# A Cautious Leap of Faith:
## A Case Study of Students' Anticipation in SI from Korean into English[*]

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*The purpose of this study is to examine the utilization of anticipation by student interpreters as a strategy during simultaneous interpretation (SI) from Korean into English. The difference in syntactic structure and information arrangement between Korean and English forces interpreters to utilize anticipation, especially for the predicate. In this study, the simultaneous interpretation of second-year graduate students majoring in conference interpretation were analyzed to measure the frequency and accuracy of the students' anticipation attempts. The experiments were conducted in two rounds: the first round using a written speech, and the second round using a more spontaneous, colloquial style speech. The researchers aimed to analyze whether the frequency and accuracy of anticipation changed depending on the type of source text. The results may provide interpreting trainers with insights into learners' tendencies in using anticipation as an SI strategy, potentially shedding light on ways to assist learners to better utilize anticipation during SI.*

**Keywords:** **Simultaneous interpretation, interpretation strategy, anticipation, Korean-English simultaneous interpretation, interpreter training**

# 1. Introduction

Few would argue that simultaneous interpretation requires a maximum amount of effort of one's faculties. According to Gile's Tightrope Hypothesis, interpreters often work near their maximum processing capacity (2009: 182). This challenge necessitates effective management of resources like listening, analysis, production, and memory (Gile 2009). Moreover, under interpreting conditions, interpreters are constrained by the sequence of information and the logical development chosen by a speaker other than themselves. More often than not, they do not have the luxury to wait for a sentence to finish before starting to interpret it, as waiting till the source sentence is finished could cause "excessive short-term memory load" (Gile 2009: 163). Needless to say, simultaneous interpretation (SI) requires interpreters to mobilize the aforementioned efforts all at once and calls for the prudent use of interpretation strategies. Interpretation strategies are useful as they assist interpreters to avoid simp code switching and deliver the meaning of utterances in a timelier and more seamless manner.

During interpretation, thoughts originate from the speaker's input (Seleskovitch 1978: 33), making anticipation a functional strategy to synchronize the interpreter's thoughts with the speaker's, thus reducing cognitive load and time lag. In its narrowest sense, anticipation manifests in the production of "the target language counterpart of a source language segment" before it is spoken (Wilss 1978; Jörg 1997; Setton 1999; Van Besien 1999). For SI from SOV to SVO languages, anticipation is essential. Van Besien (1999: 252) and Wilss (1978: 350) note that anticipation is particularly useful when the source and target languages differ in word order. Interpreters must anticipate the verb in SOV languages, which appears at the sentence's end but is needed earlier in SVO languages. Although SI typically employs "segmenting" or "chunking" strategies (An 2009: 188), differing word orders require anticipating final segments before they are uttered to avoid a longer ear-voice span (EVS) and heavier input load. The Korean and English language pair exemplifies this need.

Anticipation of predicates in Korean sentences is worth highlighting as a key strategy for successful SI from Korean into English, especially when considering the theme-rheme structure. As Chernov explained, semantic components containing new

information are generally found in the rheme, and hence, the rheme is where the interpreter's attention should be disproportionately distributed, as mistranslation or omission of the rhematic item can lead to a substantial error (1994). It can be argued that it is the predicate placed in the rheme of a Korean sentence which ultimately determines the sense or the message of an utterance. Furthermore, in the Korean language, the predicate of a sentence consists of not only a verb or an adjective but also a sentence-ending element that signifies the relationship between the speakers and the time-tense of a sentence. J. Lee (2014) even likened the verb to "the soul" of a sentence in Korean, emphasizing its role in determining syntactic structure. According to C. Lee (1997: 20-21), the syntactic, structural difference between Korean and English inevitably cause differences in how Korean and English sentences present information and sense, hence requiring active utilization of both linguistic and extralinguistic information to predict the speaker's utterance and frame of speech. Despite the potential effectiveness of anticipating sentence-ending predicates in interpreting Korean into English, because of instances wherein Korean sentences manifest a notable temporal delay between the subject and the terminal predicate, and occasionally employ a dual-subject framework (An 2009), the act of anticipating predicates in Korean sentences poses a distinctive challenge.

Challenging though it may be to master, anticipation has widely been regarded as "a strategy prospective interpreters have to acquire" (Bartłomiejczyk 2008: 121). Van Dam (1989), Kalina (1992), and Setton (1994) even devised exercises specifically aimed at teaching students how to utilize anticipation, including cloze tests. Also, Korean interpreting scholars have also underscored its significance in SI from Korean into a SVO language such as English and Chinese (C. Lee 1997; An 2009; Lim 2011; J. Lee 2014; Kim and Han 2019). Indeed, this study's authors, both practitioners and interpreting trainers, have not only employed anticipation as an SI strategy but also taught students how to use it for effective SI. Despite continued research interest in this topic, empirical studies on anticipation, particularly regarding Korean predicates, are scarce. As of authoring this article, the authors could find only two studies (An 2009; Lim 2011) that conducted experiments to gather empirical data on students' use of anticipation during SI from Korean into English. This study aimed to observe and

analyze how interpreting students utilize anticipation, focusing on predicting predicates in Korean source texts. SI output from 22 graduate students majoring in conference interpretation was analyzed to measure the frequency and accuracy of anticipation attempts. In order to explore differences in the students' use of anticipation between the SI of a formal, written speech and that of a spontaneous, colloquial speech, two speeches in two distinctive styles were selected for experimentation.

# 2. Theoretical Basis

## 2.1. Anticipation in SI

Classified as a cognitive interpretation strategy aiding the interpreter's cognitive processing of language information (Kurz and Färber 2003; Won 2010), anticipation as an SI strategy is generally understood to occur when the target language counterpart of a source language segment is uttered before their actual utterance in the source text (based on similar definitions by Wilss 1978; Jörg 1997: 218; Setton 1999). In a broader sense, anticipation can be defined as "a general ability to predict a plausible continuation of the source speech" (Gile 2009; Chernov 2004; as cited in Bartłomiejczyk 2008). Anticipation in SI is further categorized into linguistic anticipation and extralinguistic anticipation depending on the type of resources the interpreter utilizes to make predictions about forthcoming utterances (Lederer 1978; Wilss 1978; Setton 1999). While linguistic anticipation mobilizes transitional probability (TP) of collocations, set phrases, or word sequences to forecast forthcoming words or expressions, extralinguistic anticipation draws on background knowledge or contextual cues (Setton 1999; Chernov 2004; Gile 2009; Hodzik and Williams 2017). Wilss (1978: 349) defined linguistic anticipation as "syntactic and/or semantic anticipation," and explained that it is triggered by linguistic units such as morphemes, lexemes, or lexeme combinations. The contextual cues encompass not only the logical flow or message redundancy within the text, but also situational information such as information about the speaker, audience, and setting, as well as non-verbal signals like facial expressions and gestures (C. Lee 1997: 7). While

some make a distinction between intratextual and extratextual anticipation (Lim 2011), for this study, any anticipation based on contextual cues is considered extralinguistic. Yet it should be noted in advance that this study primarily analyzed the anticipation of predicates based on linguistic cues. Since the experiment used speeches narrated by the researchers, not live speeches, the students lacked situational information for extratextual cues, though they must have utilized some extralinguistic resources, such as their general knowledge about the speakers or speech topics. The speech topics were informed only a few minutes before each round of the experiment, and the speech transcripts were never provided to the students. This was an intentional choice by the researchers, as this study aimed to observe how students employ anticipation when given speeches without much prior knowledge or information.

Lederer (1978: 330) further distinguished pure anticipation from a more common type of anticipation called "freewheeling" and explained that "freewheeling" occurs

> when the interpreter produces a constituent in the target language after the corresponding constituent has been uttered in the source language but so soon afterwards and at so correct a place in his own language that there is no doubt the interpreter summoned it before hearing the original.

In this study's analysis, when a participant uttered a predicate segment in the target language (English) almost simultaneously as when the source sentence's predicate was said in the source language (Korean), it was categorized as "freewheeling." Predicates in English verbalized as freewheeling were counted toward the total number of anticipation attempts in this study.

In interpreting between languages with differing structures, namely SOV such as Korean and German and SVO such as English and Chinese, anticipation becomes particularly useful. Anticipating the sentence-ending segment, often the verb in an SOV language, helps manage cognitive load and maintain accuracy, especially considering the importance of predicates in conveying meaning. German is a popular source language for studies on anticipation as an interpretation strategy; Wilss (1978) outlined the reasons for anticipation's significance in SI of German into English, Jörg (1997), Kurz and Färber (2003), and Hodzik and Wiliams (2017) conducted research projects on the same topic.

Jörg (1997) investigated verb anticipation frequency in German-English interpretation, comparing student and professional interpreters as well as those with German or English as their native language. Results showed 52% attempted anticipation, with professionals performing better. German-dominant interpreters showed superior anticipation, with minimal misfires. Kurz and Färber (2003) found that the native language advantage in anticipation, especially for Germans, correlated with increased interpreting quality. In Hodzik and Wiliams' study (2017), which examined prediction during shadowing (the same language repetition with minimal delay) and SI from German into English, the results indicated that a highly constraining context facilitates prediction in both tasks, but transitional probability had a favorable effect on prediction only in shadowing. The literature on anticipation as an SI strategy has indicated that its effectiveness varies based on the language pair and exhibits directional tendencies in its application and precision (Lederer 1978; Wilss 1978; Van Besien 1999; Kurz and Färber 2003; Chernov 2004; Chang 2005; Bartłomiejczyk 2006; Pöchhacker 2016).

Korean's unique sentence structure with verbs and time-tense markers typically at the end presents distinct challenges during SI into English as well. This syntactic distinction necessitates reformulating information for interpreters (C. Lee 1997). To be sure, predicates exist in conjugated forms so as to signify the time tense in English as well. In the Korean language, the predicates are not only verbs or adjectives but also conjugated to signify the time tense and the relationship between the speaker and the audience or intended listener by using or not using the honorific form of predicates. Moreover, occasional, but notably long temporal delays between the subject and the sentence-ending predicate in Korean sentences, along with a dual-subject sentence framework used in Korean sentences, all make the act of anticipating predicates in Korean sentences particularly challenging (An 2009; Kim and Han 2019). Despite the importance of predicate anticipation in Korean into a SVO language, namely English, experiments involving Korean source text and Korean-English interpreters, especially those who are novice or still in training, are scarce.

## 2.2. Anticipation in Written, Formal Speeches vs Spontaneous, Colloquial Speeches

Despite the potential effectiveness of anticipation in SI, the strategy may not be always possible. Donovan (2003: 371) argued that anticipation is possible only if there is some degree of redundancy in the source text and becomes more challenging when interpreting conference speeches and presentations, as they are "closer in style and information density to written language than to the more loosely constructed spoken language." Whether Donovan's point holds true in interpreting practice remains unsubstantiated. Yet, in graduate schools for interpretation in Korea, conference speeches including speeches and statements delivered by government officials are widely used training materials (Choi 2013; Park 2015). To explore how possible and effective anticipation is during SI from Korean into English, the present study conducted two rounds of SI experiment: the first one using a written, formal government speech transcript read out for the experiment, and the latter using a spontaneous, colloquial interview answers delivered by a minister.

It is worth distinguishing the concept of the written Korean language and oral Korean language before attempting to analyze how anticipation occurs differently in source texts of each language type. First, it should be noted, as Kim (2004) suggests, once a written speech is orated to the audience, its output does not differ from the oral Korean language. Therefore, there exists only the difference in terms of the style. In other words, when analyzing different speech transcripts used in interpretation experiments, all source texts should be considered oral language but can be distinguished between the written language (literary) style and the spoken language (colloquial) style. Although the distinction between the two language styles is not too obvious, the spoken Korean style differs from the written Korean style in terms of the intention or purpose of language use. The oral language considers immediate interaction between the speaker and the audience, while the written language tends to be in a more well-structured structure to express the speaker's messages or ideas (Kim 2004: 65). Park (2015: 84) also wrote that Korean speech transcripts, frequently used as interpreting training materials, are often well-structured written text but in the oral language style. Park's study identified

"Korean native expressions, proper nouns, and numbers" as the lexical factors that impose difficulties when interpreting Korean government speeches (2015: 96-97). Also, when oral language is used, the process of producing ideas and verbalizing occurs real time and therefore, exhibits linearity in expressions (Kim 2004: 37, 65). Hinted by these characteristic differences, this study's researchers initially hypothesized that anticipation may be easier, or more actively used when interpreting the spontaneous, colloquial speech, as SI itself is a linear, forward-developing language processing endeavor. Some of the characteristics differentiating oral and written Korean are identified and classified by Kim (2004), as shown in Table 1 below.

**Table 1. Characteristics of Oral Korean and Written Korean (Excerpt from Kim 2004)**

| Expression Means | Oral Korean Style | Written Korean Style |
|---|---|---|
| Indirect quotation or citation by changing the form of the sentence-ending segment | Possible i.e., ~하더라, ~하대요 ~하더라고요 (meaning "it is said that…," "I have been told that…," etc.) | Not frequent |
| Omission | Frequent | Only when contextual interpretation is possible |
| Conjunctions as a result of addition | Frequently used (without a clear logical link) | Barely used (Conjunctive phrases are barely used to add content or semantics.) |
| A tightly knit logical structure | Not always possible | Possible (Revisions can be made before the actual delivery of a written speech.) |
| Expressions for emphasis at the end of a sentence | Used | Not used |
| Use of logical conjunctions between sentences | Barely used | Frequently used as the logical flow or coherence is necessary |

The authors will explore and discuss how each of these characteristic differences between oral and written Korean might have affected anticipation by the participants in the Discussion section.

# 3. Methodology − the Product-Oriented Method

For this study's experiments, 22 second-year students from a graduate school of interpretation and translation in Korea were recruited. These students, prospective interpreters about to join the interpreter workforce in Korea, were undergoing rigorous training, including at least eight hours of simultaneous interpreting classes weekly, with additional hours dedicated to practice and self-study. The first experiment, using a formal, written-style speech, was conducted in late October 2023, just before the students' final graduation exam. By then, they were familiar with simulated conference interpreting and government speeches as source texts. Data were gathered from two simultaneous interpreting classes. The source speech was created by merging two speeches by Korean Prime Minister Han Duck-soo from July and September 2023, addressing Korea's population crisis and immigration policies. Students were already acquainted with this style and content. Given the relevance of population issues in Korea, the students were presumed to have background, contextual knowledge about the subject.

Since the experiment sought to observe whether and how the students mobilize inference and anticipation during SI, the source text and its topic had not been shared beforehand. The students were only given a short brief with the speaker's name and the simulated event setting minutes prior to the experiment. The selected source text, titled "Congratulatory Remarks delivered at the Population Future Forum," consisted of 30 sentences containing 38 predicates. Verbs used for subject or noun modification were excluded from analysis, focusing solely on predicates indicating action or state. The source text analysis identified 19 predicates suitable for anticipation based on lexical probability and 19 using extralinguistic resources like background knowledge. Although differentiating between linguistic and extralinguistic anticipation was not the study's analytical focus, the text's predicates allowed for both types of anticipation, making it suitable for the study.

The second experiment used a spontaneous, colloquial speech by Korean Minister of Land, Infrastructure and Transport Won Hee-ryong as the source text and was conducted in mid-December, soon after the students' final graduation exam. Minister Won's

interview, featured on the YouTube channel of the Presidential Commission on Carbon Neutrality and Green Growth, was adapted for the experiment, which served also as the students' semester final exam. The source speech was about seven minutes long and read at a similar pace as the first source speech. The text itself was never provided to the participants; only a glossary page with information about the speaker, the speech setting, and keywords such as "2030 Carbon-free Island Project" and "CES" was given to help them brainstorm and anticipate the content shortly before their interpretation. The selected source text comprised of 44 sentences with 49 predicates in total, excluding verbs used to modify a subject or noun. The analysis focused on predicates at the end of clauses or sentences. As a result of the preliminary text analysis, the researchers decided to exclude one long sentence containing four verbs (predicates) from the analysis scope, due to its complexity that made it unlikely for students to anticipate correctly. Hence, there was a total of 45 predicates that were considered as potential instances of anticipation for the present study's analysis.

While the first and second source speeches contain a comparable number of predicates potentially guessable by interpreters and both of the speakers are senior government officials, the second source speech is far more colloquial; Many of the sentences in the second speech are missing ostensive subjects, and one sentence even includes anonymous direct quotes, such as "온도 낮춰! (meaning 'lower the room temperature!')" and "그냥 걸어다녀! (meaning 'Just walk [instead of driving]!')," used as references to policy measures. The differences in the writing style and textual factors that may have contributed to differences in the participants' use and accuracy of anticipation during SI are further discussed in this paper's Discussion section.

The definition of anticipation preferred by a researcher significantly influences the direction of their research. In this study, anticipation is narrowly defined as the production of a predicate in the target language (English) before it is uttered in the source language (Korean). Such anticipation instances were analyzed using the product-oriented method. It is truism that anticipation employed in SI is not confined to that of predicates and anticipation is enabled not only by linguistic resources but also cognitive resources including the world knowledge does not always manifest in the form of verbalizing a predicate before the source text does. However, the observable results of

anticipation were considered for analysis with a specific aim to capture when and how anticipation manifests in the students' SI. This assumes that student interpreters are yet to master linguistic anticipation based on the overall flow of text or lexical transitional probability, let alone extralinguistic anticipation. The analysis scope was also determined based on the assumption that anticipating predicates is key to the success of Korean into English SI, a strategy almost required of the participants. Although some may raise doubts that the word order difference itself would force the students to attempt anticipation without having to mobilize their cognitive resources, the researchers assume that even when a participant attempts a relatively safer anticipation by predicting an auxiliary verb only, it involves their choice based on the understanding of the text flow, the topic, or even the speaker to do so.

A two-track recording of the original speech and its interpretation was analyzed to see if target language segments preceded their source counterparts. Using Audacity, an open-source audio editor software, the source and interpretation files were compared. Figure1 shows how Audacity visualizes recordings for easy comparison. If a student verbalized a predicate (or a modal verb orated before the actual main verb conveying the sense of action or state) before it appeared in the source speech, it was counted as an anticipation attempt. When a participant verbalized a complete predicate or just the auxiliary verb simultaneously with the source predicate, it was categorized as "freewheeling." These instances of freewheeling were counted toward the total anticipation attempts.
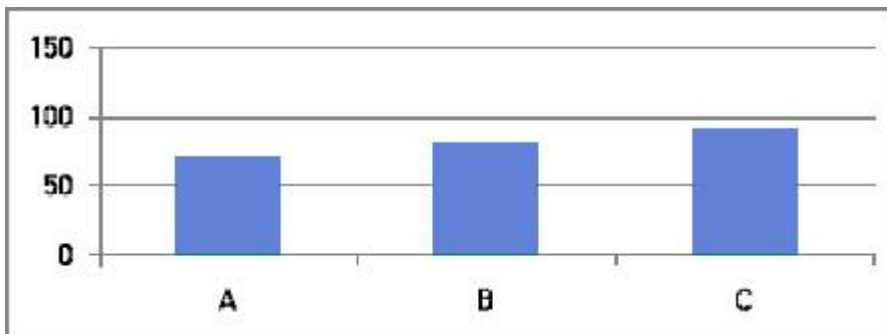


**Figure1. Determining the occurrences of anticipation using Audacity**

# 4. Results

All 22 participants were anonymized with alphabet letters. Anticipation frequency was analyzed by counting predicates anticipated out of 38 in the first source text. Accuracy was determined by comparing accurate anticipations to attempts, yielding accuracy rates. The same method was employed to count anticipation attempts and measure anticipation accuracy in the second experiment, using a spontaneous, comparatively colloquial speech.

## 4.1. Anticipation in a Written, Formal Korean Speech
*Congratulatory Remarks delivered at the Population Future Forum*

Table 2's Column 2 below shows the raw number of anticipation attempts made by each participant (anticipation of a modal verb being weighted equally as anticipation of the entire predicate). Column 3 adjusts the score of Column 2 by weighting 0.5 for each attempt of anticipating a modal verb only.

When the anticipation of an auxiliary verb (modal verb) only is weighted as 0.5 anticipation, the number of anticipation attempts made by the participants ranged from a minimum five times (Student P) to a maximum 21 times (Student A). Student A made the most frequent anticipation attempts: 23 times in the absolute number and 21 times in the weighted number. Student P made anticipation attempts only five times, which is the least number of anticipation attempts among the 22 participants. The minimum number of anticipation attempts was the same both in terms of the absolute number and the weighted number of times, as Student P always anticipated a predicate in its entirety, never attempting to anticipate only the modal verb part of a predicate. The average number of anticipation attempts made by the 22 participants was 12.3 times, which is translated to 32.48% of the 38 predicates. Notably, the participants anticipated predicates more frequently at the beginning and end of the source speech, suggesting their familiarity with the typical flow of government speeches.

As illustrated in Table 3 below, anticipation accuracy rates were unexpectedly high, averaging 76.81%. However, direct comparisons among the students are complicated by

**Table 2. Anticipation Attempts during SI of Source Text 1**

| Participant | Absolute No. of anticipation attempts | No. of attempts (anticipating the modal verb only, weighted as 0.5 attempt) | Anticipation attempt rate (anticipating the time-tense or auxiliary verb only, weighted as 0.5 attempt) |
|---|---|---|---|
| A | 23 | 21 | 55.26% |
| B | 10 | 9 | 23.68% |
| C | 8 | 7 | 18.42% |
| D | 18 | 17 | 44.74% |
| E | 19 | 17.5 | 46.05% |
| F | 12 | 11 | 28.95% |
| G | 11 | 9 | 23.68% |
| H | 11 | 10.5 | 27.63% |
| I | 15 | 12.5 | 32.89% |
| J | 12 | 10.5 | 27.63% |
| K | 20 | 19 | 50.00% |
| L | 6 | 6 | 15.79% |
| M | 16 | 14 | 36.84% |
| N | 22 | 20 | 52.63% |
| O | 7 | 7 | 18.42% |
| P | 5 | 5 | 13.16% |
| Q | 10 | 8 | 21.05% |
| R | 17 | 13 | 34.21% |
| S | 18 | 15 | 39.47% |
| T | 13 | 10 | 26.32% |
| U | 22 | 18.5 | 48.68% |
| V | 13 | 11 | 28.95% |
| **Average** | **14** | **12.3** | **32.48%** |

varying numbers of attempts among participants. Readers focusing solely on the far-right column may mistakenly assume that participating students were adept at anticipation. Table 3 also provides the fraction of anticipation attempts for each participant out of the total 38 predicates, allowing discreet assessment of anticipation accuracy. However, variations in the number of attempts per participant can inflate accuracy rates for those with fewer attempts.

Despite this, students who attempted anticipation for at least half of the predicates achieved relatively high accuracy rates. The notably high anticipation accuracy of Students A, K, and N, who attempted anticipation for about half of the 38 predicates, led

to an investigation of the correlation between anticipation attempts and accuracy rates. Excluding outliers Student L and P, the correlation coefficient rose to 0.250, indicating a weak positive correlation between anticipation attempts and accuracy rates. Participants attempting anticipation for at least half of the predicates achieved relatively high accuracy rates, suggesting that encouraging anticipation could improve students' effectiveness in simultaneous interpretation.

**Table 3. Anticipation Accuracy during SI of Source Text 1**

| Participant | Number of anticipation attempts (in fractions) | Accuracy rate of attempted anticipations |
|---|---|---|
| A | 21/38 | 83.33% |
| B | 9/38 | 88.89% |
| C | 7/38 | 78.57% |
| D | 17/38 | 76.47% |
| E | 17.5/38 | 68.57% |
| F | 11/38 | 63.64% |
| G | 9/38 | 77.78% |
| H | 10.5/38 | 90.48% |
| I | 12.5/38 | 72.00% |
| J | 10.5/38 | 57.14% |
| K | 19/38 | 78.95% |
| L | 6/38 | 100% |
| M | 14/38 | 89.29% |
| N | 20/38 | 97.50% |
| O | 7/38 | 71.43% |
| P | 5/38 | 60.00% |
| Q | 8/38 | 81.25% |
| R | 13/38 | 53.85% |
| S | 15/38 | 80.00% |
| T | 10/38 | 65.00% |
| U | 18.5/38 | 78.38% |
| V | 11/38 | 77.27% |
| **Minimum** | | 53.85% |
| **Maximum** | | 100.00% |
| **Median** | | 78.08% |
| **Average** | | **76.81%** |
| **Standard Deviation** | | 0.12 |

An interesting pattern emerged in the analysis of the students' interpretation of SI of Source Text 1. While the expectation was for anticipation of full predicates, most participants sometimes verbalized only auxiliary verbs like "will," "be going to," et cetera, waiting to complete the predicates upon hearing more context. This tendency, though it may seem like stalling, actually reflects a deliberate choice to anticipate the time-tense and overall sentence direction. Participants showed high success rates in anticipating auxiliary verbs, indicating their ability to grasp sentence intentions despite potential time lag. This tactic, especially prevalent in longer sentences towards the end of speeches, suggests participants' confidence in predicting modal verbs and the desire to reduce memory load. Such confidence may stem from their contextual knowledge and experience with Korean government speeches, suggesting potential benefits in teaching and refining this anticipation strategy.

## 4.2. Anticipation in a Spontaneous, Colloquial Korean Speech

*An interview with Minister of Land, Infrastructure and Transport on the Presidential Commission on Carbon Neutrality and Green Growth's YouTube channel*

Though the second experiment was conducted on the same group of 22 students and the resulting output files were analyzed using the same method, only the interpretation outputs of Students A, D, E, K, L, N, and U were analyzed for the frequency and accuracy of anticipation attempts made during the second round of experimentation. The six of the seven chosen students had actively employed anticipation during the first experiment in comparison to the other participant, attempting anticipation at least 17 times out of total 38 predicates, and exhibited considerably high accuracy rates of anticipation ranging from 68.57% to 97.50%. Even though Student L attempted anticipating the predicates only six times during the first experiment, the student's anticipations were 100% accurate. Hence, the researchers determined that analysis of Student L's use of anticipation during the second experiment and particularly the accuracy rate of Student L's attempted anticipations would enrich the discussion. The change in each student's anticipation attempt rate and anticipation accuracy rate are shown in Table 4 below.

**Table 4. Comparison of Anticipation Attempts and Accuracy for Source Texts 1 and 2**

| Participant | Source Text 1: Anticipation attempt rate | Source Text 1: Accuracy rate of attempted anticipations | Source Text 2: Anticipation attempt rate[1] | Source Text 2: Accuracy rate of attempted anticipations[2] |
|---|---|---|---|---|
| A | 55.26% | 83.33% | 58.89% (26.5/45) | 45.28% (12/26.5) |
| D | 44.74% | 76.47% | 28.89% (13/45) | 50.00% (6.5/13) |
| E | 46.05% | 68.57% | 16.67% (7.5/45) | 73.33% (5.5/7.5) |
| K | 50.00% | 78.95% | 22.22% (10/45) | 15.00% (1.5/10) |
| L | 15.79% | 100% | 15.56% (7/45) | 71.43% (5/7) |
| N | 52.63% | 97.50% | 33.33% (15/45) | 63.33% (9.5/15) |
| U | 48.68% | 78.38% | 13.33% (6/45) | 11.11% (5/45) |
| **Average** | 44.74% | 83.31% | 26.98% | 47.07% |

# 5. Discussion

## 5.1. Decrease in Anticipation Attempts and Accuracy During SI of Spontaneous Speech

Among the 22 students who participated in both rounds of the experiment, only the data of seven students were chosen for comparative analysis. As Table 4 shows, anticipation accuracy rates generally decreased in the second experiment, except for Student E, whose rate slightly improved. Despite varying degrees of change in their anticipation attempt rates, six students showed significant decreases in accuracy. On average, the anticipation attempt rate dropped from 44.74% to 26.98% and the anticipation accuracy rate also followed suit by decreasing from 83.31% to 47.07%. Student L, who had a 100% anticipation accuracy rate in the first experiment despite a

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1) No. of anticipation attempts made out of the total 45 predicates in fractions

2) No. of accurate anticipations out of the total anticipation attempts in fractions

small number of attempts, made a similar number of attempts in the second experiment but saw accuracy fall to 71.43%. The marked reduction in both anticipation attempt and accuracy rates in the second experiment suggests that the participants found the second source text more challenging, making them more reluctant to anticipate predicates and often resulting in incorrect predictions. The second experiment's topic, carbon neutrality, was not unfamiliar to the participants. However, the textual characteristics of the second source text may have added difficulty, hindering effective anticipation. These characteristics will be discussed in the next subsection.

Another interesting finding was that even the accuracy rate of auxiliary verb predictions decreased in the second experiment. In the first experiment, although they did not always succeed in predicting the predicate in its entirety, the students often accurately predicted the time tense by predicting auxiliary (modal) verbs like *will* and *be going to*, even when they failed to accurately anticipate or verbalize the main verb that followed the predicted modal verb. However, when analyzing the performances of the seven students chosen for the comparison, it was found that while they still made attempts to anticipate modal verbs only, their predictions of modal verbs were less accurate. For instance, Student U, who had actively anticipated the modal verbs (seven times out of the total 22 anticipation attempts made) in the first experiment, reduced modal verb anticipation attempts to four, with only two successful predictions in the second experiment.

While in-depth qualitative interviews are needed to confirm these findings for all seven students, the comparison suggests that the second experiment's source text was more difficult, and definitely more challenging to utilize anticipation to the merit of their SI performance. In fact, as the second experiment was conducted as part of their final exam, when the researchers evaluated their overall performance and graded the output, the researchers found that the student's overall performance was worse in the second experiment using the spontaneous, colloquial speech as the source text. It should be noted that their inferior performance in the second experiment was not due to their increased nervousness; The second experiment served as the semester's final exam but was conducted after the graduation exam which the participants dreaded the most. Their nervousness is presumed to have been relieved to a certain extent after completing the

graduation exam in the previous month.

## 5.2. Factors Contributing to the Decrease in Anticipation Attempts and Accuracy

There could have been numerous factors at play, but here, the researchers have decided to attribute the difficulty of using anticipation to the style differences between source texts used. Borrowing Kim's analysis of the characteristic differences between the oral Korean style and written Korean style (2004), as illustrated in Table 1, one can deduce what may have been the difficulty factors that hindered the students' effective use of anticipation during the second SI experiment.

Some of the characteristics in the form of unique expression means in oral Korean style may have added difficulties to the students in attempting or successfully utilizing anticipation during the second experiment. First, the omission of certain sentence elements was more frequent in Minister Won's interview answer, the source text for the second experiment. While it is common for Korean sentences to leave out subjects or objects, sentences like the following made it particularly difficult for the participants to anticipate the predicates, or even to follow the logical flow due to the omission of the subjects or nouns.

> 할 수 없이 공무원이니까 따르긴 따르는데, 더워서 일에 집중이 안된다든지, 추
> 워서 그 안에서 개인 난로를 켜야 된다든지, 이런 것 때문에 너무 힘들어하는 것
> 들을 보면서 강제적인 당위로 개개인에 억압을 주는 방식이 아니어야 한다고 생
> 각했습니다. [As (I) saw (public officials) forced to follow (the rules) but having a
> hard time focusing on their due to work and having to use their personal heaters in
> (their offices), (I) thought (these measures) should not be forced upon individuals.]

Nouns, including the subject of the sentence, in the parentheses in the English back translation were not verbalized in the source speech. As a result, none of the participants made an attempt to anticipate the first predicate of "보면서(*saw or to see)*," and only Student A and L tried anticipating the sentence-ending predicate of "아니어야 한다고 생 각했습니다 (*thought it should not be…*)" by verbalizing "we need to" and "we should be

able to," but only after hearing "아니어야 *(should not be forced…)*, which is a verb conjugation that offers a hint that this sentence expresses one's opinion about what ought to be done or what should not be done. In fact, both Students A and L's interpretation outputs are equivalent to the partial anticipation of the source sentence's final predicate, as their outputs leave out the actual verb of "생각했습니다(translated into *(I) thought…*)." The subject never appeared at the beginning of the sentence, and multiple gerunds preceded the main verb, hindering the participants' willingness and ability to anticipate predicates despite the sentence's length. Another case in point is illustrated in the sentence sequence below.

> 근데 이 중에서 한 10% 이상을 건물과 도시부문에서 감당을 해야 되게 됩니다. 그래서 지금 정말 이제 머리에 땀나게 생겼죠… 그리고 추가적으로 도시를 계획하는 데 있어, 도시 자체가 예를 들어서 이동을 줄이게 할 수 있다든지 아니면 전기차 또는 자율주행차 사용을 용이하게 할 것입니다. 또한 미래에 도심항공기술 같은 걸 적용할 수 있도록 하려 합니다. [(Then,) at least 10% or more (of that) should be done in (or shouldered by) the construction and urban (planning) sectors. So, now, our foreheads are full of sweats, you know… Additionally, when planning cities, the city itself should be able to, for example, reduce travel, or make it easier to use electric or self-driving cars. Also, (we are) aiming to apply things like urban air mobility technology in the future.]

All of the four sentences are missing the subject, and it is unclear who is the agent of doing what or planning what. The syntactic linearity widely applied in SI and manifested in the form of the thematic preservation (Chen et al. 2015: 49) is simply impossible to employ in such text, not to mention anticipating predicates. Indeed, none of the analyzed participants was able to accurately predict the above sentences' predicates. Even when tried, the attempted anticipations were reflective of reluctant and rather safe anticipation, expressed only as modal verbs, as illustrated by Table 5.

**Table 5. Examples of anticipation of modal verbs only in Source Text 2**

| Sentence in Source Text 2 / Student | 그리고 추가적으로 도시를 계획하는 데 있어, 도시 자체가 예를 들어서 이동을 줄이게 할 수 있다든지 아니면 전기차 또는 자율주행차 사용을 용이하게 할 것입니다. [*Additionally, when planning cities, the city itself should be able to, for example, reduce travel, or make it easier to use electric or self-driving cars.*] | 또한 미래에 도심항공기술 같은 걸 적용할 수 있도록 하려 합니다. [*Also, (we are) aiming to apply things like urban air mobility technology in the future.*] |
|---|---|---|
| A | o (Only the tense predicted: When **we plan cities going forward, we will make them** so that people will have to move shorter distances.) | o (Only the tense predicted: We **will also need to** design cities so that UAM other transportation methods can be use.) |
| D | x | x |
| E | x | x |
| K | o (Only the modal verb predicted: We **can also achieve carbon neutrality by** reducing the flow of traffic or introducing clean transportation.) | x |
| L | o (Only the tense predicted: We **could design** urban areas to require less movement within the city and they are friendly towards electric vehicles and autonomous vehicles.) | x |
| N | o (Anticipation of the tense attempted only: When it comes to city design, **we are working to** make sure that new cities minimize the transportation required and that they are friendly towards electric vehicles or autonomous vehicles. | x |
| U | o (When it comes to city planning, **we can make, we can make** the travel route more efficient and we will also make it easier to drive.) | x |

Second, oral Korean style speeches can use conjunctive phrases often, as pointed out by Kim (2004). Minister Won's speech included numerous run-on sentences where two or more independent clauses run together without proper punctuation or appropriate conjunctions. In other words, often times, there were too many predicates to anticipate for the students. For example, the following sentence was orated during the experiment but was deliberately excluded from evaluation and analysis of this study, as it is too long and contains too many clauses with multiple predicates:

그렇다면 결국 첨단 기술을 접목해서 우리가 쓰는 에너지 사용이라든지, 교통 형태 이런 것들을 잘 분석하고, 또 미래의 첨단 교통 수단이나 건축 방식 이런 것들을 도입을 해 가지고 오히려 이런 것을 성장 산업 또는 미래의 먹거리로 만들 수 있겠다, 그런 관점에서 접근을 하고 있습니다. [Then, by applying the state-of-the-art technologies, we could analyze our energy usage or transportation means well, and by adopting cutting-edge transportation means or architecture methods, we could make these into our future growth engines or industries that will lead our growth. That is the approach we are taking.]

The sentence above is a run-on sentence with multiple clauses and is also missing the proper subject in the head of the sentence. Such sentence forms may have startled the students who were yet to master chunking of long sentences for SI, let alone anticipation. By contrast, while the first experiment's source text, which is a written, formal speech, does include sentences with multiple predicates, even such sentences did include conjunctive phrases more appropriately.

우리 정부도 지금까지의 인구정책을 면밀히 검토하여, 더 효과적이고 체감도 높은 정책으로 바꿔나가겠습니다. 우리 사회 전반을 육아친화적으로 재설계하고 고용, 교육, 주거 등 구조적인 문제를 풀어나가겠습니다. 또한 초고령사회에 대응하기 위해 의료, 돌봄, 고령친화산업 등에 힘쓰면서, 외국인력 활용, 지역소멸 문제에도 적극 대응하겠습니다 [The government, by thoroughly examining the existing population policy, will make revisions to develop a more effective policy that produce tangible results. (The government) will redesign the Korean society to become more conducive to childrearing and address structural issues related to employment, education, and housing. Also, to respond to the population aging, (the government) will make efforts in healthcare, caregiving, and senior-friendly industries while

actively tackling the issues of foreign labor utilization and population decline in rural regions.]

The sequence of sentences above appears towards the end of Prime Minister Han's formal speech used in the first experiment. While these sentences also include more than one predicate and are missing the subject "the government" except in the first sentence of the three quoted sentences, they seem to be more consistent in the sentence structure and were verbalized in a series, giving hints to the students that the subject is kept the same, "the government," and the sentences capture the government's concrete plans to address the population issues. Particularly, the first sentence, "우리 정부도 지금까지의 인구정책을 면밀히 검토하여, 더 효과적이고 체감도 높은 정책으로 바꿔나가겠습니다," has the conjunctive marker of "하여," which signifies that the first predicate of this sentence is the first step or the means to do something else that would come at the end of the sentence. In fact, for the first and the second sentences of the aforementioned sequences, 20 out of the 22 participants actively used the tactic of anticipating the modal verb only, then completing their interpretation output after hearing more cues from the source speech or even upon hearing the action verb or the adjective. For instance, when the sentence "우리 정부도 지금까지의 인구정책을 면밀히 검토하여, 더 효과적이고 체감도 높은 정책으로 바꿔나가겠습니다" was uttered in the source speech, 16 out of the total 22 participants anticipated the time-tense first by uttering "will" and then completed the interpretation of the first predicate after hearing the action verb "검토하여 (meaning to review or to examine)." This pattern was repeated for the following sentence, "우리 사회 전반을 육아친화적으로 재설계하고, 고용, 교육, 주거 등 구조적인 문제를 풀어나가겠습니다." Eleven of the 22 participants anticipated the modal verb that signifies the time-tense first and then added the real action verb equivalent to "redesign" after hearing more input or even the Korean word itself.

On the contrary, in the case of the sequence of sentences in Source Text 2, "그래서 지금 정말 이제 머리에 땀나게 생겼죠... 그리고 추가적으로 도시를 계획하는 데 있어, 도시 자체가 예를 들어서 이동을 줄이게 할 수 있다든지 아니면 전기차 또는 자율주행차 사용을 용이하게 할 것입니다," logical conjunctives between the sentences and between clauses are not clearly presented. Although "그리고 [meaning "also" or "and" in Korean]" was used as a conjunctive phrase in the head of the second sentence, it is not the

proper conjunctive phrase that makes a logical sense in this sequence. Therefore, the use of "그리고" (and) might have confused the students even more, keeping them from making appropriate or effective anticipation. Overall, as suggested by Table 1, a tightly knit logical structure or logical conjunctions between sentences were not always present in the spontaneous, colloquial speech by Minister Won, which is an example of oral Korean style of speech. The use of Korean native idioms like "그래서 지금 정말 이제 머리에 땀나게 생겼죠… (whose literal translation is "so now our foreheads are full of sweats," meaning "now, we are in a difficult position or a predicament.") also complicates the use of anticipation for SI, as it is hard to predict the exact wording or phrase of an idiom even if the intratextual or extratextual(situational) context is available.

On the other hand, government speeches like the one used for the first experiment tend to be pre-written, well-structured text, sometimes with a similar style as oral Korean (Park 2015: 84). Although the source text 1 in this study did include proper nouns and numbers, factors identified to be adding lexical difficulties to interpreting (Park 2015), these did not keep the students from anticipating predicates that come at the end of sentences. In addition, as Cho (2024: 67)'s corpus analysis on Korean political and diplomatic speeches reveals, written, formal speeches delivered by Korean government officials tend to use "stereotypical expressions." The Korean government speeches tend to have frequently used, genre-specific phrases and expressions. Such expressions can be classified into mainly four categories based on their intention or effect as the following:

(1)   Expressions to deliver the current status
i.e., ~하고 있습니다, written in the present progressive tense
(2)   Expressions to make good wishes or express expectations
i.e., ~하기를 기대합니다, ~ 하기 바랍니다, meaning I hope… and I look forward to…
(3)   Expressions used to urge or convince the audience
i.e., ~어야 합니다, ~해야 합니다, which are translated into modal verbs like should, must, and have to
(4)   Expressions to convey the government's willingness to do something or expectations about the future endeavors

i.e., ~하게 될 것입니다, ~될 것이라고 확신합니다, ~하기 위해 최선을 다할 것입니다. (It will be…; I am confident that it will…; The government will make utmost efforts to do…)

The significant presence of genre-specific expressions in source text 1 seemed to have facilitated anticipation for the participants, especially at the beginning and end of the speech. For instance, nearly all participants accurately anticipated predicates in sentences that greeted the audience, introduced the topic or purpose, and thanked the host—elements commonly found at the start of speeches. The initial greeting sentence was anticipated correctly by all participants. The second sentence, which introduced the event's topics, was anticipated by 21 out of 22 participants. Similarly, the second-to-last sentence, "오늘 이 자리가 인구문제에 대한 공감대를 확산하고 건설적인 대안을 마련하는 매우 뜻깊은 논의의 장이 되기를 기대합니다" expressing the speaker's hope for a successful and fruitful discussion, a cliché sentence in Korean government speeches, was anticipated by all but one participant. These observations suggest that participants have a strong understanding of typical government speech structures and substantial experience in interpreting them. The concentration of anticipation attempts at the beginning and end of the source speech 1 indicates that familiarity with the text's flow enhances the participants' ability to anticipate effectively. In contrast, source text 2 did not follow typical Korean government speech formats or use the four genre-specific expressions. Even if students had been somewhat familiar with the topic or speaker, they would have found the logical development, sentence structure, and lexical transitions unfamiliar, becoming reluctant to try anticipation.

## 6. Conclusion

As the Korean cliché saying goes, "Korean sentences need to be heard until the very end," the SOV syntactic structure of Korean, asymmetrical to that of English, poses a distinct challenge in SI from Korean into English, requiring interpreters to anticipate the sentence-ending predicates. The analysis reveals that despite varying levels of

anticipation attempts among students, all of them engaged in anticipation at least once, with an average of approximately one-third of the predicates being anticipated during the first experiment. This study suggests that interpreting students, though far from reaching mastery of SI, understand the necessity of anticipation during SI from Korean into English and employ the strategy to their merit. Most students anticipated the time-tense or modal verb, waiting to complement their anticipation with the actual verb upon hearing more context.

The study found differing levels of anticipation frequency and accuracy during simultaneous interpretation (SI) among the participants, with more frequent attempts in the SI of a formal written speech. While it did not explore language directionality or participants' native languages, it suggests anticipation's specificity to language and text genre. Practicing SI with government speech transcripts, already a widely used training method among interpreting students in Korea, may improves the effectiveness of student's anticipation during SI as they grow familiar with the government speech style, typical set phrases, common expressions to explain or discuss policy directions, all contributing to their enhanced TP utilization for linguistic anticipation. Contrary to Donovan's argument that interpreting a more loosely constructed spoken language is an easier interpreting situation to make anticipations, compared to densely written speeches (2003), this study's results suggest that interpreting loosely constructed, colloquial speeches may be more challenging for interpreting students to attempt and succeed in anticipating the predicates that appear at the end of each sentence in Korean. Training to familiarize students with government speech formats as well as emphasizing exposure to spontaneous, colloquial speeches should be prioritized in interpreter training for the sake of students' readiness to diverse real-world interpreting situations. Especially, use of anticipation during SI of colloquial, spontaneous speeches may be strengthened by training how to mobilize extralinguistic cues and resources.

This study sheds light on how students engage in anticipation during SI, hoping to reduce the memory and cognitive load and better prepare lexical choices. However, the study's design could have been improved with more diverse genres of source texts with appropriate, comparable difficulty levels peer-reviewed by professional interpreters. Providing additional contextual information could have enabled the students to better use

extralinguistic resources. In addition, this study was a product-oriented observational study that did not involve any follow-up interviews with the participants, which may, if possible, provide more insights into which resources each participant utilized for anticipation and whether each of the anticipation was based on the linguistic transitional probability or based on contextual or extratextual (world) knowledge. Subjective distinction between stalling and genuine anticipation remains another limitation of this study. Although stalling can be understood as a form of anticipation labelled "structural anticipation," there is not much research or empirical evidence that guides the researchers to distinguish between stalling and anticipation. As a result, the researchers had to rely on rather subjective judgment to determine when, where, and how anticipation occurred during the SI of the two experiment materials. Another limitation lies in the fact that the two source texts were different in style of speech, but only a handful of characteristics of the oral Korean language style and the written Korean language style were used to carry out a comparative text analysis. Although some of the characteristics of the oral Korean style explained above helped the authors to discuss and guess why the anticipation strategy was not as effective in interpreting the second source text, a more thorough text analysis of the two experiment speeches is needed to discuss possible reasons or factors affecting the students' anticipation more aptly.

Although the first experiment using a typical, written form of government speech offered an interesting finding about the students' tendency to predict the auxiliary (modal) verb only and wait for more input to complete their anticipation, further research involving professional interpreters is needed to validate whether such a pattern can be generalizable among all interpreters. Since the present study only focuses on general patterns in students' use of anticipation as an SI strategy, it has not analyzed which resources, be it linguistic cues including TP or extralinguistic cues, such as students' preowned knowledge about the speaker, were utilized at each moment anticipation occurred. More in-depth research on linguistic and extralinguistic resources used to facilitate anticipation can have the merit of shedding light on *how* anticipation can be trained or enhanced in interpreter training. Nonetheless, this study can be of great use for interpreting trainers, who need empirical data to understand whether and when students use anticipation during SI from Korean into English, a pair of languages with different word orders.

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# Appendix I

## An excerpt of the detailed anticipation analysis sheet

### (Text 1: A literary style speech at Population Future Forum)

| Predicate | Sentence | Student A (attempt) | Student A (accuracy) |
|---|---|---|---|
| 1 | 존경하는 내외 귀빈 여러분, '인구미래포럼 2023' 개최를 진심으로 축하합니다. | o | o |
| 2 | 인구미래포럼은 그동안 4차 산업혁명, AI, 기후 위기, 인구문제 등을 다루면서 | o | o |
| 3 | 대한민국이 나아갈 방향을 모색해왔습니다. | o | o |
| 4 | 2017년 출범 이후 지금까지 우리 사회의 심각한 인구문제를 논의해오신 (가칭)인구미래재단 이사장님을 비롯한 주최 기관 측에 감사의 말씀을 드립니다. | x | |
| 5 | 내외귀빈 여러분, 여러분이 오늘 논의하는 인구문제, 이민정책 등은 그 의미가 매우 크다고 생각합니다. | x | |
| 6 | 지금, 세계는 글로벌 인구구조의 변화를 겪고 있습니다. | x | |
| 7 | 나라마다 심각성의 차이는 있으나, 점차 낮아지는 출산율과 생산가능인구 감소 문제에 마주하고 있습니다. | x | |
| 8 | 여러분이 잘 아시는 대로, 우리나라는 세계에서 합계출산율이 가장 낮은 국가로서 인구 위기에 직면해 있습니다. | x | |
| 9 | 그동안 역대 정부가 저출산 문제를 풀어가기 위해 300조 원이 넘는 많은 예산을 투입했지만, | o | o |
| 10 | 가속화되는 인구문제를 반전시키기엔 역부족이었습니다. | o (freewheeling) | o |
| 11 | 이것은 인구 위기의 요인이 경제, 사회, 교육, 문화 등 매우 복합적이기 때문일 것입니다. | o | o |
| 12 | 대한민국의 눈부신 발전의 원천은 '인재'였습니다. | x | |

| | | | |
|---|---|---|---|
| 13 | 현재의 인구구조 불균형이 지속된다면, 대한민국의 지속가능한 성장마저 위협받게 됩니다. | x | |
| 14 | 우리 정부는 인구문제, 이민정책 등에 종합적으로 대응하기 위해 범정부적인 차원에서 노력하고 있습니다. | x | |
| 15 | 우선, 시급한 과제 가운데 하나는 산업현장의 부족한 인력난을 해소하는 것입니다. | o (only the modal verb) | o |
| 16 | 우리의 대표적인 수출산업인 조선업, 2차 전지 등 제조업과 건설산업 현장에서는 이미 심각한 구인난을 겪고 있습니다. | o | o |
| 17 | 이에 대한 해법으로 외국인 인력정책을 탄력적으로 추진키로 하였습니다. | x | |
| 18 | 먼저, 외국인력 쿼터를 역대 최대규모인 12만 명으로 늘리고, | o | x |
| 19 | 사업장별 고용 한도도 두 배 이상 확대하였습니다. | o | x |
| 20 | 지방의 뿌리업종 중견기업과 택배업, 호텔·콘도업 등 만성적인 인력난에 시달리는 일부 업종에 대해서도 외국인력을 활용할 수 있도록 하였습니다. | o | x |
| 21 | 또한, 육아돌봄에 대한 부담을 완화하기 위해, 서울시를 대상으로 100명 규모의 외국인 가사관리사 시범사업도 추진하고 있습니다. | o | x |
| 22 | 이를 위해 상대 국가와의 협의는 물론이고, 수요조사, 공청회, 토론회 등을 통해 국민 각계의 의견을 수렴하도록 할 것입니다. | o (only the modal verb) | o |
| 23 | 내외 귀빈 여러분, 대한민국은 지금 세계 10위권의 선진국이며, | x | |
| 24 | 체류하고 있는 외국인이 245만 명에 달하는 글로벌 개방국가입니다. | x | |
| 25 | 특히, 우리 농어촌이나 제조업 중심 지역에서는 많은 외국인이 지역경제 활성화에 기여하며, | x | |
| 26 | 다양한 문화를 형성해나가고 있습니다. | x | |

| | | | |
|---|---|---|---|
| 27 | 우리 정부는 여러 부처에 흩어져있는 외국인 관련 이민정책을 체계적으로 이끌어갈 수 있는 거버넌스 체계를 준비하고 있습니다. | o | o |
| 28 | K-pop이 세계인들이 즐기는 문화가 된 것처럼, 우리도 다른 문화의 다양성을 존중하고 포용하는 성숙한 선진사회로 나아가야 합니다. | x | |
| 29 | 이를 위해, 우리 사회 각 분야 전문가 여러분의 적극적인 참여와 협력을 당부드립니다. | o | o |
| 30 | 우리 정부도 지금까지의 인구정책을 면밀히 검토하여, | o (only the modal verb) | o |
| 31 | 더 효과적이고 체감도 높은 정책으로 바꿔나가겠습니다. | x | |
| 32 | 우리 사회 전반을 육아친화적으로 재설계하고, | o (freewheeling) | o |
| 33 | 고용, 교육, 주거 등 구조적인 문제를 풀어나가겠습니다. | o (freewheeling) | o |
| 34 | 또한 초고령사회에 대응하기 위해 의료, 돌봄, 고령친화산업 등에 힘쓰면서, | o | o |
| 35 | 외국인력 활용, 지역소멸 문제에도 적극 대응하겠습니다. | o | o |
| 36 | 인구위기는 우리 사회 모두가 함께 고민하고, 함께 풀어가야 할 문제입니다. | o | o |
| 37 | 오늘 이 자리가 인구문제에 대한 공감대를 확산하고 건설적인 대안을 마련하는 매우 뜻깊은 논의의 장이 되기를 기대합니다. | o | o |
| 38 | 감사합니다. | o (freewheeling) | o |
| | **Anticipation Attempt Frequency (weighted) and Accuracy Rate of Attempted Anticipations** | **19+(0.5x4) = 21/38** | **17.5/21** |

# Appendix II

## An excerpt of the detailed anticipation accuracy evaluation sheet
### (Text 2: A spontaneous, colloquial speech of the Minister of Land, Infrastructure and Transport on a YouTube channel)

| Predicate | Sentence | Student A (attempt) | Student A (accuracy) |
|---|---|---|---|
| 1 | 안녕하세요. | x | |
| 2 | 국토교통부장관 원희룡입니다. | o (free wheeling) | o |
| 3 | 이렇게 탄소중립녹색성장위원회 유투브의 구독자분들과 소통할 수 있게 되어서 참으로 영광입니다. | o | o |
| 4 | 네, 저는 제주도지사로 근무할 때부터, 탄소 없는 섬 2030 프로젝트 같은 탄소중립 정책을 펼치기도 했습니다. | o | o |
| 5 | 그래서 탄소중립 및 녹색 성장의 필요성에 대해서 크게 강조해왔는데요. | o | x |
| 6 | 탄소중립은 그야말로 우리 세계적인 추세죠. | o | o |
| 7 | 특히 지금 우리 젊은 미래 세대들은 이 기후변화와 탄소중립에 대해서 기존 어른 기성세대보다 매우 민감하게 생각하고 있죠. | o | x |
| 8 | 왜냐, 우리들의 미래의, 우리들의 생존의 문제이니까요. | x | |
| 9 | 그래서 올해도 미국의 전자제품전시회 CES 하는데 다녀왔는데요. | o (free wheeling) | o |
| 10 | 전 세계적으로 산업적으로도 탄소 저감이나 에너지 효율 이런 부분에 대한 전시가 많았습니다. | o | x |
| 11 | 정말 탄소중립이 세계적인 대세이구나, 글로벌 화두구나, 이런 점들을 깊이 공감을 하고 있습니다. | o | o |

| | | | |
|---|---|---|---|
| 12 | 그런데 탄소중립이라는 것을 그냥 막연하게 말로만 해서는 그냥 탁상 공론이죠. | o | x |
| 13 | 예를 들어서 정부는 공공 기관들에 대해서 에너지 절약 때문에 여름에는 28도로 온도를 낮춰라 이렇게 해서 약간 이걸 강제적으로 하거든요. | o (only the modal verb) | o (only the modal verb) |
| 14 | 할 수 없이 공무원이니까 따르긴 따르는데, 더워서 일에 집중이 안된다든지, 추워서 그 안에서 개인 난로를 켜야 된다든지, 이런 것 때문에 너무 힘들어하는 것들을 보면서 | x | |
| 15 | 강제적인 당위로 개개인에 억압을 주는 방식이 아니어야 한다고 생각했습니다. | o | o |
| 16 | 자연스러운 일상의 제도로서, 또 그에 대한 해법들이 자연스럽게 우리 안에 이미 스며 들어가 있는 그런 진정한 기후 대응 생활 체제를 만들어야 되겠다고 생각합니다. | o | x |
| 17 | 거기다가, 주범이자 주된 해결책이 국토분야와 교통분야에 집중되어 있기 때문에 중요하게 생각 안 할 수가 없죠. | o | o |
| 18 | 국토교통부는 도로, 교통, 철도, 항만, 인프라, 건설까지 정말 다양한 분야를 총 망라하는 부처입니다. | o | o |
| 19 | 녹색 국토 관리 및 교통을 위한 국토부의 역할을 설명 드려보겠습니다. | o | o |
| 20 | 여러분들도 오늘 이 곳까지 오시는 동안에 집에서부터 승용차, 지하철 이런 것들 많이 이용하셨을 거예요, 그죠? | o | o |
| 21 | 공간과 이동은 인간의 삶에서 뺄 수 없는 요소고요. | o (free wheeling) | o |
| 22 | 지금 우리가 이렇게 대화를 나누고 있는 이 공간에도 지금 많은 전기와 난방과 에너지들을 쓰고 있지 않습니까? | o | o |
| 23 | 그럼 결국 건물, 또 교통수단 이런 부분에서 에너지 사용을 줄이고 또 에너지를 쓰더라도 탄소를 가급적 줄이는 방향으로 써야만, | x | |
| 24 | 결국 우리 머리 위에 쌓아놓고 있는 우리 온실가스를 좀 줄일 수 있겠죠. | o | o |
| 25 | 근데 아까 말씀드린 것처럼, 이거를 그냥 "온도 낮춰!", "그냥 걸어다녀!" 이렇게만 해 가지고는 이게 현실성도 없고요... | o | x |

| 26 | 저희 국토교통부의 건물 부문에서의 탄소 중립 노력에 대해서는, 크게 두 가지를 얘기할 수 있어요. | o | x |
|---|---|---|---|
| 27 | 신축 건물은 그 에너지 제로로 가자는 것인데요. | x | |
| 28 | 에너지 제로가 뭐냐면 플러스마이너스 합해서 제로거든요. | x | |
| 29 | 에너지 플러스는 에너지를 생산하는 거예요. | x | |
| 30 | 태양광을 집에다 붙인다든지 이런 거가 되겠고, 또 마이너스는 에너지를 쓰는 게 되겠죠. | x | |
| 31 | 그럼 난방, 조명, 그 다음 우리 여러 가지 데이터 사용 이런 데다가 에너지를 쓰고 있지 않습니까? | x | |
| 32 | 그럼 에너지를 쓰는 양과 생산하는 양을 합쳤을 때 제로로 맞추는 곳은 1등급으로 평가할 것입니다. | x | |
| 33 | 그 다음 에너지 적자를 보고, 적자를 좀 줄이면 5등급으로 평가할 것입니다. | x | |
| 34 | 앞으로 등급제를 공공부터 시작해서 민간까지 의무화하게 되고 이 레벨을 점점 올려 가게 됩니다. | o | x |
| 35 | 처음에는 가볍게 시작을 하는데, 바로 신축 건물에 대한 에너지 제로를 의무화하는 정책을 실행하는 것입니다. | o (only the modal verb) | o |
| 36 | 그런데 기존 건물은 어떻게 할 수가 없잖아요. | x | |
| 37 | 그래서 기존 건물들에 대해서는, 단열재를 새로 보수공사를 한다든지, 창호를 바꾼다든지, 그런 리모델링을 하도록 국토부가 금융지원을 하고 있습니다. | o (only the modal verb) | x |
| 38 | 우리가 이제 앞으로 2040년까지 한 7억 톤 정도의 탄소를 배출하는데요. | o (free wheeling) | x |
| 39 | 이거를 4억 톤 수준으로 줄여야 돼요. | x | |

| 40 | 근데 이 중에서 한 10% 이상을 건물과 도시부문에서 감당을 해야 되게 됩니다 | x | |
|---|---|---|---|
| 41 | 그래서 지금 정말 이제 머리에 땀나게 생겼죠... | x | |
| 42 | 그리고 추가적으로 도시를 계획하는 데 있어, 도시 자체가 예를 들어서 이동을 줄이게 할 수 있다든지 아니면 전기차 또는 자율주행차 사용을 용이하게 할 것입니다. | o (only the modal verb) | x |
| 43 | 또한 미래에 도심항공기술 같은 걸 적용할 수 있도록 하려 합니다. | o (only the modal verb) | x |
| 44 | 현재는 어디를 가려면 전부 차 끌고 나와 가지고 기름 써야 되는데, | x | |
| 45 | 이런 화석연료 사용을 줄여주는 교통과<br>도시 생활 자체를 친환경 에너지에 적합한 방향으로 바꿔 주는 개념으로 가고 있거든요. | o (only the modal verb) | x |
| | **Anticipation Attempt Frequency (weighted) and Accuracy Rate of Attempted Anticipations** | **26.5/45** | **12/26.5** |

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