Lecture 1

What is Interpreting ?

1– **Interpreting**   is normally regarded as a ----------------
   a. **translational activity**

2– ------------ it is like 'Translation' **but** ---------'Translation'
   Interpreting ,,   it is not

3– --------------- of 'Translation'.
   It is a special form
   ====**why?**

4– **Because** in ancient time it was like---------------
   a practice among people

5– It was human being--------------------
   activity or practice.

6– **Interpreting** is an *ancient human practice*

7– Interpreting Came ------------ translation ,,
   before

8– Interpreting ---------- the date invention of writing- and (written) translation.

   Predates and happen before

9– The date of interpreting is before the date of translation.

10–   **The activity of interpreting** could be --------

   traced back to Akkadian,

11–   ------------- the ancient Semitic Language of Assyria and Babylonia around 1900BC.

   The activity of interpreting

12–   The Akkadian root   -----------

is targumanu,

13– ------------ an etymological sideline from Arabic

The targumanu,

14– -------------- gave rise to the '------------------- for interpreter, --------

The targumanu,,

autonomous' English term ,,

dragoman.

15– The original English word '------------ goes back from in ---------- means------
interpreter', **latin ,, interpres**

16– *'interpreter'*, in latin means --------------

interpres

17– *interpres* means **------------**

'expounder',

18– expounder' means**-----------**

explaining

19– expounder', **------------------**

'person explaining what is obscure'

20– **the semantic root of this word expounder'** is not clear according to researches

what is meaning words of interprter ?

it means of **expound** or **expounder** or who a **person explains things which are not clear** .

21– The Latin term *interpres,* denoting someone ---------------
'explaining the meaning', 'making sense of what others have difficulty understanding.

22– The Latin term *interpres* ---------------------
is a highly appropriate semantic foundation for *'interpreter'* and *'interpreting'* in our current understanding

23– Interpreting is -------------------------
immediacy.

24– interpreting is performed -----------

'here and now'

25– **'Interpreting '**----------
as an oral translation' or 'the oral rendering of spoken message'

26– ------------- defined interpreting as a form of translation

, Otto Kade,

27– **, Otto Kade, defined the interpreting in which 2 source:**
   a- **The source-language text is**--------------
   presented only once and thus cannot be reviewed or replayed,

   b- **The target-language text is**-----------------
   produced under time pressure, with little chance for correction and revision.

Interpreting as Translation

The different definitions of scholars for translation :

1-**(Rabin, 1958)**

1- **---------------- a process** by which a spoken or written utterance takes place in one language which is intended or presumed to *convey the same meaning* <u>as a previously existing utterance in another language</u>

2- **------------- a process** *to convey the same meaning*

3- **-----------------** This definition the defining relationship between the source and target utterances and stipulates *'sameness of meaning'* as an essential ingredient.

4- ----------- It also introduces, *human agents and attitudes in terms of 'intention' and 'expressions'*

5- **A process** *to the same meaning* not only the meaning but include *human agents and attitudes in terms of 'intention' and 'expressions'*

2-**(Brislin 1976a)**

1- *the transfer of thought and ideas* from one language (source) to another (target), whether the language are in written or oral form.. or whether one or both languages are based on sign

2- --------is describeing translation as a process of *'transfer' acting on 'ideas'* in the medium of *'language'*.

3-**(Salevsky, 1983)**

1- ------- a *situation-related and function-oriented* complex series of acts for the production of a target text, intended for addressees in another culture/language, on the basis of a given source text

2- ----------------- introduces a number of descriptive features such as ----------------and stresses the target orientation of the translational product.

'situation' ,'function', 'text' **and** *'culture',*

4-(Toury 1995)

1- ---------- any utterance which is presented or regarded as a ---------------- on no matter what grounds

'*translation' within a culture*,

2- in the **definition** of the ------------ the target orientation is carried to the extreme
3- It ------------- and accepts as Translation whatever is treated as such in a given community.
   relinquishes any prescriptive authority
4- It**------------** as Translation whatever is treated as such in a given community.
   Accepts

So we have 4 definition :
1- *Is a process*
2- *the transfer of thought and*
3- *a situation-related and function-oriented*
4- *Utterance any certain culture.*

1- ---------------- focuses on transfer of meaning
a. Toury
b. Rabin
c. Brislin
d. Salevsky

2- ------------------- focuses on transfer of *the transfer of thought and ideas* from one language (source) to another (target)
a. Toury
b. Rabin
c. Brislin
d. Salevsky

3- ---------------- focuses on a *situation-related and function*
a. Toury
b. Rabin
c. Brislin
d. Salevsky

4- ---------------- focuses on utterance of any culture or any language .
a. Toury
b. Rabin
c. Brislin
d. Salevsky

➢ is stipulated as an essential feature of Translation (**i.e. notions like**-------------------- will carry over to our definition of interpreting.

1- **transfer,**
2-   **ideas,**
3- **sameness,**
4- **intention or culture)**

1- **Translation is _an activity_ consisting (mainly) in--------------**

the production of utterances (texts) which are presumed to have a _similar meaning and /or effect as previously existing_ utterances in **another** *language and culture*.

➢ **Translation activity can be ------------------**

  adapted and refined in different ways.

➢ **Translation activity can be ------------------**

  specified as a **'service'**, possibly qualified as '**professional**', for the purpose of '**enabling communication'** and for the benefit of **'clients' or 'users'.**

➢ **Translation activity can be ------------------**

  for the purpose of '**enabling communication'**

➢ **Translation activity can be ------------------**

  for the benefit of **'clients' or 'users'.**

➢ we could specify ------------ as taking place in a ----------------

   '**production' (and communication**) ,,,, **given 'situation' and 'culture'**

➢ we could elaborate and differentiate such key concepts as **---------------**

  'culture' , ' a language', ,' utterance' and 'meaning'.

2- *interpreting could have the following key areas of theoretical framework:*

➢ The scope of the interpreter's task ---------------

  (mainly **production**);

➢ The perspective on the translational process ----------------

  (**target-oriented 'production'** rather than source-dependent 'transfer;

➢ The normative specification of the translation product -----------------

  (the assumption of **'similarity' in meaning or 'effect).**

Lecture 3

Interpreting Settings

Interpreting inter-social and intra-social Settings

1- **From a historical perspective**, interpreting is carried out in a social context of interaction or setting where communities of different languages and cultures have entered in contact for some particular purpose.

1. ------------------ where communities speaking different languages get in contact with each other for the purpose of trading and exchanging goods, or doing 'business'.

   a. Military interpreting
   b. Business interpreting
   c. Liaison Interpreting
   d. Court Interpreting

2. Business interpreting --------------------------
   a. for the truce negotiations or the interrogation of prisoners.
   b. for the establishing and cultivating political relation
   c. for the purpose of trading and exchanging goods,
   d. which is mainly focused on TV interpreting

3. Liaison Interpreting ---------------
   a. mainly focused on TV interpreting
   b. mainly in commercial negotiations or business negotiations.
   c. for the establishing and cultivating political relation
   d. for the purpose of trading and exchanging goods,

4. -------------- is a form of interpreting practiced mainly in commercial negotiations
   a. Military interpreting
   b. Business interpreting
   c. Liaison Interpreting
   d. Court Interpreting

5. ------------------- where the representatives of different linguistic and cultural communities came together with the aim of establishing and cultivating political relation.
   a. Military interpreting
   b. Diplomatic Interpreting
   c. Liaison Interpreting
   d. Court Interpreting

6. --------------- is when relations turn sour between two conflicting armed communities, as when it happens in talks with allies forces in during World War II, truce negotiations or the interrogation of prisoners.
   a. Military interpreting
   b. Diplomatic Interpreting
   c. Liaison Interpreting
   d. Court Interpreting

7. ------------------ includes task like the certified translation of documents as well as interpreting in quasi-judicial and administrative hearings.
   a. Military interpreting
   b. Diplomatic Interpreting
   c. Liaison Interpreting
   d. Court Interpreting

8. Diplomatic Interpreting --------------------
   a. mainly focused on TV interpreting
   b. mainly in commercial negotiations or business negotiations.
   c. with the establishing and cultivating political relation
   d. for the purpose of trading and exchanging goods,

9. Military interpreting
   a. mainly in commercial negotiations or business negotiations.
   b. for the establishing and cultivating political relation
   c. for the purpose of trading and exchanging goods
   d. for the purpose truce negotiations or the interrogation of prisoners.

10. One can therefore distinguish between the broader notion of legal interpreting, or judicial interpreting , and courtroom interpreting in its specific , prototypical setting.
   a. Military interpreting
   b. Diplomatic Interpreting
   c. Liaison Interpreting

d. Court Interpreting

11. -------------------- where it normally takes place in educational settings (educational interpreting)
    a. Military interpreting
    b. Liaison Interpreting
    c. Sign language interpreting
    d. Court Interpreting

12. --------------------- *i*s where interpreting services are established to help immigrants function in the host society as it is an important intra-social communication need.
    a. Sign language interpreting
    b. Community interpreting or public Service interpreting (in the UK) and Cultural interpreting (in Canada)
    c. Media interpreting or Broadcasting interpreting
    d. Military interpreting

13. Media interpreting or Broadcasting interpreting ----------
    a. mainly focused on TV interpreting
    b. mainly in commercial negotiations or business negotiations.
    c. for the establishing and cultivating political relation
    d. for the purpose of trading and exchanging goods,

14. ----------------- This has led to the emergence of interpreting practice, with *Health Care interpreting* (*medical interpreting, hospital interpreting*) and *legal interpreting* as the most significant institutional domains.
    a. Sign language interpreting
    b. Community interpreting or public Service interpreting (in the UK) and Cultural interpreting (in Canada)
    c. Media interpreting or Broadcasting interpreting
    d. Military interpreting

15. --------------- which is mainly focused on TV interpreting. This is obvious with sign Language interpreting or even in case of war crime tribunal.
    a. Sign language interpreting
    b. Community interpreting or public Service interpreting (in the UK) and Cultural interpreting (in Canada)
    c. Media interpreting or Broadcasting interpreting
    d. Military interpreting

- **Community interpreting** or **public Service interpreting (in the UK) and Cultural** *i*s where interpreting services are established to help immigrants function in the host society as it is an important -------------------- need

intra-social communication

- **Media interpreting** or **Broadcasting interpreting** is obvious with --------------- or even in case of war crime tribunal.

sign Language interpreting

- **The activity of interpreting has evolved throughout history <u>in a variety of setting</u>**, from first-time encounters **<u>between different tribes to institutionalised</u>** inter-social 'dealings' as well as in intra-social (community) relations.

Lecture 4

1. ----------------------- is where interpreting is modelled as 'three-party interaction' with a (bilingual) interpreter assuming the pivotal mediating role between two (monolingual) client.

    a. Multilateral Communication Interpreting
    b. Media interpreting or Broadcasting interpreting
    c. Bilateral interpreting or dialogue interpreting
    d. Conference Interpreting

2- ------------------- term seems to be closely associated with what is called Liaison Interpreting.
    a. Multilateral Communication Interpreting
    b. Media interpreting or Broadcasting interpreting
    c. Bilateral interpreting or dialogue interpreting
    d. Conference Interpreting

3- Bilateral interpreting or dialogue interpreting term seems to be closely associated with what is called------------------
    a. Military interpreting
    b. Liaison Interpreting
    c. Sign language interpreting
    d. Court Interpreting

2. ----------------------- is as in conferences attended by delegates and representatives of various nations and institutions, mainly called Conference Interpreting..
    a. Multilateral Communication Interpreting
    b. Media interpreting or Broadcasting interpreting
    c. Bilateral interpreting or dialogue interpreting
    d. Conference Interpreting

3. Multilateral communication interpreting is--------------
    a. mainly called 'liaison interpreting .'
    b. mainly called 'community interpreting .'
    c. mainly called 'group interpreting .'
    d. mainly called 'conference interpreting .'

4. Bilateral interpreting or dialogue interpreting --------------
    a. mainly called 'liaison interpreting .'
    b. mainly called 'community interpreting .'

c. mainly called 'group interpreting .'
d. mainly called 'conference interpreting .'

5. ----------------- (for national or international organisation) is the most prominent manifestation in our time.
   a. Multilateral Communication Interpreting
   b. Media interpreting or Broadcasting interpreting
   c. Bilateral interpreting or dialogue interpreting
   d. Conference Interpreting

6. Conference Interpreting-----------
   a. mainly focused on TV interpreting
   b. mainly in commercial negotiations or business negotiations.
   c. mainly between English and the national language.
   d. for the purpose of trading and exchanging goods

7. Conference Interpreting-----------
   a. mainly focused on TV interpreting
   b. mainly in commercial negotiations or business negotiations.
   c. It is often set in an international environment,
   d. for the purpose of trading and exchanging

8. It emerged during World War I when negotiations were held in French.
   a. Multilateral Communication Interpreting
   b. Media interpreting or Broadcasting interpreting
   c. Bilateral interpreting or dialogue interpreting
   d. Conference Interpreting

9. Since the First World War, interpreting has generally been attached to conference meetings and has internationally been known as------------
   a. Multilateral Communication Interpreting
   b. Media interpreting or Broadcasting interpreting
   c. Bilateral interpreting or dialogue interpreting
   d. Conference Interpreting

10. is that it takes place within a particular format of interaction ('conference').

    a. Multilateral Communication Interpreting

    b. Media interpreting or Broadcasting interpreting

    c. Bilateral interpreting or dialogue interpreting

    d. Conference Interpreting

11. It is often set in an international environment, though there is usually a significant 'local' market for conference interpreting services mainly between English and the national language.

    a. Multilateral Communication Interpreting

    b. Media interpreting or Broadcasting interpreting

    c. Bilateral interpreting or dialogue interpreting

    d. Conference Interpreting

12. ------------ say ,, Conference Interpreting is one whose office it is to translate orally the speech of participants in meetings conducted in two or more languages.

    a. Toury

    b. Rabin

    c. Walter Keiser

    d. Salevsky

13. ------------ say ,, Conference Interpreting is office may be performed simultaneously or consecutively, in the participants presence".

    a. Toury

    b. Rabin

    c. Walter Keiser

    d. Salevsky

14. is one whose office it is to translate orally the speech of participants in meetings conducted in two or more languages ,, this Definition of-----------

    a. Multilateral Communication Interpreting

    b. Media interpreting or Broadcasting interpreting

    c. Bilateral interpreting or dialogue interpreting

    d. Conference Interpreter .

15. is office may be performed simultaneously or consecutively, in the participants presence"

this Definition of-----------

   a. Multilateral Communication Interpreting
   b. Media interpreting or Broadcasting interpreting
   c. Bilateral interpreting or dialogue interpreting
   d.   Conference Interpreter .

The Definition of a conference interpreter

*   Walter Keiser (Gerver 1977
    1-   is one whose office it is to translate orally the speech of participants in meetings conducted in two or more languages.
    2-   **His office may be performed simultaneously or consecutively, in the participants presence".**

*   **We can conceive of interpreting** as a conceptual spectrum extending from
     -------------- to ---------------------- .
    international (**conference**) ,,,, intra-social (**Community Interpreting**).

*   While It is good to juxtapose ------------ and ------------ interpreting,
        Conference ,,, c**ommunity**

*   it is important understand the difference between focusing either
    --- or ---
    on the level of socio-cultural communities and their **members/representatives**
    ,,,, on the *format of interaction* (e.g. a multilateral conference or face-to-face dialogue)

Lecture 5

Interpreting Typological Parameters

Language Modality:

1- **Interpreting** is used as a generic term to indicate to the use ----------------- in particular.

of **spoken language**

2- due to the emergence of the *sign language Interpreting*, it is now used as *spoken-language interpreting* to be distinguished from
-------------------------- or '**------------------------**
signed Language interpreting ,, *interpreting for the deaf.*

3- **Signing** could refer as well to (----------------------------or----------------------------) as opposed '**voicing' or voice-over interpreting'** (**sign-to-voice interpreting**).
voice-to-sign interpreting' --- **sign-to-sign interpreting**

4- (**voice-to-sign interpreting' or sign-to-sign interpreting**) opposed--------------

'**voicing' or voice-over interpreting'** (**sign-to-voice interpreting**).

5- **A special modality is used** in communication with the**--------------------,**

deaf-blind

6- ------------ who monitor a signed message, including **finger spelling**, by resting their hands on the signer's hands (**tactile interpreting**)

deaf-blind

7- **Tactile interpreting** including ----------------

finger spelling, by resting their hands on the signer's hands.

Working Mode

1- **It was only in the 1920**, when transmission equipment was developed to enable interpreters to work simultaneously, that it became meaningful to distinguish between

--------------------------- and ---------------------------

consecutive interpreting and **simultaneous interpreting**

2- **consecutive interpreting --------------**
   after the source-language utterance
3- **simultaneous interpreting**------------------
   as the source-language text is being presented
4- It must be interesting to note that -------------------- was **initially implemented**
   simultaneous interpreting
5- ----------------------- the simultaneous transmission of two or more consecutive renditions in different output languages.
   simultaneous consecutive
6- **consecutive interpreting** <u>does not presuppose a particular duration</u> of the **--------------**
   original act of discourse,
7- **consecutive interpreting** 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'.**
8- Subject to the individual interpreter's working-------------------
   style- and memory skills- and a number of situational variable (such as the presentation of slide)
9- **The consecutive interpretation** of longer speeches usually involves-------------
   as developed by -------------------- in the early 20th century.
   note-taking ,,,,,, the pioneers of conference interpreting .
10- **The consecutive interpretation** of longer speeches usually involves **note-taking** as developed by **the pioneers of conference interpreting** in the-----------------
   early 20th century.
11- **consecutive interpreting** with the use of **systematic note taking** is sometimes referred to as ---------------- in contrast to **short consecutive whithout notes**.
   '**classic consecutive**
12- usually implies **a bidirectional** mode in ------------------
   a liaison constellation.

13- 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.

14- **Simultaneous interpreting** with full technical equipment is so -----------------

widely established today.

15- that the term simultaneous interpreting **SI** is often -------------------- with the use of simultaneous interpreting equipment in--------------------.

used as a shorthand for 'spoken language interpreting

16- Simultaneous interpreting is **-------------**

a sound proof booth

what is the directionality of interpreting?

a. It is **face-to-face dialogue**
b. '**back and forth'**
c. **Bilateral interpreting**

1- 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**.

2- **Bilateral interpreting** is thus typically linked with the notions of-------------

'**liaison interpreting'** and **dialogue interpreting'**

3- **in conference type interaction** may equally occur, 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

1- Technical equipment is essentially used to ---------------- messages in the acoustic channel.
   avoid the mixing of source-and target-language
2- 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.

3- In what is generally called --------------the interpreter **<u>is not</u>** in the same room as the speaker or listener or both,
     remote interpreting,
4- **In the remote interpreting** is used **telephone interpreting** or (**over the phone interpreting**) which is used in **intra-social setting** (healthcare, police, etc.)
5- There is also videophone interpreting for the deaf **.**

Professional status

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

Lecture 6

What is consecutive interpreting?

1- In the consecutive interpreting: interpreting **-------------------**
a. **after the speaker has finished**
b. **before the speaker has finished**
c. **while the speaker has finished**
d. **between the speaker has finished**

what does the interpreting when consecutive interpretation take place ?

2- **The interpreter ----------------- ,** listens to the speech and **------------------- ,** in a different language, generally with the aid of notes.
sits with the delegates ,,,, renders it, at the end

3- <u>In the modern world</u> ---------------- has been largely -------------

consecutive interpreting ,,,, **replaced by simultaneous**,

4- consecutive interpreting **replaced by simultaneous** in this kinds:-------------------
highly technical meetings,
 working lunches,
small groups, field trips

5- <u>In the modern world consecutive interpreting</u> -------------
remains relevant for certain kinds of meetings

6- They mainly use it in ---------------------
highly technical meetings,
 working lunches,
small groups, field trips

7- **Well-trained interpreters** can render speeches of -------------------

10 inutes or more with great accuracy.

8- In consecutive interpretation, **------------------------------ and -------------------------**

the interpreter waits for the speaker to finish a sentence or an idea,

the interpreter waits for the speaker to finish a sentence or an idea,

9- **In consecutive interpretation** , should be -----------------

 the more formal the setting, the longer the segments.

10- **Interpreters should be** --------------------- and---------------------
     trained in special note-taking ,,,,,
      memory techniques that enable them to render passages as long as 6-8 minutes faithfully
     and accurately.

11- **Consecutive interpretation is best suited for situations**
     involving ------------------------, or -----------------------
     a small number of people
     where a personal touch is required.

12- **Consecutive interpretation would be ----------------------**

business meetings, press conferences, interviews, teleconferences, or any type of one-on-
one exchange.

13- 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,

14- **consecutive interpreting skills** are usually ---------------- and ------------------
     taken to be synonymous with the latter
     thus **closely linked to note-taking skills.**

15- The skills of learning consecutive interpreting
        1– note-taking
        2– preliminary exercises to enhance

        3– memory and note-taking

        4– 'symbol-based system.

        5– public speaking skills
        6– sight translation exercises, and the use of videotapes
        7– public speaking

16- **Teaching consecutive** interpreting-----------------

 is mainly concerned with **note-taking**,

17- 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.

18- The interaction between --------------------- stands out as a focus of investigation.

memory and note-taking

19- Interpreters **use** ------------------ when taking notes, **mainly** ------------------
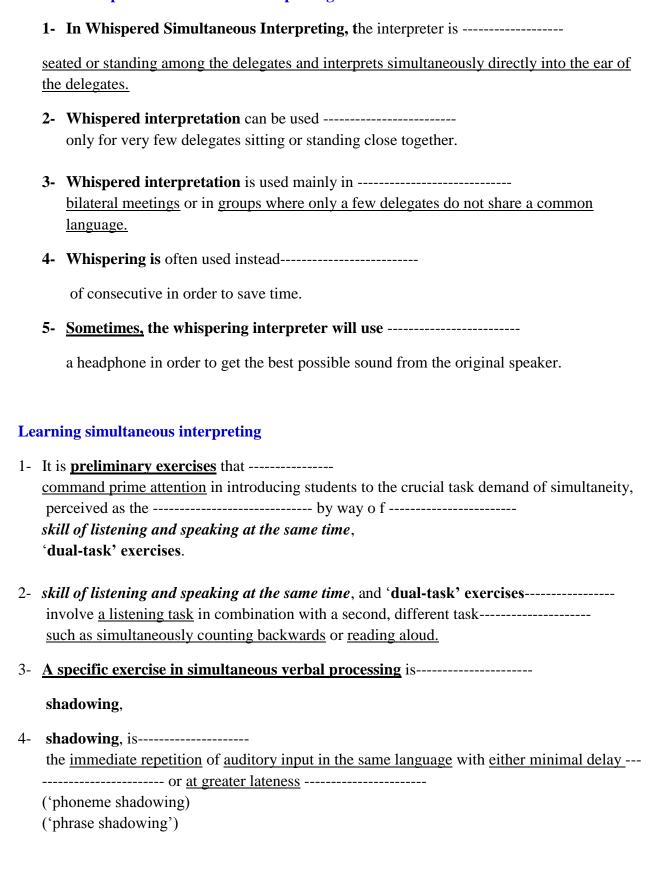
different systems

'symbol-based system.

20- Another area of emphasis has been **public speaking skills** for the production phase of consecutive interpreting.

21- Didactic suggestion include **sight translation exercises, and the use of videotapes** for feedback on student performance.

19 **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.

Lecture 7

What is simultaneous interpreting?

What is simultaneous interpreting?

1- The term '**simultaneous interpreting'** ---------------------------
   (as the source-language text is being presented) **(SI)**

2- '**simultaneous interpreting'** often used -------------------- for 'spoken language interpreting

   as a shorthand

3- In the simultaneous interpreting use whith equipment in-------------------

   a sound-proof booth.

4- In simultaneous interpretation,----------------------------
   the participants wear headphones, and the interpreter renders the speaker's words into the target language as he or she is speaking.

5-   Owing to the tremendous level of concentration required to perform this type of interpretation, simultaneous interpreters always work in teams of two.

6-   **Usually, the interpreters work in a sound-proof booth** that--------------------
    enables everyone involved to focus on their work without the distraction of hearing another language.

7- **the interpreters work in a sound-proof booth** ----------------
   saves time

8- **The interpreters work in a sound-proof booth --------------------**

   is preferred for conferences and meetings in which a great deal of information has to be conveyed.

9- The use of audio equipment in The interpreters work in a sound-proof booth ------------------

   also means that there is **no limit to the number of people who can participate**.

What is Whispered Simultaneous Interpreting?

1- **In Whispered Simultaneous Interpreting, t**he interpreter is ------------------

seated or standing among the delegates and interprets simultaneously directly into the ear of the delegates.

2- **Whispered interpretation** can be used ------------------------
only for very few delegates sitting or standing close together.

3- **Whispered interpretation** is used mainly in ----------------------------
bilateral meetings or in groups where only a few delegates do not share a common language.

4- **Whispering is** often used instead-------------------------

of consecutive in order to save time.

5- <u>**Sometimes,** the whispering interpreter will use</u> -------------------------

a headphone in order to get the best possible sound from the original speaker.

Learning simultaneous interpreting

1- It is **preliminary exercises** that ----------------
command prime attention in introducing students to the crucial task demand of simultaneity,
perceived as the ----------------------------- by way o f ------------------------
skill of listening and speaking at the same time,
'**dual-task' exercises**.

2- *skill of listening and speaking at the same time*, and '**dual-task' exercises**----------------
involve <u>a listening task</u> in combination with a second, different task--------------------
such as simultaneously counting backwards or reading aloud.

3- <u>**A specific exercise in simultaneous verbal processing**</u> is---------------------

shadowing,

4- **shadowing**, is---------------------
the <u>immediate repetition</u> of <u>auditory input in the same language</u> with <u>either minimal delay</u> ------------------------- or <u>at greater lateness</u> -----------------------
('phoneme shadowing)
('phrase shadowing')

5- <u>Much less controversial than s**hadowing**</u> have been ----------------- with a focus on----------------- such as------------------ ,
preliminary exercises
content processing,
simultaneous paraphrasing

6- **shadowing tasks** -------------- with------------------, or --------------------
Combined
cloze exercise
simultaneous interpreting of **well-known fairy tales.**

7- Beyond the first stage of training designed to familiarize students with the technique of SI,

8- <u>it is important to emphasise the need to</u> **--------------------------** to teach --------------
particularly for------------------------ , and to create a training environment that is --------------
focus on the process rather than the product,

 strategies

coping with lexical and structural difficulties

as close to real-life condition as possible.

What is sight translation?

1- **Sight translation** is -------------- that can be used as---------------- , or even an ----------

a special form of interpreting

a preliminary exercise

aptitude test.

2- There is no doubt that **sight translation** is <u>an integral part of an interpreter's</u> --------------
translational competence

3- **interpreting at sight** <u>in combination</u> --------------
with SI,

4- **in the case of a speaker reading** a text that the interpreter ---------------------
has available in the booth, involves -----------------------
a high degree of complexity.

5- The same hold true for **spoken- language** simultaneous interpreting practised in the
whispering and the relay mode as well as in remote conferencing

<mark>**Lecture 8**</mark>

❖ **Domains and dimensions**

Based on translation studies, the discipline of interpreting studies, with theoretical subdomains based on a list of situational variable.

1- **Varieties of interpreting** (consecutive Vs simultaneous);
2- **the medium of interpreting** (human, machine, computer aided interpreting);
3- language combinations; **culture combinations**; **area/institution interpreting** (interpreting in court, in the media, etc..)
4- **text relations** (text-type, degree of specialization , etc.); and **partner relations** (source-text producer Vs target-text addressee)

The following set of eight dimensions could be adopted to map out the theoretical territory of interpreting studies (i.e. Domains and dimensions of interpreting Theory, Pochhacker, 20011):

1. **Medium**: means ------------------
    human, machine, computer aided interpreting

2. **Setting:** means ------------------
    international (multilateral conference, int. Organisation, media, court, police, health care, etc...)

3. **Mode**: means ------------------
    consecutive , simultaneous whispered, sight,

4. **Language** means ------------------
    (culture) Spoken→ conference language → migrant language

5. **Discourse:** means ------------------
    speeches →debates→ face-to face

6. **Participants**: means ------------------
    equal representatives ↔individual vs. institutional representatives

7. **Interpreter**: means ------------------
   professional interpreter ↔semi-professional↔ natural or layman interpreter

8. **Problem:** means ------------------
   simultaneity ↔ memory ↔ quality ↔ stress↔ effect↔ role

1- - **apprenticeship**, that **is transfer of know-how and professional knowledge from master to student, mainly by exercise modelled on real life tasks**

1- For most of the twentieth century, nearly all training programme and institutions were geared top --------------------

spoken-language interpreting in multilingual international settings.

1- training by **apprenticeship**, that *is------------- of know-how and professional knowledge ------------- mainly by*-------------------- .
   Transfer
   from master to student,
   exercise modelled on real life tasks.

2- This was promoted by the --------------- and reaffirmed that Apprenticeship was a good one for training interpreter especially-------------- .
   Paris School of AIIC
   at University level

2-More scientific approach where representatives of the **cognitive process-oriented paradigm** have applied their models to **skill training** for interpreters.

Highlighting aspects such as **component skills, strategies, processing capacity management and the development of expertise.**

3- the Paris School paradigm came to be questioned------------- , calls for ------------ were also made for interpreter training.
   in the 1980s
     a more scientific approach

4- Representatives of the ***cognitive process-oriented paradigm*** have applied their models to ----------- for interpreters, highlighting aspects such as **----------------**
   skill training

component skills, strategies, processing capacity management and the development of expertise.

3-**a humanistic approach** to curriculum foregrounds the personal and social aspects of instruction interaction

5- **a humanistic approach** to curriculum foregrounds the personal and social aspects of instruction interaction and the process of -----------------

socialising student into a 'community of professional practice'.

6- **Thus concepts such as 'situated cognition' 'reflective practice, and 'cognitive apprenticeship can be used to -------------------- and ------------ of established interpreter training practices.**
  underpin a more student-oriented
  interaction-oriented refinement

Lecture 10

What are the general entry requirements for training interpreters?

1. **Knowledge**---------------
   (of languages and the world),

2. **Cognitive skills** ---------------------
   (relating to analysis, attention and memory)

3. **Personality traits**---------------
   (including stress tolerance and intellectual curiosity)

4- *the acquisition of translation skills prior to interpreter training* ---------------
   remains built into the curriculum.

5- A variety of procedures have been adopted by different institutions to test candidates for -----
   ---------------------- which are considered necessary to ------------------ in interpreting.
    knowledge, skills and personal qualities
   successfully acquire professional competence

6- **For conference interpreting**, for example, traditional examination methods include **holistic
   communicative task** such as :
   ▪ bilingual or multilingual interview,

   ▪ impromptu speech production,

   ▪ and oral summary rendition in another language.

7- These procedures have been criticised for being quite -------------- .
      subjective and lack of validity and reliability.

8- **Another type is the use of translation tasks such as**

- written translation,
- sight translation
- and written summary in another language

9- **Personality traits could be summarised as follows:**
- motivation and learning style

- coping with physical as well as emotional stress.

- the ability to grasp rapidly and to convey the meaning of spoken discourse

- doing well at Recall, Cloze and Error detection tests as well as 'subskills-based text of verbal fluency and comprehension

A Screening procedure for training interpreters could be as follows;

a. a five part written test for language proficiency and general knowledge,

b. series of oral test,
c. including written recall of a recorded passage, error detection and sight translation

6- Globalization and Interpreting

1- There is a close relationship between globalization and interpreting studies because the------
----

international conference interpreting, itself an early example of a 'global profession',

2- 'global profession', means -------------------
Globalization

3- globalization is ---------------
a mixed blessing.

4-   While the trend to carry out transaction in business, politics, arts, and science on a world-wide scale could be assumed to-----------------------, -----------------
 boost the role of interpreters in international communication,
the spread of English as a *lingua franca*

5- While the trend to carry out transaction in business, politics, arts, and science on a world-wide scale could be assumed to boost the role of interpreters in international communication, **the spread of English** as a *lingua franca* -------------
 largely offsets this potential need.

6- The official language policy, and interpreting policy, of the EU will preserve Europe's heritage as the heartland of multilateral conference interpreting, the spread of international English ---------------
is likely to shrink the market for conference interpreters there as well.

7- The related trend of **'localisation'** makes more international ------------- informational input available to more local and diverse recipients (as in the case of 'glocalized' training of sales personnel).
(usually English)

8-   This trend tends to sustain the need for conference interpreting services
هذا الاتجاه يميل إلى الحفاظ على الحاجة إلى خدمات الترجمة الشفوية عبر المؤتمر

Story

9- , **either in bilingual** meetings involving English and the local language, or in events with asymmetrical (one-to-many) language arrangement.

، أما في اجتماعات ثنائية اللغة التي تنطوي على اللغة الإنكليزية واللغة المحلية، أو في الأحداث مع ترتيب اللغة الغير متناظر (واحد إلى كثير) .

10- The former case highlights the role of *bilateral interpreting*, not only in the **tradition liaison** mode but especial in the **simultaneous mode** (including simultaneous dialog interpreting) for which the implications of A-to-B interpreting have yet to be addressed more fully.

ففي الحالة الأولى يسلط الضوء على دور الترجمة الثنائية، ليس فقط في وضع الاتصال التقليدي ولكن في وضع الترجمة المتزامنه بنفس الوقت خصوصا (بما في ذلك ترجمة الحوار المتزامن) التي تكون لمترتبة على ترجمة A إلى B مازلت موجه تماما .

11- In the case of meetings with only English spoken on the floor and interpreted into a range of languages, more fundamental issues **of power relations and cultural adaptation** where interpreters may be 'relegated to mere localisers of dominant ideologies'.

12- **The increasing presence of China and other Asian** countries on the international stage and diverse developments in these countries tend to have----------------

some broader implications for interpreting practice and interpreting studies.

13- These include the enormous quantitative **growth potential for the profession,**

14- training (and research); more pronounced cross-cultural, and not least ideological, differences, and particularly cross-linguistics challenges which are likely to give rise a more prominent role **in interpreting research to specialists in linguistics, foreign language teaching and bilingual studies**.

التدريب (والبحث)؛ أكثر وضوحاً من بين الثقافات، وليس أقلها الأيديولوجية، واختلافا خاصة التحديات التي من المحتمل أن تعطي دوراً أكثر بروزا في بحوث الترجمة الفورية للمتخصصين في اللغويات، وتدريس اللغات الأجنبية والدراسين لغتين.

15- **Globalization** is also ---------------------
applied to movement or migration of people which manifests itself in increasingly multi-ethnic and linguistically diverse societies.

16- Public institutions in host countries, for example, tend to need intercultural communication or polices to **ensure access regardless of language or cultural background.**

المؤسسات العامة في البلدان المضيفة، على سبيل المثال، تميل إلى ضرورة التواصل بين الثقافات أو السياسات **لضمان الوصول بغض النظر عن اللغة أو الخلفية الثقافية.**

17- The role of interpreting and interpreters could be manifested in identifying new------------
 training needs ,
 developing new policies
 and carrying out 'action research' on issues such as student <u>selection and assessment as well as new methods of instruction</u>.

يمكن ان يظهر دور الترجمة والمترجمين الشفويين في تحديد احتياجات تدريبية جديدة، وتطورات سياسات جديدة وبحوثا 'العمل' في قضايا مثل اختيار الطلاب والتقييم، فضلا عن أساليب جديدة من التعليمات.