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أسئلة على المحاضرات من 1-13 لا تغيب عن المحتوى من اعداد وتنسيق هايدي و كتابة نوف و بسمه .
دعواتكم 😊

Lecture 1

1. Interpreting is normally regarded as:

- * a translational activity.
- * a special form of translation.

2. Interpreting is an "ancient" human practice which predates" proceeds":

- * writing invention.
- * written translation.

3. The interpreting activity can be traced back to

(Akkadian [the ancient Semitic language of Assyria and babilonia]). 1900 BC

4. The Akkadian root "Targmanu" via the etymology sideline from Arabic also gave rise to the Autonomous English term for interpreter

(Dragoman).

5. The English word interpreter is derived from

(Latin interpres).

6. Interpreters is in terms of expounder which means

(Person explaining what is obscure).

7. What distinguishes interpreting from other types of translation is

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(Its immediacy).

8. Interpreting is performed here and now for the **benefits of people who want to engage in communication** across "barriers of (language and culture").

9. The common usage of interpreting means:

- * oral translation.
- * oral rendering of spoken message.

10. He defines interpreting as a form of translation in which:

- * **the SL text is presented only once thus cannot be reviewed.**
- * **the TL text is produced under time pressure with little chance for correction and revision.**

(Otto Kade).

11. Interpreting can be defined as:

- * immediate type of translational activity performed in "real-time" for immediate use.
- * 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.

Lecture 2

1. Interpreting can

- * (adapt) translation theoretical framework.
- * 2. A process by which a spoken or written utterance takes place in one language which is intended to convey someness as previously expecting utterance in another language

(translation "Robin 1958").

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* 3. The transfer of thoughts and ideas from one language S to another T whether the languages are written or oral form or both languages are based on sign

(translation "Breslin 1976").

4. "Situation- related and function- oriented" complex series of acts for the production of a Target text intended for addresses in another language / culture on the basis of a given Source text

(translation "Salevski 1983").

5. Any utterance which is presented or regarded as translation within a culture on no matter what grounds

(Toury 1995).

6. He foregrounds the defining relationship between the source and Target utterances and stipulate sameness of meaning as an essential ingredient. it also introduces , Albiet implicitly , human agents and attitudes in terms of "intention and expression"

(Robin's definition of translation 1958). {A}

7. He describes translation as a process of transfer acting on ideas in the medium of language

(Brislin's definition of translation 1976). {B}

8. He introduces a number of descriptive features "situation, function, text, culture" and stresses the target orientation of the translation product

(Salvesky's definition 1983). {C}

9. The target orientation is carried to the extreme in which theorist relinquishes any prescriptive Authority and accepts as translation whatever is treated as such in a given Community

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(Toury's definition 1995). {D}

10. The four definitions of translation accommodate interpreting but each foregrounds a different

(conceptual dimension).

11. Translation is an "activity" consisting (mainly) in

the production of utterances "texts" which are presumed to have a "similar meaning or effect" as existing utterance in another "language and culture".

* 12. the notion of "activity" in Translation can be specified as

(a service "qualified as a professional").

* 13. We can specify "production" and communication as

(taking place in a given situation and culture).

* 14. The scope of the interpreters task

(is mainly production).

15. The perspective on the translational process is

(Target oriented 'production' rather than "Source dependent transfer").

* 16. The normative specification of the translation product is

(the Assumption of similarity in meaning or effect).

* 17. Etilnia Arjona Defines interpreting as

(the oral interpretation of a message across the cultural and linguistic barrier).

18. Conference interpreting was born during

(World War 1 held in French).

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19. A one whose office is to translate orally the speech of participants in meeting conducted in two or more languages

(conference interpreter).

* 20. The Interpreter listens to what is being said and translate it orally into TL (simultaneous interpretation).

* 21. The Interpreter works in a special booth and listens through earphones to the speaker in the conference room

(simultaneous conference interpretations).

* 22. the focus in interpretation is mainly on

(ideas)

("translation = linguistic units").

* 23. Interpreting involve

(semantic memory)

"translation = formal memory"

* "meaning is the most important".

Lecture 3

1. From a "historical" perspective interpreting is carried out in a

(social context of interaction or sitting).

2. Where communities speaking different languages get in contact with each other for the purpose of "trading or exchanging goods or doing business"

(business interpreting).

3. A form of interpreting practiced mainly in commercial negotiations

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(liaison interpreting "simultaneous").

4. Where the representatives of different linguistic and cultural communities come together with the aim of "establishing and cultivating political relation"
(diplomatic interpreting).
5. When relations turn **sour** between two conflicting and communities
(military interpreting).
6. Certified translation of documents as well as interpreting in quasi judicial and Administrative Hearings
(Court interpreting).
7. Sign language interpreting normally takes place in
(educational settings "educational interpreting").
8. Community interpreting or public service interpreting in
(the UK).
9. Cultural interpreting in
(Canada).
10. Community interpreting or public service interpreting in UK and cultural interpreting in Canada is
(intra-social communication).
11. in community interpreting the most significant institutional domains are:
(Health care interpreting, Hospital interpreting and legal interpreting).
12. Media or broadcast interpreting is mainly focused in

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(TV interpreting).

13. A place or environment where interpreting takes place

(Interpreting settings).

Lecture 4

1. The basis of interpreting is called

Interpreting constellation of interaction

2. Interpreting types can be categorized on bases of:

* social context.

* institutional settings.

* situational constellation of interaction.

2. It is where interpreting is modeled as three-party interaction

(bilateral or dialogue interpreting).

3. Bilateral or dialogue interpreting is modeled as

(three-party interaction).

4. He foregrounds the bi-directionality of mediation

(the bilingual interpreter in bilateral interpreting).

5. They highlight the mode of communicative exchange

(the monolingual clients).

6. Bilateral or dialogue interpreting is associated with

(liaison interpreting).

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7. Multilateral interpreting is mainly called
(conference interpreting).
8. The most prominent manifestation of interpreting in our time is
(conference interpreting).
9. It emerged during World War One when negotiations were held in France
(conference interpreting).
10. Since the first world war interpreting has generally been attached to
(conference meetings "conference interpreting").
11. What is distinctive about the conference interpreting is
(it takes place within a particular format of interaction "conference").
12. Conference interpreting often set in
(international environment).
13. Local conference interpreting Services is mainly between
(English and the national language).
14. Community interpreting is
(intra-social interpreting).
15. We can conceive of interpreting as a
"conceptual specturm" extended from (International Conference to community interpreting).

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16. It is important to know the difference between "focusing on the level of socio-cultural communities and their members are on"
(the format of interaction).

17. The format of interaction is
(multilateral conference or face-to-face dialogue).

Lecture 5

1. Interpreting is used as (generic term) to indicate the use of spoken language in particular.
2. Due to the emergence of sign language interpreting it is now used as (Spoken language interpreting).
3. Signing could refer to:
 - * voice-to-sign interpreting.
 - * sign-to-sign interpreting.
4. Voicing could refer to:
 - * voice over interpreting.
 - * sign to voice interpreting.
5. A special modality is used in communication with the [deaf-blind] (tactile interpreting) "by resting their hands on the signer's hand".
6. Transmission equipment was developed in

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(1920) "to enable interpreter to work simultaneously".

7. Simultaneous interpreting was initially implemented as

(simultaneous consecutive).

8. The simultaneous consecutive is

(the simultaneous transmission of two or more consecutive renditions in different output languages).

9. The consecutive interpretation of longer speeches usually involves

(note-taking).

10. Note taking was developed by the pioneers of conference interpreting in

(the early 20th century).

11. Classic consecutive is

(consecutive interpreting with the use of semantic note taking).

12. Short consecutive without notes usually implies

(bidirectional mode in a liaison constellation).

14. Only where the interpreter works right next to one or more than a couple listeners can he or she provide a rendition

(by whispered interpretation or whispering).

15. SI is often used as a shorthand for

(spoken language interpreting with the use of simultaneous interpreting equipment in a soundproof booth).

16. The interpreter will work in both directions back and forth in

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(face-to-face dialogue).

17. Bilateral interpreting is typically linked with the notion of

(liaison interpreting).

18. Technical equipment is essentially used

(to avoid the mixing of source and target language messages).

19. Remote interpreting is

(using Electro acoustic and audiovisual transmission systems to reach for Beyond a given location and Conference halls or noisy conditions).

20. Examples of remote interpreting are

(Telephone interpreting, over the phone interpreting "used in intro social settings").

21. The deaf have special mode of remote interpreting like

(Video Phone interpreting).

22. distinction between interpreting types could be related to

(the level of skills and expertise which the human agents perform the task).

Lecture 6

1. It implies that rendition of at least [five to ten minutes] of uninterrupted discourse

(classic form of consecutive interpreting).

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2. Consecutive interpreting skills are usually taken to be synonyms with "classic form of consecutive interpreting" thus closely linked to
(note-taking skills).
3. Teaching consecutive interpreting it is mainly concerned with
(note taking).
4. There are different approaches of teaching consecutive interpreting which stress on "preliminary exercises to enhance":
 - * active listening.
 - * message analysis.
 - * recall "closing - chunking - visualization".
4. The interaction between stands out as a focus of his investigation.
(memory and note-taking)
5. Interpreter use different systems of taking notes mainly
(symbol-based system).
6. Another area of emphasis in teaching consecutive interpreting is
(public speaking skills).
8. For feedback on students performance "didactic suggestions include"
 - * sight translation exercise.
 - * the use of video tapes.
9. Public speaking training includes
(breathing, eye contact, voice control).

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10. It could raise student's awareness of their delivery and enhance their presentation
(public speaking training).
11. in highly technical meetings, working lunches, small groups, field trips, it's better to use
(consecutive interpreting).
12. A well trained interpreter can render speeches of
(10 minutes or more with great accuracy).
13. In interpreting while delegate is speaking The Interpreter Works in
(a soundproof booth with at least one colleague).
14. It is used mainly in bilateral meetings or in groups where only a few delegates who do not have a Common Language
(whispering).
15. In consecutive interpreting
(the former the sitting the longer the segment should be).
16. Interpreters should be trained in special note taking and memory techniques that enables them to render passages
(as long as six to eight minutes faithfully and accurately).
18. Consecutive interpretation is best suited when
(a personal touch is required).
19. One-on-one exchange includes
(business meetings - press conferences - interviews - teleconferences).
20. simultaneous interpreters always work in

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(teams of two).

21. The use of audio equipment means that

(there is no limit to the number of people who can participate).

Lecture 7

1. The skill of listening and speaking at the same time as (a dual task exercise) is (preliminary exercise").
2. It involves listening task in combination with a second different tasks such as "simultaneous counting backwards or reading out loud" (the Dual task of listening and speaking).
3. A specific exercise in simultaneous verbal processing which is the immediate repetition of auditory input in the same language (shadowing "phoneme shadowing, phrase shadowing").
4. Much less controversial than shadowing have been "preliminary exercise" with a focus on "content processing" such as (simultaneous paraphrasing, shadowing combined with the clozing, or simultaneous interpreting of well-known fairy tales).
5. In simultaneous exercise it is important to focus on (the process rather than the product) "for copying with lexical and structural difficulties".
6. a special form of interpreting that can be used as a preliminary exercises (sight interpreting) " can be used as an aptitude test".

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7. It is an integral part of interpreters translational competence
(sight interpreting).

Lecture 8

1. The discipline of interpreting studies with theoretical subdomain based on a list of
(situational variables).
2. Varieties of interpreting includes
(consecutive vs. Simultaneous).
3. The medium of interpreting includes
(human, machine, computer-aided interpreting).
4. Text relations include
(text type - degree of specialization).
5. partner relations includes
(source text producer vs. Target text addressee).
6. There are (eight) Dimensions that could be "adopted"
to map out the theoretical territory of interpreting studies.
7. The medium of interpreting covers
(human, machine, computer-aided interpreting).
8. The setting of interpreting covers

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(multilateral conference, organization, media, courts, police, Healthcare).

9. The mode of interpreting includes

(consecutive, simultaneous, Whispered, sight).

10. The language of interpreting includes

(culture spoken - conference language - migrants language).

11. The discourse of interpreting covers

(speeches - debates - face to face).

12. The participants in interpreting include

(equal Representatives - individual versus institutional Representatives).

13. The Interpreter could be

(professional - semi-professional - natural or lay man interpreter).

14. Problems of interpreting could include

(simultaneity - memory - quality - stress - effect - role).

Lecture 9

1. In the 20th century nearly all training programs and its institutional were geared to

(spoken language interpreting in multilingual International settings).

2. First generation teachers accomplished professional established a lasting tradition of training by

(apprenticeship).

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3. The transfer of know-how and Professional Knowledge from Master to student mainly by "exercise modeled on real-life tasks" (apprenticeship).
4. Apprenticeship was promoted by (the Paris School of AIIC) "it reaffirmed that apprenticeship is good for training at University level".
5. The call for more scientific approach for interpreting training was in (1980s).
6. Representatives of the "cognitive process oriented Paradigm" applied their models to (skill training for interpreters).
7. Skill training for interpreters highlight (component skills strategies, processing capacity management, the development of expertise).
8. It foregrounds the personal and social aspects of instruction interaction and the process of socializing students into "a community of professional practice" (the humanistic approach).
9. It can be used to underpin a more "student-oriented and interaction oriented refinements of" established interpreter training practices (situated cognitive - reflective practice - cognitive apprenticeship).

Lecture 10

1. Candidates for interpreter training are expected to have competence in:

- * knowledge "of language and the world".
- * cognitive skills "relating to analysis, attention, memory".
- * personality traits "stress - tolerance - intellectual curiosity".

2. There isabout the level of writing language skills as an entry requirement in interpreting training.

(uncertainty)

3. The acquisition of translation skills prior to interpreting training remains

(built into the curriculum).

4. For conference interpreting traditional examination methods include:

(holistic communicative tasks)

- A. bilingual or multilingual interview.
- B. impromptu speech production.
- C. Oral summary rendition in another language.

5. Holistic communicative tasks are criticized of being

(subjective, lack of validity, lack of reliability).

6. Personal traits can be summarized as:

- * motivation and learning style.
 - * coping with physical and emotion stress.
 - * the ability to grasp rapidly and to convey the meaning of spoken discourse.
- * doing well at recall cloze and error detection tests and subskills-based tasks of verbal fluency and comprehension.

Lecture 11

1. International Conference interpreting is an early example of
(global profession).
2. Globalization is
(mixed blessing).
3. The spread of English as a "lingua Franca" largely
(offset their potential need to boost the role of interpreters in International Communication).
4. The spreads of English is likely to
(shrink the market for conference interpreters) "involving English and the local language".
5. The official language policy and interpreters policy of the EU will preserve Europe's Heritage as
(the heartland of multilateral conference interpreting).
6. The trend ofmakes more International informational inputs available to local and diverse recipients "as in globalized training of sales personnel
(localization).
7. It tends to sustain the need for conference interpreting Services
(localization).
8. One to many language Arrangements in events is called
(asymmetrical).

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9. In meetings with only English spoken in the floor and interpreted into a range of language it could raise problems such as
(power relation and cultural adaptation).
10. The increasing presence of China and other Asian countries tend to have
(some broader implications for interpreting practice and studies). "the enormous quantitative growth for interpreting profession".
11. Globalization is applied to
(movements of migration of people).
12. Globalization manifests itself in
(increasingly multi-ethnic and linguistically diverse societies).
13. Public institutions in host countries tend to need "Intercultural Communications or policies" to ensure access regardless of
(language or culture background).
14. The role of interpreting and interpreters could be manifested in:
- * identifying a new training needs.
 - * developing new policies.
 - * carrying out action research "on issues such as student selection and assessment - new methods of instructions".

Lecture 12

1. The role of technology is

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no less "a long-standing issue" in interpreting than (globalization).

2. The most visible manifestation of reconfiguring of interpreting is to
(remote interpreting in International Conference settings and video conferences).
3. In Communications involving deaf and hearing-impaired people that increasing availability of "audiovisual telecommunication" equipment is likely to
(facilitate remote interpreting arrangement).
4. Technologies of converting speech to text and directing inputs into spoken input May favor
(the use of script based communication)
and make interpreter more (redundant).
5. Advanced "prosthetic" technology [cochlear implant] made available for deaf people may make the community of sign language
(more heterogeneous) "and the market of sign language interpreters more fragmented".
6. The role of Technology tend to have "strong"
(repercussions on interpreter training).
7. Interpreting researchers will benefit from the availability of new equipment and tools to enhance the efficiency of
(empirical data collection and Analysis).
8. Fieldwork involving "discourse data" can rely on
(digital).

Lecture 13

1. The steps towards the goal of completing interpreting research project are:

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- * to gain an overview of the territory of interpreting.
- * to find your bearings and reflect on your position.
- * to determine the model or theory.
- * to choose a topic.
- * to dig deeper by reading more.
- * formulating research question.
- * making your basic stance as "explicit" as possible.
- * deciding on the research design.
- * to plan and organize your study.
- * Implement your search design.
- * evaluating and interpreting your findings.
- * how to report on your study.

2. The reading will help the researcher
(to formulate a research question).

3. Making your basic stance
(as explicit as possible "for yourself and others").

4. The context of research includes a number of factors that's may effect the "design of the study these are":
(personal goals, ethical concerns, research skills, personal experiences and prevailing paradigms).

5. The contextual factors influencing research design are:

- A. the purposes pragmatic consideration and personal motivations [the object and goals of study].
- B. Conceptual context "the theoretical assumption and framework informing our guiding the study".

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7. Implementing research design is by
(collecting, processing and analyzing various types of data).
8. Evaluating and interpreting findings is done in relation to
(research question and theoretical framework).
9. A way of reporting your research study is
(conference presentation, Journal article on an academic thesis).
10. The purpose you have set yourself for your study will shape
(your methodological orientation and strategy).

عند وجود أي أخطاء الرجاء تصحيحها تمت المراجعة و لكن لضيق الوقت قد تحدث أخطاء أرجو المعذرة