

Lecture 1

What is Interpreting ?

Learning Outcomes

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

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

Conceptual roots of Interpreting

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

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

Defining Interpreting

- ☐ What distinguishes interpreting from other types of 'translational activity is its immediacy.
- ☐ In principle, interpreting is performed 'here and now' for the benefit of people who want to engage in communication across barriers of language and culture.

Example A

Interpret the following into Arabic.

The Independent Newspaper

Transport

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

continue

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

Example B

Interpret the following into English.

- دخلت فتاة إلى قاعة الامتحان وهي في حالة إعياء وإجهاد واضح على محياها، وجلست في مكانها المخصص في القاعة، وتسلمت أوراق الامتحان.
- وفي غضون ذلك لاحظت المعلمة تلك الفتاة أنها لم تكتب إي حرف على ورقة إجابتها حتى بعد إن مضى نصف زمن الامتحان، فأثار ذلك انتباه تلك المعلمة، فركزت اهتمامها ونظراتها على تلك الفتاة.

Continue

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

L1 Practical A

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

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

L1 Practical B

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

١ - وفجأة، أخذت تلك الفتاة في الكتابة على ورقة الإجابة وبدأت في حل أسئلة الاختبار بسرعة، أثارت استغراب ودهشة تلك المعلمة التي كانت تراقبها،

وفي لحظات انتهت تلك الفتاة من حل جميع أسئلة الامتحان.

٢ - وهذا ما زاد دهشة تلك المعلمة التي أخذت تزيد من مراقبتها لتلك الفتاة لعلها تستخدم أسلوباً جديداً في الغش، ولكن لم تلاحظ أي شيء يساعدها على

الإجابة !

٣ - وبعد أن سلمت الفتاة أوراق الإجابة سألتها المعلمة ما الذي حدث معها ؟

٤ - قالت الفتاة : "قضيت تلك الليلة وأنا واعتني بوالدتي المريضة دون أن أحضر أو أراجع للاختبار، ومع هذا أتيت إلى الاختبار ولعلي أستطيع أن أفعل شيء

في الامتحان،

٥ - لكن عندما رأيت ورقة الامتحان لم استطع أن أجيب على الأسئلة في بداية الأمر، فما كان مني إلا أن سألت الله عز وجل بأحب الأعمال إليه وما قمت به

من اعتناء بأمي المريضة إلا لوجه الله وبراً بها،

٦ - وفي لحظات استجاب الله لدعائي وكأنني أرى الكتاب أمامي وأخذت بالكتابة بالسرعة التي تزينها وهذا ما حصل لي بالضبط واشكر الله على استجابته

لدعائي”

٧- فعلا هي قصة مؤثرة توضح عظيم بر الوالدين وانه من أحب الأعمال إلى الله عز وجل. فجزى الله تلك الفتاة خيرا.

٨ - وأرجو أن تكون هذه رسالة واضحة لمن هو مقصر في حق والديه وفي برهما.

Lecture 2

Interpreting as Translation

Learning Outcomes

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

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

Interpreting as Translation

- ❑ Different scholars tend to define and characterise their object to study in accordance with particular aims, experiences and interests. As for translation, the following definitions of translation have been identified. Translation is :
 - A. **a process** by which a spoken or written utterance takes place in one language which is intended or presumed to **convey the same meaning** as a previously existing utterance in another language (Rabin, 1958)
- ✓ This definition foregrounds the defining relationship between the source and target utterances and stipulates **‘sameness of meaning’** as an essential ingredient. It also introduces, albeit implicitly, **human agents and attitudes in terms of ‘intention’ and ‘expressions’**

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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’**.

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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.

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

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

A Few Comments

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

continue

- ❑ Translation is **an activity** consisting (mainly) in **the production of utterances (texts)** which are presumed to have a **similar meaning and /or effect as previously existing** utterances in **another language and culture**.

continue

- **These terms can be adapted** and refined in different ways. The notion of '**activity**', for instance, could be specified as a '**service**', possibly qualified as '**professional**', for the purpose of '**enabling communication**' and for the benefit of '**clients**' or '**users**'.
- Similarly, we could specify '**production**' (**and communication**) as taking place in a **given 'situation' and 'culture'** and we could elaborate and differentiate such key concepts as '**culture**', '**a language**', '**utterance**' and '**meaning**'.

Interpreting theoretical framework

- ❖ **So interpreting could have the following key areas of theoretical framework:**
- The scope of the interpreter's task (mainly **production**);
- The perspective on the translational process (**target-oriented 'production'** rather than source-dependent 'transfer'; and

- The normative specification of the translation product (the assumption of *'similarity' in meaning or 'effect'*).

Example A

Interpret the following into Arabic.

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

Example B

Interpret the following into English

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

L2 Practical A

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

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

L2 Practical B

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

1. " انظر، يا عزيزي، إن غسيل جارتنا ليس نظيفا، لابد أنها تشتري مسحوقا رخيصا،
2. ودأبت الزوجة على إلقاء نفس التعليق في كل مرة ترى جارتها تنشر الغسيل.
3. وبعد شهر اندهشت الزوجة عندما رأت الغسيل نظيفا على حبال جارتها، وقالت لزوجها: " انظر، لقد تعلمت أخيرا كيف تغسل."
4. فأجاب الزوج: "عزيزتي، لقد نهضت مبكرا هذا الصباح، ونظفت زجاج النافذة التي تنتظرين منها!
5. اعلم: أنه قد تكون أخطائك هي التي تريك أعمال الناس خطأ فأصلح عيوبك قبل أن تنتقد عيوب الآخرين،
6. ولا تنسى أن من راقب الناس مات همأً.

Lecture 3

Interpreting Settings

Learning Outcomes

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

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

Interpreting inter-social and intra-social Settings

- ❑ **From a historical perspective, interpreting is carried out in a social context of interaction or setting where communities of different languages and cultures have entered in contact for some particular purpose. The following are the most prominent ones:**
 1. **Business interpreting** where communities speaking different languages get in contact with each other for the purpose of trading and exchanging goods, or doing 'business'.
 2. **Liaison Interpreting** is a form of interpreting practiced mainly in commercial negotiations
 3. **Diplomatic Interpreting** where the representatives of different linguistic and cultural communities came together with the aim of establishing and cultivating political relation.

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4. Military interpreting is when relations turn sour between two conflicting armed communities, as when it happens in talks with allies forces in during World War II, truce negotiations or the interrogation of prisoners.

5. Court Interpreting : includes task like the certified translation of documents as well as interpreting in quasi-judicial and administrative hearings. One can therefore distinguish between the broader notion of legal interpreting, or judicial interpreting , and courtroom interpreting in its specific , prototypical setting.

Continue

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

7. Community interpreting or **public Service interpreting (in the UK) and Cultural interpreting (in Canada)** is where interpreting services are established to help immigrants function in the host society as it is an important intra-social communication need. This has led to the emergence of interpreting practice, with **Health Care interpreting (medical interpreting, hospital interpreting)** and **legal interpreting** as the most significant institutional domains.

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

Comments

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

Example A

Interpret the following into Arabic.

1. A body found by police today is believed to be that of a dad who went missing six weeks ago.
2. Anthony Stubbs, 26, disappeared just weeks after his 18-year old wife Charlotte Mason gave birth to their daughter Lily.

3. Anthony left his home in Leyland, Lancashire, on November 25, saying he was going to his mother's address, just a ten minute walk away.
4. But he never arrived and despite police and family appeals he has not been seen since.

Example B

Interpret the following into English

1. سأل عالم تلميذه: منذ متى صحبتني؟
2. فقال التلميذ: منذ ٣٣ سنة...
3. فقال العالم: فماذا تعلمت مني في هذه الفترة؟
4. قال التلميذ: خمسة مسائل...
5. قال العالم: إنا لله وإنا إليه راجعون، ذهب عمري معك ولم تتعلم إلا ثماني مسائل؟
6. قال التلميذ: يا أستاذ لم أتعلم غيرها ولا أحب أن أكذب.

L3 Practical A

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

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

L3 Practical B

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

1. فقال الأستاذ: هات ما عندك لأسمع.
2. قال التلميذ :
الأولى: أني نظرت إلى الخلق فرأيت كل واحد يحب محبوبا فإذا ذهب إلى القبر فارقه محبوبه فجعلت الحسنات محبوبي فإذا دخلت القبر دخلت معي.
3. الثانية: أني نظرت إلى الخلق فرأيت كل يتباهى بماله أو حسبه أو نسيه ثم نظرت إلى قول الله تعالى: " إن أكرمكم عند الله أتقاكم " فعملت في التقوى حتى أكون عند الله كريما.

continue

1. الثالثة: أني نظرت في الخلق وهم يطعن بعضهم في بعض ويلعن بعضهم بعضا وأصل هذا كله الحسد ثم نظرت إلى قول الله عز وجل: " نحن قسمنا بينهم معيشتهم في الحياة الدنيا " فتركت الحسد واجتنبت الناس وعلمت أن القسمة من عند الله فتركت الحسد عني
2. الرابعة: أني نظرت إلى الخلق يعادي بعضهم بعضا ويبغي بعضهم على بعض ويقاتل بعضهم بعضا ونظرت إلى قول الله عز وجل: " إن الشيطان لكم عدو فاتخذوه عدوا " فتركت عداوة الخلق وتفرغت لعداوة الشيطان وحده.
3. الخامسة: أني نظرت إلى الخلق فرأيت كل مخلوق منهم متوكل على مخلوق مثله، هذا على ماله وهذا على أهله وهذا على صحته وهذا على مركزه. ونظرت إلى قول الله تعالى: " ومن يتوكل على الله فهو حسبه " فتركت التوكل على الخلق واجتهدت في التوكل على الله

Lecture 4

Interpreting Constellations of Interaction

Learning Outcomes

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

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

Constellations of Interaction

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

1. **Bilateral interpreting or dialogue interpreting** is where interpreting is modelled as 'three-party interaction' with a (bilingual) interpreter assuming the pivotal mediating role between two (monolingual) client. While the former foregrounds the (bi)directionality of mediation, the latter highlights the mode of communicative exchange. Either term seems to be closely associated with what is called **Liaison Interpreting**.

Continue

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

Continue

3. **Conference Interpreting** (for national or international organisation) is the most prominent manifestation in our time. It emerged during World War I when negotiations were held in French. But later on during the War some American and British negotiators did not speak French, which made official French-English bilingualism in the League of Nations usher in de facto multilingualism in international conferences. Since the First World War, interpreting has generally been attached to conference meetings and has internationally been known as "conference interpreting". What is distinctive about conference interpreting is that it takes place within a particular format of interaction ('conference'). It is often set in an international environment, though there is usually a significant 'local' market for conference interpreting services mainly between English and the national language.

The Definition of a conference interpreter

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

Continue

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

Example A

Interpret the following into Arabic.

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

Saudi Arabia-The Kaaba

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

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

Example B

Interpret the following into English

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

L4 Practical A

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

BOB: I have just arrived and a crystal white marble mosque welcomes me looking, like a palace. Tall towers each with a winding staircase stuck out of the mosque giving it an Arabian look. So far so good! Cautiously I make my way inside just to await a beautiful sight. A cube stands proudly in the centre of the mosque glossy and black. Prayers written in gold shine out radiantly. People swarm all around one practically shiny stone. It makes the entire other stones look lame. Just staring at it makes me shiver with awe and wonder. Through many crowds of people, I see arching hallways high and low, wide and narrow but all pure white. The Kaaba is magnificent. Magnificent!

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

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

L4 Practical B

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

1. وبعد مسيره طويله وصلا إلى المكان المنشود. ودون أن يتوقف التفت الطبيب إلى التلميذ واستدار وبدأ في العودة .
2. قال التلميذ: لم تعلمني اليوم شيئا يا سيدي . قال بعد أن وقع مره أخرى .
3. قال الطبيب: لقد كنت أعلمك أشياء ولكنك لم تتعلم كنت أحاول أن أعلمك كيف تتعامل مع عثرات الحياة!.
4. قال التلميذ :وكيف ذلك؟
5. قال: بالطريقة نفسها التي تتعامل بها مع عثرات الطريق فبدلا من أن تلعن المكان الذي تقع فيه .حاول أن تعرف سبب وقوعك أولا.

Edit by heaven sever

أطيب الامنيات للجميع بالتوفيق والنجاح