

الجزء النظري

# مادة الترجمة التابعية

د. احمد مصطفى حليلة



اللون الازرق: الكلمات المفتاحية بالمنهج

التظليل الرمادي: لتسريع إيجاد الإجابة للأسئلة

الملفات الي أخذت منها النص و الشرح

نص المحتوى: MIKAN & Susan الشرح: البرينة ٢

مع إضافة شرح للمحاضرات ١١-١٢-١٣ وبعض التعديلات وكتابة الأسئلة الناقصة و تصنيفها مع تصحيح الإجابات

# Lecture 1

## 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.

جذور مفهوم الترجمة الشفوية  
يشار إليها عادة كنشاط ترجمة و شكل خاص من اشكال الترجمة وهي ممارسة بشرية قديمة ومن الواضح انها تسبق اختراع الكتابة  
و الترجمة المكتوبة

- 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**.

الترجمة الشفوية نشاط يمكن ارجاعه الى الاكاديين اللغة السامية القديمة وهي لغة الاشورية وبابل حوالي ١٩٠٠ قبل الميلاد  
تتجذر من كلمة ترجمانيو الاكادينية عربية الاشتقاق واخذ عنها مصطلح انجليزي مستقل وهو المترجم ، ترجمان  
(Akkadian = أحد الساميين الذين سكنوا العراق قبل الميلاد )

- 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.

الكلمة الانجليزية المترجم في المقابل مشتقة من اللاتينية وتعني الشخص الذي يشرح ماهو غامض و الجذر الدلالي للمعنى الغير  
الواضح

- 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

نستطيع القول ان المصطلح اللاتيني المترجم يدل على شخص يشرح المعنى ويبين المعاني الصعبة للاخرين  
وهو اساس دلالي متناسب للغاية 'للمترجم 'و' الترجمة' في فهمنا الحالي

## 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.

تعريف الترجمة الشفوية : الذي يميز الترجمة الشفوية عن غيرها من انواع الترجمة إنها نشاط ترجمة فورية  
مبدئيا الترجمة الشفوية تؤدي (الان وهنا) منفعة للأفراد الذين يريدون التواصل عبر حواجز الثقافة واللغة

-In contrast to common usage of '**interpreting** ' as an oral **translation** ' or 'the oral **rendering of spoken message** ',

الاستخدام العام للترجمة كترجمة لفظية او نقل لفظي لرسالة منطوقة

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.

وتو كيدا يعرف الترجمة الشفوية كنوع من انواع الترجمة فيقول :

النص المصدر يعرض مرة واحد فقط ولا يمكن اعداده والنص الهدف يتم اصداره تحت ضغط الوقت و فرصة قليلة للتصحيح او  
المراجعة

- Based on the above, interpreting could be characterised as an **immediate type** of **translational activity**, performed **‘in real time’** for **immediate use**.

اعتمادا على ماسبق يمكن وصف الترجمة الشفوية كنوع فوري للنشاط الترجمي يؤدي في وقت محصور للاستخدام الفوري

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.

وبالتالي يمكن تعريفه كالتالي : نوع من الترجمة التي يتم تسليمها في الاول والاخير الى اللغة الاخرى التي يتم اصدارها على اساس العرض لمرة واحدة فقط لالفاظ لغة المصدر

اسئلة الاختبارات السابقة للمحاضرة الأولى	
<b>Interpreting is normally regarded as a translational activity</b>	<b>Interpreting is normally regarded as a translational activity, as a special form of ‘Translation</b>
<b>Interpreting is an ancient human practice which crearily</b> a. Predates the creation of human interpreting mind b. Predates verbal interaction between two people c. Dates back to writing and written tranalton <b>d. Predates the invention of writing and written translation</b>	<b>the Akkadin language is the ancient Semitic Language of</b> a. Syria and Iraq around 1900 BC b. Plastine and Assyria around 19000 BC <b>c. Assyria and Babylonia around 1900 BC</b> d. Assria and Babylonia around 190 BC
<b>1-Akkadian was the ancient Semitic language of Assyria which was used by interpreters</b> <b>2- interpreters used Akkadian the ancient Semitic language of Assyria</b> a. Around 1900DC <b>b. Around 1900BC</b> c. Around 1900DC d. Around 1900AC	<b>The English word ‘ interpreter’ is derived from</b> <b>a. The Latin term interprets</b> b. The Akkadian term targumanu c. The French term entrepreneur d. The English term express
<b>The English word ‘ interpreter’ comes from Latin word</b> a. targumanu b. entrepreneur <b>c. interprets</b> d. espress	<b>The word ‘interpreter’ means in English</b> a. Exfounder b. Exposer c. Extender <b>d. Expounder</b>
<b>The word ‘interpreter’ means in English</b> a. Explorer <b>b. Expounder</b> c. composor d. Exposer	<b>The English word interpreter is derived from</b> <b>a. Latin interpres, in sence of “expounder”</b> b. Latin interpres, in sence of “explorer” c. Greek interpres, in sence of expounder” d. French interpres, in sence of expounder”
<b>Nevertheless we can say that the Latin term interpres, denoting someone ‘explaining the meaning’,</b>	<b>1-Interpreting is different from other types of translation activities because of</b> <b>2- What makes Interpreting so different from other types of translation is</b> <b>3- Unlike any other types of translation , interpreting is mainly characterized by</b> <b>a. Its immediacy in the transferring the message</b> b. Its concern about the transfer of meanings and ideas c. Its recognition of the massage to be transferred d. Its concern about communication across barriers of language and culture
<b>**of the main distinctive characteristic of interpreting is</b> a. its conformity b. its readiness <b>c. its immediacy</b> d. its distance	<b>interpreting is performed ‘here and now’ for the benefit of people who want to engage in communication across barriers</b>
<b>The oral rendering of spoken message is definition of</b> <b>a. Interpreting</b> b. Translating c. Explaining d. informing	<b>Interpreting is generally defined as</b> a. The oral translation of a written massage <b>b. The oral translation of a spoken message</b> c. The oral translation of a written message d. The oral translation of texts of general nature

<p><b>Interpreting could be define as</b></p> <p>a. The oral translation of written message</p> <p><b>b. The oral rendering of a spoken message</b></p> <p>c. The oral translation of written dialogue</p> <p>d. The oral translation of tests of general nature</p>	<p><b>Interpreting is</b></p> <p><b>a. The oral rendering of a spoken message</b></p> <p>a. The oral explaining of spoken message</p> <p>c. The oral informing of written message</p> <p>d. The oral translating of technical problem</p>
<p><b>1-in interpreting the Source Language text is normally presented</b></p> <p><b>2- Unlike translation, in interpreting the SL text is presented</b></p> <p>a. once and thus the TL text can be reviewed</p> <p>b. twice and thus the TL text can be reviewed</p> <p><b>c. once and thus the TL text cannot be reviewed</b></p> <p>d. thrice and thus the TL can be reviewed</p>	

## Lecture 2

### 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 :

العلماء مختلفين و يميلون إلى تعريف ووصف موضوع دراستهم حسب اهداف وتجارب واهتمامات معينة.  
بالنسبة للترجمة فتحددها التعاريف التالية بانها

**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'**

عملية الفاظ منطوقة او مكتوبة تأخذ مكانها في احد اللغات يفترض انها تنقل نفس المعنى كالألفاظ موجودة مسبقا الى لغة اخرى  
هذا التعريف مقدمة لعلاقة محددة بين الفاظ اللغة المصدر واللغة الهدف وينص على اتحاد المعنى كعنصر اساسي وهو يقدم العامل والموقف الانساني من حيث القصد والتعبير

**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'**.

نقل الافكار والمفاهيم من لغة الى اخرى سواء كانت اللغة بشكل منطوق او مكتوب او سواء كانت احدى اللغات او كلاهما تعتمد على الإشارة  
هذا التعريف يصف الترجمة على انها نقل للأفكار من خلال وسيط هو اللغة

**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.

سلسلة معقدة من حالة ترابطية و وظيفية لعملية انتاج اللغة الهدف معد للمستقبلين في الثقافة واللغة الاخرى على اساس نص اللغة المصدر المعطى  
هذا التعريف يقدم عدد من المميزات الوصفية مثل الحالة والوظيفة النص والثقافة ويشدد على هدف الانتاج المترجم

**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.

أي لفظ يقدم او يعتبر كترجمة ضمن ثقافة بغض النظر عن الاسباب



اتجاه الهدف محمول الى اقصاه في هذا التعريف حيث يتنازل نظريا عن أي الزام ويقبل بترجمة بأي شكل من الاشكال في مجتمع معين

### 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.

جميع التعاريف الاربعة تستوعب الترجمة لكن لكل منها واجهة تختلف في البعد المفاهيمي وايا ما كان المنصوص عليه كميزة جوهرية للترجمة

المفاهيم مثل النقل والافكار والترادف القصد او الثقافة سوف يحملنا أكثر لتعريف الترجمة

- 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**.

الترجمة هي نشاط يتكون في المقام الاول في اصدار الالفاظ (النصوص)

الذي يفترض ان يكون لها نفس المعنى او نفس التأثير الذي للفظ الموجود مسبقا في اللغة والثقافة الاخرى

- **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’**.

تلك المصطلحات قد تتكيف وتكرر بطرق مختلفة ،

مفهوم النشاط على سبيل المثال قد يحدد كخدمة ربما توصف بانها مهنية لغرض تمكين التواصل ونفع المستخدمين او العملاء

- 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’**.

بالمثل ممكن ان نحدد الانتاج والتواصل كشئ يأخذ مكانه في الحالة والثقافة المعطاة ويمكن ان نفصل ونفرق تلك المفاهيم الرئيسية كثقافة ولغة والفاظ ومعاني

### 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’**).

الترجمة قد تأخذ المجالات الرئيسية التالية نظريا : نطاق مهمة الترجمة في المقام الاول هو الانتاج

وجهة النظر بالنسبة لعملية الترجمة اتجاه الهدف الانتاجي اكثر من نقل يعتمد على المصدر و المواصفات المعيارية لانتاج الترجمة على افتراض التشابه في المعنى او التأثير

#### اسئلة الاختبارات السابقة للمحاضرة الثانية

<p><b>the defining relationship between the source and target utterances and stipulates</b> <u>‘sameness of meaning</u></p>	<p><b>trnslation is described as</b> a. The transfer of vocabulary and grammer from on language to another b. The transfer of meaningless sentences from one language to another <u>c. The transfer of thought and ideas from one language to another</u> d. The transfer of culture and language from one language to another</p>
<p><b>This definition describes translation as a process of</b> <u>‘transfer’ acting on ‘ideas’ in the medium of ‘language</u></p>	
<p><b>notions like ..... are consider as and essential feature of interpreting</b> <u>a. Transfer, ideas, sameness, intention or culture</u> b. Transfom, freedom, audience, intention or language</p>	<p><b>Notions like transfer, ideas, sameness, intention or culture will carry over to our</b> <u>definition of interpreting.</u></p>

c. Conveyance, thought, likelihood, tintention or culture d. Correspondence, grammer, vocabulary, interntion or context	
<b>Notions of translation like ‘ transfer, ideas, sameness, intention or culture’ are.....to the definition of interpreting.</b> <u>a. Adaptable</u> b. Adoptable c. Portable d. Compatible	<b>The notion of ‘ activity’ in translation could be specified as</b> a. Practice in interpreting <u>b. Service in interpreting</u> c. Commercial in interpreting d. Production in interpreting
<b>The scope of the interpreter’s task is mainly</b> a. Processing b. Retrieving c. Storing <u>d. Production</u>	<b>The scope of the interpreter's task is</b> a. is mainly conduct. b. is mainly process and product. c. is mainly process. <u>d. is mainly production.</u>
<b>the scope of the interpreter’s task is</b> <u>a. Maily production</u> b. Generally, communication c. Potentially theoretical d. Internationally the audience	<b>While interpreting , the interpreter’s main task is</b> a. to process information <u>b. to produce information</u> c. to retrieve information d. to store information
<b>the interpreter’s main task of interpreting involves</b> a. processing information b. retrieving information c. storing information <u>d. producing information</u>	<b>the normative specification of the translation product is</b> a. The assumption of ‘ differences ‘ in meaning or effect b. The assumption of ‘communication’ in meaning or effect c. The assumption of ‘interpretation’ in meaning or effect <u>d. The assumption of ‘similarity’ in meaning or effect</u>

## Lecture 3

### 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.

من وجهة نظر تاريخية الترجمة تجري في السياق الاجتماعي للتفاعل او الاوضاع حيث تدخل المجتمعات من لغات وثقافات اخرى في الاتصال مع بعضها و ابرزها ما يلي

### The following are the most prominent ones: (intra-social)

**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’.

الترجمة المالية: تواصل المجتمعات المختلفة في اللغة المنطوقة لغرض التجارة وتبادل البضائع

**2. Liaison Interpreting** is a form of interpreting practiced mainly in **commercial** negotiations

الترجمة الاتصالية : طريقة ممارسة الترجمة بشكل اساسي في المفاوضات التجارية

**3. Diplomatic Interpreting** where the representatives of different linguistic and cultural communities came together with the aim of establishing and cultivating political relation.

الترجمة الدبلوماسية : التقاء ممثلي لمجتمعين لكم منهم ثقافة لغوية مختلفة لغرض تأسيس علاقة سياسية

**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.

الترجمة العسكرية : حينما تسوء العلاقات بين مجتمعات مسلحة مثل ما حصل خلال الحرب العالمية الثانية عندما جرت محادثات بين القوى المتحالفة لمفاوضات الهدنة او استجواب السجناء

**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.

الترجمة في المحكمة : تتضمن ترجمة معتمدة للوثائق ومثلها الترجمة في التحقيقات القضائية وجلسات الاستماع ولذا يمكن للمرء ان يفرق بشكل واسع بين مفهوم الترجمة القانونية او القضائية والترجمة في قاعة المحكمة داخل الأوضاع البروتوكولية الخاصة

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

ترجمة لغة الإشارة : تكون في الاوضاع التعليمية

**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.

الترجمة الاجتماعية أو الخدمة العامة : الترجمة هنا لمساعدة المهاجرين في المجتمع المضيف لهم وهي مهمة جدا لحاجة التواصل في المجتمع الداخلي وهذا أدى الى ظهور ممارسة الترجمة في الرعاية الصحية والقانون كأهم مجالات المؤسسات

**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.

ترجمة الاعلام أو الاذاعة : تركز بشكل اساسي على ترجمة التلفزيون وهذا يظهر في لغة الإشارة او في حالة محاكمات جرائم الحرب

### 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.

نشاط الترجمة تطور تاريخيا عبر مجموعة مختلفة من الحالات منذ اول مواجهة بين القبائل المختلفة وحتى مؤسسات المجتمع الداخلي

#### اسئلة الاختبارات السابقة للمحاضرة الثالثة

<p><b>from a historical perspective, interpreting is carried out</b>  <u>a. In a social context of interaction</u>          b. In a cultural context of interaction          c. In a linguistic context of interaction          d. In a semantic context of interaction</p>	<p><b>1-liaison interpreting is mainly practiced in</b>  <b>2-liaison interpreting tend to practice their profession in</b>  <b>3- the common place for liaison interpreting to practice their profession</b>          a. Courts  <u>b. Commercial negotiations</u>          c. Police stations          d. Hospitals</p>
<p><b>Liaison Interpreting is a form interpreting</b>          a. Practiced generally in military negotiation          b. Practiced mainly in diplomatic negotiation  <u>c. Practiced mainly in commercial negotiation</u>          d. Practiced when doing business</p>	<p><b>Military interpreting takes place when relations</b>          a. turn sword between two conflicting armed communities          b. turn soft between two conflicting armed communities  <u>c. turn sour between two conflicting armed communities</u>          d. turn social between two conflicting armed communities</p>
<p><b>Court Interpreting : includes task like</b>  <u>the certified translation of documents</u></p>	<p><b>1-Interpreting in Court is distinguished from legal interpreting in</b>  <b>2- Court Interpreting is different from legal interpreting because of</b>  <b>3-what makes Court Interpreting different from legal interpreting is</b>          a. Its specific domain          b. Its specific mode          c. Its specific discourse  <u>d. Its specific setting</u></p>
<p><b>sign language interpreting normally takes place in</b></p>	<p><b>Sign language interpreting normally takes place in</b></p>

<ul style="list-style-type: none"> <li>a. Conversational setting</li> <li>b. Environmental setting</li> <li>c. Diplomatic setting</li> <li>d. <u>Educational setting</u></li> </ul>	<ul style="list-style-type: none"> <li>a. Military barracks</li> <li>b. <u>Educational institutions</u></li> <li>c. Commercial organizations</li> <li>d. Conference interpreting</li> </ul>
<p><b>1-Sign language as a means for interpreting is generally used in</b></p> <p><b>2- The use of sign language as a means for interpreting , generally***</b></p> <ul style="list-style-type: none"> <li>a. business organizations</li> <li>c. army barracks</li> <li>d. conference halls</li> <li>d. <u>educational institutions</u></li> </ul>	<p><b>community interpreting is where interpreting service established to</b></p> <ul style="list-style-type: none"> <li>a. Make immigrants speak the host language</li> <li>b. Help immigrants do business in the host society</li> <li>c. Help immigrants act as natives in the host society</li> <li>d. <u>Help immigrants function in the host society</u></li> </ul>
<p><b>Media interpreting is mainly focused on</b></p> <ul style="list-style-type: none"> <li>a. <u>On TV interpreting</u></li> <li>b. On Facebook interpreting</li> <li>c. On Tweeter interpreting</li> <li>d. On Theater interpreting</li> </ul>	

## Lecture 4

### 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:

تصنف حسب مجموعة ظرفية من التفاعلات

**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**.

الترجمة الشفوية الثنائية او الترجمة الشفوية للحوار : نموذج يتكون من ثلاثة متفاعلين وهم مترجم ثنائي اللغة الذي يأخذ دور الوسيط بين اثنين من احادي اللغة

اذن عندنا وسيط يشير إلى (bi) وايضا متفاعلين يتبادلان التواصل هذا المصطلح وثيق الصلة بالترجمة الاتصالية الذي تم ذكره في محاضرة ٣



**2. Multilateral Communication Interpreting** is as in conferences attended by delegates and representatives of various nations and institutions, mainly called **Conference Interpreting**.

الترجمة الشفوية التوافقية متعددة الاطراف : مؤتمرات حضرها المندوبين و الممثلين لمختلف الامم والمؤسسات تسمى في الغالب ترجمة المؤتمرات الشفوية

**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.

ترجمة المؤتمرات الشفوية: لمنظمة وطنية أو دولية هي المظهر الاكثر بروزا في عصرنا و ظهرت في الحرب العالمية الاولى عندما عقدت المفاوضات في فرنسا

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.

لكن لاحقا خلال الحرب بعض المفاوضين الأمريكيين و البريطانيين لم يتكلموا الفرنسية مما جعل اللغة الثنائية الفرنسية الانجليزية رسمية في عصبة الامم المتحدة تستهل تعدد اللغة في المؤتمرات الدولية

Since the First World War, interpreting has generally been attached to conference meetings and has internationally been known as “conference interpreting”.

منذ الحرب العالمية الاولى ارتبطت الترجمة بالمؤتمرات وتعرف بترجمة المؤتمرات الشفوية

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.

ما يميز ترجمة المؤتمرات انها تجري ضمن شكل خاص من التفاعل في المؤتمر و كثير من الاحيان تعرض في بيئة دولية على الرغم من ان هناك سوق محلي مهتم بخدمات ترجمة المؤتمرات بشكل اساسي بين اللغة المحلية و الانجليزية

### 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)

تعريف ترجمة المؤتمرات الشفوية : ترجمة لخطاب المشاركين في اجتماع يتضمن لغتين او اكثر المهمة قد تنفذ في وقت واحد او على التتابع بحضور المشاركين

- 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)

يمكننا تصور الترجمة الشفوية كسلسلة مفاهيم تمتد من المؤتمر الدول حتى المجتمع الداخلي لترجمة المجتمع أمر جيد أن نضع ترجمة المؤتمر بجانب ترجمة المجتمع لكن من المهم التفريق بين التركيز على مستوى المجتمع و الاعضاء الثقافية والاجتماعية

او على شكل من اشكال التفاعل مثل مؤتمر متعدد الاطراف او حوار وجه لوجه

#### اسئلة الاختبارات السابقة للمحاضرة الرابعة

<p><b>1-Bilateral interpreting is modeled</b>  <b>2- Interpreting Bilaterally is modeled</b>  <u>a.As three-party interction</u>  b. As one-party interaction  c. As two-party interaction  d. As four-party interaction</p>	<p><b>Interpreting consecutively is usually</b>  a. Tri-directional between three people  b. Quadrant directional between four peopl  c. Between more than five people  <u>d. Bi-directional between two people</u></p>
<p><b>Consecutive interpreting is usually</b>  a. tri-directional  <u>b. bi-directional</u></p>	<p><b>Bilateral interpreting is called</b>  <u>Liaison Interpreting.</u></p>

c. quadrant directional d. between more than five people	
<b>Dialogue interpreting seems to be closely associated what is called</b> a. Healthcare Interpreting b. Diplomatic Interpreting <u>c. Liaison Interpreting</u> d. Community Interpreting	<b>Interpreting Constellations of interaction are bilateral, .....and conference interpreting</b> a. Business interpreting <u>b. Multilateral interpreting</u> c. Liaison interpreting d. Community interpreting
<b>Multilateral Communication Interpreting is mainly called</b> a. Whispered Interpreting b. Site Interpreting c. Police Station Interpreting <u>d. Conference Interpreting</u>	<b>1-Multilateral interpreting is generally known as 2- As one of the main types of interpreting , Multilateral interpreting is ***</b> <u>a. Conference interpreting</u> b. Liaison interpreting c. Community interpreting d. Group interpreting
<b>1-Conference interpreting emerged 2-Conference interpreting as a profession appeared 3-The emerged of conference interpreting as a profession appeared</b> a. During World War II <u>b. During World War I</u> c. Between World War I and World War II d. After World War II	<b>Conference interpreting</b> <u>a.emerged during World War I when negotiations were held in French .</u> b. emerged during World War II when negotiations were held in French . c. emerged between World War I & World War II when negotiations were held in French . d. emerged after World War II when negotiations were held in French
<b>Conference interpreting is distinctive because it takes place</b> a. Within a particular format of interjection b. Within a particular format of reaction <u>c. Within a particular format of interaction</u> d. Within a particular format of conjunction	<b>1-Conference interpreting is mainly characterized by its particular*** 2-What *** conference interpreting distinctive is that it takes place within a particular</b> a. format of interjection <u>b. format of interaction</u> c. format of reaction d. format of conjunction
<b>What is distinctive about conference interpreting is that it is often</b> a. Conducted in friendly environment <u>b. Set in an international environment</u> c. Taken in business environment d. Set in a format of a theatre environment	<b>As far as localized interpreting is concerned</b> a. Bilingual meetings tend to involve English and the local dialects . <u>b. Bilingual meetings tend to involve English and the local language .</u> c. Bilingual meetings tend to involve English and the local culture . d. Bilingual meetings tend to involve English and the local accents
<b>A conference interpreting is whose office is to</b> a. Translate verbally the ideas of participants in meeting held in the unatid State of Amaireca b. Translate quickly the speech of participants in a meeting conducted in two languages only <u>c. Translate orally the speech of participants in meeting conducted on two or more languages</u> d. Translate consecutively the speech of participants in meeting and conference	

## Lecture 5

### Interpreting Typological Parameters

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:

معايير لجرد أكثر منهجية لأنواع الترجمة و منها مايلي

### 1-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**'.

الترجمة تستخدم كمصطلح عام للإشارة الى استخدام اللغة المنطوقة على وجه الخصوص ولكن نظرا لظهور ترجمة لغة الإشارة فهي الان تستخدم لترجمة اللغة المنطوقة لتفريق بينها وبين ترجمة لغة الإشارة أو الترجمة للصم

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**).

الإشارة يمكن أن تشير إلى (ترجمة الصوت إلى الإشارة أو ترجمة الإشارة إلى الإشارة) وعلى العكس الصوت أو الصوت عبر الترجمة يكون (ترجمة الإشارة إلى الصوت)

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**)

طريقة خاصة تستخدم في التواصل مع (الصم – المكفوفين) تتضمن الإشارة بالأصبع و بواسطة وضع ايديهم على لوح الإشارة الخاص بالمكفوفين لترجمة باللمس

### 2-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).

طريقة العمل :عندما تطورت معدات الارسال لتمكين المترجمين للعمل في وقت واحد فقد اصبح هناك معنى للتمييز بين الترجمة المتتالية والترجمة الفورية

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.

مع يجب ان يلاحظ ان الترجمة الفورية نفذت في البداية في وقت واحد على التوالي النقل المتزامن لمتتابعين مستلمين او اكثر بلغات الانتاج المختلفة

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'**.

الترجمة المتتالية لا تفترض مسبقا وجود مدة زمنية لفعل الخطاب الاصلي ولذا يمكن ان يتصور على انها سلسلة متصلة تمتد من تسليم اللفظ قصيرا كقصر كلمة واحدة الى الخطاب الكامل او اكثر او اقل طولا دفعة واحدة

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.

اسلوب عمل المترجم الفردي ومهارة الذاكرة وعدد من المتغيرات الظرفية

الترجمة المتتالية لخطاب طويل عادة يتضمن تدوين ملاحظات وضعها رواد لترجمة المؤتمر في بدايات القرن العشرين بالتالي الترجمة المتتالية باستخدام منهجية تدوين الملاحظات يشار اليه احيانا باسم المتتابع الكلاسيكي على عكس المتتابع القصير يكون من غير ملاحظات والذي ينطوي على طريقة ثنائية الاتجاه في مجموعة الاتصال

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.

فقط حيث يعمل المترجم بجانب واحد او اكثر من المستمعين ممكن ان يوفر الاستلام من خلال الترجمة الهمسية  
الترجمة الفورية مع كامل المعدات التقنية على نطاق واسع وضع اليوم هذا المصطلح للترجمة الفورية حيث يستخدم بمثابة اختصار  
لترجمة اللغة المنطوقة  
مع استخدام معدات الترجمة الفورية في حجرة عازلة للصوت

### 3-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).

الاتجاهية: في حالة النموذج يتم الحوار وجها لوجها ويعمل المترجم في كلا الاتجاهين ذهابا وعودة بين اللغتين بناء على تبادل  
الاطراف للادوار  
الترجمة الثنائية مرتبطة عادة بمفهوم الترجمة الاتصالية والحوارية لكنها قد تحدث كذلك في نمط المؤتمر حيث تكون الترجمة ثنائية  
او مع جهاز التوجيه الصغير

### 4-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)

استخدام التقنية : يتم استخدام المعدات التقنية بشكل اساسي لتجنب اختلاط رسائل اللغتين المصدر والهدف في القناة السمعية  
تعمل انظمة النقل الكهربائية السمعية والسمعية البصرية في قاعة المؤتمرات او ظروف الفوضى على نطاق اوسع لتغطية المكان  
فيما يسمى الترجمة عن بعد  
الترجمة لا تكون في نفس غرفة المتحدث او السامع او كلاهما ، مثال هاتف الترجمة أو عبر الهاتف والذي يستخدم في المجتمع  
الداخلي و الرعاية الصحية ، الشرطة وهناك ايضا ترجمة فيديو بالهاتف للصم

### 5-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**.

الحالة المهنية: التمييز بين انماط الترجمة هي ذات صلة بمستوى المهارات والخبرات للمهمة التي يؤديها الوكيل الانساني  
هذه المهنة تتطلب كفاءة فهي صعبة جدا ولهذا السبب يسمى المترجمين المحترفين من ذوي المهارات الخاصة و الترجمة الطبيعية

#### اسئلة الاختبارات السابقة للمحاضرة الخامسة

**interpreting main typological parameters are**  
a. Consecutive , simultaneous , and whispered interpreting  
b. Language modality, working mode and directionality

**The main interpreting typological parameters are**  
a. Working mood ,interaction and modality  
b. Working model , directionality and language mood

c. Remote interpreting diplomatic interpreting and community interpreting	c. <u>Working mode, language modality and directionality</u> d. Working mould language duality and interaction
<b>The main typological parameters of interpretation are language modality,.....and directionality.</b> a. Working mood b. <u>Working mode</u> c. Working model d. Working mould	<b>interpreting is used as</b> a. An expression to indicate to the use of written and spoken language b. A generic term to indicate to the use of written language only c. An idiomatic term to indicate to the use of consecutive language in particular d. <u>A generic term to indicate to the use of spoken language in particular</u>
<b>Language modality in interpreting refers to the use of</b> a. Consecutive interpreting b. Simultaneous interpreting c. <u>Spoken language</u> d. Whispered interpreting	<b>language modality in interpreting refers to the use of</b> a. consecutive interpreting. b. simultancous interpreting. c. <u>spoken language</u> d. whispered interpreting.
<b>In interpreting, language modality refers to</b> a.the use of consecutive interpreting. b. the use of simultancous interpreting. c. <u>the use of spoken language</u> d. the use of whispered interpreting.	<b>The emergence of the sign language Interpreting, it is now used as</b> <u>spoken-language interpreting</u>
<b>1-Tactile interpreting is used in communication with</b> <b>2- In communication with .....tactile interpreting is normally used.</b> a. The deaf only b. The blind only c. <u>The deaf -blind</u> d.Neither the deaf nor the blind	<b>finger spelling, by resting their hands on the signer's hands</b> <u>(tactile interpreting)</u>  <b>Working Mode, it was only in the 1920, when transmission equipment</b>
<b>It was only in the 1920, when transmission equipment was developed to enable interpreters to work simultaneously</b>	<b>consecutive interpreting</b> <u>after the source-language utterance</u>
<b>1-Interpreting simultaneously takes place</b> <b>2- simultaneous interpreting means the interpreting that takes place</b> <b>3-When you interpret simultaneously, your interpreting tends to takes place</b> a. <u>As the SL text is being presented</u> b. After the SL text is presented c. Before the SL text is presented d. Only where the interpreter works right next to listeners.	<b>simultaneous interpreting take place</b> a. As both the source and target language text are being presented b. <u>As the source language text is being presented</u> c. As the target language text is being presented d. As the interpretation prosos is being presented
<b>simultaneous interpreting was initially implemented as simultaneous consecutive that is</b> <u>the simultaneous transmission of two or more consecutive renditions in different output languages.</u>	<b>Consecutive interpreting can be conceived of as a continuum which range from</b> a. The translation of utterance as short as one sentence sentences b. The interpretation of utterance as short as one two sentences to the handling on on paragraph c. <u>The rendition of utterance as short as one word to the handling if entire speech</u> d. The conveyece of utterance as short as one idea to the handling of ten ideas
<b>the consecutive interpretation of longer speeches usually involves</b> <u>note-taking</u>	<b>Simultaneous interpreting with full technical equipment is</b> a. very well used in certain context only b. rarely used nowadays specially in educational settings c. <u>so widely established today</u> d. so narrowly established today
<b>SI is often used as a shorthand for 'spoken language interpreting</b>	<u>Bilateral interpreting is thus typically linked with the notions of 'liaison interpreting' and dialogue interpreting</u>



**Technical equipment is essentially used to**

- a. provide the mixing of source-and Target- language messages in the acoustic channel
- b. avoid the mixing of source-and Target- language messages in the acoustic channel
- c. enable the mixing of source-and Target- language messages in the acoustic channel
- d. protect the mixing of source-and Target- language messages in the acoustic channel

## Lecture 6

### What is consecutive interpreting?

Interpreting after the speaker has finished.

ما هي الترجمة التتابعية : الترجمة بعد أن ينتهي المتكلم من حديثه

- **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.

يجلس المترجم مع المنوبين يستمع الى حديثهم ثم في النهاية ينقلها في لغة مختلفة مع بعض الملاحظات

- 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).

الترجمة التتابعية في العصر الحديث استبدلت بالترجمة الفورية بشكل واسع لكنها لاتزال ذات صلة بانواع معينة من الاجتماعات مثل اجتماعات عالية التقنية، وجبات غداء في العمل، ومجموعات صغيرة، والرحلات الميدانية

- **Well-trained interpreters** can render speeches of **10 minutes or more** with great accuracy.

المترجمين المتدربين جيدا يمكنهم تقديم الخطاب في ١٠ دقائق واكثر بدقة عالية جدا

- 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.

في الترجمة التتابعية ينتظر المترجم المتكلم لينتهي من الجملة او الفكرة وبعدها يقدم خطاب المتحدث في اللغة الهدف بصفة عامة كلما كان طابع الحديث اكثر رسمية كان اطول مقاطع

ينبغي تدريب المترجمين على تدوين الملاحظات و تقنيات الذاكرة التي تمكنهم من تقديم الخطاب في طول ست الى ثمان دقائق بأمانة ودقة

- **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.

الترجمة المتتالية هي الأنسب في حالة عدد قليل من الناس حيث اللمسة الشخصية مطلوبة مثل اجتماعات الأعمال والمؤتمرات الصحفية، والمقابلات، والمؤتمرات عن بعد، أو أي نوع تبادل واحد مع واحد

- 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**.

بينما لا يوجد فاصل قاطع يمكن رسمه بين المتتابع القصير كما الترجمة الحوارية و النموذج الكلاسيكي من المتتالية ما يعني ان الترجمة تتم في خمس الى عشر دقائق لخطاب غير منقطع و مهارات الترجمة المتتالية تؤخذ عادة لتكون مرادفة و مرتبطة للاقرب في مهارات تدوين الملاحظات

### 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.

تعلم الترجمة المتتالية: على الرغم من ان تدريس المتتالية يهتم على وجه الخصوص باخذ الملاحظات هناك اساليب معينة عادة ما تشدد على تمارين اولية لتعزيز الاستماع النشط و تحليل الرسالة والتذكر بما في ذلك تقنية باسم الحذف و التقسيم و التصور

- 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'**.

التفاعلات بين الذاكرة و تدوين الملاحظات تبرز باعتبارها محور التحقق المترجمون يستخدمون نظاما مختلفا حينما يأخذون الملاحظات بشكل اساسي النظام القائم على الرمز

- 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.

مجال اخر من مجالات التركيز في مهارات الخطابة العامة لانتاج مرحلة من الترجمة المتتالية اقتراح تعليمي يتضمن تدريبات الترجمة البصرية واستخدام اشربة الفيديو لتغذية الراجعة لاداء الطلاب

- 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.

التركيز على اخطاء العرض المتكررة مثلا يمكن المرء ان يدرك بان تدريبا معينة في الخطابة العامة بما في ذلك التنفس، التحكم الصوتي، الاتصال بالعين يمكن ان يزيد مستوى وعي الطالب بايصال وتعزيز العرض الذي تم تقديمه في الترجمة المتتالية

#### اسئلة الاختبارات السابقة للمحاضرة السادسة

**e.g. highly technical meetings, working lunches, small groups, field trips** ) ,they remains relevant to  
 a. consecutive interpreting  
 b. Simultaneous interpreting  
 c. whispered interpreting  
 d. Directionality

#### Well-trained interpreters can render

- Speeches of 2 to 5 minutes with great accuracy
- Speeches of 3 to 5 minutes with great accuracy
- Speeches of 4 to 7 minutes with great accuracy
- 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

#### consecutive interpretation is best suited for situation involving

- A linguistic community of people or where a personal

<p><b>consecutive interpretation is best suited for situation involving</b></p> <p>a. a great number of people as in international conferences  <u>b. a small number of people as in business meeting</u>  c. people in military negotiations in war zones  d. interpreters in international conferences</p>	<p>touch is required  <u>b. A small number of people or where a personal touch is required</u>  c. Deffrint people from diffrient countries specially from the Arab world  d. A larg number of pwople or where a personal touch is required</p>
<p><b>the ‘classic form’ of consecutive implying the rendition of at least <u>five to ten minutes</u></b></p>	<p><b>Note-taking skills are closely related to</b></p> <p>a. oral interpreting  <u>b. consecutive interpreting</u>  c. simultaneous interpreting  d. whispered interpreting</p>
<p><b>consecutive interpreting is :</b></p> <p>a. Closely related to speaking skills  b. Closely related to listening skills  <u>c. Closely related to note-taking skills</u>  d. Closely related to public speaking skills</p>	<p><b>Consecutive interpreting is closely related to</b></p> <p>a. Speaking skills  b. Listening skills  c. Public speaking skills  <u>d. Note-taking skills</u></p>
<p><b>Teaching consecutive interpreting in mainly</b></p> <p><u>a. Conserved with note-taking</u>  b. Conserved with idea interpreting  c. Conserved with vocabulary and grammer  d. Conserved with text translation</p>	<p><b>1-The interpreter tends to use “symbol-based system”</b>  <b>2-“symbol-based system” is normally used by the interpreter</b></p> <p>a. When talking  <u>b. When taking notes</u>  c. When listening  d. When interpreting</p>
<p><b>Interpreters use different systems when taking notes, mainly</b>  <u>„symbol-based system.</u></p>	<p><b>when taking notes the interpreters trend to use</b></p> <p><u>a. mainly symbol based system</u>  b. mainly *** based system  c. mainly translation based system  d. mainly interpreting based system</p>
<p><b>for interpreters to improve their consecutive interpreting skills, they need to practice</b></p> <p>a. Listening skills in general  b. Writing skills in public school  c. Reading skills in public libraries  <u>d. Public speaking skills</u></p>	<p><b>1-Your performance in consecutive interpreting can be improved by practice</b>  <b>2- To improved student performance in consecutive interpreting you ***</b></p> <p>a. Listening and speaking skills  b. planning and organizing a research project  c. dialogue delivery  <u>d. Public speaking</u></p>
<p><b>include</b>  <u>sight translation exercises, and the use of videotapes</u>  <b>for feedback on student performance</b></p>	<p><b>feedback on student performance in consecutive interpreting depends on</b></p> <p>a. The use of electronic equipments  <u>b. The use of videotapes</u>  c. The use of headphones  d. The use of stationary</p>
<p><b>Students' presentation in consecutive interpreting could be enhanced by</b></p> <p>a. Training in listening and speaking skills is highly recommended.  b. Training in planning and organizing a research project is highly recommended.  c. Training in dialogue delivery is highly recommended.  <u>d. Training in public speaking is highly recommended</u></p>	<p><b>to enhance student presentation in consecutive interpreting</b></p> <p>a. training in listening and speaking skills is highly recommended  b. training in planning and organizing research project is highly recommended  c. training in dialogue delivery is highly recommended  <u>d. training in public speaking is highly recommended</u></p>
<p><b>Focusing on frequent faults of presentation, for example one can realize that specific training in</b>  <u>public speaking</u>  <b>including</b>  <u>breathing, voice control, eye contact) could raise student’s awareness of</u></p>	

## Lecture 7

### 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**.

الترجمة الفورية : مصطلح الترجمة الفورية يقصد به ترجمة اللغة المنطوقة باستخدام معدات الترجمة الفورية في حجرة عازلة للصوت (حيث تكون في نفس الوقت الذي يقدم فيه النص للغة المصدر)

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.

يرتدي المشاركون سماعات راس فتتم الترجمة للغة الاخرى اثناء الحديث يتطلب هذا النوع تركيزا هائلا ولذلك يتم بين فريقين

المترجمين يعملون عادة في غرفة عازلة للصوت تمكن من جميع المعنيين التركيز على عملهم دون تشتيت انتباههم من سماع لغة اخرى

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.

لان هذا النمط من الترجمة يوفر الوقت فهو المفضل في المؤتمرات والاجتماعات التي تتعامل مع قدر كبير من المعلومات التي يجب نقلها استخدام الاجهزة السمعية يعني انه لاحد معين لعدد المشاركين

### 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.

في الترجمة الفورية الهمسية يجلس المترجم وسط المشاركين ويترجم فوراً مباشرة في اذن المشاركين

- 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.

يمكن استخدامها ضمن عدد قليل من المشاركين بجانب بعضهم وتستخدم بشكل اساسي في لقائات ثنائية او مجموعات ذات عدد قليل

- 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. الهمس احيانا يستخدم بدلا عن الترجمة المتتالية لتوفير الوقت و احيانا يستخدم سماعات الراس لصوت افضل من المتحدث الاصلي

### 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 involve a listening task in combination with a second, different task, such as simultaneously counting backwards or reading aloud.

التدريبات في تعريف الطلاب على المهام الحاسمة التي تتطلب التزامن ينظر اليها على انها مهارة استماع وتحدث في نفس الوقت على طريقة تمارين "ثنائي المهمة" تلك تتضمن مهارة استماع مدمجة مع مهمة اخرى مختلفة مثل عد الى الوراء او القراءة بصوت واحد

- 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').

تمرين معين في معالجة لفظية متزامنة والتظليل الذي هو تكرار فوري للمدخلات السمعية بنفس اللغة مع ادنى تأخير (صوت التظليل) أو أكبر تأخير (جملة التظليل)

- 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**.

الأقل بكثير إثارة للجدل من التظليل هي التمارين الأولية مع التركيز على معالجة المحتوى مثل إعادة الصياغة في وقت واحد و مهام التظليل تجتمع مع تمارين الحذف أو الترجمة الفورية من قصص مشهورة

- 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.

تجاوز المرحلة الأولى من التدريب يهدف إلى تعريف الطلاب مع تقنية الترجمة الفورية ومن المهم ضرورة التركيز على عملية الترجمة بدلا من الانتاج لتعلم الاستراتيجيات الخاصة للتعامل مع الصعوبات المعجمية والهيكلية وإنشاء بيئة تدريب تكون الاقرب إلى واقع الحياة

### 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**.

الترجمة البصرية نوع خاص من الترجمة يمكن استخدامه كتمرين اولي او اختبار قدرات وهو جزء من كفاءة المترجم

- 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**.

الترجمة البصرية مدموجة مع الترجمة الفورية فالمتحدث يقرأ النص والمترجم يكون في غرفة عازلة للصوت ذات درجة عالية من التعقيد



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

نفس الكلام ينطبق على الترجمة الفورية للغة المنطوقة تمارس في همس وحالة تتابع كما في المؤتمرات عن بعد

اسئلة الاختبارات السابقة للمحاضرة السابعة

<p><b>The term ‘simultaneous interpreting’</b> <u>as the source-language text is being presented</u></p>	<p><b>(SI) is often used as a shorthand for ‘spoken language interpreting with use of simultaneous interpreting equipment in a sound-proof booth.</b></p>
<p><b>In simultaneous interpretation, the participants wear</b> <u>headphones</u></p>	<p><b>Owing to the tremendous level of concentration required to perform this type of interpretation, simultaneous interpreters</b> <u>always work in teams of two</u></p>
<p><b>In whispered simultaneous Interpreting, the interpreter is</b> a. seated in front the delegates and interprets consecutively b. standing among the delegates and interprets consecutively <u>c.seated among the delegates and interprets simultaneously</u> d.standing in front of the delegates and interprets simultaneously</p>	<p><b>Whispered interpretation can be used only</b> <u>For very few delegates sitting or standing close together</u></p> <p><b>Whispered interpreting is used mainly</b> a. Bilateral trade <u>b. Bilateral meeting</u> c. Bilateral agreement d. Bilateral symmetry</p>
<p><b>Whispered is often used instead of</b> <u>a. Collective in order to save time</u> b. Simultaneous in order save time</p>	<p><b>A specific exercise in simultaneous verbal processing is....., which is the immediate repetition of auditory input in the same language with either minimal</b></p>

c. Sight translation in order to save time d. Sign language in order to save time	<b>delay or at greater lateness.</b> a. Sharing <u>b. Shadowing</u> c. Shading d. Showing
<b>shadowing - as an exercise is simultaneous verbal processing is</b> <u>a. the immediate repetition of auditory input in the same language</u> b. the immediate repetition of auditory input in the second language c. the immediate repetition of auditory output in the same language d. the immediate repetition of auditory output in the second language	<b>focus on the</b> <u>process rather than the product</u> <b>Sight translation is a special form of interpreting</b> a. That can be used as a proficiency test b. That can be used as an altitude test <u>c. That can be used as an aptitude test</u> d. That can be used as a general language test
<b>1-Sight translation can be used as</b> <b>2- As a special form of interpreting Sight translation can be used</b> a. a proficiency test <u>b. an aptitude test</u> c. an altitude test d. a general language test	<b>sight translation is an integral part of an interpreter's</b> <u>translational competence</u>
<b>as in the case of a speaker reading a text that the interpreter has available in the booth, involves a</b> <u>high degree of complexity</u>	

## Lecture 8

### Domains and dimensions

Based on translation studies, the discipline of interpreting studies, with theoretical sub domains based on a list of situational variable: **Varieties of interpreting** (consecutive Vs simultaneous); **the medium of interpreting** (human, machine, computer aided interpreting); **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)

المجالات والابعاد : استنادا الى دراسات الترجمة مع النطاقات الفرعية النظرية على مجموعة من التغيرات الظرفية

إذا اردت ان تترجم فيجب ان تفكر في عدة امور.. اولاً: طريقة الترجمة هل هي تنبؤية ام فورية

الوسيط : بشري ، آلة ، كمبيوتر مساعد ... النص : متخصص او عام ... علاقة المشاركين : النص المصدر المنتج- النص الهدف المستقبل

**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, 2001):**

ان نرسم خريطة لدراسات الترجمة يجب ان نفكر في ثمانية ابعاد

<b>1. Medium:</b> human, machine, computer aided interpreting	الوسيط : بشري ، آلة ، كمبيوتر مساعد
<b>2. Setting:</b> international (multilateral conference, int. Organization, media, court, police, health care, etc...)	المكان : مؤتمر ، منظمة ، محكمة
<b>3. Mode:</b> consecutive, simultaneous, whispered, sight.	الطريقة : تتابعي ، تزامني ، همسي ، بصري
<b>4. Language (culture) Spoken</b> → conference language → migrant language	اللغة : لغة مؤتمرات رسمية ، لغة مهاجرين
<b>5. Discourse:</b> speeches →debates→ face-to face	المحادثة : خطاب ، نقاش ، وجه لوجه
<b>6. Participants:</b> equal representatives ↔individual vs. institutional representatives	المشاركين: ممثلين متساوين ، مؤسسات
<b>7. Interpreter:</b> professional interpreter ↔semi-professional↔ natural or layman interpreter	المرجم: محترف، نص محترف، عادي
<b>8. Problem:</b> simultaneity ↔ memory ↔ quality ↔ stress↔ effect↔ role	المشاكل : التزامن ، الذاكرة ، الجودة ، الارهاق ، التأثير ، الوظيفة

اسئلة الاختبارات السابقة للمحاضرة الثامنة	
<b>1-Varieties of interpreting are</b> <b>2-interpreting has a number of varieties which can be</b> <b>3- There are a number of varieties which can be</b> a. Human versus machine b. Professional versus natural <u>c. Consecutive versus simultaneous</u> d. Spoken versus written	<b>the medium of interpreting</b> <u>human, machine, computer aided interpreting</u>
<b>The following set of eight dimensions could be adopted to map out the theoretical territory of interpreting</b> <u>Medium-Setting-Mode- Language-Discourse- Participants- Interpreter-Problem</u>	<b>Domains and dimensions</b> <u>Medium, Setting, Mode, Language</u>
<b>one of the interpreting domains is medium , it covers</b> a. Spoken , conference language and migrant language b. Speeches debates and face-to-face interpreting <u>c. Human, machine and computer aided interpreting</u> d. Professional, semi-professional or layman interpreter	<b>Medium is one of the interpreting domains. It covers human .....and computer aided interpreting.</b> a. CAT <u>b. Machine</u> c. Face to face interpreting d. Layman interpreter

<p><b>1-one of the interpreting domains is medium which covers human,</b></p> <p><b>2- medium as one of the interpreting domains covers human,</b></p> <p>a. CAT and CAI  b. Face to face interpreting and CAI  c. Layman interpreter and CAI  <u>d. Machine and CAI</u></p>	<p><b>mode is one of the most important domains of interpreting , it covers</b></p> <p>a. International conference , media , police and court setting  <u>b. Consecutive , simultaneous whispered and sight interpreting</u>  c. Equal representative, individual vs institutional representative  d. Simultaneity , memory ,quality , stress, effect and role</p>
<p><b>1-The interpreter tends to mainly encounter the follow</b></p> <p><b>2- the following are the main problem faced by the interpreter</b></p> <p>a. stress ,memory ,honesty and quality  b. quality, memory , quality and simultaneity  c. memory recalling , stress and quality  <u>d. simultaneity ,memory, stress and quality</u></p>	<p><b>The interpreter may encounter problems of simultaneity .....and quality.</b></p> <p>a. Objectivity, honesty  b. Equality, quality  c. Recalling, producing  <u>d. Memory, stress</u></p>

## Lecture 9

### Approaches for Training Interpreters

For most of the twentieth century, nearly all training program and institutions were geared to 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 **(1)apprenticeship, that is transfer of know-how and professional knowledge from master to student, mainly by exercise modeled 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.

مناهج تدريب الترجمة

في القرن العشرين كل برامج الترجمة تقريبا و المؤسسات كانت موجهة الى اللغة المنطوقة في بيئة دولية متعددة اللغات الترجمة توجد في بيئة دولية حينما يكون هناك تعدد في اللغات في ظل بيئة اللغات المتعددة بدأ الناس يبحثون على مهارات احترافية للترجمة

فإذا اردت ان تصبح مترجم هناك ثلاث طرق او مناهج طريقة قديمة مستخدمة لعدة سنوات تسمى النهج المهني وهي نقل الدارية والمعرفة المهنية من المعلم الى التلميذ وذلك أساسا عن طريق ممارسة تمارين في مهام الحياة الحقيقية والتأكيد على أن التدريب المهني للمترجم هو ا شبه بتدريب على المستوى الجامعي

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 (2) **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.**

ضرورة اتباع نهج علمي لتدريب المترجم  
بمعنى اخر انهم يطبقون كل تلك المناهج العلمية لتدريب المهارات مثل : ماهي الاستراتيجيات ؟

Alongside a scientific approach centered on processing-skill components and stages of expertise, (3) **a humanistic approach** to curriculum foregrounds the personal and social aspects of instruction interaction and the process of socializing student into a 'community of professional practice'.

هو منهج يعنى بالجوانب الشخصية والاجتماعيات في التفاعلات التعليمية وعملية تنشئة الطالب اجتماعيا لمجتمع الممارسة المهنية

**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.**

كل تلك المناهج هي للطلاب المتدربين  
مفاهيم ادراك الحالة و الممارسة بتفكر و ادراك مهني يمكن استخدامها لدعم وتوجيه الطالب وتفاعله ليصبح مترجم

#### اسئلة الاختبارات السابقة للمحاضرة التاسعة

<b>For most of the twentieth century, nearly all training program and institutions were geared to spoken-language interpreting</b>	<b>apprenticeship, that is transfer of know-how and professional knowledge from master to student</b>
<b>the most effective approach for training interpreters is</b> a. <u>Mainly by exercises modeled on real life tasks</u> b. Mainly by skill training such as computer skills and strategies	<b>Apprenticeship, that is transfer of know-how and professional knowledge from master to student, mainly by exercise modeled</b> a. On virtual tasks b. <u>On real life tasks</u>



c. Mainly by the process of socializing student into a 'community of professional practice ' d. Mainly by reflective practice and cognitive apprenticeship	c. On complicated tasks d. On easy tasks
<b>As the certainties of the Paris School paradigm came to be questioned , calls for a more <u>scientific approach</u> were also made for interpreter training.</b>	<b>cognitive process-oriented paradigm have applied their models to <u>skill training</u></b>
<b>A scientific approach for training interpreters is mainly centered on</b> a. processing-skill training and expertise b. processing instruction and interaction skills c. processing communication skills and expertise <u>d. processing-skill components and stages of expertise</u>	<b>Thus concepts such as <u>'situated cognition'</u> <u>'reflective practice,</u> and <u>'cognitive apprenticeship</u> can be used to <b>underpin a more student-oriented and interaction-oriented refinement of established interpreter training practices.</b></b>

## Lecture 10

### Selection Criteria for Training Interpreters

#### General entry requirements for training interpreters

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

معايير مختارة للتدريب على الترجمة حتى يتم اختيارك ليتم تدريبك على الترجمة لابد ان تمتلك ما يلي

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)

المعرفة في اللغات والعالمية - مهارات الادراك المرتبطة بالتحليل و الانتباه والتذكر - السمات الشخصية تتضمن تحمل الضغط والفضول الفكري

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

اكتساب مهارات الترجمة قبل دخول برنامج التدريب يسهل تحصيل المناهج الدراسية

#### 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.

امتحان القدرات للتدريب على الترجمة وانواع الاختبار هي

**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 criticized 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

في ترجمة المؤتمر تتضمن الطرق التقليدية مثل مهمة التواصل الكلية ويستخدم فيها  
مقابلة ثنائية اللغة او متعددة اللغة - عمل خطاب مرتجل (بدون إعداد سابق) - نقل ملخص شفوي الى لغة اخرى  
انماط اخرى من مهام الترجمة تستخدم لترشيح الطلاب الترجمة المكتوبة - الترجمة البصرية - كتابة ملخص في لغة اخرى

**Personality traits could be summarized 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

السمات الشخصية للمتترجم : الدافع واسلوب التعلم - القدرة على التعامل مع الضغط النفسي والجسدي - القدرة على الفهم السريع  
ونقل معنى الخطاب المنطوق - القدرة على التذكر واكتشاف الاخطاء والطلاقة اللفظية والاستيعاب

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

لا بد ان تاخذ خمسة امتحانات مكتوبة وسلسلة من الامتحانات المنطوقة

اسئلة الاختبارات السابقة للمحاضرة العاشرة	
<p><b>candidates for interpreter training are expected to have a competence profile of the following traits</b></p> <p>a. Knowledge , qualifications and skills b. Knowledge , expertise and personality traits c. Knowledge , cognitive skills and experience <u>d. Knowledge , cognitive skills and personality traits</u></p>	<p><b>candidates for interpreter training should have the following traits</b></p> <p>a. Knowledge , speaking skills and personal interests b. Knowledge , colloquial skills and personality qualifications <u>c. Knowledge , cognitive skills and personality traits</u> d. Knowledge , collaborative skills and personality traits</p>
<p><u>Knowledge of languages and the world</u></p> <p><b>.....skills relating to analysis, attention and memory.</b></p> <p>a. Informative b. Pragmatic c. Practical <u>d. Cognitive</u></p>	<p><b>interpreter's cognitive skills include</b></p> <p>a. Stress tolerance , speed and attention <u>b. Analysis, attention and memory</u> c. Attention, language and environment d. Curiosity , speed and attention</p>
<p><b>Stress tolerance and intellectual are parts of</b></p> <p><u>a. Personality traits</u> b. Techniques c. Personal differences d. All false</p>	<p><b>Personality traits including</b> <u>stress tolerance and intellectual curiosity</u></p>
<p><b>As an entry requirement in interpreting training. In many university-level programs,</b></p> <p>a. The practicing of communication skills remains separate from the curriculum. b. The acquisition of interpreting skills remains part of the curriculum. <u>c. The acquisition of translation skills remains built into the curriculum.</u> d. The acquisition of interpersonal skills remains built into the curriculum.</p>	<p><b>Examination methods used with conference interpreters' are as follow ***</b></p> <p>a. Bilingual translation of textual material into another language. <u>b. written translation ,bilingual interview, and sight translation.</u> c. Multilingual written translational activity into another oral translation. d. Bilingual written summary in another language.</p>
<p><b>for conference interpreting, traditional examination methods include,</b></p> <p><u>a. Holistic communicative task, such as bilingual interview, impromptu production, and oral summery rendition in</u></p>	<p><b>1-Traditional examination methods for conference interpreting include</b> <b>2- conference interpreting tend to be examination by the follow***</b></p>

<p><u>another language.</u></p> <p>b. Holistic communicative task, such as personal interview, impromptu production, and oral summary in the source language.</p> <p>c. Holistic communicative tasks such as bilingual chat speech production, and a summary in another language.</p> <p>d. Holistic communicative task, such as bilingual dictionary test, speech production, and verbal speech survey in another language</p>	<p>a. Bilingual translation of textual material into another language</p> <p><u>b. Bilingual or multilingual interview, written translation and sight translation</u></p> <p>c. Multilingual written translational activity into another oral translation</p> <p>d. Bilingual written summary in another language</p>
<p><b>Bilingual and multilingual interview are examples of</b></p> <p>a. Specialized tasks</p> <p><u>b. Holistic communicative tasks</u></p> <p>c. Situational tasks</p> <p>d. Virtual tasks</p>	<p><b>holistic communicative task such as :</b></p> <p><u>bilingual or multilingual interview,</u></p>
<p><b>1-Impromptu speech means</b></p> <p><b>2-The term Impromptu means</b></p> <p><u>a. Improvised speech production</u></p> <p>b. Improved speech production</p> <p>c. Impoverished speech production</p> <p>d. Important ant speech production</p>	<p><b>Interpreter's personality traits include</b></p> <p>a. Hard working, staying up late, remembering task time and quick to translated</p> <p>b. Encouraging, helping clients, cooperating with clients .</p> <p><u>c. Motivation, coping with stress, quick to recall and fluent.</u></p> <p>d. Able to answer exam questions quickly and fluent in his speech</p>
<p><b>1-personality traits of interpreter include</b></p> <p><b>2- the interpreter's personality main traits include</b></p> <p>a. staying up late, cooperating with others and working under pressure</p> <p>b. working under pressure , quick to respond and fluent in his speech</p> <p><u>c. coping with stress, motivation and quick to recall</u></p> <p>d. fluent , hard working and helping clients</p>	<p><b>The personality traits of the interpreter include motivation .....quick to recall and fluent.</b></p> <p>a. Staying up late</p> <p>b. Helping clients</p> <p><u>c. Coping with stress</u></p> <p>d. Fluent in his speech</p>

## Lecture 11

### 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.

هناك علاقة وثيقة بين العولمة (العالمية) ودراسات الترجمة  
ترجمة المؤتمرات الدولية تعتبر مثال لمهنة عالمية

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.

تنفيذ المعاملات في مجال الاعمال ، السياسة ، الفن و العلوم على نطاق عالمي يفرض دور المترجم في الاتصالات الدولية وانتشار  
الانجليزية كلغة مشتركة يزيد الحاجة لذلك  
والمرجح بسبب انتشار الانجليزية بالعالم تقل الحاجة للمترجمين في المؤتمرات

At the same time , the related trend of 'localization' 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.

ترتبط الانجليزية بالمحلية و تظل الأكثر دوليا  
هذا الاتجاه يميل للمحافظة على خدمات الترجمة في المؤتمرات و اجتماعات ثنائية اللغة تتضمن الانجليزية و اللغة المحلية  
أو في الاحوال الغير متماثلة واحد إلى متعدد في تنظيم اللغة

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 localizers of dominant ideologies'.

في الحالة السابقة دور الترجمة الثنائية ليس فقط في طريقة الاتصال التقليدية لكن طريقة متزامنة تتضمن ترجمة الحوار الفورية في الاجتماعات مع متحدثي الإنجليزية في قاعة التداول و تتم الترجمة إلى مجموعة من اللغات وأكثر القضايا الاساسية العلاقات الادارية و التأقلم الثقافي

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.

التطورات و تواجد الصين ودول آسيوية أخرى على الساحة الدولية من آثار توسع نطاق دراسات و ممارسات الترجمة

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.

الإمكانات الهائلة تتضمن إزدياد للمهنة وبالتالي التدريب ، البحث وأكثر وضوحا للثقافات وليس أقلها العقائد، الاختلافات، والتحديات من خلال اللغويات التي تؤدي دورا في ترجمة البحوث للمتخصصين في علم اللغة و تعليم اللغة الأجنبية و الدراسات بلغتين

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 polices to ensure access regardless of language or cultural background.

تظهر العولمة في هجرة الناس التي تتجلى في المجتمعات المتعددة الأعراق و الاختلافات اللغوية  
المؤسسات العامة في البلدان المضيقة للمهجرين تميل إلى التواصل بين الثقافات لضمان الحصول على اللغة

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.**

دور الترجمة والمترجمين في تحديد الاحتياجات التدريبية الحديثة وتطوير سياسات جديدة و عمل بحوث تهتم في اختيار الطلاب و التقييم بالإضافة إلى اساليب حديثة للتعليمات

#### اسئلة الاختبارات السابقة للمحاضرة الحادية عشر

<p><b>There is a close relationship between globalization and interpreting studies.</b></p>	<p><b>There is a close relationship</b> a. <u>globalization and interpreting</u> b. globalization and translating c. globalization and conferencing d. globalization and teaching</p>
<p><b>1-International conference interpreting is an early example of</b> <b>2- The following is an early example of international conference interpreting</b> a. A global transaction b. A global frustration c. A global communication</p>	<p><b>International conference interpreting itself is an example of</b> a. <u>Global profession</u> b. Regional phenomenon c. Global social media impact d. Local promising career</p>

<u>d. A global profession</u>	
<b>International conference interpreting is</b> a- An early example of 'a global transaction'. b- An early example of 'a global frustration'. c- An early example of 'a global communication'. <u>d- An early example of 'a global profession'.</u>	<b>1-The market for conference interpreters is likely to shrink due to</b> <b>2_The demand for conference interpreters is</b> a. Lack of technological equipment <u>b. The spread of international English</u> c. The increase in number of interpreters d. Lack of interpreting training courses
<b>The spread of international English is likely to</b> a- Help the market for conference interpreters. <u>b- Shrink the market for conference interpreters.</u> c- Expand the market for conference interpreters. d- Introduce the market for conference interpreters.	<b>the spread to interpretation English is likely</b> a. To increase the market for conference interpreters b. To enhance the market for conference interpreters <u>c. To shrink the market for conference interpreters</u> d. To develop a market for conference interpreters
<b>the spread to interpretation English is likely to make</b> a. To demand for conference interpreters increase b. To demand for conference interpreters change <u>c. To demand for conference interpreters shrink</u> d. To demand for conference interpreters_charge	<b>1-With regard to localized interpreting, bilingual meetings tend to involve</b> <b>2-As far as localized interpreting, bilingual meetings tend to involve</b> a. English and the local dialects b. English and the local culture c. English and the local accents <u>d. English and the local language</u>
<b>1-Chinese increasing presence on the international stage</b> <b>2-*** increasing presence of China on the international stage</b> <u>a. Tends to have serious implications for interpreting practice and interpreting studies</u> b. Tends to have no implications for interpreting practice and interpreting studies c. Tends to have implications for interpreting studies only. d. Tends to have serious implication for interpreting practice only.	<b>1-Globalization manifests itself</b> <b>2-The concept of Globalization is clearly manifested in</b> a. In cities and industrial estates b. International and governmental organization settings c. In schools, colleges and universities <u>d. In multi-ethnic and linguistically diverse societies</u>

## Lecture 12

### 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 practiced in the twenty-first century.

التكنولوجيا لا تقل أهمية في الترجمة عن العولمة  
استخدام معدات البث الكهربائية الصوتية أخذت بعين الاعتبار في الترجمة الفورية عام ١٩٢٠  
بدأ التقدم في الاتصالات عن بعد والتكنولوجيا الرقمية لمعالجة البيانات

**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.

ابرز مظاهر تكنولوجيا الترجمة الفورية هو الترجمة عن بعد في المؤتمر الدولي ومؤتمرات الفيديو

في ظروف العمل للترجمة يتم التركيز على البحوث لسنوات قادمة مع مشاكل الضغط والابصار والعوامل النفسية الاجتماعية التي تتطلب اهتمام

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 **favor** the use of **script-based** communication and make interpreters **redundant**.

الاتصال الذي يتضمن الصم وضعاف السمع مع توفر معدات الاتصالات السمعية و البصرية يسهل الترجمة التكنولوجيا الأكثر كفاءة تقوم بتحويل الكلام إلى نص والمدخلات المكتوبة إلى مخرجات مسموعة يفضل استخدام التواصل المعتمد على النص مع زيادة المترجمين

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.

وفرت التكنولوجيا المتقدمة الاصطناعية (أدوات السمع المزروعة) قد يفرض على الأصم في المجتمع ومستخدمي لغة الإشارة حالة غير متجانسه

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.

دور التكنولوجيا على تدريب المترجم والحاجة لتقديم مترجمين يستخدمون بكفاءة المعدات الالكترونية داخل و خارج حجرة التحكم والحاجة إلى إعداد متدربين لتنظيم الترجمة عن بعد

ونشر محطات التدريب الرقمية وسجلات لمصدر النص على شبكة الإنترنت للتعليم في الفصول الدراسية و الدراسة الذاتية

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.

يستفيد الباحثين في الترجمة من توفر المعدات والأدوات الجديدة لزيادة كفاءة جمع البيانات التجريبية وتحليلها البحث الاستطلاعي يستخدم أكثر عبر شبكة الانترنت والبرمجيات الفعالة لتسهيل معالجة البيانات الكمية و النوعية

Fieldwork involving **discourse data can rely on digital**, and less obtrusive, **recording equipment**, and subsequent **transcription** will be aided by specialized 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.

العمل الميداني الذي يتضمن معلومات خطابية ويمكن الاعتماد على الرقمية وتتم بمساعدة أقل لأجهزة التسجيل والنسخ بواسطة البرامج المتخصصة وأنظمة التعرف على الكلام وهذا يزيد فائدة تطبيق مجموعة من القوانين اللغوية إلى مجاميع أكبر لنصوص المصدر والهدف و المتماثلة من حالات الترجمة الموثوقة

#### اسئلة الاختبارات السابقة للمحاضرة الثانية عشر

<p><b>1-Technology role in interpreting is</b>  <b>2-The role played by technology in interpreting is</b>  a. As a long-standing issue as globalization  b. More a long-standing issue than globalization  c. Less a long-standing issue than globalization  d. <u>No less a long-standing issue than globalization</u></p>	<p><b>the use of electro-acoustic transmission equipment to allow for simultaneous interpreting</b>  a. happened in the 1940  b. happened in the 1930  c. <u>happened in the 1920</u>  d. happened in the 1950</p>
<p><b>the use of electro-acoustic transmission equipment allowed</b>  a. <u>Simultaneous interpreting to take place in the 1920s</u>  b. Sight translation to happen in the 1930s  c. Simultaneous interpreting to take palce in the 1940s  d. Simultaneous interpreting to take palce in the 1950s</p>	<p><b>1-The technologizing of interpreting is manifested by</b>  <b>2-How technology is used in interpreting can be see by</b>  <b>3- the use of technology in interpreting is manifested by</b>  a. Community interpreting in impromptu speech production  b. <u>Remote interpreting in international conference settings</u>  c. Business interpreting in oral summary rendition in another language</p>



	d. Diplomatic interpreting and military interpreting
<p><b>The most visible manifestation of “ the technologizing of interpreting”, remote interpreting in</b></p> <p>a. National entertainment setting and videoconference  b. Academic university setting and videoconference  c. <u>International conference setting and videoconference</u>  d. International conflict setting and videoconference</p>	<p><b>1-The audiovisual telecommunications equipment are used to.....with deaf and hearing-impaired people.</b></p> <p><b>2-When communication with deaf and hearing-impaired people , audiovisual *** equipment are normally used to</b></p> <p>a. <u>Facilitate remote interpreting</u>  b. Obstruct remote interpreting  c. Facilitate community interpreting  d. Obstruct liaison interpreting</p>
<p><b>in communication involving deaf and hearing-impaired people, the increasing availability of audiovisual telecommunications equipments is likely to</b></p> <p>A. prepare interpreting skills arrangement  B. <u>facilitate remote interpreting arrangement</u>  C. encourage remote interpreting arrangement  D. Obstruct remote interpreting arrangement</p>	<p><b>Whereas more efficient technologies for converting speech is a text, and written input into spoken output, may .....the use of script-based communication and make interpreters redundant.</b></p> <p>a. Reduce  b. Barely allow  c. Conflict with  d. <u>favour</u></p>
<p><b>whereas more efficient technologies for converting speech to text, and written input into spoken output, may favour the</b></p> <p><u>use of script-based communication and make interpreters redundant.</u></p>	<p><b>spoken to text</b></p> <p><u>maybe make the interpreter redundant</u></p>
<p><b>The role of .....tend to have strong repercussions on interpreter training.</b></p> <p>a. Tension  b. Speed  c. <u>Technology</u>  d. Settings</p>	<p><b>The role of technology tends to have</b></p> <p>a. <u>strong repercussions on interpreter training</u>  b. strong relationships on interpreter training  c. weak interrelations with interpreter training  d. weak repercussions on interpreter training</p>
<p><b>The role of technology tend to have strong repercussions on interpreter training, including</b></p> <p>a. The deployment of training stations and web-based source-text archives  b. <u>The deployment of digital training stations and web - based source-text archives</u></p>	<p><b>interpreting researchers will also benefit from the availability of new equipment and tools to</b></p> <p><u>enhance the efficiency of empirical data collection and analysis</u></p>
<p><b>availability of new equipment help researchers to make Survey</b></p> <p>a. over the telephone  b. <u>over the internet</u>  c. over video  d. by interviewing people</p>	<p><b>Fieldwork involving discourse data can rely on</b></p> <p><u>digital, and less obtrusive, recording equipment, and subsequent transcription</u></p> <p><b>will be aided by specialised software and speech recognition systems.</b></p>

## Lecture 13

### 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 specialize in interpreting studies.

من المهم التفكير في الخطة المستقبلية إذا كنت تريد التخصص في دراسات الترجمة

#### 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:

للمهتمين في أبحاث الترجمة لا توجد قائمة خاصة لأسئلة البحث ولا يوجد وصف للطرق المعتمدة لأن الاختصاص مفتوح و بسبب كثرة المجالات و النماذج فمن المستحيل التجميع النظامي و جدولة للبحوث المتوازنة و مجرد المنهجيات

لذا لتحقيق هدف مشروع بحث الترجمة يجب اتباع الخطوات التالية

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.

تحتاج إلى نظرة عامة عن الترجمة و يجب عليك الاستيعاب و النظر بشكل واسع لخارطة دراسات الترجمة

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 you institutional (academic ) environment.

من الضروري أن تدرك اتجاهاتك ونظرتك لتحديد موقعك وهو أين تقف فيما يتعلق باختصاصك و البيئة المؤسسية

3. These contextual factors, including the prevailing research paradigms as well a your relevant personal experience, will largely determine underlying '**model**', or theory, or interpreting.

العوامل السياقية بما في ذلك نماذج البحث السائدة و تجربتك الشخصية المناسبة ستحدد النموذج أو النظرية أو الترجمة

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.

يجب أن تكون قادرا على اختيار موضوع البحث والذي يتعلق باهتمامك و يوجد العديد من الملحقات و المفاهيم والقضايا التي قد تحتاجها في تكوين فكرة بحثك

5. Having found the place you want to explore in depth, you need to '**dig deeper**' that is , "read, read, and read". You reading is designed to establish, in detail, the state of the art in your topic area.

تحتاج إلى التعمق وهو كثرة القراءة فأنت تقرأ لتهياً الأساس وتفصيلا هي حالة البراعة في موضوعك

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.

عملية القراءة تساعدك على وضع أسئلة البحث والنظر في الأساليب التي ستناقشها والهدف من دراستك لتشكيل إتجاه المنهجيات والاستراتيجيات

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.

أجعل موقفك صريح قدر الإمكان لنفسك و للآخرين فهي خطوة مهمة لأنها هي الطريقة التي ستقوم بتصميم وتنفيذ دراستك

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 participant behave in a real-life event.

In the former case, a number o standard designs with certain types of experimental conditions, subjects, materials and methods may be available to **choose** from .

اتخذ قرار بشأن تصميم البحث وليس بالضرورة تشابه اختبار شخص لفرضية سببية عمليا مثل شخص يريد فهم كيف يتصرف المشاركين في الحياة الواقعية  
في الحالة السابقة قد يكون عدد التصاميم القياسية مع أنواع معينة من الحالات التجريبية والموضوعات والتجهيزات والأساليب متاحة للاختيار منها

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 factor are : personal goals, ethical concerns, research skills, personal experience, and prevailing paradigms.

الاستعداد للانتقال إلى المجال ويتطلب عملية معقدة لبناء التصميم المناسب تحت مجموعة معينة من الظروف والعقبات

العوامل التي تؤثر على التصميم : الأهداف الشخصية والاهتمامات الأخلاقية والمهارات البحثية والخبرة الشخصية والنماذج السائدة  
 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 hearing on the study.

تؤثر العوامل السياقية على تصميم البحث وتتضمن البحث الفعلي والدوافع الشخصية والمضمون المفاهيمي وهي فرضيات نظرية و تعريف الإطار أو دليل الدراسة وترتبط بأسئلة البحث باعتبارها العنصر المركزي وترتبط ارتباطا وثيقا مع الأساليب والتقنيات التي سيتم استخدامها و القضايا القيمة

9. It is important to know how **to plan and organize your study**

من المهم أن تعرف كيفية التخطيط وتنظيم دراستك

10. And **how to implement** your research design by **collecting** , processing and analyzing various types of data

وكيفية تنفيذ تصميم بحثك عن طريق جمع ومعالجة وتحليل الأنواع المختلفة من البيانات

11. And **how to evaluate and interpret your findings** in relation to the research question and the underlying theoretical framework

وكيفية تقييم وترجمة نتائجك فيما يتعلق بأسئلة البحث والإطار النظري الأساسي

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

وكيفية الإبلاغ عن دراستك بطريقة مناسبة لتكون في شكل عرض تقديمي للمؤتمر كمقالة في مجلة أو أطروحة أكاديمية

اسئلة الاختبارات السابقة للمحاضرة الثالثة عشر	
<p><b>the male steps towards completing an scripting research project are</b></p> <p>a. an overview , a model , a topic, a writing list, problem , design                      b. an overview , a model , a title , reading list, question. framework                      c. an overview , a theory, a topic, a writing list, Answer, design  <u>d.an overview , a model , a topic, a reading list, question, design</u></p>	<p><b>One of the first steps towards the goal of completing an interpreting research</b></p> <p>a.the need to maintain a close view of the territory of interpreting  <u>b. the need to gain an overview of the territory of interpreting</u>                      c. the need to sustain a good view of the territory of interpreting                      d. the need to retain an overall view of the territory of interpreting</p>
<p><b>you want to explore in depth, you need to 'dig deeper'</b></p>	<p><b>Making your basic stance .....possible for yourself, and for others, is an important step after all.</b></p> <p>a. As implicit as  <u>b. As explicit as</u>                      c. As slowly as                      d. As vaguely as</p>
<p><b>one of the most important steps in designing and implement project is to be</b></p> <p>a. as implicit and possible                      b. as development as possible  <u>c.as explicit as possible</u>                      d. as brief as possible</p>	<p><b>in implementing and interpreting research design</b></p> <p>a. it is Important to have a problem and various types of data  <u>b.it is Important to collect a process and analysing various types of data</u>                      c. it is Important to ask question , answer question about various types of data</p>
<p><b>to implement your research design by collecting , processing and analyzing various types of data</b></p>	

