be eradicated with experience. Therefore, instead of the traditional view of picking a side in whether interpreting into L1 or L2 is better, the present study accepts that the interpreting students may experience more problems and find it more challenging to interpret in L1, but, considering the performances of the professional interpreters, it can be suggested that performances while interpreting into L1 – regarding omissions, additions, substitutions and errors – can be improved in time with much practice or experience in the field of interpreting. Before closing up the discussion, I would once again like to underline that these results and discussions are only binding within the scope of strategies and errors examined in the present work and does not aim to make any claims regarding the quality of the output.

CONCLUSION

The practice of interpreting can be traced back to ancient history; however, the theories in interpreting studies did not emerge until the beginning of 1950s. Being “born” during the Nuremberg Trials, simultaneous interpreting grabbed the attention of scholars since it is a highly demanding task when the cognitive burden it puts on the shoulders of the interpreters is taken into consideration. While listening and comprehending one segment of speech at the same time as producing another one is challenging enough in someone’s L1 since it may cause confusions. The interpreters at the time proved themselves to do it while listening to their L1 and producing the target speech in L2, or vice versa. Therefore, since the early works in interpreting studies, scholars have been trying to peek into the minds of the interpreters. Another topic that is highly addressed in interpreting studies is whether the interpreters perform better while interpreting into their L1 or into their L2, and in some cases into their L3. Traditionally, the Soviet School is in favor of interpreting into L2 as they regard understanding the message delivered by the speaker has the utmost importance whereas the Paris School claims that interpreting should solely be into L1 because the production of the message in target language is the most essential. The aim of the present study is to investigate the effect of directionality on omissions, additions, substitutions and errors which then link to the cognitive factors during the interpreting process of the students.

One of the most recent and comprehensive cognitive models in interpreting studies is the Effort Model put forward by Gile at the end of 20th century since it entails different efforts working at the same time and replacing one another in some cases. However, in order to understand how the Efforts operate, it is necessary to conduct a product-oriented or a process-oriented study. The present study focused on both. First of all, the study examined the “product” by running a qualitative analysis on omissions, additions, substitutions and errors and describing them by using one of the earliest examples of error analysis scale put forward by Barik at the beginning of 1970s. Secondly, it gathered the data concerning the process of interpreting through the surveys and interviews, which enabled data triangulation and suggested more concrete results.

In Chapter 1 of the present study, an overall look at the interpreting modes and how simultaneous interpreting started to stand out from the other modes was given. Then, with an attempt to explain the challenges in English and Turkish language pair better, the syntactical features of both languages were provided, and this was followed by a brief explanation focusing on the problems that may arise during the interpreting process due to asymmetries.

Once the reader is provided with sufficient background, Chapter 2 presented a literature review including the previous studies on strategy use in simultaneous interpreting and directionality. Then, the theoretical framework was set around Gile's Effort Model (1995) and Barik's taxonomy (1971). The Efforts and the categories of omissions, additions, substitutions and errors were explained in detail and the examples of the strategies and errors were given. In the third subsection of the chapter, the research design, limitations and assumptions in the study, the limited variables in the experiment, data collection tools and procedures, statistical analysis, the pilot study paving the way to altering the source texts, the process of creating altered source texts, the selection procedure of the speaker, the selection process and the profile of the participants were addressed.

Chapter 3 dealt with the findings and discussion and it started with the data from the simultaneous interpreting performances of the students. After presenting the distribution among the types of omissions, additions, substitutions and errors one by one for each sub-category, the individual scores of the students were also provided. Then, the examples of each sub-category were given and described. This was followed by the data gathered from the interpreting performances of the professionals. With the aim to present more accurate and objective results, the next sub-section was allocated to the paired t-test results. Then, findings obtained from the post interpreting survey and the retrospective interviews were meticulously presented with tables, bar charts and histograms. Finally, in the last section of the chapter the findings were summarized and the discussed.

In this small-scaled experiment, the number of students participating to the study was set as 10 and the number of professionals was set as 4. All participants were asked to complete a pre-interpreting survey for the purpose of profiling. Then, they were asked to complete two simultaneous interpreting tasks: the first speech that they interpreted was from English into Turkish and the second speech was from Turkish to English. After completing them, they were asked to fill out the Post-Interpreting Survey which measured their familiarity to the topic, the level of challenge in the source speeches, the factors that caused them problems while interpreting, their self-evaluation on their performances and their strategy use.

The results of the analysis of the simultaneous interpreting performances of the students indicate there is a significant difference in the occurrences of omission, addition, substitution and error with respect to directionality. By looking at the results of the t-test, it is clear that the rate of delay and comprehension/production omission occurrences are higher while interpreting from L1 into L2. Likewise, the occurrences of mild phrasing changes and gross phrasing changes are observed to be higher while interpreting in the same direction. It was put forward that more frequent occurrences of mild phrasing changes are the results of fully comprehending the utterances in the source language but stem from the aim of sproducing them in a more acceptable way in the target language. Therefore, this demonstrates a better performance in Listening and Analysis effort in L1. The other significant differences in delay omission, in comprehension/production omission and in gross phrasing change indicate that the students operate at their saturation level while conveying the meaning from their L1 into their L2; therefore, they face problems in Production Effort. On the other hand, no significant difference with reference to the Efforts was identified regarding the effect of directionality on the omission, addition, substitution and error occurrences in professionals' recordings.

The data gathered from the Post-Interpreting Survey and the retrospective interviews also support the above-mentioned findings. The students generally evaluated themselves as less successful while interpreting into L2 than they did in L1. Based on their views, it can be once again concluded that interpreting into L2 is more challenging for the

students. On the contrary, the data gathered from the surveys and interviews of professional interpreters show that 75% of the professionals evaluated their performances the same in both directions. This can be regarded as an indicator of experience moderating the effect on directionality.

In conclusion, the findings of the present study suggest that interpreting direction has an effect on the omission, addition, substitution and error rates of the students. Moreover, speaking for English and Turkish language pair, it is concluded that the students make less comprehension/production and delay omissions, mild phrasing changes and gross phrasing changes and make more elaboration and closure additions while interpreting into their L1. In the light of the discussion within the context of the Effort Models, this study demonstrates that the Production Effort requires less cognitive load for the students while interpreting into L1. However, as mentioned before, the experiment conducted within the framework of this study is a small-scale one; thus, I would like to make some suggestions for further research:

- (1) The sample size could be enlarged for the purpose of generalization.
- (2) The sample size could be enlarged and by doing so the researcher can have the opportunity to work with the translations of the same text.
- (3) The sample size could be enlarged and a group receiving treatment can be included to the study.
- (4) A similar study could be conducted with different text types to measure the effect of text types and directionality on omissions, additions, substitution and errors in simultaneous interpreting.

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APPENDICES

Appendix 1: Pre-Interpreting Survey (Students)

Participant Information and Consent Form

Name of the Study:

Strategies and Errors in Simultaneous Interpreting: A Student Oriented Experiment in English-Turkish Language Pair

Name, Institution and Contact Information of the Researcher:

Nazlıgül Bozok, Dokuz Eylül University, MA in Translation and Interpreting

nazligulbozok@gmail.com

Aim of the Study:

The objective of this thesis is to analyze and describe the strategies and errors in simultaneous interpreting performances of the students in English and Turkish language pair and to explore the relationship between the effect of directionality and omissions, additions, substitutions and errors in students.

Participant Criteria:

There is no criteria to participate in the study. Students who are enrolled in English Translation and Interpreting departments and have taken interpreting classes and professional interpreters working in English<>Turkish language pair are potential participants of the study.

Participation:

Participation to the study is on a volunteer basis.

Procedures:

Participants are to simultaneously interpret one speech in Turkish and one speech in English. Terminology list will be given beforehand. The interpreting process of each participant is going to be recorded, transcribed and analyzed. Pre-/post surveys and interviews are going to be conducted with the participants.

Confidentiality:

Participants' identities are confidential. Collected data is to be kept in lockers and encrypted digital folders.

Potential Risks:

Participation to the study involves no risk. Participants can share any concerns, questions or suggestions to the researcher whose contact information is shared above.

Research Results:

The results are to be shared with the academes. Participant IDs are to be kept confidential.

Participant Consent Form

I have read and understood the information above. I voluntarily participate in the study titled "STRATEGIES AND ERRORS IN SIMULTANEOUS INTERPRETING: A STUDENT ORIENTED EXPERIMENT IN ENGLISH-TURKISH LANGUAGE PAIR".

*** Required**

E-mail address *

Name Surname *

Age *

Department/University *

Have you taken courses in simultaneous interpreting? *

Yes, I have.

No, I haven't.

How would you evaluate your interpreting performance in general? *

Very bad 1 2 3 4 5 Very good

Which of the interpreting strategies listed below are familiar to you? *

- Compression / condensation/ summarizing/ filtering
- Omission/skipping/ellipsis/message abandonment
- Text expansion/addition/elaboration
- Delaying response/stalling
- Approximation/attenuation
- Paraphrasing/explaining
- Anticipation
- Morpho-syntactic transformation
- Transcodage/ transcoding/calque
- Parallel reformulation
- Restructuring/changing order
- Inferencing
- Repair
- Evasion/neutralization
- No repair
- Incomplete sentence
- Repetition
- Other:

Appendix 2: Pre-Interpreting Survey (Professionals)

Participant Information and Consent Form

Name of the Study:

Strategies and Errors in Simultaneous Interpreting: A Student Oriented Experiment in English-Turkish Language Pair

Name, Institution and Contact Information of the Researcher:

Nazlıgül Bozok, Dokuz Eylül University, MA in Translation and Interpreting
nazligulbozok@gmail.com

Aim of the Study:

The objective of this thesis is to analyze and describe the strategies and errors in simultaneous interpreting performances of the students in English and Turkish language pair and to explore the relationship between the effect of directionality and omissions, additions, substitutions and errors in students.

Participant Criteria:

There are no criteria to participate in the study. Students who are enrolled in English Translation and Interpreting departments and have taken interpreting classes and professional interpreters working in English<>Turkish language pair are potential participants of the study.

Participation:

Participation to the study is on a volunteer basis.

Procedures:

Participants are to simultaneously interpret one speech in Turkish and one speech in English. Terminology list will be given beforehand. The interpreting process of each participant is going to be recorded, transcribed and analyzed. Pre-/post surveys and interviews are going to be conducted with the participants.

Confidentiality:

Participants' identities are confidential. Collected data is to be kept in lockers and encrypted digital folders.

Potential Risks:

Participation to the study involves no risk. Participants can share any concerns, questions or suggestions to the researcher whose contact information is shared above.

Research Results:

The results are to be shared with the academes. Participant IDs are to be kept confidential.

PARTICIPANT CONSENT FORM

I have read and understood the information above. I voluntarily participate in the study titled “Strategies and Errors in Simultaneous Interpreting: A Student Oriented Experiment in English-Turkish Language Pair”.

* Required

E-mail address *

Name, Surname *

Age *

Department/University *

- Have you taken simultaneous interpreting classes as a student? *
- Yes, I have.
- No, I haven't.

How long have you been working as an interpreter? *

- 0-5
- 5-10

- 10-15
- 15 and more
- Other:

Which of the interpreting strategies listed below are familiar to you? *

- Compression / condensation/ summarizing/ filtering
- Omission/skipping/ellipsis/message abandonment
- Text expansion/addition/elaboration
- Delaying response/stalling
- Approximation/attenuation
- Paraphrasing/explaining
- Anticipation
- Morpho-syntactic transformation
- Transcodage/ transcoding/calque
- Parallel reformulation
- Restructuring/changing order
- Inferencing
- Repair
- Evasion/neutralization
- No repair
- Incomplete sentence
- Repetition
- Other:

Appendix 3: Post-Interpreting Survey

Name Surname:

How familiar was the topic for you?

Not familiar at all 1 2 3 4 5 Very familiar

How challenging do you think the speech was?

Not challenging at all 1 2 3 4 5 Very challenging

Which of the following factors caused problems during your interpreting process?

	Didn't cause any problems	Caused minor problems	Caused major problems
Speed of the speech			
Accent of the speaker			
Terminology			
Sentence structures			

How would you evaluate your performance in this interpreting session?

Very Bad 1 2 3 4 5 Very Good

Which of the following strategies have you used while you were interpreting the speech?

- Compression / condensation/ summarizing/ filtering
- Omission/skipping/ellipsis/message abandonment
- Text expansion/addition/elaboration
- Delaying response/stalling
- Approximation/attenuation

- Paraphrasing/explaining
- Anticipation
- Morpho-syntactic transformation
- Transcodage/ transcoding/calque
- Parallel reformulation
- Restructuring/changing order
- Inferencing
- Repair
- Evasion/neutralization
- No repair
- Incomplete sentence
- Repetition
- Other:

Appendix 4: Source Text (English)

I started working with refugees because I wanted to make a difference. And, making a difference starts with telling their stories. When I meet refugees, I always ask them questions. Who bombed your house? Who killed your son? Did the rest of your family make it out alive? How are you coping with your life in exile? But there is one question that always seems to me to be the most important. And, that is: “What did you take?”. What was the most important thing that you had to take with you when the bombs were exploding in your town, and the armed gangs were approaching your house? A Syrian refugee boy I know told me that he didn’t hesitate and took his high school diploma when his life was in imminent danger. Later, he told me why. He said “I took my high school diploma because my life depended on it.”. He had risked his life to get that diploma. On his way to school, he would dodge snipers. His mother told me, “Every day, I would say to him – Every morning, ‘Honey! Please! Please, don’t go to school’”. “And when he insisted” she said, “I would hug him as if it were for the last time.” But, he said to his mother, “We are all afraid, but our determination to graduate is stronger than our fear.” But, one day, the family got terrible news. Hany’s aunt, his uncle and his cousin were murdered in their homes for refusing to leave their house. Their throats were slit. It was time to flee. They left that day, right away. Hany was hidden in the back because they were facing checkpoints of threatening soldiers. They thought that they would find peace if they crossed the border into Lebanon, but they would begin a life of grueling hardship and monotony. They had no choice but to build a shack on the side of a muddy field. And, that day, they joined the biggest population of refugees in the World, in a country, Lebanon, that is tiny. It has only 4.000.000 citizens and there are 1.000.000 Syrian refugees living there. There’s not a town, a city or a village that doesn’t host Syrian refugees. This is a remarkable example of generosity and humanity. Think about it this way, proportionately. It would be as if the entire population of Germany – 80.000.000 people – would flee to the United States in just 3 years. Half of the Syrian population is now uprooted. 6.500.000 people have fled for their lives. Over and well over 3.000.000

people have crossed the borders and have found sanctuary in the neighboring countries. And, only a small proportion have moved on to Europe. What I find most worrying is that half of all Syrian refugees are children. I took the picture of this little girl. It was just two hours after she had arrived to Jordan. And, most troubling of all is that only 20% of Syrian refugee children are in school in Lebanon. And yet, Syrian refugee children, all refugee children tell us education is the most important thing in their lives. Why? Because it allows them to think of their future rather than the nightmare of their past. It allows them to focus on hope rather than hatred. Recently, I visited a Syrian refugee camp in northern Iraq. I met a girl and, I thought “She’s beautiful.” I went up to her and asked her, “Can I take your picture?”. She said “Yes.” but she refused to smile. I think she just couldn’t. Because I think she must have realized that she represents the lost, isolated and frustrated generation of Syrian refugee children. These children fled complete destruction. Hany’s home was also destroyed. This will need to be rebuilt by architects, by engineers, by electricians. Communities will need teachers and lawyers and politicians interested in reconciliation and not revenge. Refugees have a lot of time to prepare for their return. You might imagine that being a refugee is just a temporary state. With wars going on and on, the average time a refugee will spend in exile is 17 years. Hany was in his second year when I went to visit him recently. We conducted our entire interview in English which he confessed to me he learned from reading all of Dan Brown’s novels and from listening to American rap. We also spent some nice moments of laughter and fun with his beloved brother Ashraf. But, I’ll never forget what he told me when we ended our conversation that day. He said to me, “If I am not a student, I am nothing.”. Hany is one of 50.000.000 people uprooted in this world today. Never since the World War II have so many people been forcibly displaced. So, while we’re making sweeping progress in human health, in technology, in education and design, we are doing dangerously little to help the victims. And, we are doing far too little to prevent the wars that are driving them from their homes. And, there are more and more victims. Every day, on average 32,000 people will be forcibly displaced from their homes. By the end of this day, 32,000 people will be displaced. They flee across borders or they flee on unseaworthy and overcrowded boats. They risk their lives just to reach safety in Europe. A Syrian young man who survived one

of these boats that capsized told us, “Syrians are just looking for a quiet place where nobody hurts you, where nobody humiliates you, and where nobody kills you.” But, there is something more we can do. Refugee camps shouldn’t just be temporary population centers. They should be centers of excellence, where refugees can overcome their trauma and train for the day that they can go home. You know, there has been a terrible war in Somalia for 22 years. I visited one of the refugee camps near Somalia. It was so remote, so remote that we had to take a helicopter to fly there. It was dusty, and it was terribly hot. We went to a school there and I saw a little girl. I started asking questions such as “What is your favorite subject?”, “What do you want to be when you grow up?”. She said, “I have no future. My schooling days are over.” I turned to my colleague and, she confirmed to me there is no funding for secondary education in this camp. In a refugee camp in Kenya, I met Jacob. His village in Sudan was burned to the ground when he was 7 years old. His family was killed. Only Jacob and his cousin survived. They walked for 7 months. They were chased and pursued by wild animals and armed gangs. And, they finally made it to refugee camps. After spending 7 years in the camp, Jacob had the chance to resettle to the United States. He found love in a foster family. And, he was able to go to school. He wanted me to share with you this proud moment when he graduated from university. He is now in Florida. He pursues his PhD in public health. He dreams of establishing a health clinic back in his village back home. So, I want to take you back to Hany. I want to share a poem he sent to me recently. He wrote: “I miss myself, my friends, times of reading novels or writing poems, birds and tea in the morning, my room, my books, myself and everything that was making me smile. Oh, oh, I had so many dreams that were about to be realized.”. Hany is at a tipping point. We would love to help him go to a university and become an engineer. But, our funds are prioritized for the basics in life: tents and blankets and mattresses and kitchen sets, food rations and a bit of medicine. University is a luxury. But, leave him to languish in this muddy field, he will become a member of a lost generation. Hany’s story is a tragedy, but it doesn’t have to end that way. So here is my point: Not investing in refugees is a huge missed opportunity. The victims of war can hold the keys to lasting peace. And, it is the refugees who can stop the cycle of violence. Thank you.

Appendix 5: Source Text (Turkish)

İşim gereği, her gün eğitimden istihdama, ekonomiden iş güvenliğine Türkiye'ye dair yüzlerce veri elimden geçiyor. Türkiye'nin bir fotoğrafını çektiğimiz zaman durumun pek iç açıcı olmadığını söyleyebiliriz. Fakat, bu beni hiçbir zaman umutsuzluğa itmiyor çünkü bu topraklarda umutsuz olamayız. Yakın ya da uzak tarihe baktığınızda bu toprakların en zor koşullarda bile bir çare bulduğunu görürsünüz. Fakat, yakın zamanlarda yayınlanan bir veri beni endişelendiriyor. Türkiye'de biz hayal kurmayı bilmiyoruz. Intel'in yaptığı bir araştırmaya göre yetişkinlerin sadece %14'ü hayal kuruyor. Çocukların ise sadece yarısı hayal kuruyor. Peki, bu çocuklar neyin hayalini kuruyor? Büyük bir kısmı ev sahibi olmak ya da iş sahibi olmak istiyor. Bunların ötesinde büyük hayalleri yok. Bu durum beni son derece endişelendiriyor çünkü büyük hayaller kurmadan bizim toplum olarak ya da birey olarak ilerlememiz ve kalkınmamız mümkün değil. Ben bunu nereden biliyorum? Bunu ben kendi bireysel hikayemden biliyorum. Ben bir köyde doğdum. İlkokulu orada okudum. Benim liseyi bitirdiğim ilçe ya da il Türkiye'nin üniversite sınavlarında her sene en başarısız olan ili. Benim mezun olduğum lise, o ilin en başarısız lisesi. Ben bu liseden mezun olup önce ODTÜ'yü kazandım. Sonra da New York Üniversitesi'nin en genç profesörlerinden biri oldum. Peki, bu nasıl oldu? Muhtemelen hemen kafanızda bir fotoğraf canlandı. Birçoğunuz benim tesadüfen köyde doğmuş bir dahi olduğumu düşünüyorsunuz, değil mi? İlgisi yok. Bunun bir tek sebebi var. Ortaokul üçüncü Sınıftayken babam gelip bana bir fotoğraf gösterdi. Bir öğrencisinin mezuniyet fotoğrafı. O fotoğrafta Orta Doğu Teknik Üniversitesinin mezunlarını gördüm. Çok güzel elbiseler giymişler. Arkada bir stat var. Orada güzel bir yazı var. O fotoğrafı hatırlayınca şimdi bile ürperiyorum. O gün "Burada, şu fotoğrafta ben de olmak isterim." dedim. Orada bir hayal, bir tahayyül canlandı. Üniversiteye girmek istemek bir yana üniversite sınavına girmeyi bile düşünmüyordum. Çoğu arkadaşım orta üçüncü sınıfta evlenmişti. Ben Lise 1'de köyde bir bakkal dükkânı açtım. Lise ikideyken sevgilim vardı. Lise üçte benim bütün hayalim gelip köydeki bakkalın başına geçmekti. Üniversite sınavına girmeden önce il merkezini hiç görmemiştim. Sınava gitmemin tek amacı orayı görmektir. Bu hayali kurmamı sağlayan sadece o fotoğraf değildi. Annem ve babam eve büyük bir kitaplık

yaptılar. Beş kardeşiz biz. Üçümüzün doktorası var, ikimizin yüksek lisansı. Eğer o fotoğraflar ve o kitaplar olmasaydı bugün ben köyde bir bakkal olarak hayatımı sürdürüyor olurum. Şimdi, buradan yola çıkarak ben bir hikâye anlatmak istiyorum. Türkiye'nin çok ciddi bir sorunu var. Bizim kendi çocuklarımızla ilgili, onları nasıl yetiştirdiğimizle ilgili verileri paylaşacağım ama önce başka bir noktaya değinmek istiyorum. Son beş yıl içinde Türkiye nüfusuna üç milyon kişi katıldı. Bu üç milyonun yaklaşık iki milyonu çocuk. Bu çocuklar kimdir? Ne ihtiyaçları var? Nereye gidecekler? Biz bu çocuklarla ne yapacağız? Bizim yaptığımız araştırmada bulduğumuz verilere göre bu çocukların %74'ü ailesinden birini kaybetmiş. Yani, her dört kişiden üçü ya yetim ya da bir kardeşini savaşta kaybetmiş. Bu çocukların her 3 tanesinden 1 tanesi, yani %30'u bireysel olarak silahlı ya da fiziksel şiddete maruz kalmış. Araştırmadaki çocukların %35'inde post-travmatik stres bozukluğu saptadık. Bu çocukların yüzde ellisinin ise klinik manada depresyonda olduğunu tespit ettik. Bazıları kendilerini öldürmek istiyor. Bazıları uyumak istiyor ama uyuyamıyor. Bazılarının yemek sorunu var. 2 milyon çocuktan söz ediyoruz. Peki, bu çocuklar şu an nerede? Bu çocukların okullarda olmaları gerekiyor. Psikolojik ihtiyaçlarının ötesinde, bu çocukların öncelikli olarak düzenli bir hayatlarının olması gerekiyor. Maalesef, araştırmamıza göre, ilkökul çağındaki Suriyeli mülteci çocukların yarısı okula gitmiyor. Bu oran ortaokul çağında %70'e, lise çağında ise %90'a yükseliyor. Okula gitmeyen çocuklar günlerini sokaklarda geçiriyor. Birçoğunu sizler de görmüşsünüzdür. Karşımızda çok tehlikeli bir tablo var. Travma yaşamış bir grup çocuk, dillerini bilmedikleri bir ülkeye yerleşmişler ve biz onlara eğitim veremiyoruz. Bunun nereye varacağını anlamak için dünyaya bakmamız lazım. Üç tane coğrafyaya bakın. Uzak Asya'ya bakın. Oradaki mülteci kamplarından Taliban doğdu. Afrika'ya bakın. Oradaki mülteci kamplarından Boko Haram çıktı. Orta Doğu'ya bakın. Orta Doğu'yu biliyorsunuz zaten. Bizim ülkemizdeki mülteci çocukları kurtarmak için yapmamız gereken tek bir şey var. Bu çocuklara daha iyi bir yaşam umudu vermemiz gerekiyor. Peki, bu çocuklar hala umut edebiliyor mu? Hala hayal kurabiliyorlar mı? Bizim araştırmamızda onlara hayallerini de sorduk. Evet, hala daha iyi bir dünya, yaşanır bir dünya hayalini kendileri için kurabiliyorlar. Fakat, bunu kurma süreleri sınırlı. Üç ya da dört yıl kadar daha bu hayali kurabilirler. Eğer biz onlara daha önce ulaşmazsak bu

çocuklar terör organizasyonlarının, suç örgütlerinin, fuhuş çetelerinin elinde yem olarak kalacaklar. Ben böyle verileri Twitter’da ya da diğer sosyal medya platformlarında da paylaşıyorum. Hemen “Ya hocam!” diyorlar. “Türkiye’nin zaten kendi sorunları var.”, “Bu çocuklar buraya neden geldi ki?” gibi yorumlar yapıyorlar. Bu çocukların buraya nasıl geldikleri hiç önemli değil. Şu an burada olmaları yeterli. Siyasi ve ideolojik olarak bu konuları tartışabiliriz. Ama benim burada bahsettiğim – bu çocukların eğitim alması – insani ve güvenlikle ilgili çok önemli bir nokta. Biz bu çocuklara kendi çocuklarımızdan çok yatırım yapmak zorundayız. Biraz da kendi sorunlarımıza bakalım. Tabii, ben bunları anlatırken doğal olarak kendi çocuklarımızın nerede olduğunu düşünüyorsunuz. Türkiye’deki eğitim sisteminin nerede olduğunu anlamak için standart, uluslararası, kıyaslanabilir veri olarak sadece PISA sınavlarına bakabiliriz. Ben yaklaşık 3-4 yıl önce PISA’yı yaygınlaştırmak, tanıtmak için çok uğraştım. Maalesef PISA verilerine göre çocuklarımız fen bilgisinde, matematikte ve okuduğunu anlamada dünya sıralamasında ilk 40’a girememişler. G20 ülkesiyiz, nüfusumuzun yarısı 30 yaşın altında ama çocuklarımız ilk 40’ta değil. Dünya’da insanlar bireysel olarak büyük atılımlar yapıp başarılar elde ederken, onlar inovasyon ekonomisine geçmişken biz çocuklarımıza yeterli eğitimi veremiyoruz. Sadece eğitim de yeterli değil, çocuklarımızın hayal kurmayı öğrenmesi gerekiyor. Hayal olmadan inovasyon mümkün değil. Dünyadaki inovatif örneklerle bakalım. Mesela, en son “Uber” diye bir şey çıktı. Uber, bir çöpçatan servisi gibi işliyor. Bir yazılım yapılmış. O yazılım aracı olanlarla araç ihtiyacı olanları buluşturuyor. Filosu yok, şoförü yok. Piyasa değerine bakınca 50 milyar dolar ettiğini görüyorsunuz. 10 tane Türk Hava Yolları ediyor. WhatsApp’a bakalım. WhatsApp’ı 52 tane çalışan kurmuş. Peki kaç liraya satmışlar? 18 milyar dolara satmışlar. Cumhuriyet tarihi boyunca bizim ürettiğimiz en büyük markalar, en büyük şirketlerin tamamı bir WhatsApp kadar para etmiyor. Minecraft diye bir oyun satıldı. Satıldığında ben oturup Türkiye’deki madenleri hesaplamadım. Çünkü bir yıllık maden gelirimiz Minecraft etmiyor. Geçen sene gazeteyi açtığımda bir haber gördüm: “Türkiye’de fındık ihracatında rekor kırıldı.” Üç milyar dolar yapıldı. Bu fındığı kim alıyor ve ne yapıyor diye bir araştırma yaptım. Ağaçtan düşen 4 fındığın 1 tanesini İtalya’da 500 çalışanlı bir şirket alıyor. Üzerine bir marka koyuyor ve yıllık on küsur milyar dolar satış yapıyor.

Türkiye’de ise üç milyar dolarlık satış için milyonlarca kişi Güneydoğu’dan gelip zor şartlarda çalışıyor. Fakat, işte buradan oraya geçmek için, yani ham madde potansiyel coğrafyanın, doğanın bize verdiğini satmak, onun hamallığını yapmanın ötesine geçmek için biz yapısal dönüşümler yapmalıyız. Yapısal dönüşüm diyerek neyi kastediyorum? Üç tane çok basit şey önereceğim. Birincisi, bilgiye ulaşım ve bilgi paylaşımını kolaylaştırmamız gerekiyor. Türkiye bilgi ekonomisinde maalesef çok kötü bir noktada çünkü biz bilgiye ulaşmanın önüne engeller koyuyoruz. Basın özgürlüğü dediğiniz de bilgiye ulaşma özgürlüğüdür. Dünyada bilgiye kolay ulaşan ülkeler daha çok inovasyon yapıyor. Bilgi ekonomisini yürütmek için, başarılı olmak için inovasyon şart. Bizim basın özgürlüğünün önündeki bütün engelleri kaldırmamız lazım. Eğer bunu kaldırmazsak “İki tane gazeteci gözaltına alındı, bana ne!” dersiniz orada inovasyon yapılmıyor. İkinci olarak adil rekabet kurallarına ihtiyacımız var. Adalet sistemini oturtan ülkeler ilerliyor. Oradaki yurttaş “Çok çalışırsam emeğimin hakkını alırım.” diyebiliyor. Nüfusun yarısını oluşturan kadınlarımızı yarışa almazsak, “Siz filan partiye oy vermişsiniz” diyerek ya da mezhep, din gibi bahanelerle insanı yarışın dışında bırakırsak üretimimizi arttıramayız. Biz tam da böyle yapıyoruz. Bunun sonucunda, Finlandiya nüfusunun %100’ü ile üretim yaparken Türkiye nüfusunun %5’i ile üretim yapıyor. Son ve en önemli önerim de itiraz etmek. İktisadi Kalkınma ve İşbirliği Örgütü on beş yaşındaki çocukların eleştirel düşünme ve problem çözme yetenekleri üzerinde bir araştırma yaptı. Ben bu yeteneğe kısaca “itiraz etme” diyorum. Bu araştırmaya göre on beş yaşındaki çocukların “itiraz etme” ortalaması %11. Güney Kore’de bu oran %28’e çıkarken Türkiye’ye geldiğimizde %2.2’ye düşüyor. Türkiye’de çocukların %5’i üstün yetenekli doğuyor. Biz bu %5’i alıyoruz, 10 yıl boyunca – bakın 10 yıl diyorum – eğitiyoruz ve %2.2’ye kadar düşürüyoruz. Şimdi büyük bir sessizlik istiyorum. Belki de bütün bu anlattığımı benden çok daha iyi anlatacak bir şair abimizden bir mısra okuyacağım: “Düşünde bile göremez işler, düşünde gördüğü işleri.” “Düşünde bile göremez işler, düşlerin gördüğü işleri.” İşte, bu yüzden itiraz edin diyorum. Bana itiraz edin. Bu konuşma iyi bir konuşma değil, bu konuşma olmadı diye bana itiraz edin. New York’tan bunun için mi geldin diye itiraz edin. İtiraz edin, bu çocuklar çok daha iyi eğitilmeli diye itiraz edin. En önemlisi bu ülke çok daha iyi yönetilmeyi hak ediyor diye itiraz edin. Teşekkür ederim.