

In The Name Of Allah Most Gracious Most Merciful

King Faisal University
Deanship of E-Learning and Distance Education



Content of the Consecutive Translation

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Level 8

Lecture 1

What is Interpreting ?

Learning Outcomes

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*.
- 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.
- ❑ 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 إن مضى نصف زمن الا امتحان، فأثار ذلك انتباه تلك المعلمة، فركزت اهتمامها ونظراتها على تلك الفتاة.

- ❑ 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 جديدا في الغش، ولكن لم تلاحظ أي شيء يسارعها 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 وبرا بها،
- ٦ - وفي لحظات استحباب الله لدعائي وكأني أرى الكتاب أمامي وأخذت بالكتابة بالسرعة التي تزينها وهذا ما حصل لي بالضبط واشكر الله على استحبابه 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.

- ❑ 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***.
- **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: "عزيزي، 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.

7. **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 ويقاتل 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

Lecture 4

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..
 2. **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)

- ❑ 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 الطيب كان يسير بحذر ودقه شديدين .

٢. بينما كان التلميذ يقع ويتعثر 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 طويله وصلا إلى المكان المنشود. ودون أن يتوقف التفتت 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.

Lecture 5

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.

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.

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 بعضً 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 "الصبا"؛ فقد حدث يوماً أنني تُمت 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 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 ي قول: 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. استطرذ 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 لإنشاء 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**’.
- ❑ 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.
- ❑ 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.

هذه اضافات من الدكتور

❑ Interpreting while the delegate is speaking.

The interpreter works in a soundproofed booth with at least one colleague.

- ❑ The speaker in the meeting room speaks into a microphone, the interpreter receives the sound through a headset and renders the message into a microphone almost simultaneously.
- ❑ The delegate in the meeting room selects the relevant channel to hear the interpretation in the language of his/her choice.

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؛ بدأ 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 ينبح 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 يقلقي أن يلعب الأطفال بالنار، تلبعت بالحاح، 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، وبثُّ أثق أن نار الحكمة سوف تنوهج داخلي، وستنير بصيرتي، ما دمت تواقاً للقيهاها.

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.'
- 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').
- ❑ 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**.
- ❑ 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**
- ❑ 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. وعظفا 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».

King Faisal University
College of Arts
Department of English Language

Course: 473 Consecutive Translation

Instructor: Dr Ahmad M Halimah

Lecture 8: Title

Interpreting Domains and Dimensions

❖ **Learning Outcomes**

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

1. show knowledge of interpreting domains and a number of conceptual dimensions and parameters.
2. practise some kind of interpreting.

❖ **Domains and dimensions**

Based on translation studies, the discipline of interpreting studies, with theoretical subdomains based on a list of situational variable. **Varieties of interpreting** (consecutive Vs simultaneous); **the medium of interpreting** (human, machine, computer aided interpreting); **language combinations; culture combinations; area/institution interpreting** (interpreting in court, in the media, etc..) **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:** human, machine, computer aided interpreting
2. **Setting:** international (multilateral conference, int. Organisation, media, court, police, health care, etc...)
3. **Mode:** consecutive , simultaneous whispered, sight,
4. **Language** (culture) Spoken → conference language → migrant language
5. **Discourse:** speeches → debates → face-to face
6. **Participants:** equal representatives ↔ individual vs. institutional representatives
7. **Interpreter:** professional interpreter ↔ semi-professional ↔ natural or layman interpreter
8. **Problem:** simultaneity ↔ memory ↔ quality ↔ stress ↔ effect ↔ role

L8 Practical A

Interpret the following into Arabic.

1. California judge has found a 12-year-old boy criminally responsible for murdering his neo-Nazi father.
2. Joseph Hall was just 10 years-old when he shot and killed his father, Jeffrey, in the early hours of 1 May 2011. The verdict, delivered yesterday, which pronounced Joseph guilty of second-degree murder, means that the young defendant could be incarcerated in a juvenile facility until he is 23 years-old.
3. Judge Jean Leonard, who heard the juvenile court case without a jury, made her ruling following a trial that turned on whether the boy was fully cognisant of right and wrong when he used a revolver to shoot his 32-year-old father in the head at point blank range, as he dozed on a sofa at the family's home in Riverside County, 60 miles east of Los Angeles.
4. Prosecutors insisted that the killing was premeditated, and that Hall knew precisely what he was doing despite his young age. But his defence lawyer, Matthew Hardy, argued that the

Hall household was defined by physical abuse, and that his client believed shooting his father would put an end to that violence.

5. Last week Hardy withdrew Hall's initial plea of not guilty by reason of insanity, and instead urged the judge to convict him of voluntary manslaughter. Joseph Hall chose not to testify at the trial.
6. According to experts, 8,000 murder victims in the US in the past 32 years were killed by their children, but 16 such crimes were committed by defendants aged 10 or younger.
7. "He's been conditioned to violence," Hardy told the New York Times before the trial. "He thought what he was doing was right, and while that may be hard for other people to understand, in his mind, in a child's mind, if he thought it was right, or at least didn't think it was wrong, then he cannot be held responsible."
8. President Obama has vowed vigorously to pursue recommendations from his task force on gun violence, such as a "meaningful" ban on assault weapons, in the face of opposition from Congress.
9. Mr Obama acknowledged that his preferred measures, which include strengthening background checks and limiting access to high-capacity magazine clips, may not get past Congress, but he said he was determined to try.

L8 Practical B

Interpret the following into English .

قصة المال الضائع

- ١ . يروى أن رجلاً جاء إلى الإمام أبي حنيفة ذات ليلة، وقال له: يا إمام! منذ مدة طويلة دفنت مالا في مكان ما، ولكنني نسيت هذا المكان، فهل تساعدني في حل هذه المشكلة؟
- ٢ . فقال له الإمام: ليس هذا من عمل الفقيه؛ حتى أجد لك حلاً. ثم فكر لحظة وقال له: اذهب، فصل حتى يطلع الصبح، فإنك ستذكر مكان المال إن شاء الله تعالى.
- ٣ . فذهب الرجل، وأخذ يصلي. وفجأة، وبعد وقت قصير، وأثناء الصلاة، تذكر المكان الذي دفن المال فيه، فأسرع وذهب إليه وأحضره.
- ٤ . وفي الصباح جاء الرجل إلى الإمام أبي حنيفة، وأخبره أنه عثر على المال، وشكره، ثم سأله: كيف عرفت أنني سأذكر مكان المال؟! فقال الإمام: لأني علمت أن الشيطان لن يتركك تصلي، وسيشغلك بتذكر المال عن صلاتك.

قصة الرجل المجادل

- ١ . في يوم من الأيام، ذهب أحد المجادلين إلى الإمام الشافعي، وقال له: كيف يكون إبليس مخلوقاً من النار، ويعذبه الله بالنار؟!
- ٢ . ففكر الإمام الشافعي قليلاً، ثم أحضر قطعة من الطين الجاف، وقذف بها الرجل، فظهرت على وجهه علامات الألم والغضب. فقال له: هل أوجعتك؟
- ٣ . قال: نعم، أوجعتني
- ٤ . فقال الشافعي: كيف تكون مخلوقاً من الطين ويوجعك الطين؟!
- ٥ . فلم يرد الرجل وفهم ما قصده الإمام الشافعي، وأدرك أن الشيطان كذلك: خلقه الله - تعالى - من نار، وسوف يعذبه بالنار.

قصة واقعية

- ١ . حدث في إحدى صالات الأفراح في جدة مشادة كلامية بين أهل العريس وأهل العروس حول من يذهب إلى الكوفيرة لإحضار العروس. وهل ستركب مع العريس أم مع شقيقها في سيارته، واتفق الجميع بالذهاب إلى هناك وترك الحرية لها للاختيار، وحين ذهب الجميع إلى هناك اختارت العروس الذهاب مع أخيها فلم يكن من العريس إلا أنطلقها قبل الوصول إلى مقر الصالة لإتمام حفل الزفاف المرتقب.

King Faisal University
College of Arts
Department of English Language

Course: 473 Consecutive Translation

Instructor: Dr Ahmad M Halimah

Lecture 9: Title

Interpreting Approaches

❖ **Learning Outcomes**

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

1. show knowledge of approaches to training interpreters.
2. practise some kind of interpreting.

❖ **Approaches for Training Interpreters**

For most of the twentieth century, nearly all training programme and institutions were geared top spoken-language interpreting in multilingual international settings.

With the clear goal of developing professional skills in consecutive and simultaneous interpreting, first generation teachers of interpreting , themselves accomplished professionals, established a lasting tradition of training by **apprenticeship**, that *is transfer of know-how and professional knowledge from master to student, mainly by exercise modelled on real life tasks*. This was promoted by the Paris School of AIIC and reaffirmed that Apprenticeship was a good one for training interpreter especially at University level.

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

Alongside a scientific approach centred on processing-skill components and stages of expertise, 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'.

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

L9 Practical A

Interpret the following into Arabic.

1. The moment of climax is almost upon us. David Cameron is due to deliver his speech on Britain's future relations with the European Union in the Netherlands on Friday. The Prime Minister is expected to promise a national referendum on our membership of the club to take place after the next election.
2. Mr Cameron indicated in a radio interview today that the promise will come with a barrel-full of caveats. Among other things, the Conservatives will have to win a majority in 2015. Plus our European partners will have to be willing to amend the EU's governing treaties. In other words, the promised popular vote may never arrive.
3. Nevertheless, a sense is growing that a British exit from Europe is now a more real possibility than at any time since Edward Heath took us into the Common Market in 1973.
- 4.
5. Business leaders are starting to sound the alarm, warning that a British withdrawal – even a mere vote on withdrawal – represents a serious danger to our fragile economy. Some of the few remaining pro-European Conservatives, including Lord Heseltine, are stirring too.

6. Are their warnings merited? Just how economically damaging would what some are calling a "Brexit" actually be for us?

Trade

1. Britain entered the European Union 40 years ago because of the perceived economic advantages of being part of the single market. Back in the 1970s, Europe was growing strongly – more strongly than Britain.
2. Today much of the bloc is in recession and still suffering from an economic fever brought on by the eurozone debacle. But in raw economic terms those trade advantages have actually grown.
3. The European Union is now a market of some 500 million people, thanks to successive rounds of enlargement taking in first the newly democratic nations of southern Europe and then the former Soviet satellites of Eastern Europe. The EU is the destination for half of our exports. Lose access to those markets and the danger to our exporters is self-evident.
4. Couldn't we negotiate a free-trade agreement with the EU, like Norway and Switzerland? Perhaps we could. But that cannot be assumed. And what would the terms of a future deal be? Would a departing Britain get a decent settlement from our irked former club partners?
5. There are plenty of reasons why foreign or even domestic firms might be nervous about investing in Britain while the country pondered whether to stay or leave.

L9 Practical B

Interpret the following into English .

إيطاليا تعلق أنشطة قنصليتها في بنغازي وتجلي طاقمها

الثلاثاء ١٥ يناير ٢٠١٣

١. علقت إيطاليا اليوم الثلاثاء أنشطة قنصليتها في بنغازي وأجلت طاقمها لأسباب أمنية بعد هجوم مسلح على قنصلها في مطلع الأسبوع مما يسלט الضوء على الوضع الأمني المتزعزع في ليبيا.
٢. وفتح مجهولون النيران على سيارة القنصل جويدو دي سانكتيس في مدينة بنغازي ثاني أكبر المدن الليبية يوم السبت.
٣. ولم يصب الدبلوماسي في الهجوم الذي أعاد إلى الأذهان هجوم ١١ أيلول/سبتمبر على السفارة الأميركية والذي أسفر عن مقتل السفير وثلاثة أمريكيين آخرين.
٤. وقالت وزارة الخارجية الإيطالية "محاولات زعزعة استقرار" ليبيا تظهر أن المجتمع الدولي بحاجة إلى زيادة دعمه لحكومة طرابلس.

هولاند يدعو من أبو ظبي إلى التحضير لمرحلة ما بعد النفط

الثلاثاء ١٥ يناير ٢٠١٣

٥. دعا الرئيس الفرنسي فرنسوا هولاند إلى التحرك فوراً لتحضير مرحلة ما بعد النفط، وذلك في افتتاح القمة العالمية لطاقة المستقبل في أبو ظبي.
٦. وقال هولاند في كلمة أمام القمة "نحن نتشارك الهواجس نفسها لكن يجب أن نتشارك أيضا الطموحات نفسها. أن الوقت لم يعد وقت التباعد والكلام، بل وقت العمل".
٧. وأضاف "يجب بالتالي أن نتجمع ونجمع قوانا ومواردنا" داعيا الى "مزيد من الاستثمارات في الطاقات المتجددة ... لتحضير مرحلة ما بعد البترول".
٨. وبحسب هولاند، فان فرنسا "ستجعل من الانتقال في مجال الطاقة قضية كبرى على المستوى الوطني والأوروبي والعالمي وهي تعلم ان لديها شركاء سيكونون على الموعد في مؤتمر المناخ عام ٢٠١٥"، مذكرا بان بلاده مرشحة لاستضافة هذا المؤتمر.

٩. وأضاف "علينا أن نحدد أهدافا واقعية وإنما طموحة، وعلينا أيضا ان نحرص على توافر جميع انواع الطاقة وجميع أنواع الموارد الأولية"، داعيا إلى "التضامن" بين الدول.

١٠. واتت كلمة هولاند أمام مندوبين عن ١٥٠ دولة تشارك في قمة ابوظبي التي تستمر ثلاثة أيام وتأتي في أعقاب الجمعية العمومية للوكالة الدولية للطاقة المتجددة "ايرينا" في العاصمة الإماراتية.

King Faisal University
College of Arts
Department of English Language

Course: 473 Consecutive Translation

Instructor: Dr Ahmad M Halimah

Lecture 10: Title

Selection Criteria for Training Interpreters

❖ **Learning Outcomes**

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

3. show knowledge of the main traits required of any student interested in becoming an interpreter.
4. practise some kind of interpreting.

❖ **General entry requirements for training interpreters**

Depending on the level and duration of a given training programme, candidates for interpreter training are expected to have a competence profile of the following traits:

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)

Although there is some uncertainty about the level of written language skills as an entry requirement in interpreting training, in many university-level programmes, *the acquisition of translation skills prior to interpreter training remains built into the curriculum.*

❖ **Aptitude testing for training interpreters**

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

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.

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

Another type is the use of translation tasks such as

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

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 five part written test for language proficiency and general knowledge, series of oral test, including written recall of a recorded passage, error detection and sight translation

L10 Practical A

Interpret the following into Arabic.

1. France has continued to launch air strikes against Islamist rebels in Mali as plans to deploy African troops gathered pace on Tuesday.
2. Residents of the besieged town of Diabaly sought shelter inside their homes after a night of bombing aimed at dislodging the insurgents who seized the town on Monday.
3. Local people told journalists they had heard explosions throughout the night, coming from the direction of the garrison town's military camp.
4. West African defence chiefs are set to meet in Bamako on Tuesday to approve plans to speed up the deployment of 3,300 regional troops, foreseen in a UN-backed intervention plan to be led by Africans.
5. Speaking from a French military base in Abu Dhabi at the start of a day-long visit to the United Arab Emirates, President François Hollande said French forces in Mali had carried out further strikes overnight, "which hit their targets".
6. "We will continue the deployment of forces on the ground and in the air," Hollande said. "We have 750 troops deployed at the moment and that will keep increasing, so that as quickly as possible we can hand over to the Africans."
7. He saw the African troop deployment taking "a good week".
8. Paris plans to field a total 2,500 soldiers in its former colony to bolster the Malian army and work with the intervention force provided by West African states.
9. The French foreign minister, Laurent Fabius – accompanying Hollande on a visit aimed at firming up trade relations and making progress on a possible sale of 60 Rafale fighter jets – said he was confident Gulf Arab states would also help the Mali campaign.

10. Fabius said there would be a meeting of donors for the Mali operation, most likely in Addis Ababa at the end of January.
11. He predicted the current level of the French involvement in Mali would go on for "a matter of weeks".

L10 Practical B

Interpret the following into English .

سافر رجل مسلم عربي اسمه عمر إلى مدينة لوس أنجلوس في الولايات المتحدة الأمريكية من أجل العمل هناك، واستأجر غرفةً في أحد الفنادق الفاجرة ليبيت فيها، كان أحياناً يجرُّ إلى تغيير الجو، فيخرج قاصداً الحدائق العامة أو نادي تجمُّع المسلمين المثقَّفين المُعْتَبَرين، الذين يقيمون هناك.

في إحدى الأيام ضاقت نفسه ولم تتحمَّل الوحدة في غرفة صغيرة: لا كلام، ولا من يطرق الباب عليه، فقرَّر عمر أن يخرج إلى الشَّارِع حتَّى يغيِّر الجوّ، ويتعرَّف على أناس تحلو معهم الجلسة والحديث، وبينما هو مارٌّ رافع رأسه إلى الأعلى يفتخر بعروبه وإسلامه، إذ به يبصر رجلين يتشاجران وأصواتهما تملو وسط الشَّارِع، لكن ما من أحدٍ ينهزهما عن ذلك، تقدَّم عمر منهما بكل شجاعةٍ رغم أنه لم يكن يُتقن الكلام باللُّغة الإنجليزية كثيراً، ولكنَّه كلَّمهما، وبينما هو ينصَّحهما إذ بأحدهما يضرُّه وأكمل الشجار، فقال عمر: "حسبي الله ونعم الوكيل".

كانت هذه الكلمات قد جلبت آذانَ الرجلين إلى عمر، وقد سألاه عن أصله فقال: أصلي عربي ومسلم، أحبُّ الله ورسوله - صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ.

أحدُهما غادر المكان فإرًّا من صديقه، أمَّا الآخر فكان يُكثِر من الأسئلة مع عمر: ما اسمك؟ بلدك؟ أولادك؟ سبب مجيئك للمدينة؟

كان عمر يُجيب بغير حرج؛ لأنَّه يعلم أنَّ هذه الأسئلة تُخفي وراءها سرًّا كبيرًا، أخبر عمر الرجل برقم الغرفة التي يقطن فيها، ومكان الفندق؛ لأنَّه وعدّه بالحجىء إليه.

وفي اليوم التالي، طرَّق على بابه الرجل الأمريكي يريد مشاهدته، فتح عمر الباب وقال: أهلاً وسهلاً بك يا أخي ويا صاحبي.

Heart story

سأل الأمريكي عمر: ماذا كنت تنشد قبل أن تفتح لي الباب؟

تنهّد عمر وقال: ذاك كلام الله يا أخي.

تبسم الأمريكي وقال: لم أفهم!

فأجابه عمر قائلاً: نحن المؤمنون المسلمون، نُؤمن بأنّ لنا إلهًا واحدًا خلَقَ الكونَ الَّذي تراه، من بشرٍ وحيوانٍ ونباتٍ إلخ، أرسل الله رسولاً مبعوثاً؛

محمّد - صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ - من بعد الرُّسُلِ الأولى، وجعل معجزاتٍ للهادي محمّد، فأنزل عليه القرآن الكريم الَّذي كنت أنت تدعيه أنشودة، إنّه كلام

عِظَة وموعظة لمن أراد أن يتعظ، سوف أقرأ عليك آياتٍ من هذا الكلام الهادي.

وتلا عليه آياتٍ من سورة طه، وسورة البقرة، وسورة الناس، كما تلا عليه سورة الكافرون.

تعجّب الأمريكي وراح يسأل عمر أسئلة كثيرة أدت به إلى أن أعلن إسلامه.

King Faisal University
College of Arts
Department of English Language

Course: 473 Consecutive Translation

Instructor: Dr Ahmad M Halimah

❖ **Lecture 11: Title**

Globalization and Interpreting

❖ **Learning Outcomes**

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

5. Identify the relationship between globalization and interpreting Studies.
6. practise some kind of interpreting.

❖ **Globalization and Interpreting**

There is a close relationship between globalization and interpreting studies. For international conference interpreting, itself an early example of a 'global profession', globalization is a mixed blessing. 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. As much as 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.

At the same time, the related trend of 'localisation' makes more international (usually English) informational input available to more local and diverse recipients (as in the case of 'glocalized'

training of sales personnel). This trend tends to sustain the need for conference interpreting services, either in bilingual meetings involving English and the local language, or in events with asymmetrical (one-to-many) language arrangement. 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. 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'.

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. These include the enormous quantitative growth potential for the profession, and hence of 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.

Globalization is also applied to movement or migration of people which manifests itself in increasingly multi-ethnic and linguistically diverse societies. Public institutions in host countries, for example, tend to need intercultural communication or policies to ensure access regardless of language or cultural background. 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 selection and assessment as well as new methods of instruction.**

L11 Practical A

Interpret the following into Arabic.

What happened to Louise Woodward?

In February 1997, British nanny Louis Woodward was charged with the murder of toddler Mathew Eappan. Prosecutors alleged her mistreatment caused the fractured skull that killed the eight month old, and amid a blaze of publicity she was sentenced to life for second-degree murder. But on appeal the verdict was reduced to involuntary manslaughter and she was freed.

Wood word returned to the UK and after a high profile interview with Martin Bashir, left the public eye. She trained as a lawyer and according to reports, joined a solicitors' firm in Oldham in 2004. A year later, she was said to have left to become a dance teacher.

An Irish nanny living illegally in the US is facing the prospect of a murder charge after a baby was allegedly fatally injured while in her care.

Aisling McCathy Brady, 34, has pleaded not guilty to accusation of fatally assaulting one-year-old Rehma Sabir while looking after the child at her employer's home in Cambridge, Massachusetts.

L11 Practical B

Interpret the following into English .

ميونيخ: «الشرق الأوسط»

إذا أردتم قضاء عطلتكم في واحدة من أجمل مدن أوروبا، فلا يوجد خيار أفضل من مدينة ميونيخ، عاصمة ولاية بافاريا الألمانية. وتعتبر ميونيخ أكثر أماناً من المدن الألمانية الكبيرة الأخرى؛ فواحد من كل ثلاثة ألمان يتمنى أن يعيش فيها، وذلك لما تتمتع به من مستوى معيشي راق.

كما أن المدينة محاطة بالتلال الخضراء والبحيرات النظيفة الصافية والحدائق الجميلة التي تتحول في فصل الشتاء إلى عالم خيالي بأسر الوجدان. أما جبال الألب الساحرة فلا تبعد سوى نصف ساعة عن المدينة. وسواء أكانت درجات الحرارة منخفضة أو مرتفعة فإن ميونيخ تمثل وجهة سياحية رائعة في كل الفصول.

حفاوة بالضيوف السعوديين

اعتاد السياح الخليجيون زيارة مدينة ميونيخ الألمانية كل عام، سواء بهدف السياحة أو العلاج أو الاثنين معاً؛ فالمرافق الطبية في ميونيخ تتمتع بسمعة عالمية طبية، حيث تقدم أعلى مستوى للتشخيص والعلاج وأحدث الأجهزة الطبية. ويتراقف العلاج الطبي بإمكانية الاستمتاع بجبال الألب الرائعة القريبة. وتضم المدينة الكثير من مراكز النقاهة التي تتخصص في علاج المرضى من العالم العربي.

كما يتوافد الزوار أيضاً إلى هذه المدينة للتمتع بطبيعتها الساحرة والتعرف على معالمها، وللاستفادة من فرص التسوق والترفيه والمرح الذي توفره لكل أفراد العائلة، لا سيما مع ما تعرف به من حسن الضيافة، وترحيبها بالمسافرين الخليجين، وتوفيرها لمرافق وخدمات متكاملة تلي احتياجاتهم؛ فسواء فور وصولهم إلى مطار ميونيخ أو عند عودتهم إلى بلادهم، سيجد الضيوف السعوديون كل ما يسهل عليهم رحلتهم.

ويعتبر مطار ميونيخ من نوعية «المطار المدينة»، حيث يحتوي على منتجع صحي وفنادق ومحلات ومطاعم ومرافق للمؤتمرات والاجتماعات وخدمة رعاية الأطفال وحديقة زوار، كما تقام فيه أحداث عامة.

ويعتبر هذا المطار بالنسبة للمسافرين من منطقة الشرق الأوسط بوابة هامة إلى أوروبا والألب، ويوفر وصلات مثالية داخل أوروبا وخارجها لجميع الرحلات من الشرق الأوسط.

ولكن الخدمة في المطار لا تنتهي عند الهبوط، بل تستمر الخدمة المقدمة للمسافرين العرب بعد ذلك، بهدف جعل المطار «بوابة العرب» بالفعل كما يطلق عليه. وتتضمن الخدمات لافتات وإرشادات ونداءات باللغة العربية لمساعدة المسافرين القادمين من المنطقة العربية. ويجد الضيوف العرب مكتب استعلامات يعمل فيه موظفون يتكلمون العربية، بالإضافة إلى توافر كتيب إرشادي بالعربية يحتوي على اقتراحات رائعة عما يمكن مشاهدته في ميونيخ وما حولها.

Heart story

ومن أجل أن تكون تجربة تناول الطعام في المطار ممتعة بالنسبة للضيوف العرب قامت جميع أماكن تقديم الطعام في مبنى الركاب ١ (القاعة سي) بوضع علامات على قوائم طعامها لتحديد الأطباق النباتية وجميع الوجبات التي تحتوي على لحم الخنزير. أما أحدث خدمات المطار فهي الأماكن الخاصة بإقامة الصلاة للمسافرين المسلمين، حيث يوجد مصلى في المنطقة العامة في مبنى الركاب رقم ١ (القاعة سي) وبالقرب من منطقة إجراءات الدخول. وهناك غرفة فسيحة ومريحة للصلاة داخل المنطقة غير العامة، بالقرب من بوابات صعود الطائرة.

* معالم سياحية في ميونيخ

King Faisal University
College of Arts
Department of English Language

Course: 473 Consecutive Translation

Instructor: Dr Ahmad M Halimah

Lecture 12: Title

Technologization and Interpreting

❖ **Learning Outcomes**

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

7. Identify the relationship between technologization and interpreting Studies.
8. practise some kind of interpreting.

❖ **Technologization and Interpreting**

The role of technology is no less a long-standing issue in interpreting than globalization. Indeed, the field might not exist as such if it had not been for the use of electro-acoustic transmission equipment to allow for simultaneous interpreting in the 1920. Half a century later, advances in telecommunications and digital data processing technology began to usher in development which stand profoundly transform the way interpreting is practised in the twenty-first century. **The most visible manifestation of ‘the technologizing of interpreting’, is to remote interpreting in international conference settings and videoconferences.** Its effect on simultaneous interpreters’ working conditions and on the profession in general will be a focus of research for years to come, with issues such as **stress, visual access and psycho-social factors** requiring particular attention.

In communication involving **deaf and hearing-impaired people**, the increasing availability of **audiovisual telecommunications** equipment is likely to facilitate remote interpreting

arrangement, whereas more efficient technologies for converting speech to text, and written input into spoken output, may favour the use of script-based communication and make interpreters redundant. In the long term, advanced prosthetic technology (cochlear implant) made available to- or imposed on- deaf people may well make the community of signed-language users even more heterogeneous, and the market for sign language interpreters more fragmented.

The role of technology tend to have strong repercussions on interpreter **training**, including the need to introduce would-be interpreters to the efficient use of state-of-the-art electronic equipment in and outside the booth; the need to prepare trainees for various types of remote interpreting arrangements; and the deployment of digital training stations and web-based source-text archives for classroom instruction as well as self-study.

Furthermore, interpreting researchers will also benefit from the availability of new equipment and tools to enhance the efficiency of **empirical data collection and analysis**. **Survey research**, for instance, may increasingly be done over the internet, and powerful software facilitates the processing of quantitative as well as qualitative data. Fieldwork involving **discourse data can rely on digital**, and less obtrusive, **recording equipment**, and subsequent **transcription** will be aided by specialised software and speech recognition systems. This will also enhance the feasibility of applying corpus-linguistic methods to large corpora of source, target and parallel texts from authentic interpreted events.

L12 Practical A

Interpret the following into Arabic.

A WOMAN told last night how her eye was eaten away by what she claims was a contact lens fungus.

Jacqueline Stone, 42, spent 17 weeks in hospital after wearing popular disposables for one day. Jacqui, who bought the All-Day Comfort lenses online in the UK, said: “They felt uncomfortable all day. When I took them out, the left one had stuck to my eye.”

Her vision became blurred and she was given drops by her doctor. Two days later, the maths teacher was in agony and went to clinic where she was given MORE drops – only for it to worsen last May.

The mum of two recalled: “A white pocket of pus started forming over my pupil and eventually burst, splitting my eyeball.

“I was screaming. My 15-year-old son Charlie called an ambulance and I was given morphine, but it didn’t touch the pain. I’ve given birth twice but nothing compares to that. I could feel the bug eating through my eye.”

Jacqui saw specialists at her local Broomfield Hospital in Chelmsford, Essex, and at Moorfields Eye Hospital, London, who prescribed drops.

After another month, she went to Addenbrooke’s Hospital, Cambridge, where she was finally diagnosed with a fungal infection caused by Fusarium. It had eaten through three layers of her eye and 70 nerves. Powerful drugs then caused severe vomiting which led to internal bleeding.

After 22 operations, surgeons were forced to remove her eye. Jacqui, from Rayne, Essex, said: “It would have killed me. Now I’m terrified the fungus will come back if I get ill.”

L12 Practical B

Interpret the following into English .

الصيام.. يقي من الأمراض ويحسن وظائف المخ

عام ١٩٠٨ نشرت ليندا هازرد، ممرضة أمريكية ورقة بحثية بعنوان «الصيام كعلاج من الأمراض» ذكرت فيها أن تناول أقل كمية ممكنة من الطعام كان الطريق إلى الشفاء من مجموعة متنوعة من الأمراض من بينها السرطان.

يشير تزايد الاهتمام بالصيام إلى احتمال أن يكون مفيدا بالفعل لمرضى السرطان. إذ ربما يقلل من مخاطر الإصابة بمرض السرطان، ويحمي من الإصابة بداء السكري وأمراض القلب، ويساعد على التحكم في الربو.

الصيام أفضل من الحمية

أوضح الباحثون أن رغم شمول الصيام على خفض لعدد السعرات الحرارية، على الأقل في أيام محددة، فإنه يحدث تغييرات كيميائية حيوية ونفسية لا يحدثها اتباع حميات غذائية يومية. إضافة إلى ذلك، قد تؤدي هذه الحميات الغذائية إلى إصابة متبعتها بعدوى أو معاناتهم من توتر بيولوجي، بينما لا يؤدي الصيام إلى ذلك إذا تم بطريقة صحيحة.

ويرى البعض أن الإنسان يتكيف خلال مراحل تطوره مع غياب الغذاء بشكل متقطع. ويقول ماتسون: «هناك دليل قوي على أن أجدادنا لم يكونوا يتناولون ثلاث وجبات يوميا فضلا عن الوجبات الخفيفة بين الوجبة والأخرى. إن جيناتنا معدة بحيث تكون قادرة على التكيف مع غياب الطعام لفترات».

King Faisal University
College of Arts
Department of English Language

Course: 473 Consecutive Translation

Instructor: Dr Ahmad M Halimah

Lecture 13: Title

Orientation of Interpreting Studies

❖ **Learning Outcomes**

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

9. Identify the main steps in completing an interpreting research project
10. practise some kind of interpreting.

❖ **Orientation of Interpreting Studies**

Having studied some basic issues in Interpreting studies as a discipline, it is now important to consider some future plan if you want to specialise in interpreting studies.

➤ Getting started

For those would-be researchers in interpreting, there is no list of particular research questions, no a description of the methods to be adopted. The field is indeed wide open and the plurality of domains and paradigm makes it impossible to compile a systematic and balanced research agenda and methodological inventory.

Therefore, to take one's first steps towards the goal of completing an interpreting research project, one needs to follow the following steps:

1. You need to gain **an overview** of the territory of interpreting. In other words, you should by now have had some kind of basic understanding and broad overview of the map of the interpreting studies landscape.
2. It is vital to find your bearings and reflect on your **'position'**; that is, where you stand with regard to both your professional and your institutional (academic) environment.
3. These contextual factors, including the prevailing research paradigms as well as your relevant personal experience, will largely determine underlying **'model'**, or theory, or interpreting.
4. You should be able to choose a research **topic** that interests you. There are many additional and related concepts and issues on which you may want to build a research idea of your own.
5. Having found the place you want to explore in depth, you need to 'dig deeper' that is, "read, read, and read". Your reading is designed to establish, in detail, the state of the art in your topic area.
6. The reading process will help you formulate a specific **research question and consider ways in which might be addressed**. The purpose you have set yourself for your study will shape your methodological orientation and strategy.
7. Making your basic stance **as explicit as** possible for yourself, and for others, is an important step after all because it largely informs the way you will design and implement your study.
8. Deciding on a **research design**, for instance, may not mean the same to someone testing a causal hypothesis in a laboratory as it does to someone wishing to understand how participants behave in a real-life event. In the former case, a number of standard designs with certain types of experimental conditions, subjects, materials and methods may be available to **choose** from. In the latter, preparing to 'go into the field' may require a complex process to **develop** an appropriate design under a particular set of (often unknown) circumstances and constraints. The context of research includes a number of factors which may have significant influence on the design of a study. These factors are: personal goals, ethical concerns, research skills, personal experience, and prevailing paradigms. The contextual factors influencing research design: The purposes— that is the object and goals of a study, including pragmatic consideration and personal motivations— and the conceptual context —that is the theoretical assumptions and frameworks informing or guiding the study. Are linked up to the research questions as the central component, which is in turn closely related with the methods and techniques to be used and the validity issues bearing on the study.

9. It is important to know how **to plan and organise your study**
10. And **how to implement** your research design by collecting , processing and analysing various types of data
11. And **how to evaluate and interpret your findings** in relation to the research question and the underlying theoretical framework
12. And **how to report on you study in an appropriate way**, be in the form of a conference presentation. A journal article or an academic thesis

L13 Practical A**Interpret the following into Arabic.**

At least 14 people died and scores more were injured in an explosion at the main headquarters of Mexico's state-owned oil company in Mexico City Thursday.

The blast damaged three floors of the building, sending hundreds into the streets and a large plume of smoke over the skyline.

Interior minister Miguel Ángel Osorio Chong said 80 people were injured along with the 14 dead, but told local television the death toll could still rise.

There were also reports that as many as 30 people were trapped in the debris from the explosion, which occurred in the basement of an administrative building next to the 52-storey tower of Petroleos Mexicanos. There was no immediate cause given for the blast.

"It was an explosion, a shock, the lights went out and suddenly there was a lot of debris," employee Cristian Obele told Milenio television, adding that he had been injured in the leg. "Coworkers helped us get out of the building."

The tower, where several thousand people work, was evacuated. The main floor and the mezzanine of the auxiliary building, where the explosion occurred, were heavily damaged, along with windows as far as three floors up.

"We were talking and all of sudden we heard an explosion with white smoke and glass falling from the windows," said Maria Concepcion Andrade, 42, who lives on the block of Pemex building. "People started running from the building covered in dust. A lot of pieces were flying."

A reporter at the scene saw rescue workers trying to free several workers trapped. Television images showed people being evacuated by office chairs, and gurneys. Most of them had injuries likely caused by falling debris. Police landed four rescue helicopters to remove the dead or injured. About a dozen tow trucks were furiously moving cars to make more landing room for the helicopters.

In an earlier tweet, the company said it had evacuated the building as a precautionary measure because of a problem with the electrical system in the complex that includes the skyscraper.

Streets surrounding the building were closed as evacuees wandered around, and rescue crews loaded the injured into ambulances.

Interior department spokesman Eduardo Sanchez confirmed that an explosion in a basement garage damaged the first and second floors of the auxiliary building, which is located in a busy commercial and residential area.

L13 Practical B

Interpret the following into English .

رجل يعرض أمه للبيع!!
 في ليلة زواج العريس وبالتحديد أثناء الحفل وهو جالس بجانب العروس في المنصة.
 كانت أمه ترقص فرحاً بزواج ابنها، فهمست العروس في أذنه: "نزل امك من هون خجلتنا!!"
 فأخذ العريس الميكروفون وقال: "من يشتري أمي" !!
 ورددتها مرة ومرتين " من يشتري أمي" !!
 "من يشتري أمي!"
 وسط صمت واستغراب المدعوين " من يشتري أمي" !!
 ثم رمى الخاتم في وجه العروس وقال: "أنا أشتري أمي"
 وأخذها وغادر القاعة.
 وبعد تداول القصة في منطقتة جاءه رجل وقال له: " لن اجد افضل منك زوجاً لابنتي"
 وزوجهما على نفقته الخاصة بدون أي تكاليف يدفعها العريس.
 هذا ما يسمى بالمسلم ورضا الوالدين
 اللهم اجعل أمهاتنا من سيدات الجنة يا رب