

الترجمة المتتابعة

Consecutive Translation

رمز المقرر ٧٤٠٣٤٧٣

جامعة الملك فيصل

كلية الآداب – لغة انجليزية – انتساب مطور طلاب

الدكتور احمد مصطفى عبد القادر حليلة

البريد الالكتروني ahalimah@kfu.edu.sa

جوال المقرر :

Office Hours:

Course Orientation Introduction to the Course

Learning Outcomes

By the end of this lecture, you should be

- ❖ familiar with the course content.
- ❖ familiar with the objectives & teaching methods.
- ❖ aware of the materials to be used.
- ❖ aware of the main topics to be covered.
- ❖ aware of the assessment criteria.
- ❖ aware of the importance of attendance.

Course Syllabus

- ❖ “Consecutive Translation” is a practical course which focuses on developing the skills of producing a translation within a short time (directly after hearing the Source text).
- ❖ This includes translating examples from Arabic and English texts, mainly newspaper material representing public (non-specialised) domain/knowledge and popular sciences.
- ❖ The main thrust of the course is to enable you produce a current oral translation.

Objectives

By the end of the course, students should be able to:

- ❖ demonstrate comprehension of new unprepared utterances and texts.
- ❖ show competence in oral communication and interpretation.
- ❖ translate unseen texts fairly rapidly and with minimum errors.
- ❖ show retention and control of information in unprepared verbal texts in situation similar to real life.

Teaching Methods

- ❖ Recorded Lectures
- ❖ Live Interactive Lectures
- ❖ Questions for discussion.
- ❖ Homework.

Materials:

1. **Pochhacker, Franz** (2004) *Introducing Interpreting Studies*, Routledge, London
2. **Patrie, Patrie (2004)** *Consecutive Interpreting: workbook and DVD*. USA, Dawn Sign Press
3. **Dimitrova, Birgitta E E and Kenneth Hyltentam Ed. (2000)**, *Language processing and Simultaneous Interpreting : Interdisciplinary Perspective.*, New York, Benjamins, John Publishing Company
4. **Supplementary materials** prepared by the teacher.

Lecture Schedule

L0. Introduction to the Course

- L1) What is Interpreting
- L2) Interpreting as Translation
- L3) Interpreting Settings
- L4) Interpreting Constellation of Interaction
- L5) Interpreting Typological Parameters
- L6) What is consecutive Interpreting
- L7) What is Simultaneous Interpreting ?
- L8) Interpreting Domains & Dimensions
- L9) Interpreting Approaches
- L10) Selection Criteria for Training Interpreters
- L11. Globalization & Interpreting
- L12. Technologization & Interpreting
- L13. Orientation of Interpreting

L14) Review of the Course

Course Assessment

Final allocation of points will be according to the following scale:

Participation on Blackboard	10 Points
Attendance of Recorded and Live lectures	10 Points
Homework	10 Points
Final Exam	<u>70 Points</u>
Total:	100 Points

Attendance:

- ❖ The student is expected to participate in live sessions.
- ❖ Live sessions will be recorded and be available to the students who miss them

الساعات المكتبية الجواله

الساعات المكتبية :

8:30 PM- 9:30 PM

الاثنين

& الأحد

رقم جوال المقرر: 0547755691

سيكون الجوال مفتوح في الأوقات المحددة بعالية وسيتم إغلاقه خارج هذه الأوقات ، لذا على الجميع التقيد بهذه المواعيد

البريد الإلكتروني: ahalimah@kfu.edu.sa

Lecture 1

What is Interpreting ?

Learning Outcomes

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

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

1. identify the conceptual roots of interpreting
2. define ‘interpreting’.
3. practise ‘interpreting’ at sentence level

Conceptual roots of Interpreting

- ❑ Interpreting is normally regarded as a *translational activity*, as a special form of ‘Translation’.
- ❑ Interpreting is an *ancient human practice* which clearly predates the invention of writing- and (written) translation.
- ❑ The activity of interpreting could be traced back to Akkadian, the ancient Semitic Language of Assyria and Babylonia around 1900BC.
- ❑ The Akkadian root *targumanu*, via an etymological sideline from Arabic, also gave rise to the ‘autonomous’ English term for interpreter, *dragoman*.

Continue

- ❑ The English Word ‘*interpreter*’, in contrast, is derived from Latin *interpres* (in the sense of ‘expounder’, ‘person explaining what is obscure’), the semantic root of which are not clear.
- ❑ Nevertheless we can say that the Latin term *interpres*, denoting someone ‘explaining the meaning’, ‘making sense of what others have difficulty understanding, is a highly appropriate semantic foundation for ‘*interpreter*’ and ‘*interpreting*’ in our current understanding

Defining Interpreting

What distinguishes interpreting from other types of ‘translational activity’ is its immediacy.

- ❑ In principle, interpreting is performed ‘here and now’ for the benefit of people who want to engage in communication across barriers of language and culture.

Example A

Interpret the following into Arabic.

The Independent Newspaper

Transport

- Dozens more British Airways flights to and from Heathrow were cancelled yesterday as the airline sought to avoid the mayhem that passengers experienced at the weekend.
- The initial scheduled departure of the day, to Stockholm, was the first casualty- and cancellations of some short-haul services continued until noon.

continue

- ❑ In contrast to common usage of ‘interpreting’ as an oral translation’ or ‘the oral rendering of spoken message’, Otto Kade, a self-taught interpreter and translation scholar at the University of Leipzig and as early as the 1960s defined **interpreting as a form of translation** in which
- ❑ The source-language text is presented only once and thus cannot be reviewed or replayed, and
- ❑ The target-language text is produced under time pressure, with little chance for correction and revision.

Example B

Interpret the following into English.

- دخلت فتاة إلى قاعة الامتحان وهي في حالة إعياء وإجهاد واضح على محياها ، وجلست في مكانها المخصص في القاعة ، وتسلمت أوراق الامتحان.

➤ وفي غضون ذلك لاحظت المعلمة تلك الفتاة أنها لم تكتب إي حرف على ورقة إجابتها حتى بعد أن مضى نصف زمن الامتحان ، فأثار ذلك انتباه تلك المعلمة ، فركزت اهتمامها ونظراتها على تلك الفتاة.

Continue

- ☐ Based on the above, interpreting could be characterised as an *immediate type of translational activity*, performed ‘*in real time*’ for *immediate use*.
- ☐ So it could be defined “a form of translation in which *a first and final rendition in another language* is produced on the basis of a *one-time presentation* of an utterance in a source language.

L1 Practical A

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

1. SANTA MARIA, Brazil — A fast-moving fire roared through a crowded, windowless nightclub in southern Brazil early Sunday, filling the air in seconds with flames and a thick, toxic smoke that killed more than 230 panicked partygoers, many of whom were caught in a stampede to escape.
2. Most victims died from smoke inhalation rather than burns in what appeared to be the world's deadliest nightclub fire in more than a decade.
3. Survivors and the police inspector Marcelo Arigony said security guards briefly tried to block people from exiting the club. Brazilian bars routinely make patrons pay their entire tab at the end of the night before they are allowed to leave.
4. But Arigony said the guards didn't appear to block fleeing patrons for long. "It was chaotic and it doesn't seem to have been done in bad faith because several security guards also died," he told The Associated Press.

5. Later, firefighters responding to the blaze initially had trouble getting inside the Kiss nightclub because "there was a barrier of bodies blocking the entrance," Guido Pedroso Melo, commander of the city's fire department, told the O Globo newspaper.

L1 Practical B

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

- ١ - وفجأة ، أخذت تلك الفتاة في الكتابة على ورقة الإجابة وبدأت في حل أسئلة الاختبار بسرعة ، أثارت استغراب ودهشة تلك المعلمة التي كانت تراقبها، وفي لحظات انتهت تلك الفتاة من حل جميع أسئلة الامتحان.
- ٢- وهذا ما زاد دهشة تلك المعلمة التي أخذت تزيد من مراقبتها لتلك الفتاة لعلها تستخدم أسلوبا جديد في الغش ، ولكن لم تلاحظ أي شيء يساعدها على الإجابة !
- ٣- وبعد أن سلمت الفتاة أوراق الإجابة سألتها المعلمة ما الذي حدث معها ؟
- ٤- قالت الفتاة : "قضيت تلك الليلة وأنا واعتني بوالدتي المريضة دون أن أحضر أو أراجع للاختبار ، ومع هذا أتيت إلى الاختبار ولعلي أستطيع أن افعل شيء في الامتحان،
- ٥- لكن عندما رأيت ورقة الامتحان لم استطع أن أجيب على الأسئلة في بداية الأمر، فما كان مني إلا أن سألت الله عز وجل بأحب الأعمال إليه وما قمت به من اعتناء بأمي المريضة إلا لوجه الله وبراً بها،
- ٦ - وفي لحظات استجاب الله لدعائي وكأني أرى الكتاب أمامي وأخذت بالكتابة بالسرعة التي تريدها وهذا ما حصل لي بالضبط واشكر الله على استجابته لدعائي"
- ٧- فعلا هي قصة مؤثرة توضح عظيم بر الوالدين وانه من أحب الأعمال إلى الله عز وجل. فجزى الله تلك الفتاة خيرا.
- ٨ - وأرجو أن تكون هذه رسالة واضحة لمن هو مقصر في حق والديه وفي برهما.

Lecture 2

Interpreting as Translation

Learning Outcomes

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

1. define translation
2. discuss that interpreting could adapt translation theoretical framework.
3. practise interpreting at sentence level

Interpreting as Translation

□ Different scholars tend to define and characterise their object to study in accordance with particular aims, experiences and interests. As for translation, the following definitions of translation have been identified. Translation is :

A. **a process** by which a spoken or written utterance takes place in one language which is intended or presumed to *convey the same meaning* as a previously existing utterance in another language (Rabin, 1958)

✓ This definition foregrounds the defining relationship between the source and target utterances and stipulates '*sameness of meaning*' as an essential ingredient. It also introduces, albeit implicitly, *human agents and attitudes in terms of 'intention' and 'expressions'*

B. 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 (Brislin 1976a)

✓ This definition describes translation as a process of '*transfer*' acting on '*ideas*' in the medium of '*language*'.

C. 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 (Salevsky, 1983)

- ✓ This definition introduces a number of descriptive features such as '*situation*', '*function*', '*text*' and '*culture*', and stresses the target orientation of the translational product.

D. any utterance which is presented or regarded as a '*translation*' *within a culture*, on no matter what grounds (Toury 1995)

- ✓ The target orientation is carried to the extreme in this **definition**, in which the theorist relinquishes any prescriptive authority and accepts as Translation whatever is treated as such in a given community.

A Few Comments

- All four definitions accommodate interpreting, but each foregrounds different conceptual dimension. And whatever is stipulated as an essential feature of Translation (i.e. notions like **transfer, ideas, sameness, intention or culture**) will carry over to our definition of interpreting.

continue

- ❑ 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*.

continue

- These terms can be adapted and refined in different ways. The notion of '*activity*', for instance, could be specified as a '*service*', possibly qualified as '*professional*', for the purpose of '*enabling communication*' and for the benefit of '*clients*' or '*users*'.

- Similarly, we could specify *‘production’* (and *communication*) as taking place in a *given ‘situation’* and *‘culture’* and we could elaborate and differentiate such key concepts as *‘culture’* , *‘ a language’* , *‘utterance’* and *‘meaning’*.

Interpreting theoretical framework

❖ *So 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; and
- The normative specification of the translation product (the assumption of *‘similarity’ in meaning or ‘effect’*).

Example A

Interpret the following into Arabic.

- I graduated with a science degree in the mid 1980s. Then I was unemployed for a couple of years.
- It was pretty grim at that time living in a squat in Peckham with absolutely no money.

Example B

Interpret the following into English

- انتقل رجل مع زوجته إلى منزل جديد،
- وفي صبيحة اليوم الأول وبينما يتناولان وجبة الإفطار
- قالت الزوجة مشيرة من خلف زجاج النافذة المطلة على الحديقة المشتركة بينهما وبين جيرانهما:

L2 Practical A

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

1. So I did an American Summer Camp. You got your fare paid and some spending money, so I went to be a soccer coach. It

- was beautiful out in Maine, so fantastic to be outdoors where everyone kept telling me I was great.
2. I'd had two years on the dole where no one told me I was great, so this gave me a boost in self esteem.
 3. It was refreshing to be surrounded by that can-do attitude. I found out I was a really good coach and that's how I realised I like working with children.
 4. After another summer as a soccer coach in the US, I applied for teacher training, because frankly it was the only course I could get a grant for and I knew there was no chance of getting another job.
 5. After my training course, I ended up teaching in Kuwait for two years at Gulf English School. All the teachers were English, Scottish or Welsh and you could tell which class the kids were in by their accents.
 6. I knew nothing about the Arabic culture before I came to Kuwait and I really fell in love with it.

L2 Practical B

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

١. " انظر، يا عزيزي، إن غسيل جارتنا ليس نظيفاً، لابد أنها تشتري مسحوقاً رخيصاً،
٢. ودأبت الزوجة على إلقاء نفس التعليق في كل مرة ترى جارتها تنشر الغسيل.
٣. وبعد شهر اندهشت الزوجة عندما رأت الغسيل نظيفاً على حبال جارتها، وقالت لزوجها: " انظر، لقد تعلمت أخيراً كيف تغسل."
٤. فأجاب الزوج: "عزيزتي، لقد نهضت مبكراً هذا الصباح، ونظفت زجاج النافذة التي تنظرين منها!
٥. اعلم: أنه قد تكون أخطائك هي التي تريك أعمال الناس خطأ فأصلح عيوبك قبل أن تنتقد عيوب الآخرين،
٦. ولا تنسى أن من راقب الناس مات همّاً.

Lecture 3

Interpreting Settings

Learning Outcomes

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

1. define Interpreting Settings
2. identify the categorisation of interpreting types by social context and institutional setting.
3. practise interpreting at sentence level

Interpreting inter-social and intra-social Settings

□ 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. **The following are the most prominent ones:**

- 1. Business interpreting** where communities speaking different languages get in contact with each other for the purpose of trading and exchanging goods, or doing 'business'.
- 2. Liaison Interpreting** is a form of interpreting practiced mainly in commercial negotiations
- 3. Diplomatic Interpreting** where the representatives of different linguistic and cultural communities came together with the aim of establishing and cultivating political relation.
- 4. Military interpreting** 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.
- 5. Court Interpreting :** includes task like the certified translation of documents as well as interpreting in quasi-judicial and administrative hearings. One can therefore distinguish between the broader notion of legal interpreting, or judicial interpreting , and courtroom interpreting in its specific , prototypical setting.

6. Sign language interpreting where it normally takes place in educational settings (educational interpreting)

7. Community interpreting or public Service interpreting (in the UK) and Cultural interpreting (in Canada) is where interpreting services are established to help immigrants function in the host society as it is an important intra-social communication need. 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.

8. Media interpreting or Broadcasting interpreting which is mainly focused on **TV interpreting**. This is obvious with **sign Language interpreting** or even in case of war crime tribunal.

Comments

- ❑ As indicated above , the activity of interpreting has evolved throughout history in a variety of setting, from first-time encounters between different tribes to institutionalised inter-social ‘dealings’ as well as in intra-social (community) relations.

Example A

Interpret the following into Arabic.

1. A body found by police today is believed to be that of a dad who went missing six weeks ago.
2. Anthony Stubbs, 26, disappeared just weeks after his 18-year old wife Charlotte Mason gave birth to their daughter Lily.
3. Anthony left his home in Leyland, Lancashire, on November 25, saying he was going to his mother’s address, just a ten minute walk away.
4. But he never arrived and despite police and family appeals he has not been seen since.

Example B

Interpret the following into English

١. سأل عالم تلميذه : منذ متى صحبتني؟
٢. فقال التلميذ : منذ ٣٣ سنة...
٣. فقال العالم : فماذا تعلمت مني في هذه الفترة؟
٤. قال التلميذ : خمسة مسائل...
٥. قال العالم : إنا لله وإنا إليه راجعون ، ذهب عمري معك ولم تتعلم إلا ثماني مسائل ؟
٦. قال التلميذ : يا أستاذ لم أتعلم غيرها ولا أحب أن أكذب.

L3 Practical A

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

1. On New Year's Day, the Daily Mirror published a front page appeal from Charlotte, begging for Anthony to come home.
2. Lancashire Police said tonight a body found hanging from a tree in woods near the town's main playing fields is believed to be Anthony.
3. In a statement tonight, Lancashire Police said: "Police can confirm that at 1.45pm on Monday the body of a man was found hanging from a tree in an area of Brickfield Wood, next to Worden Playing Fields at Leyland.
4. "The body was found by Lancashire Constabulary officers involved in the search for missing Anthony Stubbs.
5. "While formal identification has yet to be carried out, the body is believed to be that of Anthony Stubbs.
6. "The death is not being treated as suspicious at this stage although a post-mortem examination will be carried out to establish the exact cause of death.

7. "His family have been informed and specially trained officers are offering support to them.
8. "Our thoughts are with Anthony's family and friends at this tragic time."

L3 Practical B

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

١. فقال الأستاذ : هات ما عندك لأسمع.
٢. قال التلميذ :
الأولى : أني نظرت إلى الخلق فرأيت كل واحد يحب محبوبا فإذا ذهب إلى القبر فارقه محبوبه
فجعلت الحسنات محبوبي فإذا دخلت القبر دخلت معي.
٣. الثانية : أني نظرت إلى الخلق فرأيت كل يتباهى بماله أو حسبه أو نسبه ثم نظرت إلى قول
الله تعالى : " إن أكرمكم عند الله أتقاكم " فعملت في التقوى حتى أكون عند الله كريما.
١. الثالثة : أني نظرت في الخلق وهم يطعن بعضهم في بعض ويلعن بعضهم بعضا وأصل هذا كله الحسد
ثم نظرت إلى قول الله عز وجل : " نحن قسمنا بينهم معيشتهم في الحياة الدنيا " فتركت الحسد واجتنبت الناس وعلمت أن القسمة من عند الله فتركت الحسد عني
٢. الرابعة : أني نظرت إلى الخلق يعادي بعضهم بعضا ويبغي بعضهم على بعض ويقاثل بعضهم بعضا
ونظرت إلى قول الله عز وجل : " إن الشيطان لكم عدو فاتخذوه عدوا " فتركت عداوة الخلق وتفرغت لعداوة الشيطان وحده.
٣. الخامسة : أني نظرت إلى الخلق فرأيت كل مخلوق منهم متوكل على مخلوق مثله ، هذا على ماله
وهذا على أهله وهذا على صحته وهذا على مركزه. ونظرت إلى قول الله تعالى : " ومن يتوكل على الله فهو حسبه " فتركت التوكل على الخلق واجتهدت في التوكل على الله

Interpreting Constellations of Interaction

Learning Outcomes

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

1. demonstrate how bilateral interpreting or dialogue interpreting is carried out.
2. demonstrate how multilateral interpreting is carried out.
3. practise interpreting at paragraph level.

Constellations of Interaction

In addition to the categorization of interpreting types by social context and institutional setting, the following distinction can be derived from the situational constellations of interactions:

1. **Bilateral interpreting or dialogue interpreting** is where interpreting is modelled as 'three-party interaction' with a (bilingual) interpreter assuming the pivotal mediating role between two (monolingual) client. While the former foregrounds the (bi)directionality of mediation, the latter highlights the mode of communicative exchange. Either term seems to be closely associated with what is called **Liaison Interpreting**.
2. **Multilateral Communication Interpreting** is as in conferences attended by delegates and representatives of various nations and institutions, mainly called Conference Interpreting..
3. **Conference Interpreting** (for national or international organisation) is the most prominent manifestation in our time. It emerged during World War I when negotiations were held in French. But later on during the War some American and British negotiators did not speak French, which made official French-English bilingualism in the League of Nations usher in de facto

multilingualism in international conferences. Since the First World War, interpreting has generally been attached to conference meetings and has internationally been known as “conference interpreting”. What is distinctive about conference interpreting is that it takes place within a particular format of interaction (‘conference’). 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.

The Definition of a conference interpreter

- As far as the definition of a conference interpreter is concerned, it is worth mentioning that the seminar on Interpreters and Interpreting held by the European Forum at Alp Bach, Austria, in 1969 agreed on the following definition: “**a conference interpreter is one whose office it is to translate orally the speech of participants in meetings conducted in two or more languages. His office may be performed simultaneously or consecutively, in the participants presence**”. Walter Keiser (Gerver 1977)

Continue

- We can conceive of interpreting as a conceptual spectrum extending from international (**conference**) to intra-social (**Community Interpreting**). While It is good to juxtapose **conference** and **community** interpreting, it is important understand the difference between focusing either on the level of socio-cultural communities and their **members/representatives** or on the *format of interaction* (e.g. a multilateral conference or face-to-face dialogue)

Example A

Interpret the following into Arabic.

SAM: Hello and welcome to the BBC news, I am Sam and here is today's main headlines.

Saudi Arabia-The Kaaba

SAM: We have sent one of our colleagues to Saudi Arabia to investigate probably one of the greatest wonders of the world to find out who built it, what it looks like and what people do in it so that you can go to visit it. Over to my colleague Bob.

BOB: Thank you Sam! If you do not know me, I am Bob Hale and I am here to persuade you to come to the Kaaba. What is he talking about? You are thinking, but do not fret for all will be revealed in good time.

Example B

Interpret the following into English

١. كان الحكيم يسير مع تلميذه في غابه إفريقيه ورغم لياقته العاليه إلا أن الطبيب كان يسير بحذر ودقه شديدين .
٢. بينما كان التلميذ يقع ويتعثّر في الطريق. وكان كل مره يقوم ليلعن الأرض والطريق ثم يتبع معلمه.

L4 Practical A

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

BOB: I have just arrived and a crystal white marble mosque welcomes me looking, like a palace. Tall towers each with a winding staircase stuck out of the mosque giving it an Arabian look. So far so good! Cautiously I make my way inside just to await a beautiful sight. A cube stands proudly in the centre of the mosque glossy and

black. Prayers written in gold shine out radiantly. People swarm all around one practically shiny stone. It makes the entire other stones look lame. Just staring at it makes me shiver with awe and wonder. Through many crowds of people, I see arching hallways high and low, wide and narrow but all pure white. The Kaaba is magnificent. Magnificent!

BOB: Used for praying and in performing Haji, the Kabba was first built by the prophet Adam, the first mosque ever constructed in the name of Allah, The house of God. Many Muslims pilgrimage here, so if you are looking for a place to visit come and visit The Kaaba a great time for the family. Whether you are young or old you will love this place. This is Bob Hale reporting from one of the most beautiful places he has ever seen. Sam.

SAM: Thank you Bob. So if you are looking for a good place to go to come to Saudi Arabia to enjoy the surroundings and story of the Kaaba. Here is Jessica with the weather report. Jessica

L4 Practical B

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

١. وبعد مسيره طويلة وصلا إلى المكان المنشود. ودون أن يتوقف التفت الطبيب إلى التلميذ واستدار وبدأ في العودة .
٢. قال التلميذ : لم تعلمني اليوم شيئاً يا سيدي . قال بعد أن وقع مره أخرى .
٣. قال الطبيب : لقد كنت أعلمك أشياء ولكنك لم تتعلم كنت أحاول أن أعلمك كيف تتعامل مع عثرات الحياة !
٤. قال التلميذ : وكيف ذلك؟
٥. قال : بالطريقة نفسها التي تتعامل بها مع عثرات الطريق فبدلاً من أن تلعن المكان الذي تقع فيه . حاول أن تعرف سبب وقوعك أولاً .

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.

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 20th 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 إيقاظه في تلك الساعة المتأخرة ،،
٤. وفي النهاية ، صادفت رجلاً طالبت 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.
- ❑ 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.

- ❑ 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**’.

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 ، فترجع إلى الوراء وراح ينبح لإخافة وإبعاد الكلب الآخر ، وعندما لم يحصل ذلك ، قرر في النهاية ، وقد غلبه الضمأ 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 بإلحاح ، 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 ذهب 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 تلميذاً ، وبتُّ أثق أن نار الحكمة سوف تتوهج داخلي ، وستنير بصيرتي ، ما دمت تواقاً للقيها.

Lecture 7

What is simultaneous interpreting?

Learning Outcomes

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

1. define 'simultaneous interpreting'
2. define 'Whispered Simultaneous Interpreting'
3. define 'sight translation' (i.e. interpreting)
4. practise interpreting at paragraph level.

What is simultaneous interpreting?

The term 'simultaneous interpreting' (as the source-language text is being presented) (SI) is often used as a shorthand for 'spoken language interpreting with use of simultaneous interpreting equipment in a sound-proof booth.

Continue

- ❑ 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.**

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

- ❑ Because this mode of interpreting saves time, it is preferred for conferences and meetings in which a great deal of information has to be conveyed. The use of audio equipment also means that there is no limit to the number of people who can participate.

What is Whispered Simultaneous Interpreting?

- ❑ **In Whispered Simultaneous Interpreting**, the interpreter is seated or standing among the delegates and interprets simultaneously directly into the ear of the delegates.

- ❑ Whispered interpretation can be used only for very few delegates sitting or standing close together. It is used mainly in bilateral meetings or in groups where only a few delegates do not share a common language.
- ❑ Whispering is often used instead of consecutive in order to save time. Sometimes, the whispering interpreter will use a headphone in order to get the best possible sound from the original speaker.

Learning simultaneous interpreting

- ❑ It is **preliminary exercises** that command prime attention in introducing students to the crucial task demand of simultaneity, perceived as the ***skill of listening and speaking at the same time***, by way of **‘dual-task’ exercises**. This involves a listening task in combination with a second, different task, such as simultaneously counting backwards or reading aloud.
- ❑ A specific exercise in simultaneous verbal processing is **shadowing**, which is the immediate repetition of auditory input in the same language with either minimal delay (‘phoneme shadowing’) or at greater lateness (‘phrase shadowing’).

Continue

- ❑ Much less controversial than **shadowing** have been **preliminary exercises** with a focus on **content processing**, such as **simultaneous paraphrasing**, shadowing tasks combined with **cloze exercise**, or simultaneous interpreting of **well-known fairy tales**.

Continue

- ❑ Beyond the first stage of training designed to familiarize students with the technique of SI, it is important to emphasise the need **to focus on the process rather than the product**, to teach **strategies** particularly for **coping with lexical and**

structural difficulties, and to create a training environment that is as close to real-life condition as possible.

What is sight translation?

- ❑ **Sight translation** is a special form of interpreting that can be used as **a preliminary exercise**, or even an **aptitude test**.
There is no doubt that **sight translation** is an integral part of an interpreter's **translational competence**

Continue

- ❑ Indeed , **interpreting at sight** in combination **with SI**, as in the case of a speaker reading a text that the interpreter has available in the booth, involves a high degree of complexity.
- ❑ The same hold true for **spoken- language** simultaneous interpreting practised in the whispering and the relay mode as well as in remote conferencing

Example A

Interpret the following into Arabic.

Households gloomy over 2013 economic prospects, survey shows

- 43% of households believe their finances will worsen in 2013, compared with 24% who expect it to improve.
- Consumers are braced for another year of austerity after the chancellor's autumn statement failed to lift the gloom that has descended on the UK economy.

Example B

Interpret the following into English

١. كشف متخصصون في التربية والتعليم أن ٣٠ في المائة من الوطن العربي يعاني من الأمية ، مؤكدين أنه في حال استمرار النسق التعليمي الحالي في مكافحتها فلن يكون قادرا على تحقيق المساواة بين الجنسين قبل عام ٢٠٢٠ أو تحقيق التعليم الأساسي للجميع قبل عام ٢٠٥٠.

٢. وقال الدكتور فهد القحطاني ، أستاذ المناهج وطرق التدريس في جامعة الملك عبد العزيز لـ«الشرق الأوسط» ، إنه على الرغم من التقدم الكبير الذي تم في تعليم الكبار ، لكن المنطقة العربية لا يزال فيها تعليم الكبار دون المستوى المطلوب من حيث تنفيذ أهداف التعليم للجميع ، مؤكداً أن الجميع يدرك شدة المشكلة والتحديات العديدة التي تواجه الدول العربية.

L7 Practical A

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

1. According to a survey this month of attitudes to family finances, 43% of households believe their finances will worsen in 2013, compared with 24% who expect their income to improve.
2. George Osborne was forced to admit in his autumn statement that growth would be lower than expected, but said he planned to boost investment and the long-term prospects for the economy.
3. More households were fearful of losing their jobs than in the previous month, and most expected wage rises to remain below inflation, according to the report.
4. Regional data showed that households in Wales were the most pessimistic, those in the south-west the least downbeat.
5. Without a strong rise in consumer demand, a promised return to growth in the latter part of 2013 could fail to materialise.
6. Firms have held back investments on new plant and machinery until recently and could mothball plans if they see consumers closing their purses and wallets.

L7 Practical B

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

١. وقال القحطاني : «الدول العربية تحظى بأكبر تجمعات من الأميين في العالم ، ومن دواعي الأسف ، فإنه بناء على الاتجاهات الحالية ومؤشرات التعليم عربيا ، فإننا سنستغرق ثلاثة عقود من أجل القضاء على المشكلة تماما في الدول العربية».
٢. ولم يخف القحطاني وجود العديد من الدول العربية التي قامت بتقديم تعليم قوي ونوعي ومتميز في السنوات الخمس الأخيرة وخطت خطوات كثيرة وكبيرة للحد من الأمية إلا أن الزيادة السريعة في عدد السكان كشفت عن وجود أعداد كبيرة من الأميين الذين لا يستطيعون القراءة أو الكتابة في السنوات الخمس الأخيرة ، مشيرا إلى أن نسبة الأميين من إجمالي عدد سكان الوطن العربي قد انخفضت بشكل مطرد من ٧٣ في المائة في عام ١٩٧٠ إلى ٣٠ في المائة في السنوات الخمس الأخيرة ، بحسب تقديرات منظمة اليونسكو مؤخرا.
٣. وعطفا على ذلك ، كشف القحطاني أن ما يقرب من ٢٥,١ في المائة من الرجال أميون ، وأن العدد المطلق للأميين في النساء للفئة العمرية بين ١٥-٢٤ يتزايد في معظم الدول العربية ، مؤكدا أنه وفقا لتقديرات الأهداف الإنمائية للألفية ، فإن العالم العربي لن يكون قادرا على تحقيق المساواة بين الجنسين قبل عام ٢٠٢٠ أو تحقيق التعليم الأساسي للجميع قبل عام ٢٠٥٠ إذا سارت الأمور دون تغيير.
٤. وفي سياق متصل ، قالت الدكتورة هدى الأنصاري ، أستاذة متخصصة في التربية ، في حديثها لـ«الشرق الأوسط» : «للأسف لم تتحقق أهداف القضاء على الأمية في أي بلد عربي بالشكل المأمول على الرغم من بعض الجهود المشكورة» .