

## Interpreting Typological Parameters

### Learning Outcomes

By the end of this lecture, you should be able to

1. identify a systematic inventory of types and subtypes of interpreting such as language modality, working mode, directionality and use of technology and professional status.
2. practise interpreting at paragraph level.

### Language Modality

- Apart from the broad classification of interpreting types by settings and constellation, there are additional and rather clear-cut criteria for more systematic inventory of types and subtypes of interpreting, among them is the following:

#### Language Modality:

- Interpreting is used as a generic term to indicate to the use of **spoken language** in particular, but due to the emergence of the **sign language Interpreting**, it is now used as **spoken-language interpreting** to be distinguished from **signed Language interpreting** or '**interpreting for the deaf**'. Signing could refer as well to (**voice-to-sign interpreting** or **sign-to-sign interpreting**) as opposed '**voicing** or **voice-over interpreting**' (**sign-to-voice interpreting**). A special modality is used in communication with the **deaf-blind**, who monitor a signed message, including **finger spelling**, by resting their hands on the signer's hands (**tactile interpreting**)

### Working Mode

- It was only in the 1920, when transmission equipment was developed to enable interpreters to work simultaneously, that it became meaningful to distinguish between **consecutive interpreting** (after the source-language utterance) and **simultaneous interpreting** (as the source-language text is being

presented). It must be interesting to note that simultaneous interpreting was initially implemented as **simultaneous consecutive** that is , the simultaneous transmission of two or more consecutive renditions in different output languages.

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### Continue

Since **consecutive interpreting** does not presuppose a particular duration of the original act of discourse, it can be conceived of as a continuum which ranges from the rendition of utterances **as short as one word to the handling of entire speeches, or more or less lengthy portions thereof, 'in one go'**. Subject to the individual interpreter's working style- and memory skills- and a number of situational variable (such as the presentation of slide), **the consecutive interpretation** of longer speeches usually involves **note-taking** as developed by the pioneers of conference interpreting in the early 20<sup>th</sup> century. Hence, **consecutive interpreting** with the use of **systematic note taking** is sometimes referred to as '**classic consecutive** in contrast to **short consecutive without notes**, which usually implies a **bidirectional** mode in a liaison constellation.

### Continue

Only where the interpreter works right next to one or more than a couple listeners can he or she provide a rendition by **whispered interpreting or whispering**.

**Simultaneous interpreting** with full technical equipment is so widely established today that the term simultaneous interpreting **SI** is often used as a shorthand for 'spoken language interpreting with the use of simultaneous interpreting equipment in a sound proof booth.

### Directionality

- ❑ In the prototype case of mediated **face-to-face dialogue**, the interpreter will work in both directions, that is , '**back and forth**' between the two languages involved depending on the **turn-taking of the primary parties**. **Bilateral interpreting** is thus typically linked with the notions of '**liaison interpreting**' and **dialogue interpreting**' but it may equally occur in conference type

interaction, where interpreters may work in a '**bilingual booth**' or said to provide '**small router**' (i.e. interpret questions and comments back into the language chiefly used on the floor).

### Use of technology

- ❑ Technical equipment is essentially used to **avoid the mixing of source-and target-language** messages in the acoustic channel. In conference halls or noisy conditions, the **electro-acoustic and audiovisual** transmission systems are therefore employed in particular to reach far beyond a given location. In what is generally called **remote interpreting**, the interpreter is not in the same room as the speaker or listener or both, **telephone interpreting** is an example or (**over the phone interpreting**) which is used in **intra-social setting** (healthcare, police, etc.) There is also videophone interpreting for the deaf)

### Professional status

- ❑ Distinction between interpreting types could be related to the level of skills and expertise which the human agent performs the task. This profession requires a professionalism as it is very demanding. That is why it is called professional interpreters with special skills **and lay interpreting or natural interpreting**.

### Example A

Interpret the following into Arabic.

- An Alabama woman said Friday she fell asleep on the couch and didn't realize a tornado had ripped off part of her roof and damaged most of the home until fire fighters and neighbours came to check on her.

### Example B

Interpret the following into English

١. سأل أحد التلاميذ معلمه الحكيم: من كان معلمك أيها المعلم؟
٢. أجاب المعلم: بل قل المئات من المعلمين. وإن كان لي أن أسميهم جميعاً، فسوف يستغرق ذلك شهوراً عديدة، وربما سنوات.
٣. التلميذ: ولكن، ألم يكن لبعضهم تأثير عليك أكبر من الآخرين؟

### L5 Practical A

Interpret the following into Arabic, taking into account the immediacy factor in interpreting.

1. Betty Russell, who will turn 77 on Dec. 26, said she slept through the violent storm Thursday night after she dozed off on the sofa watching TV. She was woken by sirens from rescuers in the area afterward.
2. "I didn't know I was that heavy a sleeper," she said. "It had caved in the south side of my house and honestly I didn't hear it. I cannot believe I didn't hear it but I didn't."
3. Russell walked threw her debris-strewn house and looked at the hole in the ceiling of her bedroom, where she usually sleeps.
4. "There is a huge hole right where her bed is," her grandson, Scott Russell, 13, said. "She usually goes to sleep in that bedroom, but for some reason she didn't do it this time and she was saved."
5. Betty Russell believes angels helped keep her safe. She collects small statues of angels and has them displayed on bookshelves, tables and glass cases throughout the home where she has lived since 1962.
6. Russell said her two most important angels are her husband and son, who died at different times both within weeks of Christmas.

## L5 Practical B

Interpret the following into English, taking into account the immediacy factor in interpreting.

١. استغرق المعلم الحكيم في التفكير بعض من الوقت ثم أجاب: حسناً، هنالك ثلاثة معلمين تعلمت منهم أموراً على جانب كبير من الأهمية.
٢. من هم أيها المعلم؟
٣. أجاب: أولهم كان "لصاً"؛ فقد حدث يوماً أنني تُهت في الصحراء، ولم أتمكن من الوصول إلى البيت إلا في ساعة متأخرة من الليل، وكنت قد أودعت جاري مفتاح البيت، ولم أتجرأ على إبقاؤه في تلك الساعة المتأخرة،
٤. وفي النهاية، صادفت رجلاً طلبت مساعدته، ففتح لي الباب في لمح البصر! أثار الأمر إعجابي الشديد ورجوته أن يعلمني كيف فعل ذلك، فأخبرني أنه يعتاش من سرقة الناس، لكنني كنت شديد الامتنان، فدعوته إلى المبيت في منزلي.
٥. مكث عندي شهراً واحداً، كان يخرج كل ليلة، وهو يقول: سأذهب إلى العمل، أما أنت، فداوم على التأمل وأكثر من الصلاة. وكنت دائماً أسأله عندما يعود عما إذا كان قد غنم شيئاً، وكان جوابه يتخذ دائماً منوالاً واحداً لا يتغير: "لم أوفق اليوم في اغتنام شيء، لكنني سأعاود المحاولة في الغد إن شاء الله".
٦. استطرد المعلم قائلاً: لقد كان رجلاً سعيداً، لم أره يوماً يستسلم لليأس جراء عودته صفر اليدين.
٧. من بعدها، وخلال القسم الأكبر من حياتي، عندما كنت استغرق في التأمل يوماً بعد يوم من دون أن أحقق اتصالي بالله، كنت أستعيد كلمات ذلك اللص: "لم أوفق بشيء اليوم، لكنني سأعاود المحاولة في الغد إن شاء الله" إلى أن أحقق اتصالي بالله.

## Lecture 6

### What is consecutive interpreting?

#### Learning Outcomes

By the end of this lecture, you should be able to

1. define 'consecutive interpreting'
2. practise interpreting at paragraph level.

### What is consecutive interpreting

- ☐ **Interpreting after the speaker has finished.**
- ☐ **The interpreter sits with the delegates**, listens to the speech and **renders it, at the end**, in a different language, generally with the aid of notes.
- ☐ In the modern world consecutive interpreting has been largely **replaced by simultaneous**, but it remains relevant for certain kinds of meetings (e.g. highly technical meetings, working lunches, small groups, field trips).
- ☐ **Well-trained interpreters** can render speeches of 10 minutes or more with great accuracy.

#### Continue

- ☐ In consecutive interpretation, **the interpreter waits for the speaker to finish a sentence or an idea, and then renders the speaker's words into the target language**. Generally speaking, the more formal the setting, the longer the segments should be. Interpreters should be trained in special note-taking and memory techniques that enable them to render passages as long as 6-8 minutes faithfully and accurately.
- ☐ **Consecutive interpretation is best suited for situations** involving a small number of people, or where a personal touch is required. **Examples would be business meetings, press conferences, interviews, teleconferences**, or any type of one-on-one exchange.

#### Continue

- ☐ While no hard and fast line can be drawn between **short consecutive** (as used in *dialogue interpreting*) and the 'classic

**form'** of consecutive implying the **rendition of at least five to ten minutes** of uninterrupted discourse, consecutive interpreting skills are usually taken to be synonymous with the latter and thus **closely linked to note-taking skills.**

#### Learning consecutive interpreting

- ❑ **Although teaching consecutive** interpreting is mainly concerned with **note-taking**, there are certain approaches which usually stress on **preliminary exercises to enhance 'active listening', message analysis, and recall**, including such technique as 'clozing', 'chunking' and visualization.
- ❑ The interaction between **memory and note-taking** stands out as a focus of investigation. Interpreters use different systems when taking notes, mainly '**symbol-based system**'.

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#### Continue

- ❑ Another area of emphasis has been **public speaking skills** for the production phase of consecutive interpreting. Didactic suggestion include **sight translation exercises, and the use of videotapes** for feedback on student performance.

#### Continue

- ❑ Focusing on frequent faults of presentation, for example, one can realize that specific training in **public speaking** (including breathing, voice control, eye contact) could raise student's awareness of their delivery and enhance their presentation in consecutive interpreting.

#### Example A

**Interpret the following into Arabic.**

**Woman rescued from floodwaters as Britain braces for more bad weather**

- A woman spent almost an hour clinging to a tree in the middle of a fast-flowing flooded river before a police helicopter spotted her in the early hours of Sunday morning.

- The swollen waters had swept the unnamed woman from her car and she was fighting to stay afloat when the Devon and Cornwall police helicopter saw her.

### Example B

#### Interpret the following into English

١. التلميذ: ومن كان معلمك الثاني أيها المعلم؟
٢. المعلم: لقد كان كلباً. فقد حدث أن كنت متوجهاً إلى النهر لأشرب قليلاً من الماء، عندما ظهر هذا الكلب؛ بدا أنه كان عطشاً للغاية، لكنه عندما اقترب من حافة النهر، شاهد كلباً آخر فيه، ولم يكن هذا سوى انعكاس لصورته في الماء.

### L6 Practical A

#### Interpret the following into Arabic, taking into account the immediacy factor in interpreting.

1. Rescued by a lifeboat, she was treated for exposure. The woman was then reunited with a man and a child who had been trapped in the car when the River Taw broke its banks and had been rescued by fire-fighters.
2. The dramatic rescue came as forecasters predicted more rain would fall in the next few days: 165 flood warnings were in place across all regions of England – as well as in Wales.
3. The wet but warm weather has led to dozens of people being moved to emergency shelters, with more warned they too could be forced to leave their homes to escape the rising floodwaters.
4. Rail services warned that trains were so badly affected that many of those hoping to travel to see friends and family for Midyear Holiday must expect considerable disruption. Those using the First Great Western rail service have been told not to make "non-essential" journeys.
5. There were warnings of high winds on the Forth Road Bridge, while gusts of up to 70mph were expected on Shetland. Ferry services to the Northern Isles were suspended due to strong winds.
6. In Devon and Cornwall, where one severe warning remains in place, those already struggling against the deluge are braced for further disruption with forecasters predicting wetter weather returning to central and southern parts of the country overnight.

### L6 Practical B

**Interpret the following into English, taking into account the immediacy factor in interpreting.**

١. استطرد قائلاً: دب الفزع في الكلب، فتراجع إلى الوراء وراح ينبج لإخافة وإبعاد الكلب الآخر، وعندما لم يحصل ذلك، قرر في النهاية، وقد غلبه الظمأ الشديد، أن يواجه الوضع، فألقى بنفسه في النهر، وكان أن اختفت الصورة هذه المرة.
٢. أخيراً، فقد كان معلمي الثالث طفلاً صغيراً، رأيته ذات مرة يسير باتجاه الجامع، حاملاً شمعة بيده، فبادرته بالسؤال: هل أضأت هذه الشمعة بنفسك؟ فرد علي الصبي بالإيجاب. ولما كان يقلقني أن يلعب الأطفال بالنار، تابعت بالباح، اسمع يا صبي؛ في لحظة من اللحظات كانت هذه الشمعة مطفأة، أتستطيع أن تخبرني من أين جاءت النار التي تشعلها؟
٣. ضحك الصبي، وأطفأ الشمعة، ثم رد يسألني: وأنت يا سيدي، أتستطيع أن تخبرني إلى أين ذهبت النار التي كانت مشتعلة هنا؟
٤. أستطرد المعلم قائلاً: أدركت حينها كم كنت غيباً، من ذا الذي يشعل نار الحكمة، وإلى أين تذهب؟ أدركت أن الإنسان على مثال تلك الشمعة، يحمل في قلبه النار المقدسة للحظات معينة ولكنه لا يعرف إطلاقاً أين أشعلت، وكيف، ومتى.
٥. كان لي يا بني طوال حياتي الآلاف من المعلمين، كنت تلميذ الحياة، وما زلت تلميذها، وبت أثق أن نار الحكمة سوف تتوهج داخلي، وستنير بصيرتي، ما دمت توافاً للقيها.