So Far Away and Yet So Close
A study of remote interpretation in the classroom

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ABSTRACT: There were no educational institutions in the world which predicted that the COVID-19 pandemic would force them to go completely online. Unlike the more conventional courses which involve the instructor giving a lecture and students asking questions, for interpretation classes, especially simultaneous interpretation, there are more than two people talking at the same time, thereby complicating the technical aspect by several fold. Due to the global outbreak of COVID-19 and the spread of remote interpretation, however, in the future, remote oral language mediation could become the new norm and "the new situation will thoroughly rearrange the market for language service providers as well as interpreter training" (Eszenyi, 2021, p. 112). In view of recent trends, it was felt that educational institutions of interpretation and translation should also engage in a constructive dialogue regarding effective ways to provide remote interpretation instruction. Against this backdrop, this study seeks to analyze online interpretation classes from the point of view of the 'social presence theory' which has already been proven to be an effective analytical tool in research regarding online mediated learning environments. To this end, we conducted a survey of instructors and interpreting students at interpretation institutions in Korea. The analysis shows that both instructors and students experienced a low level of social presence in terms of its

three dimensions: co-presence, psychological involvement, and behavioral engagement due to 100% online interpretation classes. Based on the findings, we suggest that interpretation and translation institutions offer classes in an online and offline hybrid format with more opportunities for offline interaction outside of class. In addition, we emphasize the need for technical support at the school level because the technical aspects are important in learning efficiency in the computer mediated communication (CMC) environment. Unlike previous remote simultaneous interpretation (RSI) studies, this study holds significance in that it explored the issue of remote interpretation education using the social presence theory.

논문초록: 전 세계 어떤 교육기관도 코로나19 팬데믹으로 인해 100% 온라인 교육을 진행하는 상황에 처하게 될 것이라고 예측하지 못했다. 통역 수업은 교수자가 강의하고 학생들이 질문하는 방식으로 진행되는 기존의 수업방식과 달리, 특히 동시통역 수업의 경우, 2명 이상이 동시에 발화하는 등 온라인 수업의 기술적인 측면이 일반 수업보다 몇 배로 복잡하다고 할 수 있다. 그러나 세계적으로 발생한 팬데믹과 이로 인한 원격통역의 확산으로 향후 원격 구술언어 중재가 새로운 표준이 될 수 있으며, "이 새로운 상황은 통역교육 뿐만 아니라 언어서비스 제공 시장을 완전히 재편할 것이다"(Eszenyi, 2021, p. 112). 이러한 최근의 추세를 감안하여, 통번역 교육기관들 또한 효과적인 원격통역 교육방법에 대한 건설적인 대화를 시작해야 한다는 인식이 나타났다. 본 연구는 이미 온라인 매개 학습환경에 관한 연구에서 효과적인 분석 도구로 입증된 '사회적 존재감 이론'의 관점에서 온라인 통역수업에 대해 분석하고자 한다. 이를 위해 국내 통번역 교육기관의 교수자 및 통역 전공 학생들을 대상으로 설문조사를 실시했다. 분석 결과, 교수자와 학생 모두 100% 온라인 통역수업으로 공존감(co-presence), 심리적 몰입(psychological involvement), 행동적 의도(behavioral engagement) 세 가지 측면에서 낮은 수준의 사회적 존재감을 경험했다는 점을 확인할 수 있었다. 연구 결과를 바탕으로 통번역 교육기관들이 수업 외 오프라인 상호작용 기회를 더 많이 제공할 수 있도록 온·오프라인 하이브리드 형식으로 수업을 제공할 것을 제안했다. 또한 컴퓨터 매개 커뮤니케이션(CMC) 환경에서 학습 효율성 향상을 위해 기술적인 측면이 중요하기 때문에 학교 차원의 기술적 지원이 필요하다는 점을 강조했다. 본 연구는 원격 동시통역에 관한 기존 연구와 달리 사회적 존재감 이론을 적용하여 원격통역 교육 문제를 고찰했다는 점에서 의의가 있다고 하겠다.

핵심어: 원격동시통역, 사회적 존재감 이론, 공존감, 심리적 몰입, 행동적 의도

1. Introduction

The first forays into remote interpretation took place in the 1970's in the United Nations and other multilateral conferences (Moser-Mercer, 2003), meeting much resistance from the interpreters (Braun, 2015). Needless to say, the resistance has not faltered over the years, with numerous studies indicating that there were very real obstacles such as video and audio discrepancies as well as psychological barriers (Andres & Falk, 2009; Murgu, 2021). Just as this article is going to press, EU interpreters have adopted a resolution to go on strike on June 27 (Txabarriaga, 2022) while UN interpreters expressed grave concern regarding the working conditions during remote interpretation (Stasimioti, 2022).

However, with COVID-19 affecting the interpretation schools and market in an unprecedented manner, it appears as if remote interpretation is a reality that we must all face, if not accept as the new norm. It is interesting to note, however, that RSI is not a new phenomenon. On the contrary, it was used with great success during the 2010 World Cup in South Africa 2014 in Brazil and 2018 in Russia, when it was deemed necessary for security and logistical reasons. All the interpreters (mostly AIIC members) were located in Johannesburg, Rio de Janeiro and Moscow, respectively, and interpreted for all the matches while at the Main Press Center, where the equipment had been set up. The technicians and equipment had been flown in from abroad, and before and after the matches, the interpreters would go into their appropriate booths in order to interpret the pre and post-match press conferences. The cameras at the press conferences were always fixed on the podium and that video feed was the source for the interpreters

Seeber et al. (2018) conducted a questionnaire targeting the 31 conference interpreters who interpreted 256 press conferences among other events. It was found that interpreters feel less immersed in the conference environment, they feel their work requires more effort because they are unable to see everything that goes on in the conference room, and they generally feel at the mercy of technology and of distant participants. Despite these objections, interpreters said they were willing to accept remote interpreting provided the technology works. The other half of the interpreters was much less critical of remote interpreting and expressed a willingness to accept this modality.

In fact, they prefer remote interpreting when it replaces tedious travel or when it helps remove the interpreter from potentially negative scrutiny in the meeting room. Overall, the surveyed interpreters seem to accept that remote interpreting is bound to become a part of their profession. While they would rather be part of the debate on remote interpreting in order to shape it, for the time being they are still far from enthusiastic about it (Seeber et al., 2018, p. 2).

Tele and video conferences have also been widely used for business meetings, in particular, with a spike during the Middle East Respiratory Syndrome-related Coronavirus (MERS) and Severe Acute Respiratory Syndrome (SARS) crises when travel was limited and person-to-person contact was discouraged. But even then, RSI, as it is being used today with Zoom and other such platforms, did not become so widespread, and the general feeling was that it was going to be temporary and that it would pass. Today, with a majority of requests for interpretation via Zoom, interpreters feel that RSI is here to stay and will be a viable option in the future.

That being said, Amato et al. (2018) pointed out that distance affects various aspects of communication and emphasized that interpreters need strategies and training to recognize the difference between on-site interpretation and remote interpretation and to cope with difficulties that may arise (Lee, 2020, p. 15). At the outbreak of COVID-19, both instructors and students alike were taken completely unaware and were unprepared for online classes.

Against this backdrop, "since interpretation classes are not a unidirectional lecture but rather involve interpretation practice, feedback from the instructor and peers as well as discussions, various forms of interactions take place between the students and instructors" (Song, 2020, p. 63). Taking into consideration the nature of interpretation classes, research regarding the effectiveness of online interpretation classes is urgently needed. It is to this end that it was felt necessary to analyze online interpretation classes from the point of view of 'social presence theory' which has already been proven to be an effective analytical tool in research regarding online mediated learning environments. The results of the survey among instructors and students at interpretation schools in Korea might give an indication as to whether or not changes to the curriculum of interpretation schools might be needed in order to help students adapt to changes in the market.

2. Literature Review

2.1 RSI

Though we tend to talk about remote simultaneous interpretation as if it was a new mode of interpretation, distance interpretation which is one of the ways in which it was called, mainly involved remote telephone interpretation and can be traced back to "the late 1950's, such as Nestler's (1957) Tel-interpret, which added a switch-array to an existing phone line, giving interpreters control over the line and allowing them to add their interpretation to the flow of conversation" (Seeber & Fox, 2022). In Korea, the most prominent example of telephone interpretation is Before Babel Brigade (BBB), a non-profit voluntary interpretation service provided to foreigners in Korea. First launched in 2002 for the Korea-Japan World Cup, it was open to anybody who could speak foreign languages and included diplomats, professors and students. In 2018, the service was also launched in Indonesia to help foreigners who came for the Asian Games.

For professional interpreters, various forms of distance interpretation including teleconferences and videoconferences took place, mainly in business settings, with varying degrees. Teleconferences and video conferences spiked during the SARS epidemic in 2003 when meetings were canceled but people still had to communicate with each other. However, with the COVID-19 spreading across the world and travel being restricted, the number of international meetings plummeted—Korea was no exception. When COVID-19 first broke out, there were even interpreters who applied for unemployment allowance. After the initial shock, Zoom, Webex and other platforms became widespread, and meetings were and are still being held virtually or in some hybrid forms.

Naturally, Korea was not the only country to be affected. In fact, the AIIC issued guidelines for distance interpreting including, for example, strongly recommending that "all interpreters be in the same room or space" (AIIC, 2019, p. 2); as in the case of in-person conferences, interpreters should be provided with all the relevant documents and obtaining "prior written consent…from the interpreter in case interpreting services are recorded" (AIIC, 2019, p. 4).

One of the earliest experiments focusing on remote simultaneous interpretation was conducted by Barbara Moser-Mercer (2003) in Geneva who found the following:

> . . . for the same group of interpreters working live in a conference room is psychologically less stressful (according to interpreters' self-reports), less tiring as evaluated via performance indicators and conducive to better performance overall. The remote interpreting situation appears to represent not only a novel environment for interpreters in which they need to invoke more effortful problem-solving strategies but seems to cause more than the usual physiological and psychological strain in that the coordination of image and sound, the piecing together of a reality far away and the concomitant feeling of lack of control all draw on mental resources already overcommitted in this highly complex skill (p. 14).

The experiment found that though the quality of the interpretation did not deteriorate, it did constitute an additional psychological burden, which the author recommended could be somewhat alleviated with shorter turn times. However, even then "the interpreter was clearly unable to immerse himself in the virtual environment, he did not work there, he just watched from the outside, became unmotivated and could not develop the feeling of presence which in turn further increased fatigue as he had to deploy even more resources to ensure high-quality performance" (Moser-Mercer, 2005b, p. 735).

One of the major reasons why RSI places an extra psychological burden on the interpreters is mainly because "inference generation and construction of situation models are crucial to discourse comprehension…the reason interpreters feel the need to be in control of the situation…. reflects their need to decide freely and quickly as to which contextual and extra-linguistic information is needed for successful comprehension to occur at high speed" (Moser-Mercer, 2005a, p. 14). The feeling of isolation and alienation were again reaffirmed in another experiment conducted in 2010 by Roziner and Shlesinger.

The feelings of presence, isolation and alienation are all related with the concept of social presence which will be explored in the next section.

2.2 What Is Social Presence?

A considerable number of researchers have long sought to account for individuals' social practices in an online environment and "social presence is one of the key explanatory constructs" in the endeavors (Oztok & Brett, 2011). Gunawardena (1995) defined social presence as a degree to which people are perceived as real in a CMC environment while McIsaac and Gunawardena (1996) defined the concept as a degree to which a person feels socially present in a mediated situation. In the same vein, Biocca et al. (2003, p. 456) defined it succinctly as the "sense of being with another."

In their study on social presence and online learning, Oztok and Brett (2011) analyzed previous studies and identified the evolution stages of social presence as follows:

> In summary, social presence has evolved through several stages, responding to new educational practices and conceptualizations. This evolution occurred in three phases over time: 1) a research era that conceptualized social presence as a property of a medium, where the focus was on the capacity of media to convey nonverbal information; 2) a research era that conceptualized social presence as the perceptions of individuals, where the focus was less on the media and more on people; and 3) a research era that conceptualizes social presence as a facilitating element, where the focus is on the interactive learning activities and the development of online learning communities . . . (pp. 10-11).

The theory of social presence is known for effectively explaining the cognitive and emotional responses in interactions between social members especially in CMC situations (Biocca et al., 2001). According to the social presence theory, "individuals involved in social interaction affirm the presence of others and bond psychologically, which translates into action. It is only then that individuals feel that they have created a social relationship which expands their social presence" (Biocca et al., 2003; Lee et al., 2013, p. 195).

In addition, a number of previous studies suggest that "social presence not only supports and facilitates the communicative actions of individuals, but also potentially enables learning in online environments" (Oztok & Brett,

2011, p. 4). It is also said that learning efficiency can be increased with proper technical components in a mediated learning environment, especially in a CMC environment. Regarding such a view, Lee et al. (2013) explained as follows:

> The degree of social presence is determined by how effectively social interaction tools are equipped. Unlike social interactions in the real world, in an online environment, people use media to interact with others. In this case, in order to effectively achieve a common understanding with others and perform social activities, the media need to effectively support social interaction with proper support tools, such as providing sufficient clues and feedback. For example, social presence increases when the functional elements of the medium are sufficiently supported so that users can psychologically feel that others are around them (p. 195).

Considering such traits of social presence, we believe the concept can be a useful tool for analyzing the effectiveness of remote interpretation classes.

Social presence is composed of the following three dimensions:

> **Co-Presence**: The degree to which the observer believes he/she is not alone and secluded, their level of peripherally or focally awareness of the other, and their sense of the degree to which the other is peripherally or focally aware of them.
> **Psychological Involvement**: The degree to which the observer allocates focal attention to the other, empathically senses or responds to the emotional states of the other, and believes that he/she has insight into the intentions, motivation, and thoughts of the other.
> **Behavioral engagement**: The degree to which the observer believes his/her actions are interdependent, connected to, or responsive to the other and the perceived responsiveness of the other to the observer's actions.
> (Biocca et al., 2001, p. 2)

In this study, the survey results will be analyzed, focusing mainly on the three dimensions of social presence to find implications for learning in online interpretation classes.

3. The Study

3.1 Questionnaire and Respondents

The survey was conducted in 2020 and a questionnaire was sent out to 47 first and 45 second-year students at the Graduate School of Interpretation and Translation, Hankuk University of Foreign Studies in Seoul, Korea as well as 33 instructors at four graduate schools of interpretation and translation in Korea. The response rate was 66% or 61 out of 92 students and eleven out of 33 instructors.

The questionnaire consisted of ten questions but there were thirty sub-questions for number eight which were answered using a Likert scale, so in actual fact there were 39 questions. For the most part, the questions for the instructors and students were the same, though there were some specific to the target group; for example, for the instructors there was a question about whether they had been more lenient in their grading and for the students whether they had done other things while they were online.

Among the eleven instructors who responded to the questionnaire, six had taught for less than ten years and five for more than ten years including two who had taught for 15 years and one 20. They had taught both simultaneous and consecutive interpretation classes, and they all transitioned to remote/online classes due to the COVID-19 pandemic, but there were no changes to the length of the classes.

For the first-year students, there were a total of 44 multiple choice questions including those with a Likert scale, and one open-ended question at the end for additional comments. The response rate was 57% or 27 out of 47. All the students said that it was the first time that they had taken online courses and most (74.1%) were able to do so in their own room in an uninterrupted fashion. Almost 60% felt that they had had ample time to prepare even though only half took a tutorial or workshop.

By using the social presence theory to analyze the results of the survey, we felt that we would find implications for remote interpretation classes as well as some interesting results.

4. Results

4.1 Co-presence

Simply put, 'co-presence' means the degree to which individuals feel that they are not alone and that others perceive them. In our survey on remote interpretation classes, there were several answers which implicated the co-presence dimension.

Above all, most of the instructor respondents (9) missed the collegiality with their fellow instructors. Also, when asked what they felt were the most negative aspects of online teaching, allowing for multiple answers, with the exception of one respondent, they all said that not having the person-to-person contact was the most negative aspect.

In addition, even though the instructors had spent the entire semester teaching remotely, none of them answered that they preferred the online classes, though two did answer that they somewhat agreed, and in a separate question, eight answered that they would not mind continuing with online classes the following semester; and five definitely wanted to teach offline the following semester; while seven answered that they did not mind a mix of online and offline classes. Most of the respondents or 82% did not find the online classes to be more effective, the reason being that all of them felt that they did not connect as well with the online classes which may also explain why they did not want to spend more time on an online class.

Regarding whether they met separately with individual students, it was almost the same with one more respondent saying that they did meet with students on a one-on-one basis. Interesting to note, among the instructors who had responded 'yes,' half had not met separately with students before the crisis when regular classes were held, indicating that they might have felt the need to supplement their teaching by building a personal connection with their students.

From the aspect of social presence, it implies that instructors find in-person meetings with students, rather than online interactions, more useful for personal connections. From the perspective of interpreting training, these findings suggest that the hybrid format with both online and offline rather than 100% online classes is a more efficacious method for enhancing the

social presence of students and instructors.

In the case of the first-year students, as could be expected, 89% of the respondents said that they felt detached during the online classes, but they nevertheless did their best (96%) to learn effectively. Their preference was for the offline format (77%) and they hoped that the next semester it would revert to that format (81%).

The way that students perceived their instructors could also be seen through the co-presence dimension. They did not feel that their instructors were more accessible via the private message option (78%) and they also felt that the instructors were not very adept with the technical aspects of the online class (63%). Even though the instructors indicated that they had been more lenient in their grading, it was not palpable to the first-year students (59%), and they also felt that they would have done better in an offline class (56%) since 63% felt like they were interpreting into a void, which clearly demonstrates that they do not feel a strong sense of presence of their peers and instructors in the online learning environment. Furthermore, it is somewhat worrisome that, for the most part, first-year students (59%) did not feel the need to have an audience in front of them to do a consecutive.

4.2 Psychological Involvement

In the social presence theory, 'psychological Involvement' refers to the degree to which individuals express their emotions to others and respond to emotional messages from others.

In several questions, we found a lower level of psychological involvement from both instructors and students during online classes. When asked about the disadvantages of remote interpretation classes, eight instructors answered that they had more difficulty controlling their students and in fact, they had to make an extra effort to ensure that the students were paying attention (91%).

What also concerned the instructors is that 85% of the first-year students answered that they had difficulty concentrating during the online classes and also staying focused was not easy (63%). The students also had some trouble staying motivated during the online classes (59%). At the same time, they also felt that remote teaching does not allow the teacher to meet their individual needs (82%). As in the case of co-presence, where 89% of the

first-year respondents said that they felt detached during the online classes, their preference was for the offline format (77%) and they hoped that the next semester would revert to the offline format (81%), we also identified a low level of psychological involvement for students in the online learning environment. Regarding their predictions and feelings prior to beginning remote learning, slightly more than half (59%) agreed that it turned out to be more difficult than they had anticipated even though they had felt confident (48%) about it at the beginning of the semester, which also indicates that students felt psychological discomfort about remote interpretation.

The first-year student respondents' answers that more directly showed that students' psychological involvement is weakened in online interpretation classes are as follows: Students unanimously agreed that it was difficult to get to know other students and that it was an obstacle for them since they were just starting out their program and therefore most (70%) had trouble setting up study groups. They felt physically and emotionally isolated from their fellow classmates (70%), and they needed the face-to-face contact with their instructor in order to learn (74%). Also, they confirmed that visual contact with the teacher and classmates improved their mood (70%).

As for the second-year students, they also answered that there were difficulties such as having a hard time staying motivated and focused, anxiety, the physical difficulties of exhaustion and headaches, as well as the technical issues and logistical aspects of having to find a quiet place for the online class. Even though they were connected online, there was still a sense of isolation or of being on their own.

The emotional help for transition to remote learning came from classmates, family members, instructors and also food; saving time, energy, and feeling safe by staying at home and not being exposed to COVID-19 helped in practical ways. One respondent commented that knowing the other students and instructors helped to ease the transition.

The findings related with the dimension of psychological involvement in the social presence theory suggest that instructors and interpretation schools need to take measures for students to have a higher level of psychological involvement during online classes.

4.3 Behavioral Engagement

Behavioral Engagement refers to the degree in which individuals feel that their behaviors are interdependent and that they are responsive to others and vice versa.

When measuring behavioral interdependence, the following questions can be used:

My actions were dependent on the other's actions.
The other's actions were dependent on my actions.
My behavior was in direct response to the other's behavior.
The behavior of the other was a direct response to my behavior.
What the other did affected what I did.
What I did affected what the other did. (Biocca et al., 2001)

Keeping those questions in mind, we attempted to find meaningful answers related with behavioral engagement.

One of the concerns of instructors is that students do not focus as much during the remote classes, and in fact, almost half (48%) of the students said that they did other 'things' at the same time, though 18.5% strongly disagreed. At the same time, they did feel (59%) that instructors were giving more assignments due to the different mode of instruction. The fact that almost half of the students did other 'things' demonstrates that their behavioral engagement level was low and at the same time the instructor's guidance or instruction was not as effective as in normal interpretation classes during which students show strong concentration in a tense atmosphere. Such acts of students can be also associated with the concept of "relative insensitivity" towards other participants' conduct in distance communication (Heath & Luff, 1991). Such conducts consequently reduce the effectiveness of online learning, suggesting that instructors should come up with ways to increase students' concentration.

4.4 Technical Aspects

As we have suggested in the theoretical background above, social presence potentially enables learning in online environment, especially when well supported by technical support tools.

Regarding the technical aspects about remote interpreting, three instructors and three students said that they bought a new laptop in order to ensure that there would be no problems with the computer, which shows their efforts to create a better online learning environment.

That being said, nine instructors said they experienced audio/video problems to the point that it affected the class. And the first-year students answered that even though they had sufficient time to become familiar with the online learning tools (67%), 63% encountered technical problems during the class. Similarly, 71% of the second-year students felt that they had sufficient time to become familiar with the online learning tools, but slightly more than half (53%) did face technical problems during the class. As for technical problems, students used the following expressions in open-ended answers: connectivity issues due to slow speed on the school end and my end, technical issues (noise and echo), technical problems, technical difficulties, unpredictable unstable network, and internet stability. One student even said, "Some professors were not aware of certain features of the video conference software, and in those classes, it was impossible to focus on the lecture and get the instructor to notice that there is a problem."

Although social presence in the CMC environment is an important factor to increase learning efficiency, the answers of the respondents described above show that interpretation schools in Korea do not yet provide adequate technical support for remote interpretation classes.

4.5 Implications

To summarize the above analysis, most instructors and students experience a lower level of social presence in 100% online interpreting classes in terms of the three main dimensions of social presence: co-presence, psychological involvement and behavioral engagement. A low level of social presence felt by instructors and students during remote interpretation classes seems to

be evident from the fact that for the most part, students did not believe that remote classes were more efficient (67%).

Accordingly, interpretation schools need to devise measures to enhance the effectiveness of remote interpreting classes. Based on what we have analyzed, we would like to suggest a hybrid format with both online and offline rather than 100% online classes or providing pre-training programs that are held offline for in-person interaction. Next, when offering remote classes, schools should provide appropriate technical support to keep those classes running smoothly. It should be noted that this is a factor that can have a profound effect on student performance and learning efficiency in online education.

What is interesting to note is that the second-year students did not seem to feel as detached in remote learning as the first-year students, which indicates that they have a stronger sense of presence towards each other as they have known each other for over a year through offline classes and normal interactions. Ultimately, the study underscores the importance of offline interaction. When creating an online course curriculum in the future, it is important to note that offline interactions before the start of the semester can lead to an increase in students' social presence in the online learning environment after the start of online classes.

Hubscher-Davidson and Devaux (2021) indicated that perhaps one of the most prominent concerns of educators delivering emergency remote teaching during the COVID-19 pandemic has been student motivation and engagement. Many have found that their expertise in building a sense of community in face-to-face classrooms did not adequately prepare them for the challenges of engaging students in an online teaching context (Hubscher-Davidson & Devaux, 2021, p. 3). Donovan (2006) pointed out, "Given the rapid pace of change, it is more important than ever that…trainers must be open-minded, prepared to take advantage of new technologies and innovative methods" (p. 6). As such, instructors need to acquire proper skills to better develop a sense of community in an online learning environment, which leads to the need for interpretation institutions to provide proper education and training for the instructors with the changing educational environment.

5. Conclusion

There were no educational institutions in the world which predicted that the COVID-19 pandemic would force them to go completely online. Unlike the more conventional courses which involve the instructor giving a lecture and students asking questions, for interpretation classes, especially simultaneous interpretation, there are more than two people talking at the same time, thereby complicating the technical aspect by several fold. Due to the global outbreak of COVID-19 and the spread of remote interpretation, however, in the future, remote oral language mediation could become the new norm and "the new situation will thoroughly rearrange the market for language service providers as well as interpreter training" (Eszenyi, 2021, p. 112). In view of recent trends, it was felt that educational institutions of interpretation and translation should also engage in a constructive dialogue regarding effective ways to provide remote interpretation instruction. To this end, this study targeted instructors and students of graduate schools of interpretation and translation in Korea and analyzed the results using the concept of social presence, with a special focus on learning in a CMC environment.

The results can be summarized as follows:

It was found that both instructors and students experienced a low level of social presence in terms of its three dimensions: co-presence, psychological involvement, and behavioral engagement due to 100% online interpretation classes. To be more specific, in terms of co-presence, it was found that both instructors and students missed person-to-person contacts, and the majority of the respondents felt detached and experienced a sense of isolation or alienation. Also, instructors and students alike did not feel as connected online as they are offline. From the view of psychological involvement, most of the respondents said that they had a hard time concentrating on classes and the majority of respondents said that they felt detached during the online classes. Lastly, regarding behavioral engagement, it was found that students did not focus as much during the remote classes, and in fact, almost half (48%) said that they did other 'things' at the same time.

Given that improving social presence can contribute to increasing the effectiveness of online education, the findings of the analysis suggest that interpretation and translation institutions should strive to improve the

effectiveness of remote interpreting classes in this respect. Accordingly, in this study, it was suggested to offer classes in an online and offline hybrid format and more opportunities for offline interaction outside of class. In addition, we emphasized the need for technical support at the school level because the technical aspects are important in learning efficiency in the CMC environment.

Unlike previous RSI studies, this study is meaningful because it explored the issue of remote interpretation education using the social presence theory. Nevertheless, one of the drawbacks of this study is that a more effective statistical tool was not used. Further studies involving a larger database with more questions could provide more insightful results.

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