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

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Omission is a method or procedure in translating, whether it is made for pragmatic or capacity reasons. Taking after a survey of the approaches to omission, this study sets out to investigate the effect of a strong, non-native English emphasize on omission, on the off chance if any. An explore has been carried out on interpreting students, described below in detail to look for the connection between accent and omission.

Additionally, the self-perceptions of interpreting students with respect to the discourse and their own experience received through post-experiment questionnaires and interviews is talked about. In order to reply the investigate questions, interpreting students' simultaneous translating work of indistinguishable writings perused with and without a non-native English was compared too.

After the student performances are analysed with regard to omission, the information was supported by post-experiment surveys and interviews.

Omission, depicted as the deficient version of the source content message, has long been discussed in Interpreting Studies. This study, outlined as an explorative, graphic, observational study, points to discover the answers to the taking after questions.

1. What is the affect of non-native English complement on the translating students' execution in terms of omissions?

2. Are omissions conditioned by relevant variables as well as cognitive components?

According to Altman (1994) omission may be a sort of mistake, instead of a technique that translators resort to, and omission is made due to reasons such as difficulty in preparing a preceding content item. In her work gathered from interpreting students, Altman did not discover any omissions that would cause a communication breakdown be that as it may, omissions are still seen as a disappointment to get a handle on or prepare a source content thing, constituting a mistake.

Barik (1994) characterizes omission as a way to withdraw from initial form by the interpreter and as "missing material" indicating out that an unimportant reiteration or false start would not be considered an omission. He also includes that as it were omissions of connectives and fillers such as "well, now, you see" as well as omissions of articles are worthy since they do not cause a change meaning within the unique content. All other sorts of omissions are regarded as errors as they represent to departure from the initial.

Omissions as uncorrected speech mistakes that reveal a lapse in self-monitoring due to a diversion from centred consideration. Hence, omission as an error instead of a procedure that translators might intentionally resort to on the off chance that and when vital.

Gile (1995) states omission as a procedure that translators utilize it within the case of an outside difficulty. These troubles are recorded as high rate of delivery high

density of the data content, strong accents and false grammar and lexical usage. Due to the fact that, the translator cannot comprehend to the speech and already works under a mental overload. Hence, it is a necessity rather than a deliberate methodology utilized by the translator.

Omission can be made as a relevant choice and it can be seen from this viewpoint as well. In addition, these discoveries moreover have a few academic suggestions. Translator preparing programs ought to unquestionably center on tuning in comprehension as an ability.

Other than, interpreting students ought to be familiarized with different non native accents as non native speakers commonly use English in conferences and this appears to be substantial for the interpreters.

Hence, interpreting students should be well prepared to handle challenges such as non native complement since they are expected to require on a very demanding task usually under circumstance far from the perfect.

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