

A review on challenges in interpreting at higher levels

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Abstract

Since the beginning of time, the act of interpreting has been seen as a challenging and psychologically taxing endeavor. Interpreting scholars have, time and time again, underlined the significance of the influence of emotional factors on interpreting. This article takes a comprehensive look at what conference interpreting entails, provides a description of the research that has been done up to this point, suggests an impression of the condition of the discipline right now, and provides historical context to explain how interpreting has developed in this setting. Some of the subjects that will be addressed include tests for entrance, quality standards, and various sorts of interpreters, language pairs, and working situations. Additionally, language pairs and working circumstances will be discussed. At the end of the chapter, you will find some recommended reads as well as some ideas for further research.

Keywords: Interpretation, Conference interpretation, UN Conferences, Challenges

Introduction

The quality of interpreting is considered to be a communication function due to the statistic that conference interpreting is a professional communication service. The responsibility is to represent the intended remarks of the speaker in a way that is both factual and credible. Add a personal touch while maintaining clarity and vigour in your delivery of the topic. The interpretation should be fluid, expressive, and communicative given that a conference interpreter is a communication professional who is required to be a strong public speaker.

An outstanding performance of interpretation is, in some ways, analogous to acting. Because you are acting in the role of the speaker, it is your responsibility to ensure that the delegates understand the speaker's remarks just as clearly and effectively as those who are listening to the original. Please pay special attention to the remarks that are being made by the delegates who are listening, and make sure you keep their interest by not just being correct but also convincing. Get them to forget that they are listening to a speaker via a translation by distracting them.

To illustrate this point, consider the simultaneous linguistic actions that conference interpreters conduct, which include listening to and interpreting speech delivered in one language, and then delivering the speech in another language. It's conceivable that the quality of the input is poor because the speaker is talking too rapidly, too softly, or too monotonously. The speaker may also be reading aloud, which muffles natural intonation. To keep up with the input, the interpreter must sometimes talk before a phrase or clause is finished. The International Association of Conference Interpreters (AIIC) negotiated working arrangements with major employers of interpreters (such as the EU and the UN), mandating that conference interpreters work no more than six hours a day, alternating 30 minutes of work and relaxation each day. In addition, conference interpreters are not permitted to

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work overtime. Interpreters at conferences often speak and listen in their native language. This indicates that their comprehension in the language that is not their first language must be of an outstanding level, and that their output will be of a native level [1].

A significant number of conference interpreters also provide translation services in the other direction, from one language into the other. However, in the real world, interpreters develop micro and macro techniques to help them transact business with the trials of interpreting across languages. These methods are not always transferrable from one context to another. As a result, individuals who wish to work as conference interpreters need to possess an extraordinary amount of fluency in cooperation of the tongues in which they will be working, and they also need to have extensive training in order to translate amongst the languages in the course or orders that they will use in their professional careers. It turns out that professional translators don't feel like they've realized their full potential until after they've been working in the sector for roughly 10 years [2].

Challenges to Effective Interpretation

There is a lack of structural and lexical connection on a one-to-one level, which is one of the trials to the underlying intellectual scheme of the linguistic aptitudes that are emphasized in synchronized clarification. Another challenge is a level of competence that is not fully native. The majority of the articles included in this issue center their discussions on these intellectual groundworks of interpretation. The majority of study has concentrated on working memory (WM; see, for example, Moser, 1978), which is described in books written by writers such as Tzou, Kopke and Signorelli, Eslame, Vaid and Chen, as well as Haarmann, Signorelli, and Obler.

Working memory is the capacity to "verbatim store" and "operate" with information while processing sentences for understanding and output. Different academics have offered somewhat varying operational definitions of working memory, but most agree that it denotes the capability to "verbatim store" and "operate" with statistics. A popular example of a 'garden-path' judgment is "The horse galloped past the barn fell," which desires the listener to be competent to "relisten" to the commencement of the phrase by removing it from WM. This is because the listener is required to "relisten" to the beginning of the phrase. If the verb is positioned some distance from the noun, the producer must remember whether the noun was singular or plural in order to guarantee that the verb coincides in number with the noun. If the verb is put close to the noun, the producer does not need to remember this information. This is performed by capturing full transcripts of ongoing talks inside WM. Kopke and Signorelli discuss the various methods of gauging and/or recording working memory as well as the diverse inhabitants recruited to explain why some studies have discovered variations in WM capability amid conference interpreters and panels whereas other studies have not devoured. Kopke and Signorelli are attempting to explain why some studies have discovered these variations while others have not. The most notable finding that they made was that interpreters performed better than non-interpreter controls when it came to free-recall tasks of working memory. Tzou et al. examine the similarities and differences between the findings of lexical and digit span tasks, two different types of WM.

In their study on student interpreters, not only did they take into consideration WM, but they also took into account the effect that L2 proficiency had in the interpreters' capacity to offer appropriate interpretations. Since they did not find any difference in the reading span WM ability of 1st year and 2nd year students, we can deduce that either working memory is improved during the 1st year of synchronized interpreting progresses or, more probable, that those who are chosen for training already have superior WM skills. This is because they found no difference in the ability of 1st year and 2nd year students to perform the reading span WM task. Haarmann, Obler and Signorelli have provided an account on the outcomes from an analysis of conference interpreters who are fluent in many languages. The number of languages that these interpreters spoke was meticulously compared to those of the individuals serving as controls. Standard measures of phonological and semantic working memory were employed, as well as a well-matched arrangement of odd jobs that varied only in the sort of working memory depended, which had been established by Haarmann. Both sets of

measurements were used (Carter & Haarmann, 2001). We report, like Köpke and Signorelli, that when permitted memory was allowable (as in the interpretation span test), interpreters outperformed non-interpreter multilinguals, but not in the phonological cued-recall task.

In addition, there has not been a significant amount of study conducted on individual differences. For instance, when intellectual variances are observed amongst linguists and non-interpreters, it is not yet clear whether or not this is due to the fact that only those with the necessary abilities choose to become interpreters, or whether or not interpreters acquire these cognitive abilities alongside their linguistic abilities through training and experience. While numerous revisions have exposed alterations amongst highly experienced interpreters and beginners, other studies have not found any such differences (for references, see Signorelli's and Köpke article). Though, there hasn't stood a sufficient amount of research done on the potential of individuals who have the appropriate language skills to enrol in training programmes but who drop out either while they are still in school or soon after they have completed their education. According to anecdotal evidence gathered from instructors who are in charge of training programmes, there is no one cognitive or competence test that can definitively predict who will grow into a competent translator (Tommola and M. Sunnari).

In addition, alterations between persons as they go through their professions have not been investigated. One aspect of the distinctions that individuals have that has not been given a lot of attention is their ages. According to the findings of Moser-(2006) Mercer's study, individuals in their twenties and thirties have varying degrees of interpretative skill growth at this point in their lives. As evidence that developmental intellectual variations interrelate with one's aptitudes to accomplish the intensive linguistic mission of seminar interpreting, numerous qualified interpreters questioned for the investigation conducted by the AICC Research Committee [12] recounted experiencing variations late in their careers. This lends credence to the theory that developmental intellectual deviations interrelate with one's aptitudes. One of the respondents said that he had previously worked in sequential interpretation but that he recently made the transition to conference interpreting because he found it to be more comfortable. Even though sequential interpretation is used less often in the high-tech settings of today, which generally provide conference interpreters, it is still regularly used in the courtroom, in diplomatic settings, and in hospital settings. When adopting sequential interpretation, the speaker would often speak for a block of several phrases before halting. This would provide the interpreter the opportunity to articulate the matter in the objective dialectal while simultaneously grasping minutes in a figurative shorthand. In this context, making the change amongst WM and STM, as neuropsychologists do, is important. Because of the benefits of STM, we are able to memorise longer stretches of material than we would be able to if we relied just on working memory. Therefore, it is possible to argue that, even though both Short Term Memory and Working Memory are essential in both types of understanding, Short term memory depend more in successive construing, whereas working memory relies on simultaneous interpreting. This is because successive interpreting requires the interpreter to process information more slowly than simultaneous interpreting does.

Suggestions for enhanced Interpretation

You won't be able to hear the presenter very well if the volume of the headset is too high. The interpretation should then be provided in a casual tone and at a low level. The majority of our staff members wear their headsets in such a way that one side rests on one ear while the other side rests partially or wholly off the other ear. This provides them with improved acoustic isolation between their "input" and "output." Always keep one hand on the volume control so you can make immediate changes if necessary. It's possible that just turning up the volume all the way won't be the most effective answer; thus, bear in mind that they could also modify the tone control (the bass/treble balance).

Some first-timers, out of anxiety that they are "not hearing" anything, turn the volume on their headsets all the way up to 11. Because of this, individuals end up yelling into the microphone in an attempt to be heard. This positive loop has to be broken in order to proceed. It is possible that prolonged use of a headset with an excessively high level might be detrimental to your hearing;

however, owing to the sensitivity of interpretation microphones, increasing your voice is not essential. The incessant yelling into the receivers of the delegates irritates them, while the boothmates who are located in the confined room that is soundproof are in excruciating pain. In addition, utilising a loud and booming voice has the potential to annoy the listener, let off nervous energy, and rapidly tyre out the speaker. On the other hand, if they keep their voices low, they could find it easier to focus, which is particularly helpful when they are trying to decipher a speaker who is either very quick or very tough. If there is a discernible variation in the volume level of your voice and that of your colleague, the sound engineer should adjust the output volume each time you exchange voices. When you are providing interpretation, maintain a constant distance from the microphone and do not turn your back on it.

According to the rules of proper microphone etiquette, the only sound that should be transmitted through the interpreter's microphone is the voice of the interpreter, who should do so in a clear and professional manner while interpreting the speech being given on the floor. If you are using a live microphone, you have a responsibility to keep the area around you free of any background noise that may be picked up by the device. Handling the paper and turning the pages with care should be your priority instead. In the midst of a translation, the main on/off switch should be used instead of the cough button in order to prevent sending the audience back to the floor and filling their ears with the speaker's voice. This may be avoided by using the cough button.

In addition, proper etiquette for microphones dictates that they be switched off if there is no speech that has to be translated. Please make sure that any and all microphones are muted whenever there is free time or when people are leaving the area. Under no circumstances should you broadcast talks taking place within the booth using a live microphone. If someone accidentally activates a microphone, it might lead to some embarrassing situations. Even if you believe that all of the microphones are turned off, it is best to refrain from saying anything in the booth that you wouldn't want playing over the public address system.

Important features of an interpreter's job is to go to professional gatherings like seminars and meetings before each conference. During these types of meetings, interpreters get familiar with the subject matter, subtopics, and research jargon terminology. They also create glossaries (also known as "terminological preparation") and evaluate the participants' prior experience. The paperwork that was supplied by the organisers is used as a reference point for the preparations that the interpreters have made, along with online research, connections with specialists, and references to materials from prior conferences. The AIIC emphasized the significance of preparatory meetings, which included a condition in the recommended interpretation contract for usage with customers on the release of seminar papers to linguists for groundwork purposes. This condition was intended to ensure that interpreters had adequate time to study the material. People who want to stay current on the most recent developments in interpretation can find that attending these kinds of gatherings and seminars is helpful.

It's possible that the translator will feel pressured to use methods like skipping or leaving a note, both of which might potentially lead to misunderstandings and the loss of meaning. It has already been explained in detail. Interpreters should sort use of operational quantities and vocabularies, paraphrase memoirs, terms data arrays, mechanism paraphrase machines, CAT, and additional translation resources.

In addition to leading professional educators, additional highly specialised individuals such as physicians, engineers, geologists, and other specialists might be engaged to teach trainee interpreters about scientific topics. Revision of the course content on an annual basis in order to stay up with the ever-quickening pace of technological advancement. The responses of student interpreters to the poll suggested, on the other hand, that interpreters should be taught to listen carefully and then to transmit the whole of the topic. It requires more than just verbal abilities on their own. They held the belief that the following need to be emphasised throughout the technical interpreter training process: Finding significant grammatical distinctions between English and other languages to compare and contrast.

The speaker and the translator need to work together, which is another important factor to take into consideration. Gile (1995) claims that due to the fact that all parties seek communication, more collaboration in translation would occur if the parties were aware of a text as opposed to a

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communication context. It involves the cooperation of the speakers, who may try to slow down their speech, improve their enunciation, pick certain terminology and structures while avoiding others, and clarify words and ideas that they would otherwise skip over.

Due to the fact that an interpreter must quickly or instantly translate a speech from one language to another, he or she is required to have extensive training in order to convey meanings or visuals that do not exist in the language being interpreted (TL). When two languages are spoken at the same time, there may be ironies or metaphors that do not exist in the language that is being used as the target. Since of this, the interpreter is in a difficult position because they only have a few seconds to convey the information. If the interpreter has a limited vocabulary, or if his or her language does not include metaphors or euphemisms, then the simultaneous translation will be inaccurate or literal, which might lead to issues. When the meaning is taken literally, the interpretation will have a more destructive effect, as we shall see in the next part, which provides examples drawn from the three languages that were taken into consideration for this study.

Because interpretation involves oral communication, there is a limit on the amount of time available. A translator, on the other hand, has the option of accessing dictionaries in order to ascertain the exact meaning of a figure of speech, but an interpreter does not. Additionally, the issue could be caused by the following: absence of a phrase with a corresponding idiomatic meaning in the language being studied. It will be difficult to translate some sound-based figurative language, such as alliteration, anaphora, and assonance, between an Indo-European Germanic language such as English and a Semitic language such as Arabic. Examples of this kind of language include alliteration, anaphora, and assonance. Because of this, this section will not look at alliteration, assonance, or any other figures of speech to determine whether or not their translations are appropriate. They will largely consist of translations that are offered so that the meaning may be determined.

The great majority of recent technological developments in interpreting are seen to be unnecessary or fruitless since they vary dramatically from the work practises of interpreters. This is the case for the bulk of these advancements. There is a significant problem with the decline in interpretation quality and the dehumanisation of the profession, both of which likely result from the progression of technology (Jourdenais and Mikkelson, 2015). However, there is an increasing interest in language technology and digital resources within the profession of interpreting. At the most recent AIIC Interpreters for Interpreters Workshop, there were a number of presentations on collaborative terminology management systems as well as unique tools for preparing for and following up on interpreting assignments² (Bonn, September 15 2017). In a similar vein, Aisling's world-famous conference "Translating and the Computer" (TC39), which took place in London in 2017, focused a significant amount of attention on various technological tools that may be utilised by interpreters. Active interpreters of worldwide fame emphasised the need of developing new and better tools and resources for interpreters at the panel discussion on New Frontiers in Interpreting Technology³ that took place earlier this year. In a similar vein, the RANLP 1st Workshop on Human-Informed Translation and Interpretation Technology (held in Varna, Bulgaria in 2017) brought attention to the fact that interpreting technologies are a widespread area of concern.

Conclusions

The cognitive abilities that are required for simultaneous interpretation must, of necessity, have their roots in the brain since these abilities both support and interact with the language skills that are required (see Moser-Mercer, 2010, for a review.) Research on the lateral dominance of simultaneous interpreters was carried out in the late 1980s and early 1990s, but the findings were inconclusive (Green, Nicholson, Vaid, White, & Steiner (1990); Fabbro, Gran, & Gran (1991); Fabbro, Gran, Basso, & Bava (1990); Petsche, Etlinger, & Filz (1993 Lambert (1989)). These contradictory results are reminiscent of the literature that was published in the 1970s on adjacent domination in bilinguals commonly. In that literature, modifications amongst sets were attained (some articles showed no differences seen among the two sets considered), in favour of bilinguals demonstrating more two-sided organization for linguistic than coordinated monolinguals. However, these results have been

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found to be inconsistent with one another (Obler, Zatorre, Galloway, & Vaid, 1982). Studies have shown that interpreters have a greater degree of bilateral dominance for language than non-interpreters do. This is the case when there are variations amongst linguists and non-interpreters among multilinguals. However, several research encompass the conclusion that interpreters do not vary in footings of lateral dominance.

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