



Teaching Translation and Interpreting by Splitting Them into Types: Analysis of the Processes and Principles

Abdel Rahman Adam Hamid*

Department of English and Translation , College of Science and Arts , Qassim University, Ar Rass, Saudi

Arabia , Tel: +966-543345702 , ORCID: +162273942

Email: abdoprof313@gmail.com , a.idris@qu.edu.sa

Abstract

This article examines the types of translation and interpreting and discusses their teaching through their major categories, and modalities. The study tries to show their utility or arbitrariness regarding their classification by types. The development of these themes has a goal which is to show their survival as divisions of specializations and their integration into new forms. The findings reveal the neutrality of the splitting and the non-dividing of these types and underline the fact that these traditional classifications are still in use supported by the linguistic and non-linguistic theory of translation. The conclusion suggests some solutions such as the non-classification of the two domains of study into types. The emergence of e-technology generation and the online fast programs lead to the degradation of the classifications and their replacement by new methods and programs of specialization courses. It forwards a method for the accomplishment of the roles of these types.

KeyWords: Teaching Translation; Specialization; Arbitrariness; Classification; Types Splitting; Translation Theory.

1. Introduction

1.1.

Translation was known since early times. It dates back to the beginning of commercial exchanges between nations, such as those between India, China, and the Arabic Peninsula: the silk road, etc.

* Corresponding author.

It had also been present in kings' courts in oral and written forms as well as in forms of modes in the case of e.g. sight interpreting or consecutive simultaneous. The author in [6] noted that nowadays, translation is omnipresent in our life: in Colleges, Schools of Interpretation, Courts of Justice, in the public services interpreting process (PSI), and in international, regional and local conferences. When the professional and scholars speak of translation they mean written process. While, they refer to the oral process as 'interpreting.'

We focus in the present study on translation and interpreting as two domains. However, recently, the term 'translation' is used to denote the two fields.

1.2. Why the Issue of the Classification of Translation and Interpretation Types Is Important?

The present study will develop the written types of translation as well as the interpreting types and will try to show their status regarding their classifications. This is done according to their terminologies and roles. The scholars of the domains speak of types and kinds referring to the linguistic features of each type classified by them. Nevertheless, why do we call a text of a specific language 'economic' and another one 'commercial' despite the fact that they may have similar terms or very close ones? The objectives and aims of this study will help the author to demonstrate the differences between this study and the other existing ones. The author concerning the importance of these said types will raise some controversial themes. There are other types of languages around us as stated by him in [6]. The present study will try to show the relation of these types to the translation theory. Some studies treat translation and/or interpreting in the field of linguistics and class them in many types. In [24,25], Seleskovitch, D. as one of those considered as non-linguists proceed otherwise. However, theories need to be practiced and proved. So, the utility of these types, mitigated or not will be developed to show the aims and objectives of the present study. All previous studies adopt the traditional classification of translation into types. However, as translation and/or interpreting are not detachable from the general linguistic norms, rules, and methods they should be seen as components of the language that deserves to be seen not as a sub-language. They belong to the entire system and the concerned language, as noted by the author in [3,4].

1.3. Relevant Scholarship

Translation was considered as an art by some scholars like Savoy, T. H. The scholars who support such approaches were concerned, mainly, with literary texts., which were practiced mainly by free-lance translators. Yet, recently since the 20th century, translation became, for many scholars, as a science. Reference [11] such researches conducted in the UK. As well in [11], Catford differentiates between 'translation' and other linguistic forms and linguistics production such as transference or loan words. He calls for the registration of translation within the linguistics theory. In the contrastive theories, in the U.K., other scholars say contrastive studies are part of applied linguistics and constitute a branch of languages comparative studies. In the USA, Reference [20] refers to such linguistic works. In France, Mounin noted in [18] wrote a book titled: 'The Theoretical Problems of Translation' where he speaks of the general linguistic theories as the key for solving translation problems. In the field of interpreting and translation some works by [24], in the School of Interpreters and Translators of Paris, known in French as (Ecole Supérieure d'Interprètes et de Traducteurs

(ESIT), Université Paris 3 - Sorbonne Nouvelle), sets out approaches on meaning. As well, Reference [19] conducted important works on translations. Parallely, a discussion was raised concerning the joint points where translation and interpretation come together. Reference [27,12], evoked similar points. Some other researches treat the modalities of interpreting types, e.g. sight interpreting, consecutive simultaneous interpreting and the like. Reference [13,22] spoke of the modalities and note-taking. In the 1980s, Reference [14] mentioned and conducted studies regarding terminologies and approaches in linguistics related to translation. Moreover, he led researches at the University of Ottawa, in linguistics. Comparative Theories forwarded by [26] had recourse to the theory of general linguistics defined by F. de Saussure, by publishing their book: 'Comparative study of the style between English and French (Stylistique Comparée du Français et de l'Anglais). Similar studies were done in Asia, Africa. Reference [1] participated to these discussions and approaches. However, some of these studies focused on the theoretical part of translations, other such as those of the 'Interpretive Theory of Meaning', of Seleskovitch accentuated on the non-linguistic aspect of translation, while the meaning to which these scholars stand depends on linguistics: meaning is in the core of linguistics.

2. Literature Review

Since the 1950s and 1960s, some scholars of translation and linguistics like Reference [11,18,19] defined 'translation' and design even approaches and theories to deal with it. (See, A linguistic theory of translation).

2.1. What is Translation?

The concept and notion of 'translation' are known since early times. It is cited in books or referred to as being present since the beginning of the commercial and political relations between nations. The classifications and modern definitions are rare and absolutely absent in some cultures. Nevertheless, it appears massively in the linguistic writings of modern and contemporary authors in the fields of translation and interpreting. Some scholars mentioned above such as Newman, Nida wrote and developed theories on it. Others forwarded procedural principles and approaches on the potentialities of the two domains of study. Reference [11] defines it as follows: "*Translation [is] the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)*" Reference [1,4] defines translation in one of his books, as follows: "*Translation is a divine gift. It is like other sciences: It is the process of converting a text from one language into another by mastering two specific languages (or more than two languages). The translator has to have knowledge of the SL language and the TL. He/she has also to know the cultures of the two concerned languages, to have a deep experience, even short, and to convert the text looking for the best and closest corresponding terms and equivalencies in the TL in honesty, accuracy, and sincerity.*" I say translation is an "art" because it is a divine gift that needs intuition and strength in memory, and this is like any other gift that God Almighty gives. I say the process should be done in a "technical" way, because the translation has to be handled in a professional method, due to the fact that it is a technical process in some of its branches, such as the scientific and technical translation. I say: it should be conducted "in honesty and sincerity" contrary to the saying: "A translator or a convertor of disbelief is not a disbeliever." 'Trust' is obligatory in translation and interpreting, and accordingly, I am not a supporter of free translation, except in the transmission of science fiction and rhetorical images of the literary works composed by the human beings."

2.2. What is interpretation

The author defines it in [4] as follows:

Interpreting deals with oral communication by rendering a speech, a thought or a message of a specific person from one language into another with a comparable meaning in a target language simultaneously in fluently in real time where the interpreter identify himself/herself to speaker and speaks in the first person (as if he/she is the source of the speech): adopting the tone, feelings, convictions and if possible the register of the speaker. The interpretation process, of conference interpreting done in general from a booth, enables different people from different languages and cultures to communicate. This process is called simultaneous interpreting. Sometimes it is referred to as instantaneous or instant or immediate interpreting due to its realization in 'real time'. Once this oral process of converting a speech may be executed consecutively when the interpreter converts the message when the speaker pauses after completing a few sentences. In the case it is done while reading a text and converting it, is called sight translation. There are other modalities of interpreting such as decalage, summary interpreting, chuchotage etc. some of which are developed briefly, in this paper.

2.2.1. Interpreting and interpretation

The words 'interpreting' and 'interpretation' may go parallelly or be used one Vs the other, or as synonyms. What we do in a booth to convert a message or a speech is 'interpretation', compared to 'translation' of a written text. Nevertheless, when we refer to the oral process we may speak of 'interpreting'. In my career as an interpreter many spoke to me of 'the translation' to mean or denote the 'interpretation' that we did or would do in a conference. There are definitions of translation and of interpretation stated by famous scholars such as Newman, Reference [11,20], and others who defined translation within the framework in [19]of Linguistics or culture.

3. Method

Toury stated that a descriptive translation studies (DTS) function of the level of the SL and the TL. There intervene the social and cultural systems which determine the place or position of translation strategies. The author sees mentioned the issue of the specification that determines the output in the target text looked for in translation. Decades before that, Reference [25] suggested some translation processes in their works in Canada. Their proposal and approach proved to be effective in comparative studies. Reference [14] had also participated in the study of language for special purposes. The method used in this study is a descriptive-analytical approach. It aims to determine the status, through the analysis of the principles and methods, of 'translation types' and 'interpreting types and modalities'. The study, also, aims to focus on the differences and challenges that arise in the study.

4. Translation and Interpreting

The author is going to split the subject themes of the present study into types to facilitate the analysis. There are two basic types of translation:

1. Written translation, it is concerned with documents, texts, etc... written units.
2. Oral translation = Interpreting.

4.1. Types of Interpreting

The two types of subject matter in this study are going to be developed hereunder:

4.1.1. Simultaneous Interpreting

Reference [4] defines interpreting as follows:

“In the process of interpreting, the interpreter follows spontaneously and simultaneously the speech of a speaker. The first may be in a booth; the latter delivers his address or speech, in front of the public as in political, scientific, or press conferences. Sometimes, the interpretation takes place with a written text, and, at other times, he may have some data on the subject treated in the conference or the gathering concerned. This feature links this act of translation to the written one.” However, it may be a modality when it is not the main targeted process. This

4.1.1.1. Simultaneous Interpreting as a Modality

This form of interpretation maybe one of the following modalities:

4.1.1.1.1. Chuchotage or Whispered Interpreting

Whispered interpreting is done normally in small meetings where there is a need for simultaneous interpretation for one or two persons with a need for an interpreter to whisper for them in the ear a speech delivered by a certain speaker. It is called whispering interpreting or chuchotage (in French) to denote the action of the low voice of the interpreter, who whispers to convert the speech of the speaker of the SL. It is evident that ‘chuchotage’ is an onomatopoeic word.

Reference [8]:

“As chuchotage is in general destined to a small group of participants, it may be done through headphones to more than two persons. In this case, the clients use headphones to receive the interpretation in their mother tongue or language of choice. However, this is rare. People prefer consecutive or simultaneous interpreting in such a case.”

The other modality is:

4.1.1.1.2. Consecutive Simultaneous Interpreting

It is a type regarding simultaneous interpreting, which becomes a modality once the text accompanies the

interpreter to help him/her in converting the speech of the speaker of the SL. See below (2.3.1.3.1).

4.2. Consecutive Interpreting

Reference [9], during this type of interpreting, the free-lance interpreter, or the interpreter conveys or transfers an SL message in form of a speech into a TL, in a specific conference or meeting. The SL speaker finishes a specific idea, presented in some sentences. Then the interpreter converts what has been said by this speaker, sometimes with the aid of notes to support his/her memory, or by memorizing the whole idea or the sentences delivered by the speaker of the SL. These sentences are to be delivered by the interpreter, not in form of indirect speech, but as if the interpreter is the same speaker: converting the speech in the first person. (See author 2020)

4.2.1. Consecutive Simultaneous Interpreting

It may also be as a mode in the following case:

Consecutive interpreting may be done in a booth where the interpreter is accompanied by a recorded speech. He/she may have instead it may be done of a recording, some notes that may help him to follow immediately in real-time the speech of a specific speaker, and then listening to a speaker, he/she converts this speech with the aid of the recorded item or the notes. This process is called in the profession 'consecutive simultaneous interpretation'. We see here the arbitrariness of splitting these oral forms into types. Their shifts from one class or category or rank to another reveals the inexactitude of the nomination and types.

4.3. Sight Interpreting

This type is also called 'at sight translation', or 'on sight translation'. Nevertheless, it is referred to as 'sight interpreting' when it is a mode of simultaneous interpreting: done in a booth with a written document. It is called 'sight translation' when an interpreter reads with his/her eyes a text and interprets it into a TL. Called 'translation' due to the existence of the written document. Mainly it is practiced in courts and other PSI (Public Services Institutions).

The author writes and defines it in [7], as follows:

"It is also called 'on sight translation', or 'at sight translation'. However, when it is done from a booth by a simultaneous interpreter who reads, with his eyes, a document and interprets it immediately and instantaneously, it is called 'sight interpreting'. Furthermore, sight translation is concerned with a process between written translation and interpreting or interpretation. The SL, the units of which are transferred in sight translation process, should be always written; whereas the output is oral: the other language into which the process of translation or interpreting constitutes the TL. The latter is produced by an interpreter as if he/she is doing simultaneous interpreting, but after reading a text with his/her eyes and reproducing it into a TL in form of speech in the language of the customer or the organizer of the event, either a courtroom, a hospital, a chamber of commerce, a University or any public Institution. So, a specific text is converted by an interpreter while reading it with his/her eyes and conveying it immediately into a TL." Sight translation is a prerequisite to

simultaneous interpreting. So, it is important to know its basic principles. In teaching it the trainee interpreter should know that he/she should make a mental analysis of the SL text to convert it into the TL.

It is important that trainee interpreters and translators know that it is based on the following:

- a. Interpreting the context and idea and not the lexis.
- b. A written document in the Source language (SL).
- c. Verbalization or conversion of the SL text into the TL.

4.4. *Modes of Interpreting Done through Device or the Type of the Interpreter*

There are some modalities of interpretation which are considered as so essential in the domain of interpreting. They are taught in colleges aiming at the qualification of high-quality interpreters. They are, by specialization of the interpreters, the author evoked these themes in [8]:

1. **Cheval Interpreter:** (French word); it means 'horse'. The hired interpreter works in two booths, in real-time, alternatively. This happens due to lack of specialized qualified interpreters or lack of resources to hire others, or rarity of a pivot language, etc.
2. **Relay Interpreter:** it is an interpreter who from one booth converts a speech in a specific language via the relay.
3. **Retour Interpreter:** 'Retour', (French term). It means 'return'. An interpreter knows a foreign language as if it is his/her mother tongue and interprets from his/her mother tongue into it.
4. **Escort Interpreter:** an interpreter accompanies delegates or one-person and interprets for them/him/her speeches from the SL to the language of their choice (TL).
5. **Tourist Guide Interpreter:** this is not a real interpreter due to the characteristics of his/her job. The interpreter repeats the same message of tourism and converts it to tourists in the language they prefer.
6. **Pivot Interpretation:** Pivot is a French word which means (bridge or relay (*charnière interprète*)). This kind of interpretation is practiced when in a meeting or conference a specific language is used as a passive language as a relay from which other interpreters convert into other languages.

The second group of interpreting types may be split by specialization and according to the domain or field of interpretation. They are also kinds and modes more than real types, such as:

1. **Sign Language Interpreting:** the interpreter transfers the speeches of deaf and hearing people, in form of signs, to other deaf or to hearing people and vice-versa. The interpreter has to know the methods of consecutive interpreting as well as the techniques and methods of sign languages. It is to be noted that there are many types of sign language: American, French, Spanish, etc.
2. **Telephone and Video Interpreting:** An interpreter is called to a site or from his/her dwelling converts and interprets a speech via a telephone or through Skype or video remote systems. The interpreter works with the aid of some headsets, equipment, Tablets, I-phone, or by following a speech on TV and

interprets it consecutively.

3. **Public Services Interpreting (PSI):** The author writes, about this type of interpreting, the following, in [7]:

“It concerns many public institutions such as hospitals, courtrooms, etc. where sight translation is a necessity to save a sick person from death, a suspected one from prison, etc. These institutions are (...) are places where people of different languages may meet. Sometimes, for instance, in national courts, sight translation is present because an interpreter may read a text and sight translate it into another language to make a defendant or a plaintiff understands the issue it contains. The need for a sight translator is a must because in these mentioned above public institutions there may be immigrants or low linguistic aptitudes persons who need sight translation.”

4.5. Principles and Methods of Teaching Interpreting

Teaching interpreting is stated out by great Schools and Institutions of translation such as those in the West and the East. The aim of the author is not to describe these Institutions, but to have a glance at the general principles. The student and trainee in an Institution of interpreting is bound to proceed e.g. in consecutive interpreting by favoring note-taking which is done after the speaker has finished two or three sentences or a full idea in some sentences. Regarding sight translation, as discussed by [7], it is the common ground or the meeting place of translation and interpreting. The interpreter reads with the eyes a text and converts it immediately into a TL. Concerning simultaneous interpreting, which is the most difficult type, the students work in an interpreting laboratory of no more than 40 seats. After graduation the best work with international bodies and/or organizations. The process is similar to consecutive interpreting, yet done in real-time or simultaneously and immediately. Sometimes there are situations that make it a mode: cases of chuchotage, consecutive simultaneous interpreting, Reference [8] by the author. The result of this section is that teaching interpreting according to types is a little bit arbitrary. We need to proceed otherwise. Likewise, teaching translation by types necessitates a revision.

5. Types of Translation

The second major domain of the study which is practiced in written and not in oral is called ‘translation’. The term ‘translation’ is discussed by scholars in contrast to ‘interpreting’, the oral manifestation of converting a speech or a unit of a language.

Written Translation consists of two main types:

- **Literary Translation.**
- **Scientific Translation.**

Translation which is a written process is seen from many points of view by linguists and translation scholars. Translation is a process of converting a unit from an SL into a TL. Translators acquire certain qualities that permit them to convert and translate units into other languages. They have to have linguistic knowledge and

culture. Some linguists-translator scholars consider it as a science that necessitates training. The existence of Schools and Colleges of translation witness of that. In the case of a complete written translation conference or a mixed conference of translation and interpreting, the translator has the equipment to be provided for him/her to fulfill the work.

5.1. The Literary Translation

It includes all types of translation such as:

- a) Religious texts. The author noted that in [2].
- b) Literary.
- c) Cultural Texts.
- d) Press and media Translation, etc., and other types and modes.

5.1.1. Literary Translation

5.1.2. What is the Literary Style

Reference [5] defines it as follows:

In general terms, literary style is that considered not a scientific style (Literary Vs Scientific). It is known to be emotional, full of images, broad, with metaphors, figures of speech, etc. The literary style, as developed briefly in the background here-above, had been predominant through the history of languages until the mid of the 20th century. It reflected the degree and ability of a certain community to express itself in different ways."

5.2. Scientific Translation

The texts on science and medicine are targeted to physicians, practitioners etc. They understand them. The unspecialized person will not.

5.3. Technical Translation

5.4. Legal Translation

5.5. Economic Translation

6. Principles of Translating a Written Text

1. To eliminate any stress and have your mind clear, before and during the work of translation.
2. Read the specific text to be translated or at least read the units part by part.
3. Translate the meaning into the TL: look for the meaning by a direct translation.
4. Look for the meaning of the difficult words in a dictionary.
5. Translate the text professionally, considering:
 - a) The grammar rules of the language translated to.
 - b) The total and implied meanings.

c) The sequence, the surroundings, and the context in general.

6. Do not delete sentences or words from the text. Consult an expert of the specific field if necessary, or seek help from a partner or from the Senior Translator.

7. And an important step is to make a final revision of the translated text; otherwise, translate right from the beginning to make it a final text. I usually repeat this point in lectures because many of the good translation works become spoiled due to the submission of the translation work without revising it.

8. Put your cell-phone on the mode 'silent' or vibration so as not to be disturbed.

The simultaneous interpreter may make use of the texts translated in written by a translator, by using them in a booth. There is no problem with that as it may be given to him by the Director of the conference, or the Secretariat, or the Senior Translator. This will make the simultaneous interpretation a modality called simultaneous consecutive interpretation.

7. Arbitrariness of splitting Translation and Interpretation into Types

Translation and interpreting are divided into specialized scientific sexts, computer or chemical, literary, sight, consecutive and simultaneous translations however, these classifications, in the eyes of the author, are arbitrary. A commercial text or meeting, for instance, might include chemical or legal information related to the sale of lands or some legal issues, and there might also be some literary words or otherwise. To illustrate the Arbitrariness of splitting Translation and Interpretation we may take the following example given by the author: *Good morning ladies and gentlemen, Before commencing this meeting let us thank God for His blessing and gifts. In His Name, we begin this gathering and we need His help.*

Regarding the question of the medical issues, surgery, and insurance I would like to call Mr. President of the Organization to talk to us about the costs of living (COLA), the costs of medications, and the economic steps to be taken to resolve the problems that will encounter us. You the commercial transactions are necessary to fill in the gaps and provide the people with the necessary items. As you know all this is done under article 10 of the Act. We shall also be bound by the laws in force, the regulations provided for in the Act. Approved by the Board of Directors, and the General Meeting. There are problems with the cultural and linguistic equivalencies. Translators and interpreter can run their businesses; however, the cultural questions should remain intact. As the poet, Samuel Taylor Coleridge said in one of his poems ... This example contains underlined lexis, ideas, in brief, but about the following themes:

1. Religious.
2. Medical.
3. Economic.
4. Commercial.
5. Legal.
6. Cultural.

7. Literary, etc.

We see that many domains, reflected by terminologies could be tackled in the same message. How to classify such a text?

The same argument said about translation is applicable to interpreting.

8. Conclusion

Translation and interpreting are two domains that share many common qualities. Theories are related to each other, as two linguistic phenomena. In a narrow analysis, translation may be considered as the mother of interpreting or vice versa. If we consider that the oral expression of language appeared before writing and that the nations of the Earth communicated with each other through translation in their dealings, thus interpreting would be considered as the base of translation. In the case of saying translation existed for centuries and interpreting appeared in its new form with modern sophisticated devices of conference interpreting. Thus, interpreting would be considered as, if not emerged from translation, influenced largely by it. A close look to these two domains will permit us to understand that there is little difference between the two major types. It is just a difference in the channel used by each. In interpreting the channel is oral, while in translation the medium is pen and paper or the written medium. Another phenomenon that link the two fields is the use of at least two languages, the SL and the TL. The third package of features is related to the skills needed in both domains. Nevertheless, the author sees the process as more complicated than this. These divisions and types, categories and kinds are arbitrary as we have demonstrated here above, but may be necessary due to the jargon, lexis, phraseology and terms used in written the texts or the speeches. The important idea that emerges from the previous presentation is the following: Studying all these types and modes of interpreting and translation, as modes or types, will not change their characteristics or the role. The author calls for teaching them as specializations in the first place. The teacher or instructor has to draw the attention of his/her students to interference and interdisciplinary aspects of the two major categories and their types and modes. One text or one speech may contain many characteristics: being a type that shifts into a mode.

They may be divided into units:

- The division of translation into types is arbitrary but necessary for the common reader and beginners in the field of translation.
- The splitting of interpreting into types is also arbitrary, however, the mode in which it is done renders this division logical and necessary.
- Teaching the two types of translation should be done through stated principles.
- New tools such as iPhones and tablets are to be introduced in interpreting.
- Regular questionnaires have to be conducted to see the orientations of students and the markets of their future recruitments.

To train translation and interpreting students according to the types with reference to terminology: it is important to accompany any unit or course taught to them with glossaries to the point the terminologies of the

types studied become ordinary. In consequence, these divisions will vanish once the student accumulates, intelligently, and approximately all the terms of the studied discipline. In the case of the insistence of the traditional schools and colleges to proceed the teaching by splitting translation and interpreting into types, a course on the specialized types has to be built. Other modes and items have to be taught according to their characteristics and roles. E.g. the example of the whispered interpreting is a good one for the arbitrariness of these divisions. Further deep studies can use instruments to measure future data to be obtained from an experimental study on about nine translators or interpreters to determine the utility and points of weaknesses regarding the classification of these types and their teaching according to such methods and principles. In the application of each method, we have to be aware of the shift from one type to another, from type to modality, and from domain to domain. Considering that there will be potentialities that will create access to the new methods of teaching translation and/or interpreting. Teaching translation or interpreting is preferable to be conducted as interdisciplinary courses, or at least in one course, according to each discipline, built up as a specialized one conducted in units.

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