



**Sudan University of Science and Technology**

**College of Graduate Studies**

**College of languages**



**Investigating Difficulties Encountered  
Undergraduates and Postgraduates as Trainees  
Interpreters, during Training Sessions**

تقصي الصعوبات التي يواجهها الطلاب الجامعيون وطلاب الدراسات  
العليا كمتربين متدربين أثناء جلسات التدريب

*A Case study of University Students majoring in English language*

**A thesis Submitted in Fulfillment of Requirements for the  
degree of PhD in English (Translation)**

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## **Dedication**

**To my parents, my wife and my brothers and sisters**

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## **Abstract**

This study aims at investigating difficulties encountered trainees in interpreting of Arabic to English and vice versa as perceived by postgraduate and undergraduate students of translation in Sudanese Universities as trainee interpreters during training sessions. The selected texts were addressed in both languages and interpreted using intermodal mode into English and Arabic. The difficulties were analyzed using cross-linguistic and cultural communicative (Interactional Sociolinguistics) analysis approach. Quantitative and qualitative descriptive analytical methods were used in this research project to obtain information from a sample population. The sample of the study was postgraduate and undergraduate students who were chosen from various colleges of translation and arts at Sudanese Universities. The (42) trainees from the sampled universities formed the key informants for the diagnostic test. Data was collected through observation and test. Data from the compressed disc (CD) and notes was taken and examined to create texts for analysis. The findings revealed that there are a number of difficulties facing the interpreters. The difficulties range from external factors that are beyond the trainees, which included time constraints, and other factors involved wrong use of specialized terms, socicultural terms encoding, linguistic knowledge gap and factors related to the interpreters' traits and the speakers as well. The study recommended that, trainees have to be acquainted with specialized and cultural bounded-terms. They also have to improve their competence of knowledge of language as well as a practical course and training period were suggested to be designed as a part of curriculum at level of undergraduate and postgraduate.

## Abstract (Arabic Version)

### مستخلص البحث باللغة العربية

تهدف هذه الدراسة إلى تقصي مشكلات الترجمة الفورية التي يواجهها طلاب الدراسات العليا والطلاب الجامعيون كمتترجمين متدربين أثناء جلسات التدريب من اللغة العربية إلى الإنجليزية ومن اللغة الانجليزية إلى اللغة العربية. أقي الخطاب باللغة العربية والانجليزية وترجم بإتباع أنواع متعددة من الصيغ إلى اللغتين الإنجليزية و اللغة العربية. تم تحليل الصعوبات باستخدام أسلوب التحليل اللغوي. وجمعت البيانات من مجتمع (التفاعل اللغوي والاجتماعي) والثقافي التواصلي للنص الدراسة بإتباع المنهج التحليلي الوصفي والكمي والنوعي. واختيرت عينة الدراسة بعناية من مختلف كليات الترجمة والآداب بالجامعات السودانية حيث خضعوا لاختبار الترجمة الفورية بأساليب متعددة من اللغة العربية إلى اللغة الانجليزية والعكس، وسُجّلت الاختبار لتقصي الصعوبات التي تحتويها. تتكون عينة هذه الدراسة من (42) متدرب من مختلف الجامعات السودانية حيث جمعت البيانات عن طريق الملاحظة والاختبار، وتم تحليل النص من التسجيل الصوتي الذي سُجّل ودفتر الملاحظات التي دُونت بواسطة المتدربين. أظهرت هذه الدراسة عدد من الصعوبات التي يواجهها المتدربين وصُنفت عوامل الصعوبات التي تتراوح بين صعوبات ذي صلة بالمتدربين، وصعوبات ناتجة عن عوامل خارجية كعائق الوقت والاستخدامات الخاطئة للمصطلحات الطبية وعدم الكفاءة اللغوية بالإضافة إلى عوامل أخرى ذات وأوصت هذه الدراسة بالإلمام التام بالذخيرة صلة بشخصية المتدرب والمتحدث. اللغوية والمصطلحات المتخصصة والثقافية والإدراك العميق بعلم اللغة بالإضافة إلى تخصيص منهج دراسي وفترة تدريبية كجزء من متطلبات الدراسة الجامعية والدراسات العليا.

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### **List of abbreviations**

<b>The abbreviations</b>	<b>The Word/s</b>
AL	Applied Linguistics
SI	Simultaneous Interpreting
CI	Consecutive Interpreting
SL	Source Language
TL	Target Language
ST	Source Text
TT	Target Text

# **Chapter One**

## **Introduction**

# Chapter One

## Introduction

### 1.0 Background

Languages are created to be used as means of communication between distinctive nations who settled in different environments where various languages are adopted. This multilingualism led the linguistic scholar to innovate many ways of communication either all nations have to learn multiple and different kinds of languages or those languages have to be learnt by who has linguistic intelligence in order to translate and interpret the languages from and to each other into distinctive sort of various language users orally or written. In fact the oral was used first so the process of translation and interpretation legalized their necessity from the dire needs of them by human being as means of communication rather than learning many unlimited number of languages. As a result of that causes, translation and interpretation acquired their necessity as they're major functions of language.

Therefore interpreting is the most crucial field to the practitioners and learners of translation department and the process of performing it is complicated due to strong relationship with linguistic ability, performance techniques and strategies, personal abilities and traits of the trainee interpreters' as well as speakers' personal traits. Therefore, the current study is designed to investigate difficulties encountered by undergraduate and postgraduate students of translation in interpretation as trainee interpreters during training session. They regarded as trainee because there aren't any separated institutions for interpreting but they are studying under umbrella of translation colleges in addition to the availability of training centers is scarce and rare. In fact, it's too easy to translate written text while interpreting utterance evolved a bit of difficulty because it is instant in time, and there is no break to think as in other types and methods of translation. Therefore, the current study is totally devoted to find out the barriers of interpretation and their key points of solutions and to gain better understanding to the nature of challenges.

## **1.1 Statement of the Problem**

Due to the complicated nature of languages where different environment of languages and various technical field used different dozens of terms borrowed and inherited from different ancient nations who used their mother-tongue to express certain substances, needs and things in addition to the different experiences, customs and habits related to various ethnics, places, nations to express them. So far, the difficulties and barriers emerge as a result of various natures where languages used in which the road of interpreting wasn't paved to the novices' interpreters to follow unless those barriers removed through getting rid of them prior to exercising their career of interpreting. Thus, the study aims to focus on various difficulties facing trainee interpreters that observed as they are not qualified enough to carry out the process of interpreting due to lack of training which enhance and lead to professionalism, for the sake of that this study is designed because interpreting process during training sessions has many various difficulties and barriers which encountered the trainee interpreters who practice interpreting for the first time in their pre-life's career.

## **1.2 Objectives of the Study**

The study endeavors to realize the following objectives:

- 1) To analyze the difficulties of specialized term's acquaintance.
- 2) To investigate linguistic knowledge problems.
- 3) To study sociocultural background challenges.

## **1.3 Questions of the Study**

The below questions provide answers to the research in order to investigate appropriate proves and justifications to the problem stated by the study.

- 1) To what extent do undergraduate and postgraduate students of translation encounter difficulties of interpreting specialized terms during training session?
- 2) What are linguistic knowledge problems that encountered undergraduate and postgraduate students of translation in interpretation during training session?
- 3) To what extent are undergraduate and postgraduate students of translation faced sociocultural background challenges in interpretation during training session?

## **1.4 Hypotheses of the Study**

The study presupposes these statements in order whether to be proved or disproved by the feedback of data that will be collected and either to enhance these assumptions or deny them.

- 1) Interpreting of specialized terms causes problems and barriers of continuity and eloquence to none specialist interpreters.
- 2) Lacking of linguistic knowledge has negative effect on rendering meaningful message of interpreted text.
- 3) Sociocultural background of the interpreter and addresser has effect on complicating the process of interpreting and let the interpreter engage mistakes of rendering the targeted text.

## **1.5 Significance of the Study**

This research is designed to seek in the field of linguistics in general and in translation and interpretation "applied linguistics"(AL) in particular, therefore it is necessity based on that, it will diagnose difficulties encountered by undergraduate and post graduate students of interpretation during training session as perceived by students, it designed to find the solutions of the investigated difficulties which represent barriers for the trainee interpreters as well as will be basis background for further researching field and studying and also will be as a guide for researchers whom have desire to search for further difficulties and challenges of interpretation during training session practices.

This study incorporates three main aims which serve as contributions to the wider research and training department at translation and interpretation colleges. Firstly, the primary academic aim is to establish a *source of interpreting studies* to the library of translation and interpretation departments. Although there are many training departments used for training and research, but to the best of the researcher's knowledge, this study possibly constitutes the first experimental study in interpretation at context of the Republic of the Sudan regarding training and situated learning prior or post graduation. It therefore presents a significant contribution in preparing interpreters preceding exercising their real work in wherever institution that interpreting is involved in customer's service.

Secondly, empirical research on interpreting strategies, techniques and skills in interpreting process whether consecutive,

simultaneous or intermodal modes were discussed and the research came to the fact that *the intermodal mode* is the most appropriate one to be used during training, then they should move to consecutive as second stage and the last stage is simultaneous should be used. Hence, the study contributes to this body of knowledge by identifying numerous difficulties-related knowledge of language, renewable concepts of terms conducts of cultures and societies in the process of interpretation, in addition to creating a platform for further research. Moreover, research on interpreting in context of Sudan is limited and rare and to the best of the researcher's knowledge, this is therefore the first study which focusing and concentrating on investigating difficulties of interpretation specifically during training session.

Thirdly, this study functions as an advocacy for novice interpreters, thus, it contributes to *a better understanding of the needs and expectations of trainee interpreters* and thereby results in the construction of recommendations *to improve the quality* of interpretation prior to graduation and having employment.

## **1.6 Methods of the Study**

Several different methodologies such as quantitative and qualitative descriptive and analytical methods are employed in this research project. While this serves as a summary of the data and methodologies included in this project, further information can be found in Chapter 4.

## **1.7 Limits of the Study**

This research is designed to investigate the issue of difficulties in state of Sudan specifically Khartoum city at selected university's colleges where Student's majority of English language (involve 'High Studies', 'Arts & Translation' and 'Translation merely') who represent as a trainee of interpretation. In regard to the time limit, this study done in academic year twenty two.

Furthermore, concerning population limit of this research which is designed to study sample of translation students 'as trainee interpreters' of three Sudanese Universities such as: African Islamic University, Bahri University as well as Omdurman Islamic University around (42) trainee interpreters.

## 1.8 Definitions of Terms

**Linguistics**-Linguistics is the scientific study of language. In contrast to other language-related disciplines, linguistics is concerned with describing the rule-governed structures of languages, determining the extent to which these structures are universal or language-particular, positing constraints on possible linguistic structures, and explaining why there is only a fairly narrow range of possible human languages.

**Applied linguistics (A.L)** – the term covering several linguistic subdisciplines as well as certain interdisciplinary area that use linguistic methods: (language pedagogy, psycholinguistics, language acquisition, second language acquisition, translation, contrastive analysis, language planning, lexicography, computational linguistics, ethnolinguistics, sociolinguistics, and others). Applied linguistics differs from theoretical linguistics in that the latter is concerned with the formal structure of language as an autonomous system of signs. The term ‘applied linguistics’-is in some cases misleading, since in many of the subdisciplines language is studied from both a theoretical and practical (i.e. applied) perspective. Moreover, some areas should be considered ‘applications’ of linguistics. Applied linguistics has become a field of growing linguistic interest, as evidenced by the many journals devoted to these allied studies which have been launched since the 1960s.

**Translation-** 1-in the broad sense, ‘translation’ refers to the process and result of transferring a text from the source language (S.L) into the target language (T.L). 2 -in the narrow sense, it refers to rendering a written text into another language as opposed to simultaneously interpreting spoken language. 3 In foreign-language instruction, translation is considered, by some, to be a ‘fifth skill’ (next to the traditional ‘four skills’ of speaking, listening, reading, and writing). Translation is a method used to practice and test competence and performance in a second language. Translators

are generally trained at private, government, or military institutes as well as at some colleges and universities. Studies in translation focus on linguistic, psychological, aesthetic, pedagogical, and professional aspects. Most such studies have been of greater use to the area of computer and machine-aided translation than to the practical concerns of human interpreters. Some important issues in translation include: (a) the typology of translation, which differentiates between the translation of literary vs scientific or professional texts, and between human vs machine-aided translation; philological translation, which is concerned with the process of communication in the source language and culture; and pragmatically based simultaneous translation; (b) the format of equivalent units (sounds, words, phrases, etc.). An equivalent communicative effect is all the more difficult to attain, the greater the cultural distance between the receivers of the source and target text (problem of translatability) (linguistic determinism, Sapir-Whorf hypothesis). In this area, recent discussions center on the intercultural implications of translation and have all but dispensed with the concept of 'equivalence.'

**Interpreting**-the practice of (oral) translation of one language into another. Two main types of interpreting are distinguished: (a) simultaneous interpreting (SI), in which smaller semantic units are translated in synchrony with the actual production of the foreign language text; and (b) consecutive interpreting (CI) in which a large portion of closed text is translated.

**A community of practice (COP)**-is a group of people who share a craft or a profession. The concept was first proposed by cognitive anthropologist Jean Lave and educational theorist Etienne Wenger in their 1991 book *Situated Learning* (Lave & Wenger 1991). Wenger then

significantly expanded on the concept in his 1998 book *Communities of Practice* (Wenger 1998).

**Cultural background**-is not the same as nationality or place of birth. Your ethnic or cultural background means the group from which you descend and that shares a distinct identity.

**Legitimate peripheral participation (LPP)**-describes how newcomers become experienced members and eventually old timers of a community of practice or collaborative project (Lave & Wenger 1991). According to LPP, newcomers become members of a community initially by participating in simple and low-risk tasks that are nonetheless productive and necessary and further the goals of the community. Through peripheral activities, novices become acquainted with the tasks, vocabulary, and organizing principles of the community.

**A community of learners** can be defined as a group of people who share values and beliefs and who actively engage in learning from one another-learners from teachers, teachers from learners, and learners from learners.

## **Chapter Two**

### **Literature Review and Previous Studies**

## **Chapter Two**

### **Literature Review and Previous Studies**

#### **2.0 Introduction**

This second chapter views the theoretical and conceptual framework that extremely related to the study which involved literature review and related previous studies of this study. Therefore, the main concepts of interpretation will be explored, history of interpretation and detailed information of theoretical formation of the interpretation in general and interpretation modes and types in special, the argument of the difficulties and problems of interpreting will be explained as well as the discussion of the theories related to the topic under studying will be subjected to argument. In the second part of this chapter, the discussion of previous local, national and international studies which conducted by various researchers who interested in the field of interpreting studies nationwide are discussed to build strong base for the gap area which left. So, the research problem can be founded. Thus, the transferring from theory to practice is essential and major, to verify the mentioned statement, the meaning of the below quoted argument which stated by Lave and Wenger, exercising and practicing legitimate related to the participation by the both communities of learning and practicing. Also to quote: ...."learners inevitable participate in communities of practitioners and that the mastery of knowledge and skill requires newcomers to move toward full participation in the sociocultural practices of community. "Legitimate peripheral participation" provides a way to speak about the relations between newcomers and old-timers, and about activities, identities, artifacts, and communities of knowledge and practice."(Lave & Wenger, 1991; Wenger, 1998, 2000, p.29). Hence, In demonstrating the meaning of what the scholar Hale argued, he strongly concentrating and emphasizing on the preparation of interpreters who carrying out specialized interpreting prior to exercising their work in employment settings such as healthcare, foreign ministry, legal domains, foreign organizations and tourism area is major and in dire need. Countries vary in level of training provided in terms of focus, duration and whether training is offered by practicing community interpreters, hospitals, or tertiary institutions at either undergraduate or postgraduate level.

Thus, in many other fields such as legal, media and financial...etc. interpreters need high professional training for none specialists because many challenges will be encountered by students during training session in interpretation i.e. 'before exercising their professional carriers'.

From the researcher own practical experience and expertise as he had exercised this field as a translator in translation, majority of clients require interpretation for many times, so he had met many challenges he will explain them later on within the course of this study.

Based on the previous studies of investigating difficulties of interpretation, the researcher sees that, it isn't inevitable to state and argue about what sort of difficulties unless they imposed to accurate detection, and after scrutinize studying of how these difficulties could be investigated and diagnosed because of the nature of distinctions among personal features of the population of the study. Besides that, this is the first time they are recently exposed to precise investigation. So, specifically, these study a) analysis the difficulties in level of acquaintance of the specialized terms. b) Investigating linguistic knowledge problems. And c) Studying sociocultural background challenges.

Through the examining of experimental test performed by trainee interpreter which is recorded and documented, during the training session of population of the study, the researcher is trying to collect data concerning difficulties encountered by postgraduates and undergraduates in interpretation during training session's practices. As well-known that, the process of interpretation during training session represents heavy tasks and very challenging because of difficulties which emerge as a result of transforming from pure study to applied field of work. This study will briefly describe some pedagogical tools used to provide postgraduate and undergraduate students of translation in interpretation during training session.

## **2.1.0 Conceptual Framework**

Interpretation is considered as very complicated pattern of rendering message from a language to another compared to mode or types of text's rendering because it is so difficult of all used forms of translations as well as the process of doing it. So it can be exercised in parallel or in time of triggering out the message by the speaker. The producing of interpreted text is supposed to delay at least two or three seconds after the speaker's speech. The number of the practitioners always not less than two who interpret the speech delivered by the speakers in occasion where interpreting took place one by one, such as conference, tourism trips, medical or community setting or any sort and type of interpreting, therefore, interpreter should be armed by physiological ability in order to avoid fatigability of the interpretation process as a result of too much concentrating and require patient and more precision in order to achieve the process in perfect and smooth way. More focusing is also required for the complication of the process during carrying out of the interpreting process, as well as requires high linguistic and socio cultural competence. Stahle explored the concept of interpreting by conveying the meaning of source language into the the target language orally and argued for modality for sign and spoken languages. As the meaning of the quotation of the argument by Stahle-(2009): ...'Interpreting include reaching the meaning of a source text (ST) by means of a target text (TT) in the oral modality, both for spoken and signed languages'. Like translators, interpreters operate with three types of working languages, known as A (the mother tongue), B (an active language that the interpreter can work from and into), and C (a passive language that the interpreter can only work from).While interpreting clearly requires high linguistic and socio cultural competence (both general and field-specific), this alone does not make a good interpreter."...

The process of carrying out the interpreting arguable complicated therefore, mistakes couldn't be avoided easily and requires high degree of concentrating as Angelelli in his statement describing the cognitive process skills, he stated that..."Interpreters need outstanding cognitive processing skills (to focus and split their attention to the input and to store, analyze, and retrieve information), subject knowledge (to understand the ST), interpersonal skills (to closely work with people), presentation skills (to deliver high quality information with appropriate voice), and professional skills (to behave ethically)" (Angelelli 2006, p. 23-46).

### **2.1.1 Types of Interpretation**

Interpretation is the process that an interpreter repeats what was said by a speaker in different language so as to be received by the listener in understandable and clear way carrying the message and the intention of the speaker. So difficulties that emerge for lacking of ability to distinguish and even to use them, they increase the degree of engaging in more and more mistakes. Thus, it has many types and modes which are detailed here: ... "Interpreting can take many forms that may be classified by constructs such as mode and type. Mode refers to the way in which interpreting is carried out, whereas type refers to the context in which interpreting takes place (Shuttleworth and Cowie 1997, p. 55). Other useful classifying constructs are tenor (the addresser-addressee relationship- Mason 1999, p.147-160), number of clients (one- on-one, small group, or large group- Humphrey and Alcorn 2007), medium (human, machine, or computer-aided interpreting- Salevsky 1993, p. 149-167), text (oral-or written-like- Alexieva 1997, p. 153- 174), and discourse (speech, debate, or face-to-face talk ....(Pöchhacker 2004, p. 196-197).

In sequence to argued above there are many modes which suggested by different scholars of interpretation need to be identified, acquired and adopted the skills and strategies through training and practices as a result of difficulties and problems emerge due wrong selection and adoption or lacking knowledge of the upcoming mentioned sorts, as a result of miss distinction between them. To make a distinction the following is quoted: ... "The two main modes of interpreting are simultaneous and consecutive, depending on whether the TT is delivered roughly at the same time as the ST or after it. Both modes can be performed directly off the ST or indirectly via another interpreter's output- when there is no interpreter available for a particular language combination- which is known as relay interpreting. Additionally, several hybrid modes of interpreting can be distinguished, involving a mix of the oral and written modality 'intermodal interpreting'-(Braun 2006) or a mix of consecutive and simultaneous interpreting (Ahrens 2013, web). In sight translation the interpreter formulates the TT off a written text. In simultaneous interpreting with a text, the interpreter has access to the speaker's written speech but must check it against oral delivery to react to any potential deviations. In signed language translation the interpreter video-records his or her signing of a written script to render a video

accessible to the Deaf community (Stone 2007, p.53-72). And in simultaneous consecutive interpreting the interpreter delivers the TT off an audio recording of the ST immediately after it has been produced (Ferrari 2007, web).

There are many types that can be classified as they noticed in various and different work fields (according to the work context/setting) of interpretation which one of them is named guide interpretation and thus The interpreters who deal with such kind of interpretation are considered as assistant or tourist guide because he/she used to support the tourist during their traveling to the sites of tourism going and back or may accompanying them to the meeting halls or work trips, so they always in touch with them as educator or social contacts. The interpreters are responsible for food requesting and making trading deals. Furthermore, the other sort of interpreting can take the form of whispering interpretation which can be conducted among a person or group of persons who needs interpretation and the interpreter will whisper or talk quietly via rendering orally from source to target language. This type of interpretation is very complicated and is used too much in work meetings or court hall.

On phone scheduled and non scheduled interpretation can be performed simultaneously or consecutively. This kind of interpretation conducted by identifying certain appointment and the interpreter can't do the process of interpretation directly but he/she can do it through phone call between two parts or clients who in need to communicate and they have different languages. If they have ability to speak through phone video and camera, the process can take the mode of simultaneous interpretation, otherwise it can be consecutive interpretation because the interpreter can't able to see or access the speech in time and he/she will suffer a lot of vagueness of lack of linguistics features generated from gestures and eye contact of the speakers, therefore the accuracy and precision of the process will not be as they required. Generally, consecutive interpretation mode is used too much on phone interpretation. Moreover, the kinds of interpretation were classified into three solid types in which others can be included under umbrella of them, so let us quote this statement to clarify precisely the sorts of interpretation annexed with details: ..."Beyond these modes, interpreting can be classified into types depending on the socio-institutional context in which it is

performed. Existing literature presents different classifications, contributing to confusion (Viezzi 2013, p. 377-388). Among the most frequently discussed types are conference, community, and media interpreting (this list is not exclusive; see Grbic and Pöllabauer 2006, p. 247-261.). Conference interpreting occurs in the context of international conferences. Community interpreting occurs at public service institutions and it is usually split into subtypes, such as legal interpreting (at courtrooms and police stations), healthcare interpreting (at emergency rooms, doctors' offices, hospitals, and mental institutions), or public service interpreting (e.g., at learning institutions) (Hale 2007, p. 10-16.). Last but not least, media interpreting occurs in the context of audiovisual broadcasts, mainly television but also electronic media, including webcasting and other forms of remote interpreting" (O'Hagan and Ashworth 2002).

### **2.1.2 Interpretation V.S Translation**

One can consent with the view which saying that, translation and interpretation have the same function which is carrying out the message from ST to TT but they differ on how the message could be carried as well as the period of transferring the message is different. Thus, the nature of the difficulties is vary because they differ in the term of differences of the processes for each one for instance: the first is written and had enough time for behaving and make a decision but the latter is time pressuring and uncontrollable and steady speed level even in case of time allowed for conducting the process will reshaped by ambiguous, barriers and difficulties due to unconsidered and unexpected developed events during performance of the process, while the third one is mixed between the two. To differentiate between the three terms first let us quote the followings: ... "In order to understand the distinctions among the three language functions (interpretation, written translation and sight translation) each type is defined by Amici and described the skills that are central to the competent exercise of each function as followings: **Firstly**, interpreting-"is the oral rendering of spoken or signed communication from one language into another. Central to spoken or signed language interpreting are the following skills: the ability to comprehend the intended message of oral communications in two languages (listening skills), and the ability to produce an accurate and complete conversion from one language into another (speaking or speech productions skills).

Interpreting requires listening and speaking skills in the two languages being used. Depending on the context, interpreters are often called upon to provide bidirectional conversions – that is, from language 1 into language 2 and from language 2 into language 1– in the moment. **Secondly**, Written Translation-Often referred to only by the term “translation,” written translation is the rendering of a written text in one language in a comparable written text in another language. Central to written translation are the following skills: the ability to comprehend written text in one language (reading skills), and the ability to produce a comparable rendition in written form in a second language (writing skills) into another. Most professional translators provide only unidirectional translations, as a rule working into their dominant language. Unlike spoken or signed language interpreters, translators often have the luxury of time and other resources to come up with the best way to capture the nuances of meaning in the original text. **Thirdly**, Sight translation-is the oral rendition of text written in one language into another language and is usually done in the moment. Central to sight translation are the following skills: the ability to comprehend written text in one language (reading skills) and the ability to produce an oral or signed rendition in another language (speaking or speech production skills). Sight translation is often requested of an interpreter during an interpreting assignment."

Moreover, translation and interpretation processes reshaped by the idea that their achieving must not be depended lonely on linguistics or depending just on words and their meaning from dictionaries so other verbal and contextual features supposed to be given consideration in order to state with methods or approaches that ought to be followed or either balanced between the approaches and principles to achieve the translation functions neatly and correctly.

In addition to what has been introduced above, translating and interpreting are complex profession. The activities performed by translators and interpreters seem very much alike, but there are many differences between translation and interpretation as process, on the one hand and between translators and interpreter on the other hand. Below are more clarification points from different views:..."As shown here: these differences regarding translation and interpretation may be grouped into four categories: a- understanding the message in the source language, b- the relationship between the author - translator - reader - speaker -

interpreter, public, c- the expectation of the consumer in the target language and d- the limit of structural modification and elimination of details' (Badilla and Martin, 1992). ..."Setton claims that, they in fact independent approaches. In his opinion, the interpreter's ability is not conditioned by his/her linguistic knowledge (Setton 1994, p. 59). The idea is also sustained by (Gile 2009, p. 86) who points out that, the vast majority of speech made in technical and scientific conferences and most scientific and technical texts probably don't require an extensive knowledge of stylistic and cultural aspect of the source language as opposed to literary diplomatic and political texts where the contribution of good linguistic knowledge is essential.

Furthermore, the argument of the relationship between the interpreting and translating processes made heating debate among the scholars of interpretation and translation to judge whether the interpreting stand alone as discipline or included to the translation, to quote what Pöchhacker argued to reveal this view and to interpret the point: ... "As an object of study, interpreting is on 'curiously ambiguous' ground (Pöchhacker 2009b, p. 128-140). To this day, many scholars still envisage interpreting as a form of 'oral translation', framing Interpreting Studies as a sub-discipline of Translation Studies. However, a cursory review of the literature illustrates that Translation Studies is merely one of the disciplines that inform interpreting research, alongside psycho-cognitive and sociocultural frameworks or 'supermemes' (Pöchhacker 2009b). Interpreting Studies is thus emerging as an increasingly autonomous discipline, and leading scholars are more preoccupied with its internal cohesion than its relationship with Translation Studies. ... (e.g., Pöchhacker 2011a, p.172-186).

To sum up, understanding of the various distinctions among three modes can lead to the previous overcoming of expected problems that predicted to take place.

### **2.1.3 Conference Interpreting**

From early time the large meetings of interpreting had adopted and used in large scales, from the researcher point of view difficulties and problems will take place because of various perspectives and traits of the speakers as well as the high pressure that encountered by interpreters in term of time, speed, and psychological pressure. But the through practices let the expert practitioner, Danica Seleskovitc to pay attention and doing a research on consecutive interpreting to study how the process is taking place. To quote: ..."Since the 1960s, a substantial chunk of research on conference interpreting has been premised on a cognitive perspective, with the goal of identifying both the cognitive resources and strategies that interpreters use. Ironically, however, the earliest milestone of this body of research-the *théorie du sens*-was not produced by a psychologist or psycholinguist, but rather a professional interpreter-Danica Seleskovitch". In observing consecutive interpreters, Seleskovitch (1978) noticed that there was a wide variability between what they noted, how they noted it, and what they ultimately uttered, which led her to conclude that most speech is processed cognitively rather than verbally. She thus posited that good interpreting involves shifting between two types of processing: deverbalization, which consists of forgetting the original wording to capture 'sense' and resist linguistic interference, and transcoding, which should be reserved for items that cannot or need not be processed cognitively, such as terms, names, or numbers". She often summarized her model by quoting Lewis Carroll: "'take care of the sense; words will take care of themselves'. Her model was highly controversial, but it largely contributed to free professionals from the 'straitjacket' of lexical equivalence" (Diriker 2013, p. 363-375).

From different point of view, Gile observed that there is a variety between interpreters capacity of quality in terms of triggering out 'output competence' and even though, the temporary interpreters engage in many mistakes for apparent external reason. Therefore, explored and developed the effort models of interpreting, according to which interpreting involves four main 'efforts': listening/(reading)/analysis (to comprehend the ST and the interpreter's notes), memory (to retain information between perception and production), production (to take notes and/or to deliver the TT), and coordination (to coordinate the other efforts). These efforts are non-automatic, taxing cognitive capacity. Interpreting errors thus arise

when processing requirements exceed the available capacity for any effort or combination of efforts.

In addition to above models that assumed by Seleskovitch and Gile, there are many interpreting models have been assumed by Setton, for instance he offered 'a cognitive-pragmatic model' which explains the way interpreters utilize world and situational knowledge to reveal information of language knowledge or how the output abided by target language constraints. Taken together, these models highlight the importance of correctly and efficiently decoding the input and they have been used in teaching and research. However, as Setton (2013) puts it, they are 'still not explicit or exact enough to be falsified', warranting further testing and fine-tuning.

### **2.1.4 Community Interpreting**

This term is used in existence of other terms carrying the same concepts for instance: bilateral, community-based, cultural, dialogue, liaison, or public service interpreting. To quote:..."Definitions also abound, but many agree in that community interpreting takes place in the institutional settings' of a society."(Pöchhacker 1999, p.125-140).

The core difficulties can be observed for trainees who are not specialized when he/she come to practice in setting such as legal, healthcare, and social services in which represent a real test, if once is not aware of the taxonomy that classified by the scholars they will surely engage in a bundle of errors and mistakes. So scholars classified the community interpreting into many types which is arguable point and in place of disagreement among them. To quote:..."Three types of settings are usually distinguished, namely, legal (courtrooms and police stations), healthcare (emergency rooms, doctors' offices, hospitals, and mental institutions), and social services (everything else) (e.g., Hale 2007). However, this classification is not universally accepted. Some scholars view legal interpreting outside the realm of community interpreting (Bancroft and Rubio-Fitzpatrick 2009), while others propose more fine-grained classifications. For example, educational interpreting is emerging as a distinct label, and legal interpreting has been subdivided into judicial (at courts of law) and quasi-judicial interpreting (at police stations, law offices, immigration offices, and prisons) (González et al. 1991). On the other hand, clients are usually associated with the phenomenon of

migration (migrants, refugees, tourists, visitors), but they can also be natural citizens (members of a minority-including the Deaf community-and indigenous groups) (e.g., Pöllabauer 2013).

Furthermore interpreting in term of community had classified according to its impact with certain theories which it complicates the process of interpreting to novice interpreters. To quote: ... "Except for some isolated studies in the 1970s (e.g., Lang 1976, p. 327-365), research on community interpreting largely started in the 1990s. It coincided with a 'social turn' in Interpreting Studies from cognition to interaction and was largely propelled by the triennial Critical Link conference series that began in 1995 (Pöllabauer 2013). From a theoretical standpoint, scholars have resorted to various theories of (psychology, anthropology, communication sciences, sociology, and applied linguistics, including Mental Space Theory, Social Reproduction Theory, or Drama Theory)" (Vargas Urpi 2009, web). "...Arguably this latter issue-the re-evaluation of the role of the interpreter-is the most significant contribution of community interpreting research to Interpreting Studies. Research in signed (e.g. Roy 1992, p. 21-61) and spoken language interpreting (e.g. Angelelli 2004) shows that community interpreters often choose not to remain invisible, which is captured by several models. One of the most comprehensive is the pyramid model developed by the Bridging the Gap curriculum." (Niska 2000, p. 133-144)... "According to this model, community interpreters may adopt four roles, namely, from the pyramid's base (default role) to the tip (exceptional role): conduit (rendering the ST as is, without any edits); clarifier (clarifying linguistic information through verbal or nonverbal communication); culture broker (providing any cultural framework necessary to understand the message); and advocate (taking further action when the needs of the client are not being met due to a systemic barrier)."

### **2.1.5 Media Interpreting**

The concept of media can include the term mass media which involves means of transferring information either heard or read. Therefore, the name of the process of transporting of oral speech that is send by various means of mass media is called media interpreting. In addition it has many sorts and forms that resulted from them vagueness and difficulties during carrying out the process of interpreting. To quote: .... "The umbrella term

media interpreting refers to interpreting that is broadcast on television, radio, or the Internet (O'Hagan and Ashworth 2002). As an object of study, media interpreting has been researched since the 1980s (e.g., Kurz 1985, p. 2-12) but the field is still in the process of defining its identity. Some scholars (e.g., Jiménez Serrano 2011, p.115-136) frame it directly within Interpreting Studies, while for others (Pöchhacker 2011b,p. 21-36) it may also fall under the domain of Audiovisual Translation, along with respeaking-based subtitling (the production of real-time closed captioning using speech recognition software)."

The most well-known and popular type is television interpreting. Whatever the future holds, scholars are likely to continue researching TV interpreting for different reasons a result of it is a high-impact activity that may shape up the public perception of the interpreting profession; it lends itself to corpus-based analyses because data can be easily retrieved and transcribed; and it is a very challenging type of interpreting, which makes it particularly intriguing.

The process of performing T.V interpreting is 'double articulation', the fact that TV interpreters may have to address two audiences -the on-screen participants and the viewers. "This makes interpreters' renditions subject to the scrutiny of an unlimited number of people-including scholars-which maximizes stress. Typically, TV interpreters are matched to the speakers' voices based on gender (Tsuruta 2012, p.157-173.). They may work on the set, sitting next to the speakers and interpreting consecutively, or off the set, interpreting simultaneously in voice-over mode from a booth that is equipped with a monitor (Mack 2002, p. 125-132). They must be familiar with a variety of TV formats and events, often with little or no time for preparation (Straniero Sergio 2013). When interpreting simultaneously, TV interpreters must coordinate their voice with the images (Tsuruta 2011, p.174-188). They usually start a few seconds late to let viewers hear the voice of the speaker (Straniero Sergio 2003, p. 135-174) and they finish at the same time or even earlier, avoiding disrupting the flow of the program (Viaggio 2001, p. 23-33). To achieve this, they keep a reduced *décalage* and apply abstracting and compressing strategies (Viezzi 2013, p. 377-388). TV interpreters must be prepared for the unpredictable—showmen usurping the interpreter's role (Mack 2002, p. 203-213), emotional speakers switching into their mother tongues during acceptance speeches (Jiménez

Serrano 2011, p.115-136), etc. Yet, they must produce fluent speech throughout, avoiding pauses, hesitations, or peculiar inflections (Mack 2001 p. 125-132). In other words, they must ‘not sound too much like interpreters’ (Tsuruta and Buck 2012, p. 60). On this token, some argue that they must possess acting ability to imitate the speaker (Katan and Straniero Sergio 2001, p. 213-237), while others recommend delivering the message in ‘expository’ mode." (Darwish 2010)

## **2.2 Historical Perspective of Interpreting**

The first utterance was uttered by speakers and communicated among them in same or different language and neither written nor documented were used or utilized either but as normal interpretation background was ignored but intentionally or accidentally that is the point that lights were spotted around and under discussion below by various views of the field as well as the experts who specialized in reshaping the history so the following statements - are quoted: ... "Often referred to as the ‘second oldest profession in the world’ (e.g., Stahle, 2009), interpreting is likely as old as the first contacts between human tribes (Longley 1968). Yet reconstructing the history of interpreters is not an easy endeavor. Many historical documents neglect to mention interpreters or to discuss their roles in society, and most scholarly production has focused on the Western hemisphere (Andres 2013).

The questions which impose themselves are those: who was the first interpreter who performed the process of interpreting? And why she/he did that and to whom? In addition to that, which languages were used in that process? As well as the sort of passage that the interpreter carried from and how the process was observed? Also by who was carried out for? To find justified answers to the previous mentioned questions the following points have a lot to reveal:

... "Possibly the earliest evidence of interpreters dates back to ancient Egypt, in depictions such as the relief of monarch Haremhab’s tomb, where an interpreter-a double figure-helps foreign vassals -(likely Syrians or Libyans) to request food from Pharaoh Tutankhamun (Andres 2013). Subsequently, in Classical Antiquity interpreters became more widely documented (Wiotte-Franz 2001). In ancient Greece interpreters worked for the government and philosophers exploring foreign teachings, while in the Roman Empire they served in the Senate and facilitated communication with Carthaginians and Hispanics. Interpreters were also

very present in Hebrew society, disseminating religious scriptures in Aramaic, Arabic, or Greek when translation was still forbidden (Kaufmann 2005, p. 972-986). With the Barbarian Invasions, documentation on interpreters decayed, resurfacing again in the high and late Middle Ages. Interpreters in the Crusades helped missionaries propagate Christianity, while in Spain so-called *alfaques* or *trujamanes* facilitated communication among the 'three cultures'-Christians, Jews, Muslims-achieving professional recognition in the 13th century in King Alfonso X's statutory code *Las Siete Partidas* (Alonso and Payàs 2008, p. 39-52).

In the following lines accounts will be put into consideration of the modes and types in historical perspective to explain which one used first and the cause of its emergence copied down by historian of the interpreting as profession. To quote the followings: ..."While interpreting remained important in subsequent centuries, it was not until the 20th century that it turned into the profession that it is today, with the emergence of most of the current interpreting modes and types. Conference interpreting arose during World War I to facilitate communication with British and American negotiators who did not speak French, the international language at the time. After the war, it was used at international meetings, like the 1919 International Labor Conference, the Paris Peace Conference and the League of Nations (Baigorri 2004). Interpreters worked in the consecutive mode, first without taking notes and later developing their own shorthand symbols to minimize interruptions (Longley 1968). Consecutive interpreting, however, prolonged meetings considerably, and thus alternative modes of interpreting arose. For example, delegates had speeches whispered to them by their own interpreters, a technique known as whispered interpreting or *chuchotage*. With the advent of interpreting booths, interpreters started working in the simultaneous mode as early as 1927 at Geneva's International Labor Conference (Kurz 1996), and more popularly in the Nuremberg trials in 1945. Conversely, the Tokyo trials were interpreted either consecutively or off written speeches, that is, via sight translation (Nishiyama 1988). This period also witnessed the emergence of media interpreting in broadcasts like André Kaminker's renditions of Hitler's speeches for the French radio in 1934 (Baigorri 2004). Meanwhile, Civil War and Francoist Spain remained oblivious to

technological advancements, and interpreting stayed consecutive. There are records of interpreters working for the Republican front, like Armand André Thily, Dina Kavchenko, and Constant Brusiloff, who facilitated communication with the Russian delegations, as well as records of Franco's interpreter in the Hendaye negotiations with Hitler-Luis Álvarez de Estrada y Luque (Preston 1992). Finally, since the second half of the 20th century, the advent and popularization of new technologies has spawned new interpreting types, such as telephone interpreting-employed since the 1970s; television interpreting- popularized internationally with Apollo 11's moon landing in 1969, and in Spain, via the popular show La Clave in the 1970s (Jimenez Serrano 2011); and more recently, video-relay interpreting, interpreting via the Internet, and machine interpreting via mobile devices such as Voxtec's Phraselator and IBM's Mastor "(Andres 2013). Furthermore, to reveal the reaction that the interpreters encountered during their process of performing the interpreting and sort of risks the encountered because mistrusting them, disliking and to some extent endangered to death in spite of their role during history the following justification can explain the causes of hat mentioned above. To quote: ... "Throughout history, the perception of interpreters has varied considerably. Despite their many contributions, interpreters have often been mistrusted, disliked, and even killed, because as Payàs and Garbarini (2012) illustrate, they may pose various risks for the client. Interpreters may choose to favor 'the enemy', like the Indian Lautaro and the Aindianado Spaniard Gonzalo Guerrero, who deserted the Spanish conquistadors, or Malinche, whose infamous betrayal of Mexico has lived on in the word malinchista, the ultimate anti-patriot. Interpreters may also be incompetent for a job, like Jensen, who caused the death of several German officials by misinterpreting the place of a meeting with the Portuguese delegation in Angola in 1914 (Kurz and Kurz 1995). Finally, interpreters may put their own interests before their clients', manipulating the discourse to obtain goods or to retain their jobs."

## **2.3 Training Perspective**

In national base of all academic institutions of translation suppose to find the main goal of training novice graduate of college related to interpretation such as: "language, Arts, translation" which followed studying in order to provide opportunities for further specialty. Currently majority colleges don't include any undergraduate course interested in interpreting and interpretation nor did postgraduate faculties recognized doing so even merely research. Additionally, researchers need to explore the effectiveness of different educational programs, including their use of technology and their curricular structure. For example, some programs include consecutive interpreting as a pre-requisite for simultaneous interpreting, while others teach both courses at the same time. (Gile 2009, p. 40-45) has argued that both modes involve different efforts, and that training in consecutive interpreting does not necessarily help in the development of simultaneous interpreting skills, but this claim needs empirical validation. Also, some programs include an internship requirement that may be completed during or after the coursework. Therefore, research needs to investigate whether such internship opportunities are beneficial and their ideal timing.

## **2.4 Quality of Interpreting**

The quality in terms of training related to trainee interpreters in fact vary from institution to another because the interpretation as a field of study isn't existed lonely as specialization in Sudanese Universities in order to be assessed but it required to be evaluated for quality and more improvement. So assessment ought to be carried by audience and experts preceding the formal or official interpreting process in wherever working-institution.

The quality assessment should be included to all sort of interpreting. For instance, focus groups could be asked to rate the importance of various content and formal factors in determining interpreting quality before and after any sort of real interpretation to enhance the validity of such experiments.

## **2.5 The Importance of Interpretation**

Interpretation played very essential role in overcoming the barriers of language differences round the globe, so it becomes very simple and easy for different people to understand each other in an occasion nationally or an internationally, in spite of they know the spoken language. There are many reasons that make the interpretation crucial and important such as:

A- Effective communicative means for people in order to enable them to understand each other. B- Save time through conducting the process of interpreting in the same time of speaking. C – It provides the best outcomes for meetings and conference because the participant will get understood. And D – Interpretation is very precise and accurate because it's the process of producing of speech in the time of spoken.

### **2.6.0 Short Theoretical Account of Interpretation**

Interpreting is complicating process where different views were suggested in order to the process to be carried out for the achieving the goal of carrying out the process. Two main models were argued by scholars of interpreting (the simultaneous where the interpreter rendering in the time of speech triggering by the speaker, and consecutive; in which the interpreter has time transfer the speech after the speaker completing his idea accompanied by note-taking) in addition to the third one which is sight translation or intermodal mode of interpreting where the two mentioned earlier are utilized both during performing. All the three models may consent in some skills, technique and strategies and differ in others.

### **2.6.1 Cognitive Process of Consecutive, Simultaneous and Sight Translation Modes**

The process of interpreting requires high need of focusing to perform the process that has a relation with mental or mind during transferring the message of the speaker to the addressee so there are many steps should be followed as the following which were quoted from the theory of simultaneous interpreting that considered as sensitive stage because trainee interpreters can confuse if they focused too much and the opposite will take place if the process is carrying out or any an unaccounted change happened out of the hand of the interpreter by speaker according to the setting and situation where speech is delivered. To quote:

... "Delivery should be smooth and even-paced, emulating the quality of broadcast voice. Maintain a moderate but flexible *décalage*, and avoid interpreting in jerky spurts, excessive stop-and-go, fast consecutive, or hurried slurs. Voice should be clear and expressive, with meaningful yet natural intonation. "Become" the speaker and envision your audience: direct your communication purposefully to your listeners. Formulate and deliver segment by segment fluidly and confidently, avoiding hesitation, fillers, and insecure volume or tone. Start at your performance base and push for speed" (Erik 2011, p. 11).

### **2.6.2 Sight Translation Theory**

The notes of this theory has extracted from Sight translation theory which discussed by Anne Birgitta Nilsen (Oslo Metropolitan University, Norway) and Randi Havnen (Oslo Metropolitan University, Norway). It is sometimes named as "prima vista" which can be defined as rendering the documented text into oral one using mixing of modes either simultaneous or consecutive in interval. It is one of the main method of interpreting I which – the interpreter is provide with written text and expected to instantly deliver the translation of its content at speed appropriate for natural oral production" (Cencova 2010, p. 54) thus the process include many competence skills such as reading text- analytic – communicative –public speaking coordination of speech and translation in addition to oral and written competence in the two language used. According to (Sansfield 2008, p. 78) the involvement of both written and oral language make sight translation the most challenging interpreting method, especially the written language usually involve the use of more complex sentences than spoken language.

Scholars include Gonzalez (et. al 1991) describe sight translation as the an art: "like accomplished musician who play apparently effortless version of a piece they have never laid eyes on, interpreters are actually drawing upon years of training and experience to perform this feat. The end product should be both faithful to the original text and pleasing to the ear (that is, in free-flowing natural sounding language)

### **2.6.3 Consecutive Interpreting Theory**

This extract was quoted from "CONSECUTIVE INTERPRETING" research which has been done by Debra Russell and Kayoko Takeda in order to check and explain some concepts that taken for granted by pioneer specialists in field of analyzing and describing terms related to interpretation in order to facilitate them into precise and understandable concepts and terms relevant to the process of interpreting of consecutive mode and models and models in order to measure the problems and difficulties that encountered during training practices and it will be base data that taken from accredit resources. To quote:"Consecutive interpreting (CI) is defined as the process of interpreting after the speaker or signer has completed one or more ideas in the source language and then pauses while the interpreter transmits that information (Russell 2005, p. 76). (Gonzalez et al. 1991/2012 p. 34-56) states that when using CI in the court setting, the duration of the source language can be anywhere from a few seconds to several minutes. "Long consec" is a phrase used to describe consecutively interpreting a lengthy passage (over several minutes) or possibly an entire speech at a time, usually with the aid of notes, while "short consec" refers to consecutively interpreting a short passage, possibly a word to a few sentences, with or without the aid of notes.

#### **Cognitive Aspects**

Models of interpreting have developed over the years as a way to conceptualize the ways in which interpreters perform their work. Pöchhacker (2004) provides an excellent review of the theoretical, methodological, and disciplinary perspectives that have shaped interpreting research and interpreting models. While Pöchhacker (2004) reports on models that reflect many levels of analysis within interpreting studies, we have chosen to examine here some of the cognitive and interactional models that have impacted both spoken and signed language interpretation and have particular relevance for CI.

Some of the earliest models from the 1970s focused on the cognitive processes involved in CI. Seleskovitch (1978) was one of the first to introduce a more cognitive based analysis of interpreting (consecutive as well as simultaneous), cognitive model of interpreting which focused on the interpreter's understanding and expression of "sense" as opposed to linguistic transcoding. In the field of signed

language interpreting specifically, Colonomos (1987) also described three stages of cognitive processing, each with its own cognitive tasks. Her model focuses on some of the tasks associated with accessing short-term and long-term memory for knowledge, and making the target language switch based on linguistic and cultural knowledge, including awareness of discourse frames in both ASL (American Sign Language) and English, thus introducing communication norms into the discussion.

During this same period, Cokely (1992) also offered a sociolinguistic model of interpreting, based on a detailed breakdown of the mental processes that occur during linguistic analysis and reconstruction. His model highlights seven main processing stages, and many more sub-processes which reflect top-down processing, such as message reception, preliminary processing, short-term message retention, semantic intent realized, semantic equivalent determined, syntactic message formulation, and message production.

Each of the cognitive models mentioned above has made contributions to the field of interpreting by articulating some of the processes involved, thereby helping interpreters to find strategies to improve their work, and offering tools to interpreter educators for teaching interpreting. However, the models have also invited further debate about the complexity of interpreting, which has led to further research into communication processes and the ways in which interpreting affects communication among participants who do not share the same language. For example, in the late 1980s we saw an increase in the discussion of the nature of text and discourse in interpreted interactions (Pöchhacker, 2004). Pöchhacker's (1992) own model of interpreted interaction brings attention to the "perspective" of the individuals in the event, moving us away from a sole focus on text and content. Alexieva (2002, p. 153-174) emphasizes seven parameters that influence the interpreted event: distance vs. proximity between participants, equality/solidarity vs. nonequality/power, formal settings vs. informal setting dynamics, the shared or conflicting goals of participants, and cooperativeness/directness vs. non-cooperativeness/indirectness. Some other dominant theories that have found a place in interpretation practices and in the education of interpreters include Vermeer's skopos theory of translational action (see Vermeer, 1989/2000) and Gile's (1995/2009) set of models referred to as the Effort Models in interpreting.

As research in interpreting has become more established as a field of inquiry, it has led to increased recognition of interpreter-mediated interactions, in which the interpreter's decisions influence all participants and potential outcomes, and to greater awareness of discourse-based interactions in which the interpreter is seen as an active third participant in a three-party conversation (Roy, 2000, p. 21-61; Wadensjö, 1998). Wadensjö (1998, p. 24) distinguishes between "interpreting as text" and "interpreting as activity"; two orientations that interpreters hold when they are working, and she introduces the phrase "interactionally oriented" to describe interpreters who coordinate interpreting both at the textual level and at the level of situated activity within the interpreted event. Napier (2002), stresses that interpreters must adopt a sociolinguistic and sociocultural approach to their work, in order to recognize the contextual factors that will influence each interpretation. (p. 43)

Similarly, Wilcox and Shaffer (2005) argue that although the field of interpretation has moved away from viewing the interpreter as a passive participant, merely passing along information, to more dialogic and interactional models, the conduit view of our work often remains an unchallenged assumption about how human communication works.(p. 27) Within any of these cognitive models of interpreting is an understanding that communication, whether direct or mediated through interpreters, requires all participants to actively work at constructing meaning based on evidence provided by speakers. Wilcox and Shaffer (2005) identify the crucial factors in this active process as the nature of language (especially semantics), production (how thought and meanings are expressed), and comprehension processes that shape the ways in which we understand what the other person means. Further, they suggest that when interpreters acknowledge they are actively constructing meaning they can be then become more aware of their own influence on an interaction, thus challenging the notion of neutrality, which is so prevalent in the field of interpretation.

With so many models and orientations of studies in the field of interpreting, how might these models support the development of effective CI skills? The value of models to interpreting is that they offer guidance in understanding the nature of how communicators structure messages and how interpreters try to access and construct that meaning in order to recreate it in a second language. They also offer us insight into

how interpreters can practice the cognitive sub-tasks of interpreting so as to develop the short- and long-term memory and analysis skills needed to produce accurate target texts. Shlesinger (2000) suggests that simultaneous interpreting (SI) is such a complex task that we may never fully understand all of the components of the process and how they interact, but that interpreting may actually be a combination of cognitive processes and proceduralized strategies. We argue this is true for CI as well. It is also helpful for us to have models of interpreting as an activity in which interpreters focus on the participants' understanding of various parts of the interaction and the progression of that interaction, drawing on the context that participants bring and the meaning that is created during the interaction (Wadensjö 1998, p. 246).

Two models, one proposed by Daniel Gile (1995/2009) and a second offered by Debra Russell (2002a, 2005), have specific application to CI.

### **Gile's Effort Models in Interpreting**

Gile (1995/2009) set out a series of models that are designed to explain the cognitive challenges of interpreting in order to highlight an interpreter's available choices, and the strategies that could be employed in order to increase the likelihood of successful interpreting performance. Gile's model has two basic principles: interpreting requires mental energy that is available in limited supply, and interpreting takes up almost all of this mental energy, sometimes requiring more than is available, at which times performance deteriorates (p. 161). Further, Gile notes that some mental operations are non-automatic and require attention, which takes cognitive processing capacity from a limited available supply, while automatic operations do not. Gile's Model of Consecutive Interpretation (2001/2009) is a two-phase model, involving a Listening Phase and a Reformulation Phase.

The Listening and Analysis Effort refers to all comprehension-oriented operations, from analysis of the sound waves carrying the speech to the interpreter's ear, to identifying the linguistic elements of the language, to the final decisions made about the "meaning" of the utterance (1995: 162).

Leeson (2005) suggests that the corresponding task for signed language interpreters is to "comprehend a visual-spatial language based on identification of the visually received linguistic messages, followed by the identification of signed lexical items and phrases co-occurring with

non-manual cues, through to decisions regarding the meaning of these items in context “(p. 54). Comprehension is a non-automatic process for interpreters, as Wilcox and Shaffer (2005) remind us, and hence is subject to attention capacity restrictions and saturation.

Gile next introduces the Production Effort, where the interpreter creates notes to support her memory of the message. Note-taking techniques need to be developed in order to provide a consistent advantage for the interpreter by reducing memory load constraints.

Short-term Memory Effort recognizes the important role of short-term memory and long-term memory in interpretation. Gile posits that both of the cognitive operations that address short and long-term memory occur continuously during interpreting and are non-automatic. Gile states, “In consecutive interpreting the Memory Effort is similar to that used in simultaneous interpreting. However in consecutive, it is associated with the time between the moment information is heard and the moment the interpreter decides not to write it down, or between the moment it is heard and the moment it disappears from memory”.

The Reformulation Phase of the model involves three efforts, where the interpreter does not have to share processing capacity between the tasks of listening, analysis and note-taking. The Note-Reading Effort is the first, where interpreters require some processing capacity to decipher their own notes, which again stresses the need for them to practice note-taking and working from notes so that those processes are effective in supporting the interpretation. This stage draws on Long-term Memory Effort, which allows the interpreter to retrieve information about the original utterance. Patrie (2004) explains that interpreters often rely on visual memory for this aspect of the task, by looking at the arrangement of their notes to represent aspects of the source message, or by accessing visual memory storage mechanisms to help them sequence the order of events in a speech. Patrie stresses this is especially applicable to signed language interpreters who receive a signed message via visual mechanisms.

The next effort of the second phase is the Production Effort, which relates to producing the message in the target language. (This is the second “production” in the Consecutive Model, with the first production being the creation of notes in the first phase of the model.) Unlike simultaneous interpretation, where comprehension and full production are

not separated the interpreter delivering in a consecutive mode is spared short-term memory pressures and the demands associated with delivery of the message immediately in the target language. In this second phase the interpreter produces the target message, and monitors the output. It is at this stage that interpreters employ “problem solving” strategies, for example, in finding the most accurate word for a particular linguistic context, or determining the most effective syntactic structure. Leeson (2005) suggests that such problems are common not only among spoken language interpreters, but they are also significant for signed language interpreters. She identifies the fact that signed language interpreters must additionally deal with a shift in language modality (i.e., from spoken to signed discourse or vice versa), which in turn brings further production issues relative to the differences in how spoken and signed languages structure and maintain discourse.

Patrie (2004) emphasizes the value of drawing upon models such as Gile’s Effort Models, as they break down the sub skills required by interpreters. When the sub skills of CI become more routinized, the interpreter can then devote more attention to aspects of the interpreting process that cannot be routinized, such as attending to contextual clues and rendering accurate and effective meaning.

#### Meaning-based model of interpreting

The model developed in Russell (2000, 2002a, 2005) specifically identifies the need for the interpreter to assess and apply contextual factors impacting the interpretation by actively using background knowledge about language, culture, conventional ways of communication in both languages, and to determine whether to use consecutive or simultaneous interpreting within a given interaction. While the mode may be pre-determined in some settings, when working in one-to-one contexts or with small groups providing whispered spoken interpretation, this decision is often made on the basis of the discourse requirements. This model acknowledges differences in linguistic and cultural meanings between two languages, and also the need for meaning-based work, as the desired interpretation product is created throughout the interaction and with active co-construction of meaning wherein the interpreter is an active participant.

## **The steps of the Meaning-Based Interpreting Model include:**

### **1- Assess Contextual Factors and Monitor the Process:**

As the interpreter approaches the interpreting task, contextual factors need to be considered, but this activity does not stop prior to the task. Throughout the interaction, the interpreter constantly assesses contextual factors and their impact upon communication. Context helps the interpreter determine the speaker's or signer's particular meaning within the specific interpreted interaction.

This includes assessing factors such as the relationship between the parties in the interaction, the formal and informal power structures represented, the similarities and differences in backgrounds and experiences of the participants, the emotional overlay of the interaction, and the impact of the interpreter's presence on the way the speaker and signer construct their messages. In addition, throughout all phases of the interpreted interaction, the interpreter monitors the communication process because the participants are creating additional context and experience through their dialogue. At times, the interpreter finds herself surrounded by topics, specific lexicon and jargon, and descriptions of events that the participants have shared knowledge of, whereas the interpreter lacks that content and contextual information. While being the first step in the model, it importantly overlays each subsequent step represented.

### **2- Comprehend Source Language Message**

During this stage, the interpreter must draw upon skills related to linguistic and cultural awareness, as well as discourse analysis, in order to support comprehension of the original message. The interpreter draws upon her fluency in both languages in the following areas:

Figure 6.1 Meaning-based model of interpreting.

- a) Syntactic knowledge;
- b) Semantic knowledge;
- c) Associated knowledge and background experience;
- d) Cultural awareness; and
- e) Contextual knowledge.

It is at this stage that the interpreter is required to process information at lexical, phrasal, sentential, and discourse levels to determine the characteristics of the discourse frame that the speaker or signer is using. For example, this could include identifying register and

style features such as the use of politeness markers, and structural items such as syntactic forms needed to convey particular question or answer styles, for example, in a courtroom setting. At this stage the interpreter needs to verify comprehension and seek clarification when needed and when appropriate. This also includes negotiating movement between simultaneous and consecutive interpreting as required.

Lastly, this stage also includes checking for and correcting errors as appropriate. Errors may be created when the interpreter lacks sufficient contextual knowledge about the content or the situation in which she is interpreting.

### **3-Apply Contextual and Linguistic Schemas and Select Simultaneous or Consecutive Interpreting:**

This stage involves the application of the interpreter's on-going assessment of contextual factors influencing the interaction, such as linguistic competence, the experiential and cultural frames of the participants who are interacting, and their cross-cultural and cross-linguistic experience. At this stage the interpreter also determines whether to use consecutive or simultaneous interpreting for the message in order to support genuine communication for all participants and to maintain strategies that support successful interpretation. The decision to use CI is made based on the discourse and interaction demands, which can include the complexity and density of the information, the setting, working with a child as a consumer, the unfamiliarity of the information to the interpreter, and/or grave consequences of interpreter error.

### **4- Formulate Equivalent/Effective Message:**

After processing the information (drawing on lexical, phrasal, sentential, and discourse knowledge) and applying cultural and linguistic frames in order to realize the goals of the speaker or signer, the interpreter then makes cultural and linguistic choices – planning, formulating, and reviewing the elements to be used to express an effective message in the target language. Elements of the target message may be silently rehearsed at this stage. Assessing contextual factors and monitoring the process continue to apply.

### **5- Produce Target Language Interpretation:**

At this stage the interpreter produces the target message, based on the previous stages. Once again, at this step, the interpreter continues to

assess contextual factors and monitors the process to ensure the effectiveness of the interpretation among the parties.

This model brings together the roles of context, linguistic and cultural schemas, and the decision-making processes that involve choosing consecutive or simultaneous interpreting. The Meaning-based Model presented above offers both the interpreter and the interpreter educator a window into the tasks to be accomplished when analyzing interpreted interactions. The process of interpreting is clearly very complex, but by identifying and practicing some of the tasks of each stage, students learning to interpret can develop the linguistic and interactional skills necessary to perform the work, while recognizing their role as an active participant in the co-construction of meaning (practitioners also need to reinforce their awareness of this approach periodically).

#### **2.6.4 Simultaneous Interpreting Theory**

This Exercises have been quoted from cognitive theory of simultaneous interpreting and training done by Erik Camayd-Freixas, in Ph.D. at Florida International University in order to check how errors and mistakes will take place as well as how to be avoided.

..."The following exercises are presented in developmental order, focusing on increasing integration of skills. When applicable, practice should progress from intra-lingual to inter-lingual exercises, and from written to oral form.

**Focusing on meaning, not words (paraphrasing)**—Read (later listen to) sentences and paragraphs; practice restating the meaning in your own words, first in writing and then orally. Avoid using the original words and syntax. Do this first within each language, and then translating bi-directionally. Practice restating the meaning in various different ways. Finally, paraphrase entire speeches orally in both languages.

**Restating schemas, translating terms**—Read (later listen to) sentences and paragraphs; underline or identify only the terms. Then, in your own words, orally reconstruct the relationship between those terms, according to the original meaning expressed in the passage. Do this first within each language and then translating bi-directionally.

**Segmentation**—Take written texts in both languages and draw slashes with a pencil in order to segment the texts strategically the way you would during SI. Remember to use longer segments (queuing) for the

denser portions of the text. After practicing with texts, listen to recordings in both languages, and segment mentally, according to the speed, density, and syntax of the incoming message. Do not interpret yet. For now, just listen and segment strategically.

**Interpret silently**—Practice interpreting silently in your mind, without speaking. That is, carry out the process up to the formulation phase only, without delivery. You can do this anytime with TV programs or other aural input. Make sure you practice in all your working languages. Stop to note down the spots that gave you trouble, so that later you can analyze the cause and devise a remedial strategy. Start at your performance base and push for speed.

**Interpret for correct form**—Practice interpreting for correct form, without worrying, for the time being, about correctness of content. Delivery should be smooth and even-paced, emulating the quality of broadcast voice. Maintain a moderate but flexible *décalage*, and avoid interpreting in jerky spurts, excessive stop-and-go, fast consecutive, or hurried slurs. Voice should be clear and expressive, with meaningful yet natural intonation. “Become” the speaker and envision your audience: direct your communication purposefully to your listeners. Formulate and deliver segment by segment fluidly and confidently, avoiding hesitation, fillers, and insecure volume or tone. Start at your performance base and push for speed.

**Prediction**—Do phrase completion exercises, trying to predict the ending. Read newspaper articles and other texts, and as you read try to anticipate how aspects of the argument or story will develop and what the final outcome will be. As you segment a text, notice how contextual knowledge of the subject increases cumulatively as you read on. This helps you predict better because there are fewer ambiguities as the passage progresses, which in turn enables you to recognize shorter segments and therefore increase your interpreting efficiency and speed.

**Syntactic and semantic adaptation**—Do syntax manipulation exercises in both languages, by changing the word order of sentences in every possible way, grammatically, without altering meaning. Watch for ambiguities that may be created as a result of changing the word order. First do these exercises in writing, and then orally. Aim for maximum flexibility and resourcefulness in syntax and sentence construction. Practice anticipating and eliminating postponed prepositions, by using

alternate constructions. Also, do exercises completing sentence translations, and practice changing direction and adjusting the syntax in mid sentence, in order to adapt to unexpected developments in the incoming message, without need for self-corrections and false starts. This is important particularly during heeling. Finally, do exercises in extrapolating or bridging meaning from context and “filling-in the blanks.” Read and listen to excerpts with missing or unintelligible portions, and supply or gloss over the meaning of the unclear parts. Finish sentences with unclear ending by logically extending the ongoing meaning.

**Shortcuts** – Practice distinguishing between substantive and accessory meaning in different utterances, eliminating redundancies, and expressing the ideas accurately but in increasing levels of abbreviation, down to their simplest and most economical form. Determine to what extent ideas may be acceptably abbreviated without sacrificing substantive meaning. Remember that shortcuts are to be used only to the extent necessary to keep apace and thereby safeguard the integrity and completeness of the substantive message. Practice shortcuts with written materials in both languages, first in writing and then orally, first within each language and then translating. Then move on from written input to listening, and practice shortcuts by paraphrasing within the same language. Finally, practice interpreting with queuing and shortcuts. The added concentration needed to eliminate redundancies can be fatiguing; so practice it intensively for increasing periods in order to develop endurance.

**Managing décalage**—Practice simultaneous shadowing in both languages; that is, repeating what you hear, within each language, without translating. Start by closely following the original (heeling); then slowly increase the décalage. Shadowing in your weaker language at high speed, while heeling, is an excellent way to develop fluency and improve your pronunciation. Next, do shadowing while queuing: let the original speaker get one segment ahead of you; then, when the speaker begins to utter the second segment, you begin to shadow the first, and so on. Following, let the speaker get two segments ahead, and then three segments, while you shadow with extreme queuing and shortcuts. Finally, do actual SI in both languages, while minimizing and maximizing the décalage; that is, practice extreme heeling (using syntactic and semantic

adaptation in mid segment in order to prevent self-corrections and false starts), and then practice extreme queuing (using shortcuts in order not to fall behind and lose the thread of meaning). Practice both heeling and queuing for extended periods in order to develop endurance. Then alternate frequently and at will between heeling and queuing, during the same SI session, in order to develop maximum control. Start at your performance base and push for speed.

**Interpreting non-stop-Practice-** Never stopping until the end. If you ever fall behind while queuing, skip and pick up the thread of meaning again on the next segment, without stopping. Try to bridge or gloss over the meaning without leaving any sentences unfinished, so that your listener does not notice that a segment was ever skipped. Continue interpreting at all costs, until you finish the entire session or passage. Start at your performance base and push for speed.

**Selective Attention Management (multitasking)**—While shadowing with *décalage*, as explained above, write down numbers from 1 to 100 on a piece of paper; then backwards from 100 to 1; then in multiples of 3; then write down the national anthem or another known poem or piece of prose; then an original letter. After each exercise, tell back the meaning of the story or piece you just shadowed. Having one input channel (for shadowing) and two output channels (for speaking and writing) forces you to manage your selective attention and get used to multitasking, in a way that approaches SI. Since you are only shadowing and not translating, the function of selective attention is isolated for the purpose of concentrated practice. Next, try two input channels and one output channel: listen to and shadow one selection, while you read an unrelated text at the same time. For example, you can shadow a tape while you read a newspaper article. Keep track of each piece separately, without mixing their meanings. At the end of the exercise, report back the story or argument behind each piece.

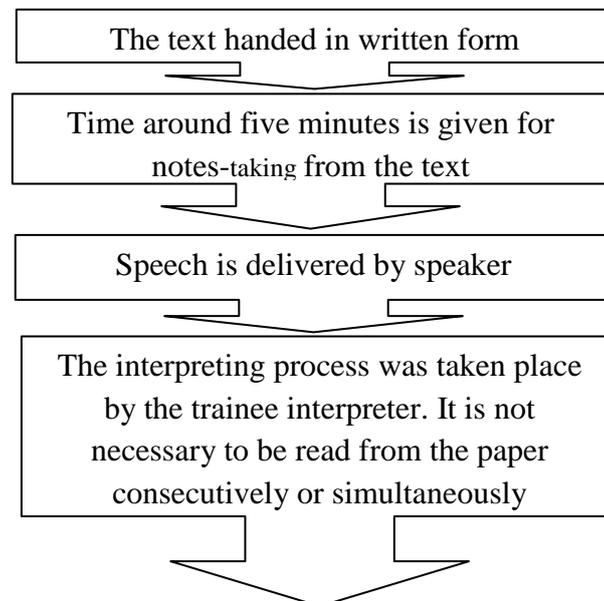
**Avoiding translation short circuits**— Practice written translation. Check all your written translation work for short circuits, such as false cognates and borrowings of terminology and syntax. Have your work checked for correctness of content by an instructor or peer. Do the same with all your recorded interpretation practice.

**Comparison, monitoring, and adjustment**— Read (and later listen to) sentences and paragraphs with their corresponding translation.

Practice- detecting translation mistakes or inaccuracies and quickly supplying a correct or improved version.

**Endurance training**– Place yourself in a state of relaxed concentration, forget technique and everything you have learned, clear your mind of all your troubles, and just interpret. Keep your relaxed focus and do not think about yourself and your doubts, limitations, or needs. Visualize yourself as a tireless interpreting machine that is incapable of error, and focus on the immediate interpreting task. Maintain this relaxed focus while you interpret non-stop for longer and longer periods, until you reach 45 minutes of effective and uninterrupted SI."

The diagram below illustrates the extent of mode performance process. It indicates that the process rather complicated although it is done by trainee interpreters in different level of performance.



The diagram (No. 2.1) above shows how interpreting process carried out either simultaneous, consecutive or sight translation

## **2.7.0 Challenges of Interpreting Process**

Interpreting as process requires concentrating and focusing for avoiding any predicted mistakes, errors or tongue-sleeping that may result due to unconsidered events either of the speaker compliment during addressing or there is an interpreter who missed the string of the speech or accidental topic innovated by the speaker out of the consentient topic of the occasion of the speech conference, dialogue...etc.). Therefore thought expecting problems and readability to overcome them is the best strategy to transfer the message to the listener faithfully and accurately.

### **2.7.1 Rendering Specialized Terms Challenges and Barriers**

In fact, the specialized texts involve the terms of whatever kind of scientific texts which require special regard in order to capture the included content of the source text carefully regardless of the poetic features of the texts for instance rhyme and connotative or symbolic meaning. To quote: ... We also notice that most of the elements in scientific texts are not unexpected. One might ever define the meaning of these texts according to the actual use of items to refer to things in the real world of items to refer to things in the real world on the "extension" as contrasted to potential meaning of things as they are perceived, conceived or represented in terms other than their actual appearance and for function by the perceiving man or to the 'intention' of their producers (Werlich, 1970, p. 14).

To interpret the scientific texts some characteristics that make them complicated such as: firstly the logical order of utterances with consequence relationship. The second feature which represent as problematic point is that; each branch of certain field of science used specific terms, as well as, the third one which is the worth mentioned feature is that the specialized field has its own sentence-pattern and the most used patterns are argumentative plus formulative patterns. The last not least, science does not have its own syntax only, but also its own terminology. And have already hinted at the importance of the familiarity with their terminology resting on a solid foundation of previously acquired knowledge on behalf of the translator. Therefore, it is not the language itself which is special but certain words or their symbols.(Baker, 1997, p.54)

P. Newmark points out, referring specific to the instruction for coffee machine: ... There are no cultural or connotation difficulties, no metaphors... few idioms, no colloquialisms (1987, p. 876).

### **2.7.2 Sociocultural Barriers in Arabic and English**

Literary texts have a lot linguistic features in addition to social and cultural aspects that reflected our lives practices, and thus interpreting literary text is quite complicated and uneasy job to be achieved and therefore during the process a lot of difficulties and challenges emerge to the surface. One of the problems may encounter the practitioner could be the denotation and connotation use of literary terms and phrases that deeply rooted to culture . So the difficulties represent in terms of cultural exclusive use or may exist in one culture whereas the other culture can't be found or may be uncodified or untranslatability because of cultural bounding of cultural specificity.

Achieving sociocultural interpreting perfectly is not hundred percent be done as required or even maybe impossible to be achieved for the above mentioned reasons. Therefore, these barriers in order to be overcome, lights ought to be spotted on classification of cultural terms that will be subjected into investigation during the current study.

Many scholars agree with the fact that language is an expression of culture and individuality of its speakers and have, hence, deeply examined cultural terms, as well as the problems involved in their translation when there is a lack of equivalence between two languages and cultures in her paper (Kade, Kutz, Nord, Rabadán, and Venuti, for example) (Fernandez Gerra, 2012, p.5)..

Vlakhov and Florin seem to have been the first ones to coin the term *realia* to refer to cultural elements, and the term has now been generalized and is frequently used to refer to objects, customs, habits, and other cultural and material aspects that have an impact in shaping a certain language (Cerdeira Masso, 1991,P.248).

Since then, many classifications and taxonomies for such cultural aspects have been offered (Baker, Katan, Mayoral, Molina, Newmark, Vlakhov Y Florin, etc.). Following Nida and applying the concept of culture to the task of translation, Newmark (21) puts forth his classification of foreign cultural words, establishing five categories: (Newmark, 1987, p.95)

a. Ecology (flora, fauna, winds, climate, etc.) such as:

نباتات(السنط)،حيوانات(تحمل اسماء مختلفة)،رياح(قد يكون لديها اسماء لهجات ومفاهيم مختلفة)، مناخ (تحمل اسماء بمختلف الامكنة والازمنة)

b. Material culture (food, clothes, houses, towns, transport):

اختلاف الملابس والماكولات وتسمية المنازل والمدن ووسائل النقل من ثقافة انجليزية الى عربية

c. Social culture (work and leisure):

وظائف واعمال ومهنة وممارسات ثقافية مختلفة بين المجتمعات الناطقة بالعربية والانجليزية وحتى اصحاب اللغة الأم على سبيل المثال تسمية محلات السباكة والكهرباء تختلف حتى بين اللهجات العربية وفقاً للامكنة والازمنة.

d. Organizations, customs, activities, procedures or concepts (which include artistic, religious, political and administrative subcategories)

Gestures and habits:

العادات والتقاليد والأعراف والمفاهيم والاديان مثل عيد الاضحية والفطر وتسمية المناسبات بمسميات مختلفة وتتم بنفس الاجراءات والوسائل والانماط والطرق...الخ

Authors such as Baker (21), Mayoral (76), Nord (523-527), Santoyo ("Traducción" 143), and Marco Borillo ( El fil 295-208) offer similar classifications, emphasizing local colour, mannerisms, cultural and temporal distance between two linguistic communities, etc. and recognizing, more or less explicitly, the focus on dominant cultures, the inevitability of loss, or even the impossibility of translating these terms: it is known that a perfect translation of culturally-bound texts is impossible. The translation focusing on the purpose of the SL text writing is, however, always possible. This can be proven with the translation of so many literary works into other languages (Hariyanto, 2012).

It is true that translating realia or cultural terms, such as the types mentioned above, causes many translation difficulties, but this does not mean that they cannot be translated. In fact, along the lines of some translation scholars, particularly those of the Leipzig school (Kade, Jäger, Neubert), all languages can say (or are capable of saying) the same things; but, as a rule, all of them say it in a different way. Indeed, should two languages say it in the same way, and then we would not be speaking of two languages, but of one and the same language. The translator can have recourse to several devices for solving the problem of bridging the gap across cultures, providing that s/he is culturally aware of those differences. S/he can rely on various procedures, techniques or strategies to deal with such translation problems, for instance: borrowing, adaptation, explanation, generalization, literal translation, and reduction.

### **2.7.3. Linguistic challenges and Barriers**

As it is considered as the backbone of the interpreting process, so, it is integral to focus on the accuracy and precision of carrying out the whole features and characteristics which involved within the linguistic branches and components such as- sound and sound features, the structure, meaning, in addition to the use and context of both rendered languages.

### **2.7.4 Linguistic and Textual Standards of Interpreted Text**

Interpreting analysis of the text could be measured by many features that the following standards are applicable upon each interpreted text. The first of all interpreted text should be cohesive which refers to the relations among uttered word and phrases and sentences or utterances of the oral text that is to say all syntactical features are included in the newborn text. To quote: ... "Cohesion within a phrase, clause, or sentence is more direct and obvious than cohesion among two or more such units. Cohesion is affected when surface structures are shared or borrowed among separate texts" Johnson and Postal (1980). Also cohesion is defined as: "...One of the seven standards of textuality- makes use of formal surface features (syntax and lexis) to interact with 'underlying semantic relations' or 'underlying functional coherence' to create textual unity." T. Bell (1991)

The second standard of textuality of interpreted text is coherence which is the range of conceptual relations underlying surface continuity. Coherence of a single text may be evident only in view of the overall discourse. To quote: "Intertextual coherence is a direct consequence of the translators' ability, to comprehend the source text and to engage with it, it is intended to have in the target language. A target text (TT) is judged to be intertextually coherent to the extent that there is consistency between the intentionality of the source text producer, the way this interpreted and the way re-express in the target language. This 'fidelity' rule." (Hatim, 2001, p. 75)

T. Bell defines coherence as: ...Coherence, in contrast, consists of the configuration and sequencing of the concepts and relations of the textual world which underlie and realized by the surface text. The propositional structures ( Actor, Process, Goal, Circumstances) which are the creation of the systems of transitivity.

The third standard of textuality is intentionality which refers to the purpose that carried by the utterance.

According to Dressler : ... "A language configuration must be intended to a text and as such in order to be utilized in communicative interaction."

The fifth one is acceptability, that is to say "it is a function of the adherence to those norms and convention (both linguistic – textual and literary – aesthetic) which operate in the target system ( Hatim 2001)

In a wider sense of the term, 'acceptability' would subsume ' acceptance' as the active willingness to participate in a discourse and share a goal. Acceptance is thus an action in its own right, and share a goal. Acceptance is interaction, with all attendant consequences. Refusing acceptance is conventionally accomplished by explicit signals: (Dijk, 1977, p.74)

The sixth standard is informativity. So informativity is a standard of textuality which concerns the extent to which items of linguistic expression to a text are given a new known/unknown and expected/unexpected. ... "The usual standard of informativity is a medium degree we called 'second order ', occurrence of the first order can be upgraded, and those of the third order downgraded. We suggested that text produced can create a planned 'flow' of expectation in order to uphold interest and fulfill intention, and we undertook to illustrate the claim with two very different texts. We conclude that the controls exerted by informativity must be a vastly important factor in limiting and motivating the use of particular option in all sorts of contexts". (Dressler 1987).

The sixth one is the situationality and it can be defined as it is the way utterances relate to situations. According to Dressler :... "The term situationality is a general designation for the factors which render a text relevant to a current or recoverable situation of occurrence. Language is performed in order to serve a variety of functions over its 'ideational' function.... (1987).

In performing all these functions, language is determined i.e, the selection of linguistic elements of the situation in which these elements are used. This same relation is described as one of inclusion. The former includes or presuppose the latter. In this regard, Nida(2001) states:

... "We are no longer limited to the idea that meaning is centered in words or even in grammatical situations. Everything in language from sound symbolism to complex rhetorical structures carries meaning...the standard of textuality is intertextuality which can be described by how the producing or receiving of one text is influenced by previously produced

texts, typically within the same basic field is regarded by Hatim, as: ..."is standard of textuality which taps our knowledge of previous encountered text and regulates how text types, genre conventions evolve.

On other hand, linguistic competence can be evaluated through sound production in order sound system and sound patterns of both languages (A&E) of interpreted text should be subjected to investigating. Especially there a lot of differences between Arabic sound and English as well as in terms of sound patterns of both language-“The Arabic and English phonological system are very different, not only in the range of sounds used, but in the emphasis placed on vowels and consonant in expressing meaning (Smith, 2001, p. 195-196).). These variations mean trainee interpreters whose mother tongue is Arabic might encounter different problems of pronouncing some vocabulary, but usually they encounter similar difficulties such as :- Firstly, the difficulty of differentiating between **/p/ vs. /b/** which is one of the most common problems trainee interpreters whom Arabic is original language and they interpret from Arabic into English that seems clear that its apparently problematic to differentiate between the sound **/p/** and **/b/**, which are voiced and voiceless sounds. Indeed, they can pronounce **/b/** successfully since it exists in Arabic, but the aspirated **/p/** does not exist in Arabic.

Secondly, the differentiating between the **/v/ /f/** sounds is very essential because “Arabic doesn’t have a contrastive **/v/** sound, although the sound does occur as a positional variant of **/f/** before voiced stops and affricatives” (Avery & Ebrlich, 1992, p. 111). So it's necessary to mastered through practicing.

The third difficulty that they might encounter is the pronouncing of both **/θ/** and **/ð /** which are dental fricative and; **/ð /** is voiced and **/θ/** is voiceless manner. “so some trainee may encounter by substituting **/t/** and **/d/** for **/θ/** and **/ð /** respectively, while speakers of other dialects may substitute **/s/** and **/z/**” (Avery & Ebrlich, 1992). According to Wise(1975).

In Arabic there is no **/tʃ/** and **/dʒ/** sounds, **/tʃ/** is voiceless and **/dʒ/** is voiced; both have affricate manner and take the palatal place of articulation. The problem is that Arabic does not have affricate sound. The fourth problem of pronunciation is that “The English **/r/** maybe pronounced as a trill” (Avery & Ebrlich, 1992). There are number of ways to produce **/r/**, and they suppose to have difficulties in pronouncing the dark **/r/**. Dark **/r/** is a voiced palatal liquid.

The last sound that may cause ambiguity of sounding and pronouncing the flap sound is common in English. “It is produced like /d/, except the tongue touches or flaps against the alveolar ridge only very briefly”. (Murcia, Brinton & Goodwin, 2010, p. 51)

Furthermore, sounds should not be evaluated with classifying words in isolation but exclusively "with these items as they occur in live utterance carrying on conversations—with the practical function of language." Hence, the consonants and vowels sounds should be investigated within appropriate intonation and rhythm units are probably more effective than sound details in isolation.

Accordingly, trainee interpreters' interpreted text should be assessed evaluated and investigated whether they made accurate production of sounds, intonation, and structural forms or not.

## **2.8 Suggested Solutions:**

Firstly, the trainee students **have to have a lot of knowledge** about the terms and names of places in western and Arabic culture. They should read deeply the various texts in both cultures to be armed enough with cultural terms, concepts, habits and customs that used. Trainees ought to travel with their mind to be in touch with their own conventions beliefs, habits and social organization of both western and Arab world, as well as get knowledge of fixed expressions, and idiomatic of both cultures. They ought to watch and focus on documentary films as well as novels of sailors and modern film that dedicated to send message about idiomatic expression. To solve problems of accuracy during interpretation, they should firstly do their best to get rid of fear, confusion and obsession of so-called difficulties that have already deeply rooted in their mind, that differences in structural formulas represents barrier for accuracy during interpretation, although, spoken language differs than written, so they should have consider restriction with rules can help in accuracy. Since, in many cases deletion, omission, and substitution took place for sake of fluency of rendered text.

Secondly, trainee **should be aware of choosing suitable vocabulary** and they also should focus on the denotation, connotation, reference meaning of the words as well. Also each field or type of text or speech uses certain lexicon and words to express certain meaning for instance some words in legal language may carry various meaning than in media language , medical language and daily language, for instance : the

word (patient) among physicians differs than among ordinary or common man language.

Thirdly, the most important part which needs to be **given more attention is that phonetics and phonology of S.L and T.L** in order to understand and use correct pronunciation of the rendered sound. They have to focus on speech addressing and its sequences during delivering speech and before the authentic speech, they should and must practice listening once, twice and thrice in the same accent and dialect.

Fourthly, In addition to the various practicing of listening to the different dialects and accents of Arabic and English, **they should have to be in touch with native speakers** of both languages expected difficulties of pronouncing the dialect, accent and sometimes the idiolect of users both languages.

Fifthly, to get rid of difficulties of concepts, especially modern concept or specialized concepts, trainee students **should supposed to ask specialists consultant of the mentioned terms to be used during interpretation.**

Sixthly, Trainee students who tends to adopt different procedures which sometimes contradict to the speaker or the source, they **ought to have such as literal translation of common collocation, names of organization, the compound**, they use to borrow, to follow close translation which is literal translation range from one word to one word, through group to group collocation, clause to clause, sentence to sentence, to sentence change in the grammar (position of part of speech), as well as adapting variation through change of viewpoint of perspective, and very often of category of thought introducing classification with respect to the original formation, they should have to follow procedure which is suitable to avoid interpretation of the core topic and message of the source text , because it is alive translation and rendition of speech, so it must be acceptable to the audience.

## **Part Two: literature Review**

### **Previous Studies**

#### **2.9.0 Introduction**

In this second part of the study the researcher is going to take a journey through studies that conducted previously to exemplify areas of limitations and gaps which haven't covered yet in the area of study, as well studies that are near to the core of this study will be given space in this. So let us cover the area of completeness and limitations in this discipline concerning studies were conducted inside Sudan and abroad whether regionally or internationally.

Subsequently, the following previous studies are selected from many studies in order to be literature base of the current study. Although the local studies which were selected to some extent share the common ground with study of the sameness of the statement of the problem but vary in field of function, so in all cases they can serve as base literature of the study. Furthermore, the mode of arguing that followed is presenting each section separately then followed by comment, discussion and arguments as well as concluded by summary concerning this section.

#### **Section (a) Local Studies:**

**First Study:** The first most related study is that a PhD study done by Assistant lecturer Athil Khalil Farhan extracted from her paper entitled "The influence of speech delivery rates on Simultaneous interpreters' performance" issued at journal of college of basic education 15 (66), 2010 which involved "the task of determining the factors that affect simultaneous interpreter's performance is rather difficult. By comparison with other fields on cognitive psychology, reported research on simultaneous interpretation (SI) is scarce. Perhaps the recent advent of this discipline is largely to blame, but also the complexity of the processes involved in SI has been a deterrent to researchers. It is not straight forward to design controlled experiments for the study of the cognitive processes concomitant with speech. It is doubly difficult to design such experiment for study of simultaneous perception and production of speech in two different languages and the factors that affect the successful achievement of both. Because of the scantiness of researchers on SI, this paper is organized around three topics: defining SI stating the parameters of SI, stating the parameters of SI, and how speech

delivery rates (SDRs) as one parameter affects simultaneous interpreters' performance. It is worth noting that performance here is not used as a part of Chomsky's well-known dichotomies, but refers to the way interpreters act in real situations.

**Second Study:** a PhD study has been done by Holi Ibrahim Ali, Awad Alhassan, and Ishaq Burma entitled " An investigation into the interpreters' challenges in Conflict zones: the case of Darfur region in Sudan" this study is related to the study under investigation. The three authors aimed in their study to investigate and shed light on some of the challenges encountered by local interpreters and language assistants working for UN peace-keeping missions, operating in conflict zones, namely Darfur region, western Sudan. The Study addresses the following research questions: what are the linguistic, social cultural, mistrust and communication – related barriers that encountered by interpreters and language assistants in conflict zones, how they cope with these challenges and what could be done to train them to handle such challenges and difficulties. The study adopted a qualitative methodology with semi-structured interviews being the main method of data collection. Twenty participants agreed to voluntarily take a part in investigation by allowing face to face interviews. Interview data was transcribed, coded and analyzed thematically. The results of data analysis showed that negatively affected their job. They reported difficulties understanding and dealing with some social and cultural issues specific to the region. They also reported some serious life-threatening incidents ranging from physical and verbal attacks. For example, interpreters encountered hostilities from their fellow citizens accusing them of siding with enemy parties involved in the conflicts. Additionally, communication barriers were reported by participants as being the most salient challenge they experienced even when they interpreted accurately as they would still encounter breakdowns caused by inherent differences in the indigenous languages and varieties in addition to some cultural barriers. The paper offers some insights and implications for the conflict zones' interpreters' training and professional development.

### **2.9.1 Discussion and Argument of Local Studies:**

The above two studies only seem relevant to the current study. The first one is too relevant because it discussed the topic that in the same of field of current study which is the challenges of performing simultaneous interpreting, the possibility of carrying the research upon it because of its complexity. This study to some extent agrees to this study in terms of field but varies in terms of mode and approach as well as tool but some of their goals are alike, while the second study has also been done in the field of interpreting but in real life practicing, the second consent in some features with this research represents both this study and the current study investigating challenges of the process of interpreting but this study is carried in a population of trainees instead of real interpreters which the second one was done upon them. In terms of objective of course both of them have the same but the results are various. In terms of the way (method) of collecting data the second one is used interview to gain data from interpreters who worked in zones of western region whereas the current study followed conducting test performing conference interpreting in order to collect data.

To some extent the researcher in the first study used an experimental method in which the same as the current study adopted because of the similarity of the gathered data.

To sum up, all studies are strongly related to the study but differ in some means, procedures and sort of objectives and goals. Moreover, the current one seeks for the problems and difficulties of trainee interpreters in order to enhance accuracy of interpretation in the field's work or that is to say 'difficulties must be overcome prior to exercising the career of interpreting for the sensitivity of the field and to raise the standard of faithfulness as well as to strengthen the degree of the accuracy and precision in transposing the message. So the researcher came to an end that there is a gap to be investigated in zones of Sudan state related to colleges where interpreters will be graduated who will be employed directly after graduation in any translation or interpretation institutions.

## **Section (b)**

### **Foreign Studies**

#### **2.9.2 Regional Studies**

**First Study:** The first study of regional studies is strongly relevant to this study because for the following comparative: this a PhD Study has been done by Al-isawi Basher discussed in sight translation works of conference titled " Sea to Sea: regional conference on sustainable use of Marine environment "which was hold during period of 9th to 21st of October 1995. The researcher explained the difficulties that encountered him according to his own point of view "translating Abbreviation from English to Arabic such as UNEP, PERSGA, ACOPS, IMO, ROMPE & MEBA .According to him some attendance were Arabs and none Arabs, they know the previous acronym and abbreviation, but when translating either sight translation or written translation any one of the require at least whole line. Speakers speak as fast as they could .speakers don't abide by written document and they suddenly use show without previous notification. In addition to the sudden change of addressing language from English into Arabic and vice versa, opposing to what was announced previously and the impact of addressee mother tongue.

**Second Study:** The second one is perfectly relevant to the study but it differs in some respects as explored in below lines Qinai, J. (2010). Training tools for translators and interpreters. Journal of Pan-Pacific Association of Applied Linguistics, 14(2), 121-139. In his paper he reviews the traditional methodologies of translator training and proposes an eclectic multi-componential approach that involves a set of interdisciplinary skills with the ultimate objective of meeting market demand. Courses on translation for specific purposes (TSP) and think-aloud protocols (TAP) along with self-monitoring and self-evaluation mechanisms go in parallel with group projects to provide trainee translators with a fair knowledge of the tactics of target text production, teamwork cooperation and labour division. Simulated conference interpreting prepares trainees to research terminology and background information and refers to documentation from previous conferences with an emphasis on memory, attention, and automaticity.

Peer review and revision enable not only the teacher to give positive feedback in the classroom but also the students to find out why

the interpretation went wrong by evaluating their colleagues or themselves.

Finally, it is important to enhance TT delivery skills as the key to successful interpretation in the interpretation market. The ability to render the target text verbally or in writing is as important as the ability to understand the source message.

**Third Study:** This a PhD study is relevant to the current study because it argues and investigates a topic entitled "Problems of Interpreting as a Means of Communication: A Study on Interpretation of Kamba to English Pentecostal Church Sermon in Machakos Town, Kenya". The details of the study as following: The paper concerns itself with the problems facing interpreters in the Pentecostal church sermons. The sermons are preached in English and consecutively interpreted into Kamba. Interpreting is viewed as a communicative event which occurs during cross-cultural communication when two interlocutors do not share a language. The major goal of interpreting is that a message makes the same impact on the target audience as was intended by the speaker in the source language (Angelelli, 2000). Given that interpreting is a major communication skill, the paper examines the problems that the interpreters face in the process of achieving this goal. The problems were analysed using Krashen's (1985) Input Hypothesis and Monitor Model Hypothesis. A descriptive research design was used to obtain information from a sample population. Purposive sampling was used to select five churches that used consecutive interpreting, in which the sermons were preached in English and interpreted to Kamba. The five interpreters from the sampled churches formed the key informants for the interviews. Data was collected through non-participant observation and interviews. Ten sermons were audio-taped from the sampled Pentecostal churches. Data from the audio tapes was transcribed word for word to create texts for analysis. The findings reveal that there are a number of problems facing the interpreters. The problems range from external factors that are beyond the interpreters, which included time constraints, the nature of the input, the audience, and factors originating from the interpreters' personalities and the preachers.

### **2.9.3 Discussion and Argument of Regional Studies:**

Regarding the first regional study objective seems clearly have similarity to the current study but only the different is that the current study aimed to investigate the difficulties of either socio cultural, specialized terms, or linguistic in field of training but in contrast, the first regional addressed the problems of interpreting during the practicing the career of interpretation in official conference which represent the problems or difficulties emerged instantly.

So such kind of problems, if there is too much training could be overcome and techniques, strategies are adopted in time of occurring and everything gone smoothly.

To have a look to the second foreign study in which the researcher focused on the aim of investigating tools of training whereas the current study is focusing on finding difficulties among trainee interpreters in order to be avoided and solved for better interpreting in their future carrier to achieve the best demand of the interpreting market .

The researcher, of course, used the same tool of data collection because of the similarity of the collected data but the outcomes and the objectives of both researches are totally different.

The third foreign study which is selected to be discussed here has a similarity in aims or objectives of investigating the sermon that used to be addressed and interpreted, the two studies examine the same objective which speech delivering and required interpreting but the third one the interpreter have already employed and exercised their real career as interpreter in context of religion while the current study targeting investigating trainee who still study or fresh graduates.

As normal the method and tools are in consent because of researches in the same circle of study so they adopted the same tool abut different method and they will get different results and findings.

## 2.9.4 International Studies

**The First study:** Inkee Kreeze in her PhD research semi-authentic practice for students health interpreters explained that she is going to describe some pedagogical tools used to provide semi-authentic practice for trainee healthcare, she investigated the difficulties that encountered interpreters who are transferring from pure study to field of work in which she argued by the proposition of Lave and Wenger such practices facilitates legitimate peripheral participation by a community of learner in the community of practice and special emphasis will placed on the of shared presentation.

**The Second Study:** The second international study which is relevant to the study was done by Gile "This a PhD study describes and discusses the historical evolution of IS from a profession driven, narrow-focused independent entity towards a wider academic discipline addressing all types of interpreting within the discipline of Translation Studies (TS). It explains its limitations and weaknesses in terms of size, environmental factors and human factors. It discusses the effects of the integration of IS into TS and concludes with a few suggestions to IS leaders in view to strengthen the discipline.

**The Third Study:** This PhD study was done by Samuel Joseph LebesIn which is relevant to the current study, the study entitled "Formulation of court interpreting models: A South African perspective". The details of the study as below: "In South Africa there are no models of court interpreting to serve as a guide for court interpreters when performing their task. This is because there is no proper definition of the role of a court interpreter. Models of court interpreting define and describe the process by stating what court interpreters are actually doing when carrying out their task. The absence of these models presents challenges to South African court interpreters as they are expected to follow international models which are formulated culturally, using English metaphorical language which differs from that of indigenous South African languages. As a result, the metaphorical language is likely to be misinterpreted by South African court interpreters as English is not their first language. The application of international models is likely to cause challenges when applied in the South African context, hence the need to formulate models of court interpreting which can be applied to the South African linguistic context. The study follows a qualitative research

approach and uses multifaceted theoretical frameworks, namely descriptive translation studies (DTS), cognitive process analysis, and content analysis in collecting and analysing the data.

**The Fourth Study:** This PhD study entitled "A critical investigation of deaf comprehension of signed TV news interpretation" which done by Jennifer Ella Wehrmeyer submitted in accordance with the requirements for the degree of doctor of literature and philosophy. This study is relevant to the current study in some respects and differs in other respects as explained in this summary of the study "This study investigates factors hampering comprehension of sign language interpretations rendered on South African TV news bulletins in terms of Deaf viewers' expectancy norms and corpus analysis of authentic interpretations. The research fills a gap in the emerging discipline of Sign Language Interpreting Studies, specifically with reference to corpus studies. The study presents a new model for translation/interpretation evaluation based on the introduction of Grounded Theory (GT) into a reception-oriented model. The research question is addressed holistically in terms of target audience competencies and expectations, aspects of the physical setting, interpreters' use of language and interpreting choices. The South African Deaf community is incorporated as experts into the assessment process, thereby empirically grounding the research within the socio-dynamic context of the target audience. Triangulation in data collection and analysis was provided by applying multiple mixed data collection methods, namely questionnaires, interviews, eye-tracking and corpus tools. The primary variables identified by the study are the small picture size and use of dialect. Secondary variables identified include inconsistent or inadequate use of non-manual features, incoherent or non-simultaneous mouthing, careless or incorrect sign execution, too fast signing, loss of visibility against skin or clothing, omission of vital elements of sentence structure, adherence to source language structures, meaningless additions, incorrect referencing, oversimplification and violations of Deaf norms of restructuring, information transfer, gatekeeping and third person interpreting. The identification of these factors allows the construction of a series of testable hypotheses, thereby providing a broad platform for further research. Apart from pioneering corpus-driven sign language interpreting research, the study makes significant contributions to present knowledge of evaluative models, interpreting strategies and norms and systems of transcription and annotation.

### **2.9.5 Discussion and Argument of International Studies**

The whole number of the international previous studies that are taken for granted as literature for this research are only four and the first one discussed the training among medical interpreting in contrast to what is considered the core problem of the current research, whereas, the second study described some pedagogical tools used to provide semi-authentic practice for trainee healthcare research which to some extent similar to the current but it restricted into healthcare trainee students in contrast to the current one which aiming to investigate the difficulties of undergraduate and postgraduate without specification to certain field because in Sudanese Universities there is no specific specialization. Furthermore the second study devoted completely to describe and discuss the historical evolution of IS from a profession driven, narrow-focused independent entity towards a wider academic discipline addressing all types of interpreting within the discipline of Translation Studies (TS). Whereas the current study or research investigating the barriers of interpreting during training prior graduation or prior to having real interpreting or language assistant job. The second study focused on explaining the limitations and weaknesses of translation and interpretation in terms of size, environmental factors and human factors but the current study concentrated only on difficulties that faced trainee interpreters' prior graduation.

The third study in sequences of the previous studies was concentrating deeply on "Formulation of court interpreting models: A South African perspective". Compared to the current study which focusing on problems encountered during training". so from the the topic of both research the objective s are no doubt will vary because they studied in one field which is interpreting while the aimed different goals to be achieved for instance the third aimed at exploring models of interpreting while the current study targeted the difficulties of interpreting during training session. So the researcher of the third study argues that: "by the application of international models is likely to cause challenges when applied in the South African context, hence the need to formulate models of court interpreting which can be applied to the South African linguistic context". In relation to approaches used by the two studies the current one adopted quantitative and qualitative approach while the third study used a qualitative research approach and uses multifaceted

theoretical frameworks, namely descriptive translation studies (DTS), cognitive process analysis, and content analysis in collecting and analyzing the data.

The last research of international studies in which considered as base for the literature which the bridge of the gap area is born was focused on a critical investigation of deaf comprehension of signed TV news interpretation which seems consent on the field of study (interpretation). The last researcher aimed at investigating factors hampering understanding of sign language interpretations rendered on South African TV news bulletins in terms of Deaf viewers' expectancy norms and corpus analysis of authentic interpretations which in contrast to the current of study in terms of main purpose and the last study also contributed by presenting a new model for translation/interpretation evaluation based on the introduction of Grounded Theory (GT) into a reception-oriented model but regarding the ongoing study contribution such as preparing interpreter prior to exercising their real work in any institution where interpreting is required and prove that, the intermodal mode is the most appropriate one to be used during training, then they should move to consecutive as second stage and the last stage is simultaneous should be used. In addition to that the study contributes to this body of knowledge by identifying numerous difficulties-related knowledge of language, renewable concepts of terms conducts of cultures and societies in the process of interpretations, meanwhile creating a platform for further research.

The last argumentative point represents the method that used to gather data. The current study used only test because the study devoted to investigate faced trainee only, whereas the the fourth of international study used and adopted mixed data collection methods, namely questionnaires, interviews, eye-tracking and corpus tools.

## **2.10 Summary of the chapter**

**Part one:** The first part of the second chapter almost covered the most important topics that have almost related to the subject of the study. Concepts were explained and theories were also discussed to draw the attention to the meanings and views towards the core of the topic "interpreting". Originating of interpreting from historical point of view was covered, so as to reveal the beginning of exercising this process which may help in detecting and diagnosing difficulties, barriers and problems that may encounter.

The study in the mentioned part, also discussed the taxonomy of interpretation in terms of situational context and the way it performed and other forms detailed in mentioned section for more details' in order to facilitate in revealing problems and difficulties during performing of each type and mode. The second part of this first section almost covered the essential related topics to the subject of the study such as brief notes of simultaneous and consecutive modes of interpreting process extracted from theories done by researches times ago.

At the end of part one, the necessity of interpreting and sample difficulties in other perspectives of interpreting regarding social and cultural as well as linguistic were also come across them.

The last section of this part almost covered productive skill ' written and spoken' and they are very important part that complete the circle of linguistic features of the text that reproduced by the interpreter which were discussed. In addition to the paralinguistic features such as gestures, sign language, face cues as well as any other sort used by the interpreters that played role in reshaping linguistic message also argued and discussed.

**Part Two:** The study involved most integral part of literature in which gap area is identified. So it went through the most relevant previous studies which have been conducted in the same area and discipline of the current topic to find out what the topics were discussed, the tools were adopted by them, in order to launch ground for the next chapter (methodology) and to find out appropriate research design, methodological approach as well as to prove gab area of study through studying the range of relatedness and similarities and differences in some aspects, procedures, findings, contribution and recommendations for solid and firm base of this study. From above mentioned previous studies , majority of local studies as well as foreign studies used various methods such as qualitative methods, also followed different methods of the data analysis such cross linguistic communication analysis to prove the hypotheses which supposed by the researchers, while some of them adopted experimental method to reach the targets.

Most topics which have been subjected to investigation in previous studies discussed problems and difficulties of interpretation but in different point of views and other trends not as this study such as the first study of local language investigated the influence of speech delivery rates on simultaneous interpreters' performance and the second one emphasized on an investigation into the interpreters' challenges in conflict zones: the case of Darfur region in Sudan. The first regional study was investigating difficulties encountered during interpreting abbreviation using sight translation in works of conference, the second study explored the training tools for translators and interpreters the third study discussed problems of interpreting as a means of communication, as well as the first study of the international study explained some pedagogical tools used to provide semi-authentic practice for trainee healthcare, the second study came across the historical evolution of IS from a profession driven and

the third study discussed and described formulation of court interpreting models, the last one focused on a critical investigation of deaf comprehension of signed TV news interpretation so majority of them discussed difficulties of interpreting but didn't targeting trainee interpreters as sample of study and the adopted different mode of interpreting during collecting data which not like the current one "intermodal mode" and this is the gap area of literature which based on this study also some of them covered the field of interpretation restricted to certain specialty, while this study focusing on problems and difficulties of oral interpretation, but not in general but limited to difficulties that are encountered by trainee during training session as fresh graduate or practitioner. The researcher convinced that and argued that, gab area is existed and this research can add because such kind of topic never touched and discussed before either inside home or abroad only atopic that titled "semi authentic practice for students health interpreters" and this study discussed only one field of interpretation (community interpreting) and confined only to medical trainee in area where there are various languages, but on anther hand, this study discusses difficulties focusing of interpreting restricted to conference interpreting merely.

**Chapter Three**  
**Research Methodology**

## **Chapter Three**

### **Methodology**

#### **3.0 Introduction**

The previous chapter has presented a review of the related literature and previous studies to the topic. Theoretical framework concerning difficulties encountered by undergraduate and postgraduate students as trainee interpreters during training session was discussed.

This chapter introduces the methodology of the study, the tools of study, population, and the sample of the study, the reliability and the validity of the study. The tools used for collecting the data and the information needed for this study are an observation, and test for the students.

#### **3.1 Population and Sample**

The population of the study involved students of undergraduate and post graduate students as trainee interpreters at International African University (9), Bahri University (11) and Omdurman Islamic University (22) departments of translation in Khartoum states for the academic year 2018 -2019.

The students' sampling of this study was selected randomly from the population of various stages of different numbers. The sample represented (30%) of the whole learners' population. The sample of the study consists of (42) students who did the test.

#### **3.2 Instruments of Data Collection**

The researcher held test on 3 lectures. During each lecture there were one or two of my college and even the candidate themselves performed as speaker and the test were recorded. The test was designed to check the difficulties encountered by undergraduate and postgraduate students during trainee session. Within the recording the researcher used to observe the process of interpreting focusing on obstacles, difficulties, problems in addition to the points of weakness and strength.

This entire diagnostic test was oral test followed intermodal mode by having the source text and held in binary meeting before speaker. The diagnostic oral test consists of English to Arabic and Arabic to English using multiple modes of interpreting because the rare existents of

well competent students who under studying interpretation or endeavored to practice interpreting process. But they classified into two groups according to the type of the two texts. The first group consists of (23) and they performed sight translation on sociocultural text from English into Arabic. Whereas the (19) of the population of this study conducted interpreting in technical text using the the same mode of interpreting from Arabic into English.

Group one consists of (23) students who performed sight translation on socio cultural text in field of sociocultural and texts while the other (19) students in field of specialized and linguistic texts. The focus was on analysis of difficulties encountered by trainee during training session.

### **3.3 Validity of the Tools**

In order to assure the validity of the tool, the researcher took two steps: he took counsel experts in English at Sudan University of Science and technology as well as the supervisor himself to see whether the tool could measure what was intended to measure or not. So, one of them suggested to the hold pre-test of (1-3) students and using form contains personal data and leaving gap to write down what was recorded (it was done successfully). Also the suggestion allowed suitable time for the test to be between 10 – 15 minutes for each one least. The second step before the tool was tested; it was given to the supervisor for final evaluation. Then the tool was used. The texts of the test covered and expressed the topic of the research and thus its validity assured.

### **3.4 Reliability of the Tools**

In this research the reliability stands for scale of measurement which uses to see the extent to which the adopted instrument succeeded in achieving answers. In order to assure the reliabilities of the diagnostic test the researcher uses SPSS package, Bie and the reliabilities of the diagnostic test were calculated and correlation coefficient so this result shows that the tool is reliable. This reliability comes from the fact that its field of translation texts type concentrates on the area of the study and each one of them measures specific area.

### 3.5 Procedures

This study is quantitative and qualitative descriptive and analytical study. This section explains the procedures which the researcher followed to test the validity and reliability of his tool and how he collects the data for the study.

### 3.6 Validates' Schedule

<b>Name/s</b>	<b>Academic position</b>	<b>Academic institution</b>
Dr. Ahmed Mukhtar Almardi	Associate Professor	Omdurman Islamic University
Dr. Tag Al-Sir Hassan Bashoum	Associate Professor	Sudan University of Science and Technology
Mr. Salaha Mohamed Alhassan	professional translator and interpreter-'Arabic-English and French'	Foreign Organizations

The two experts are all PhD holders working at Sudanese universities as well as worked as translators in foreign organizations and the third one is still working in the field of interpreting. The experts are asked to check the validity of this research tools and give their views and advice the approved the tool and its content. The necessary modifications are made according to their remarks and suggestions.

# **Chapter Four**

## **Data Analysis, Results and Discussions**

## **Chapter Four**

### **Data Analysis, Presentation and Discussion**

#### **4.0 Introduction**

In this current chapter, the recorded tests which performed by students of translation as trainee interpreters will be subjected to concise analysis in addition to the notes of observation which had taken by the researcher during performance also can be presented and analysis will be taken place in order to find out the difficulties encountered them during the process of performance. The concentration will be on the sort of problems and difficulties in which stated earlier in opening chapter "specialized terms interpreting, linguistic difficulties and socicocultural difficulties and barriers". In order to reach to precise result of mentioned questions and to justify the hypotheses that have already assumed each part of difficulty will be copied down in front of sort of difficulty in prolonged discussion and neat scheduled followed by comments and discussion to clarify the cause of the difficulty. And then a brief summary will be introduced which conclude the whole gaining of chapter.

#### **4.1.0 Analysis and Discussion**

The upcoming lines explain and trace the mistakes that made by the trainee interpreters who performed the conference interpreting in different text types such as a topic which include literary text to investigate social, cultural and linguistic difficulties met by them and medical text to investigate medical terms as well as linguistic features that interpreted in incorrect way.

#### **4.1.1 Linguistic Difficulties**

According to the first nine records of the interpreting process which performed by undergraduate students of translation of Africa University, College of Translation from English into Arabic and they considered as trainee interpreters. The analysis of the nine processes linguistically as following:

The first trainee interpreter engaged in mistakes cohesively for instance he built the below utterances like these:

" Ekwefi brought her the fire place" "اكوفي أتت بها...الخ"  
" Ekwefi went to bring" و اكوفي ذهب لتجلب...الخ

In addition to the misuse of gender with verbs likes:

وهي اختارت الأفضل...الخ

Instead of saying:

"Okonkwo selected" "وهو اختار الأفضل ... الخ"

The reason is that originally the pronoun here is used to refer back to the male instead of female.

In term of semantic difficulties and problems, the first interpreter interpreted the word "roared" ... "انتحرها" ... which is colloquial as well the word "deaf" he interpreted it into ... "عطرش". Thus the trainee interpreter suffered from listening problem because he missed the last part of the first utterance" and missed to interpret the details such as "shrub".

The second interpreter also cohesively hesitated between using "subject + verb" ... "اكونكو عاد" - "ذهب اكوفي" اختارت الأفضل" ...

He grammatically confused in Arabic grammar so he forms all the structures correctly but he missed to use gender with verb "ذهبت". Coherently, the second interpreter confused in interpreting the expression "the fireplace" in Arabic term only in which isn't equivalent to the term "مدفأة". In addition to that, she repeated the mistakes of interpreting the phrases "are you deaf" - "Okonkwo roared at her" into

هل أنت عطرش... وانتحرها اكونكو...

The third interpreter interpreted in good way but hesitated in weather to use plural with uncountable or not so she said:

"حزم من الأعشاب - أو حزمة من الأعشاب". - "large bundle of grasses"

She engaged in interpreting the phrase "a little, I said a little more" in Arabic phrase: "كثيراً قلت لك كثير".

In which ought to be interpreted instead into "قليلاً قلت لكي قليلاً أكثر"

The phrase "roared at her" also semantically miss transposed because she rendered into opposed meaning as the first above as second interpreter.

The fourth trainee interpreter engaged in a lot of coherent difficulties and problems such as: "تستاء ثم تستاء" and "زوجاتهم" also "لم تستاء" as well as "خيمة اكوفي" instead of "سأت حالته أكثر فأكثر" and "لم تستمع إليهم" also "زوجات زوجها" and "حجرة اكوفي" and "لم تستمع إليهن" also "زوجات زوجها".

The interpreter also used feminine case for the verb "اختارت" instead of masculine one which is "اختار" that suit the speaker (Okonow).

The sixth interpreter has encountered with many problems can't be detailed lonely because he suffered from listening problems and that lead him not to follow the speaker although the speaker used to talk slowly so the trainee interpreter got confused which effect in rendering the text smoothly, also he missed self-confidence and his ability of listening and speaking or you can say the cognitive process as whole, so he missed the thread of speaking and that the main causes of problems and difficulties.

The sixth trainee interpreter suffered a lot because from his interpreting process we can observe that his ability of speaking is not well due to lack of practicing speaking neither Arabic nor English in which let him to engage in bundle of mistakes initially let us shed light on cohesive mistakes that he has done as following :

- 1- وبعد فجأة هي بدأت ترجف... And then suddenly she had begun to shiver in the night..
- 2- اكوفي أحضرها في موقد وبدأت ترتعش.. Ekwefi brought her to the fireplace..
- 3- عندما هي جلس جنبها تشعر بحالتها وهي صلت أكثر من مرة... As she knelt by her, feeling with her palm the wet, burning forehead, she prayed a thousand times.
- 4- اكونكو عاد من الغابة حاملا معه أوراق من الأشجار الطبية... Okonkwo returned from the bush carrying on his left shoulder a large bundle of grasses and leaves, roots and barks of medicinal trees and shrubs
- 5- اختار أفضل حزمة ... Okonkwo selected the best from his bundle

The above utterances or sentences seem apparently lack syntactic features of Standard Arabic and the interpreter tends too much to use local or colloquial Sudanese Arabic which reveals that his ignorance of using Standard Arabic in which explained clearly his bookish way of studying English. Furthermore, in sequence where there is no cohesive feature are missed the coherence features can't be regarded cause a language without grammar couldn't be accounted or even named a language.

The number seventh and eighth of trainee interpreters of the group of nine, make mistakes that to some extent similar in terms of cohesion for instance they engaged in problem of sentences or utterance structuring that is to say:

"عاد اكونكو من الغابة".... و " وذهبت اكوفي إلى الموقد"

"Ekwefi brought her to the fireplace"... "Okonkwo returned from the bush"....

Regarding the cohesive feature of Arabic language the two interpreters did well only the seventh one behaved and used paraphrasing of the phrase "fireplace مكان النار instead of " المدفأ " and the eighth trainee did the same procedure with the phrase he choose different bundle of trees, shrubs , trees stem- she used " اختار ما يلزمه " .

The last trainee interpreter of group nine faced with the difficulty of semantic during interpreting process. Thus she used the expression " لم تعيرهم اهتماماً " instead of " زوجات زوجها " instead of " لم تستمع إليهن " as well as she followed or used semantic interpretation in a phrase " وأخذت الجيد منها " and that is good way of behaving during interpreting because of the time and speed. The last observation of the last trainee interpreter among the first group of nine she suffered a bit of listening problem because of her lacking of practice.

In sequence to the trainee interpreters recording test, the same test was examined by the second group of postgraduates students of translation consists of the following mistakes and difficulties raised as following: the ninth trainer interpreter encountered by mistakes in terms of cohesion and cohesive but not affected the process because he followed paraphrasing procedure which let him not interpret the equivalent lexicon into Arabic as well made twice mistakes in Arabic sentence structure that appear structuring the following two sentences:

"اكوي في احضرها إلى مكان النار وانحنت عليها. كانت منحنيًا عليها".

... "Ekwefi brought her to the fireplace, spread her mat on the floor and built a fire. But she had got worse and worse. As she knelt by her".....

The above sentences have structural problems in terms of word ordering (the trainee interpreter used NP structuring), although this structuring is not used in Arabic instead it can be used in English and sometimes in Arabic in some cases. While, in terms of coherent as it mentioned earlier in the beginning of this discussion of the analysis of the second group of recording, the following observations were noted during the processes of interpreting was taking place for instance but not limited to the following notices. The trainee interpreter engaged in difficulty of rendering the equivalent phrase and clause which many of the parts mentioned were not clear because he wasn't armed enough with exact meaning of the

followings, so he interpreted the following English phrases and clause into Arabic as

"تمسح عليها الرطوبة بالسخانة من وجهها" "feeling with her palm the wet"

"زوجات نساء زوجها" "her husband's wives"

"مرض أطفال وتسنين" "it was nothing more than Iba"

"أعطوني إناء" "Get me a pot,"

خيمة ايكوفي. Ekwefi's hut.

"نصف القارورة." "about half of the water in the bowl"

The eleventh trainee interpreter tried too much to interpret the text but the linguistic knowledge of Arabic language became a stone stumbling to do the process perfectly, so the following mistakes were observed and copied down here a following. Firstly, the structural mistakes as shown below. So, he interpreted the following English sentences into:

"كان هناك شخص ما ترتجف." "she had begun to shiver"

"كانت المراة تدعى ايكوفي." "Ekwefi brought her"

"هذه المراة حالتها تسوء." "she had got worse and worse"

The above sentences are lacking accuracy of word ordering in terms of Arabic sentence building. Thus, the above trainee interpreter committed a lot of mistakes that don't give sense at all. Although, the selection of words that vary in the equivalent meaning for instance he interpreted the following English texts as following:

"ألقت بعض البساط على الأرض." "spread her mat on the floor"

"هذه المراة أو البنات حالتها يسوء بعض." "she had got worse and worse"

The twelfth trainee interpreters confused too much to interpret the text, in terms of utterance building which relinquishes the semantic unit of the interpreted text; so many syntactic mistakes were missed in the process of the interpreting performance as the followings:

وفجأة بدأت ترتجف في ليلة ما. عملت في مكان دافئ ونشرت حصيرتها ولكن حالتها سأت.

"And then suddenly she had begun to shiver in the night. Ekwefi brought her to the fireplace, spread her mat on the floor and built a fire."

عند دعاءها صلواتها بالقرب من صلواتها شعرت برطوبة وسخانة في جبتها.

"As she knelt by her, feeling with her palm the wet, burning forehead, she prayed a thousand times."

عاد من على الشجرة.

"Okonkwo returned from the bush"

وهي تمثل شجيرة طبية.

"medicinal trees and shrubs".

Moreover, the above also semantically are not accurate to some extent that the lack of grammatical features of Arabic for the most utterances, the interpreted text missed its semantic feature and became meaningless.

The thirteenth trainee interpreter did well but some mistakes were noticed during the process. Syntactically, he used tenses of present time in too much points and utterances and using of number and pronouns in wrong way which were regarded and sometimes used to be hesitant of arranging the Arabic sentences, for instance:

لكنها /بدأت حالتها/ بدأت تسوء فتسوء.

"But she had got worse and worse."

وهي تحنو بجانبها وهي تشعر بيدها الرطبة تدفع شيئاً.

"As she knelt by her, feeling with her palm the wet, burning forehead"

تدعو لها آلاف المرات.

In terms of semantics features of the interpreted text which performed by the thirteenth interpreter. He engaged some mistakes during his rendering, for example he interpreted the followings as below:

لم يكن غير اييا.

حبة شوية حبة قلت لك شوية حبة قلت لك أنت بكما أنت طرشاء.

The above utterances are full of misleading interpreting of words and phrases as appeared in words such as "غير" which ought to be rendered into سوى, and the phrase حبة شوية instead of as 'I said a little more' as well as the phrase "أنت بكما ... أنت طرشاء" instead of "are you deaf".

The fifteenth trainee interpreter did well and in wonderful way as well as he interpreted a meaningful message except slight notes in grammar of Arabic that don't effect in meaning of the whole text for instance he began with noun instead of verb in the first utterance "إيكوفي", in addition to the using of the plural form of "نسوة" instead of "زوجات". Those were all notes of linguistic mistakes which were recorded during the performance of the fifteenth trainee interpreter.

The sixteenth trainee interpreter started confusedly because of his shaken in confidence and lack of Arabic linguistic knowledge storage. He wasn't sure of structural construction of Arabic version of the text although he was sure of some meaning but couldn't put them in correct syntactical patterns for instance he interpreted the following into Arabic as following:

نحو المكان اشتعال النيران.

"Ekwefi brought her to the fireplace"

زوج زوجته قالت لم يفعل شيء وإنما زادت الأمر سواء / زادت الطين بلة.

"Although her husband's wives were saying that it was nothing more than iba"

طفل/ طفلة.

"the child"

" to shiver in the night". الارتعاش في المساء.

Concerning the above utterances (words, phrases and sentences), the trainee interpreter misled the listener because he used wrong structure of Arabic pattern for nouns, he ought not to use article "ال" and made mistake when he used singular in case he supposed to use plural with "زوجة" and the same case with "طفل" .

According to semantics approach, this interpreter made a lot of mistakes during his process of interpreting which can cause coherence problem and misled the listener for instance he used to interpret the following utterances as following:

لوححت وشعرت بالندم.

"feeling with her palm the wet, burning forehead."

ألياف.

"large bundle of grasses and leaves"

كهف ايكوفي.

"Ekwefi's hut"

من إمامهم وقطعهم.

"in their due proportions, and cut them up"

جزء من الماء.

"some water"

قالت أقل كثير أو أكثر قليل.

"A little more... I said a little"

The utterances above coherently not correct because they didn't interpreted into exact equivalent of Arabic ones.

The upcoming interpreter suffered too much from language interference between English and Arabic, so he could mix between them during the process. As a result of that he encountered by in less number of cohesive or that is to say syntactic in which he repeated the mistakes twice in "وبدا أوكنوكو في الاختيار" and "بدأت في الارتجاف ليلاً". In addition to that, he missed interpreting some phrases and utterances such as "iba",

shoulder, pot and the phrase that precede " medicinal trees" – a large bundle of grasses and leaves, roots and barks of" .. – And in some cases he used misleading utterances - like "علاجات أو يحمل جذور طبية".

Furthermore the trainee interpreter made mistakes that have impacted in the coherence of the text such as:

"فرش مصلاة في الارض لبناء النار."

"spread her mat on the floor and built a fire."

"نساء زوجة."

"her husband's wives"

"أن هنالك لا شيء."

"were saying that it was nothing more than iba"

"صرخ بها."

"Okonkwo roared at her."

It is clear that, the above utterances and phrases are interpreted in mistaken way in which can make no coherence between the different parts of text, misleading, unclear and misunderstood. The last trainee interpreter in this group failed to interpret some words into Arabic and rendered them mistakenly as:

شعرت بجبينها مبللة.

"feeling with her palm the wet"

إن الأمر ليس أكثر من ايبا.

"it was nothing more than iba"

كوخ. أكم.

"Hut- deaf"

Thus, he only missed a phrase of "poured water, whereas, he was doing so well with rest of the utterance as a result of his focusing and being attention.

The eighteenth trainee interpreter engaged some grammatical mistakes as detailed here. The followings are taken from the audio of the interpreter number 18 like these:

- 1- And suddenly she had begun to shiver in the night but she had got worse and worse
- 2- She prayed a thousand times.
- 3- Although her husband's wives saying more than iba.
- 4- Ekweifi poured in some water

(1) وبعد فجأة بدأت ترتعد ولكنها بدأت أسوء.

(2) دعت لها آلاف الأدعية.

- (3) رغم أقوال زوجات زوجها  
 (4) وهي صبت عليها قليلا من الماء

The above supposed to be interpreted like these;

- (1) ومن ثم فجأة بدأت ترتجف ليلا بما أن حالتها ساءت أكثر فأكثر.  
 (2) دعت لها آلاف المرات.  
 (3) وبالرغم من أن زوجات زوجها كن يقلن....  
 (4) صبت ايكوفي قليلاً.

In addition to some semantic mistakes, so he interpreted the blow phrases, words and expressions into incorrect ones such as 'the bush' into (بستان), 'medicinal trees' into (مشروبات الأشجار الطبية), and 'poured water in the pot' into "أضاف الماء في الصحن".

The trainee interpreter number nineteen didn't made too much structural of Arabic mistakes, but he misused some unsuitable meaning to the words or expression such as he used 'أبعدت الوسادة من الأرض، وشعرت براحتها' for the English expression 'spread her mat , feeling with her palm the wet' instead of near equivalence suggested to be " وضعت الطفلة على الوسادة، " وتحسست بيدها المبللة جبينها".

What were observed of the mistakes from the performance of twentieth trainee interpreter that he made the following grammatical mistakes of Arabic to the following English texts?

- 1- And the suddenly she began to shiver.
- 2- Ekweifi brought her to the fireplace.
- 3- She didn't hear them
- 4- Okonkwo returned back from the bush.
- 5- Ekweifi went to bring the pot.

Instead he interpreted them into the followings:

- 1- ثم من بعد ذلك بدأت ترتجف.
- 2- ووالدتها ايكوفي احضرها إلى مكان النار.
- 3- لم تسمعهم.
- 4- اكونوكو رجع من الشجيرة.
- 5- اكيوفي ذهبت لكي تحضر الكأس.

On the other hand the following words, expressions interpreted into incorrect equivalent from English into Arabic:" her husband's wives", "he returned back from the bush", "he went to Ekweifi's hut". He rendered them into." زوجات ابيها—رجع اكونوكو من الشجيرة--ذهب إلى بيت اكيوفي".

The interpreter who interpreted in twenty first coherently and cohesively full mistakes therefore cannot be evaluated because the whole text missing the previous mentioned features of textuality.

The last two speaker of the whole group of the test which the interpreting took place from English into Arabic, semantic and syntactic mistakes were observed and full of similarities for instance "they interpreted the following English original parts of the text as following:

- 1- Ekweifi brought her the fireplace.
- 2- But he didn't hear them.
- 3- Okokow selected the best from his bundle.
- 4- Ekweifi brought her to fire place, spread her mat on the floor and built a fire.
- 5- He poured in a half of the in the bowl. And the sudden she began to shiver in the night.
- 6- He went to Ekweifi's hut.

So, the transferred the above in to the following:

- 1- ايكوفي أخذتها إلى المدفأة.
- 2- لكنها لم تسمعهم.
- 3- اكونكو اختار أفضل....
- 4- حسب ما جلست بالقرب منها .. الخ
- 5- سكبت نصف الكأس.
- 6- ذهب إلى بيت ايكوفي.

#### 4.1.2 Sociocultural Difficulties

Sociocultural problems can be measured into two ways as the point that discussed in chapter two. To find out the difficulties in first group of nine who performed interpretation process in mode sight translation or interpretation light should be focused on how they interpreted the cultural terms and the procedures that they followed to perform this process.

Initially all interpreters encountered with untranslatability of the main terms which are culturally-bounded which were uncodified only after consulting the glossary that annexed to the original story of "Things Full Apart" written a great Nigerian writer who made the book full of African cultural terms for instance the terms which used in saying of clans men group like: "Iba" which means "fever", "Obi" means "hall" غرفة كبيرة مخصصة للرجال as well as other terms behaviors that are considered as cultural contexts and having restricted sense.

More details can be observed in the process of interpreting of the first nine group socioculturally put into consideration as difficulties that noted and recorded for instance: the expression "feeling with her palm the wet burning forehead, she prayed thousand times" this medicinal traditional conduct no any interpreter can interpret into other language only h/she has strong acquaintance and connection with African cultural, so the trainee interpreters who performed the interpreting process encountered with no difficulty to render this expression because they familiar with convention and tradition. Moreover, the expression "roared at her" made confusion to all trainee interpreters and the time didn't allow them to think of the suitable equivalent Arabic term of it but each one followed different procedure some of them use adaptation , and group of them used colloquial Sudanese Arabic term to interpret it.

Furthermore, the second group of trainee interpreters which consists of postgraduate trainee interpreters faced many difficulties to carry out the terms and utterances that have bounded to the cultural context. The most notable terms and utterances such as 'iba' which closed to Ibo group clans in spite of that the majority of students who subjected to this test came across this text that taken from the novel 'Things Fall Apart' but unfortunately, the majority of them miss interpreted the terms and utterances that have relation with African behavior and conducts such as "roared at her", "spread her mat on the floor and built a fire", "husband's wives", "Are you deaf?".

#### **4.1.3 Specialized Terms and Linguistic Difficulties**

The third group of trainee interpreters has tried to perform very complicated process because they interpreted from Arabic into English. The first trainee interpreter tried to transpose the medical text but he made some linguistic mistakes which were noted as following; firstly, he interpreted the first utterance into "The 54 years long white girl entered to New York hospital in 25 of May 1960" from the Arabic utterance:

"دخلت أنثى بيضا تبلغ من العمر أربعة وخمسين عاماً إلى مستشفى نيويورك في الخامس والعشرين من مايو للعام 1960م.

The linguistic mistakes that are noticed here: the use of the article "the" instead of "A", he used "entered" instead of "admitted" as wrong selection of the word that used in medical field. Also he used the word years instead of month due to lack of listening skill.

The medical terms that were interpreted in wrong way, such as: admission= interpreted, anorexia = appetite and left hand = axilla. So he used words that used in general language instead of the specialized terms or expression of the concepts.

The second trainee interpreter in this group met with following difficulties in terms of linguistic features of the English text, so he used the correct structuring of the following English utterance during performing the interpreting process: "she had been treated; instead of the correct one = she had had recovered, she has lost; instead of = she had lost, she has been noted; instead of = she had noted". They can be interpreted from Arabic text: "والذي تعافت منه، وفقدت، ولاحظت"

The medical terms that the second trainee interpreters failed to find the exact lexis to use them as following: he used majoring suffering instead of = chief complaint (الشكوى الرئيسية), he used appetite instead of = Anorixa (ورم) as well as he used left armpt instead of axilla (الإبط).

The third trainee interpreter interpreted some linguistic features in a mistaken way that seems clear when he interpreted the followings: ("white", instead of "A white" (بيضاء), "recovered of" instead of "recovered from" (تعافت من), "she was observe" instead of "she had observed" (لاحظت) as well as "her father was died" instead of "her father died" (توفى).

The followings are medical terms that the trainee interpreter failed to interpret them: ("entered", instead of "admitted" (ادخل/دخل), ("entering", instead of "admission" (حجز/ادخال), "handpits" instead of "axilla" (إبط).

The fourth trainee interpreter in this group engaged the following mistakes of using tense sentences building:

- (1) وكانت الشكوى الرئيسية.
- (2) أدخلت إلى المستشفى.
- (3) والذي تعافت منه تماماً.
- (4) و لاحظت فقدان خفيف للوزن.

So, he should interpret them as following for No. 1- he should interpret it into "she was suffering" instead of "she is suffering", No.2- "she was admitted" instead of "she entered", No.3- "she had gotten completely covalence" instead of " she got completely covalence", No.4- "she had noticed" instead of "she had noticed".

The following medical terms were interpreted in incorrect or used inappropriate English term as they used in the field as following:

"أدخل، الشكوى الرئيسية، الشهية، الإبط، الورم"

He should interpret it into "admitted" instead of "entered", "main/chief complaint" instead of "main problem", "anorexia" instead of "appetite", "axilla" instead of "armpit" and "mass" instead of "swell".

The fifth interpreter made the following grammatical mistakes during the process of interpreting of the bellow utterances into English:

- 1- دخل المريض إلى مستشفى نيويورك.
- 2- وكانت الشكوى الرئيسية من التعب الشديد.
- 3- لمدة شهرين إلى ثلاثة أشهر.
- 4- والذي تعافت منه
- 5- وكانت بصحة جيدة.
- 6- خلال العام السابق لدخولها المستشفى.
- 7- كانت قد فقدت 25 رطلا من وزنها.
- 8- لاحظت فقدان خفيف للشهية.
- 9- لاحظت وجود ورم في الإبط الأيسر.
- 10- كان التاريخ الأسري المرضي مهماً.
- 11- توفى والدها في عمر يناهز الـ 57 عاماً

He should interpret the above into the followings:

- 1- "she was admitted to the New York Hospital" instead of "she came to New York Hospital"
- 2- "The chief complaint of severe fatigue" instead of "she is complaint"
- 3- "For 2-3 months" instead of "since month to three month"
- 4- "she had had recovered" instead of "she recovered from it"
- 5- "she had become well" instead of "she became in good health"
- 6- "during the year prior to admission" instead of "during this year when she was in hospital"
- 7- "she had lost 25 of her weight" instead of "she lost 25 of her weight"
- 8- "she had noted appetite" instead of "she was lost appetite"
- 9- "she saw (noticed) that" instead of "she see that"
- 10- "The family history was important" instead of "the date (history) is important"
- 11- "Her father died in age of 57" instead of "her father was dead in age of 57".

On the other hand, he missed interpreting the following رطلا، ورم، إبط.

Furthermore he misinterpreted the following medical terms. He interpreted "السل" into consumption instead of "Tuberculosis" and "دخول المستشفى" into "was in hospital" instead of "admission".

The sixth trainee interpreter rendered these sentences into incorrect forms and tenses as following:

- 1- لمدة شهرين إلى ثلاثة أشهر.
- 2- وكانت الشكوى الرئيسية هي السل.
- 3- وكانت صحتها العامة جيدة
- 4- لاحظت فقدان خفيف للشهية.
- 5- لاحظت وجود ورم خفيف.
- 6- توفى والدها بسبب السل.

He should interpret the above into the followings:

- 1- "for 2-3 months" instead of "from 2- three"
- 2- "The chief complaint of T.B" instead of " the complain was"
- 3- "she has been in a good health" instead of "she was in a good health"
- 4- "she had lost her appetite" instead of " she realized losing of her appetite"
- 5- "had noted a tumor" instead of there was a tumor"
- 6- "her father died of T.B instead of "it was by consumption".

He also made wrong selection of English words which misleading or donates other meaning instead of required meanings or concepts, such as below words and phrases:

(الشكوى الرئيسية، باستثناء، خلال، أصيبت بـ، التاريخ)

He should use " main/chief complaint" instead of "purpose complain", "except" instead of "expect", "during" instead of "through", "had had T.B" instead of "infection of T.B"

The interpreter encountered some difficulties to render the following medical terms:

He interpreted " ادخل المستشفى " into "entered" instead of " admitted", "السل" into "consumption infection" instead of "T.B", "فقدان الشهية" into "losing appetite" instead of "anorexia", "الإبط" into "armpit" instead of "axilla".

The seventh trainee interpreter rendered the followings utterances into English and they included many mistakes as observed by the researcher as below:

- 1) دخلت أنثى بيضاء تبلغ من العمر 54 عام إلى مستشفى.
- 2) والذي تعافت منه.
- 3) وكانت صحتها جيدة.

(4) خلال العام السابق لدخولها المستشفى.

(5) فقدت 25 من وزنها.

(6) وكان التاريخ الأسرة المرضي مهماً.

He should interpret the above into the followings:

- 1- A 54 white year old white female was admitted into hospital" instead of "A white female is fifty four years old ..."
- 2- "she had healed' instead of "she healed'
- 3- "she had been good (healthy" instead of " she was good"
- 4- During a year prior to admission" instead of "during the previous year for being into hospital"
- 5- "she had lost 25 pounds" instead of " she lost 25 pounds"
- 6- " the history of the family was important" instead of " the history of family is important"

Moreover, he met with a bit of difficulties in order to interpret "ادخل" into "admitted" instead of "entered" and "الإبط" into "axilla" instead of "armpit".

The eighth trainee interpreter interpreted these utterances into English which lack cohesive features as showed below:

دخلت أنثى بيضاء تبلغ من العمر 54 عاماً إلى المستشفى.  
لمدة شهر إلى ثلاثة أشهر.  
قد فقدت 25 رطلاً من وزنها.

He interpreted the first one into "A white lady about 54 years old entered into hospital" instead of "A 54 year old white female was admitted into hospital" and the second utterance he interpreted it into "in 2 to 3" instead of " for 2 – 3 " and the last one he interpreted it into "she lost 25 of her weight" instead of "she had lost 25 of her weight".

The eighth trainee interpreter also misinterpreted the following medical terms into English (دخل المستشفى، رطلاً، شهية، دخول المستشفى)، so he interpreted instead of "was admitted", "entered", instead of "pounds", instead of " anorexia" " appetite", as well as instead of " admission" he used entrance".

The ninth trainee interpreter made grammatical mistakes explained in interpreting the below utterance:

(1) لمدة شهرين إلى ثلاثة أشهر.

(2) والذي تعافت منه.

(3) قد فقدت خمسة وعشرين رطلاً من وزنها.

(4) لاحظت فقدان خفيف للشهية.

5) توفى والدها في عمر يناهز السبعة وخمسين عاماً.

He interpreted No. 1 as "about two to three month" instead of for "2-3 months", -No 2 "she healed instead of "she had healed", No-3 "she has lost 25 of her weight" instead of "she had lost 25 of her weight", No.4 "she has noticed losing appetite" instead of "she had noticed losing her appetite" as well as No. 5 "her father has dead" instead of " her father died".

The following medical terms were interpreted into wrong concepts of the specialized terms by the trainee interpreter number nine: "دخلت" rendered into "entered" instead of "admitted", "السل" into " TB pandemic" instead of "T.B" only, "دخول المستشفى" into " at the hospital" instead of admission", "فقدان الشهية" into "losing appetite" instead of "anorexia", as well as "الإبط" into "armpit" instead of "axilla".

The trainee which performed in round ten in this group met by syntactic problems in building the following sentence in English:

1- في الخامس والعشرين من مايو للعام ستين وتسعمائة واف.

2- والذي تعافت منه.

3- خلا العام.

4- قد فقدت خمسة وعشرين رطلاً.

5- لاحظت فقدان خفيف للشهية.

6- قبل أسبوعين من دخولها المستشفى

He interpreted them as following:

- 1- That was the twenty fifth of May 1960.
- 2- She covered from it.
- 3- By the year.
- 4- She lost 25 pounds of her weight.
- 5- She had been noticing that less or slight appetite.
- 6- Two weeks before she entered the hospital.

They should be interpreted at least as followings:

- 1- On may 25 /1960.
- 2- She had had an eventually recovered.
- 3- During the year.
- 4- She had lost 25 pounds of slight weight.
- 5- She had noted mild anorexia.
- 6- Two weeks before admission.

The following medical terms were interpreted mistakenly by the tenth trainee interpreter as below: : "entered" into "دخلت" instead of "was

admitted", "تعافت" into "covered" instead of "recovered", "رطلاً" into "kilo gram" instead of "pounds" "فقدان الشهية" into "losing appetite" instead of "mild anorexia", "دخول المستشفى" into "went to hospital" instead of "admission", "الإبط" into "armpit" instead of "axilla", "التاريخ المرضي للأسرة" into "date" instead of "family history".

The eleventh trainee interpreter encountered by the following syntactic mistakes during making utterances:

- 1- أنثى بيضاء تبلغ من العمر 54 عاماً..
- 2- لمدة شهرين إلى ثلاثة أشهر.
- 3- وكانت صحتنا العامة جيدة.
- 4- كانت قد فقدت 25 رطلاً من وزنها.
- 5- لاحظت فقدان خفيف للشهية.

He interpreted them as following:

- 1- A white lady she was 54 years old.
- 2- From 2- up to 3.
- 3- Her general health was settled down
- 4- She lost 25 pounds.
- 5- She observed ...

They should be interpreted at least as following:

- 1- A 54 year old white female lady.
- 2- For 2-3 months.
- 3- Generally her health had settled down
- 4- She had lost 25 pounds.
- 5- She had observed

The trainee interpreted following medical terms into wrong concepts of specialized terms as following: "دخلت" into "entered" instead of "was admitted", "فقدان الشهية" into "losing appetite" instead of "anorexia", "دخول المستشفى" into "went to hospital" instead of "admission"

The twelfth and thirteenth trainee interpreters made the following grammatical mistakes while they were interpreting:

- a- and was the complaint about very tiredness.
  - b- When she was at age seven years.
  - c- between two or three moth.
  - d- His general health was good.
  - e- She lost 25 pounds.
- 1- a fifty for year old.
  - 2- There was a main complain.

3- She lost 25 of her weight.

4- She notice...

Instead they should interpret the above as following:

a- The main complaint about tiredness.

b- at age of seven.

c- for 2-3 months.

d- His health was generally good.

e- She had lost 25 of her weight.

1- A 54 year old white female lady.

2- The main complaint of....

3- She had lost.

4- She had lost.

The following medical terms were interpreted in wrong way into English by the last two interpreters of this group:

(دخل المستشفى، السل، الورم والإبط، التاريخ المرضي)

They interpreted into ("Asol " and "phnumonid" for "السل" , "came to hospital" and "entered" for "دخل إلى المشفى" , one of them interpreted "armpit for "الإبط" , both of them interpreted "الورم" into "swelling" and skin tumor" instead of "anorexia" one of them interpreted "التاريخ المرضي" into "captive period" instead of " family history".

The last six trainee interpreters who interpreted from Arabic into English made the following mistakes in linguistic competence features" Firstly in syntax, they interpreted the followings Arabic structures into incorrect way: "the first, the fifth and the sixth of the last six interpreters grammatically almost incorrect"

1- باستثناء إصابتها بالسل.

2- في سن السابعة.

3- دخلت أنثى بيضاء تبلغ من العمر 54 عاماً.

4- وتعافت منه.

5- إصابتها بالسل.

6- وفقدت خمسة وعشرين رطلاً من وزنها.

7- توفى والدها في عمر يناهز الـ 57 عاماً.

In terms of semantic and cohesive of the text majority of the misinterpreted coherently so the text missed the feature of coherence and cohesion as well.

They interpreted them into following:

1- An exception catch by T.B.

- 2- In early age of seven year.
- 3- A white girl 54 years old.
- 4- It has T.P
- 5- She has lost 25 pounds of her weight.
- 6- Her father death after age of 59.

The following medical terms weren't interpreted suitable terms

"أدخلت، السل، دخول المستشفى، تاريخ الأسرة المرضي، الإبط اليسرى، امرأة بيضاء،  
الشكوى الرئيسية، التاريخ المرضي، السل،"

So instead they interpreted them as below:

"Entered the hospital" – "consumption"- "entering the hospital" – "date of the family"- "the left dermis" – "the main issue" – "ice women" – "the date" -and- "the tiredness."

## 4.2 Pronunciation Problems

The followings were noticed from the records and alive interpreting process in which contain some mistakes made by trainee interpreters as well as speaker themselves whose mother tongue is Arabic might encounter different problems of pronouncing some vocabulary, but usually they encounter similar difficulties such as :- the difficulty of differentiating between /p/ vs. /b/, for instance pronouncing the expression "'their due to proportion", "husband's wives' ...etc. as well with other sound such as "tuberculosis" The differentiating between the /v/ /f/, such as : pronouncing the word "fever" in the medical text between string of words "she had a fever, anorexia, and easily getting with fatigability." And the same with upcoming sounds, so they were mistakenly used to pronounce both /θ/ and /ð / within various location of phrases and words which are dental fricative. The /tʃ/ and /dʒ/ sounds, the last sound that might cause ambiguity of sounding in many situation by speakers and interpreters that observed like "age" – "general health"...etc -and pronouncing the flap /r/ sound is common in English.

"Some problems of introducing length of utterance during performance of the interpreting, the most notable difficulties which were seen in how consonants and vowels sounds flow out and intonation and rhythm units uttered by both the speakers of English and Arabic texts as well as interpreters from Arabic to English and vice versa as following long complex sentence of literary text "Okonow returned from the bush carrying on his left shoulder a large bundle of grasses and leaves, rots and

barks of medicinal trees and shrubs" this long sentence caused problems of how pauses are used and intonation to put in their correct syllables, pitch, rhythm, and intonation contour were ranged from speaker to another and from interpreter to another one but majority of them used word for word and phrase for phrase as well as sentence for sentence that is to say consecutive and word for modes of interpreting in addition to that there are many regressive and progressive mistakenly used during performance as observed by the researcher that could change the meaning either in Arabic or English.

In regard to paralinguistic features which were observed by the interpreter during the process of performing 75 percent of them lack skills of gestures, facial expressions, and pauses because the majority of them dependent too much on notes taken from the original text as well as lacking of self-confidence and rare organizing of speaking training programs such as weekly English club due to the situations of the country that don't permit.

### **4.3 Difficulties of Productive Skills**

Writing and speaking skills are the only two skills that have been paid attention by the researcher because they represent they employed to carry out the communication between the interlocutors 'the speaker, listener and the mediator' in mode of conference interpreting. Some difficulties were noticed during observing the speech flowing out of the speakers and interpreters such ignoring the pauses within words, phrases and utterances, even some speakers uttered full paragraph which let the interpreted missed the string of the speech. Declage of presenting the speech is not adjusted by both the interpreters and speakers. Segment also not used properly due to lack knowledge about it by majority of the speakers.

Writing as noticed were full of mistakes because they lack writing skills i.e. misuse of punctuations, lacking spelling of many words specially the compound and long words, lacking the logical order of ideas due to interpreting sentences by sentences and focusing on rendering of every single word even it's unnecessary. Most of trainee interpreters made many structural mistakes and they failed to build structured sentences. The capitalization is misused in many locations which let the text to miss the feature of textuality.

#### **4.4.0 Statistical Analysis**

The findings of this study provide answers to the three questions of research stated in initial chapter. The basic research questions here are answered as the following.

- a) **To what extent do undergraduate and postgraduate students of translation encounter difficulties of interpreting specialized terms during training sessions?**
- b) **What are linguistic knowledge problems that encountered by undergraduate and postgraduate students of translation in interpretation during training sessions?**
- c) **To what extent do undergraduate and postgraduate students of translation meet sociocultural background challenges in interpretation during training sessions?**

#### **4.4.1 Organization of the Results:**

For each of the research questions above, the results obtained are organized in such a way that information is presented in a form of answers comprising statistical figures.

#### **4.4.2 Analysis of Trainee Interpreters Test:**

The test and observation are only tools that used to collect data of the study, they were utilized prior to use them for the purpose of validating to investigate difficulties encountered by students of translation as trainee interpreter (undergraduate and postgraduate) who are studying in field relevant to translation and they subjected to the oral test which is recorded and the notes were taken and the results were tabled and figured. The following is statistical analysis and interpretation of the findings regarding different points related to the objectives and hypotheses of the study.

**The answer of the first research question includes:**

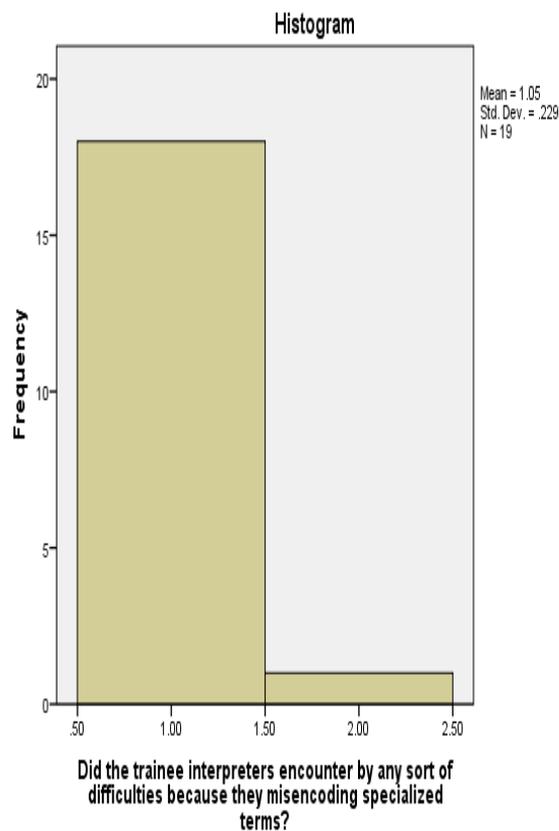
- 1) **To what extent do undergraduate and postgraduate students of translation encounter by difficulties of interpreting specialized terms during training sessions?**

The answers to this question is based on identification of of difficulties that are engaged by trainee interpreters during training session test, due to misinterpreting them, missing them, or interpreting them in unequivalent ones.

The below charts show the rate and percentage of specialized terms difficulties that encountered by trainee interpreters at college of translation in Sudanese Universities based on investigating the diagnostic test that the population of the study subjected to.

**Table (4.1) Did the trainee interpreters encounter by any sort of difficulties because they misencoding specialized terms?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	18	42.9	94.7	94.7
	NO	1	2.4	5.3	100.0
	Total	19	45.2	100.0	
Missing	System	23	54.8		
	Total	42	100.0		



**Diagram (4.1) rates represent difficulties of specialized terms.**

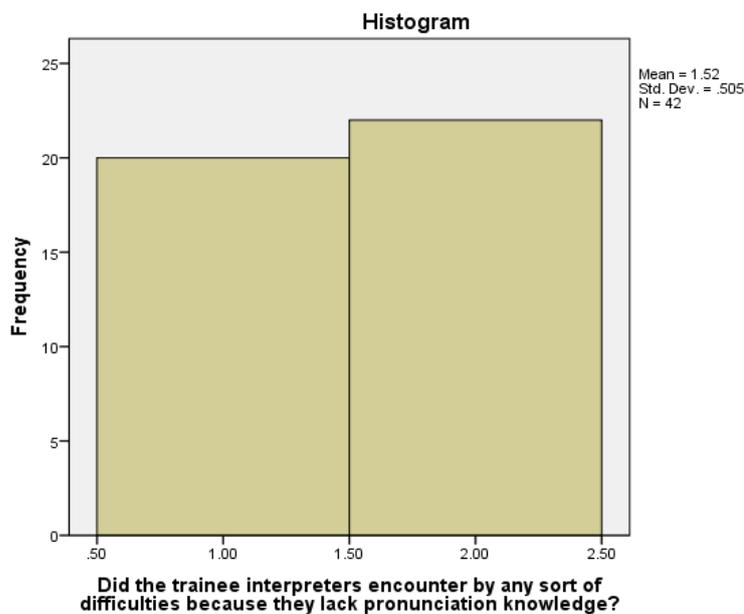
**The answer of the second research question includes:**

- 1) What are linguistic knowledge problems that encountered by undergraduate and postgraduate students of translation in interpretation during training sessions?

The answers to this question is based on investigating of the difficulties that are made by trainee interpreters during training session test, because some of them could' get the sound of SL and TL, lack linguistic knowledge, poor in paralinguistic knowledge, lack productive skills.

The below charts show the rate and percentage of linguistic difficulties that encountered by trainee interpreters at college of translation in Sudanese Universities based on investigating the diagnostic test that the population of the study subjected to.

**Diagram 4-2 below represents lack of pronunciation knowledge**



**Table (4.2) Did the trainee interpreters encounter by any sort of difficulties because they lack pronunciation knowledge?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	20	47.6	47.6	47.6
	NO	22	52.4	52.4	100.0
	Total	42	100.0	100.0	

**Table (4.3) Did the trainee interpreters encounter by any sort of difficulties because they lack competence ability of both languages?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	22	52.4	52.4	52.4
	NO	20	47.6	47.6	100.0
	Total	42	100.0	100.0	

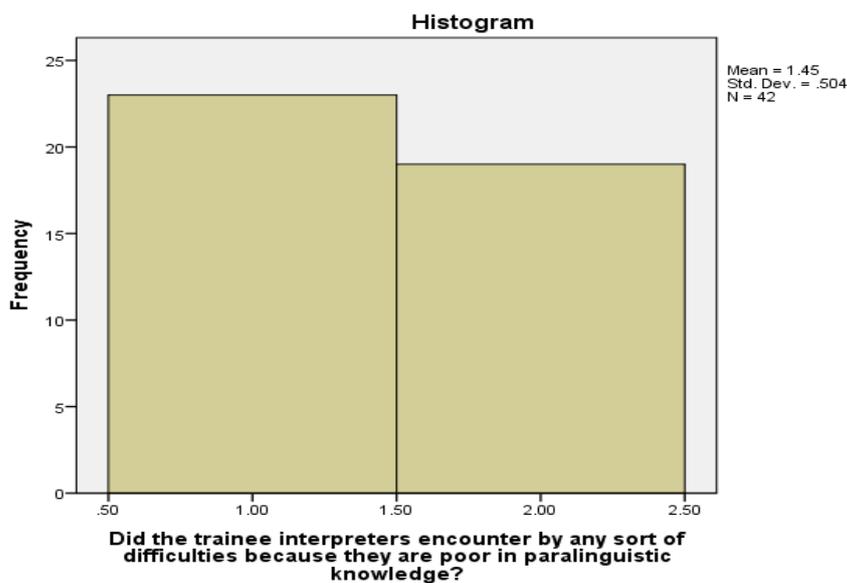
**Table (4.4) Did the trainee interpreters encounter by any sort of difficulties because they are poor in paralinguistic knowledge?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid YES	23	54.8	54.8	54.8
NO	19	45.2	45.2	100.0
Total	42	100.0	100.0	



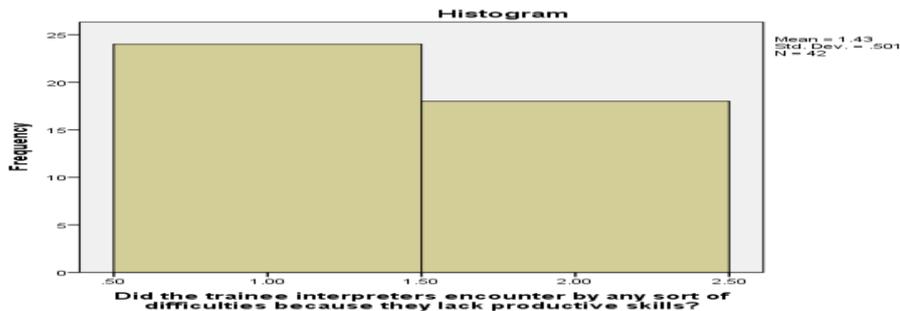
**Diagram (4.3) rates represent of competence ability of both language**

**Diagram (4.4) below: rates represent of paralinguistic knowledge problems.**



**Table (4.5) Did the trainee interpreters encounter by any sort of difficulties because they lack productive skills?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	24	57.1	57.1	57.1
	NO	18	42.9	42.9	100.0
Total		42	100.0	100.0	



**Diagram (4.5) rates represent lack of productive skills**

The answer of the third research question includes:

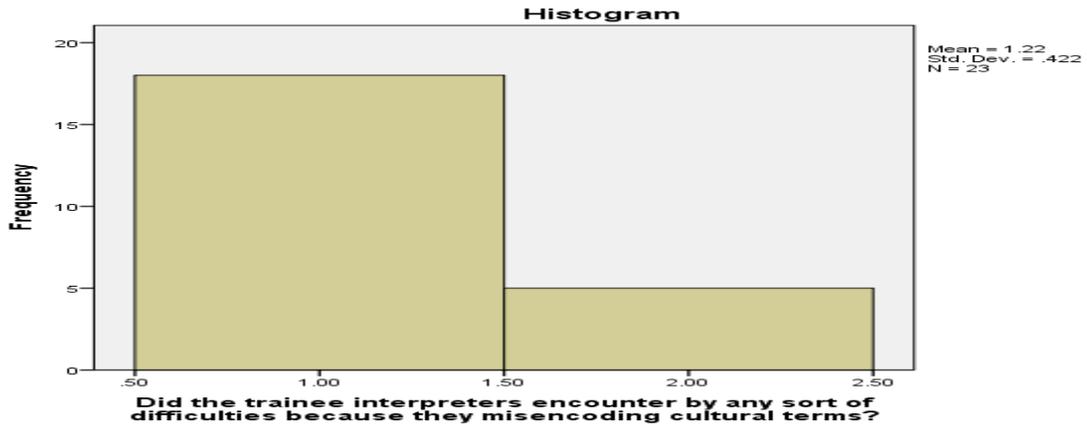
- 1) To what extent undergraduate and postgraduate students of translation met by sociocultural background challenges in interpretation during training sessions?

The answers to this question is based on identification of difficulties that are engaged by trainee interpreters during training session test, due to misinterpreting them, missing them, or interpreting them in unequivalent ones.

The below charts show the rate and percentage of socicultural difficulties that encountered by trainee interpreters at college of translation in Sudanese Universities based on investigating the diagnostic test that the population of the study subjected to.

**Table (4.6) Did the trainee interpreters encounter by any sort of difficulties because they misencoding cultural terms?**

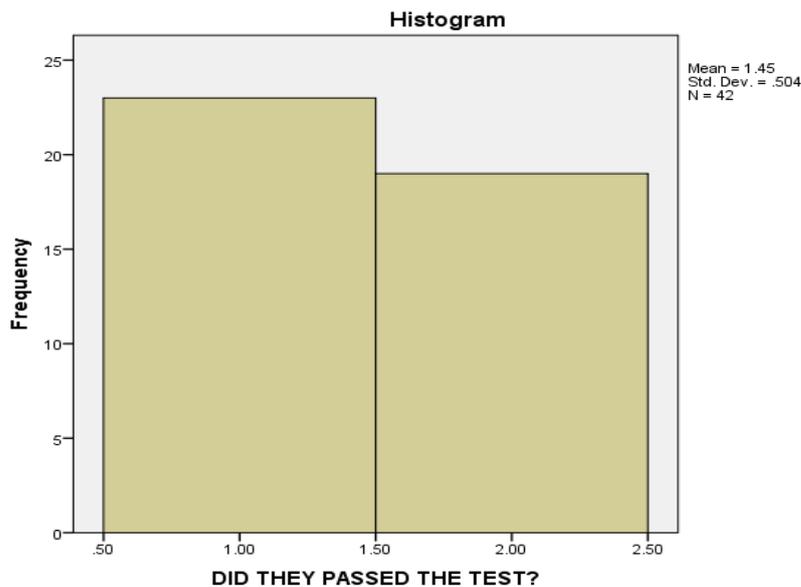
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	18	42.9	78.3	78.3
	NO	5	11.9	21.7	100.0
	Total	23	54.8	100.0	
Missing	System	19	45.2		
Total		42	100.0		



**Diagram (4.6): rates represent difficulties of misencoding cultural terms**

**Table (4.7) trainees' interpreters General Performance**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PASSED	23	54.8	54.8	54.8
	FAILED	19	45.2	45.2	100.0
	Total	42	100.0	100.0	

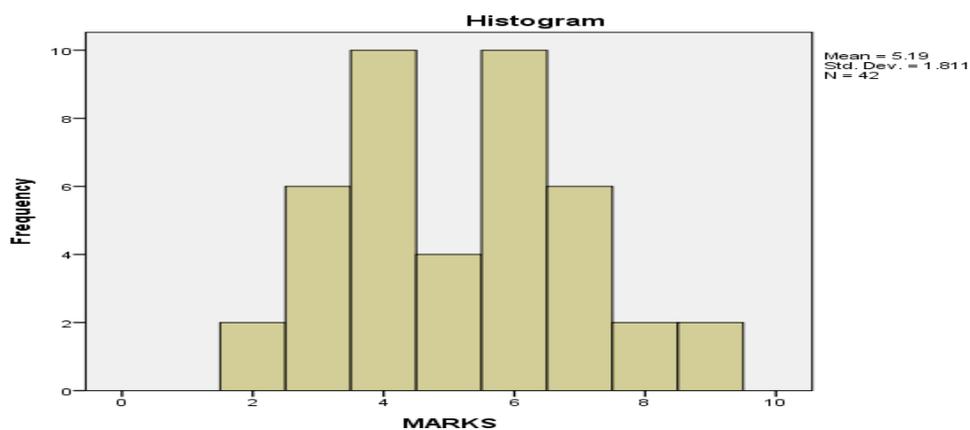


**Diagram (4.7) the result of the test**

Based on the results shown above the distribution and frequencies of learners in table (4-7) and diagram (4-7) there are (42) of respondents subjected to the oral test (54.8%) of them succeed to pass the test which represent (23) of the respondents, whereas (45.2%) which represents (19) respondents failed to pass the test, the reason behind this problem lacks of knowledge competence and training.

**Table (4.8) Statistic distribution of the marks**

MARKS					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	4.8	4.8	4.8
	3	6	14.3	14.3	19.0
	4	10	23.8	23.8	42.9
	5	4	9.5	9.5	52.4
	6	10	23.8	23.8	76.2
	7	6	14.3	14.3	90.5
	8	2	4.8	4.8	95.2
	9	2	4.8	4.8	100.0
Total		42	100.0	100.0	



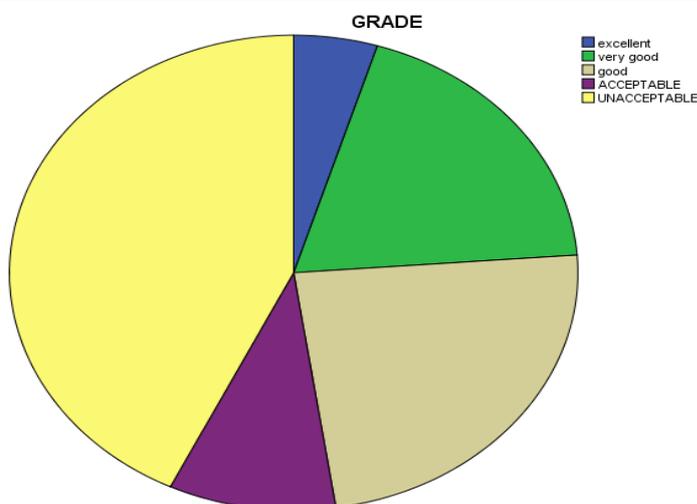
**Diagram (4.8) rates represent the marks of respondents**

Based on the results shown and distribution and frequencies of trainee interpreters in the table (4-8) and diagram (4-8) there are (23) of respondents who succeed to pass the test, they use proper way of interpreting and some mistakes and errors, while (19) respondents failed to pass the test the reason behind this problem lack of different linguistics knowledge and skills of interpreting, strategies of interpreting as well as specialized terms either cultural or scientific.

## Participants' grade

**Table (4.9) GRADE of respondents**

Grade	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Excellent	2	4.8	4.8	4.8
very good	8	19.0	19.0	23.8
Good	10	23.8	23.8	47.6
ACCEPTABLE	4	9.5	9.5	57.1
UNACCEPTABLE	18	42.9	42.9	100.0
Total	42	100.0	100.0	



### **Diagram (4.9) rates represent grades of respondents**

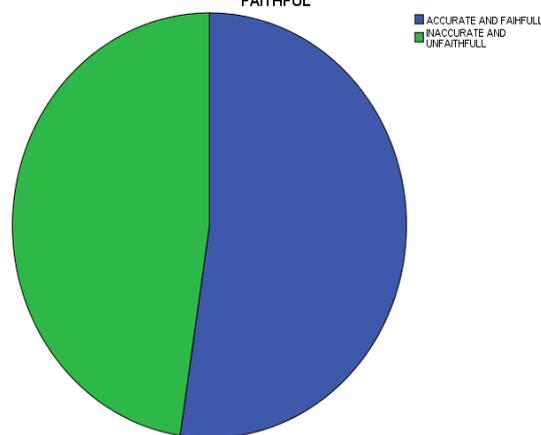
Based on the results shown and distribution and frequencies of trainee interpreters in the table (4-9) and diagram (4-9) there are (4.8) of the percent of respondents awarded (**excellent**) according to the evaluation of his/her test, (19) percent of respondents awarded (**very good**) degree, a (23) percent of respondents awarded (**good**) degree, a (9.5) percent of respondents awarded (**acceptable**) and a (42.9) percent of respondents awarded (**unacceptable**) due to evaluative analysis of their result.

**The accuracy and faithfulness of the trainee interpreters interpreted text.**

**Table (4.10) DID THE PERFORMANCE OF THE TRAINEE INTERPRETERS ACCURATE AND FAITHFUL?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ACCURATE AND FAITHFUL	22	52.4	52.4	52.4
	INACCURATE AND UNFAITHFUL	20	47.6	47.6	100.0
	Total	42	100.0	100.0	

DID THE PERFORMANCE OF THE TRAINEE INTERPRETERS ACCURATE AND FAITHFUL

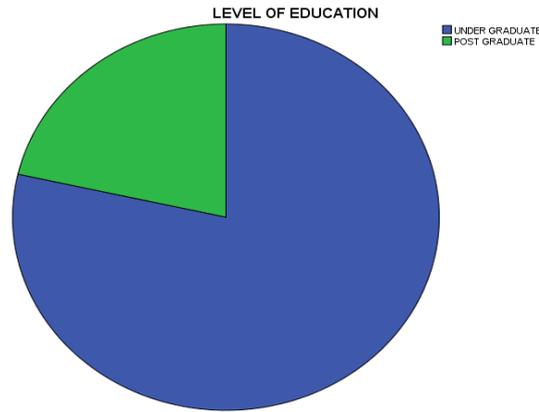


**Diagram (4.10) the rate of faithfulness and accuracy.**

**Participants of the test:**

**Table (4.11) LEVEL OF EDUCATION**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	UNDER GRADUATE	33	78.6	78.6	78.6
	POST GRADUATE	9	21.4	21.4	100.0
	Total	42	100.0	100.0	



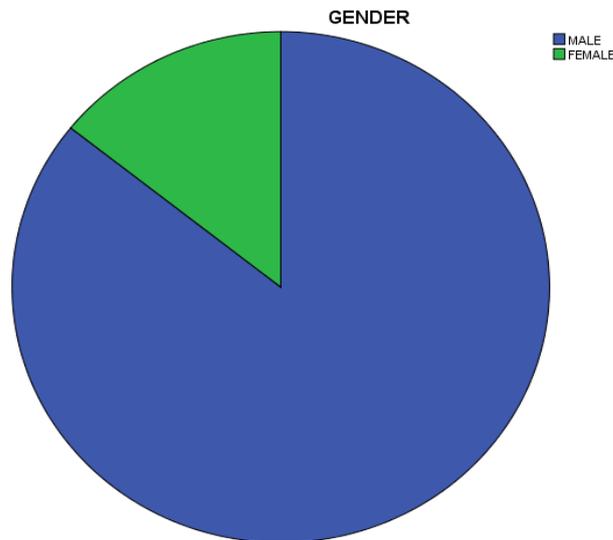
**Diagram (4.11) Academic Qualifications participants**

From the above bi chart shows majority of the participants (78.6) were undergraduates, and (21.4%) were postgraduates.

**Majority (85%) of participants were males, (14.3%) were females**

**Table (4.12) GENDER**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	36	85.7	85.7	85.7
	FEMALE	6	14.3	14.3	100.0
	Total	42	100.0	100.0	



**Diagram (4.11) Gender of participants**

#### **4.5 Verification of the Hypotheses against the Result**

As presupposed earlier in the first introductory chapter by the researcher that "the Interpreting of specialized terms may cause problems and barriers of continuity and eloquence to none specialist interpreter". Now in the following points this hypothesis will be discussed. Hence, it either to be proved or disproved, based on data that subjected to discussion.

Based on the SPSS analysis of question concern the difficulties caused by specialized terms used in technical language (medical text was subjected to interpreting by trainee interpreters). **The first hypothesis:** According to the analysis of the above analyzed data, the statistical analysis revealed that about (78.3%) of trainee interpreters caught in trap of continuity and eloquence because the process of interpreting was done from Arabic into English, although the text include few specialized terms of medical field but to some extent this assumption can be proved that specialized terms make problems of continuity and eloquence. So, this phenomenon can occur with majority of trainee interpreters therefore, it should be confronted by training during studying. Whereas, the candidates who considered easily and non-stop interpreting by (21.7%) because of their individual, brilliant and cleverness of some students. So, this phenomenon can occur to fewer trainee interpreters. Therefore, they should be encouraged to develop their skills of acquiring and learning specialized terms in specialized field for advancement and better interpreting service, **thus, this first hypothesis is accepted.**

The second hypothesis is "Lacking of linguistic knowledge may effect on rendering meaningful message of interpreted text". This assumption was proved by (47.6) of having problems of pronunciation, (52.7%) of respondents met with problems of lacking competence abilities, (54.8%) encountered by difficulties of paralinguistic features as well as (57.1) lacking productive skills in which affected any message which lack linguistic features of texullaity (cohesion, coherence, situationality ...etc) regarded invalid and the idea that required to be reached to the audience will be understood in wrong way and the characteristics of faithfulness will be lost. Moreover, some trainee interpreters encountered by the problem involved in this assumption. Thus, efforts should be exerted in order to avoid the problems of linguistic features because they are the backbone of the interpreting

process and translating as a whole. **So far, the second hypothesis is accepted.**

The last assumption which presupposed by the study is "Sociocultural background of the interpreter and addresser may play role in complicating the process of interpretation and let the interpreter engage in mistakes of rendering the targeted text." Absolutely no doubt that, this presupposition can be proved in first sight once culture and society concepts accompanied as feature of any text. Concerning the text selected to be interpreted in this study is noted that represents African social believes, conducts and behaviors as well as terms that similar and familiar to the cultural context to the trainee interpreters and they have background about the story which extract from. Therefore fewer barriers encountered them. But generally, without background knowledge and experiencing of the social and cultural background of whatever text interpreting or translating is impossible. The statistical analysis reveals that they encountered by problems ranged by 42.9 percent the total of the barriers that encountered them. As a result of the mentioned outcome and the total number of the population sample of the current study the **third hypothesis is accepted.**

#### **4.6 Summary of the Chapter**

In this chapter, the data had been exposed discussed and analyzed through putting them under examining of linguistic features of both Standard Arabic and Standard English by examining in the cohesive and coherence of the text and listening, speaking as well as gap knowledge skills, in terms of sociocultural differences of both Language as well as tracing the difficulty of rendering terms of Medical field as sample of specialized text from Arabic into English. The SPSS had been used to find out that to how extent difficulties and problems encountered by trainee interpreters in language of statistics.

The hypotheses which were presupposed by the researcher had been discussed whether to be proved or disproved. It was observed that, the first hypothesis which involved whether the specialized terms cause



# **Chapter Five**

## **Main Findings, Conclusions Recommendations and Suggestions for Further Studies**

## **Chapter Five**

### **Main Findings, Conclusions, Recommendations and Suggestions for further Studies**

#### **5.0 Introduction**

The Previous chapter discussed data analysis and results of this study in addition to the discussion of the hypotheses of the study which supposed by the research in introductory chapter.

In this chapter the main findings and conclusion, recommendation as well as further studies will be discussed to conclude this study and sum up the general outcomes of the study.

#### **5.1 Main Findings**

##### **Difficulties have been Encountered by Trainee Interpreters**

The researcher has found out the following difficulties according to the result of the analysis of the data in previous chapter:

- 1) Difficulties that researcher himself had encountered during practical work as a translator in K.S.A. while the researcher was translating documents in an office one of clients came with mobile phone to respond the call from Manila, a speaker who was Philippines nationality, the client told the researcher to open microphone in order to interpret bidirectional from Arabic into English and vice versa, therefore the dilemma as following: the Arabic speaker is Saudi nationality which represents difficulty to the interpreter who is (Sudanese) to understand even his dialect and accent , the structure of his word, the lexical terms themselves used, in addition to the intended meaning for instance when the Arabic speaker said in Saudi dialect and accent (Abik tetergim li Hadith Al-ragaal Hada), this sentence can be transliterated into Saudi Arabic dialect (أبيك تترجم لي حديث الرجالهدا) as well could be translated into English as (please interpret the speech of this man), the researcher was the first time who listened to Saudi Bedouins Arabic Dialect, So a lot of challenges in terms of sociocultural and linguistic encountered the interpreter to transfer to the English. Meanwhile the Philippines himself his spoken English not as the same as what the researcher studied through books , therefore , the interpreter felt collapsed of what he has studied for around

nineteenth years old, so he decided to write a research about the difficulties encountered by trainee interpreters in interpretation during training session.

- 2) Some of trainee encountered by **lack of bounded cultural terms knowledge** which found in both cultures such as names of places, natural things which are found in English text although the terms from African but the text expressed in English by Nigerian author to send the message to the Western World that the African culture is the richest. So it caused many troubles during interpreting.
- 3) **The differences in behavior** of how the lay man conduct medical treatment or taking First Aid is vary in what expressed in the text and what trainee interpreters have in their mind as conception represents a problem among them (i.e. some miss understand the concepts that refer to, for instance 'collect leave of trees to make medicine through boiling it).
- 4) Trainee interpreter whom subjected to the test met by difficulties in interpreting **conventions, beliefs and habits** involved in the text for instance "the rough way of dealing which portrayed in character of Okonkwo and way of believing on running out of the usefulness of the medicine made according to local convention and beliefs.
- 5) They also have met with some troubles in interpreting **fixed expressions** exactly from English to Arabic such as "roared at her" and "built afire",
- 6) Majority of trainee students had been **lacking of accuracy** during interpreting because the differences in structural formulas of two mentioned languages.
- 7) While they were interpreting lexicon, some of them used inappropriate terms when they interpreted as a result of wrong choice of lexicon (they lack of vocabulary) or impossibility of existence of equivalent in both Arabic and English because some of them weren't copying with new born words, expressions and phrases which led to **the lacking the features of faithfulness**.
- 8) Trainee students faced with many **ambiguities in getting the sound** during interpreting from English to Arabic because sounds weren't found in Arabic but to some extent they had done well during interpreting from English to Arabic because majority of the trainee interpreter study English as main specialty subject.

- 9) Trainee students encountered by difficulties in sound system during test time and they confused with some **phonological features**, for instance: assimilation (either back or front), deletion or other features.
- 10) They have met with problem of using **suitable meaning of some concepts** due to lack practicing of interpreting.
- 11) Trainee students used **different procedures and techniques** to borrow or acted process of loan word, transcription or transliteration on which followed the transferring of a SL word to T.L either the T.L does not have lexicalized correspondence, or stylistic or rhetorical reason for instance "Iba" from Negerian Culture which means "fever" and T.P which is medical term " name for disease "السل"
- 12) Majority of trainee tended to **follow close translation which is literal translation** ranges from one word to one word through group to group, collocation to collocation, clause to clause, and sentence to sentence, due to the novelty of this kind of practice.
- 13) **Change in the grammar from S.L to T.L** singular to plural position of adjective, changing the word class or part of speech in many locations as explained in previous chapter.
- 14) Majority of trainee students met with a lot of **mistakes in interpreting medical terms** which considered as sample of specialized terms for instance they couldn't find the exact terms in Arabic terms as well as exact English terms to render them into Arabic.
- 15) The main difficulty that met by the trainee is that many terms formed by affixation, whether suffix or prefix, although, it's so simple and easy to detect the meaning of terms that composed from affixation in medical discipline but in spoken language is the most complex and difficult because speed of the speaker and the tone of different speakers as well as the idiolect of each speakers. Thus, the accurate interpretation of technical text cannot be made without basic knowledge of this field. Otherwise inaccuracies may occur.

## 5.2 Recommendations of the Study

After deep analysis of the research has done and got out with some findings and results of the study, the researcher recommended with followings:

1. Students ought to arm themselves with enough **knowledge of specialized texts** or each one should specialize in certain field of interpretation for instance: legal, media, medical ...etc.
2. It is preferable that, **they have to be acquaintance with knowledge of language** to facilitate the process of interpretation and they ought to listen too much in different accents of both S.L and T.L even various dialect and idiolect of notable speakers round the globe.
3. The researcher recommended that, university administrations, translation colleges and departments should design **a practical course as a part of curriculum at level of undergraduate and postgraduate** by organizing whole term of study for practical work at foreign embassies, governmental organizations and nongovernmental organization as practical course in field of study as university requirement to enhance the ability of interpretation in various fields and types of translation by coordinating with governmental organizations and nongovernmental organizations and any foreign institutions. In addition to the Linguistic lap of the students of translation must be provided and equipped with modern devices, equipment, means, tools and sample videos of conferences that have already performed where interpretation took place, in order to facilitate the process of interpretation and avoiding making mistakes in future translation and interpretation process in any occasion that requires it as well as translation faculties and departments ought to publish curriculum that enhance all functions of language (i.e. written translation, oral and sight translation).
4. The researcher also recommended that, **monthly and weekly forum must be organized** by legal body that represents specialists of translation and interpretation to discuss translation and interpretation issues and concerns to cope with any updates in this discipline.
5. The researcher suggested that, university administration, translation colleges and departments ought **to design course that sociocultural backgrounds involved** and as a part of the curriculum in order to enhance social and cultural knowledge of both T.L and S.L to

facilitate and avoid problems, barriers complexes and difficulties resulted of the sociocultural varieties and intervening an in the same respect, mutual scientific journeys ought to be done for the students of postgraduate and undergraduate students of translation to help in cultural and social experiences and knowledge exchange

### **5.3 Suggestions for Further Studies**

Based on the reached results the followings are three areas of future research which are briefly outlined in this part that arise out of the current study.

- The first one involves extending the approach developed in the current study to analyses other sort of difficulties which possibly encountered by the interpreter and interpreting process.
- The second one has to do with investigating the findings of the study in the context of current research on difficulties of interpretation.
- The third area of research explores comparative study to difficulties interpretation and sight translation as well as translation.
- The difficulties which subjected to analytical study by the researcher can be taken into consideration and extending this approach to analyses more and various barriers according to the type, sort and field of interpretation which couldn't covered enough in this research and still in need of more analyzing to find out more problems of interpreting might vary from the results found out in this modest research.
- The findings of this study which stated in the beginning of this final can be a key for further topic in exploring each problem of each part of field of interpretation and it can stand as a topic which required deep analysis and exploration. For clarification, the difficulties of sociocultural background of interpreter and addresser might stand as a topic separately. Also lack of linguistic knowledge and skill during interpretation may consider as a topic which it needs more investigation to find out the reasons and factors as well as the nature of the barriers. Besides analyzing the nature of difficulties when interpreter endeavoring to use certain procedures to reach the message of the speaker.
- In closing, the current study is a careful examination of different difficulties which encountered by trainee students during training

session with respect to areas that are crucial to the understanding of nature of interpreting. It underscores the need for analytical and descriptive work that opens the door to many further studies.

## **5.4 Conclusion of the Study**

The research almost covered three important parts of the fields that are most complex and imposed to difficulties and barriers which are, specialized, sociocultural as well as linguistic. It also, diagnosed and analyzed, if not all, some of difficulties that might meet by trainee students, when they transfer from stage to another, that to say: when they move from community of learning to community of practice.

The research also came across procedures of scientific methods in chapter four to come out with required result for instance: in second chapter which contained of theoretical framework, literature review of related previous studies, while in third chapter, in which contained of method ,tools and population of the study, whereas the fourth chapter included deep analysis that has been done and in final chapter conclusion, recommendation, findings and further studies have been carried out to come out with difficulties themselves.

The difficulties that encountered by the students in training session can be summarized as following: Firstly, *linguistic barriers* which represent in differences of *language form* S.L language to target language, hence, the problem in how speech be structured in phrases, clauses, sentences as well as full sequences of speech to reach the message as fluently as it required. In meanwhile *the sound and sound system* of both languages also represented a barrier to reach the message of the addresser to the audience through the interpreters, which represents a problem for the mediators between the audience and the speaker. Secondly, *sociocultural factories of the speaker and the interpreter* played negative role and created a lot of barriers during interpretation process among students of trainee interpreters for instances the following bounded terms: ecological terms, name of places, name of people, religious beliefs, historical events, characters, festivals, folklore, housing objects, conventions, beliefs, habits, social organizations, fixed expressions, idioms and insults. Thirdly, some *strategies and procedures of oral speech*, like: "assessing contextual factors, monitoring the process, comprehending the source language message, applying

contextual and linguistic schemas and select simultaneous or consecutive interpreting, equivalent/effective message and produce target language interpretation as well as written such as "adaptation, modulation, transposition, literal translation, claque and loan texts" which have been used inappropriately during interpreting of general speech of the speaker.

The main focus of the theory of interpreting and translating as the researcher came across it via this study, is that focusing on the following question (can notion of translation be understood as carrying out of the target text and being transferred into source text orally and instantly without pausing semantically, syntactically as well as lexically during alive speech, whereas it needs accuracy and precision).

The researcher wants to conclude that, although, the study covered apart of difficulties, barriers, obstacles, problems as well, there are a lot of other various kind of obstacles will take place and appear as soon as human being socioculturally developing, changing from place to another and from time to time, the world is witnessing vast and fast advancement in science and specialized education, in parallel the researcher in field of interpretation and translation science will discover the problems and their suitable solutions.

To sum up, investigating and analyzing barriers and difficulties of translating in general and interpreting in special can facilitated and helping in developing the process of translation and advancement of practical theory of translation functional theory of language.

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# **Appendices**

## Appendix (1)

Code No.: **Personal data sheet of diagnostic test for scientific research purpose**

**Dear: Trainee Interpreter**

Dear Mrs. / Mr., as a researcher, I would like to thank you so much in advance. Kindly, I beg you to fill this personal data sheet for purpose of conducting PhD in translation entitled: Investigating Difficulties Encountered by: undergraduates and postgraduates as Trainee Interpreters; during Training Session, and I would like to notify you that your data will be kept secretly and with high confidentiality. It will only be used for scientific purposes. Moreover, I would like you to take apart of your time to perform interpreting process before speaker. I do appreciate your understanding, assistance and support.

### **Personal Information**

**Name:** .....

**Please put (√) into the suitable choice**

#### **Age:**

*Less than : 30* ( )  
*Between 30 to 35* ( )  
*35 and less than 40* ( )  
*50 and more* ( )

#### **Education:**

*Bachelor Degree* ( )  
*High Diploma* ( )  
*Master Degree* ( )  
*PhD* ( ) Other ( )

### **C. Field of Study at Bachelor Stage**

*Translation* ( )  
*Arts* ( )  
*Education* ( )  
*Other* ( )

#### **Field of Translation**

*Interpretation* ( )  
*Written Translation* ( )  
*Sight interpretation* ( )

#### **Mode of Interpretation**

*Simultaneous* ( )  
*Consecutive* ( )

#### **Interpretation from**

*Arabic into English* ( )  
*English into Arabic* ( )

#### **Type of Interpretation:**

*Conference* ( )  
*Community* ( )  
*Media* ( )  
*#####* ( )



## Appendix (2)

Code No.: Personal data sheet of diagnostic test for scientific research purpose

### **Dear: Trainee Interpreter**

Dear Mrs. / Mr., as a researcher, I would like to thank you so much in advance. Kindly, I beg you to fill this personal data sheet for purpose of conducting PhD in translation entitled: Investigating Difficulties Encountered by: undergraduates and postgraduates as Trainee Interpreters; during Training Session, and I would like to notify you that your data will be kept secretly and with high confidentiality. It will only be used for scientific purposes. Moreover, I would like you to take apart of your time to perform interpreting process before speaker. I do appreciate your understanding, assistance and support.

### **Personal Information**

#### **Name:**

.....

### **Please put (√) into the suitable choice**

#### **Age:**

Less than : 30 ( )  
Between 30 to 35 ( )  
35 and less than 40 ( )  
50 and more ( )

#### **Education:**

Bachelor Degree ( )  
High Diploma ( )  
Master Degree ( )  
PhD ( ) Other ( )

### **C. Field of Study at Bachelor Stage**

Translation ( )  
Arts ( )  
Education ( )  
Other ( )

#### **Field of Translation**

Interpretation ( )  
Written Translation ( )  
Sight interpretation ( )

#### **Mode of Interpretation**

Simultaneous ( )  
Consecutive ( )

#### **Interpretation from**

Arabic into English ( )  
English into Arabic ( )

#### **Type of Interpretation:**

Conference ( )  
Community ( )  
Media ( )  
##### ( )



### **Suggested Translation for the First Text:**

مقتطف من قصة بعنوان الأشياء تتداعى  
ثم فجأة قد بدأت ترتجف في الليل. قربها إيكوفي من المدفأة، وفرش حصيرتها على الأرض و أشعل ناراً. لكن حالتها سأت أكثر وأكثر. وبينما كانت جاثية بجانبها، تتحسس براحة كفها جبهتها الرطبة الساخنة، صلت ألف مرة. وعلى الرغم من أن زوجات زوجها كن يقلن إن الأمر لا يعدو أن يكون حمى، إلا أنها لم تسمعهن. عاد أكونكو من الأدغال حاملاً على كتفه الأيسر حزمة من الأعشاب والأوراق والجذور من الأشجار والشجيرات الطبية. ذهب إلى كوخ إيكوفي، ووضع حملته وجلس. قال: "احضر لي وعاء، دع الطفل وشأنه".  
ذهبت إيكوفي لجلب الوعاء واختار أكونكو أفضل ما في حزمته نسبياً ، وقطعها. وضعها في الوعاء بينما سكب إيكوفي بعض الماء. "هل يكفي هذا؟" سألت بعد أن كانت قد سكبت حوالي نصف كمية الماء التي في الوعاء. أكثر من ذلك بقليل... قلت قليلاً. هل أنت صماء؟" صاح أكونكو... بها.  
وضعت الوعاء على النار بينما تناول أكونكو ساطوره للعودة إلى مقره. قال وهو يذهب، "يجب أن تراقبي الوعاء بعناية" "ولا تسمح لللسان بالغليان. إذا ما وصل للغليان فسيفقد مفعوله". ذهب مبتعداً إلى كوخه وبدأت إيكوفي في الاهتمام بوعاء الدواء كما لو كان الوعاء ذاته طفلاً مريضاً تقريباً. حيث كانت عيناه تنتقلان باستمرار بين ايزينما ووعاء الغليان لتعود مرة أخرى إلى ايزينما.

### **Suggested Translation for the Second Text:**

#### **Report of Case:**

A 54 years old white female was admitted to the New York hospital on May 25, 1960, with the Chief complaint of severe fatigue for two –three months, except for the Tuberculosis at age seven, from which she had had an uneventful recovery, she had had otherwise been generally healthy. During the year prior to admission she had lost 25 pounds and for the last past two months had noted mild anorexia, fever, and easy fatigability. Two weeks before admission, she noticed a mass in her left axilla, family history was significant in that her father died at 57 of Tuberculosis.

### Appendix (3)

Date:     /     /2019

#### To whom it may concern

**Subject:** *looking for voluntary trainee students at level of undergraduates and postgraduates in translation for academic purpose*

*Dear: .....*

I hope you are always well. I would like to express my pleasure to write you this letter begging your support in order to achieve my academic project which targeted investigating the issue of difficulties of Interpretation. So far, hypotheses of the research required practical task, in which required conducting diagnostic test in interpreting for the trainee students at level of undergraduates and postgraduates in translation during training session. Therefore, kindly I am looking for voluntary students to play the role.

*Best Regards*

**Student**

**Alsadig Haroon Adam Ahmed**

**Supervisor:**

**Dr. Ahmed AL-Mukhtar Al-Mardi**

College of languages - College of Graduate Studies  
Sudan University of Science and Technology

## Appendix (4)

Date:     /     /2019

**To whom it may concern**

**Subject:** looking for voluntary native speaker for academic purpose

*Dear:* .....

I hope you are always well. I would like to express my pleasure to write you this letter begging your support in order to achieve my academic project which targeted investigating the issue of difficulties of Interpretation. So far, hypotheses of the research required practical task, in which required conducting diagnostic test in interpreting for the trainee students at level of undergraduates and postgraduates in translation during training session. Therefore, kindly I am looking for voluntary native speaker to deliver speech and the trainee will perform interpreting, in which I considered it as source of data for my research.

*Best Regards*

**Student**

**Alsadig Haroon Adam Ahmed**

**Supervisor:**

**Dr. Ahmed AL-Mukhtar Al-Mardi**

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