THE IMPACT OF NON-NATIVE ENGLISH ON OMISSIONS IN SIMULTANEOUS INTERPRETING

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Abstract

Since early veterans began offering the first simultaneous interpreting services during the interwar and post war era, the workplace for simultaneous conference interpreters appears to have changed relatively little. Simultaneous interpreters continue to translate spoken words from one language into another in real time, so on the surface the task also seems to have remained the same. In this article the effect of non-native English in simultaneous interpreting is discussed.

Keywords: Simultaneous interpreting, European Institutions, speed, accents, interpreting with text

Without a doubt, English is today's most widely used lingua franca, with native and non-native speakers from all over the world using it for intercultural communication. The interpreter almost certainly can work with a wide range of English accents because they are a cross-cultural medium.

When compared to native speakers, utterances made by those with foreign accents are frequently thought to be less credible, hazy, and challenging to understand. According to some theoretical explanations, listeners have various expectations regarding the speech of non-native speakers. According to some theories, non-native speech is processed differently, and a foreign accent increases processing load and reduces intelligibility. It's possible that cognitive and contextual factors influence how well interpreters perform. It is necessary to conduct more research on specific factors to determine what is overlooked, when, and why. At this point, it would be helpful to go into more detail about the different kinds of omissions and base the

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current study on its conceptual and theoretical underpinnings in accordance with the aforementioned research questions.

Comprehension omission, defined as an omission that "involves larger units of material, resulting in a definite loss in meaning" due to failure to understand or interpret part of the text, is an omission that "does not alter the grammatical structure of the sentence and results in a minimal loss in meaning." Delay omission is another type, where a portion of the source text is left out because the translation took longer than expected. Compounding omission occurs when the interpreter joins certain units in the source text, leaving out some parts but keeping the main idea of the message. These omission techniques, or types of omission, will be used in the current study to classify omissions.

A non-native speaker's poor pronunciation forces the interpreter to spend a lot of processing time on the listening and analysis effort, which slows down production. In turn, this overloads the memory effort and causes information to be lost from memory. The interpreter must speed up in order to catch up with the speaker, which degrades output quality or reduces the amount of processing power available for the Listening and Analysis Effort and results in the loss of a later segment even if memory is not overloaded.

According to Setton (2006), simultaneous interpreters heavily rely on immediate and extended contexts, as well as accessible contexts, to modify their cognitive environment to that of the receptors and produce the same cognitive effects as the source input. The ability to "identify elements in the interpreter's production which come from more extended contexts," i.e., which are not present in the immediate contexts, is thus possible (Setton, 2006, p. 386). The role of this contextual dimension may also be taken into account in removing information from the source text if the larger context is effective at doing so.

In response to the omission-related questions, the students claimed that their primary omissions resulted from a lack of comprehension of the source text. In order to keep up with the speaker, they had to omit information due to the extra strain that non-native accent and intonation placed on their cognitive processes, as it was discussed above in the analysis of interpreting performance. Four out of eight students who were specifically questioned said they intentionally left out information to remove

redundant information or to convey the essence of a longer phrase or phrase, with the intentional removal of information being the key takeaway.

Therefore, omission was used as a strategy to reduce cognitive load, allocate cognitive resources to efforts other than the listening and analysis effort, as well as to exclude contextually redundant/ irrelevant information for pragmatism-driven reasons like time savings. This demonstrates the interpreters' readiness to participate actively in the interaction and take ownership of determining what is necessary and what can be skipped for the sake of communication.

Omission may very well be made as a contextual choice, and it may also be seen from this angle. These results also have some pedagogical ramifications, to add to that. Programs for training interpreters should undoubtedly emphasize listening comprehension as a skill. Additionally, since non-native speakers frequently use English in conferences and this appears to be true for the interpreters in the Turkish context for the foreseeable future, students of interpreting should become familiar with a variety of non-native accents. Since they are expected to take on a very demanding task, often in less than ideal circumstances, interpreters students should be well prepared to handle difficulties like non-native accent.

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