اهم ما ذكره الدكتور في المحاضرة المباشرة السادسه و الاخيره لمادة الترجمه التتابعيه+نماذج لاسئلة الاختبار

Purpose of This Session

The main purpose of this session is to

❑ Very briefly review the course.

❑ Give a few examples of the final exam.

❑ Answer queries and questions relating to this course.

Course Schedule

L0. Introduction to the Course

L1) **What is Interpreting**

L2) Interpreting as Translation

L3) Interpreting Settings

L4) Interpreting Constellation of Interaction

L5) Interpreting Typological Parameters

L6) What is consecutive Interpreting?

L7) What is Simultaneous Interpreting ?

8) . **Interpreting Domains & Dimensions**

L9) **Interpreting Approaches**

L10) **Selection Criteria for Training Interpreters**

L11. **Globalization & Interpreting**

L12. **Technologization & Interpreting**

L13. **Orientation of Interpreting**

L14) Review of the Course

1- What is Interpreting ?

❑ Conceptual roots of Interpreting

❑ Defining Interpreting

❑ L1 Practical A

❑ L1 Practical B

2. Interpreting as Translation

❖ **Translation is defined as**

➤ a process conveying the *'sameness of meaning'*

➤ *the transfer of thought and ideas*

➤ a *situation-related and function-oriented* complex

➤ *translation' within a culture*

❖ ***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)*.

➤ **L2 Practical A**

L2 Practical B

3. Interpreting Settings

❑ **Interpreting inter-social and intra-social Settings**

1. **Business interpreting** g goods, or doing 'business'.

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

3. **Diplomatic Interpreting**

4. **Military interpreting**

5. **Court Interpreting**

6. **Sign language interpreting**

7. *Community interpreting* or *public Service interpreting (in the UK) and Cultural interpreting (in Canada)*

8. *Media interpreting* or *Broadcasting interpreting*

❑ **L3 Practical A**

❑ **L3 Practical B**

4. Interpreting Constellations of Interaction

There are the following groupings

1. Bilateral interpreting or dialogue interpreting Types of texts
2. Multilateral Communication Interpreting
3. Conference Interpreting
❑ The Definition of a conference interpreter

❑ **L4 Practical A**

❑ **L4 Practical B**

5. Interpreting Typological Parameters

❑ **Language Modality:** Is it spoken language, *sign language Interpreting*, signed Language interpreting or '*interpreting for the deaf.*

❑ **Working Mode :** consecutive , simultaneous , whispered Interpreting

❑ **Directionality:** is it face-to-face dialogue, is it , 'back and forth' . Is it Bilateral interpreting .

❑ **Use of technology**

❑ **Professional status :** are you a professional interpreter with special skills or a lay interpreter

❑ **L5 Practical A**

❑ **L5 Practical B**

6. What is consecutive interpreting?

❑ Interpreting after the speaker has finished.

❑ Learning consecutive interpreting by note taking and memory training

❑ **L6 Practical A**

❑ **L6 Practical B**

7. What is simultaneous interpreting?

❑ 'Simultaneous interpreting' takes place as the source-language text is being presented (SI)

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

❑ Learning simultaneous interpreting

❑ L7 Practical A

❑ L7 Practical B

8. Interpreting Domains and Dimensions

❑ The following are the set of eight dimensions and domains of interpreting:

1. **Medium**: human, machine, computer aided interpreting
2. **Setting**: international (multilateral conference, int. Organisation, media, court, police, health care, etc...)
3. **Mode**: consecutive, simultaneous, whispered, sight,
4. **Language** (culture) Spoken→ conference language → migrant language
5. **Discourse**: speeches →debates→ face-to face
6. **Participants**: equal representatives ↔individual vs. institutional representatives
7. **Interpreter**: professional interpreter ↔semi-professional↔ natural or layman interpreter
8. **Problem**: simultaneity ↔ memory ↔ quality ↔ stress↔ effect↔ role

❑ L8 Practical A

❑ L8 Practical B

9. Approaches for Training Interpreters

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

2. **Scientific approaches** were also made for interpreter training. Representatives of the ***cognitive process-oriented paradigm*** have applied their models to ***skill training*** for interpreters, highlighting aspects such as ***component skills, strategies, processing capacity management and the development of expertise.***

3. **A humanistic approach** to curriculum foregrounds the personal and social aspects of instruction interaction and the process of socialising student into a 'community of professional practice'.

❏ **L9 Practical A**

❏ **L9 Practical B**

10. Selection Criteria for Training Interpreters

❏ For training, interpreters are expected to have a competence profile of the following traits

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

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

3. **Personality traits** (including stress tolerance and intelligence)

Personality traits could be summarised as follows:

- motivation and learning style
- coping with physical as well as emotional stress.
- the ability to grasp rapidly and to convey the meaning of spoken discourse
- doing well at Recall, Cloze or detection tests as well as 'subskills-based text of verbal fluency and comprehension

❏ **L10 Practical A**

❏ **L10 Practical B**

12. Technologization and interpreting Studies

- ❑ The role of technology exist in the use of electro-acoustic transmission equipment to allow for simultaneous interpreting in the 1920.
- ❑ Advances in **telecommuinations** and digital data processing technology transform the way interpreting is practised in the twenty-first century.
- ❑ The most visible manifestation of 'the technologizing of interpreting', is to remote interpreting in international conference settings and videoconferences.
- ❑ The role of technology tends 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.
- ❑ L12 Practical A

- ❑ L12 Practical B

13. Orientation of Interpreting Studies

As far as doing an interpreting project is concerned, it important

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

- ❑ L13 Practical A

- ❑ L13 Practical B