

### Classification of Errors in Simultaneous Interpretation

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#### ABSTRACT

*The given publication work is aimed at revealing the fact that as simultaneous interpreting is hard work there can be different mistakes. Our research task is to analyze the classification of errors in the process of simultaneous translation. Classification of errors can be divided into major types as lexical, grammatical, comprehension errors.*

Simultaneous Interpretation has an important role in the sphere of translation for the time being. Interpretation occurs when one person translates orally what he or she hears from the speaker into another language. Moreover, in this globalization era, everyone is required to interact and communicate each other despite the distance of geographic, language, and culture, the interpreting is needed to solve the distance. Interpretation helps people in the process of exchanging thought and information, not only for communication between two people in different languages, but also to deliver the information in seminar, global meeting, conference, and many other important discussions in this world which have different languages.

There are main types of errors in simultaneous interpreting:

1. literal translation
2. inadequate language proficiency (grammatical and lexical),
3. errors in register conservation,
4. distortion,
5. additions,
6. omissions,
7. protocol, procedures, ethics
8. non-conservation of paralinguistic features.<sup>1</sup>

Therefore, unclear sentences should be paid attention to because they occur frequently and in

<sup>1</sup> ErrorTypesinConsecutiveInterpreting (1).pdf

large quantity. Some mistakes found in this recent study is lexical errors, the students distorting the meaning of the original message it can lead misunderstanding. Furthermore, the students' views of errors made by them can have a huge impact on the outcome of simultaneous interpreting practice. Students are the main players in practicing the simultaneous interpreting in the class. Thus, it is important to examine their views. On the basis of the investigation, it was found that in the most general form translative errors can be divided into semantic and language ones. Each of the categories may be additionally divided into some subcategories. Semantic errors are distortions of the original pragmatics, deviations from the norm, providing disinforming impact on the recipient. Language errors do not affect the conceptual content of the original, affecting mainly on his perception by the audience of receiving cultural model. In the frames of the investigation errors from the practical simultaneous interpreting practice are given, which allows to demonstrate the functioning of different types of errors in the modern interpretation.

According to Malaysian researchers from Putra University classifications of errors are:

### **Comprehension errors**

#### **Grammatical errors**

#### **Disfluencies**

**Comprehension errors** Omissions of information of the source speech, additions of information that does not appear in the source speech, distortion of nouns, verbs, adjectives and other information were classified as comprehension errors. They are designated as comprehension errors in that these errors are caused by the failure to understand the source speech well. Omissions here refer to the student interpreters' failure to render the source semantic meaning in the target speech. This is the most commonly made errors by student interpreters under study. Sometimes student interpreters omitted the whole sentence, but often they would omit a part of a sentence. For example, in the source English speech text the second sentence is a bit long: "Imagine a book that never ends, a library with a million floors, or imagine a research project with thousands of scientists working around the clock forever." It was either not interpreted or partially rendered in several students' speech texts. Distortions of meaning are not rare in interpreting as well.

**Grammatical errors** The grammatical errors refer to all the possible misuse of singular and plural forms, disagreement between subject and predicate, misuse of tenses, and misuse of sentence structures. One example of misuse of singular and plural forms is "various service". As "various" indicates "several different", it is usually followed by plural nouns. Thus, "various services" is correct collocation instead of "various service." For example, in one of the student interpreters' speech texts, "new customers, products and service and community has formed" is incorrect in that there are several subjects ("new customers, products and service and community") and the plural predicate verb "have" should be used instead of "has."

**Disfluencies** refer to pauses, fillers, and stuttering in the process of CI. As its name suggest, pauses refer to temporary stopping of speaking. In CI, pause refer to "a break in the phonic flow" . There are two kinds of pauses: silent pauses with no vocal signal, and non-silent pauses that are filled with "non-phonemic vocalisations" . In this study, pauses refer to the former one – unfilled pauses with no vocal sound in interpreting. If the break of flow is more than 2 seconds, it is considered as a pause. The filled pauses like "uh," and "um," in the present study are referred to as fillers. Stuttering in the current study refers to student interpreters' repetition of only the first sound of a word, like "effec, effectation," and "ser, service."

By the help of abovementioned analysis we can surely say that the interpretation is one of the most difficult types of translation, a complex, gradual psychological process that takes place under extreme conditions, leading to errors in the speech of simultaneous interpreter. It is

impossible to completely avoid erroneous interpretation and reconstruction of the original discourse; however, the understanding of the mechanisms of deviations from the norm, the use of appropriate translation strategies allows one to avoid semantic errors that distort the original pragmatics.

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