

**A THESIS IN ENGLISH ARABIC/ ARABIC ENGLISH  
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# **LIVE SIMULTANEOUS INTERPRETING OF POLITICAL SPEECHES INTO ARABIC.**

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## **ABSTRACT**

To exploit available theoretical material in interpreting, in a manner that forces us to rely less on intuition and more on methodical experience and systematic practice, is a rich field to be explored. This dissertation aims at discussing interpreting studies and examining various aspects of creativity in relation to translation and interpreting. Specifically, it attempts to explore how interpreters' creativity manifests itself in the treatment of such thorny issues as neologism. It also presents an analysis of actual interpretations aired by the news networks Al- Jazeera and Al- Arabia of President Bush Speech in terms of omission, addition and re-phrasing. In addition to these linguistic aspects, the analysis also includes a discourse attitude analysis of Bush's speech in memory of September 11.

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## INTRODUCTION

Interpreting is, by definition, a spoken phenomenon. To be able to interpret, the interpreter must understand what the speaker has to say. But in most cases, the interpreter is not a subject specialist or an expert in the field being discussed. Consequently, numerous problems of understanding can and do occur, including terminological problems and difficulties arising from understanding the text structure. In expert discourse, for example, references can be hard to establish in the surface structure alone, and coherence is often maintained only by the use of implicit references. How and when understanding is achieved by the interpreter in such a situation are matters which the study of interpreters' understanding and production strategies would certainly be able to reveal.

Interpreting research has been hindered by many factors, some of which are said to emanate from the understandable fact that professional commitments often prevent interpreters from reflection on the process (Gile 1995). Similarly, those actively involved in research often lack the methodological experience of formulating hypotheses clearly and of engaging in controlled and systematic testing of these hypotheses: they have in the main come to the field from the humanities, first to translation studies, and then to the more specific area of interpreting (Shlesinger 1995).

A more convincing reason why research in interpreting has not progressed very far must be sought in the crucial issue of so-called 'paradigm shifts' or, to put it differently, in the willingness or otherwise of working within this or that unified framework. But in practice, is there such a unifying framework, and if one existed, is it desirable to limit oneself to it?

In fact, the variety of manifestations displayed by the interpreted text can only be tackled effectively through a variety of approaches each of which would be designed to serve specific requirements and objectives. At one and the same time

interpreting subsumes a socio-cognitive set of skills, actual texts to process, a range of processing tasks, acts of intercultural transfer and certain skills to be acquired. The thesis will focus on those aspects of translation studies that are relevant to interpreting. Suggested strategies and an analysis of actual interpretation aired by news networks will be presented to come up with what we shall call ‘coping tactics’ for English/Arabic simultaneous interpreters.

Three chapters, an introduction and a conclusion make up this thesis: Chapter one presents an overview of interpreting studies .It provides a brief summary of the interpreting research scene. It also provides a brief outline of interpreting modes and contexts, and a sampling of current schools seen as potentially capable of informing both teaching and research in interpreting.

Chapter two discusses creativity in translation and interpreting. It presents various models of creativity and attempts to explore how interpreters' creativity manifests itself in the treatment of neologisms , though in an introductory and still incomplete way. The main aim is to identify possible research areas for future studies of the creative processes in interpreting, issues that have so far not been subject to research to a very large extent. The second part of the chapter uses interpreters' strategies for rendering neologisms as an example of translational creativity. Basic strategies for the interpreting of neologisms are outlined.

Chapter three embarks on an analysis of actual interpretations aired by the news networks Al- Jazeera and Al- Arabia of a President Bush speech in terms of omission, addition and re- phrasing. In addition to these linguistic aspects, the analysis also includes a discourse attitude analysis of the Bush speech in memory of September 11. In this chapter, instead of looking at the constituent parts of individual sentences, the dissertation examines the presentation of larger organizational chunks in political speeches . The analysis shows how an interpreter negotiates between the source and the target texts and how interpreting theory can shed light on the interpreter’s routine operation to ensure a

‘soft landing’ at the end of a fast-paced working day. While the analysis seeks to argue the linkage of interpreting theory to practice, it also pinpoints the boundaries of such interface in the real-life practice and provides insight into a possible shift of focus in research as a whole. It also provides possible tactics used when comprehension problems arise, and when they threaten to arise under time-related or processing capacity related pressure. The final goal would be to raise awareness about what interpreting is and what processes (linguistic, pragmatic, practical or cognitive) are engaged during an interpretation.

The conclusion chapter provides a summary of the work and recommendations for future research.

## CHAPTER ONE

### INTERPRETING STUDIES THE INTERPRETING SCENE

It is now widely accepted that interpreting can most usefully be seen as a form of oral translation, of mainly oral texts. Indeed, the similarities between translation and interpreting are striking: in both activities we seek to achieve a communicative purpose, uphold the common standards of textual coherence and ensure that our target texts are compatible with their source (Hatim & Mason 1990). Certain differences must of course be recognized. Genuine disparity between the two skills may be accounted for in terms of the twin-notions of 'correctability' and 'verifiability'. These relate to the availability of source and target texts for correction and/or revision during and after the actual process of rendering a text (Gile 1995). Such exigencies have obvious implications for the training of translators and interpreters. The latter would in addition have to familiarize themselves with features of the spoken language, attend to speaking and voice quality, learn to cope with new terminology and general knowledge, be faster at decision-making and so on. As Gile (1998) explains, attention sharing can become a problem under time constraints, and many errors are due either to saturation in or improper management of the interpreter's processing capacity.

Unless otherwise indicated, in this part of the Chapter on modes and contexts of interpreting, I have relied on Gile (1995/1998), Hatim (unpublished manuscript) and Schlesinger (1995), as well as class notes from courses in interpreting I have done with Dr Faiq and Dr Hatim.

#### 1.1 INTERPRETING MODES

In this section, mode of interpreting will be outlined and illustrated. By 'mode', I mean

‘type’ or ‘skill’, and all that is required by such an arrangement.

### 1. Liaison Interpreting.

Also called ‘bilateral interpreting’, this particular mode which is most closely associated with community interpreting is being increasingly used in a variety of fairly informal situations such as business meetings and official visits. It is bidirectional (e.g. English > Arabic and back again) and usually conducted consecutively sentence by sentence.

A great deal of use has been made of liaison in language teaching and translator/interpreter training. But research into the intricacies of the skill and the professional aspects involved is still not systematic. In fact, until recently, liaison has been performed by anyone with knowledge of two languages no matter how imperfect.

### 2. Consecutive Interpreting

Note-taking and the usual practice of dealing with large chunks of discourse are probably the only features which distinguish this mode from that of liaison. But, consecutive interpreting can be an extremely demanding task when interpreting is done for large audiences in formal and important situations. Here, interpreters need disciplined listening and comprehension skills, note-taking techniques, wide-ranging general knowledge, a trained memory and a confident manner of delivery. Comprehension and text reduction are therefore important areas to focus on in the training of consecutive interpreters.

### 3. Simultaneous Interpreting

Being physically outside the interaction, the simultaneous interpreter listens, reformulates and delivers. Of course, there is always the opportunity of preparing for the task, but the skills involved in simultaneous interpreting are highly specialized and extremely

demanding. Three major constraints may be identified in this mode of interpreting: the pace is usually dictated by the speaker, the presentation is segment-by-segment and the context is virtually absent in the early stages. Furthermore, the interpreter may not be able to match the level of expertise shared by the speaker and his or her audience.

We therefore need to focus on the kind of strategies which experienced interpreters develop to get round some of these difficulties.

For example, reformulating difficult lexical items, simplifying complex grammatical structures, developing better control of ear-voice span and cultivating better anticipation are some of the ways interpreters have found useful in dealing with comprehension difficulties (Gile 1995).

#### 4. Signed Language Interpreting

In this mode of interpreting which has recently been growing in importance, the interpreter renders into visual-gestured language words uttered by the speaker. American SL and British SL are examples of this kind of language for the hearing-impaired. Such varieties of language have their own syntactic and semantic structure and are generally used as the standard means of communication for people who have been deaf since birth. As such these 'signed' languages are different from the so-called 'sign-supported' languages used by people who became hearing-impaired after they have learnt a particular language.

#### 1.2 INTERPRETING CONTEXTS:

Having outlined 'modes' of interpreting, we now move on to 'contexts' or 'settings' in which interpreting is generally conducted. These are institutional venues with their own time and space constraints. In other words, different professional settings are catered for by different types of interpreting

## 1. Community Interpreting

To start with, community interpreting is essentially aimed at providing access to public services or other vital information to those who in a multicultural society do not speak the majority language (e.g. Asians in Dubai). It is interesting to note that while this kind of interpreting has for a long time been performed by anyone who has a smattering of the two languages concerned, there is now a growing realization that community interpreting is a particularly important professional skill for which specific forms of training must be provided. A significant element in this process is the cross-cultural negotiation which goes on all the time.

Further research is certainly needed in this area of interpreting, but studies currently available already point to the high level of mismatch not only between the ways participants express themselves verbally or non-verbally but also in the way interpreters perceive their role in the process of communication. This latter aspect is closely related to the expectations which the participants in the interaction have of what interpreters are supposed to do.

## 2. Conference Interpreting:

Another interpreting activity defined by the context in which it is conducted is the well-known skill of conference interpreting. Although this typically takes place in international conferences or high-level meetings, use of this facility has recently been extended to settings as varied as radio/TV and seminars/lectures. In the process of a simultaneous rendering of a source text, one particular problem merits closer attention from researchers, practitioners and teachers of the skill: this is to do with the fact that, in situations where simultaneous interpreting is commonly used, interpreters usually mediate between a speaker and an audience who share a high level of expertise. It is

unreasonable to expect the interpreter to be equally proficient in this regard, and problems therefore arise as a result, mostly to do with field of expertise and the terminology involved.

### 3. Court Interpreting

This particular activity is encountered not only in the courtroom where it is primarily conducted, but also in other less formal legal settings such as prisons and police stations. The client served by the interpreter is usually an immigrant defendant or witness. The aim of the interpreting is thus to enable this important interaction to take place. The interpreter works into and out of the languages concerned normally consecutively and sentence by sentence.

The issue of accuracy and faithfulness is a source of immense problems in this kind of interpreting, particularly if we were to bear in mind that the interpreted version emerging from the interaction is almost always treated as a legally valid equivalent of the original utterance and that it is the interpreted rather than the original utterance which is recorded (Morris 1995).

#### 1.3 A chronological map of the territory

With this brief outline of interpreting modes and contexts, a chronological map of the field will be drawn. We will concentrate on research into conference interpreting, which has helpfully been seen in terms of four distinct historical phases (Gile 1994).

##### 1. The Pre-theoretical Phase

This represents the early writings done in the 1950's and 1960's mainly by teachers of interpreting. The writing is basic and intuitive, concerned more with professional etiquette than with the process of interpreting as such. However, as Gile (1998) reminds

us, these practitioners did identify most of the fundamental issues that are still debated today.

## 2. The Experimentation Phase

In the late 1960's and early 70's, psychologists and some psycholinguists began to develop an interest in certain aspects of simultaneous interpreting. The investigations which were mostly experimental in methodology dealt with a variety of issues including the effect on performance of variables such as source language, speed of delivery, ear-voice span, noise and pauses in speech delivery. But, these findings were on the whole not well-received by practitioners who saw both the methods and the results as coming from theory and not tested in practice.

## 3. The Practitioner's Turn

Writings by practitioners started in the 1960's and continued to the early 1980's. Like the early writings, this new interest in interpreting theory was sustained mainly by practicing interpreters and interpreting teachers. But also like the early phase, the research tended to be speculative rather than scientific. There was also little collaboration with specialists from other disciplines (e.g. linguistics, psycholinguistics, cognitive psychology), a trend which Gile explains as possibly more because of the interpreter's defensive attitude than because of a lack of interest from non-interpreters (1995).

A remarkable landmark in this period was the emergence of what we shall translate as the Theory of Sense. This was a product of the ESIT (Paris School) which in the late 1960's was put forward almost exclusively as an account of the theory and practice of conference interpreting. In later years, however, the theory was extended to account for translation of mostly non-literary texts. Essentially, the Theory of Sense separates meaning from language and suggests that what we do when we interpret is to extract

meaning out of linguistic expression, discard the linguistic shell which contains it and use the sense which we are left with as basis for further reformulations contained within new linguistic shells from the target language.

#### 4. The Renewal Phase

The fourth and final phase in the evolution of research into simultaneous interpreting involved a 'renewal' which began in the mid-1980's and saw interpreting studies through some exciting developments including, of course, the challenge to the Theory of Sense. According to Gile (1998), a new spirit in interpreting theory and practice began to emerge questioning received dogma in general and the ESIT doctrine in particular. The period is characterized by a collaborative and interdisciplinary attitude to interpreting teaching and research.

Interpreting research has been hampered by many factors, some of which are said to have emanated from the understandable fact that professional commitments keep interpreters away from reflection on the process (Gile 1995). Similarly, those actively involved in research often lack the methodological experience of formulating hypotheses clearly and of engaging in controlled and systematic testing of these hypotheses. But perhaps the main reason why research in interpreting has been delayed must be sought in the working within what might be described as a unified theoretical framework informed by practice.

#### 1.4 Translation Studies:

Interpreting research has gained a great deal from recent developments in translation studies. In fact, we could in interpreting analysis follow in the footsteps of translation studies and branch out into domains of such universal translational phenomena as norm-driven notions of equivalence and stylistic shifts. This 'universality' hypothesis would be seen side by side with the kind of target-oriented constraints of a cultural-semiotic nature.

To illustrate the applicability of translation models to interpreting, we will shortly report on how insights from Skopos theory, for example, have been utilized in an attempt to account for the simultaneous interpreting process.

### 1.5 Text Linguistics

Notions such as text type, the kind of stylistic features which typify particular types, and the role of text type appreciation in activities such as comprehension and recall have all attracted the attention of interpreting researchers in recent years. Variables of discourse texture such as cohesion and thematic progression, together with macro-structural features spanning entire texts, have also been used as important research instruments in trying to achieve a better understanding of interpreting as text processing.

Of particular importance in this domain are the different language patterns yielded by different text types (Hatim & Mason 1990), the discursive/ideological potential implicit in such structures, stylistic and other shifts affected by interpreting and how conventionalized plans such as schemas, frames and scripts provide templates for problem-solving. These themes are already focal points of interpreting, shedding light on aspects of processing which should lead not only to a better appreciation of the intricacies of interpreting but also to a general understanding of how texts work.

### 1.6 Socio-cognitive Studies:

In recent interpreting research, a marked shift has been in evidence towards dealing with units larger than the sentence. Socio - cognitive research goals have merged effectively with text linguistic criteria of the kind as: generic structures (most prominently 'register') and characteristic patterns of cohesion and coherence have provided a basis on which to study the all-important questions of situational constraints.

In fact, it is this kind of interface between a socio-cognitive orientation and a text-linguistic focus which is seen as holding the greatest promise for the study of interpreting

and for more convincing models of teaching interpreting. The way socio-cognitive criteria have been brought to bear in the relationship between text and context will provide researchers with a focus in their survey of those trends which have proved influential. Under what is labeled processing paradigms of interpreting research, work related to memory research, lexical recognition and accessing, depth of processing, planning as a meta-cognitive strategy, etc., are all relevant to the kind of processing constraints which interpreting analysis should address.

The notion of 'crisis management' represents an important aspect of interpreter's mental activity and relates specifically to coping tactics that are selected and implemented. Here, the orientation is no doubt cognitive-psychological, yet the discussion is entirely relevant to the generally socio-cognitive bias of the approach to interpreting research.

### 1.7 Effort Model

Another example of an essentially psycholinguistic approach to the interpreting process but one which could be shown to relate closely to our own concerns is Gile's 'effort model'. In designing this scheme, Gile's aim is not entirely theoretical. The effort models are essentially intended to represent the complexity of the interpreting process in the hope that such an understanding will facilitate the selection and development of strategies and tactics toward better interpreting performance. How the whole thing works may be put simply in the following terms: when the total processing requirements of the various components exceed the available capacity, then interpreters tend to cope less well and interpreting quality begins to deteriorate.

### 1.8 Translation Skopos in interpreting

To illustrate the contribution which a translation studies-based approach can make to research in interpreting, we will look at a few case studies mostly carried out by teacher

of translation or interpreting and specifically aimed at applying certain translation-theoretical concepts to the description of the interpreting process.

According to interpreters and teachers of interpreting who use Skopos in their work, all translation (including interpreting) are seen as purposeful communicative interaction. Here, the conference becomes the 'hypertext' where, in addition to the various speeches, there is a multitude of non-verbal acoustic and visual information (handouts, slides, etc.) to be accounted for, all contributing to a distinct yet related assemblage of source texts. This radical macro-analysis has a number of important implications for interpreter performance in particular, and for the theory of how we view texts in general. That is, it is not only the individual target text purpose but also the purpose of the conference as a hypertext which will eventually impose all manner of constraints on performance.

### 1.9 The text in context paradigm

Contextual criteria are closely bound up with the way texts are unfold, and variables of texture (e.g. cohesion and coherence) are central in any enquiry into how interpreters work. One of the earlier attempts at integrating text-linguistic criteria into writing on interpreting is Buhler (1989) who views the interpreting activity in terms of a number of standards of textuality, identified by text linguists as essential to the establishment and maintenance of communicative coherence. Seven of these standards are postulated (cohesion, coherence, intentionality, acceptability, situationality, intertextuality and informativity). These are seen by Buhler as optimally relevant to the interpreter as producer and receiver of texts in settings such as conference interpreting.

Singly in terms of the individual elements and collectively in terms of the text as a whole, this underlying 'coherence' cumulatively adds up to what has been called the 'sense of the text', a variety of signals which signpost where the text is going. Contrary to common belief, these sense indicators are not unduly stable.

Paradoxically perhaps, what is of more immediate relevance to the conference interpreter is not when cohesion and coherence are upheld but rather when they are not. Here, such strategies as 'tolerance' exercised towards slightly 'defective' products become extremely important in the work of the interpreter. Communication must be guaranteed through an adequate transfer of the speaker's intended message in spite of phonetic, syntactic and semantic shortcomings, (Buhler 132).

#### 1.10 Shifts in cohesion

The use of discourse analytic techniques and text-linguistic concepts continues, to exercise a considerable influence on interpreting research. Cohesion and particularly the non-structural ways of ensuring that texts hang together occupy Shlesinger (1995) in her study of shifts in simultaneous interpreting. The area to be examined is motivated by the assumption that cohesive devices are a crucial cue in the reader's or listener's effort to grasp how the different parts of a text relate to one another.

That is, any marked changes affecting the distribution or functions of cohesive devices are bound to have an effect on the overall constitution and meaning of the text.

Accordingly, an important three-way distinction between kinds of shifts is made:

- (a) "Shifts which reflect language-specific preferences" (e.g. the tendency to repeat a word rather than using a pronoun in certain languages);
- (b) "Shifts which reflect norms that have developed in relation to particular text types" (certain predilections associated with the translation of canonized texts in certain cultures);
- (c) "Shifts inherent in the very act of translation" (e.g. the universal tendency for a translated text towards explicitation").

#### 1.11 Discursive practices in interpreting

Within this general framework, Taylor (1990) tackles the thorny issue of 'knowledge' in

interpreting and attempts to place this elusive notion on a more solid scientific basis.

Coherence of delivery is the first factor identified. Elements lying outside the purely linguistic links (cohesion) are said to allow the interpreter to understand the real meaning of the words uttered. Prominently involved here is the listener's 'pragmatic competence': world knowledge certainly relates to text-internal semantic co-syntactic features, but these must be coupled with an awareness of the illocutionary and perlocutionary effects of the utterance. To capture this process of anticipation, larger structures thus need to be identified. Some of these have already been studied under such terms as 'scenarios', 'frames' and 'scripts'.

But, it is generally agreed that theory and practice in interpreting have been in co-existence rather than interaction. Four sets of priorities are presented which should be addressed by interpreting studies. First, there is an urgent need to exploit available theoretical material in a manner that forces us to rely less on intuition and experience and more on theoretical models within which a variety of practical skills may be seen (e.g. comprehension models in training for more efficient abstraction of ideas, anticipation, verbal flexibility, and fast reaction).

### 1.12 Culture in interpreting

With languages like Arabic, Chinese and Japanese in mind, the issue of 'culture' is conspicuously absent from mainstream discussions of interpreting skills. But it is made clear that the cultural dimension is crucial not only in communicative terms but also in the ways people's perception of the interpreter's role tend to be formed.

This is a fertile area of research into the language combination factor, especially at a time when we see more interpretation from and into languages which differ strongly both in linguistic structure and socio-cultural context from the more conventional conference languages.

A final set of priorities which we should heed in our theories and practice of interpreting has to do with those for whom the interpreting is done. Here, the audience is obviously an important player. A range of constraints are at work and can be accounted for adequately from a perspective not narrowly psychological but largely sociological.

The issue is presented in the term that it is no longer sufficient just to think in terms of the source text passing through the interpreter to become the target text. After all, a target text must be targeted upon a specific audience.

Here the receptors situation is classified into:

1. A situation where the speaker and the audience (but not necessarily the interpreter) share 'technical knowledge and expertise';
2. A situation where the interpreter and the audience (but not necessarily the speaker) share a 'cultural patrimony';
3. A situation "where there is no shared cultural patrimony whatever, neither between the speaker and the interpreter, nor between the interpreter and the beneficiaries, nor yet among the beneficiaries themselves".

It is pointed out that the latter, most hybrid, set of circumstances which require the interpreter to be aware of the lowest common denominator of linguistic comprehension, quite deliberately selecting a simpler register than he would in case 2.

## CHAPTER TWO

### CREATIVITY IN TRANSLATION AND INTERPRETING.

In this chapter, various aspects of creativity in relation to translation and interpreting, and attempts at exploring how the interpreters' creativity manifests itself in the treatment of neologisms, are presented, though in an introductory and still incomplete way. The main aim is to identify possible trends in the study of the creative processes in interpreting, issues that have so far not been subject to research to a very large extent.

#### 2.1 What is translational creativity?

Creativity is a concept that has been written about extensively in the literature about translation. Translation is often considered to be a creative activity. It is fundamentally creative for a number of reasons, e.g.:

- Translation cannot merely transform an original text into a literal equivalent, but must successfully convey the overall meaning of the original, including that text's surrounding cultural significance. As Said Faiq (2006) argues, translation studies are generally seen to have reached maturity when the role of culture in and the history and practice of translation have been given prominence.
- Translators have to fit source-text ideas into the structure of the target language.
- The process of searching out a target-language counterpart to a difficult source-language word or phrase is often creative.
- Even technical translators must exercise some degree of creativity, and there is no fundamental difference between the work of translators and that of men of letters .
- The concept of translational creativity has so far escaped any unitary definition. It is maintained that the most competent translators possess a flexible and creative mind, which is part of the translators' translational intelligence.

Not all translation tasks need the same amount of this 'intelligence' to be accomplished. Translation is a 're-creative' linguistic activity. Nevertheless, translation creativity as a manifestation of translator behavior does exist, and it is, as any type of creativity, a dynamic notion. The dynamic aspect of translation creativity reveals itself in the skill to develop, in simultaneous confrontation between a source text and a target code, effective decoding and encoding strategies.

Translational creativity is derived creativity, in that all translations are derivable from a source text. As we all know, a translation is not created from nothing; it is woven from a semantic pattern taken from another text, but the threads - the target language linguistic forms and structures - are new. Translation involves a variety of creative strategies to balance the derivative against the creative. In the course of achieving something new, mediators (translators and of course interpreters) have to resort to novel ways of encoding an old message. They are forced to be creative because the means of the TL are not identical with those of the source language. To arrive at an adequate TL version, new resources have to be tapped. In these efforts, creativity plays a prominent role. Creative uses of the target language are the result of the various problem-solving strategies applied to any piece of SL text.

Under creativity, an array of translational procedures, formally characterized as transpositions and modulations (i.e. recordings and recasting) of SL features under the impact of the envisaged new TL-text. Transpositions are primarily syntactic, while modulations are lexical, but they both occur mostly in unison. While many of these creative mechanisms are predetermined by systemic constraints between the SL and the TL, finding a particular rendering that fits is rarely the result of a one-to-one correspondence. It must either be chosen from various options or newly created from scratch.

Nida (1996), in discussing the notion of a "fully adequate" translation, suggests that translation is neither a science nor an independent discipline, but a creative technology

with insights from several disciplines. Snell-Hornby (1995) points out that, language norms give the translator an infinite creative potential. The translator can make creative extensions of the norms, and the language norm is in fact supremely flexible; it offers potential for creativity within the possibilities of the language system. This is of crucial importance for the translator, especially the literary translator. (Snell-Hornby1995)

But there are other norms than linguistic which play a role in the work of the translator and interpreter, e.g. societal and professional norms of behavior. It is suggested that the teaching of interpreting, for example, cannot be based on existing norms. Instead it is the purpose of training to give students sufficient knowledge about interpreting, language embedded in culture, language functions in human communication, and social attitudes towards language and language varieties (Snell-Hornby 1995). With this knowledge, students should be encouraged to think creatively about interpreting, thus participating in the evolution of norms for interpreting.

An interesting aspect to creativity in translation is described from the area of second language learning. Students, whose English is a second language, were asked to think aloud while translating from their first language into English, and translations and think-aloud protocols were analyzed. Contrary to expectations, most subjects avoided translating literally when literal translations did not make sense. They paid attention to problematic correspondences and applied problem solving at both word and sentence levels. Results suggest that translation tasks enable learners to use the target language generatively and creatively in order to make them aware of correct correspondences in words and structures. This can be applied to interpreting as well.

## 2.2 Models of creativity related to translation and interpreting.

### 2.2.1. Redundancy

In communication and information theory redundancy is described as essential to combat

noise, to assure reliability and to maintain a communication channel (Nida 1996). It is pointed out that simultaneous interpreting is impossible without redundancy. There has been strong correlation between language comprehension and the human ability to draw conclusions (Gutt 1991), i.e. our ability to extract the implications of a message after having heard part of it, through linguistic, cognitive, deictic (situational) and pragmatic inferences. According to the Russian interpreting theorist Chernov (1997), in order for this process to succeed in the highly complex simultaneous interpreting situation, the message must contain redundancy, the minimum level of which is higher than in written translation.

Another factor at work in this context is our innate ability to make predictions (our "probability prediction mechanism") and adapt instantaneously to changes in our external environment. Chernov has constructed a model for predicting probability in simultaneous interpreting, based on an increased redundancy from the i) syllabic level to the ii) word level and on the levels of iii) clause, iv) sentence, v) message, and vi) situation (communication). There is constant feedback and interaction among the various levels. Chernov distinguishes between two kinds of redundancy in simultaneous interpreting: objective and subjective. Objective redundancy refers to language, i.e. to linguistic factors, while subjective redundancy is constructed from the inferences made by the interpreter on the basis of his or her knowledge of the source language, the situation, the person/people for whom s/he is interpreting, the subject, the time, the speaker's target group, intentions etc.

### 2.2.2. Interpreting as a decision process

From the point of view of the working situation of the translator at any moment of his work, translating is a decision process: a series of consecutive situations - moves, as in a game - imposing on the translator the necessity of choosing among a certain (and very often exactly definable) number of alternatives. Translating as a decision process is valid for all types of translating and interpreting.

The great variety of decision making moves in interpreting creates conditions for the elaboration of a larger number of decision making, and the greater the number of choices, the higher the demand for ingenuity and resourcefulness on the part of the interpreter. One can thus hardly expect a large number of strictly predetermined selections, and this enhances the role of creativity in interpreting.

Is the interpreter creative? The answer is: if the interpreting process is considered a problem-solving activity where the source text is the problem and the target-text is the solution, then it follows that it is the interpreting mode, the fact that that interpreting is "on-line", that leads to a creative process. From a limited set of cues or elements continuously unfolding, with no interruption or thinking longer than a few seconds, the interpreter has to come to a correct conclusion or be able to anticipate the message in such a way that he can organize his language output correctly. In doing so, s/he is not simply repeating something said by somebody else, but also engaging in a creative or productive process.

Accordingly, simultaneous interpreters use some strategies which are peculiar to simultaneous interpreting, e.g. the strategy of "least commitment". This is a strategy that grants the greatest number of possible solutions from the linguistic point of view, trying to avoid commitment to any one-way solution. Some of the features of 'least commitment' are: avoiding concluding sentences and instead transforming the following source text sentences to subordinate clauses, thereby making it easier to make corrections; using various sentence restructuring strategies, e.g. chunking long sentences containing embedded clauses into shorter target-text sentences, etc.

### 2.2.3 Action frame of the translator (internal & external factors)

The choice of creative strategies is dependent on both internal (relating to the individual interpreter) and external factors. From a system-theoretic point of view, a number of

factors which are crucial for the translation process and constitute the action frame of the translator are identified. These are effects of personal, situational and systemic qualities, not strategies.

1. Person - problem solver: the translator with his/her cognitive, emotional and motivational characteristics,
2. Situation: socio-cultural and professional conditions, under which the translator accepts and works on assignments,
3. Task - goal - Skopos: case specific and dynamic goal of the translation act from the translator's perspective.
4. System of the assignment and the target communication related to the original communication.

## 2.3 Neologism

As mentioned, Translational creativity reveals itself in the skill to develop, in simultaneous confrontation with a source text and a target code, decoding and encoding strategies. Such strategies will be explored in an area of interpreting which seemingly sets high demands on the interpreters' creative ability: rendering of neologisms and culture-specific terms.

### 2.3.1 What is neologism?

The lexicographic term "neologism" is in itself something of a neologism. For a long time neologism was mainly seen as a deviation. Webster's Third New International Dictionary (1966) describes neologism as "a meaningless word coined by a psychotic".

In 1975 French lexicographer and terminologist Alain Rey published his *Essai de définition du concept de néologisme*, translated into English and printed in Rey (1995), where he gives a thorough theoretical treatise of processes of lexical neology and lays a theoretical foundation for systematic lexicological and terminological work in the area. Rey emphasizes among other things the social and pragmatic aspects of linguistic neology.

Rey (1995) claims that the creation of a neologism cannot be dissociated from individual creators who are integrated into a community and use it in discourse for expressing themselves in a particular situation. Therefore, neologisms as a linguistic phenomenon can be seen from different aspects: time (synchronic), geographical, social and communicative. Thus neologism is a unit of the lexicon, a word, a word element or a phrase, whose meaning, or whose signifier-signified relationship, presupposing an effective function in a specific model of communication, was not previously materialized as a linguistic form in the immediately preceding stage of the lexicon of the language. This novelty, which is observed in relation to a precise and scientific definition of the lexicon, corresponds normally to a specific feeling in speakers. Accordingly, the neologism will be perceived as belonging to the language in general or only to one of its special usages; or as belonging to a subject-specific usage which may be specialized or general.

There is thus no doubt that neologisms are tokens of a creative process described as a novel relational product, growing out of the uniqueness of the individual on the one hand, and the materials, events, people, or circumstances of his life on the other.

### 2.3.2 Interpreting and neology

Lexical neology manifests itself both in single words and compound words and phrases. Sometimes these neologisms are very short-lived and do not even get lexicalized.

In interpreting situations It is believed that one distinguish between two main types of neologisms: on the one hand source language terms and special language phrases used by the speaker, and on the other hand the possible neologisms that the interpreter uses to translate either these "new" terms or other, "old" terms which lack a direct equivalence in the target language.

The neologisms of the speaker can be either "accepted" neologies within the speaker's discourse community, to use the terminology, or spontaneous, idiosyncratic, created in

the heat of the moment: speaker's creativity!

In interpreter training much time is used for work with this kind of terms. Linguists like translators, technical writers, journalists, home language teachers etc. discuss terminological questions with each other, and this often results in a kind of standardized translation of neologisms and culture-specific terms. The problem with this home-made terminology is that there are hardly any authoritative organizations, e.g. language planning authorities, academies etc. who can advise and give directives for terminological and lexicographic development work. Nevertheless, unauthorized glossaries and dictionaries are continuously developed and distributed at seminars, interpreter training courses etc.

If there is no authorized, recommended or generally accepted translation of a source language term, the interpreter may have to resort to a temporary solution by creating ad hoc neologisms as a kind of "substitute equivalent". Quite often the interpreter also supplements "officially recommended" translations with an explication of the concept to make sure that the target language speaker really understands. And sometimes even the interpreter can make a slip of the tongue. The neologisms of the interpreter can thus be of the following types:

- Standardized, authorized or generally accepted translations of neologisms.
- More or less successful ad hoc-translations.
- Corrections or supplements of the speaker's use of special terminology.
- Slips of the tongue, i.e. a kind of pathological neologisms.

### 2.3.3 Neologism and Interpreting Strategies:

There is substantial literature within translation studies about strategies for the translation of problematic terms and concepts.

1. Equivalent or at least "near equivalent", "translation equivalent", when available.
2. Loan translation - e.g. EN folk high school.

3. Translation of explanation of concept - e.g. French "le baccalaureate" - EN "the French secondary school leaving examination".
4. Direct loan - foreign language terms are taken over "as is" or slightly modified, English "computer".
5. Neologism, i.e. forming a new term or giving an old word a new meaning- e.g. French: [radar].
6. Combination strategies, i.e. combining two or even three of the previous strategies.

The interpreter who is in the middle of an ongoing communicative act does not have time for long analyses and processes. The communicative function always has the highest priority, i.e. the message has to reach home. It is quite possible that the interpreter even resorts from time to time to strategies that are not considered quite specified by or interpreter colleagues.

Tentatively, the following main strategies are suggested for the translation of terms which do not exist in the target language and/or which are perceived as neologisms by the interpreter:

a. Omission:

In omission, the term is not translated. It may be translated at a later stage. As for omissions, they are not always to be seen as errors ; often they are highly conscious choices at times when the interpreter has to convey the basic information and there is no time to interpret all details. But at times the speaker uses expressions which the interpreter does not immediately understand - often because the speaker has expressed himself ambiguously or unclearly - or which the interpreter cannot translate right away. The missing term can often be translated later, when the interpreter has found an adequate translation.

In the training of conference interpreters quite a lot of time is spent on teaching

techniques for handling such situations, e.g. by using a superordinate concept, e.g. "flowers" for "dandelions", another expression with approximately the same meaning, a "nonce" word like "thing", "measure", "the person" etc. depending on the situation etc..

b. Use of "approximate" or "provisional" equivalent.

c. Explanation of concept: This is more usual in consecutive than simultaneous interpreting.

d. Neologism: Neologisms can be either loan words in the form of direct loans and loan translations, or newly coined terms; either morphologically new words or by giving existing words a new semantic content. For the individual, some words may be unknown without necessarily being neologisms. A special term that the interpreter does not understand is not automatically a neologism. It is part of the linguistic competence and general knowledge of the interpreter that s/he is able to determine whether a term is "new" or just unknown to him-/herself.

In the language of linguistic minorities / immigrants direct loans, i.e. direct transfer of a word more or less unchanged from the majority language to the minority language, are probably a very usual form of neologism. In their training, interpreters learn to shun such words; they are often seen by language planners and other purists as careless or bad language. One may therefore assume that interpreters actively try to use the more or less established translations that are available for source language terms that are missing in the other language. However, there will probably develop a kind of grey zone where one chooses to use a direct loan to make communication smoother.

To the question about whether coinage of wholly new words occurs in interpreting situation, one interpreter states that the coining of new words should be left to the

language academies (e.g. to Arab Academic Centers in Cairo, Damascus, Baghdad and Rabat, where new Arabic words are coined.) It would also be impractical from a communicative point of view, if the interpreters would construct terms during interpretation that the interlocutors would not understand. On the other hand, many interpreters are engaged in terminological work, including creation of new terms, which are then disseminated by interpreters and others within the different language groups. Obviously, when needed all strategies can be combined or supplemented with other strategies. This does not necessarily mean that the interpreter is actually conscious that s/he is using a certain strategy in the situation itself. Interpreting entails a lot of automatic processing. (Gile 1997).

All the above strategies can naturally be combined or supplemented by other strategies. They are not presented in any order of preference, but it is probable that the interpreter uses the omission strategy more often under time pressure, e.g. in simultaneous interpreting, than in consecutive interpreting. Secondly, one can assume that coinage of new terms, i.e. morphological term formation has the lowest priority. It is after all in the interest of the interpreter that the parties understand him/her, and this probably leads to certain "conservatism" among interpreters.

The strategies presented mainly concern interpreting between spoken languages. In sign language interpreting the preferences may be different; there may also be creative strategies involved which are specific to that modality of language use.

In conference interpreting the interpreter is usually not a subject expert, and his/her creative abilities are often put to test, especially when it comes to special terminology. However, since the conference participants are subject experts, the subject knowledge of the interpreter is often of less importance. In other types of interpreting the terminological problems take on a different form. Within court interpreting and other forms of community interpreting, for example, participants are often talking about things that are unknown to one of the parties. Because of greater educational, social, and even cultural and linguistic

differences between the interlocutors, the interpreter plays a more decisive role for the outcome of the encounter. One can assume that this also shows in the interpreting techniques that are used.

For culture-specific terms or other concepts that are missing or lack a direct equivalence in the other language, the interpreter may need to give an explanation in order for the message to be understood. Terms that have to do with government services, social security, and other community related terms are notorious stumbling-blocks to community

#### 2.4 The interpreter as language planner

Although interpreters usually do not like to invent words in the interpreting situation itself, many of them have been active in producing glossaries and dictionaries both for their own use and for the communities involved. It would not be far-fetched to use the great interest and the linguistic creativity of interpreters in lexicographic work, e.g. in the creation and dissemination of new terminology.

What is the attitude of interpreters towards official and "quasi-official" terminology in e.g. immigrant/minority languages which have been developed and recommended by authorities, organizations etc. and to what extent do the interpreters use these terms in their work? In other words, to what extent can interpreters be used as assistants or agents for spreading standardized or newly created terms? And what education do interpreters have for that task? These and other questions which are related to the terminological aspects of creativity need to be explored more thoroughly.

As mentioned above, strategies like those reported do not show the actual behavior but merely the attitudes and ideals of individual interpreters, related to prevailing professional norms. But attitudes and norms are important in the shaping of interpreting strategies. They are also important factors in the decision-making processes taking part

before and after interpreting assignments.

The list of strategies mentioned is tentative, very general and incomplete, not taking into account every possible situation where interpreters work. Further research in this area - including a comparison between simultaneous and consecutive interpreting, and taking into account sign language interpreting- would help to refine the theoretical basis and the method itself.

## CHAPTER THREE

### ANALYSIS OF ACTUAL INTERPRETATION AIRED BY NEWS NETWORKS.

This chapter presents an analysis of actual interpretations aired by news networks Al-Jazeera and Al-Arabia of President Bush Speech in memory of September 11. The analysis is carried out in terms of omission, addition and re-phrasing. The speech is divided into paragraphs, all interpreted and the interpretation transcribed. In addition to linguistic aspects, the analysis also includes a discourse attitude analysis of Bush's speech. Suggested tactics as solutions for problems faced by interpreters are presented and commented on.

#### 3.1. Chunk by Chunk Analysis

##### Paragraph 1

THE PRESIDENT: Good evening. Five years ago, this date -- September the 11th -- was seared into America's memory. Nineteen men attacked us with a barbarity unequalled in our history. They murdered people of all colors, creeds, and nationalities -- and made war upon the entire free world. Since that day, America and her allies have taken the offensive in a war unlike any we have fought before. Today, we are safer, but we are not yet safe. On this solemn night, I've asked for some of your time to discuss the nature of the threat still before us, what we are doing to protect our nation, and the building of a more hopeful Middle East that holds the key to peace for America and the world.

الجزيرة:

وبناء شرق أوسط اكثر امالا يحمل مفاتيح السلام لامريكا وللعالم

العربية.

اليوم لا بد لنا ان نعلم اننا لسنا في امان الاسبوع الماضي ناقشت معكم بعض الاشياء والان ما نريد

هو ان نحمي امتنا وان نعمل على تحقيق السلام في الشرق الاوسط.

Analysis:

In reference to Al-Jazeera interpreting, the interpreter, giving the literal meaning of the sentence, has successfully conveyed the intended message. "building of a more hopeful Middle East" is very sensitive. On the other hand, Al – Arabia interpreter, in paraphrasing the sentence, wasn't successful. Here the failure in conveying the message is to do with the problem of unshared knowledge and expertise.

The problem can also be related to Gile's concept of "processing capacity", of whether it is more desirable or effective to work from an A language (native language of the interpreter) into a B language (second language) or vice versa. In our case , the interpreter is working from B language into A language. In interpreting institutions throughout most of Western Europe, it is almost axiomatic that the A language is the only language in which the interpreter can have a natural facility and that this should therefore be the only language into which interpreters may be allowed to work.

Paragraph 2

On 9/11, our nation saw the face of evil. Yet on that awful day, we also witnessed something distinctly American: ordinary citizens rising to the occasion, and responding with extraordinary acts of courage. We saw courage in office workers who were trapped on the high floors of burning skyscrapers – and called home so that their last words to their families would be of comfort and love. We saw courage in passengers aboard Flight 93, who recited the 23<sup>rd</sup> Psalm – and then charged the cockpit. And we saw courage in the Pentagon staff, who, made it out of the flames and smoke – and ran back in to answer cries for help. On this day, we remember the innocent who lost their lives – and we pay tribute to those who gave their lives so that others might live.

الجزيرة:

في الحادي عشر من سبتمبر، شعبنا وأمتنا رأيا وجه الشر و ايضا لاحظنا شيئا امريكيا بحثا مواطنون عاديون يرقون الى مستوى المسؤولية و يتصرفون بمنتهى الشجاعة رأينا شجاعة الموظفين وهم يقفزون من أعلى بنايات هي مثل ناطحات السحاب رأينا ايضا شجاعة في المسافرين في الرحلة الذين غنوا و تصدوا للخاطفين رأينا شجاعة في الموظفين الناجون عندما رأوا اعمدة الدخان تتصاعد ثم هرعوا لطلب النجدة، ثم رأينا الأبرياء وهم يفقدون حياتهم ونحن نحیی هؤلاء الذين ضحوا في حياتهم ليعيش الاخرين.

العربية:

في الحادي عشر من سبتمبر شهدنا عمل الشر المواطنون العاديون الان باتوا يتعاملون مع التحدي لقد رأينا تحديا ورأينا مآسي ذلك اليوم علينا ان نتذكرهم في ذلك اليوم راينا اولئك الذين هاجموا الطائرات و راينا الدمار و راينا صراخات من اجل العون و المساعدة و راينا اولئك الذين فقدوا حياتهم و علينا الان ان نقدم التعازي لاولئك الذين ضحوا بحياتهم.

Analysis:

Al- Jazeera interpreter adds and omits. Although the rendering sounds illogical, like غنوا- still it is harmless. As for *sing*, instead of *recite*, the choice is very significant, because it shows a certain attitude on the part of the speaker - Christianity. However, by adding and omitting, the interpreter has succeeded in conveying the message. Of course, if it were translation, things would be different, because, “Genuine disparity between the two skills, may be accounted for, in terms of ‘correct-ability’ and ‘verifiability’”. (Reiss and Vermeer 1984).

It can also be said that usually, at the beginning, the interpreter is not mastering the context yet .In this mode of interpreting, the pace is usually dictated by the speaker, the presentation is piecemeal and virtually contextless in the early stages,

In Al- Arabia interpretation, the interpreter paraphrases. The message isn’t conveyed. The interpreter doesn’t point out the ‘courage’ the speaker intends to point out. As Gile (1998)

argues, many errors are due to saturation in or improper management of the interpreter's processing capacity. Omission and paraphrasing are recommended in interpreting, if the interpreter is qualified to manage processing capacity, i.e listening, comprehension, paraphrasing and reproducing, which means that paraphrasing needs extra effort that can be avoided as in such case.

### Paragraph 3

For many of our citizens, the wounds of that morning are still fresh. I've met firefighters and police officers who choke up at the memory of fallen comrades. I've stood with families gathered on a grassy field in Pennsylvania, who take bittersweet pride in loved ones who refused to be victims -- and gave America our first victory in the war on terror. I've sat beside young mothers with children who are now five years old -- and still long for the daddies who will never cradle them in their arms. Out of this suffering, we resolve to honor every man and woman lost. And we seek their lasting memorial in a safer and more hopeful world.

الجزيرة:

الكثير من مواطنينا الجراح ما تزال لم تلتئم التقيت بضباط الشرطة وفرق الإنقاذ انا ما زلت ارى العائلات تلتقي في بنسلفانيا وهي تتذكر ذكر اولئك الذين سقطوا ضحايا و اعطوا امريكا اول نصر في الحرب ضد الارهاب و ايضا احبي الامهات الذين لهم أطفال فقدوا ابائهم منذ خمس سنوات ولم يعودوا هناك . ومن كل هذه المعاناة نحن عزمنا على ان نشرف ذكرى كل شخص سقط وان نبقى نتذكره ونعمل من اجل عالم أكثر أمنا.

العربية:

كثيرا من ذكريات أولئك الذين فقدوا حياتهم ما زالت أمامنا أولئك الابطال من رجال الشرطة والاسعاف الذين بذلوا جهودهم في ذلك اليوم اتذكر ايضا اولئك الذين ضحوا بحياتهم في الطائرة التي سقطت في اجواء بنسلفانيا والان انا اقف بجانب الامهات الشابات اللواتي فقدن ابنائهن و نتيجة لهذه المعاناة لابد أن نعقد العزم من أجل أولئك الذين فقدوا حياتهم منذ رعب ذلك اليوم.

Analysis:

Al – Jazeera interpreter omits details that have nothing to do with the message. The interpreting is very clear and specific. Al- Arabia interpreter, on the other hand, omits and paraphrases. The message is also conveyed. However, on Al-Arabiya, wrong information is given i.e. الطائرة التي سقطت في بنسلفانيا etc....Here as Gile (1998) observes, little is known about what distinguishes between the way language is received or produced under the constraints of the interpreting process and the way this is done in the absence of such constraints. This can also be related to Gile's Effort Model. In this case, the interpreter spends less time than needed on listening and comprehension.

Paragraph 4

Since the horror of 9/11, we've learned a great deal about the enemy. We have learned that they are evil and kill without mercy -- but not without purpose. We have learned that they form a global network of extremists who are driven by a perverted vision of Islam -- a totalitarian ideology that hates freedom, rejects tolerance, and despises all dissent. And we have learned that their goal is to build a radical Islamic empire where women are prisoners in their homes, men are beaten for missing prayer meetings, and terrorists have a safe haven to plan and launch attacks on America and other civilized nations. The war against this enemy is more than a military conflict. It is the decisive ideological struggle of the 21st century, and the calling of our generation.

الجزيرة:

ومنذ الحادي عشر من سبتمبر تعلمنا كثير عن العدو تعلمنا أنهم قتلة من دون رحمة ولكن ليسوا من دون غرض، تعلمنا تعلمنا انهم يشكلون شبكة عالمية من المتطرفين الذين يبثون ايديولوجية كراهية تسلطية شمولية وتكرهنا ونحن تعلمنا ايضا أن هدفهم بناء امبراطورية اسلامية تحبس النساء في البيوت و الارهابيون يكون لهم ملاذات امنة يخططون من خلاله لشن هجمات علينا وعلى الآخرين، ان الحرب ضد هاذ العدو هو أكثر من صراع عسكري، إنه

صراع إيديولوجي، صراع القرن الحادي والعشرين وهي دعوة و نداء الواجب لجيلنا.

العربية:

اليوم الحادي عشر من سبتمبر تعلمنا ان الشر و القتل يعمل بدون رحمة و انهم شكلوا شبكة باسم الاسلام استنادا الى مبادئ لا اساس لها من الصحة تعلمنا ايضا ان هؤلاء ارادوا فرض وجهة نظر اسلامية و تعلمنا انهم يلجؤون للرعب من اجل تهديد الامم هذه التي نخوضها ضد العدو و ليست من اجل حل النزاع إنما هي نزاع أيولوجيا من أجل الخير في هذه المعركة التي نخوضها.

Analysis:

In this paragraph, Al- Jazeera interpreter omits a very significant and sensitive piece of information, متطرفة, without, امبراطورية اسلامية, تسيء استخدام الإسلام, شبكة عالمية, which makes a big difference, instead of, تكرر هنا, and, تكرر الحرية, . On the other hand, he omits information that is harmless, as الرجال يتعرضون للضرب لتغييبهم عن, because he mentions how women are treated which can give the same implication intended. He adds شمولية to describe this network which is harmless, although the word may give a positive connotation, whereas it is intended to give a negative one.

In this paragraph, Al- Arabia interpreter paraphrases the paragraph successfully. The message is very clear. Although the language is weak and some required information is missing, the sensitive part is rendered effectively.

Paragraph 5

Our nation is being tested in a way that we have not been since the start of the Cold War. We saw what a handful of our enemies can do with box-cutters and plane tickets. We hear their threats to launch even more terrible attacks on our people. And we know that if they were able to get their hands on weapons of mass destruction, they would use them against us. We face an enemy determined to bring death and suffering into our homes. America did not ask for this war, and every American wishes it were over. So do I. But

the war is not over -- and it will not be over until either we or the extremists emerge victorious. If we do not defeat these enemies now, we will leave our children to face a Middle East overrun by terrorist states and radical dictators armed with nuclear weapons. We are in a war that will set the course for this new century -- and determine the destiny of millions across the world.

الجزيرة:

امتنا قد تعرضت لهذا الاختبار بنفس الاحداث التي بدأت الحرب العالمية الاولى ، راينا كيف يمكن ان يقوم به مجموعة من الناس بأدوات بسيطة و يشنون هجمات مريعة ضد شعبنا و انهم لو استطاعوا ان يحصلوا على اسلحة دمار شامل لاستعملوها ضدنا نحن نواجه عدوا عازما على جلب الموت والمعاناة لبيوتنا . امريكا لم تطلب هذه الحرب وكل امريكي يتمنى لو انها انتهت وانا واحد لكن الحرب لم تنته و لن تنتهي حتى ، اما نحن او المتطرفين نخرج منها منتصرين اذا لم نلحق الهزيمة بهذا العدو الان فاننا نترك ابناؤنا ليواجهوا ارهابيين و ديكتاتوريون يحملون اسلحة دمار شامل انها تحدد مسار القرن الواحد و العشرون وتحدد مصائر الملايين في انحاء العالم .

العربية:

راينا كيف ان عدد محدود من الاعداء يمكنهم ان يلحقوا بنا اذى و نعلم انهم اذا ما تمكنوا من تسبب في دمار نعلم اننا نواجه عدوا لا يأبه بشيء امريكا لم تسأل لم تسعى من اجل الى هذه الحرب وانا ايضا لم اسعى من أجل هذه الحرب لكن الحرب ليست لم تنتهي بعد و لن تنتهي بعد حتى ان ننتصر نحن او ينتصر هؤلاء الاصوليون و اذا ما تركنا الامر على ما هو الان فسنترك اطفالنا يواجهون مستقبل غامض في الشرق الاوسط اذا لم نفرز في هذه الحرب فأنا سنكون قد فشلنا في تحديد مستقبل الاجيال.

Analysis:

In this paragraph, Al- Jazeera interpreter changes the information; *the cold war* is different from *the First World War*. He omits the fact that they are still receiving threats from terrorists, who are armed with nuclear weapons, to launch more attacks. All this

information is very important, since they are strong justifications that the war is not accepted easily by any nation.

Al-Arabia interpreter paraphrases the paragraph in a way which is acceptable. However, it doesn't fulfill the main purpose. This could have been classified under the *Theorie du sens*, had the interpreter chosen the new linguistic shell that conveys the intended message.

## Paragraph 6

For America, 9/11 was more than a tragedy -- it changed the way we look at the world. On September the 11th, we resolved that we would go on the offense against our enemies, and we would not distinguish between the terrorists and those who harbor or support them. So we helped drive the Taliban from power in Afghanistan. We put al Qaeda on the run, and killed or captured most of those who planned the 9/11 attacks, including the man believed to be the mastermind, Khalid Sheik Mohammed. He and other suspected terrorists have been questioned by the Central Intelligence Agency, and they provided valuable information that has helped stop attacks in America and across the world. Now these men have been transferred to Guantanamo Bay, so they can be held to account for their actions. Osama bin Laden and other terrorists are still in hiding. Our message to them is clear: No matter how long it takes, America will find you, and we will bring you to justice.

الجزيرة:

بالنسبة لامريكا الحادي عشر من سبتمبر كان اكثر من كارثة انها غيرت رؤيتنا للعالم في الحادي عشر من سبتمبر قررنا ان نأخذ موقع الهجوم ضد العدوان و ضد الارهابيين لا نميز بين الارهابي وبين من يوفر له الملاذ لذلك اطحنا بطالبان في افغانستان و جعلنا القاعدة تهرب و نحن نلاحقها قتلنا و القينا القبض على كثر مثل خالد الشيخ محمد هو واخرون تم استجوابهم من قبل وكالة المخابرات المركزية و وفروا معلومات مهمة ساعدت على وقف عمليات في امريكا وفي اماكن اخرى الان تم نقلهم الى غوانتاناموي لكي يتم محاسبتهم بسبب افعالهم و بعضهم قبل بن لادن وغيره واخرون ما زالوا احرارا و رسالتي لهما امريكا ستلاحقهم و ستجلبكم امام العدالة .

العربية:

في 11 سبتمبر تغير العالم في سبتمبر في الحادي عشر من سبتمبر عقدنا العزم على ان لا نترك الفرصة للارهابيين لكي يحددوا مستقبلنا لقد طردنا طالبان من السلطة و جعلنا و اجبرنا القاعدة على ان تمضي و شانها في العراق بما في ذلك من زعماء القاعدة خالد شيخ محمد الذي تمكن اجهزة القبض عليه اصبح الان في سجن معتقل جوانتنامو. و ايضا بعض ارهابي بن لادن ما زالوا يطلقون الصراخ ولكن سنسعى اليهم و سنقبض عليهم وسندمهم للعدالة .

Analysis:

Al-Jazeera interpreter adds the word terrorist with enemy. This is a useful addition. He omits the information about Khalid Sheikh Mohammed, which makes it difficult for an average listener to know who Khalid Mohammed is. The word *attacks* is translated as عمليات , again it is not clear , it should be عمليات ارهابية .

Al-Arabia interpreter paraphrases the first sentence. The resolve of the speaker to continue the war is not made clear. He omits the information about who Khalid Sheikh Mohammed is. This information is important for an average listener to understand who he is. So when omission or rephrasing effects understanding, then it is not recommended.

Paragraph 7

On September the 11th, we learned that America must confront threats before they reach our shores, whether those threats come from terrorist networks or terrorist states. I'm often asked why we're in Iraq when Saddam Hussein was not responsible for the 9/11 attacks. The answer is that the regime of Saddam Hussein was a clear threat. My administration, the Congress, and the United Nations saw the threat – and after 9/11,

Saddam's regime posed a risk that the world could not afford to take. The world is safer because Saddam Hussein is no longer in power. And now the challenge is to help the Iraqi people build a democracy that fulfills the dreams of the nearly 12 million Iraqis who came out to vote in free elections last December.

الجزيرة :

في الحادي عشر تعلمنا ان امريكا يجب ان تواجه المخاطر قبل وصولها الى شطآننا سواء كانت من ارهابيين او من بلدان ارهابية ، كثيرا ما يسألونني لماذا نحن في العراق اذا لم يكن صدام حسين مسؤولا عن احداث الحادي عشر الاجابة لان نظام صدام حسين كان تهديدا مباشرا و ادارتي الكونغرس و الامم المتحدة رأّت هذا الخطر و بعد الحادي عشر من سبتمبر نظام صدام شكل خطر لم يكن باستطاعة العالم تجاهله . العالم اكثر امانا الان صدام لم يعد في السلطة و التحدي الان هو مساعدة الشعب العراقي لبناء نظام ديمقراطي يحقق اماننا نحو اثنا عشر مليون من العراقيين الذين صوتوا في الانتخابات في ديسمبر الماضي

العربية:

و بعد 11 سبتمبر مثل صدام تهديدا خطيرا للعالم و الان العالم اكثر امانا لان صدام لم يعد بالسلطة التحدي الذي اماننا هو ان نأسس لديمقراطية تحقق احلام 12 مليون ناخب عراقي الان باتوا يتطلعون للمستقبل.

Analysis:

Both interpretations are most adequate. Al- Jazeera interpreter does not omit or paraphrase. Al-Arabia interpreter paraphrases . The omission of the sentence “I’m often asked....” Is not recommended, since it is significant. Overall, things are clear. This goes with what Kalina argues regarding the interpreter having practically no semantic autonomy over his text as it develops, unlike an ordinary text producer who may even go on so far as to change his intentions midway.

## Paragraph 8

Al Qaeda and other extremists from across the world have come to Iraq to stop the rise of a free society in the heart of the Middle East. They have joined the remnants of Saddam's regime and other armed groups to foment sectarian violence and drive us out. Our enemies in Iraq are tough and they are committed -- but so are Iraqi and coalition forces. We're adapting to stay ahead of the enemy, and we are carrying out a clear plan to ensure that a democratic Iraq succeeds.

الجزيرة:

القاعدة و المتطرفون الآخرون جاءوا الى العراق لوقف مسيرة الشعب الحر وانضموا الى فلول نظام صدام حسين ومجموعة مسلحة اخرى للحدث على عنف طائفي، امريكا تعرف ان هذا القتال صعب، هؤلاء عازمون و كذلك نحن والقوات العراقية ايضا وسنبقى متقدمين عليهم ، ولكي نضمن ان العراق ديمقراطي و سننجح.

العربية:

الان القاعدة جاءت الى العراق لكي توقف هذه العملية لقد انضموا الى بقايا نظام صدام و هم يحاربونا و يريدون اخراجنا من هناك العدو في العراق شديد الصلابة و نحن ايضا شديد الصلابة ايضا اذا لقد تبيننا مبدأ ان نبقي دائما امام العدو وان نعمل من اجل ان تنتصر الديمقراطية في العراق.

Analysis:

Al- Jazeera interpreter omits a very important part of the message. Bush addresses his nation, and of course they have the right to know about his plans. The main aim here is to inform them that this is a well organized plan that is carried out but the mission is not yet accomplished.

Al- Arabia interpreter paraphrases it. He survives. Though the message is not clear enough despite its significance as mentioned above. Here, sense retrieval is ultimately dependant on pragmatic factors.

As argued in previous chapters, factors which make a text relevant to a situation of occurrence (Beaugrande & Dressler 1981) are essential for the interpreter to heed.

#### Paragraph 9

We're training Iraqi troops so they can defend their nation. We're helping Iraq's unity government grow in strength and serve its people. We will not leave until this work is done. Whatever mistakes have been made in Iraq, the worst mistake would be to think that if we pulled out, the terrorists would leave us alone. They will not leave us alone. They will follow us. The safety of America depends on the outcome of the battle in the streets of Baghdad. Osama bin Laden calls this fight "the Third World War" -- and he says that victory for the terrorists in Iraq will mean America's "defeat and disgrace forever." If we yield Iraq to men like bin Laden, our enemies will be emboldened; they will gain a new safe haven; they will use Iraq's resources to fuel their extremist movement. We will not allow this to happen. America will stay in the fight. Iraq will be a free nation, and a strong ally in the war on terror.

الجزيرة:

نحن ندرّب القوات العراقية لتدافع عن شعبها ونساعد حكومة الوحدة العراقية في العراق لتخدم شعبها نحن لن نترك العراق حتى اتمام هذه المهمة و اي أخطاء كانت قد ارتكبت في الماضي . الخطأ الأكبر هو اننا اذا ما اعتقدنا باننا بانسحابنا سيتركنا الارهابيون انهم لن يتركونا بشأننا بل سيلاحقوننا . وأمن امريكا يعتمد على مصير المعركة في شوارع بغداد ، اسامة بن لادن يسمي هذه المعركة الحرب العالمية الثالثة و يقول ان النصر للارهابيين يعني هزيمة لامريكا و الخزي لها الى الابد ، اذا ما سلمنا العراق لانا من مثل بن لادن ، الاعداء سيقوون ملاذات امنة وسيحصلون على ويستخدمون موارد العراق لتغطية حركاتهم المتطرفة ، لن نسمح بذلك ، امريكا ستبقى في القتال والعراق سيكون بلدا حرا و حليفا قويا في الحرب ضد الارهاب.

العربية:

اننا ندرّب الجنود العراقيين لكي ينجحوا في حماية بلادهم و نعاون الحكومة العراقية لكي تواصل البناء و لن نترك العراق حتى يتم الانتهاء من هذه المهمة اذا ما تركنا العراق فستكون سيكون ذلك خطأ كبير حتى وان تركنا العراق لم يتركونا و شأننا سيتبعونا علينا ان نتطلع الى نتائج الحركة في شوارع بغداد علينا ان لا نترك بن لادن بن لادن ينتصر فالمعركة لا زالت مستمرة و اذا ما تركنا العراق سيكون بن لادن و انصاره يعني هم المنتصرون انهم يسعون لاثارة حركتهم التي يسعون لزيادة نشاطهم أمريكا ستبقى في العراق و العراق سيكون دولة حرة و العراق سيواصل العمل معنا لمحاربة الإرهاب.

Analysis:

Al- Jazeera interpreter avoids omission, addition or paraphrasing, except for *mistakes*. He doesn't specify these mistakes; the speaker intends to hint. Otherwise, the rest is clear and specific.

Al- Arabia interpreter paraphrases. In doing so, he neglects to mention the main points the speaker tries to raise, i.e. the decision to leave Iraq is more than what they think, It means that America is no longer safe. Here communication must be secured through an adequate transfer of the speaker's intended message in spite of phonetic, syntactic and semantic shortcoming.

Paragraph 10

We can be confident that our coalition will succeed because the Iraqi people have been steadfast in the face of unspeakable violence. And we can be confident in victory because of the skill and resolve of America's Armed Forces. Every one of our troops is a volunteer, and since the attacks of September the 11th, more than 1.6 million Americans have stepped forward to put on our nation's uniform. In Iraq, Afghanistan, and other fronts in the war on terror, the men and women of our military are making great sacrifices

to keep us safe. Some have suffered terrible injuries -- and nearly 3,000 have given their lives. America cherishes their memory. We pray for their families. And we will never back down from the work they have begun.

الجزيرة:

بامكاننا ان نثق بان تحالفنا سينجح لان الشعب العراقي كان صامدا في وجه عنف لم يسبق له مثيل نحن واثقون في النصر لان قوة القوات العسكرية الاميركية لا تقارع وكل قواتنا هم من المتطوعين ومنذ الحادي عشر من سبتمبر اكثر من مليون وسبعمئة ألف تطوعوا للخدمة في العراق وفي افغانستان وفي جبهات اخرى في الحرب ضد الارهاب, الرجال والنساء من ابناء قواتنا المسلحة يقدمون تضحيات جسيمة بعضهم عانوا من اصابات مريعة وحوالي ثلاثة الاف منهم قدموا حياتهم .  
امريكا تحترم ذكراهم و تصلي من اجل عائلاتهم وذويهم ونحن لن نتنازل عن العمل.

العربية:

سنواصل عملنا لان الشعب العراقي واجه الكثير ولا بد ان نثق في ثقتنا وان نؤكد ثقتنا بالنصر كل منا كل من رجالنا رجال قواتنا يواصلون عملهم لقناعتهم بان الهجوم على امريكا في 11 سبتمبر الحق بهم ضررا كبيرا المعركة ضد العراق هذه الجهود التي بذلها الجنود من اجل ضمان ان تكون امريكا اكثر امنا هناك أيضا أكثر من حوالي 3000 جندي بذلوا حياتهم و أمريكا ايضا تصلي من اجلهم و تدعي من اجل و تدعي ولأهاليهم بالصبر. امريكا تحترم ذكراهم و تصلي من اجل عائلاتهم وذويهم ونحن لن نتنازل عن العمل الذي بدأوا به و قاموا به.

Analysis:

Al-Jazeera interpreter has adds ذويهم to the word families. Again, he adds the word قاموا به to have begun. In these two cases, addition is harmless and can be considered as Arabic collocations. The message is conveyed. However, the number isn't correct. 1.7 million instead of 1.6. This may cause lack of confidence in other information given by the interpreter, especially when numbers can be easily understood by the majority.

Al-Arabia interpreter paraphrases. It can be considered as an adopted policy throughout the whole speech. The message isn't clear. Information is not sufficient, and there is no cohesion. In this respect Shlesinger states that cohesive devices are crucial cues of how parts of a text relate to one another.

## Paragraph 11

We also honor those who toil day and night to keep our homeland safe, and we are giving them the tools they need to protect our people. We've created the Department of Homeland Security. We have torn down the wall that kept law enforcement and intelligence from sharing information. We've tightened security at our airports and seaports and borders, and we've created new programs to monitor enemy bank records and phone calls. Thanks to the hard work of our law enforcement and intelligence professionals, we have broken up terrorist cells in our midst and saved American lives.

الجزيرة:

ونحن ايضا نحبي الذين يعملون ليل نهار لحماية امن بلدنا شطناننا و يفعلون كل شيء من اجل حمايتنا فقد أسسنا وزارة الامن الداخلي و قد اسقطنا الحاجز الذي كان يمنع المؤسسات من تبادل معلومات و عززنا الامن في المطارات والمرافئ والمرافق والموانئ و ايضا راقبنا الحسابات المصرفية و الاتصالات الهاتفية و الفضل يعود لعمل مؤسساتنا الاخبارية المصرفية و الاتصالات الهاتفية و الفضل يعود لعمل مؤسساتنا الاخبارية.

العربية:

اننا ايضا نحترم الذين يحاولون جعل وطنهم امنا لقد أنشأنا ادارة وزارة الامن الوطني، اتخذنا إجراءات لضمان ان تتمكن أجهزة المعلومات وأجهزة المخابرات من جمع المعلومات المطلوبة لحماية بلادنا لقد انشأنا نظاما للتصت على المخابرات التي يمكن المكالمات التي يمكن ان توصلنا للعدو و لقد تمكننا من تفكيك خلاياهم التي يمكن ان توصلنا للعدو و لقد تمكننا من تفكيك خلاياهم لقد تمكننا من ان ننقذ العديد من الأرواح.

Analysis:

Al- Jazeera interpreter adds. This can be redundancy which is harmless, as in لحماية بلدنا ويفعلون كل شيء من أجل حمايتنا.

But, he omits a sentence that is important, “we are giving them the tools.....” This explains how cooperative everyone is in dealing with such a dangerous issue.

Also, he omits important information. That is *they destroyed terrorist cells*, which has an important implication. Aims are achieved. Al- Arabia interpreter paraphrases. He conveys the message successfully.

Paragraph 12

Five years after 9/11, our enemies have not succeeded in launching another attack on our soil, but they've not been idle. Al Qaeda and those inspired by its hateful ideology have carried out terrorist attacks in more than two dozen nations. And just last month, they were foiled in a plot to blow up passenger planes headed for the United States. They remain determined to attack America and kill our citizens -- and we are determined to stop them. We'll continue to give the men and women who protect us every resource and legal authority they need to do their jobs.

الجزيرة:

و بعد خمس سنوات من الحادي عشر من سبتمبر لم ينجح العدو في شن هجوم على ارضنا و لكنهم لم يجلسوا هكذا من دون حراكِ القاعدة و الذين يستلهمون ايدولوجية الكراهية قد شنوا هجمات على اكثر من عشرين بلدا وفي الشهر الماضي فقط احبطت محاولة لتفجير طائرات ركاب متوجهة الى الولايات المتحدة و هم ما زالوا عازمين على مهاجمة امريكا و قتل مواطنيها و نحن عازمون على ايقافهم و سوف نستمر في تقديم الرجال و النساء الذين يحملون كل السلطات القانونية التي يحتاجونها.

العربية:

بعد الحادي عشر من سبتمبر لقد وعدت بان اقدم كل ما يمكن من اجل حماية المواطنين الامريكيين وان واحدة من اهم و اقوى اسلحتنا هي قوة الحرية هؤلاء ليسوا مستعدين لتحمل الحرية انهم يعلمون ان الناس لديهم خيار بين الحرية والديكتاتورية. فهذا النضال وصفهم البعض بصراع الحضارات و لكن الحقيقة انه الصراع من اجل الحضارات وليس صراع الحضارات اننا اننا نقاتل من اجل امكانية ان ينهض ان تنهض منطقة الشرق الاوسط و تحقق تقدما التقدم التي تسعى اليه شعوبها.

Analysis:

Al-Jazeera interpreter again gives a wrong number. The interpreter must pay more attention to numbers and names and try to write them down while interpreting. The last sentence isn't paraphrased properly. It is not تزويد الرجال ,تقديم الرجال والنساء..... It is not تزويد الرجال والنساء الذين يقومون بحمايتنا بكل الموارد والسلطات القانونية اللازمة لتمكينهم من اداء واجبهم. There is a big difference between the two.

Al-Arabia interpreter paraphrases the message successfully. However, the language is very weak. Some information is missing. According to Shlesinger (1995), it is found that the informational content of the text is seen to be an important factor in determining what is omitted and what is not. This is linked to the other important factor, namely shared knowledge which, when available, is found to reduce omissions in simultaneous interpreting.

Paragraph 13

In the first days after the 9/11 attacks I promised to use every element of national power to fight the terrorists, wherever we find them. One of the strongest weapons in our arsenal is the power of freedom. The terrorists fear freedom as much as they do our firepower.

They are thrown into panic at the sight of an old man pulling the election lever, girls enrolling in schools, or families worshipping God in their own traditions. They know that given a choice, people will choose freedom over their extremist ideology. So their answer is to deny people this choice by raging against the forces of freedom and moderation. This struggle has been called a clash of civilizations. In truth, it is a struggle for civilization. We are fighting to maintain the way of life enjoyed by free nations. And we're fighting for the possibility that good and decent people across the Middle East can raise up societies based on freedom and tolerance and personal dignity.

الجزيرة:

في اعقاب الحادي عشر من سبتمبر و عدت باستخدام كل ما لدينا من قوة قومية لمحاربة الارهابيين اينما كانوا و احدى امضى الاسلحة في جعبتنا هي سلاح الحرية.  
الارهابيين يخافون من الحرية كما يخافون من قوة نيراننا و يخافون من الذين يذهبون لانتخابات من البنات اللاتي يذهبن الى المدارس وكل من يخالف هذا التقاليد لا يعطون الخيار لانهم يعلمون ان الشعوب اذا ما اعطيت الخيار ستختار خيارا بديلا عن كراهيتهم لذلك هم يشنون الحرب على قوى الاعتدال و التحرر و هذا الصراع يسمى صراع الحضارات في الحقيقة انه صراع من اجل الحضارات نحن نقاتل من اجل حماية اسلوب الحياة التي تستمتع بها الشعوب الحرة و نحارب من اجل الناس المعتدلين المستقيمين الذين يعيشون في مجتمعات على اساس الكرامة و التسامح .

العربية:

بعد الحادي عشر من سبتمبر لقد و عدت بان اقدم كل ما يمكن من اجل حماية المواطنين الامريكيين وان و فواحدة من اهم واقوى أسلحتناهي قوة الحرية هؤلاء ليسوا مستعدين لتحمل الحرية انهم يعلمون ان الناس لديهم خيار بين الحرية و الارهاب. هذا النضال وصفهم البعض بصراع الحضارات و لكن الحقيقة انه الصراع من اجل الحضار و ليس صراع الحضارات اننا نقاتل من اجل امكانية ان ينهض ان تنهض منطقة الشرق الاوسط و تحقق تقدما التقدم التي تسعى اليه شعوبها.

Analysis:

Al- Jazeera interpreter has omitted a very significant sentence- *families worshipping God in their own traditions* - which reveals an important attitude. He adds كل من يخالف هذه التقاليد which is related to the same point.

The last sentence is not paraphrased clearly. The idea is to enable those people to raise societies based on freedom....etc.

Al-Arabia interpreter paraphrases. He does not convey the message clearly. The speaker intention is to make it clear that he will not stop the war, as it is the only solution. At the end, the interpreter paraphrases, using the word التّقدم . It doesn't give the same meaning as *freedom, dignity and tolerance*. This may be in line with what Snelling has included in his classification of receptor situations, as a situation where the interpreter and the audience share a cultural patrimony.

#### Paragraph 14

We are now in the early hours of this struggle between tyranny and freedom. Amid the violence, some question whether the people of the Middle East want their freedom, and whether the forces of moderation can prevail. For 60 years, these doubts guided our policies in the Middle East. And then, on a bright September morning, it became clear that the calm we saw in the Middle East was only a mirage. Years of pursuing stability to promote peace had left us with neither. So we changed our policies, and committed America's influence in the world to advancing freedom and democracy as the great alternatives to repression and radicalism.

الجزيرة:

من الان ما زلنا في الاوقات المبكرة من هذا الصراع بين الطغيان و الحرية و هناك من يتساءل هل ان شعوب الشرق الاوسط تريد الحرية و هل ان قوى الاعتدال ستتصدر على مدى سنتين عاما ، هذه الشكوك كانت تدير سياستنا

الخارجية لكن في صبيحة الحادي عشر من سبتمبر توضح ان الهدوء الذي كنا نراه في الشرق الاوسط لم يكن الا سرايا و بعد سنوات من اجل السعي نحو الاستقرار من اجل السلام تركتنا من دون سلام ولا استقرار لذلك غيرنا سياستنا و نحن ندير سياستنا من اجل ترويج الحرية و الديمقراطية كبداية عن القمع والراديكالية.

العربية:

في وسط هذه حالة العنف هذه هناك امثلة تدور حول رغبة الشعب في الحصول على الحرية في خلال 60 عاما خلال 60 عاما في منطقة الشرق الاوسط ظلت الشعوب هناك تسعى الى الحرية لكن في الحادي عشر من سبتمبر تبين لنا ان الشعوب هناك تسعى الى الحرية لكن في الحادي عشر من سبتمبر تبين لنا ان تلك السنوات لم تقدم لهم شيئا فتلك نخوض الحرب من اجل الحرية والديمقراطية.

Analysis:

Al- Jazeera interpreter gives an excellent interpreting, faithful to what the speaker has said. Al-Arabia interpreter paraphrases. He omits the declaration that this war is still at the beginning. Instead, he adds هناك امثلة... الخ which is not the same meaning. Also, he omits the sentence which shows why America was obliged to go to this war. Instead, he adds some information that is neither clear nor specific. This is a typical case of an interpreter having to rely on his intellectual and linguistic skills and having thus to learn how to distribute his effort between comprehension, transformation and delivery.

Paragraph 15

With our help, the people of the Middle East are now stepping forward to claim their freedom. From Kabul to Baghdad to Beirut, there are brave men and women risking their lives each day for the same freedoms that we enjoy. And they have one question for us: Do we have the confidence to do in the Middle East what our fathers and grandfathers accomplished in Europe and Asia?

By standing with democratic leaders and reformers, by giving voice to the hopes of decent men and women, we're offering a path away from radicalism. And we are enlisting the most powerful force for peace and moderation in the Middle East: the desire of millions to be free.

الجزيرة:

و بفضل مساعدتنا الى الناس بحريتهم من كابول الى بغداد الى بيروت وهم رجال و نساء شجعان يخاطرون بحياتهم كل يوم من اجل نفس الحرية التي نحن نتمتع بها نحن ولديهم سؤال واحد لنا هل لدينا الثقة بان نفعل في الشرق الاوسط ما حققه اباؤنا و اجدادنا في اوروبا و اسيا بالوقوف الى جانب المعتدلين والاصلاحيين من خلال الاستماع لصوت النساء والرجال المستقيمين نشق طريقا بعيدا عن الراديكالية و نحقق اكبر قوة من اجل الاعتدال في الشرق وهي رغبة الملايين في الحرية.

العربية:

بمساعدتنا ستمتكن الشعوب في منطقة الشرق الاوسط من النهوض من اجل الديمقراطية من كابول الى كل مكان ان هناك اناس يسعون ويقدمون التضحيات من اجل نفس الهدف الذي نضحي من اجله هناك سؤال واحد مشترك اننا لدينا الثقة في ان هناك اهداف مشتركة فهناك زعماء ديمقراطيون و اصلاحيون وهناك اناس يستحقون منا ان نقدم لهم المساعدة اننا نحشد كل القوى من اجل الديمقراطية نحشدها من اجل رغبة الملايين على طول الشرق الاوسط.

Analysis:

Al- Jazeera interpreter conveys the message very clearly through word for word interpreting.

Al-Arabia interpreter paraphrases. The idea is clear. The sentence هناك سؤال.....المساعدة is mis-paraphrased. However, the meaning hasn't been affected. This case is related to Gile's Effort Model: when the total processing component exceed the available capacity, then interpreters tend to cope less well and interpreting begins to deteriorate.

### 3.2 Discussion

In reference to the above analysis, and compare with Al- Jazeera interpreter, it is clear that Al-Arabia interpreter faces comprehension problems that arise under time-related or processing capacity related pressure. On the other hand, Al-Jazeera interpreter, though succeeded in almost all of the speech, has not given us what one might call optimal performance, as shown in the above analysis.

It is suggested that interpreters may delay their response for a while -a fraction of a second to a few seconds- so as to have some time for thought while they receive more information from the source-language speech. But because of its very nature, the delay tactic involves an accumulation of information in short-term memory, and is associated with the risk of losing speech segments. (As in paragraph 2- Al-Arabia) So, the interpreter may decide to resort to another tactic.

When interpreters have not properly heard or understood a technical term, name, number, or other type of speech segment, they can try to reconstruct it in their mind using their knowledge of the language, the subject, and, the situation (their extra linguistic knowledge).(As in paragraph 10-Al-Jazeera) The reconstruction process is an integral part of speech comprehension in everyday situations as well. It is defined as a tactic in the present context when it becomes a conscious endeavor, as opposed to an ordinary, subconscious process (As in paragraph 14 Al- Arabia).

Reconstruction can result in full recovery of the information successfully. However, it may entail some waiting until more information is available and require considerable time and processing capacity. Like the Delay tactic presented above, it is associated with a high risk of saturation and individual deficits. Reconstruction from the context can therefore not be considered a high-priority tactic.

To sum up, interpreters may miss information without even noticing because they did not have enough processing capacity available for the Listening and Analysis Effort when the speech segment carrying it was being uttered.

They may also omit it because material disappears from short-term memory. The omission tactic refers to the case where an interpreter deliberately decides not to reformulate a piece of information in the target-language speech.

Again, not all the information which was omitted in the target-language speech is necessarily lost as far as the delegates are concerned, since it may appear elsewhere or be known to the delegates anyway.

When working conditions are particularly bad, and when interpreters feel it is imperative to continue speaking despite inability to listen, understand, and reformulate properly, they may invent a speech segment compatible with the rest of the source-language speech but not a faithful reflection of the problematic source-language speech.

This tactic is obviously an extreme one, to be used exceptionally and with the uttermost caution. I believe it should not be used at the same time as other tactics. It is probably best left to the very end, when it is introduced very carefully, with explicit examples and strong emphasis on ethical considerations.

## CONCLUSION

To start with, it may be useful to piece together the various strands which have emerged from the above analysis point by point. We can then move on to drawing general conclusions.

The analysis has substantially confirmed quite a number of the insights that have emerged in our coverage of interpreting theory throughout the thesis. These may be summarized as follows:

1. Paraphrasing may not be successful and can lead to failure in conveying the message due to the problem of unshared knowledge and expertise.
2. Effective paraphrasing relies on sense retrieval, a process which is ultimately dependant on pragmatic factors.
3. Gile's concept of "processing capacity may explain many errors that are due to saturation in or improper management of the interpreter's processing capacity. Omission and paraphrasing are recommended in these cases.
4. *Theorie du sens* provides much needed help when the interpreter has to discard the SL wording and choose a new linguistic shell that conveys the intended message.
5. Kalina's insight is confirmed regarding the interpreter having practically no semantic autonomy over his text as it develops, unlike an ordinary text producer who may even go on so far as to change his intentions midway.
6. Factors which make a text relevant to a situation of occurrence (Beaugrande & Dressler 1981) are essential for the interpreter to heed.

7. The message may not be clear and information may not be sufficient, all due to lack of cohesion. In this respect Shlesinger states that cohesive devices are crucial cues to how parts of a text relate to one another.

8. Shlesinger (1995) insight is confirmed: the informational content of the text is seen to be an important factor in determining what is omitted and what is not.

9. The analysis has yielded insights in line with what Snelling has included in his classification of receptor situations, as a situation where the interpreter and the audience share a cultural patrimony.

10. Some additions may neither be clear nor specific, a case of an interpreter failing to rely on his intellectual and linguistic skills and having thus to learn how to distribute his effort between comprehension, transformation and delivery.

With these specific conclusions in mind, we may now outline some general conclusions. In spite of interpreters' preparation strategies, problems do arise in interpreting situations because of processing capacity limitations, errors in processing capacity management, and gaps in the interpreters' knowledge base. Many of these problems can be said to be unavoidable, as shown by the fact that they are encountered regularly even by interpreters with a solid reputation and long professional experience. Interpretation has been referred to by some professionals as "crisis management," and in the light of interpreters' daily experience, these are apt words to describe an aspect of interpreting which is virtually unknown to the public at large. Difficulties affect both comprehension and production, often through failure sequences as explained above. When interpreters are aware of such problems, they tend to use a rather small set of tactics to limit their impact.

Coping tactics are a very fundamental practical skill in interpreting. Basically, they are taught within the framework of practical exercises. In most training programs, this is done by trial and correction, with trial on the student's part and corrections from the instructor. Such corrections are generally normative; instructors sometimes refer to the

communication impact of the tactics in order to explain their preferences, but are not necessarily aware of other factors which influence them.

The future of interpreting seems unclear. The role of interpreters as agents of culture and negotiators of alien elements and meaningful information is underestimated and reduced to that of a translation device. The deficiencies of the norms in this field places emphasis on the need for a formal system that will establish clearer patterns of interpreting behavior and allow interpreters to play an active role in interactions, so as to translate flexibly, express concepts and meanings and finally draw attention to speakers' foreignness.

Furthermore, education for proficient interpreting has to be improved. Academic institutions should provide courses and training, seminars and workshops and finally professional certificates for interpreters 'in an attempt to bridge the gap between "generalist" academic training in interpreting and the specific standards and skills required in the professional world.

This has been an attempt to draw attention to certain important concepts about interpreting and highlight the critical role of interpreters. It also comments on some of the challenges and conflicts interpreters are subjected to, in order to fulfill their mission and at the same time comply with the law's standards. However, one should note that further research has to be carried out in the field, in order to challenge and reflect the need for more explicit codes of ethical conduct, extended education and clearer patterns of interpreters' behavior.

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## VITA

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