

Zh. Toktarova* 

Al-Farabi Kazakh National University, Kazakhstan, Almaty,

*e-mail: toktarova.zhansaya@kaznu.kz

DEVELOPMENT OF KOREAN-RUSSIAN INTERPRETING TEXTBOOK: MOBILE APPLICATION

The purpose of this paper is to describe the results of a study on the need to create educational material for interpreting from Korean into Russian, as well as a mobile application for Android devices, which was created by the author. To do this, the author conducts a survey among 3–4 year students of the specialty “Translation and Interpreting (Korean language)” of Kazakh National University named after al-Farabi and Kazakh University of International Relations and World Languages named after Abylai Khan. Based on a literature review and a survey, the main chapters of the application textbook and practical exercises were defined. The practical exercises in the application are aimed at developing the competence of interpreting among student, such as language competency (in two languages), intercultural competency, research competency, technological competency, thematic competency, transfer competency, service provision competency, and ethical competency. This application can be used by students both for self-study and as additional material in practical classes of interpreting. This research is significant in that it was the first to develop an application for learning interpreting from Korean, which takes into account the needs of students and motivates Russian-speaking students.

Key words: interpreting, Korean, interpreting competencies, mobile app, exercises.

Ж. Токтарова*

Әл-Фараби атындағы Қазақ ұлттық университеті, Қазақстан, Алматы қ.,

*e-mail: toktarova.zhansaya@kaznu.kz

Корей-орыс аудармасына арналған оқулық әзірлеу: мобильді қосымша

Бұл жұмыста корей тілінен орыс тіліне аудару үшін оқу материалын, сондай-ақ автор жасаған Android құрылғыларына арналған мобильді қосымшаны құру қажеттілігін зерттеу нәтижелері сипатталған. Ол үшін автор әл-Фараби атындағы Қазақ ұлттық университеті және Абылай хан атындағы Қазақ Халықаралық Қатынастар және Әлем Тілдері Университеті «Аударма ісі (корей тілі)» мамандығының 3–4 курс студенттері арасында сауалнама жүргізді. Ғылыми зерттеу тақырыбы бойынша әдебиеттермен танысып шолу жасау мен өткізілген сауалнама негізінде қолданбалы оқулық-мобильді қосымшаның негізгі тараулары мен практикалық жаттығулар тұжырымдалды. Мобильді қосымшадағы практикалық тапсырмалар лингвистикалық құзыреттілік (екі тілде), мәдениетаралық құзыреттілік, ғылыми құзыреттілік, техникалық құзыреттілік, тақырыптық құзыреттілік, трансфер құзыреттілік, қызмет көрсету құзыреттілігі және этикалық құзыреттілік деген сияқты студенттердің ауызша аударма құзыреттілігін дамытуға бағытталған. Бұл қосымшаны студенттер жеке өздігінен оқу үшін де, корей тілінен орыс тіліне практикалық ауызша аударма сабақтарында қосымша материал ретінде де қолдана алады. Бұл зерттеу студенттердің қажеттіліктерін ескеретін және орыс тіліне аударма жасайтын студенттерді ынталандыратын корей тілінен аударма үйренуге арналған қосымшаны бірінші болып жасағанымен маңызды.

Түйін сөздер: ауызша аударма, корей тілі, ауызша аударма құзыреттілігі, мобильді қосымша, жаттығулар.

Ж. Токтарова

Казахский национальный университет имени аль-Фараби, Казахстан, г. Алматы,

*e-mail: toktarova.zhansaya@kaznu.kz

Разработка учебника корейско-русского перевода: мобильное приложение

В данной работе описываются результаты исследования необходимости разработки учебного материала для устного перевода с корейского языка на русский, а также мобильное приложение для Android устройств, которое было создано автором. Для этого автор проводит опрос среди

студентов 3-4 курсов специальности «Переводческое дело (корейский язык)» Казахского национального университета им. аль-Фараби и Казахского университета международных отношений и мировых языков им. Абылай хана. На основе обзора существующей литературы по теме исследования и проведенного опроса были сформулированы основные главы учебника-мобильного приложения и предложены практические упражнения. Практические задания в приложении направлены на формирование компетенций устного перевода у учащихся, таких как языковая компетенция (на двух языках), межкультурная компетенция, исследовательская компетенция, техническая компетенция, тематическая компетенция, трансфер компетенция, компетенция в сфере предоставления услуг и этическая компетенция. Данное приложение может быть использовано индивидуально учащимися как для самообучения, так и как дополнительный материал на практических занятиях устного перевода с корейского языка на русский. Это исследование значимо тем, что впервые было разработано мобильное приложение для изучения устного перевода с корейского языка, которое учитывает пожелания студентов и мотивирует русскоязычных учащихся.

Ключевые слова: устный перевод, корейский язык, компетенции устного перевода, мобильное приложение, упражнения.

Introduction

The ability to listen, speak well is required especially in interpreting activities. In order to develop textbooks that conform to these professional characteristics, the form of smartphone applications will be used to produce them.

Application-type textbooks first have the advantage of being able to present real voice or video in a video in a realistic way. Thus, it is possible to provide learners with practical activities to practice interpreting and advance their abilities to the next level. In addition, the advantage of not having time and space constraints on learning and the ability to present activities that cannot be implemented in printed textbooks are also characteristics of application textbooks. Also, foreign language mastery requires frequent informal practice (Kukulska-Hulme, 2012, p.2). Steel (2012) claims that in non-language-immersive environments it is important to try to maintain a more continuous connection with the target language by locating time and opportunities for self-regulation and practice (Steel, 2012, p.876). It is expected that the application-typed textbook will become a learning platform, providing learners with more diverse content than the printed versions of textbook. Even in classroom situations, the application can be used in a good direction and can be used as a way of expanding background knowledge to some extent by allowing learners to learn topic-related vocabulary beforehand and prepare for interpreting class.

Justify the choice of topic and goals and objectives

The goal is to provide a variety of vocabulary learning activities that cannot be used in interpreting

textbooks provided through printed versions, and to develop learner-centered application textbooks that fully reflect learners' needs and induce self-directed learning, with the aim of ultimately improving learners' subject knowledge and interpreting skills through basic interpreting training conducted through actual audio-visual materials.

With Korean companies investing heavily in Russian-speaking countries, experts in Korean-Russian/Kazakh language translation have become very necessary. As Kazakh university students are increasingly interested in Korea, the number of students who want to major in translation is increasing, but Kazakhstan has yet to develop textbooks for Korean-Kazakh/Russian translation, and there are limited number of textbooks for self-study.

Research Methodology

A Google-form online survey was conducted on 3rd-year university students majoring in interpreting and translation at Kazakh National University and Kazakh University of International Relations and World Languages in Kazakhstan to analyze their needs for interpreting and translation textbooks. As a result of the learner's needs analysis, practice exercises and interpreting and translation training methods are the most important. See Figure 1 for detailed information. Based on the obtained results from the survey an application was designed by the author.

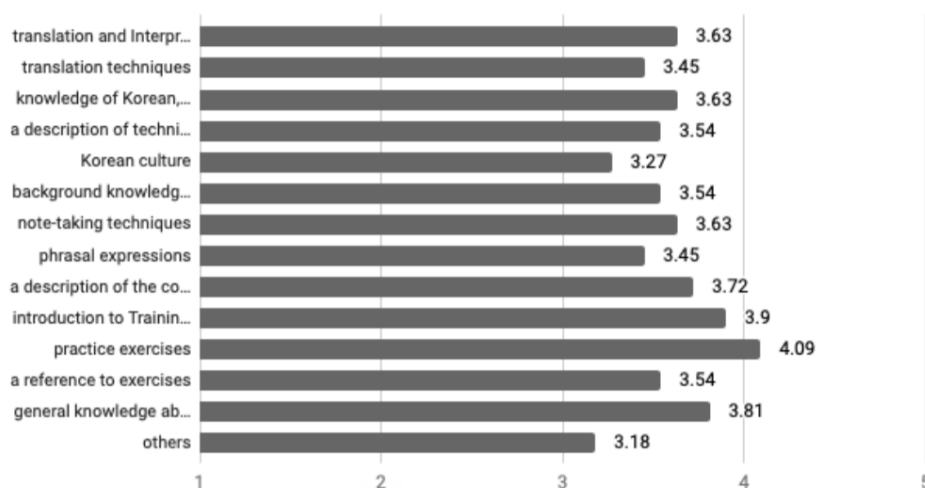
Literature Review and Theoretical Background

Interpreting

Koller(1995) defines interpreting as “the result of a text processing activity, by means of which

a source language text is transposed into a target-language text. Between the resultant text in L2 (the target-language text) and the source text in L1 (the source language text) there exists a relationship, which can be designated as a translational, or equivalence relation” (Koller, 1995, p. 196). The types of interpreting include simultaneous interpreting, consecutive interpreting, relay interpreting, whispering interpreting, and escort interpreting, if classified according to the way the translations are made. Among them, simultaneous interpreting is mainly the translation method used in meetings. Pochhacker (2016) divided the types of simultaneous interpreting into signing, whispering, whispering with portable equipment, booth interpreting, and sight interpreting (Pochhacker, 2016, p. 20). Booth inter-

preting requires interpreters to listen to the speaker’s words through earphones in the booth and interpret the speech in a language that listeners can understand at the same time. In the booth interpreting, two interpreters are generally in a group to alternately translate for 15 to 20 minutes at a booth. Concentration is very important in simultaneous interpreting, so if you continue to interpret for 15-20 minutes, you may feel tired and the quality of the translation may decrease. So there’s a short break time, taking turns interpreting. In the case of simultaneous interpreting, an interpreter should listen to only the first few words and plan how to interpret, select a strategy, and at the same time create a target interpreting. Therefore, simultaneous interpreting requires professional interpreting training and education.



Note. Created by an author based on data obtained by survey

Figure 1 – Learner’s needs for Interpreting and Translation Textbook

Seleskovitch and Lederer (1984) argue that the proper interpreting process is not a straightforward transcoding process from Language 1 to Language 2 as it appears, but a process of making sense of the source language (SL) from the speaker and then making sense in the target language (TL) to the listener. That means the interpreter needs to do intra-linguistic translation or make sense by integrating the incoming new linguistic messages with his/her extralinguistic prior knowledge (Seleskovitch & Lederer, 1984, p. 185). National Standard Guide for Community Interpreting Services (NAATI, 2016) defined following knowledge, skills and attributes needed for interpreters, as Language Competency (in two languages), Intercultural Compe-

tency, Research Competency, Technological Competency, Thematic Competency, Transfer Competency, Service Provision Competency, and Ethical Competency (NAATI, 2016, p.8). Albl-Mikasa (2012) defined interpreting skills as pre-process skills (high-level command of working languages, low-key computer-assisted terminology management, a generalist’s informed semi-knowledge, streamlined assignment preparation), peri-process skills (teamwork and a cooperative attitude, unimposing extrovertedness, professionalism between instinct and a sense of realism, pressure resistance and frustration tolerance), in-process skills (comprehension skills – below-expert scanning, identifying, and matching, contextualization, English as

a lingua franca (ELF) compensation; transfer skills – simultaneity, capacity relief measures; production skills – synchronicity and *décalage* modulation, reduction, balancing act between high fidelity and audience design, ELF accommodation, performance, presentation, prosody), post-process skills (terminology wrap-up, quality control), and para-process skills (business know-how, customer relations, and professional standards, lifelong learning predilection, meta-reflection) (Albl-Mikasa, 2012, p. 63). Gile (2005) argued that interpreters should have the following abilities, such as mastery of the passive language(s), mastery of the active language(s), cognitive skills (Gile, 2005, pp. 134-135). In order to perform an ideal interpreting, it is necessary not only to constantly strive to improve the level of one's native language/foreign language, but also to cultivate other abilities.

Training Using Applications

The popularity of smart phones has been rapidly changing learning, communicating, especially in the new normal when Kazakhstan universities are adjusting to online learning. Klopfer, Squire, and Jenkins (2002) define five unique educational properties of mobile devices as following: portability, social interactivity, context sensitivity, connectivity (Klopfer, Squire, & Jenkins, 2002, p.1), which can explain that learning Korean-Russian translations through applications provides learners with more useful learning opportunities. Yoo Haejun et al. (2017) viewed the application as a computer program designed for a particular class of work in a broad sense and defined it as an operating system program that users directly use in a narrow sense. Among them, smartphone applications are said to run on smartphones and install and delete them on the user's own free will, meaning that applications run on computers and smartphone applications are similar concepts (Yoo Haejun et al., 2017, p. 418). The application is also called an "app" and can be downloaded from Apple's App Store or Google Play Store. Godwin-Jones (2011) claims that as mobile devices become even more powerful and versatile, we are likely to see more users make them their primary, perhaps their sole computing devices (Godwin-Jones, 2011, p.8). Hwan and Kim (2005) saw self-directed learning as a feature of e-learning utilization in that learners conduct their own learning on their own web (Hwan & Kim, p.76). Based on Thornbury and Kiraly, as a theory of learning, constructivism views learning as a process in which learners construct knowledge through active en-

gagement rather than passive reception. Learners filter and organize their experience to match their existing knowledge of the world. When their existing knowledge mismatches their new experience, they restructure their knowledge to accommodate the new information. According to them, different individuals construct different realities using different learning strategies. Based on this, constructivists support learner-centered instruction and experiential learning in which learners discover how things work by themselves (Thornbury, 2006, p. 50; Kiraly, 2000, p. 4). This can be interpreted by connecting to the case of a smartphone, which also has the advantage of being portable, so if learners want to learn, they can study without distinguishing between time and place, and they can practice learning according to their own level (Klopfer, E., Squire, K., & Jenkins, H., (2002, p.1). Empirical studies showed that the use of mobile devices and applications as learning tools for foreign language is efficient for learners. Azar and Nasiri (2014) found that mobile learning improved students listening comprehension (Azar & Nasiri, p.1836). Based on the preceding studies, it can be expected that learners will be able to learn with interest not only in Korea but also in Russian-speaking countries if Korean-Russian interpreting textbooks or supplementary materials through the application are designed.

Results and Discussion

Structure of teaching materials

This application textbook consists of nine units. The composition table of the textbooks is as follows (see Table 1).

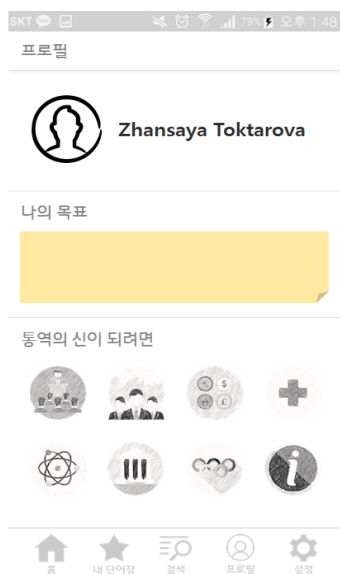
The application developed is a Korean-Russian interpreting textbook that can be used in Android application environments. After the first screen of the application, there is a page that explains how to use it in detail. The profile function is designed to motivate learning by allowing you to set your own goals and visually identify the units you have already learned as shown in Figure 2.

As shown in Figure 3, the textbook consists of a total of nine topics: conference, business, political diplomacy, economy, medicine, science, culture, sports and tourism. The selection of the unit theme was based on the analysis of the contents covered by the actual translation materials. In addition, the results of the survey on the needs of those who needed interpreting training were also used to select the subject of the unit.

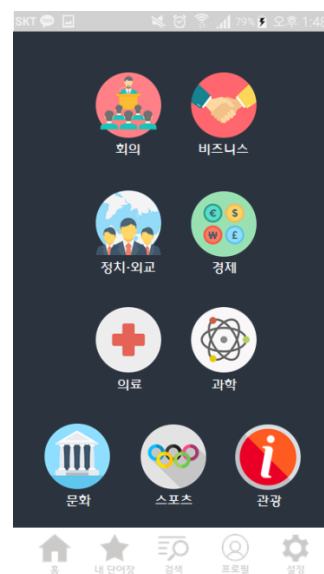
Table 1 – Textbook Composition

Unit	Topic	Contents	Functions
1	Conference	Meeting Conference Academic conference	Know Conference concepts Use meeting-related vocabulary Understand meeting progress expressions Interpret Korean-Russian conference
2	Business	About the tender process. Meeting between investment companies and clients Company introduction	Know Business concepts Use business-related vocabulary Interpret the presentation of the company introduction
3	Political diplomacy	About the status of the Korean Peninsula South Korea-Kazakhstan Summit Establishing diplomatic relations between Korea and Kazakhstan	Know Political Diplomacy concepts Use political diplomacy- related vocabulary Interpret Summit
4	Economy	IMF, Korea Economic Growth Rate Korea's First Bitcoin Astana Economic Forum	Know Economic concepts Use economy-related vocabulary Interpreting the Economic Forum
5	Medicine	News: Revision of the Medical Law Surgery process Medical tourism in Korea	Know Medical concepts Use medicine-related vocabulary Understand the course of surgery Interpreting Korean Medical Tourism
6	Science	Development of AI Space flight training Agricultural Technology Innovation	Know Scientific concepts Use science-related vocabulary Interpret science events
7	Culture	Cultural heritage survey Recovery of Cultural Heritage Interview with Russian Archaeologists	Know Cultural concepts Using culture-related vocabulary Explain cultural assets Interpret expert interviews
8	Sports	Interpreting the Olympic team Press conference for friendly matches Winter Universiade	Know Sports concepts Understand sports-related vocabulary Interpret team press conference
9	Tourism	Airport Railroad Museum tour Introduction to Kazakhstan Tourism Areas	Know Tourism Concepts Use tourism-related vocabulary Explain the process of tourism Interpret Tourists

Note. Created by an author



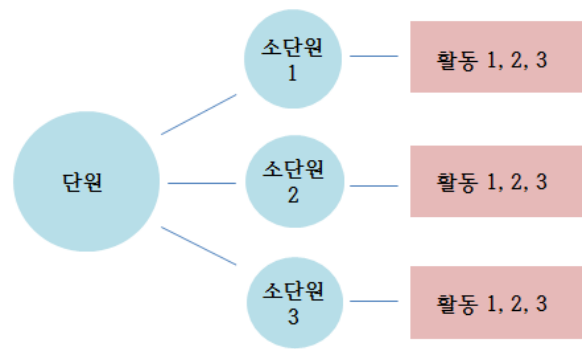
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Figure 2 – Profile



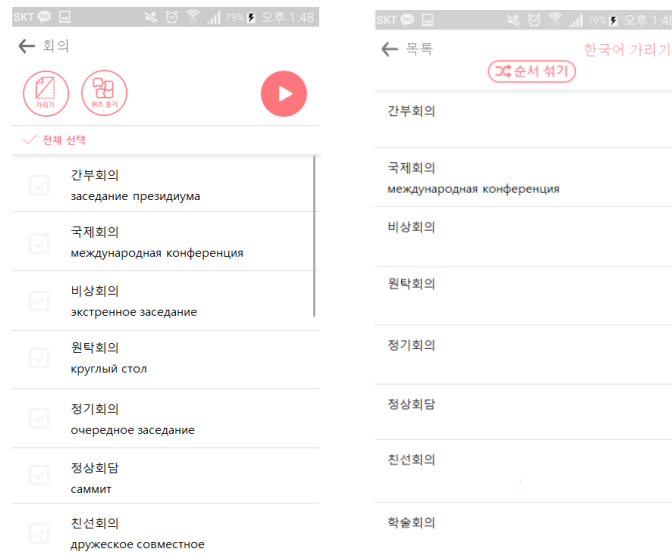
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Figure 3 – Contents

Each of the nine units consists of three small units, each of which learns vocabulary related to a topic and practices full-fledged interpreting through audio or video. The first two of the small units were provided with Korean-language audio or video related to the unit, and the third one was inserted in the learner’s native language, Russian. The composition of the textbook is illustrated in Figure 4 shown below.

The vocabulary list shown above belongs to the conference unit among the topic-related vocabulary at the beginning of each unit as shown in Figure 5. In this part, the main purpose is to broaden the knowledge of the unit and look at the background vocabulary before starting a full-fledged interpreting practice.



Note. Created by an author
Figure 4 – Structure of the textbook



Note. Created by an author
Figure 5 – Topic-related vocabulary

The topic-related vocabulary learning activities will be conducted through the process of covering the meaning of the selected ten Korean-Russian words, covering the meaning of the Russian language, and checking the slide cards that explain the illustrations and meanings, and then solving quizzes to check whether the words are acquired or not. The illustrations used in vocabulary cards were produced by textbook developers, and depending on the vocabulary, they are sometimes too abstract to present meaning only by

pictures, so we provide a dictionary explanation in Korean and provide a Russian response in the back page (see Figure 6).

These are the details of this activity. First, provide topic-related vocabulary and a short description of the subject to help learners understand the topic-related concepts. We then present vocabulary, illustrations, pronunciation, definition and translations one by one so that topic-related vocabulary can be acquired without burden, and quizzes are given to help with vocabulary learning.



Note. Created by an author
Figure 6 – Vocabulary cards

The following vocabulary practice exercises are developed.

1 Repeating a sentence – short-term memory ability to remember starting words until they are interpreted is very important, so this exercise also includes practice of listening to and repeating long sentences.

2 Sequencing- it is very efficient to learn the vocabulary and expressions in sequence, such as conference sequencing.

3 Choosing – it is very important for interpreters to speak the corresponding vocabulary quickly because they have to listen and continue to speak freely when interpreting.

4 Filling in the blanks- the ability to predict when interpreting is very important. For Russian and Korean languages with different sentence order, chances are high that the interpreter will fail to interpret if he/she tries to listen to the whole Korean sentence.

5 Classifying – Classifying vocabulary into large chunks helps to learn and acquire vocabulary interestingly and without burden.

The three activities, which are organized for each small unit, are provided in various forms so that learners can experience various types of interpreting. This part includes basic interpreting training exercises for interpreting as well as vocabulary learning.

1 Shadowing – Students' mother tongue can be improved by starting with the practice of repeating the speeches in mother tongue. Practice of repeating Korean speeches also helps to improve students' Korean language.

2 Whispering – There may be situations in which interpreters need to whisper the interpreting. Then the interpreter must control his voice well.

3 Counting – The ability of interpreters to listen and accept foreign languages without tension is important, so training in counting numbers is necessary. This exercise is efficient for split-attention training. It is very important for an interpreter to listen and translate at the same time, so it is very important to practice paying attention.

4 Summarizing – Interpreters need to have the ability to understand and communicate the key points, so training practice is included.

5 Repeating while recording – Interpreter should be able to speak with a sound in good vocalization and correct accent. That's why learners will be given many opportunities to record, listen and check their voices.

The above information confirms that this application translation textbook includes both interpreting training and Korean vocabulary learning at the same time. To motivate students to see their progress self-evaluation test is also included.

Conclusion

This application provides vocabulary activities like a game to enable natural vocabulary acquisition. In addition, paper textbooks require you to look at the last page of the book to see the answers, but using the application, it is very easy to check the answers. Videos, script check, vocabulary activities, and correct answers are performed on one page, so other unnecessary processes can be omitted from the learning process. These are the strengths of application-based translation textbooks.

It is expected that the application will become a learning platform, providing learners with more diverse and less burdensome content than the main textbook. Even in school classroom situations, the application can be used in a good direction and can be used as a way of expanding background knowledge to some extent by allowing learners to learn topic-related vocabulary in advance and practice exercises helpful for interpreting before the actual class. In addition, even in real classroom situations, learners can use the application in a way that shows their learning performance to the teacher by conducting the learning of this application unit as an individual or team study.

Learning through the application allows learners to acquire non-verbal knowledge of the topic provided in the application, as well as knowledge of the translation itself, and interpreting concepts. Also,

learners naturally use the strategies used in translation while practicing various kinds of interpreting. For example, prediction, omission, addition, etc. Through the recording and listening activities, learners can check which words or expressions were omitted or analyze their own translations.

Based on one's own experience in translation practice, one can also see strategies that are often used in Korean-Russian interpreting. The more learners practice, the more skills and confidence they develop. This also leads to positive effects on learners' minds.

This study has the following limitations. First, the websites used for illustration production can

be used free of charge, but each designer has different copyrights making it difficult to use when developing this application. Second, there are some practice activities that were not included in the basic training of interpreting. For example, note-taking, which is often used for consecutive interpreting. Third, due to contextual limitations, application developers are only required to provide vocabulary activity types in the same few types, which unfortunately do not vary. However, this application is meaningful in that it attempted and developed an interpreting study application for the first time that interests and motivates Russian speaking learners.

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