

ЛИНГВОДИДАКТИКА

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РЕЧЕВЫЕ ЗАТРУДНЕНИЯ НА РОДНОМ И ИНОСТРАННОМ ЯЗЫКАХ У СТУДЕНТОВ-БУДУЩИХ ПЕРЕВОДЧИКОВ: ПОСТАНОВКА ПРОБЛЕМЫ

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В статье рассматривается инструментальный аспект изучения когнитивных механизмов и языковых маркеров речевых затруднений будущих переводчиков. Обсуждается необходимость лонгитюдного исследования, учитывающего динамику и особенности речевых затруднений на разных этапах обучения. Обосновывается варьирование переменных, включающих разные типы текстов, формы их предъявления, коммуникативные ситуации и др. Рассматриваются акустико-фонологические и грамматические маркеры речевых затруднений.

Ключевые слова: речевые затруднения, акустико-фонетические характеристики, пауза, структура предложения.

Speech Disfluency in L1 and L2 of Trainee Interpreters: Problem Statement

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The article presents instrumental aspects of research of the cognitive mechanisms and linguistic markers of speech disfluencies among trainee interpreters. The necessity of a longitude study taking into consideration dynamics and peculiarities of disfluencies on different stages of training is discussed. Choice of variables including different types of texts, forms of their presentation, communicative situations, etc. is substantiated. Acoustic-phonetic and grammatical markers of disfluencies are considered.

Key words: speech disfluency, acoustic-phonetic characteristics, pause, sentence structure.

1. Introduction

Various causes of disfluency both in L1 and L2 / L3 speech production resulting from multiple factors (both linguistic and extralinguistic) have become the subject of thorough research of specialists working in such fields as psycholinguistics, cognitive linguistics, educational linguistics, medical linguistics, etc. [5; 7; 9; 19]. Special attention is given to the educational aspect

of the problem. Researchers are investigating the nature of speech disfluencies to develop ways to overcome them and thus to enrich the methodology of teaching foreign languages [1; 10; 15].

Interpreting, both simultaneous and consecutive, is considered to be one of the most challenging and resource-intensive cognitive processes. Disfluencies occurring while rendering SL texts into TL texts have evoked considerable interest [4; 6; 8; 11; 12; 14; 17; 18]. Special attention is now paid to different aspects of trainee interpreters' disfluencies and methods to eliminate or neutralize them [2; 3; 13].

2. Problem Statement

The aim of the study is to reveal shifts in acoustic-phonetic and syntactic markers of students' disfluencies in L2 / L3 speech as they gain knowledge and practical skills in the course of interpreter training. The description given below reflects the initial stage of a longitide study (the second semester of the first academic year) of students' progress during 2–9 semesters.

2.1. Participants of the Study

Both male and female students (mainly B1 level) are involved in the experiment. Participation in the study is voluntary. The students' mean age is 18.

2.2. Study Material

As according to the curriculum of Linguistics University of Nizhny Novgorod practical interpreting courses start from the 5th semester; the aim of the initial stage of research (the 2nd semester) is identification of common and individual examinees' speech disfluencies in L2 (the English language), including comparison with speech disfluencies patterns in L1 (the Russian language). Students are offered three tasks: 1) retelling of texts (their graphic and / or audio versions) in L1 and L2; 2) description of pictures in L1 and L2; 3) speaking on the given topic in L1 and L2.

1. **Stimulus texts** for text summary speech are six Aesop's fables adapted to the goals of the experiment, in L1 and L2. Each text in each language contains 15 sentences: 5 simple ones, 5 compound ones and 5 complex ones. The vocabulary of the texts does not present considerable difficulties for first-year trainee interpreters. As there are data that listening to the text before reading it ("read aloud assistance") facilitates subsequent retelling thanks to the additional phonological information concerning the semantic content of syntagmas [16], 3 texts in L1 and L2 are presented in their graphic variants (2 times), and 3 texts are presented in their audio (1 time) and graphic (1 time) versions. Besides, 3 fables are presented to each student first in L1 and then in L2; 3 fables in reverse order. The adapted texts in L1 and L2 are given below.

Текст 1 (L1)

Старик вез на своих санях женщину с маленьким ребенком. Была зима. Начиналось ясное и очень холодное утро. Дорога была засыпана снегом, и сани двигались медленнее обычного. Ехали они довольно долго, и вскоре стало холодать. Старик почувствовал, что он начинает замерзать. Он посмотрел на своих пассажиров и

увидел, что женщине и ребенку тоже очень холодно. Женщина уже начинала терять сознание, и старик забрал у нее ребенка. Вдруг он вытолкнул ее из саней и уехал прочь. Она ничего не поняла, а старик все гнал сани вперед. Какое-то время женщина просто стояла и в ужасе глядела вслед саням. Потом она пустилась догонять их по дороге, и на бегу она проклинала жестокого старика. Когда старик понял, что она согрелась, он остановил лошадь. Он понял, что теперь они могут ехать дальше. Он должен был поступить так жестоко, потому что иначе она бы погибла от холода.

Текст 1 (L2)

An old man had a woman and a baby as passengers in his sleigh. It was winter. A clear and very cold morning was dawning. The road was covered with snow, and the sleigh was moving slower than usual. They had been travelling for a long time, and soon it started to get colder. The old man felt that he was starting to freeze. He looked at his passengers and saw that the woman and the baby were freezing, too. The woman was nearly passing out, and the old man took the baby from her arms. Suddenly he pushed her out of the sleigh and moved off. The woman didn't understand anything, but he kept on driving the sleigh along the road. For some time the woman was just standing and watching the sleigh disappear with horror. She then started to run after the sleigh, and she cursed the cruel old man as she ran. When the old man understood that she had warmed herself, he stopped the horse. He understood that they could ride on together. He had had to be that cruel, because otherwise she would have died of cold.

Текст 2 (L1)

Однажды некий человек был приглашен в дом друга. Гостю предложили чашу вина, и он согласился. Вдруг ему показалось, что он видит в чаше маленькую змею. Ему не хотелось обидеть хозяина, и он мужественно выпил чашу до дна. Вскоре он почувствовал страшную боль в желудке. Человек чувствовал, что он умирает. Его друг еще раз пригласил его в свой дом. Гость сел на то же место, и хозяин снова предложил ему чашу вина. Он сказал, что в ней — лекарство. Страждущий поднял чашу, и в ней опять ему почудилась маленькая змея. На этот раз он сказал об этом хозяину. Без единого слова хозяин показал на потолок над головой гостя, где висел лук. Змея была только отражением висящего лука, и больной это понял. Оба друга рассмеялись. Боль гостя мгновенно прошла, и он сразу поправился.

Текст 2 (L2)

Once a man was invited to his friend's house. The guest was offered a glass of wine, and he accepted it. Suddenly it seemed to him that he saw a small snake in the glass. He didn't want to offend the host, and he drank the glass up courageously. Soon he felt an awful pain in his stomach. The man felt that he was dying. His friend invited him to his house again. The guest took the same seat, and the host offered him another glass of wine. He said that there was medicine in it. The suffering man lifted the glass and there was a small snake in it again. This time he told the host about it. Without a word the host pointed to the ceiling above the guest's head, where a bow was hanging. The sick man understood at once that the snake in the glass was just a reflection of the bow. Both the friends laughed. The guest's pain went away immediately, and he recovered at once.

Текст 3 (L1)

Давным-давно один король построил дворец, и все внутри было в зеркалах. Как-то в этот дворец случайно впустили собаку, и вдруг она увидела множество других собак. Она на всякий случай оскалилась, чтобы собаки вокруг нее испугались. Все собаки тут же оскалились в ответ. Собака тихо зарычала, а они угрожающе ответили ей. Теперь собака была точно уверена, что жизнь ее в опасности. Поскольку она не хотела умирать, собака решила защищаться. Она залаяла, и собаки в зеркалах тоже залились отчаянным лаем. Чем больше она лаяла, тем громче они ей отвечали. Утром

несчастную собаку нашли мертвой. А ведь она была во дворце одна. Никто не дрался с ней, потому что дворец был пуст. Она испугалась саму себя. Собака начала сражаться, и отражения в зеркалах тоже вступили в борьбу. Она погибла в борьбе с миллионами собственных отражений.

Текст 3 (L2)

Long-long ago a king built a palace, and inside it was all covered with mirrors. Once a dog was let inside that palace by chance, and suddenly it saw lots of other dogs. The dog bared its teeth just in case, so that the dogs around it would get frightened. At once all the dogs bared their teeth at it in response. The dog growled softly, but they growled back in a threatening way. Now the dog was sure that its life was in danger. As it didn't want to die, the dog decided to defend itself. The dog started barking, and the dogs in the mirrors started barking, too. The more it barked, the louder they responded. In the morning the poor dog was found dead. But it had been alone in the palace. No one had fought with it, because the palace had been empty. The dog had got frightened of itself. It had started to fight, and the reflections in the mirrors had started to fight back. It died fighting with millions of its own reflections.

Текст 4 (L1)

Пришло время, и человек состарился. Он стал обузой для своей семьи. Дети обращались с ним плохо. Как-то старик пил воду, и из его рук выпала чашка. Чашка разбилась, и за это невестка рассердилась на старика. Он был для нее сущим наказанием. Она сказала мужу, что теперь его отец будет есть из деревянной посуды. Так как муж не стал возражать, она так и сделала. Прошло некоторое время, и их сынишка увидел возле деда деревянную посуду. Он подумал, что всех стариков кормят из нее. Когда мальчик нашел кусок дерева, он начал вырезать чашку. Отец и мать очень удивились этому. Они стали расспрашивать мальчика о его занятии. Сын ответил, что из этой посуды он будет кормить их в старости. От этих слов отцу и матери стало стыдно, и с того дня они заботились о старике.

Текст 4 (L2)

Time had come, and a man had grown old. He became a burden for his family. The children treated him badly. Once the old man was drinking water, and the cup fell down from his hands. The cup broke, and his daughter-in-law got angry with him for that. She thought him to be such a nuisance. She told her husband that his father would eat from wooden dishes. As the husband was not against it, that was what she did. Some time passed, and their son saw his grandfather's wooden dishes. He decided that all old people were fed from them. When the boy found a piece of wood, he started carving a cup out of it. The father and the mother were much surprised. They asked the boy questions about his occupation. The boy replied that he would be feeding his elderly parents from that cup. Those words made the father and the mother feel ashamed, and from that day on they started to take proper care of the old man.

Текст 5 (L1)

Однажды один властелин увидел сон, в котором у него выпали один за другим все зубы. Он вызвал придворного толкователя снов. Тот сказал ему, что вскоре он потеряет всех своих близких. Властелин разгневался, а несчастный толкователь был брошен в тюрьму. Затем он призвал другого толкователя, и тот по-своему объяснил значение сна. Он сказал господину, что тот переживет всех своих родных. Властелин несказанно обрадовался, и его слуги щедро наградили толкователя снов за доброе предсказание. Все вокруг очень удивились этому странному поступку. Первый толкователь сказал ему то же самое, но властелин его жестоко наказал. Второй же теперь купался в роскоши. Никто не мог понять, почему так произошло. Они оба сказали правителю правду. Толкователя снов часто спрашивали об этом, и ему

пришлось ответить на вопрос людей. Он объяснил, что одно и то же можно сказать по-разному. От этого порой и зависит судьба человека.

Текст 5 (L2)

One day a powerful ruler saw a dream in which he had all his teeth fall out one by one. He summoned the court interpreter of dreams. The latter told him that soon he would lose all his family. The ruler got angry, and the unfortunate man was thrown in jail. Then another interpreter of dreams was summoned, and he interpreted the dream in another way. He said that the ruler would outlive all his family. The ruler was very happy, and his servants gave the second interpreter of dreams luxurious presents for his kind prediction. All the people were puzzled by this strange decision. The first interpreter of dreams had told him exactly the same thing, but the ruler had punished him severely. The second one was now living in luxury. No one could understand why it had all happened. Both of them had told the ruler the truth. The interpreter of dreams was often asked about it, and he had to answer the question. He explained that one and the same thing could be said in different ways. Sometimes a man's fate depends on it.

Текст 6 (L1)

Это было в далекие времена. У одного царя иногда бывали странные причуды, и он не мог их объяснить. Однажды он внезапно дал пощечину человеку, который стоял рядом. Им оказался самый высокопоставленный человек при дворе, и его все боялись. Люди вокруг удивились, но этот человек ничего не сказал царю. Обиженный подумал несколько секунд, и вскоре такую же пощечину получил его сосед. Им оказался один из министров. Он не сразу понял, что происходит. Потом этот министр дал пощечину помощнику, а тот ударил следующего. Говорят, что эта пощечина обошла всю столицу. Ночью царя ударила его собственная жена. До этого ей досталось от его сестры. Поскольку сестра была старше, жена не могла ответить ей тем же. Она ударила мужа, потому что ей некого было больше ударить. Вот так пощечина царя вернулась к нему самому.

Текст 6 (L2)

It was long ago. One king had strange whims from time to time, and he could not explain them. Once he slapped a man who was standing nearby on the face quite unexpectedly. The man turned out to be the senior court official, and everyone was afraid of him. The man didn't say anything to the king, and the surrounding people were surprised. The offended court official thought for some seconds, and then his neighbour got the same kind of slap from him. He turned out to be one of the ministers. He didn't realize at first what was going on. Then this minister slapped his assistant, and the assistant slapped another person. They say that the slap travelled round the capital. At night the king was slapped by his own wife. Some time before that she had been slapped by the king's sister. The wife could not slap the sister back, because the latter was older. She slapped her husband because she had no one else to hit. That's how the king's slap came back to him.

2. **Picture description** does not present any difficulty for first-year students who have passed the Unified State Examination and are familiar with this type of verbal activity. Each student is given 2 pictures. The commentary on the first picture starts with L1, the commentary on the second picture starts with L2. The speech duration is 2 minutes in each language for both pictures.

3. **Speaking on suggested topics** in L1 and L2 is also limited in duration, 2 minutes for each language. Students are given recommendations concerning major points to be mentioned when speaking about their favourite hobby and holiday: 1) *what kind of hobby, when it appeared, what it consists in and what*

attracts (attracted) you in it; 2) what holiday, what event is celebrated, with whom it is celebrated and what attracts you in it.

3. Research Questions

3.1. What are the most frequent acoustic-phonetic and syntactic markers of disfluency in L1?

3.2. Do they differ from those in L2 speech?

3.3. Are there any differences in manifestations of disfluencies in the three types of speech (retelling stories, description of pictures, commentaries on given topics) in both languages?

3.4. Are strategies of self-correction in L1 and L2 speech similar?

4. Research Methods

4.1. Choice of Languages and Tasks

Whereas the aim of the longitude research is the description of qualitative and quantitative characteristics of speech disfluencies while interpreting in L2 and L3, the main goal of the first phase (that is not concerned with interpreting directly) is to obtain an overall picture and identify trends as reference points for future analysis. Besides this stage of research allows to detect some features of disfluency manifestations in L1 speech that might reflect individual peculiarities in cognitive processes connected with speech planning and its production and thus be useful for the interpretation of the results gained at the subsequent stages of research.

The choice of three types of speech tasks is determined by different degrees of examinees' freedom in the choice of content and linguistic elements. When reproducing graphic or / and audio versions of a text, examinees are considerably limited by a given sample; description of pictures is much more dependent on their perception of the image; commentaries on topics give examinees the greatest freedom to express their ideas in spontaneous speech.

4.2. Transcripts Processing

One of the aspects of speech disfluencies analysis is the study of constructional speech characteristics that demands an unambiguous division of the utterance into incomplete / complete syntagmas. As far as defining clause boundaries in oral communication may present certain difficulties (some researchers working with linguistic corpora have to involve experts to mark syntagmatic groups [20]), the examinees also take part in the transcription of their own speech records.

4.3. Disfluency Markers

There were chosen two types of disfluency markers: acoustic-phonetic ones and grammatical ones.

Acoustic-phonetic markers are:

- prolongation of sounds and syllables and its correlation with pausing,
- articulatory errors (omission, replacement and addition of sounds),
- place of articulation break and duration of the editing phase,

- length of the segment following a pause in the initial and middle positions of the sentence,
- correlation between the pause length and the sentence length,
- F0, F1 and F2 as related with disfluencies,
- distribution of filled and unfilled pauses and their correlation with other markers (including grammatical ones).

Grammatical markers are:

- number of words in syntagmas preceding or following pauses,
- part of speech specification of the words following pauses,
- syntactic functions of the words following pauses,
- correlation between structural types of sentences and pauses,
- speech errors (false starts, restarts, false repetitions, self-correction, etc.).

5. Conclusion

The proposed model of speech disfluencies estimation among trainee interpreters on the first stage of the research makes it possible to identify both common and individual tendencies and serve as a starting point for further investigations with more complicated tasks connected with spontaneous, semi-spontaneous, consecutive interpreting and sight translation of different types of texts in L2 and L3, as well as the listeners' perception of different kinds of disfluencies. The results of the research might be useful for the development of future interpreters' skills and competences connected with oral speech production.

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