TEACHING SIMULTANIOUS TRANSLATION WITH INFORMATIVE TECHNOLOGIES

Introduction

CHAPTER I

HISTORY OF TRANSLATION

1.1 THE FORMATION OF THE THEORY OF PRACTICE AS AN INDEPENDENT SCIENCE

1.2 HISTORY ON SIMULTANEOUS TRANSLATION

1.3 SCIENTIFIC CONCEPTS ON SIMULTANEOUS INTERPRETATION

CHAPTER II

MODES AND MODALITIES OF INTERPRETATION

2.1 SIMULTANEOUS AND CONSECUTIVE INTERPRETATION

2.2 WHISPERED, RELAY AND LIASON INTERPRETATION

2.3 MODALITIES: COMMON ITERPRETING SERVICES

CHAPTER III

TEACHING METHODS OF SIMULTANIOUS TRANSLATION WITH INFORMATIVE TECHNOLOGIES

3.1 TRADITIONAL METHODS IN TEACHING ST

3.2 COMMUNICATIVE TECHNOLOGIES IN TEACHING ST

CONCLUSION

Introduction

Professional interpreter training has been one of the main topics in the field of interpreting studies. In fact, it can be said that an initial impetus for interpreting research derived from educators need for a systematic.

Understanding of interpreting phenomena and effective teaching methods. Against the backdrop of an increasing number of interpreter training programs in higher education, especially in China, and the professionalization of community interpreters, there is a growing body of work in recent years centering on interpreter training issues such as curriculum, aptitude, assessment and teaching methods. This trend is also evidenced by new academic journals (The interpreter and translator trainer and the international journal of interpreter education) and a number of conferences and seminars dedicated to interpreter (and translator) education. Once considered abundant in experience-based descriptions and deficient in systematic approach, research into interpreter education is now increasingly interdisciplinary and grounded in theory backed rigorous investigation. One of the scholars who have been leading these efforts is Moser-Mercer, who primarily draws on cognitive psychology and socio-constructive approaches. Of recent note is the emerging research, chiefly in Asian language contexts, that applies theories and methods developed in the field of language teaching. Whether the topic is assessment, aptitude or teaching methods, much of the research on interpreter education involves students as providers of natural data or subjects of experiments. There seem, however, to be few studies that focus on student perspectives on their own training. Student input is a valuable resource to help teachers reflect on their practice and modify it, if necessary, for continuous improvement. In discussing the importance of seeing through students' eyes as a way of becoming a critically reflective teacher, Brookfield notes the following: Without an appreciation of how students are experiencing learning, any methodological choices we make risk being ill-informed, inappropriate, or harmful.

Actuality of the research work: The demands for interpreters are significantly increased over the last decade and this work shows the importance of training future interpreters with advanced communication technologies intruding pedagogical methods to develop students' skills in communication, informative technologies and information management.

Scientific innovation of the work: In teaching the semultaneous translation the traditional methods give its way to approach of teaching in Simultaneous translation using advanced IT pedagogical aids. Consequently, students will practice and will be prepared for a wide variety of professions such as, jobs in foreign office, public relations and the media. With regard to those students who will go into teaching an ease of language application will have been achieved together with a good level of self-confidence which will give students a good-level of confidence entering this profession.

The main goal of this research paper is to introduce IT methods in teaching semultaneous translation.

The objectives of the given work are:

- To define the importance of Semultaneous translation.
- To present the history of development of Semultaneous translation.
- To underastand the interpreting phenomena in taranslation process.
- To explain ways of translation and effective teaching methods.
- To analyze the translation process and difficulties in semultaneous translation.

The object of the work: The interpreting aims to enhance all skills by employing of pedagogical methods: learning a variety skills such as, prioritization of information, high- level concentration, speech analysis, structuring of texts, switching between languages, reading for gist, enhancing presentation skills, note taking goes beyond what is useful in teaching students.

The subject of the work: Translation studies is the systematic study of the theory, description and application of interpretation and translation.

Methods used in research work: During the research mainly two methods have been used: traditional approaches in teaching and preparing interpretes for interpretation and advanced approaches with communicative technologies.

Theoretical and practical importance of the work:

We have done research on teaching methods in semultaneous translation and brought some examples to fulfill the goal. The teaching methods used in Simultaneous translation which are used in traditional and with the help of communication technologies have been analyzed.

While writing this paper we have addressed to such sources as manuals, monographs, references and advanced methods which are used at present days. In this rresearch work we have used and anbalyzed theoretical and practical ways of approaches in teaching simultaneous translation with Information technologies.

The structure of the work, it falls into three chapters.

The first chapter deals with the history of translation. It is divided into two parts:

1. History of early translation.
2. History on simultaneous translation.

In this chapter we defined the history of translation from the ancient times and how it developped in different periods of time. We wrote about various approaches of interpretation with their historical stage of development of translation.

The second chapter is devoted to the modes and modalitiies of interpreattion. It is devided into three parts:

1. Simultaneous translation and consecutive interpretation
2. Whispered, relay and liason interpretaion
3. Modalitie: common interpreting service

This chapter defines the modes and modalities of interpretation concerning simultaneous, consecutive interpretation. Furthermore there are some classifications of modes which are widely used in preparing and training interpreters such as, wisperedm relay, liason interpretation. There are methods and techniques of solving the difficulties in simultaneous translation and some important clues of advice how to deal with them.

The third chapter is devoted to teaching methods of simultaneous translation with informative technologies which is devided into 2 parts as well:

1. Traditional methods in teaching ST
2. Communicative technologies in teaching ST

The first chapter deals the way how students have been taught Simultaneous translation traditionally. Some exercices and methods are still used and approaches to training students to aquire the abilities in translation process. The second chapter introduces with the new advanced pedagogical methods in training students as interpreters.

At the end comes the conclusion part and references used for diploma work.

CHAPTER I

HISTORY OF TRANSLATION

1.1 THE FORMATION OF THE THEORY OF PRACTICE AS AN INDEPENDENT SCIENCE

Translation plays an important role in the cultural development of mankind. Translation acquaints with the life, mode of life, history, literature and achievements of science of other nations. The first historical stage of development of translation began from Antiquity. Greece spread great culture, which was inherited by the Romans. Romans took a lot from the Greeks. The translation of literary works is a form of cultural intercommunication. Teaching theory of translation has also argued for a long time. Many teachers or lecturers thought that the theory of translation is not needed since the learners can learn indirectly from the practice or the activity of translation. Actually, there are some reasons of those for reluctance the material related to theory of translation (Fawcet, 1981). For instance, Fawcet (1981) stated that the nature of the published material, the breadth of background knowledge need, the apparently unsatisfactory state of translation theory at the present time, pedagogical uncertainty discourage trainer to include theory of translation as material in their translation training.

Based on this condition, we need to revitalize the way of teaching translation by conducting a study on materials of translation subject and what materials should be involved. Therefore, this paper will discuss about model of teaching translation and what thing that must be given to the students to build their translation competence to produce a good translation. Firstly, the concept of translation competence is defined. Then, model of translation training that emphasizes on the theory of translation and translation problem (untranslatability)-based model in teaching translation subject is presented.

Teaching and learning process mostly related to the development of three domains (cognitive, affective, and psychomotor). Similarly, the translation learning process is also related this domain of learning. Fawcet (1981) proposed that the teaching of translation theory should consider the affective, cognitive, and psychomotor domain. Moreover, Fawcet (1981) proposed some objective for every domain: 1) Affective domain: In the affective domain, some objectives that will be achieved are: (a) awareness of the complexity of the translation process, (b) awareness and tolerance of ambiguity, connotation, and register, (c) awareness of and willingness to use the whole spectrum of translation strategies and techniques, (d) willingness to indulge in lateral thinking, to use yes-no-po and to be discontent with intuition that have not been systematically validated, (e) willingness to insist or precision in the thinking of those who correct their translation. Then, 2) Cognitive domain: it covers defining the knowledge to be acquired and the actual writing of the objective. The materials that must be taught are: (a) applied translation theory, (b) specific translation theory (application of the result of general theory to specific language pairs and text types), (c) general translation theory (model, translatability, strategies and technique, text linguistics, equivalence.

Principally, the learning of translation is to prepare or train the students to be a professional translator; therefore, this subject must provide some related skill to help students to be a good translator. Recent studies propose that to create a good translation, one must have a good translation competence. However, Translation Studies have not yet given a generally accepted definition and model of what translation competence itself is (Orozco & Albir , 2002). The problems related to the definition start with denomination of the theories given. There are various terms used by translation experts, such as, *transfer competence* (Nord, 1991: 161), *translational competence* (Toury; Hansen; Chesterman in Orozco & Albir, 2002), *translator competence* (Kiraly in Orozco & Albir, 2002), *translation performance* (Wilss in Orozco & Albir (2002), *translation ability* (Lowe, 1987: 57; Pym, 1993: 26; Stansfield, Scott & Kenyon in Orozco & Albirm 2002) and even *translation skill* (Lowe in Orozco & Albirm 2002). It shows that those experts use different terms for such similar concept. A comprehensive research related to the ability to produce a good translation is conducted by PACTE, a group translation studies consists of some prominent experts in translation.

Moreover, Bell (1991: 43) says that translation competence is the knowledge and skills that the translator must possess in order to carry out a translation. It indicates that translation competence related to any knowledge and skills required to do and produce a good translation. Then, in more comprehensive definition PACTE (2000) defines translation competence as “the underlying system of knowledge and skills needed to be able to translate.” This definition is completed with four affirmations, namely that (i) translation competence is actualized in different ways in different situations, (ii) it consists basically of operative knowledge, (iii) strategies play a basic role in translation competence and (iv) as in any kind of expert knowledge, most translation competence processes are automatic (2000).

This competence is actualized in different ways in different situations. This concept is borrowed from the idea of linguistic competence. Moreover, PACTE (2000) states that if translation competence is made up of inter-related sub-competencies, then its acquisition is a dynamic process of building new knowledge on the basis of the old. The development of translation competence could be defined as the stage when the sub-competencies have been acquired, at least partially, but they do not interact with each other. Moreover, Pacte (2000) indicates that in order to acquire translation competence, the student in translation training should also develop a learning competence that includes the specific learning strategies that make this and any learning process possible.

Model of translation competence was firstly presented by PACTE in 1998 and it was remodeled in 2000. In this model, TC is considered to be the underlying knowledge system needed to translate. It has four distinctive characteristics, they are (1) it is expert knowledge and not possessed by all bilinguals; (2) it is basically procedural knowledge (and not declarative); (3) it is made up of various interrelated sub-competencies; (4) the strategic component is very important, as it is in all procedural knowledge. The TC model proposed is made up of 5 sub-competencies and psycho-physiological components (PACTE 2003).

1.2 HISTORY OF SIMULTANEOUS TRANSLATION

The origins of the profession of simultaneous interpretation are traced in the ancient times. However, it was not until a century ago that interpreting started to be associated with a professional status. A turning point in the modern history of international interpreting was marked by Paul Mantoux's interpreting for the Allied leaders at the Paris Conference in 1919. His brilliant performance influenced a transition from chance interpreters to adequately skilled professionals working at the League of Nations and the International Labour Office in Geneva. Incorporating specific technical subjects during international discussions contributed to the need for expert linguists. This led to the establishment of the first School for Interpreters in Geneva in 1941 which trained the candidates in whispering and consecutive interpreting.

As neither of these methods was efficient, the system of simultaneous interpretation emerged. Andre Kaminker, one of the first simultaneous interpreters in the history, attributed the invention of the whole system to Mr. Finlay and Mr. E. A. Filene. Gaiba (1998) explains that they developed the device known as IBM Hushaphone system, used for the first time at a session of the International Labour Conference in Geneva in 1927. Additionally, Tryuk (2007) states that at the same time the phenomenon of simultaneous interpreting was applied in 1935 during International Congress of Physiology in Leningrad where Ivan Pavlov's speech has been translated simultaneously into English, French, and German. However, before the war interpreters did not actually perform a true act of simultaneity. They used the equipment typical of simultaneous interpreting but they applied different methods, which Gaiba denotes as "simultaneous successive interpretation" and the "simultaneous reading of pretranslated texts" (Gaiba, 1998: 31). He explains that in the former the interpretations were simultaneous only with each other, but not with the original speech. At the League of Nations and the ILO, for instance, the interpreters would take notes on the original speech, employing consecutive interpreting. When a speech terminated one of the interpreters would translate consecutively into his language immediately the others sitting in the booths gave their version of the speech in a target language on the basis of their notes. The latter allowed interpreters to translate the speeches in advance and read them at the same time as the original delivery. These two variants applied the Filene- Finlay system, but not for simultaneous interpreting as we observe today.

In fact, the art of simultaneous interpreting came into force at the Nuremberg Trial. Because of the special linguistic features of this event, the organizers realised that the previous methods had to be altered. Firstly, the charter stated that all the proceedings should be translated into German as it was understood by all of the defendants. Consequently, consecutive translation would only increase the length of the trial. Gaiba (1998) mentions that it would be impossible to ask the whole International Military Tribunal to speak and understand German. The defendants, as well as English, French, Russian, and American judges and prosecutors should have the right to speak and hear their own language. The tribunal could not limit itself to one working language since the members of the bench and prosecutors had to interact in order to conduct a consistent prosecution. Gaiba raises the question, “who was the person that first thought of extempore simultaneous interpreting as the optimal solution to Nuremberg linguistic problems?” (Gaiba, 1998: 34). He states,” there appears to be controversy among the sources, which indicate alternately Justice Jackson, the U.S. Chief Prosecutor, and Leon Dostert, later Chief of the Translation Division at Nuremberg” (Gaiba, 1998: 34, 35).

Interpreters were recruited in a two- step process. Initially, candidates were tested for language skills in their home countries, then they were sent to Nuremberg where Dostert checked their competence in simultaneous interpreting. Finally, for the first time in the history the world marvelled at the phenomenon of simultaneous interpreting in the crowded Nuremberg courtroom. Gaiba (1998) reports that everybody could select the interpreted version of their choice or the original speech called ‘verbatim’ by means of switches installed at every seat and connected to the earphones. The dial consisted of five channels: verbatim speech, English, Russian, French, and German. There were twelve interpreters in the room who were divided into four desks according to the language into which they translated. Only one interpreter spoke at each desk, and only three interpreters translated at the same time in the courtroom. Gaiba explains, “when German was spoken, for example, the German desk was silent. Their microphone was switched off, so that the verbatim speech was carried o channel one (verbatim) and channel five (the German channel)” (Gaiba, 1998: 62). The Nuremberg Trial has become a path leading to the invention of simultaneous interpreting which was regarded as a revolutionary branch of translation. Soon triggered by an expanding professional market and rising numbers of graduates, national and international professional organisations of interpreters were formed in the early 1950s. Together with the International Federation of Translators (FIT), the International Association of Conference Interpreters (AIIC) was established as a professional body with worldwide individual membership. Pochhacker concludes, “based on a code of ethics and professional standards adopted in 1957, AIIC proved highly successful in regulating interpreters’ working conditions and establishing a high profile for the profession on an international scale” (Pochhacker, 2004: 29). The European Parliament, the European Commission, and the Court of Justice of the European Union are among the European Union’s institutions that employ interpreting services.

There are many references to simultaneous interpretation being used well before its “official” birth date – the Nuremberg Trial. The information available, however, is incomplete, inconsistent and often contradictory. Let’s try to summarize the situation, establish a clear timeline and clarify some common misconceptions.

Simultaneous interpretation was invented in 1926 when a patent was received by an IMB employee by the name of Gordon Finley. This mode of interpretation was only sporadically used before WWII, and was then employed *en masse* only at the Nuremburg Trial, when “Colonel Leon Dostert, General Eisenhower’s personal interpreter, was called upon to find a practical solution to the language barrier.”

The American businessman and philanthropist **Edward Filene (left)** came up with the idea to use simultaneous interpretation in the League of Nations as early as April 2, 1925. Filene writes to Sir E. Drummond on that day:

One high quality microphone will be placed on a pedestal or stand at the speaker's location to pick up his words. This microphone will be connected through an amplifier to a number of headsets which will be installed in an adjoining quiet room. Each headset will terminate at an interpreter's booth or position in the room. The interpreter's booth will be provided with an ordinary telephone desk stand on which is mounted a high quality close talking microphone which will be connected through another amplifier to a number of head set located at a designated section of the auditorium or meeting hall. The translated speech of each interpreter would follow simultaneously with the delivery of the original speech, the only delay being that of recording the speech and the ability of the interpreter to translate directly and rapidly from the stenographic notes received from the recorder.

It is often argued that the first IBM system for simultaneous interpretation was called Hushaphone. The name is mentioned, for example, by Andre Kaminker in his University of Geneva lecture in 1955. It is not exactly accurate. Because Filene was not an engineer himself, he involved the British engineer A. Gordon-Finlay (often incorrectly called Gordon Finlay, Finley or Findlay), who was working in Geneva at that time. They used existing telephone equipment to set up the system, thus giving the name "telephonic interpretation" to this mode of interpreting. The system was originally called "the Filene-Finlay simultaneous translator".

Filene approached AT&T with a proposal to collaborate on developing the system but AT&T rejected it (Berkley, 1998, p. 203). IBM later participated and further developed the system with the assistance of company founder **Thomas Watson Sr. (right)**. In its 1945 letter IBM calls the system the "International Translator System"; this is, however, the only mention of the name known to the author. The original 1926 patent was issued to the "IBM Hushaphone Filene-Findlay (sic) system".

Thomas Watson put the system into production – even though his marketing people did not see much potential in it – and paid the inventors a small royalty (Berkley, 1998, p.204).

Hushaphone (variants: Hush-a-Phone, Hush a Phone), however, is strictly speaking a completely different device and had existed as a separate non-electrical attachment before 1926. It is a silencer attached to a telephone “to give the user privacy against nearby eavesdroppers and to make for a quieter line by excluding extraneous noise.” According to Dr. Ritter (Baigorri Jalón, 2011) “the machines used for transmitting speeches were patented in 1921 under the name of Hushaphone and have been utilised since then…” Hush-a-Phone as a company seems to date back to 1920.

Because Filene and Gordon-Finlay originally used existing telephone parts, the Hush-a-Phone attachment was possibly originally used as a system component, but the attachment is very unlikely to be Filene and Gordon-Finlay’s invention. They used the name as a part of their system, however, which may imply further collaboration between original system designers, IBM, and Hush-A-Phone Corporation, or is more likely to be a pure coincidence as James Parker notes in “The Soundscape of Justice” (Parker, 2011, p. 981).

It is interesting to mention that the name Hush-A-Phone is very well known in the communications world because of the 1956 HUSH-A-PHONE CORPORATION and Harry C. Tuttle, Petitioners, v. UNITED STATES of America and Federal Communications Commission case. Before then, all phones were owned by phone companies and leased to customers. Phone companies banned attaching any third party devices to their phones, for example, early fax and answering machines or attachments like Hush-A-Phone. Hush-A-Phone was sued, lost, but successfully appealed the FCC decision to the DC Circuit Court. “The court reversed the FCC, stating that AT&T's restrictive tariffs were an ‘unwarranted interference with the telephone subscriber's right reasonably to use his telephone in ways which are privately beneficial without being publicly detrimental.'" It eventually created the market of third party attachments and phone devices.

At least one more simultaneous interpretation system existed in 1930s, designed by Siemens & Halske

Another important component of the system is a booth.

There are photos of early booths at Geneva for the IBM system, but later at Nuremberg … there were only glass side partitions between the interpreters' desks; the latter were open at the front and therefore far from soundproof. They can be seen in the photos of the Nuremberg courtroom. Not until fully soundproof booths were installed for the United Nations in New York, two decades after Filene-Finlay, did they become universal and the interpreters could speak at normal volume without fear of disturbing the people around them.

Gofman argues, however, that booths (and headsets) were used at the XIII Session of the Executive Committee of Comintern as early as 1933 (Gofman, 1963).

"Today Edward [Filene]'s creation, albeit in a more perfected form, has virtually become a fixed feature at international gatherings everywhere. And anyone who picks up an earphone at the United Nations and carefully examines it will find inconspicuously inscribed on it the words "Filene – Findlay." It is another reminder of the Boston storekeeper's far-reaching creativity and far-ranging concerns." (Berkley, 1998, p. 204).

Simultaneous interpretation was first used in the late 1920s.

No. Simultaneous interpretation has always been there since time immemorial as ***chuchotage.*** I recall at least one instance when it was mentioned (although I forgot the source): one of first European visitors to the Dalai Lama several centuries ago mentions in his memoir that the interpreter was so good that he was whispering into Dalai Lama's ear without stopping. In terms of the mechanism of simultaneous interpretation (SI) and related neurolinguistic processes, there is no substantial difference, if any, between SI in the booth and ***chuchotage***, except, maybe, voice volume control and a greater level of fatigue if you do not have a booth. Therefore, we can only speak about simultaneous interpretation *with equipment* as a XX century invention.

When was simultaneous interpretation with equipment first used?

Accounts differ on that as well. Moreover we should distinguish using what is now known as simultaneous interpretation equipment to read pre-translated texts and actually performing live SI with equipment.

Soviet historiography maintained that SI was first used, of course, in the Soviet Union. For example, Gofman argues that "*simultaneous interpretation was first used in the Soviet Union at the* ***VI Congress of the Comintern in 1928 (photo at left)****. The* Krasnaya Niva *magazine that year shows a photo of the interpreters sitting in armchairs in front of the podium. On their necks there is a bulky fixture supporting a microphone. There is no headset, sound comes from the podium*" (Gofman, 1963, p. 20)

Western authors mention the June meeting of the International Labor Conference in 1927. The League of Nations News in August 1927 reports on the new "Electric Interpreter" and hopes it will help "persons imprisoned in their own language".

Based on information in the literature and online sources the following timeline can be created. Some dates are contradictory.

1920: IBM's "International Translator System" is used at the International Chamber of Commerce Convention (according to IBM 1945 letter, probably incorrect).

1920: Hush-A-Phone Corporation established.

1921: Hush-A-Phone attachment patented.

Circa 1922: "International Translator System" used at the IV Pan American Conference in Washington, DC (according to an IBM letter from 1945, probably incorrect).

1925 (2 April): Letter from E. Filene to Sir E. Drummond with earliest mention of the concept of *simultaneous interpretation*.

1926 (27 November): G. Fleury announces a 4-6 week preparatory course in “telephonic interpretation” to begin in December, at the end of which 24 students will be chosen by exam to receive further training through April 1927.

1926-27: System for SI invented, according to Andre Kaminker in a lecture at the University of Geneva in 1955 (Gaiba, 1998, p. 30).

1927 (4 June, 10:30 am): SI system (by IBM) first used at the League of Nations in the International Labor Conference (Taylor-Bouladon, 2007, p.15). Miriam Sharon argues, however, that it was not simultaneous interpretation *per se*: “At the International Labor Conference in Geneva in 1927, the Filene-Finlay system was used for the simultaneous reading of pretranslated texts where the speakers had made available the text of their speech well in advance for the interpreters. The interpreters would translate the text prior to the session and read it at the exact same time that the speech was being delivered.” (Sharon, 2004). The system reportedly saved ILO £32,700 (Gaiba, 1998, p. 31). Technically speaking, we cannot say simultaneous interpretation was first used then, only SI equipment.

1927 (20 July): A. Gordon-Finlay writes a report, noting: “Experience has shown this work to be of a difficult and exacting nature, demanding special qualities on the part of the interpreters and particularly fatiguing owing to the degree of concentration involved, and it would seem desirable to place instantaneous interpreters in a special category receiving extra Conference pay, to encourage them to take it up.” (Baigorri Jalón, 2011).

1927 (August): "Electric Interpreter" mentioned by the League of Nations News.

1928: SI used during the VI Congress of Comintern, USSR (Gofman, 1963, p. 20).

1929 (14 May): Report by the director of the 1928 experiment with simultaneous interpreting at the ILO during the 13th session of the Conference, noting: “It was found that, on an average, thirty minutes of consecutive work proved the maximum during which satisfactory translation could be made, after which the results were liable to deteriorate owing to fatigue.” (Baigorri Jalón, 2011).

1929: SI used at the Scientific Organisation Committee in Geneva.

1929: SI used at the International Chamber of Commerce in Amsterdam.

1930: Siemens & Halske SI system used at the International Conference on Energy in Berlin (Gaiba, 1998).

1933: SI booths and interpreter headsets were first used at the XIII Session of the Executive Committee of Comintern (Gofman, 1963, p. 20).

1934: Kaminker develops his own “simultaneous translation system” and simultaneously interprets Hitler's speech at Nuremberg for French radio (Gaiba, 1998, p. 30; Taylor-Bouladon, 2007, p. 16).

1935: XV International Physiology Congress, Leningrad, USSR. An opening speech by Academician **Ivan Pavlov (photo right)** was interpreted simultaneously from Russian into French, English, and German. A wired system was used. Delegates received instructions how to use the equipment (Gofman, 1963, p. 20).

1935: SI introduced in the bilingual (French and Flemish) Belgian Parliament. Some maintain that it wasn’t until 1936.

1936: SI used in Scheveningen, Holland.

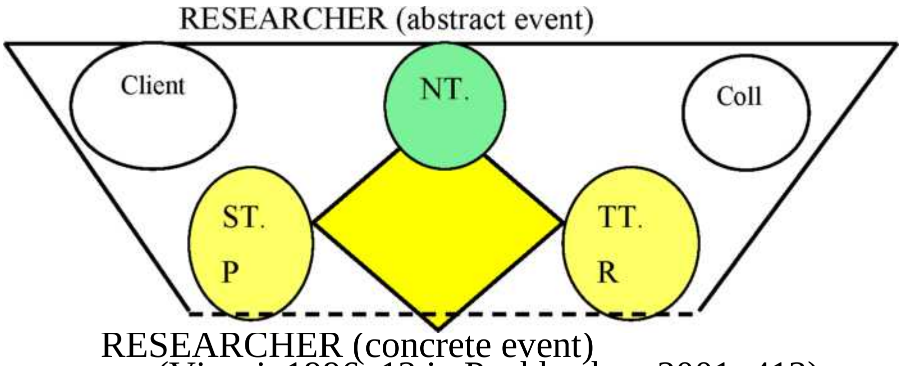
1944: SI at a conference in Philadelphia.

1945-1946: Nuremberg Trial.

1.3 SCIENTIFIC CONCEPTS ON SIMULTANEOUS INTERPRETATION

Since simultaneous interpreting began to have an advantage over consecutive one, researchers started to get insight into the quality of performance. Kalina (2005) explains that their approach was based on comparative linguistic “with experimental interpreting recordings being made and the results being transcribed and compared with their originals” (Kalina, 2005). The components which had bearing on interpreter’s discourse comprised of number of correct or deleted words and syntactic equivalences as well as propositions and their content. Currently, simultaneous interpreting quality is approached from different angles. Gile (1995) perceives it as a balance between three processing efforts- the Listening and Analysis Effort, the Production Effort and the Short- Term Memory Effort and attributes deterioration in quality to overloading one of them. On the other hand, Pochhacker (1994) sets interpreting within a conference environment which is seen as a “hypertext” with the quality of interpreter’s output being defined as one aspect of communicative interaction and discourse quality. Yet another approach is suggested by Mack (Mack 2002, in Kalina 2005) who evaluates interpreting on the grounds of “being able to establish equivalences in terms of content, shape and performance” (Mack 2002, in Kalina 2005). For Vuorikoski, examining interpreting quality means “to investigate whether the substance of the ST argumentation, including the speech act of the original speech, has been conveyed by the interpreters, thereby allowing listeners of interpreting to create an impression of the speech which is equal to the one they would have created had they been listening to the original speech directly” (Vuorikoski, 2004: 71 in Kalina 2005).

There is a number of factors which decreases the quality of interpreting. First of all, in international organisations such as European Union, teams of interpreters consist of both permanent staff and freelancers. The former can take advantage of quality assurance measures taken by the organisation in the form of, for instance programmes of in house training; whereas the latter have to manage their quality assurance. Another challenge to interpreting quality is a tendency to locate interpreting booths far from speakers’ platforms. As a result, physical distance makes it difficult to grasp all interaction in the conference hall and interpret speakers’ body language. An additional obstacle to the quality of interpreting is a combination of languages an interpreter is expected to work within. The higher the number of an interpreter’s working languages, the more probability that he or she will be less aware of all linguistic nuances of each of them. According to Pochhacker (2001) in the late 1980s, interpreters and listeners started to assign different criteria to quality of interpreting. Gile (1991 in Pochhacker 2001) viewed the “communication configuration” as involving both the interpreter having the role of “Sender” and the users having the roles of “Receivers”. He enriched this classification by adding the “Client” who commissions and pays for the service. Some additional distinctions also take into account “the interpreter’s colleague(s), associates or representatives of the client or users as well as persons with an analytical or research interests” (Pochhacker, 1994:123, Moser- Mercer, 1996: 46 in Pochhacker, 2001: 411). The relationship between different perspectives is illustrated by Viezzi in the form of the following figure:



(Viezzi, 1996: 12 in Pochhacker, 2001: 412)

Providing explanation to the above figure, the participants involved in the communicative event of interpreting are depicted within the figure of triad which consists of the interpreter (INT.), the speaker (ST. P) and the listener (TT- R). Clients and Colleagues are presented as additional positions from which interpreting quality can be judged. Furthermore, the figure is intended to illustrate two analytical distinctions crucial to the study of quality in interpreting. It refers to the "external observer" who may examine "the various actors' attitudes, needs and views ('norms') either 'off-site', with regard to an abstract (hypothetical or previously experienced) interpreting event or with reference to a concrete communicative event in a given communication situation" (Pochhacker, 2001: 412). The later approach allows the researcher to access the communicative event directly which is marked in the figure by the broken line which at the same time separates him/ her from the rest of the participants. Consequently, examination of quality in a concrete interpreting event can be based either on the recordable product or on the overall process of communicative interaction. As Pochhacker emphasises "these two perspectives- product orientation and interaction orientation- are of fundamental importance also to the key issues of quality standards and assessment criteria" (Pochhacker, 2001: 412).

When it comes to criteria which apply to assessing the quality of interpreting, features such as accuracy, clarity or fidelity are the most common. All of them are product- oriented and set interpretation within the framework of target text as "a faithful image" (Gile, 1991: 198 in Pochhacker, 2001: 413) or "exact and faithful reproduction" (Jones, 1998: 5 in Pochhacker, 2001: 413) of the original utterance. On the other hand, the concept of clarity is described as “listener orientation” or “target- text comprehensibility” (Pochhacker, 2001: 413). Additionally, interpreter is required to represent faithfully the original speaker as well as his/her interests and intentions.

CONCLUSION ON CHAPTER I

This chapter presents the importance of theory of translation in translation training to build translation competence in revitalizing the teaching of translation. Firstly, the translation competence is defined. Then, six sub-competences of translation competence are described and materials given in the translation subject to build students' competence are presented. This competence builds students' awareness in detecting translation problem and finding the strategy to solve it. Some strategy applied by the translator in his translation (translation technique) are presented. These techniques are implemented to solve untranslatability. By introducing these techniques, the students improve their translation competence, especially in translating untranslatable words or expression. Students' responses on the materials related the translation theory are also presented. This will be useful input for future improvement for the translation subject.

Based on materials, it can be concluded that in the translation subject, the activity of learning should provide theory of translation to the students. This theory will support the students to build their translation competence especially the sub-competence of knowledge of translation and strategic sub-competence. This translation competence is needed to produce a good translation. It can be done by giving special subject on translation theory in the curriculum, or it may be given inclusively in the translation practice. Moreover, problem-based translation model will build students' awareness on how to solve the problem of untranslatability. By finding specific and suitable strategy will give a better technique in solving the translation problem. Moreover, by using translation seminar might create sensitivity and ability in transferring the message appropriately into the target language.

CHAPTER II

MODES AND MODALITIES OF INTERPRETATION

2.1 SIMULTANEOUS AND CONSECUTIVE INTERPRETATION

Interpretation or **interpreting** is the facilitating of oral or sign-language communication, either simultaneously or consecutively, between users of different languages. Translation studies is the systematic study of the theory, description and application of interpretation and translation.

An *interpreter* is a person who converts a thought or expression in a source language into an expression with a comparable meaning in a target language either simultaneously in "real time" or consecutively after one party has finished speaking. The interpreter's function is to convey every semantic element (tone and register) and every intention and feeling of the message that the source-language speaker is directing to target-language recipients.

Despite being used in a non-technical sense as interchangeable, *interpreting* and translation are not synonymous. *Interpreting* takes a message from a source language and renders that message into a **different** target language (ex: English into French). In interpreting, the interpreter will take in a complex concept from one language, choose the most appropriate vocabulary in the target language to faithfully render the message in a linguistically, emotionally, tonally, and culturally equivalent message. Translation is the transference of meaning from *text to text* (written or recorded), with the translator having time and access to resources (dictionaries, glossaries, etc.) to produce an accurate document or verbal artifact. Lesser known is "transliteration," used within sign language interpreting, takes one form of a language and transfer those **same words** into another form (ex: spoken English into a signed form of English, Signed Exact English, not ASL).

In court interpreting, it is not acceptable to omit anything from the source, no matter how quickly the source speaks, since not only is accuracy a principal canon for interpreters, but mandatory. The inaccurate interpretation of even a single word in a material can totally mislead the triers of fact. The most important factor for this level of accuracy is the use of a team of two or more interpreters during a lengthy process, with one actively interpreting and the second monitoring for greater accuracy, although there are many different opinions in the industry on to how to deliver the most accuracy in stressful situations.

Translators have time to consider and revise each word and sentence before delivering their product to the client. While live interpretation's goal is to achieve total accuracy at all times, details of the original (source) speech can be missed and interpreters can ask for clarification from the speaker. In any language, including sign languages, when a word is used for which there is no exact match, expansion may be necessary in order to fully interpret the intended meaning of the word (ex: the English word "hospitable" may require several words or phrases to encompass its complex meaning). Another unique situation is when an interpreted message appears much shorter or longer than the original message. The message may appear shorter at times because of unique efficiencies within a certain language.

English to Spanish is a prime example: Spanish uses gender specific nouns, not used in English, which convey information in a more condensed package thus requiring more words and time in an English interpretation to provide the same plethora of information. Because of situations like these, interpreting often requires a "lag" or "processing" time. This time allows the interpreter to take in subjects and verbs in order to rearrange grammar appropriately while picking accurate vocabulary before starting the message. While working with interpreters, it is important to remember lag time in order to avoid accidentally interrupting one another and to receive the entire message.

In (extempore) simultaneous interpretation (SI), the interpreter renders the message in the target-language as quickly as he or she can formulate it from the source language, while the source-language speaker continuously speaks; an oral-language SI interpreter, sitting in a sound-proof booth, speaks into a microphone, while clearly seeing and hearing the source-language speaker via earphones. The simultaneous interpretation is rendered to the target-language listeners via their earphones. Moreover, SI is the common mode used by sign language interpreters, although the person using the source language, the interpreter and the target language recipient (since either the hearing person or the deaf person may be delivering the message) must necessarily be in close proximity.

The first introduction and employment of extempore simultaneous interpretation using electronic equipment that can facilitate large numbers of listeners was the Nuremberg Trials, with four official working languages.

In consecutive interpreting (CI), the interpreter speaks after the source-language speaker has finished speaking. The speech is divided into segments, and the interpreter sits or stands beside the source-language speaker, listening and taking notes as the speaker progresses through the message. When the speaker pauses or finishes speaking, the interpreter then renders a portion of the message or the entire message in the target language.

Consecutive interpretation is rendered as "short CI" or "long CI". In short CI, the interpreter relies on memory, each message segment being brief enough to memorize. In long CI, the interpreter takes notes of the message to aid rendering long passages. These informal divisions are established with the client *before* the interpretation is effected, depending upon the subject, its complexity, and the purpose of the interpretation.

On occasion, document sight translation is required of the interpreter during consecutive interpretation work. Sight translation combines interpretation and translation; the interpreter must render the source-language document to the target-language as if it were written in the target language. Sight translation occurs usually, but not exclusively, in judicial and medical work.

Consecutively interpreted speeches, or segments of them, tend to be short. Fifty years ago, the CI interpreter would render speeches of 20 or 30 minutes; today, 10 or 15 minutes is considered too long, particularly since audiences usually prefer not to sit through 20 minutes of speech they cannot understand.

Often, if not previously advised, the source-language speaker is unaware that they may speak more than a single sentence before the CI interpretation is rendered and might stop after each sentence to await its target-language rendering. Sometimes, however, depending upon the setting or subject matter, and upon the interpreter's capacity to memorize, the interpreter may ask the speaker to pause after each sentence or after each clause. Sentence-by-sentence interpreting requires less memorization and therefore lower likelihood for omissions, yet its disadvantage is in the interpreter's not having heard the entire speech or its gist, and the overall message is sometimes harder to render both because of lack of context and because of interrupted delivery (for example, imagine a joke told in bits and pieces, with breaks for translation in between). This method is often used in rendering speeches, depositions, recorded statements, court witness testimony, and medical and job interviews, but it is usually best to complete a whole idea before it is interpreted.

Full (i.e., unbroken) consecutive interpreting of whole thoughts allows for the full meaning of the source-language message to be understood before the interpreter renders it in the target language. This affords a truer, more accurate, and more accessible interpretation than does simultaneous interpretation.

The only case in which the technique of consecutive interpreteation cannot be applied is when a written speech is being read out. Written speeches are best dealt with by the reading of pre-translated texts.

2.2 Whispered

In whispered interpreting (*chuchotage*, in French) sometimes called *whispering simultaneous*, the interpreter sits or stands next to the person or people requiring interpretation (a maximum of two people can be accommodated, unless a microphone and headphones are used) The interpreter does not whisper, as this would after a time be taxing on the voice making further speech impossible due to the hoarseness whispering for long periods induces. . Instead the interpreter speaks softly using normal (voiced) speech kept at a low volume. The interpreter's mouth and the ear of the person listening must be in close proximity so as not to disturb the others in the room. Without electronic equipment, *chucotage* is tiring as the interpreter's posture is affected.

Simultaneous interpreting is used when people need to follow what is said in the room without themselves making a contribution, whereas consecutive interpretation is used when there is a dialogue, and perhaps people wish to hear what the original speaker said in the source language because some of the listeners speak that language, or in a court setting, to preserve for the record the original words of the speaker when a witness or other party is questioned.

Consecutive interpretation will double the time take, as everything said in source language is repeated once again in the target language.

Because of the intense concentration needed by interpreters to hear every word spoken and provide an accurate rendition in the target language, professional interpreters work in pairs or in teams of three, so that after interpreting for twenty minutes, the interpreters switch.

Relay

Relay interpreting is usually used when there are several target languages. A source-language interpreter interprets the text to a language common to every interpreter, who then renders the message to their respective target languages. For example, a Japanese source message first is rendered to English to a group of interpreters, who listen to the English and render the message into Arabic, French, and Russian, the other target languages. In heavily multilingual meetings, there may be more than one "intermediate" language, i.e. a Greek source language could be interpreted into English and then from English to other languages, and, at the same time, it may also be directly interpreted into French, and from French into yet more languages. This solution is most often used in the multilingual meetings of the EU institutions.

Liaison

Liaison interpreting involves relaying what is spoken to one, between two, or among many people. This can be done after a short speech, or consecutively, sentence-by-sentence, or as *chuchotage* (whispering); aside from notes taken at the time, no equipment is used.

Types

Conference

Conference interpreting is the interpretation of a conference, either simultaneously or consecutively, although the advent of multi-lingual meetings has consequently reduced the consecutive interpretation in the last 20 years.

Conference interpretation is divided between two markets: the institutional and private. International institutions (EU, UN, EPO, et cetera), holding multi-lingual meetings, often favor interpreting several foreign languages to the interpreters' mother tongues. Local private markets tend to bi-lingual meetings (the local language plus another) and the interpreters work both into and out of their mother tongues; the markets are not mutually exclusive. The International Association of conference interpreters (AIIC) the only worldwide association of conference interpreters. Founded in 1953, it assembles more than 2,800 professional conference interpreters in more than 90 countries.

Judicial

Judicial, legal, or court interpreting occurs in courts of justice, administrative tribunals, and wherever a legal proceeding is held (i. e., a police station for an interrogation, a conference room for a deposition, or the locale for taking a sworn statement). Legal interpreting can be the consecutive interpretation of witnesses' testimony, for example, or the simultaneous interpretation of entire proceedings, by electronic means, for one person, or all of the people attending.

The right to a competent interpreter for anyone who does not understand the language of the court (especially for the accused in a criminal trial) is usually considered a fundamental rule of justice. Therefore, this right is often guaranteed in national constitutions, declarations of rights, fundamental laws establishing the justice system or by precedents set by the highest courts. However, it is not a constitutionally required procedure (in the United States) that a certified interpreter be present at police interrogation.

In the US, depending upon the regulations and standards adhered to per state and venue, court interpreters usually work alone when interpreting consecutively, or as a team, when interpreting simultaneously. In addition to practical mastery of the source and target languages, thorough knowledge of law and legal and court procedures is required of court interpreters. They are often required to have formal authorization from the State to work in the Courts — and then are called certified court interpreters. In many jurisdictions, the interpretation is considered an essential part of the evidence. Incompetent interpretation, or simply failure to swear in the interpreter, can lead to a mistrial.

Escort

In escort interpreting, an interpreter accompanies a person or a delegation on a tour, on a visit, or to a meeting or interview. An interpreter in this role is called an *escort interpreter* or an *escorting interpreter*. This is liaison interpreting.

Public sector

Also known as community interpreting, is the type of interpreting occurring in fields such as legal, health, and local government, social, housing, environmental health, education, and welfare services. In community interpreting, factors exist which determine and affect language and communication production, such as speech's emotional content, hostile or polarized social surroundings, its created stress, the power relationships among participants, and the interpreter's degree of responsibility — in many cases more than extreme; in some cases, even the life of the other person depends upon the interpreter's work.

Medical

Medical interpreting is a subset of public service interpreting, consisting of communication among medical personnel and the patient and his or her family or among medical personnel speaking different languages, facilitated by an interpreter, usually formally educated and qualified to provide such interpretation services. In some situations medical employees who are multilingual may participate part-time as members of internal language banks. The medical interpreter must have a strong knowledge of medicine, common medical procedures, the patient interview, the medical examination processes, ethics, and the daily workings of the hospital or clinic where he or she works, in order to effectively serve both the patient and the medical personnel. Moreover, and very important, medical interpreters often are cultural liaisons for people (regardless of language) who are unfamiliar with or uncomfortable in hospital, clinical, or medical settings. For example, in China, there is no mandatory certificate for medical interpreters as of 2012. Most interpretation in hospitals in China is done by doctors, who are proficient in both Chinese and English (mostly) in his/her specialty. They interpret more in academic settings than for communications between doctors and patients. When a patient needs English language service in a Chinese hospital, more often than not the patient will be directed to a staff member in the hospital, who is recognized by his/her colleagues as proficient in English. The actual quality of such service for patients or medical translation for communications between doctors speaking different languages is unknown by the interpreting community as interpreters who lack medical background rarely receive accreditation for medical translation in the medical community. Interpreters fall within the Allied Health Profession Allied Health Professionals category of medical providers.

Sign language

A sign language interpreter must accurately convey messages between two different languages. An interpreter is there for both deaf and hearning individuals. The act of interpreting occurs when a hearing person speaks, and an interpreter renders the speaker's meaning into sign language, or other forms used by the deaf party(ies). The interpreting also happens in reverse: when a deaf person signs, an interpreter renders the meaning expressed in the signs into the oral language for the hearing party, which is sometimes referred to as voice interpreting or *voicing*. This may be performed either as simultaneous or consecutive interpreting. Skilled sign language interpreters will position themselves in a room or space that allows them to be seen by the deaf participants and heard clearly by hearing participants, as well as be in a position to hear and/or see the speaker or speakers clearly. In some circumstances, an interpreter may interpret from one language to another whether that is English to British Sign Language, English to American Sign Language, Spanish to English to American Sign Language and so on.

Deaf individuals also have the opportunity to work as interpreters. The Deaf individual will team with a hearing counterpart to provide interpretation for deaf individuals who may not know the same sign language used in that country, who have minimal language skills, are developmentally delayed or have other mental and/or physical disabilities which make communication a unique challenge. In other cases the hearing interpreter may interpret in the sign language, whichever kind of sign language the team knows and the deaf team will then interpret into the language in which the individual can understand. They also interpret information from one medium of language into another — for example, when a person is signing visually, the deaf interpreter could be hired to copy those signs into a deaf-blind person's hand and add visual information.

Media

By its very nature, media interpreting has to be conducted in the simultaneous mode. It is provided particularly for live television coverages such as press conferences, live or taped interviews with political figures, musicians, artists, sportsmen or people from the business circle. In this type of interpreting, the interpreter has to sit in a sound-proof booth where ideally he/she can see the speakers on a monitor and the set. All equipment should be checked before recording begins. In particular, satellite connections have to be double-checked to ensure that the interpreter's voice is not sent back and the interpreter gets to hear only one channel at a time. In the case of interviews recorded outside the studio and some current affairs program, the interpreter interprets what he or she hears on a TV monitor. Background noise can be a serious problem. The interpreter working for the media has to sound as slick and confident as a television presenter.

Media interpreting has gained more visibility and presence especially after the Gulf War. Television channels have begun to hire staff simultaneous interpreters. The interpreter renders the press conferences, telephone beepers, interviews and similar live coverage for the viewers. It is more stressful than other types of interpreting as the interpreter has to deal with a wide range of technical problems coupled with the control room's hassle and wrangling during live coverage.

2.3 Modalities

Interpreting services can be delivered in multiple modalities. The most common modality through which interpreting services are provided is on-site interpreting.

On-site

Also called "in-person interpreting" or sometimes colloquialized as "face-to-face", this delivery method requires the interpreter to be physically present in order for the interpretation to take place. In on-site interpreting settings, all of the parties who wish to speak to one another are usually located in the same place. This is by far the most common modality used for most public and social service settings.

Telephone

Also referred to as "over-the-phone interpreting," "telephonic interpreting," and "tele-interpreting," telephone interpreting enables interpretation via telephone. The interpreter is added to a conference call. Telephone interpreting may be used in place of on-site interpreting when no on-site interpreter is readily available at the location where services are needed. However, it is more commonly used for situations in which all parties who wish to communicate are already speaking to one another via telephone (e.g. telephone applications for insurance or credit cards, or telephone inquiries from consumers to businesses)

Video

Interpretation services via Video Remote Interpreting (VRI) or a Video Relay Service (VRS) are useful for spoken language barriers where visual-cultural recognition is relevant, and even more applicable where one of the parties is deaf, hard-of-hearing or speech-impared (mute). In such cases the interpretation flow is normally within the same principal language, such as French Sign Language (FSL) to spoken French, Spanish Sign Language (SSL) to spoken Spanish, British Sign language (BSL) to spoken English, and American Sign Language (ASL) also to spoken English (since BSL and ASL are completely distinct), etc.... Multilingual sign language interpreters, who can also translate as well across principal languages (such as to and from SSL, to and from spoken English), are also available, albeit less frequently. Such activities involve considerable effort on the part of the translator, since sign language are distinct natural languages with their own construction and syntax, different from the aural version of the same principal language.

With video interpreting, sign language interpreters work remotely with live video and audio feeds, so that the interpreter can see the deaf or mute party, converse with the hearing party and vice versa. Much like telephone interpreting, video interpreting can be used for situations in which no on-site interpreters are available. However, video interpreting cannot be used for situations in which all parties are speaking via telephone alone. VRI and VRS interpretation requires all parties to have the necessary equipment. Some advanced equipment enables interpreters to control the video camera, in order to zoom in and out, and to point the camera toward the party that is signing.

Venues

The majority of professional full-time conference interpreters work for phone interpreting agencies, health care institutions, courts, school systems and international organizations like the United Nations, the European Union, or the African Union.

The world's largest employer of interpreters is currently the European Comission, which employs hundreds of staff and freelance interpreters working into the official languages of the European Union. The European Union’s' other institutions (the European Parliament and the European Court of Justice) have smaller interpreting services.

The United Nations employs interpreters at almost all its sites throughout the world. Because it has only six official languages, however, it is a smaller employer than the European Union.

Interpreters may also work as freelance operators in their local, regional and national communities, or may take on contract work under an interpreting business or service. They would typically take on work as described above.

CONCLUSION ON CHAPTER II

This chapter points relevant differences in the process and skills taking into account consecutive and simultaneous interpreting. In the former case interpreters have the possibility of listening and assimilating the incoming information before producing their rendition, whereas in the latter they cannot afford to lag behind the speaker and therefore must produce their interpretation on the basis of shorter source- speech segments. The process of simultaneous interpreting comprises of three efforts- a Listening and Analysis Effort which is linked to the comprehension of the incoming message, a Production Effort required for the production of a target- language speech, and a Short- Term Memory Effort which corresponds to storing the information just received from the speaker. Consecutive interpreting has two stages. The first one is similar to simultaneous interpreting; the only difference lies in the fact that the Production Effort in this case is devoted to taking notes, not producing a speech. During the second stage the interpreter is no longer paced by the speaker but produces a rendition on the basis of his/ her notes. Therefore the distribution of efforts is as follow: a Note- Reading effort for deciphering the notes, a Long- Term Memory Effort which refers to storing the information in long- term memory and reconstructing the speech, and finally a Production Effort for providing interpretation. There are some important differences in interpreting skills that results from such a distribution of efforts. An interpreter working in simultaneous mode has to split his/ her attention between two parallel lines of discourse and at the same time monitor his/ her own output for logic, coherence and linguistic correctness. Thus split attention is one of the most important aptitudes in this mode as well as a prerequisite for a successful performance. Due to the fact that in consecutive mode speech comprehension and speech production stages do not overlap, the level of split attention is lower. In this case the interpreter is only paced by the speaker during listening and taking notes. During the last phase, he/ she can perform at his/ her own pace which decreases the possibility of making errors. Another difference is attributed to the fact that in consecutive mode incoming message is committed to the interpreter’s long- term memory in the range of a few minutes, whereas simultaneous interpreting makes use of shortterm memory which lasts only up to several seconds. It is also worth mentioning that note- taking is not subject to the same rules of linguistic correctness as speech production as its primary aim is to help interpreter reconstruct the source- language message. Accordingly, faithfulness in note- taking is not an aspect of interpreting which is constantly evaluated by the audience. As for the working environment, consecutive interpreting is best suited for situations involving a small number of people; therefore interpreters working in this mode have a direct contact both with the speaker and the audience. Simultaneous interpreters work in sound- proof booths because of the high level of concentration required. Because this mode of interpreting saves time it applies to 90 % of conferences and meetings particularly within European Union.

CHAPTER III

TEACHING METHODS OF SIMULTANIOUS TRANSLATION WITH INFORMATIVE TECHNOLOGIES

3.1 TRADITIONAL METHODS IN TEACHING ST

The interpreting module aims to enhance all those skills by employing a range of pedagogical methods. For example, learning a variety of skills (prioritization of information, high-level concentration, speech analysis, structuring of texts, switching between languages, reading for gist, enhancing presentation skills, note-taking) goes beyond what is useful in the classroom. These skills also prepare students for interviews and a range of situations in a variety of scenarios in the working environment. If we look at the competence profile of interpreters there is a high expectation on the interpreter to show knowledge (and how to acquire knowledge is being taught during the course), cognitive skills such as attention and memory (also consistently practiced over the year) and personality traits e.g. stress tolerance – all of which enhance students' employability. Looking at 'memory', for example, as one of the basic principles of consecutive interpreting, we see that this goes beyond 'remembering' things as in remembering dates, vocabulary and facts; rather, mnemonic techniques are used such as visualization (Jones 2002:29).

The interpreting practice prepares students for a wide variety of professions. A significant number of graduates can apply for jobs in the Foreign Office, accountancy, public relations and the media. Students will be well prepared to approach any of these sectors. With regard to those who will go into teaching an ease of language application will have been achieved together with a good level of self-confidence which will give students a head-start when entering this profession.

There appears to be a widespread opinion that undergraduates do not have the sufficient linguistic abilities to participate successfully on the subject of simultaneous interpreting in the 3rd year of their education. I strongly oppose this opinion, and suggest that what we need here is a clear definition of what we want to achieve by the introduction of Interpreting at undergraduate level.

As one can see from the list of topics, there is, occasionally, an intentional overlap of certain areas of vocabulary or content, which therefore facilitates vocabulary acquisition and overall understanding of the topic areas. Some topics also link in with our core language module, giving students another opportunity to put the newly acquired language into practice. The speed with which interpreting takes place leaves students no other option but to learn vocabulary, and to keep up with this process preferably on a daily basis. Students put together their own vocabulary glossaries divided into columns for word, translation, word in context, related uses or exceptions and, if applicable, a symbol for note-taking.

word	translation	symbol
сўрамоқ	To ask/question	?
Вафот этмоқ	To die/ to perish	
Молиявий таъминот	Financial support	$

What students have perceived as beneficial in relation to vocabulary acquisition in this course is:

- the enormous amount of vocabulary they have acquired
- vocabulary that could be transferred to other modules
- the discovery of ‘new’ areas of vocabulary
- the application of new terminologies

- the acquisition of higher register vocabulary
- an increased awareness of nuances in different languages
- the awareness of vocabulary not as individual words but as a concept
- the ability to be more concise in both English and German.

Gaining linguistic skills that are in demand in the business world

One of the objectives of the course is to increase students' flexibility in moving between the languages. Increasing speed in simultaneous interpreting, translating previously unseen written texts fluently and calmly, and switching between languages in a liaison exercise all help to improve students to respond quickly. The need to 'think on one's feet' promotes a high level of mental alertness and familiarity with both languages.
(There is a link at the end of this paper to an example of a simultaneous exam exercise to show the speed with which students can translate at the end of an academic year.)

3. Developing transferable skills

Students have perceived the course as highly beneficial since it also promotes abilities and skills beyond the acquisition of language skills that are highly valued by employers: good concentration, flexibility, confidence, self-presentation and so on. In their report commissioned by the Nuffield Foundation, *A New Landscape for Languages (2003,34).* Michael Kelly and Diana Jones speak of the need to change the view of studying languages in order to demonstrate the vocational advantage, and portray language as a challenging and stimulating object of study and potential main focus of a career. Some employers have begun to recognize this as shown by the following email from one of our third year students whose career plan was to study law after graduating in 2007:

'I just wanted to let you know that I have been offered a training contract with […] in London. As you probably know this is a 'magic circle' law firm which means that it is one of the top five international, commercial law firms worldwide[…] I thought that you would like to know that the partners who interviewed me were particularly enthusiastic about the fact that I was studying interpreting alongside other more traditional modules. They agreed that the presentation and communication skills together with the need for rapid responses were invaluable generic skills which would be extremely useful in their field of work.'

3.2 COMMUNICATIVE TECHNOLOGIES IN TEACHING ST

Student-centered and independent learning

The Interpreting module strives for a high level of student autonomy and experiential learning. Students follow an ascending path by experiencing an interpreting situation through set tasks, followed by reflective observation through self-assessment, partner-assessment, feedback sessions and working on linguistic issues. This then forms the basis for student-led sessions. Here students put into practice what they have learned through theory and practice by writing their own course material. This leads to a process of understanding and reflection which enables them to approach the next segment of teaching material with greater ease and proficiency. It also leads to deeper understanding of the 'hows' and 'whys' of classroom activities and teaching material used.

With practice material available on the Blackboard system and in the language laboratory and work groups meeting outside teaching times students take responsibility for their own learning process; the teacher, at times, assumes a more facilitating role where 'the process of learning comes to the foreground and the content emerges from experience' (Fry et al. 2003).
An important feature of student learning is to enable students to take responsibility for their own progress. While learning progress can be monitored to some extent through tests and mock exams, students need to take an active role with regard to their own progress. Creating their own vocabulary glossaries, planning and running their own lessons and independent learning over the Internet are just a few examples of students achieving learning independence.

Working in a team

The ability to work in a team is a skill that is also needed in the world of work. At a time in their studies when students prepare for their finals on an individual basis, it is more necessary than ever before to promote team learning and team working. This is achieved by team tasks to prepare material, to monitor each other's work and to prepare and run student-led lessons. Needless to say, as a teacher, I profit as well from these exercises as they give me an insight into whether students have achieved my teaching objectives by correctly implementing these exercises in their own activities.

Peer assessment, self-help groups, simulations and demonstrations all help to create a learning atmosphere where, despite a looming final exam, the 'we' is of more importance than the 'me'.

Confidence building and coping with stress

Although initially much disliked by students, performing in front of the class or having work played to the entire class is a necessary exercise to make students aware of their own strengths and weaknesses so they can address them. It is also highly beneficial to recognize co-learners' struggles and achievements in order to put one's own performance into perspective.

The practice of Interpreting can be a very daunting task, and I had been wondering for a considerable time what, in addition to verbal reassurance, could be done to allay students' worries. For the first time in the academic year 2003-04 I asked students to write down a minimum of five 'worries' and to grade them from 1 (not perceived as problematic) to 10 (gives me sleepless nights). I summarized the results and brought them back to class to discuss them. I then returned their papers to the students at the end of the Epiphany term and asked the students to re-grade their initial assessment of their anxieties. Overall, worries such as the fear of 'going blank', coping with the speed, note-taking, making a fool of oneself in class, coping with German syntax, the amount of vocabulary to learn and so on had significantly decreased. I have been doing this since and find that this exercise has helped students to become further aware of and to reflect on their progress and has increased their confidence.

Let us look, for example, at working under stress. That occupational stress and work as an interpreter go hand in hand has been sufficiently proven, e.g. by Pöchhacker (2004). The types and levels of stress vary and depend on situational and personal factors. Carefully planned teaching can help students to assess and overcome some of the stress factors and turn them into a positive, motivating experience which in turn may stand them in good stead in their work life.
(There is a link at the end of this paper to an example of an on-sight exam exercise where confident and calm presentation (and of course a high level of accuracy) is one of the key elements for marking.)

Increasing concentration levels

Apart from simultaneous interpreting, note-taking exercises are an excellent means of increasing the level of concentration. While looking at concepts rather than literal translation, developing an individual code of symbols and taking notes using symbols are excellent skills in themselves that students transfer to other seminars and lectures, the sheer concentration aspect is invaluable. Gradually extending students' memory capacity through memory games and constant practice is of immense use for students beyond the classroom.
(There is a link at the end of this paper to an excerpt from an exam paper in consecutive interpreting showing how these exercises develop the ability to present the text fluently, clearly and confidently.)

Translating consists of reproducing, in the target language, the nearest equivalent to the message in the source language, in the first place in the semantic aspect and, in the second place, in the stylistic aspect.

To a great extent, the quality of translation will depend on the quality of the translator, i.e. on her/his knowledge, skills, training, cultural background, expertise, and even mood! Newmark (1995b) distinguishes some essential characteristics that any good translator should have:

- Reading comprehension ability in a foreign language
- Knowledge of the subject
- Sensitivity to language (both mother tongue and foreign language)
- Competence to write the target language dexterously, clearly, economically and resourcefully

In addition, Mercedes Tricás refers to *intuition*, or common sense as the most common of all senses; in other words, making use of *that sixth sense*, a combination of intelligence, sensitivity and intuition. This phenomenon works very well if handled cautiously:

> *...the transfer process is a difficult and complex approach mechanism, one in which one must make use of all one's intellectual capacity, intuition and skill* (Tricás, 1995*).*

Apart from the previously mentioned aspects, it is relevant to emphasize the necessity for sound linguistic knowledge of both the SL and the TL, an essential condition, yet not the only one, to begin swimming up the streams of professional translation. However, neither knowing languages nor being efficiently bilingual is enough to become a translator.

For more than twenty years, translation theorists have been pointing this out, and yet many people believe and claim that knowing two or more languages is identical to knowing how to translate properly. We must banish this idea. Delisle (1980) states it clearly:

> *Linguistic competence is a necessary condition, but not yet sufficient for the professional practice of translation.*

In addition to reading comprehension ability, the knowledge of specialized subjects derived from specialized training and a wide cultural background, and the global vision of cross-cultural and interlingual communication, it is a *must* to learn how to handle the strategic and tactical tools for a good translating performance.

Hence the importance of a didactic translation approach: A methodology that allows the development of an effective and efficient transfer process from one language to another. As is widely known by those committed to the field, translation as a formal professional activity with a theoretical background is relatively new. Thus, a number of terms have recently been coined for the subject called Translation Theory ("Translatology" in Canada, "Traductología" in Spain, "Translation Studies" in Belgium and the Netherlands).

This discipline being so new, little has been done in terms of academic training in higher education in Chile to devise didactic methods and procedures to teach or learn how to translate. I quite agree with William Weaver, the translator of *The name of the Rose*, who claims that "*Translation is something you learn only by doing*." Nonetheless, we teachers may facilitate our own task and that of our students if we take advantage of the appropriate tools and strategies.

Cognition sciences have provided us with simple but very useful ideas about meaningful learning, i.e. a positive approach to learning that comes from the relationship between previous knowledge and new knowledge.[1]

This cognitive approach perfectly applies to the transfer process of ideas from one language to another, which obviously implies a lot more than the simple reproduction model. In the preparatory phase of a translation, cognition, in the form of self-consciousness and self-confidence, plays a very important role, inasmuch as this period implies conscious mental activities, where translating problems are detected and analyzed, and information and knowledge are accumulated (Kussmaul, 1995).

From the psychological and social point of view, the translator, whose profile should be that of an intellectual worker with professional training characteristics such as the above-mentioned, will be more successful if her/his social-affective development is given more emphasis, for s/he may be better prepared for cooperative work, and s/he may reach a higher tolerance level, showing respect, self-criticism and sensitivity.

The Global Approach

With regard to the principal approaches to a translation text, the most renowned translation theorists (Delisle, Newmark, Nida, Nord, Kussmaul) are in agreement on the following aspects:

Firstly, there is comprehension and interpretation of texts which implies the management of the approach principles to various types of texts, considering the textual, referential, cohesion and naturalness levels. This competence includes reading comprehension and message interpretation (encoding and decoding).

Secondly, re-wording is also important. It means the application of the various strategies for the restitution process of the message (re-coding) by choosing the appropriate method(s), techniques and procedures. Among the most frequently used procedures for the restoration of ideas contained in a translation unit, a translator may resort to transfer, cultural or functional equivalent, synonymy, transposition, modulation, compensation, reduction and expansion or amplification (See Newmark, P., 1995: *A Textbook of Translation*). These skills constitute the essence of translating competence and should most strongly emphasized in the training prospective translators. For this purpose, it is also indispensable to make effective use of different types of documentation: Parallel texts, monolingual and bilingual dictionaries, encyclopedias, term data base, informants, other sources.

And thirdly, translation theorists give great importance to the assessment of the result, i.e. evidencing the capacity to confront the translated text with the original text, being able to assess earnings and losses and showing self-correction capacity. It is the accurate revision of the output that will definitely result in a final translation of higher quality.

The Specific Approaches

According to most translation theorists, the specific approaches to text translation tend to be similar. On the one hand, it is necessary to use one or more translating approaches or models. On the other, there is always a way of approaching an SL text, whether the translator chooses the author-centered traditional model, the text-centered structuralistic model or the cognitive reader-centered model. Depending on their training, translators will adopt one model or another, but many will tend to tend to an eclectic integration of the three approaches.

Translators should be aware of the fact that incorrect comprehension of a text considerably decreases the quality of the translation. We must, therefore, use reading comprehension strategies for translation (underlining words, detecting translation difficulties, contextualizing lexical items—never isolating them -, adapting, analyzing, and so on.)

Finding solutions to dilemmas is a constant in the work of the translator. This includes translating problems such as linguistic or cultural "untranslatability," being able to manage losses and gains, solutions to lexical ambiguity, etc., through various mechanisms such as compensation, loans, explanatory notes, adaptation, equivalence, paraphrasing, analogies, etc.

Translators should also be aware that meaning is not only conveyed by words. Hence adequate decoding and re-coding of nomenclatures, figures, tables and charts; standardized terms, acronyms, metonyms, toponyms, etc. is a matter that must be properly considered.
A good translator should define some essential starting-points for the approximation to a text to be translated, such as the author of the text, the aim of the text, the readership, and the standard to be used, for which it is important to identify and

categorize the author, the message, the kind of discourse, the translator and the readership.

Another important aspect is the pre-editing of the original text to detect eventual source text defects, on the one hand, and the post-editing of the translated text to verify the use of the most adequate syntactic, semantic and graphemic levels (recognition of the reviser's role), on the other hand.

Among formal matters, translators should be aware of and control the sound effect and cadence of the translated text ("translating with the ear") to avoid cacophonous combinations and calque on the source language.

Regarding the use of translation procedures and strategies, translators must constantly make choices, in each paragraph, sentence or translation unit, so as to decide which of them is the most useful for the transfer of the ideas in the text being translated. It means adapting the most suitable strategies and techniques to the requirements of the text rather than adopting a certain technique and using it for ever.

Last, but not least, translators should observe that the essence—in terms of meaning and sense, register and style, etc.— and the lay out of the original text— in terms of format, i.e. sources, paragraphs, indentation, columns, tables, etc.—is properly adhered to in the translated unit.

A Translation Methodology: A Cooperative Work Procedure

My experience in the field of translation training has given me some useful hints on how to elaborate a translation methodology with undergraduate students who want to become translators. This approach attempts to develop some workshop activities for the translation process—as a cooperative activity with the students—through a graded and sequential procedure. We must assume that students have sound linguistic knowledge, both theoretical and practical, and a wide cultural bilingual background, achieved during their first years in college.

This methodology, consisting of a step-by-step procedure workshop, (stages may sometimes be sequential and successive, sometimes, alternated) has proven quite successful in my classes in terms of students' motivation, productivity and the quality of their work. However, I do think that this methodology can be improved.

1. The teacher makes a selection of the material to be translated. Texts must be chosen according to previously defined objectives for translation practice, taking into account the degree of difficulty of the texts (semantic, cultural, stylistic, etc.), the topic or the specific knowledge area (science and technology; social, institutional, economic and/or political topics; and literary or philosophical works), the translation problems to be solved, and so on.
2. After browsing through the text (scan reading and/or skim reading), the students, assisted by their teacher, should identify the source, the norm, the type of text, the register, the style and the readership of the text selected. It is a kind of game of the imagination in which the text is real but the client and her/his needs are imaginary.
3. The students should read the whole text at least twice: The first reading will be comprehensive and general, to become acquainted with the topic and to understand the original, always bearing in mind that meaning is context-determined.
4. The second reading must be a "deep" reading, placing emphasis on items where translation problems may appear. In other words, this is what I have called "reading with translation intention," i.e. doing pre-editing and assessing the quality of the writing (Reminder: Not all texts are well written). In my opinion, when translating into the TL, if the translator detects mistakes (usually due to misprints) in the original text, s/he should be entitled to amend them in her/his version if too obvious or else consult the client or an expert in case of doubt. When doing this "reading with translation intention," students should first underline unknown terms and then they should mentally confront potential translation difficulties in the text with suitable translation procedures.
5. The teacher then divides the text into as many segments as students in the group. Depending on the degree of difficulty and the length of the text, these

segments may be paragraphs, columns, pages or even whole chapters. Then, each student is assigned a fair portion of the text. The segment distribution order should rotate so that a different student begins a translation unit every time.

6. If the topic is already quite familiar to the students, they do a preliminary translation. As this is the first approach to the text, it will probably lack naturalness, since students tend to transfer SL units of translation to TL units of translation ("one-to-one translation," Newmark, 1995a). This first approach can often be made orally and suggested annotations may be written in the margins.

7. If the topic is completely unknown to the students, they should consult complementary literature. In other words, before beginning the transfer process, they should resort to various documentation sources, especially parallel texts (those which are similar in nature and style) in the language of the original. This allows them to achieve a deeper understanding of the topic under study.

8. Once the "one-to-one" version is accomplished, the students do a second version of their own translation—this time a written draft—handling the most suitable translation strategies and procedures and being faithful in the transfer of ideas.

9. With the original text in front of her/him and being careful to follow the same correlative order of the SL text, each student reads out her/his own version of the translated text, making the necessary pauses between sentences.

10. The students and the teacher follow the reading of each text attentively. As a monitoring activity, everybody should feel free to stop the reading at the end of a given sentence and have the reading of the segment repeated, when the situation warrants comments, suggestions, questions, contributions, etc. The students have to "defend" their work against criticism.

11. During this procedure, the students and the teacher need to set up all necessary conventions with regard to the homogeneity of the terms and the coherence and cohesion of the final version.

12. As Newmark states, "*translation is for discussion"* (Newmark, 1995b). Students should then be encouraged to take notes and discuss the (in)convenience of

the contributions and comments arising from this analytical reading of each one of the different versions proposed.

13. As a metacognitive activity, the students, assisted by the teacher, analyze the translation strategies and procedures used, and discuss the reasons taken into account in the choice of each analyzed criterion: "*The ability to discuss translations in an objective way is central to a translator's competence"*, (Kussmaul, 1995).

14. The students hand in the final version of their revised and post-edited segments, which have already been amended in the light of the whole text. The work must be typed, double-spaced and paged according to the original.

15. The teacher makes a final revision (second post-edit), gives formative evaluation and makes comments, emphasizes findings, "happy" solutions and creative acts, on the one hand, and analyzes failures and weaknesses in the process, on the other.

In seminars of this kind, I assume that the teacher is understood as a facilitator of the translation task, since the lion's share of the transfer process is accomplished by the students, mainly collectively, but also individually. I therefore consider it valid for students to consult all possible information sources, including the traditional written forms, the "live" sources or informants, e.g. their own teacher (the "client," in this case), experts in the topic, native speakers, translation software, term data bases and the international data processing nets. For this process to be efficiently carried out, the following minimum conditions should be met:

Profile of the Student

- Sound linguistic training in the two languages
- Knowledge covering a wide cultural spectrum
- High reading comprehension competence and permanent interest in reading
- Adequate use of translation procedures and strategies
- Adequate management of documentation sources
- Improvement capacity and constant interest in learning
- Initiative, creativity, honesty and perseverance

- Accuracy, truthfulness, patience and dedication
- Capacity for analysis and self-criticism
- Ability to maintain constructive interpersonal relationships
- Capacity to develop team work
- Efficient data processing training at user's level (an introductory course is NOT enough)
- Acquaintance with translation software for MT and MT edition

In sum, translators must understand the original text, for which they must have wide general knowledge, handle the vocabulary of the topic in the SL as well as in the TL and, last but not least, write their own language well (Orellana, 1994).

Profile of the Educator

- Sound knowledge of the SL and the TL, translation theory, transfer procedures, cognition and methodology
- Comprehension of what translation is and how it occurs (Bell, 1994)
- Permanent interest in reading various kinds of texts
- Ability to communicate ideas clearly, empathically and openly
- Ability to work out synthesis and interrelationship of ideas
- Capacity to create, foster and maintain a warm work environment, "*an atmosphere of sympathetic encouragement"* (Kussmaul, 1995)
- Capacity to foster search and research
- Accuracy and truthfulness; critical, self-critical and analytical capacity
- Clear assessment criteria

The Infrastructure

- Terminological resources (tools to save time and to make translation more profitable): Monolingual and bilingual dictionaries, specialized dictionaries, encyclopedias, glossaries, various texts on translation theory and practice, access to international data processing nets, informants, expert and other sources.

- International collaboration via congresses, symposia, seminars, conferences, inquiries through international nets, etc.
- PCs, translation software, printers and printing material, term data bases.
- Appropriate environment: The right place and enough time for reflection: Ideally, a translation laboratory.

Evaluation

As suggested by Kussmaul (1995), it is a good practice to classify the kinds of errors/difficulties. The most frequent types of difficulties arising from translation that I propose to assess in any translation are the following:

- Comprehension, sense and ideas
- Lexico-semantic level
- Morphosyntactic level
- Writing style and register
- Spelling and punctuation
- Creative solutions to translation problems
- Transfer and re-wording (use of translation procedures)
- Cohesion and coherence
- Assessment of the result and post-edition
- Format

The method of penalization of errors must be previously established, using clear criteria, and placing emphasis on the lack of coherence, especially regarding meaning and sense, whether it is due to faulty translation, missing items or the wrong application of lexical, semantic, grammatical, graphemic and/or cultural transfer. I suggest being drastic with text omissions, but I find it important to point out to the students all the positive aspects of meaning of her/his translation.

CONCLUSION ON CHAPTER III

This chapter introduces students to the issues and techniques associated with conference interpreting and translation. Students will be exposed to the practice of conference interpreting and translation (introduction to simultaneous interpreting, communication skills, preparation techniques, terminology, ethics, and working practices) with a specific focus on international organization’s processes and procedures.

The chapter deals firstly with some theoretical reflections about the translational process and the various approaches to verge on texts to be translated. Then, a sequential work procedure carried out with undergraduate translation students is described. This methodology, consisting of a step-by-step, either sequential or successive procedure for workshops, which has proven quite successful in translator training at an undergraduate level. The educator is understood as a facilitator of the translation task: The lion's share of the transfer process is accomplished by the students both collectively and individually. The methodology proposed and the corresponding evaluation process is discussed, and the human profiles and the work facilities are defined. All the aspects presented and analyzed here respond to empirical matters.

Translators—like all "professional professionals"—must undergo permanent training. Their productive capacity, however, should not always be measured or weighed in terms of pages, words or hours done, but rather taking into account the quality of the output or finished work—work that consumes lots of neurons (although it stimulates many others).

Those of us who are acquainted with translation software know the enormous output difference between a machine-translated text and a human-translated text. In order to solve translation problems, a human translator must make use of his/her cleverness, creativity, curiosity, intuition, ingenuity, reflection, resourcefulness, and much more; a machine, however, no matter how well-fed it is, is unable to discriminate or discern. In conclusion, it should be now evident that interpreter's core competence ought to be developed by focusing on skills such as speaking and listening at the same time, anticipating the speaker, memorising, splitting attention as well as coping with stress and concentrating. All of the above mentioned concepts contribute to training qualified interpreters who are able to provide a high- quality service. However, one of the crucial conclusions is that the concept of interpreting quality is hard to be defined due to the fact that it comprises of various aspects and different subjects such as interpreters, clients, users, speakers and trainers, each with a diverse view and perception of quality. The variety of international meetings which take place in the institutions of the European Union as well as other international organizations led to the fact that interpreting started to be perceived as a service intended on facilitating communication in multilingual settings. Therefore, interpreters are supposed to render a professional service based on the skills they have required in the process of training. The achievement of expertise, however, is a gradual process which focuses on training and integrating specific subskills which account for a successful service.

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