A Learner Corpus-based Approach to Explicitation in Interpreting Studies

Sözlü Çeviride Belirtikleştirmeye Öğrenci Odaklı Bütünce Temelli Bir Yaklaşım*

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ABSTRACT

The present study aims to enrich the framework of students' interpreting process with systemic functional grammar perspective (Halliday, 1994; Halliday and Matthiesen, 2004). Focusing on grammatical demetaphorization, namely explicitation in 232 performances of senior Translation and Interpreting students by comparing original texts and their simultaneous, consecutive and sight interpreted versions, the present study explores students' tendency towards demetaphorization considering directionality (i.e. English-Turkish vs. Turkish-English) and text-type (i.e., informative vs. expressive) parameters. Recordings were based on 12 sets of designed, non-identical, variable texts with similar content produced both in English and Turkish (+/-(25) 550 words each). Six sets of expressive political speech (3 in English and 3 in Turkish) consisted of election campaign speeches addressed by Turkish Prime Minister, Recep Tayyip Erdoğan in Turkish, and by USA President, Barack Obama in English, respectively. Six informative texts on inflation and unemployment were generated through manipulation in order to create analogous instances of more or less metaphorical wordings in each version. The present research provides parameter-sensitive evidences regarding explicitation hypothesis on translation universals with respect to Turkish-English language pairs: Learner corpus has revealed that there is a consistent tendency towards nominalization i.e. grammatical metaphorization, in interpreted Turkish informative texts regardless of the modes of interpreting. In contrast, directionality (from Turkish into English) is a determining factor of demetaphorization in the interpreting of expressive. There is no doubt that different performances on three different modes of interpreting covered in this study are inextricably linked to and depend on different natures of these modes, specifically regarding process management and temporal load. In this respect, considering external pacing and time constraint in interpreting modes, explicitation through demetaphorization can be regarded as a remedy for dealing with demands of processing capacity management in relation to the complex lexico grammatical load in source. Moreover, learner translation corpora results provide consciousness in discourse-building strategies regarding the degree of implicitness and explicitness; highlight proper lexicogrammatical recontextualization and potential linguistic difficulties between language pairs in practice. Bearing these in mind, highlighting translation processes which materialize specific problem solving techniques adds a pedagogical dimension which would decompose abstract or complex semantic structures into traceable and identifiable learning/teaching units.

Keywords
Explicitation, learner corpora, modes of interpreting, text type, directionality

ÖZET

Bu çalışmanın temel amacı, Halliday'in (Halliday, 1994; Halliday ve Matthiesen, 2004) Dizgeci İşlevsel Dilbilgisi (DİD) modeli çerçevesinde belirtikleştirme odaklı sözlü çeviri sürecine ışık tutmaktır. Kaynak metin ve erek metinlerin karşılaştırılması temelinde 232 öğrenci performansındaki belirtikleştirmeye ilişkin çeviri davranışları, çeviri türü (andaş, ardıl ve yazılı metinden sözlü çeviriler), yönlülük (İng-Tr ve Tr-İng) ve metin türü (Bilgilendirici ve anlatımsal metinler) parametreleri çerçevesinde ele alınmaktadır. Araştırmanın odak noktasını, adlaştırma yapılarının incelenmesi yoluyla 20 dördüncü sınıf mütercim tercümanlık öğrencisinin sözlü çeviri ses kaydı verisine dayanan performanslarındaki dilbilgisel eğretilemelerden uzaklaşma örüntülerinin, bir başka deyişle, belirtik eşleşik yapıların değerlendirilmesi oluşturmaktadır. Ses kayıtlarına temel oluşturan metinler, İngilizce Türkçe olarak üretilmiş, benzer içeriklere sahip 12 farklı metinden oluşmaktadır. Anlatımsal metinleri oluşturan 6 farklı politik konuşma metni 3 İngilizce ve 3 Türkçe) zamanın dönemin başbakanı Recep Tayyip Erdoğan'ın ve Amerika Başkanı Barack Obama'nın seçim konuşmalarından alınmıştır. Enflasyon ve işsizlik konulu 6 bilgilendirici metin ise benzer sayıda eğretilemeli yapıları oluşturmak üzere özgün metinlerde değişiklik yapılarak üretilmiştir. Çalışma, İngilizce-Türkçe dil çifti söz konusu olduğunda Evrensel Çeviri Öğeleri kapsamında yer alan belirtikleştirme varsayımınının aksine, belirlenen parametrelere duyarlı bulgular ortaya koymuştur. Öğrenci odaklı bütünce, İngilizceden Türkçeye bilgilendirici metinlerin çevirisinde çeviri türüne bakılmaksızın adlaştırma yani, dilbilgisel eğretileme eğilimi olduğunu, Türkçeden İngilizceye anlatımsal metinlerin çevirisinde ise yönlülüğün belirleyici bir belirtikleştirme faktörü olduğunu ortaya koymuştur. Bilgilendirici metinlerin İngilizceden Türkçeye çevirilerinde tüm sözlü çeviri türleri için dilbilgisel eğretileme yoğunluğu dolayısıyla, belirtikleştirmeden uzaklaşma ortak bir örüntü olarak görülmektedir. Genel olarak anlatımsal metinlere bakıldığında ise, çeviri türü ve yönlülük parametrelerine bakılmaksızın öğrenci deneklerin özgün metinlerle karşılaştırıldığında çeviri metinlerde yoğun belirtikleştirme yaptıkları görülmektedir. Hiç şüphe yok ki, bu çalışma kapsamında yer alan üç farklı çeviri türüne ilişkin farklı performanslar, özellikle süreç yönetimi ve zaman kısıtı açısından büyük farklılıklar gösteren bu farklı çeviri türlerinin kendilerine has doğasından kaynaklanmaktadır. Bu bakımdan, konuşmacının belirlediği hız ayarı ve zaman kısıtı düşünüldüğünde, adlaştırmadan uzaklaşma yoluyla yapılan belirtikleştirme, kaynak metindeki karmaşık sözlükdilbilgisel yükü hafifletmek açısından öğrencilere yardımcı olabilir. Ayrıca, öğrenci çevirilerinden oluşan bu bütüncenin sunduğu bulgular, örtüklük ve belirtiklik dereceleri açısından söylem oluşturma stratejilerinde bir farkındalık yaratırken, uygun sözlükdilbilgisel yeniden bağlamlaştırmanın ve üzerinde çalışılan iki dil çifti arasındaki olası dilbilimsel zorlukların altını çizmektedir. Problem çözme tekniklerini somut bir biçimde ortaya koyan çeviri süreçlerini aydınlatmak, soyut ve karmaşık anlambilimsel yapıların takip edilebilir ve tanımlanabilir birimlere dönüştürülerek çözümlenmesine olanak sağlayan pedagojik bir boyut yaratmaktadır.

Anahtar Sözcükler
Belirtikleştirme, öğrenci odaklı bütünce, çeviri tipi, metin türü, yönlülük

1. Introduction

In translation and interpreting studies, explicitness is perceived as a feature of translated texts as opposed to non-translated text production, and is mostly associated with the translator/interpreter as the agent in the process of language mediation, who introduces explicitness into the target text/discourse (Baumgarten et al., 2008, p. 180). The term "explicitation" was first used by Vinay and Darbelnet (1958/1995, p. 342) to define "a stylistic translation technique which consists of making explicit in the target language what remains implicit in the source language because it is apparent from

either the context or the situation". Yet, it seems plausible to claim that the first scholar to suggest that explicitation may be inherent in the process of translation is Blum-Kulka, whose explicitation hypothesis postulates an observed cohesive explicitness from SL to TL texts, regardless of the increase traceable to differences between the two linguistic and textual systems involved (Blum-Kulka, 1986, p. 19). The explicitation hypothesis of Blum-Kulka, which claims that target texts tend to be more explicit than the source texts, has been the focus of various studies in the field of written translation.

In connection with this, it seems natural to raise the question of whether the phenomenon of explicitation, as one of the translation universals, can be observed in the process of interpreting. Besides the basic differences between translation and interpreting, "the intrinsic constraints impeding the interpreting process such as substantial temporal load, the linearity constraint and limited short-term memory capacity" can create different viewpoints to translation universals in general and to explicitation in particular (Gumul, 2007, p. 449).

Following the view that explicitation entails the lexicogrammatical realization in the target text of some element or feature perceived to be to some degree implicit in the source text, though usually inferable from its co-text, context of situation or culture, this study attempts to investigate explicitation in student interpreting performances. Examination of learner performance as an indication of learning needs is generally considered to be crucial to the development of teaching methods and curriculum design. Suffice here to note that learner translation corpora are required to tackle not only more specific learning needs, but also to test assumptions and hypotheses on some translational phenomena (Zanettin, 1998; Tiayon, 2008). In a similar vein, Baker (1995) puts the stress upon the potential usefulness of translation corpora in translation pedagogy in terms of describing translational behaviors to overcome translation problems and to provide realistic process management model for trainee translators, departing from these findings. The present paper does this with a learner corpus through a comparison of non-translated and translated texts with respect to three modes of interpreting (sight interpreting (SI), consecutive interpreting (CI), and simultaneous interpreting (SimI)) directionality (from English into Turkish vs from Turkish into English) and text-type (informative and expressive). Systemic Functional Linguistics (SFL) (Halliday, 1985/1994; Matthiessen, 1995, *among others*) as a social theory of language provides researchers with unique constructs, tools, and insights for following the traces of translation universals.

1.1 Systemic Functional Grammar in Explicitation Studies

Among the linguistic models which became prominent in translation studies in the 1990s, Halliday's Systemic Functional Grammar (SFG) model seems to be the most influential (Munday, 2001). According to SFG model, every language fulfills three functions:

(1) The *ideational function* representing our experience of the world;
(2) The *interpersonal function* representing our interactions with other people;
(3) The *textual function* representing the linear arrangement of ideational and interpersonal meanings into a coherent whole (Halliday, 1985/1994).

While languages modularize their lexicogrammar along a small set of these three functional dimensions, on each of these levels the mapping of semantics onto lexicogrammar will vary in terms of explicitness during the act of translation, depending on the nature of the task, level of proficiency both in the source and target language, and text-type. In other words, the lexicogrammatical realizations can take a grammatical form such as the extended simplification or unpacking of complex syntactic constructions or of a lexical form by means of inserting additional textual material in an effort to fulfill a perceived cultural gap to avoid ambiguity, to reduce vagueness or to enhance comprehensibility or processibility (Baker, 1992).

1.1.1 Ideational Explicitation: Grammatical Metaphor

Ideational explicitation is realized in the ideational function of language which is related with the representation of "our experience of the world that is around us and inside us" (Halliday & Matthiessen, 1999, p. 11), namely, the representation of process and logico-semantic relations between them. In this sense, the clause as representation of meaning in the ideational structure plays a central role due to the fact that it embodies a general principle of modeling experience, i.e., the principle that reality is made up of *processes* (Halliday, 1985/1994, p. 106). As far as the status of a process in the grammar of the clause is concerned, it consists of three components (Halliday, 1985/1994, p. 107):

(1)   the process itself (encoded by the verb in the clause)
(2)   participants in the process (encoded by the noun phrases in the clause)
(3)   circumstances associated with the process (encoded by the adverbial and/or prepositional phrases in the clause)

For Halliday (1985/1994, p. 107), these provide the frame of reference for interpreting our experience of what goes on. Thus, within the systemic-functional framework, the ideational function of language comprises two components: *experiential* and *logical*; and translational explicitation manifests itself in both components, i.e., as experiential and logical explicitation. It is possible for translational explicitation to manifest itself as a shift from the experiential to the logical mode. That is to say, a semantic figure, which is normally encoded by a clause, can be expanded into a semantic sequence, which is typically encoded as a complex clause, whether hypotactic or paratactic (Fattah, 2010, p. 160). This type of logical explicitation is generally associated with the congruent unpacking of grammatical metaphors or 'demetaphorization' (Halliday, 1985/1994; Halliday & Matthiessen, 1999, 2004; Martin, 1992).

1.1.2 Grammatical Metaphors as Nominalization

The notion of grammatical metaphor, developed mainly by Halliday (1985/1994), presents an original, innovative and clearly perceptible sign that identifies and describes the fact that writing and speaking is sometimes functionally oriented to accomplishing 'objectification' and 'abstraction' of discourse. This functional goal is usually achieved

through the linguistic means of grammatical metaphor, a resource that condenses information by encoding experiences and events in an incongruent form as contrasted with the more canonical congruent form that prevails in everyday language use. The concept of grammatical metaphor traces the dynamics of ongoing meaning construction in translation as a specific type of language processing in the form of unpacking and repacking meanings constructed in the target texts upon reading the source text. The level of metaphoricity affects the degree of implicitness or explicitness of the meanings encoded in language, because in systematic functional perspective, the concept of grammatical metaphor is closely associated with nominalizations which are denoted to be the main source of incongruency leading to text complicity and abstraction (Halliday & Martin, 1993; Billig, 2008; Wenyan, 2012).

For example, (1a) presents typical congruent patterns of realization of semantic categories:

(1a) *Zaphod was delighted so Trillian celebrated*
    (congruent)

But it is possible for a process to be encoded metaphorically by a nominal group (nominalization) as if it were a participant in another process and thus encoding a 'figurative' or 'transferred' meaning (Martin, 1992, p. 7) as presented in (1b):

(1b) *Zaphod's delight resulted in Trillian's celebration*
    (metaphorical) (Martin, 1992, p. 7)

Thus, (1a) is a semantic sequence made up of two semantic figures linked by a logical relation (relator). Each semantic figure is encoded by a clause and the relator by a conjunction (so). In (1b), on the other hand, the two semantic figures of (1a) are metaphorically encoded as participants by nominal groups in a relational process. Grammatically, the whole sequence is reworded as a circumstantial relational clause with a casual verb (resulted in) relating two nominalizations (delight and celebration) (Fattah, 2010, p. 162). Thus, the level of ideational metaphoricity, i.e., the density of nominalization as the 'single most powerful resource for creating metaphor' (Halliday, 1985/1994, p. 352) is inversely proportional to the level of explicitness of the text (Alves et al., 2011). Hence, a great amount of research on cases of explicitation in interpreted texts (Schlesinger, 1995; Ishikawa, 1999; Gumul, 2007; Baumgarten et al., 2008, *among others*) have supported the hypothesis of (de)metaphorization as a process dwelling upon the perceived differences between non-translated and translated texts: on the other hand, Halliday and Mattiessen (1999, p. 235) emphasize that congruent and metaphorical variants do not constitute a dichotomy but rather a continuum whose poles are 'least metaphorical' and 'most metaphorical'. As indicated previously, metaphorization is associated with information loss; then we can predict that the opposite shift, i.e. demetaphorization can be associated with information gain, i.e. explicitation.

1.2 Aim and Corpus

This study aims to investigate grammatical demetaphorization, namely explicitation on the basis of Halliday's (1985/1994) Systemic Functional Grammar Model in students' interpreting performance through following the traces of the realization of nominalization. This is achieved by comparing original and interpreted texts with respect to three parameters: modes of interpreting (sight, consecutive and simultaneous); directionality (from English to Turkish vs. from Turkish to English), and text-types (informative vs expressive).

Our corpus consists of evenly distributed informative texts (6), expressive texts (6), and their sight interpretation, and consecutive and simultaneous interpretation conducted by 20 senior Turkish native speaker students attending İzmir University of Economics, department of translation and interpretation. The students, all between 20 and 24, had previously taken SI (45 hours) CI (90 hours) and SimI (90 hours) courses. A total of 232 recordings were based on 12 sets of designed, non-identical, variable texts with similar content produced both in English and Turkish (+/-(25) 550 words each). Six sets of expressive political speech (3 in English and 3 in Turkish) consisted of election campaign speeches addressed by Turkish Prime Minister, Recep Tayyip Erdoğan in Turkish, and by USA President, Barack Obama in English, respectively. Six informative texts on inflation and unemployment were generated through manipulation in order to create analogous instances of more or less metaphorical wordings in each version generated by student subjects were obtained as the corpus of our present research.

2. Method

Totally 232 recordings were transcribed and converted into digital format. The corpus was annotated manually on the basis of Halliday's (1985/1994) Systemic Functional Grammar model. The source and target texts were analyzed in terms of the frequency of nominal constructions. Secondly, their treatment in the target text with respect to explicitation was elaborated.

The analysis was conducted in four stages. First, the English source texts and their simultaneous, consecutive and sight interpreted versions in Turkish were manually analyzed with regard to sentences. In this context, a sentence is defined as a text segment marked by a full stop, a question mark, or an exclamation mark. Secondly, each sentence in the English source texts and in the Turkish target texts were again checked with regard to simple and complex sentences. The third stage consisted of analyzing the complex sentences again manually with regard to main clause and subordinate clause. At the final stage, subordinate clauses were classified as noun clauses, adjectival clauses, adverbial clauses, and conditional clauses. The goal of this analysis was to identify the nominal contractions in order to investigate explicitating shifts between source texts and their interpreted versions in both directions. The same processes were repeated for the Turkish source texts and their interpreted versions in English.

The data obtained from the nominalization analysis carried out on English and Turkish source texts and their interpreted versions in both directions were also

statistically analyzed in order to calculate the frequency of occurrences of nominalized constructs. The results obtained were compared with the data obtained for English and Turkish original texts in an attempt to determine whether any differences existed and whether translations were more explicit with reference to three modes of interpretation directionality and text-type.

In order to better understand the process of our analysis, it seems useful to formulate the typical realizations of the semantic units that make up our texts under investigation. Since our main concern in this study is to investigate logical explicitation in sight, consecutive, and simultaneous interpreting performances, only nominal constructions are presented as an illustration of the analytical framework.

Figure 1. Examples of nominal constructions in English

Figure 1 illustrates the nominal constructions in English to which we referred as major semantic units in our analysis of English texts, both the original and the interpreted versions. As to Turkish nominal construction, we referred to nominalization markers listed in Figure 2:

- (y) AcAk
- DIK
- mA
-mAk
-(y) Iş

- Ip…-mAmA
- Ip…-mADIK
- Ip…-mAyAcAk
 diye (Müdür gelsin diye bağırdık)
- mI (Müdür geldi mi bilmiyorum)
- ki (Sanıyorum ki müdür gelmeyecek)
- Ø (Sanırım müdür gelmeyecek)
 (Öğretmen "müdür gelmeyecek" dedi)

Figure 2. Nominalization markers in Turkish

Figure 2 shows the linguistic markers in Turkish that can be considered as corresponding versions of English in producing nominalized constructions. In order to gain more insights into the realization of the analyses for determining whether

explicitation is manifested or not, it is necessary to present examples from the corpus under investigation.
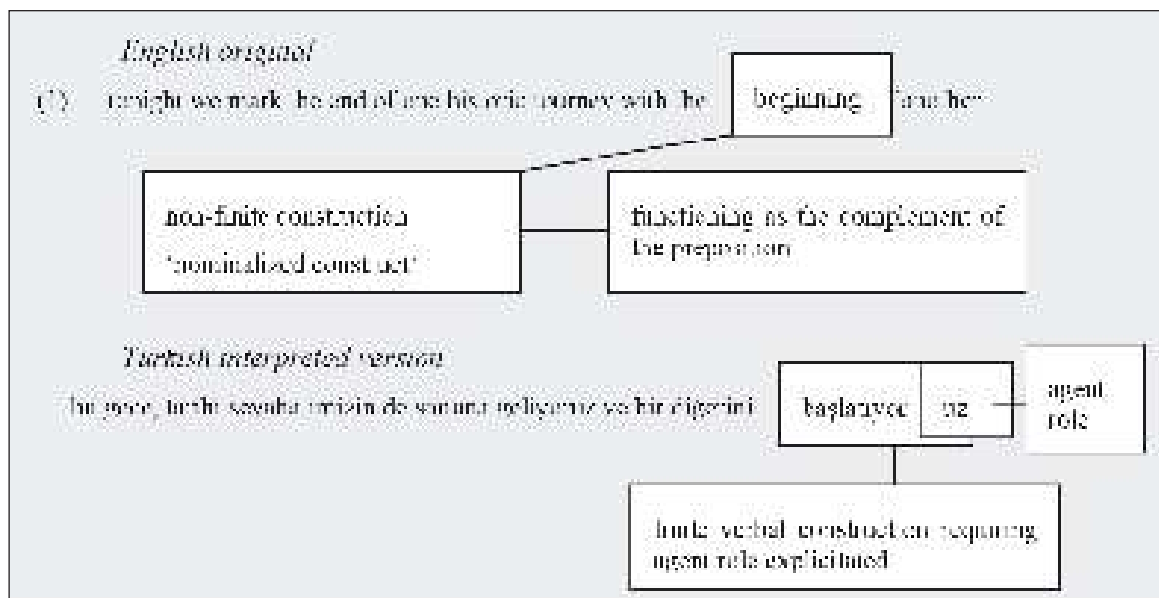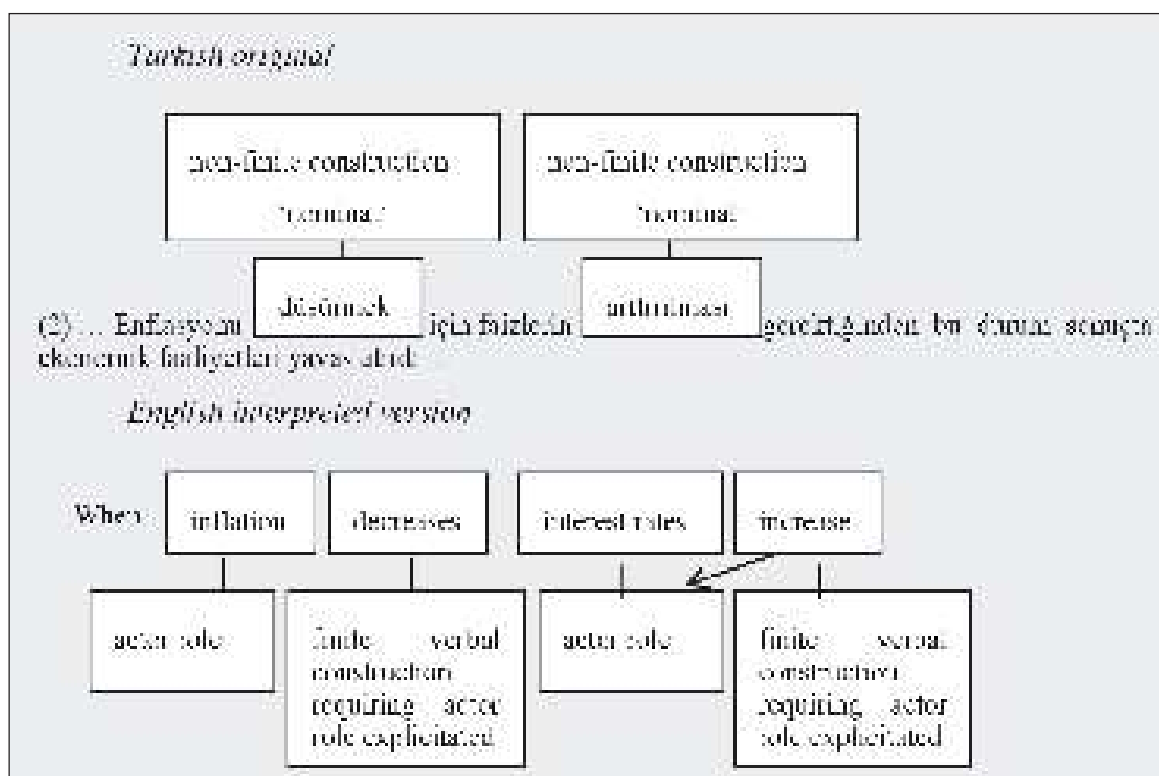

Figure 3. Sample analysis 1

Figure 4. Sample analysis 2

These examples illustrate cases considered as the manifestations of explicitation in which nominal constructions are demetaphorized into their congruent verbal

constructions by more explicitly encoding 'who does what to whom'. Within the framework of this view of nominalization, in the present study, in order to determine whether explicitation takes place in the interpretation of English-Turkish/Turkish-English language pair, we aimed to explore:

1) In which ways are nominalizations in expressive and informative texts interpreted from English into Turkish and from Turkish into English in sight, consecutive and simultaneous interpreting performances?

2) More specifically, in which ways are nominalizations unpacked, namely demetaphorized by students, with respect to modes of interpreting, directionality and text types?

3. Findings
3.1 The Findings of Sight Interpreting (SI) Performances
The statistical data obtained from the analyses of the corpus were evaluated by using Wilcoxon test. Table 1 shows the percentage change in nominal constructions with reference to original text considering directionality and text-type parameters in sight interpreting performances of the student-subjects.

Table 1. Percentage Change in Sight Interpreting with Reference to Original Text

Directionality	Informative		Expressive		P*
	Mean±SD	Med (Min-Max)	Mean±SD	Med (Min-Max)	
Eng.–Tr.	13.4±28.5	10(-32-92)	15.2±22.9	15.9(-18.2-68.2)	0.852
Tr.–Eng.	-48.8±12.4	-55(-70–25)	-10±18.7	-5.8(-50-30.8)	0.000
P*	0.000		0.002		

SD; Standard Deviation, Med; Median, Min; Minimum, Max; Maximum *Wilcoxon Test

As far as SI of informative texts is concerned, in their performances from English to Turkish, student-subjects used 10 % more nominal constructions than that of occurred in the original texts. In contrast, in their performances from Turkish to English, they used 55 % fewer nominal constructions compared to the original texts. The difference is statistically significant ($p<0.001$). As to SI of expressive texts, the student-subjects used 15.9% more nominal constructions compared to the original texts in their interpreting from English to Turkish; however, they used 5.8% fewer nominalizations compared to the original texts in their interpreting performances from Turkish to English. The difference is statistically significant ($p<0.01$).

In reference to findings obtained from the statistical analysis, in the process of SI of informative texts, student-subjects in their interpreting from English to Turkish used 10% more nominal constructions compared to the source texts, whereas in their expressive texts the increase was 15.9%. The difference is statistically insignificant ($p>0.05$).

As far as the interpreting from Turkish to English are concerned, in the process of SI of informative texts, while the student- subjects used 55% fewer nominalizations than the source texts, and for expressive texts, 5.8% fewer nominalizations than that of existed in source texts was observed. The difference is statistically significant (p<0.001).

3.2 The Findings of Consecutive Interpreting (CI) Performances

Table 2 demonstrates the percentage change in nominal constructions with reference to original text considering directionality and text-type parameters in CI performances of student- subjects.

Table 2. Percentage Change in Consecutive Interpreting with Reference to Original Text

Directionality	Informative		Expressive		P*
	Mean±SD	Med (Min-Max)	Mean±SD	Med (Min-Max)	
Eng.–Tr.	14.8±43.1	40.5(-52.4-76.2)	-42.5±23.6	-38.5(-88.5-0)	0.000
Tr.–Eng.	-54.1±17.1	-54.3(-80.9--27.7)	-21.1±33.2	-28.3(-60.9-47.8)	0.000
P*	0.000		0.004		

SD; Standard Deviation, Med; Median, Min; Minimum, Max; Maximum *Wilcoxon Test

According to the findings obtained from the statistical analyses as presented in Table 4, in the process of CI from English to Turkish, 40.5% more nominalized constructs were used in the interpreting of informative texts as compared to the source texts. In contrast, interpreting in the opposite direction, from Turkish into English, resulted in 54.3% fewer nominalized constructions compared to the source text. The difference is statistically significant (p<0.001).

As to the CI of the expressive texts, the student-subjects used 38.5% fewer nominalizations compared to the source text in interpreting from English to Turkish, while they used 28.3% fewer nominalizations in their interpreting from Turkish to English. The difference is statistically significant (p<0.01).

Regarding the CI from English into Turkish, it was found that the results in occurrences between interpreted and source text were different for informative and expressive text types. For informative text type, student subjects used 40.5% more nominal constructions than that of occurred in original texts whereas, they used 38.5% fewer nominal constructions than that of occurred in the original texts of expressive type. Difference is statistically significant (p<0.001).

On the other hand, in CI performances from Turkish into English, there were 54.3% fewer nominalizations than that of used in original texts of informative type, while there were 28.3% fewer nominalizations than that of used in the original texts of expressive type. Difference is statistically significant (p<0.001).

3.3 The Findings of Simultaneous Interpreting (SimI) Performances

Table 3 illustrates the percentage change in nominal constructions with reference to original text considering directionality and text-type parameters in SimI performances of student- subjects.

Table 3. Percentage Change in Simultaneous Interpreting with Reference to Original Text

| Directionality | Informative | | Expressive | | |
	Mean±SD	Med (Min-Max)	Mean±SD	Med (Min-Max)	P*
Eng.–Tr.	26.1±52.5	26.5(-41.2-117.7)	-5.9±28.2	-1.7(-72.4-41.4)	0.006
Tr.–Eng.	-42.8±30.4	-41.3(-82.5-10)	-2.2±37.9	-4.3(-73.9-56.5)	0.000
P*	0.000		0.542		

SD; Standard Deviation, Med; Median, Min; Minimum, Max; Maximum *Wilcoxon Test

In reference to SimI of informative texts, the increase was 26.5% in translations from English to Turkish, whereas there was a fall of 41.3% in performances from Turkish to English. The difference is statistically significant (p<0.001).

In the process of SimI of expressive texts, the student- subjects used 1.7% fewer nominalized constructs than that of those found in original texts in their interpreting performances from Turkish to English. However, they used 4.3 % fewer nominal construction than that of those found source text in their SimI performances from Turkish into English. The difference is statistically insignificant (p>0.05).

During their SimI performances from English into Turkish, while the student-subjects used 26.5% more nominal constructions than that of those found in the original texts of informative type, they used 1.7% fewer nominal constructions than that of those found in the original texts of expressive type. The difference is statistically significant (p<0.01)

On the other hand, the student subjects used 41.3% fewer nominalizations than that of used in source texts of informative type in their SimI performances from Turkish into English whereas, they used 4.3% fewer nominalizations than that of found in the source texts of expressive type. The difference is statistically significant (p<0.001).

4. Discussion and Results
4.1 Evaluation

As far as the text type is concerned, the results show that in sight interpreted Turkish informative texts the occurrence of explicitation as an interpreting strategy is less frequent as opposed to expressive texts. On the other hand, in sight interpreted English texts the occurrence of explicitation is more frequent as compared to Turkish originals, regardless of the text-type.

With reference to text types, in CI of expressive texts, our student-subjects tended to demetaphorize in both directions, whereas they had a tendency towards metaphorization in CI of informative texts from English to Turkish. Contrary to this, Turkish-to-English during the SI of informative texts, there is a tendency towards demetaphorization as an explicitation strategy, resulting in more verbal, i.e. English texts which are more explicit than their original Turkish versions.

As far as the SimI of expressive texts is concerned, our student-subjects tended to demetaphorize in both directions. Thus, as with CI, SimI performances also displayed different tendencies towards demetaphorization as an explicitation strategy with respect to text-types, when the present study is concerned.

Concerning the directionality parameter, the result obtained from the analysis of the frequency of nominalization as a grammatical metaphor (i.e. implicitation) exceeds the occurrence of denominalization, namely demetaphorization in informative texts within English-Turkish directionality. That is to say, while SI into Turkish, our student-subjects tend not to employ demetaphorization as an explicitation strategy. Thus, Turkish sight interpreted texts appear to be more nominal, i.e. more implicit compared to English original texts. This finding seems to go against the explicitation hypothesis; yet in SI from Turkish-to-English the use of nominalization is less frequent than in Turkish original texts. Thus, SI into English proves to be more verbal, i.e. more explicit than the original Turkish texts. This confirms that our student-subjects tend to employ demetaphorization as an explicitation strategy in their English translations. In brief, explicitation takes place in sight interpreted English texts, but not in the opposite direction (i.e. interpreting into Turkish).

As for the results concerning consecutive interpreting, there is a remarkable difference between informative and expressive texts. In the process of CI from English to Turkish, a strong tendency towards nominalization seems evident in informative texts. In other words, the consecutively interpreted Turkish informative texts result in a higher frequency of nominal constructions than the texts originally written in English; therefore demetaphorization as an explicitation strategy can hardly be observed, which might seem to invalid the explicitation hypothesis. However interestingly enough, the consecutively interpreted expressive texts into Turkish result in lower frequency of nominal constructions, and thus exhibit a tendency towards demetaphorization as an explicitation strategy.

On the other hand, the CI from Turkish to English clearly generated demetaphorization, namely a substantial decrease in the occurrence of nominalized constructs resulting in more explicit, i.e. more verbal English texts, as opposed to their original Turkish versions. Similar to results of CI, the results for English-to-Turkish SI of informative texts reveal that the occurrence of nominalization (i.e.metaphorization) exceeds that of denominalization (i.e. demetaphorization). More specifically, during the SimI into Turkish, our student- subjects tend to metaphorize rather than demetaphorize. Thus, Turkish simultaneously interpreted informative texts seem to be more nominal, namely more implicit than their English original versions.

4.2 General Implications

The present research provides parameter sensitive findings on explicitation hypothesis. According to the results obtained from the analyses carried out on the present corpus, there is a consistent tendency towards nominalization i.e. grammatical metaphorization, in translated Turkish informative texts regardless of the modes of interpreting. Although this finding goes against the explicitation hypothesis, it seems to be in line with Halliday and Martin (1993, pp. 12-13) who consider that grammatical metaphor has become the characteristic of scientific discourse in English. In this sense, it has been often argued that non-translated Turkish scientific texts in general are characterized by the heavy use of nominalizations (Oktar & Yağcıoğlu, 1995).

Therefore, it is plausible to observe high frequency of nominalizations in Turkish translations of informative texts of our student subjects due to the impact of their native language. This result seems to concur with Toury's (1999, p. 275) law of interference, which postulates that "in translation, phenomena pertaining to the make-up of the source text tend to be transferred to the target text" either in the form of "negative transfer", displaying deviations from regular codified practices of target language system, or in the form of "positive transfer", referring to greater likelihood of selective features which are present and used in any case.

The results of the analyses carried out on Turkish-to-English interpreted texts support the explicitation hypothesis. Regardless of the modes of interpreting and text-types, explicitation is manifested by higher frequency of occurrence of verbal constructions in English interpreted texts in comparison with Turkish original /non-translated texts. The tendency of our student-subjects towards explicitating source text nominalizations can be explained by Steiner, who indicates that the process of understanding translation entails the process of 'relating meaningful (grammatical) units to some of their less metaphorical variants in order to make many types of meaning, which are implicit in the source text, explicit retrieving from co-textual or contextual knowledge' (Steiner, 2001, p. 11). Therefore, rewording starts in the target text at some point in chain of demetaphorization. Thus, 'a somewhat reduced amount of grammatical metaphorization' is expected to be a feature of translated texts relative to 'non-translated source language texts' (Steiner, 2001, p. 11).

The results concerning expressive texts reveal that our student-subjects tended to demetaphorize the nominal constructions into their more explicit congruent verbal counterparts regardless of the modes of interpreting and directionality. The tendency towards explicitating source/ non-translated text nominalizations in expressive texts might be considered as the desire of student- translators to make the text more concrete and effective due to the fact that demetaphorizaing/ unpacking the nominal constructions into verbal constructions, i.e. using full/ independent clauses decreases the experiential distance, thus making the depicted processes closer and more dynamic, as if with actual involvement of the participants themselves. Thus, the direct way of addressing in the interpreted/ target text might be perceived more effective than the non- translated/ source text with no named participants (Puurtinen, 2003, p. 60).

We are aware of the fact that different parameters may have determining effects on our results. Different performances on three different modes of interpreting covered in this study are inextricably linked to and depend on different natures of these modes, specifically regarding process management and temporal load. A simple juxtaposition of SI with CI and SimI would provide a misleading picture. In this respect, considering external pacing and time constraint in interpreting modes, explicitation through demetaphorization can be regarded as a remedy for dealing with demands of processing capacity management in relation to the complex lexico grammatical load in source texts.

Learner's interpreting performances in the present study enables us to analyze the nature of textualization in translation process both in source language and target language. Moreover, learner translation corpora results provide consciousness in discourse-building strategies regarding the degree of implicitness and explicitness; highlight proper lexicogrammatical recontextualization and potential linguistic difficulties between language pairs in practice. Bearing these in mind, highlighting translation processes which materialize specific problem solving techniques adds a pedagogical dimension which would decompose abstract or complex semantic structures into traceable and identifiable learning/teaching units.

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