SIMULTANEOUS INTERPRETING AS A MULTIMODAL TASK

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Annotatsiya. *Maqolada Sinxron tarjima jarayoni, uning qiyinchiliklari va turli xil vazifalari, Sinxron tarjimada Vizual ma'lumotlarning ahamiyati, Sinxron tarjimaning murakkab vazifa sifatidagi ahamiyati hamda miyadagi vizual, eshitish va audio-vizual omillar o'rganiladi.*
Kalit so'zlar: *sinxron tarjima, masofaviy tarjima, stend monitorlari, tarjima paytida vizual ma'lumot, vizual texnologiyalar, ko'zni kuzatish.*

Аннотация. *В статье рассматривается обработка синхронного перевода, его трудности и мультимодальная задача, значение визуальной информации в синхронном переводе, синхронный перевод как комплексная задача, а также зрительные, слуховые и аудиовизуальные стимулы в мозге.*
Ключевые слова: *синхронный перевод, дистанционный перевод, мониторы для стенда, визуальная информация при переводе, визуальные технологии, айтрекинг.*

Abstract. *The paper examines the processing of Simultaneous Interpreting, its difficulties and multimodal task, the importance of Visual Information in Simultaneous Interpreting, Simultaneous Interpreting as a Complex Task and visual, auditory and audiovisual stimuli in the brain.*
Keywords: *simultaneous interpreting, remote interpreting, Booth monitors, visual information in interpreting, Visual Technologies, Eye tracking.*

Among all linguistic tasks, one of the most difficult is simultaneous translation (SI). During SI, a person must simultaneously generate the translation of an earlier section of the input, listen to and understand the input speech in one language, and hold it in working memory until it has been recoded and can be produced in the other language. As a result, speaking and understanding occur at the same time in several languages. We address simultaneous interpreting from a cognitive standpoint in this chapter. The distinctive features of this assignment and contrasts with other, related tasks demonstrate how difficult SI is. SI performance is influenced by various aspects, such as the language combination and listening environment. According to Poyatos, the speaker, the audience and the interpreter perceive paralinguistic and nonverbal signs from each other. This interpretation of interpreting is interesting because it sees the interpreter not only as a passive "channel" through which messages pass but as an active part of the communication process. As such, the interpreter perceives the speaker's gestures and is paralanguage, e.g. his prosody, the stress on important words, etc., but she also emits paralinguistic features that bear the risk to alter the message.

The interpreter needs thus to take the whole setting into account in order to deliver a meaningful translation. A somewhat special case is remote interpreting. During remote interpreting, interpreters still work in the simultaneous mode but they are not in a booth located in the conference room, but in a booth at some other place. Usually, the booth is equipped with screens to show the speaker and/or further elements like the panelists, the conference room and the audience. Nevertheless, the interpreter will only have limited access to contextual and visual information like the speaker's face, his gestures, the audience or the conference room and may thus depend more heavily on the auditory input which may cause higher stress levels. This leads us to the next section on visual information and its importance during simultaneous interpreting.

Today, texts are not only existent in printed form but also in digitalized formats whether they are on the screen of interpreters' notebooks or monitors that are already installed in the booth; i.e., booth monitors. Booth monitors are small-sized screens usually fixed in the booth, which display the visual material such as presentations, written texts, web sites, charts, figures, etc. as they are screened on the projector screen of the conference hall. Booth monitors can be said to have made SI with text a widespread modality and thus, they are of particular importance in terms of SI with text. On the other hand, information and communication technologies (ICTs) in general, also affect conference and hence, interpreting technologies. To illustrate, the emergence of new conference techniques such as teleconferencing and videoconferencing brought about a new modality of SI; i.e., remote interpreting (RI). As opposed to traditional conference settings, parties of communication including interpreter do not necessarily share the same physical environment today, thanks to audio-visual systems. As for teleconferencing, delegates and the interpreter are connected by dint of a telephone system. For the interpreter, performing interpreting only based on auditory input and without seeing the gestures and mimics of the speaker is an arduous act and affects the overall quality of interpreting. This dimension of teleconferencing is remarkable in terms of the importance of the visual cues in meaning assembly during SI. As for videoconferencing systems, interpreter has the opportunity to perceive the speaker visually but not naturally, instead, via screens that transfer simultaneous images of the speaker and other persons and materials s/he would use during the delivery of speeches. Yet more, with the emergence of high-end tele-presence systems, interlocutors experience the physical approximately of other individuals by virtual reality tools such as large high definition screens situated in particular places in the conference halls to substitute real human beings. Merging technology with interpreting also yields different solutions for the hearing impaired and therefore, sign language interpreting. For instance, print interpreting, in other words, interpreting of spoken language simultaneously into written text of the speech, now provides an alternative for situations, where sign language interpreting is not available. Even

in traditional SI, interpreters use more and more sophisticated SI consoles with multi-channels and features. For instance, today, in large conference settings with many languages, networked booths may send small-sized text messages to each other to be displayed on the screen of the console. Interpreters benefit from technology not only in booths but also before the events by storing and managing their terminology in terminology management software. Furthermore, thanks to computer-assisted interpreting training (CAIT) tools, students of interpreting schools can make use of a wide variety of means from speech repositories including podcasts, webcasts and webinars on the World Wide Web, to authoring software, consisting audio-visual materials and even to virtual learning environments, simulating real-world settings and allowing distance-learning. Simultaneous interpreting has been traditionally associated with audio and therefore, auditory input and related topics such as noise, presentation rate, ear-voice span etc. have constituted the main fields of interest in IS. As a result, numerous authors have highlighted the importance and quality of technical devices but mostly auditory ones; i.e., earphone and microphones. Apart from the technology, the importance of visual cues has a communicative value as well. It is generally accepted that communication is based 7 per cent on the meaning of words, 38 per cent on intonation and 55 per cent on visual cues. Visual material that are mostly utilized at a conference interpreting setting with SI modality are numerous yet can be grouped under certain types.

Eye tracking does not fall under the title of technology in SI, since apparently, it is not used in conferences and the applications of eye tracking in translation and interpreting (TI) studies have a recent history. However, as this study utilizes eye tracker as the main data collection tool, a general overview on the technology and technique in question including working mechanism, types, fields of usage and potentials it provides for TI studies are specified in this part. Eye tracking is a method and a technology, in which a device called eye tracker monitors and records eye movements and related gaze data, in order to provide information on how users visually perceive any kind of stimuli; i.e., the material. This issue was asked to the subjects in the questionnaire at which the subject looks in eye tracking tests. Eye tracker simply allows the researcher to track down the inside of the user's mind and to see the world from her/his eyes. More specifically, with eye tracker, researcher can precisely observe and gauge where the subject looks, where the subject focuses on, how many times the subject fixates on a particular section, pupil dilation and oculomotor functions of the subject, the distance between eye and the eye tracker, the movements of eye on a stimuli and where the subject misses to see etc. Eye tracker uses various materials as stimuli, including physical objects, instructions, images, movies, web sites, Portable Document Files (PDFs), questionnaires, scene cameras or external videos. In addition to gaze data, most eye trackers can also record microphone sound, keystrokes, mouse clicks, manually logged events, web surfing behaviour with scrolling down and page transitions etc.

Eye tracking studies and observations using eye trackers as the instrument first started in the second half of the 19th century. At that period, eye trackers are excessively intrusive and therefore, difficult to apply on individuals. They are mostly mounted on the subject head and accordingly called as head-mounted systems (Mohamed, Da Silva). Other historical methods are electrooculography techniques, relying on electrodes mounted on the skin around the eye that could measure differences in electric potential to detect eye movements. However, with the developed technology, eye trackers now fall into two main types: mobile and remote eye trackers. Mobile eye trackers use small devices attached to the subjects' eye such as glasses or contact lens with magnetic field sensors and other recording components. Mobile eye tracking devices are mainly used for eye tracking studies in real-world environments. On the other hand, remote eye trackers are not attached to the subject's eye, but rather, they are integrated with a computer monitor or placed from a distance from the eye of the subject and record eye movement data by emitting light or more frequently, infrared signals to the subject's eye and records data based on the reflection. Since remote eye trackers are optical, unobtrusive and non-invasive; they are favoured by majority of the researchers. A typical eye tracker provides different kind of relevant information regarding eye movements as mentioned above. However, researcher needs additional software in order to replay, visualize, statically formulate and hence, interpret these data, in addition to the eye tracker device.

Conclusion and suggestions. For deeply learning of interpretation, As a skilled interpretator, it is up to he or she to choose which of the two types, because simultanious interpreting is easier for someone, while consecutive one may be more convenient and interesting for another. But for both types of translators, it is very important to study translation techniques and methods in depth, and it is necessary to know the methods to easily overcome the difficulties in the translation process. As already mentioned, the source text as well the target text is spoken, spoken information is time-bound, e.g. the source text advances gradually and earlier parts of the source text get lost as the speaker moves on in his speech. The interpreter needs thus to keep up with the speaker and needs to memorize the parts of the source text he has not translated yet. Simultaneous interpreting is thus associated with time constraints and a high memory burden. Second, simultaneous interpreting is provided in real time while a written translation is usually provided once the source text is completed. As a consequence, the interpreter needs to listen to the speech while giving at the same time her translation of the speech. This simultaneity of listening and speaking explains the complexity of the task and motivated a number of reflections on the process of simultaneous interpreting.

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