

ATILIM UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
DEPARTMENT OF TRANSLATION AND INTERPRETATION
TRANSLATION STUDIES MASTER'S PROGRAM

**THE REQUIRED INTERPRETATION SKILLS FOR UNDERGRADUATE STUDENTS IN
IRAQI UNIVERSITIES: TEACHERS' AND EXPERTS' PERSPECTIVES**

MASTER'S THESIS

MAHA AL-OKAIDAT

Ankara- 2019

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Ankara- 2019

ACCEPTANCE AND APPROVAL

This is to certify that this thesis titled “The Required Interpretation Skills for Undergraduate Students in Iraq from Teachers' & Experts' Perspective” and prepared by Maha Al-okaidat meets with the committee’s approval unanimously as Master’s Thesis in the field of Translation and Interpretation following the successful defense of the thesis conducted in June 18, 2019.

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ETHICS DECLARATION

I hereby declare that;

- I prepared this thesis in accordance with Atilim University Graduate School of Social Sciences Thesis Writing Directive,
- I prepared this thesis within the framework of academic and ethics rules,
- I presented all information, documents, evaluations and findings in accordance with scientific ethical and moral principles,
- I cited all sources to which I made reference in my thesis,
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18/6/2019

Maha Al-okaidat

ÖZET

AL-OKAIDAT, Maha. Öğretmen ve Uzman Perspektifinden Irak'taki Lisans Öğrencileri için Gerekli Tercüme Becerileri, Yüksek Lisans Tezi, Ankara, 2019

Tercümanlık Irak üniversitelerindeki çevirmenlik bölümlerinde detaylı bir şekilde öğretilmesine rağmen, dördüncü sınıf öğrencilerinin tercümanlık becerileri konusunda yeterince çalışmalar yapılmamaktadır, bu nedenle, Irak üniversitesindeki akademisyenlerin neredeyse tamamı dördüncü sınıf öğrencilerinin metinleri ele alırken tercümanlık becerilerinin zayıf olduğu konusunda hemfikirdir. Bu çalışma, tercüme merkezlerinde çalışan öğretmenlerin ve uzmanların perspektifinden ışık tutarak, Irak üniversitelerindeki dördüncü sınıf öğrencilerine gerekli tercüme becerilerini tespit etmeyi hedeflemektedir. Çalışma Tercüme bilimi alanından 25 öğretmen ve 25 uzmanı dahil etmektedir. Lisans öğrencileri için gerekli becerileri, ve bu becerilerin tanımlarını, içeren anket soruları hazırlanmıştır. Bu anket açıklamaları ile beraber 11 beceriden oluşmaktadır. Daha sonra bu beceriler özel bir tabloda iki gruba (öğretmenler ve uzmanlar) sunum için hazırlandı. Arama kısmında seçenekler bu seçenekleri tercih edenlere göre sıralandı ve daha yüksek yüzdeliğe sahip olan (çok uygun) seçeneği benimsendi ve diğer seçenekler için en düşük yüzdelik benimsendi. Yüzdeliklerin bulguları tercüme becerileri arasında değişkenler olduğunu göstermektedir. Buna göre sekiz beceri dördüncü sınıf öğrencileri için uygun iken üç tanesi uygun bulunmadı.

Anahtar Kelimeler:

Tercüme Becerileri, Tercüman, Simültane Tercüme, Ardıl Tercüme, Tercüme Usulleri.

ABSTRACT

AL-OKAIDAT, Maha. The Required Interpretation Skills for Undergraduate Students in Iraqi Universities from Teachers' & Experts' Perspective, M.A. Thesis, Ankara, 2019.

Although interpretation is widely taught in Iraqi Universities in the translation department, there has been a dearth of studies on interpretation skills for fourth-year students, therefore, almost of professors in some Iraqi universities agreed on the existence of a clear weakness in the for fourth-year students in dealing with the texts, this is due to insufficient interpretation skills which possess during the study. The present study seeks to identify the skills required in the interpretation for fourth-year students in Iraqi universities by shedding light on teachers' and experts' perspective in this field. The sample included 25 teachers and 25 experts in Translation science. Where they were prepared a questionnaire containing the skills required for undergraduate students with the definitions of those skills. This questionnaire consists of (11 skills) with an explanation of them. These skills were then included in a special table for presentation to the two groups (teachers and experts). It sorted the options in the search tool by extracting the number of people who selected from these options and the higher percentage was adopted for the selection (very suitable) and the lowest percentage was adopted for the other selects. Findings of the percentage showed variances among the interpreting skills, where it showed eight skills suitable for fourth-year students and three skills not suitable for them.

Keywords:

Interpretation Skill, Interpreter, Simultaneous Interpreting, Consecutive Interpreting, Modes of Interpretation.

ACKNOWLEDGMENT

I would like to express my deepest gratitude to my supervisor Assoc. Prof. Dr. İsmail ERTON of the Department of Translation and Interpretation at Atilim University, for his invaluable guidance and for his support for my pursuit in this MA project, His wisdom and guidance helped me through the weary process of completing this thesis. Thanks to his down-to-earth personality, I was always able to reach him whenever I needed, without his valuable recommendations, this thesis cannot come to an end.

My deepest gratitude also goes to all the teachers of the Department of Translation and Interpretation at Atilim University.

I can never thank enough for Prof. Misbah Mahmmod Dawod, for meeting with me, giving me ideas, insightful advice, and timely encouragement throughout the duration of the study.

I sincerely thank to whom shouldered many workloads with me during the research year and gave me encouragement and assistance during difficult times.

Last, but certainly not least, I would like to acknowledge the encouragement and strong support from my beloved family, my mother, my husband Mohammed Mahmood and my children, Without their great love and dedication, my dream would not be translated into reality.

TABLE OF CONTENTS

ÖZET	i
ABSTRACT.....	ii
ACKNOWLEDGEMENTS.....	iii
TABLE OF CONTENTS	iv
LIST OF TABLES	viii
LIST OF FIGURES	ix
ABBREVIATIONS USED	x
INTRODUCTION	1

I. BACKGROUND OF THE STUDY

1.1. Background of the study	3
1.2. Statement of the Problem.....	5
1.3. Purpose of the Study	6
1.4. Hypotheses	6
1.5. Scope of the Study	6
1.6. Method	7
1.7. Assumptions and Limitations	7
1.8. Basic Definitions	8

II. REVIEW OF LITERATURE

2.1. The Definition of Interpretation	13
2.2. History of Interpreting	14

2.3. Interpreting vs. Translating	15
2.4. Types of Interpreting	16
2.4.1. Conference Interpreting	16
2.4.2. Court Interpreting	16
2.4.3. Business Interpreting	17
2.4.4. Community Interpreting	17
2.5. Models of Interpreting	18
2.5.1. Consecutive Interpreting (CI)	19
2.5.2. Simultaneous interpreting (SI)	20
2.6. Differences between simultaneous and consecutive	22
2.7. Interpretation skills	23
2.7.1. Listening	24
2.7.1.1. Redundancy in listening	25
2.7.1.2. The expert or booth mate's help	25
2.7.2. Working Memory (WM)	25
2.7.3. Re-expression	26
2.7.4. Note –taking	27
2.7.5. Time Management	29
2.7.6. Terminology	30
2.7.7. Additions	31
2.7.7.1. Qualifier addition	31
2.7.7.2. Elaboration addition	31
2.7.7.3. Relationship addition	31
2.7.7.4. Closure addition	31

2. 7.8. Anticipation	32
2.7. 9.Paraphrasing	33
2.7.10. Decoding	34
2.7.11. Language skills	34
2.8. Interpreters	35

III. METHODOLOGY

3.1. The Research Population	37
3.2. Sample of the Study	37
3.3. Instruments of the Study	37
3.4. Procedure of the study	38
3.5. Tool Analysis of the study	38

IV. DATA ANALYSIS, DISCUSSION AND FINDINGS

4.1. Presentation and Analysis of the Results and Clarifying its Reasons	39
4.1.1. Listening Skill: Analysis and discussion	39
4.1.2. Correct Terminology Skill: Analysis and discussion	40
4.1.3. Paraphrasing Skill: Analysis and discussion	42
4.1.4. Working Memory Skill: Analysis and discussion	43
4.1.5 Decoding Skill: Analysis and discussion	44
4.1.6. Note - taking Skill: Analysis and discussion	45
4.1.7. Re-expression Skill: Analysis and discussion	47
4.1.8. Fluency of Delivery Skill: Analysis and discussion	48
4.1.9. Anticipation Skill: Analysis and discussion	49

4.1.10 Time Management Skill: Analysis and discussion	51
4.1.11. Adding Information Skill: Analysis and discussion.....	52
4.2. Findings	54
V. CONCLUSION AND RECOMMENDATIONS	
5.1. Conclusion	57
5.2. Recommendations	63
5.3. Suggestions for further studies	63
BIBLIOGRAPHY	65
APPENDIX	69
CURRICULUM VITAE	75

LIST OF TABLES

Table (1)	Sum and Percentage of Compatibility for to (Listening Skill) with Fourth-year Students.....	36
Table (2)	Sum and Percentage of Compatibility to (Correct Terminology Skill) with Fourth-year Students.....	37
Table (3)	Sum and Percentage of Compatibility to (Paraphrasing Skill) with Fourth-year Students.....	39
Table (4)	Sum and Percentage of Compatibility to (Working Memory Skill) with Fourth-year Students.....	40
Table (5)	Sum and Percentage of Compatibility to (Decoding Skill) with Fourth-year Students.....	41
Table (6)	Sum and Percentage of Compatibility to (Note - taking Skill) with Fourth-year Students.....	43
Table (7)	Sum and Percentage of Compatibility to (Re-expression Skill) with Fourth-year Students.....	44
Table (8)	Sum and Percentage of Compatibility to (Fluency of Delivery Skill) with Fourth-year Students.....	45
Table (9)	Sum and Percentage of Compatibility to (Anticipation Skill) with Fourth-year Students.....	47
Table(10)	Sum and Percentage of Compatibility to (Time Management Skill) with Fourth-year Students.....	48
Table (11)	Sum and Percentage of Compatibility to (Adding Information Skill) with Fourth-year Students.....	50
Table (12)	Distribution of suitable skills according to the percentage of the total proportion.	52
Table (13)	Distribution of not suitable skills according to the percentage of the total proportion.	53
Table (14)	Distribution of interpretation skills by the percentage of the total (suitable, not suitable, and neutrality)	56

LIST OF FIGURES

Figure (1)	Listening skill.....	36
Figure (2)	Correct terminology skill.....	38
Figure (3)	Paraphrasing Skill	39
Figure (4)	Working Memory Skill	40
Figure (5)	Decoding Skill	42
Figure (6)	Note - taking Skill	43
Figure (7)	Re-expression Skill	44
Figure (8)	Fluency of Delivery Skill	46
Figure (9)	Anticipation Skill	47
Figure(10)	Time Management Skill	49
Figure(11)	Adding information skill	50
Figure(12)	Graphical relationship between the skills as a whole in terms: sequence and percentages of the results.....	59

ABBREVIATIONS USED

ST: Sours text

TT: Target text

SI: Simultaneous interpreting

CI: Consecutive interpreting

AIIC: the International Association of Conference Interpreters

WI: Whisper Interpreting

SL: Source language

TL: target language

WI: Whispered Interpreting

UN: United Nations

WM: Working Memory

NAATI: National Accreditation Authority for Translators and Interpreters

INTRODUCTION

Interpretation as a fashionable profession, it helps people to overlay languages barriers and to use of interpretation has increased as a fundamental means of communication Among groups speaking in different languages, Pöchhacker (2016) mention the interpreting as "Interpreting is an ancient human practice which clearly predates the invention of writing – and (written) translation" (p. 9). That is, the interpretation had been known before the appearance of the writing translation, due to an urgent need to (interpretation) between nations and peoples to understand each other, it works as to taking ideas from one language and transferring them into another language. Moreover, it has become an important science in international communities.

All the above done by interpreters, who operated as a bridge in intercultural communication. From this point, an interpreter should possess special skills and competencies they acquire during either the universities study or their training after graduation to become professional interpreters. Therefore, it should be started teaching these interpreting skills at the university stage in the translation departments.

In Iraqi universities yet research on interpretation skills are still at the primary stage, and they did not determine what kind of skills the students in fourth- year must possess in interpretation, the identification of skills helps students to understand the discourse idea from the (source language) and correctly transfer to the listening people (target language). In this case, the thesis will probe into the required interpreting skills for undergraduate students from the teachers and experts perspective.

For the purpose of this study, the researcher will prepare a questionnaire contains the skills required for undergraduate students (fourth-year) with their definitions. In order to take their views of these skills in the translation departments according to what they see suit to these students. In the next step, it will highlight to collect the questionnaire, extract the percentage to each skill to know if these skills are suitable or not for the fourth-year students, and extract the findings. Finally, it will determine the suitable skills for the students.

I. BACKGROUND OF THE STUDY

1.1. Background of the study

It is obvious that interpretation is one branch of translation science, it is own a special rule, controls, and specific means like other Arts, all types of interpretation are based on the basic principles themselves, which is the assimilation of the content of the message, mentally analyze them into ideas and transfer them to the target language. Interpretation as a modern profession has recognized its status in the international communities during the twentieth century (Baker& Pérez, 201, p 2). Pöchhacker (2016) is defined the interpreting as “Interpreting is a form of Translation in which a **first and final rendition in another language** is produced on the basis of a **one-time presentation** of an utterance in a source language.” (p. 11). Thus, interpretation is the process of transferring speech orally from one language to another to create a kind of communication between them. Interpretation is a complex process that requires a lot of skills, focus, and understanding of the source and target languages, and knowledge of each language's culture, to become the interpretation as a successful way to communicate.

Interpretation is usually required in different situations, such as conferences, community settings, and the courts. The essential goal of interpretation is to help people overcome languages fences, and serve as a bridge in intercultural communication by the interpreter. From this point, Richards (2000) defined the interpreter as: "someone who provides an oral translation of a speaker's words from one language to another" (p. 296). Therefore, the interpreters who work in the negotiations, courts, and conferences provide a professional service based on the competence and skills gained during the study and training. And the communication in the space of work mentioned above depends on the interpreter. If the skills and competencies are strong the interpreter is succeeded in the interpretation process, but, If It does not have a strong foundation of competence and skills, may arise misunderstandings between linguistic groups, companies, courts, and etc. (Kalina, 2000, p. 3). Thus, the interpreter must have competence and skills that make them provide their services in a way that makes both parties succeed in understanding each other.

In countries such as Iraq that have close relationships with other countries that speak English politically, economically, commercially and the emergence of foreign companies and transact private companies with other countries increased the need for interpreters to bridge the gap of communication between them. For this reason, interpreting skills are essential to rehabilitate the students to work as an interpreter. After learning what the students in the department of translation is faced with difficulties about how to translate and convey the speech from one language to another, how to convey the idea quickly and clarity, how to focus on speech and remembering it, and so on. So, the skills come to find effective solutions to overcome such difficulties and to build a strong foundation for students especially for fourth-year students in translation Departments in Iraq and It has become not a luxury but a necessity, They need to have some basic skills to form a solid background for any work they want to do by practice and training. In addition, it will play an effective role to improving the performance in interpretation and the possibility of dealing with the text easily and will be able to develop their skills later and qualified to work as interpreters.

Thus, this study mainly aims to understand the required interpretation skills that fourth-year students at Departments of Translation in Iraq should possess and develop to be a good and successful translator in order to achieve academic success and to ensure that the student is qualified. During the study of interpretation, the student needs specific skills as part of the curriculum to develop the language. Listening, understanding, Decoding Skills, Recording, Note-taking, Re-expression, memorize the information in L1, translation a (mentally), and verbalization, all these skills are one of the best tools you can to contribute to the development of interpretation and requires students to use all these skills simultaneously. Moreover, there are other academic skills such as fluency of Delivery, Correct Grammar, Correct Terminology, using time effectively, and other skills which is highly beneficial for optimizing students' academic success. Furthermore, a necessary condition for interpreting is possession the language skills and specialized languages such as (medical, legal and diplomatic language etc.), as well as knowledge of the cultures of countries, social and political life, and it must have mental skills as high concentration to understand the discourse, These skills alone will not make the interpreter do proficient work, it must comprehend how to deal with technical challenges, transfer

speech commensurate with workplace and its ability to overcome to difficulties, problems and resolve it, thus, all the above of the possession of skills are contributing to making the work of interpreter professionally.

therefore, the determination of the interpretation skills is a necessity for students to acquire this competence and then the ability to act as an interpreter in various fields and create effective communication between parties which speaking different languages.

However, research on interpretation skills in Iraq at the primary stage and did not specify any systematic skills for students, in this study will determine the required interpretation skills from teachers' and experts' perspective. Finally, these interpreting skills have become one of the hot issues that received wide attention over the last three decade.

1.2. Statement of the Problem

An interview was held with a number of professors in some Iraqi universities and there were almost agree on the existence of a clear weakness in the for fourth-year students in dealing with the texts direct and indirect, This is due to insufficient interpretation skills which possess and poor pre-preparation during the study of these skills.

Furthermore, the suffering of teachers from the absence of necessary requirements (interpretation laboratory) which helps to build the competence of students in interpretation which leads to a decrease in their academic achievement in this subject. Finally, these requirements which teachers suffered from are reflected in the students' skills. The determine the required interpretation skills to assist fourth-year students in the department of translation to possess these skills to translate from source text (**ST**) into a target text (**TT**) by the correct way. Graduates student from the translation department need to learn more about interpretation skills to became a good translator and they can work internationally not just locally so that they can work.

1.3. Purpose of the Study

In this study, the researcher aims to identify the skills required in the interpretation for fourth-year students in Iraqi Universities by shedding light on teachers and experts' perspective on selecting these skills which help students to improve their productivity ability and skills. These students who acquire these skills during their undergraduate years will become more advantageous in terms and improve the interpretation process compared to those who do not own it. Therefore, the students should possess and develop these skills to be an active and successful interpreter.

1.4. Hypotheses

In this study, the following hypotheses are formulated:

1. It is assumed that students who study interpretation at undergraduate level have limited skills to make them successful in their academic study.
2. It is hypothesized that the students when acquiring this competence from their university studies, it contributes to their academic and professional development and these enable them to improve themselves.
3. It is also assumed that it is identifying the skills required for fourth-year students will help to develop the interpretation as part of their studies And has a significant impact on the development of the students.

1.5. Scope of the Study

There are many aspects in the interpretation either a theory or applied, and three modes (simultaneous, consecutive and sight) Later it will be defined briefly and in this research, its focus on a particular aspect of interpretation is the skills required in this respect. Therefore, the research question formulated for this study is:

- What is the required interpretation skills for undergraduate students in Iraq from teachers' and experts' perspective?

With reference to this question, the scope of the study is restricted to:

- Interpretation skills to for fourth-year students at department of translation in Iraq.
- Teachers: a person teaches in university, and experts: a person who works in this field such as a conference interpreter, trainers and who works in foreign ministry. The questionnaire will be managed by teachers and experts to collect data through their knowledge and experience in this aspect. The focus will be on identifying the appropriate skills for the student to improve their academic level.

1.6. Method

The current study will adopt a qualitative research method for data collection. The measures are going to collect from experts and teachers (these two groups are different in details but there is no distinguished at in this thesis because in Iraq these two groups work together, so, that is why the researcher will combine the results in the tables in chapter four).

moreover, the researcher makes a questionnaire and the answer will be compared and discussed, then The data will be analyzed by the percentage to determine the skills required for fourth-year student in the translation department, and the results of the questionnaire will be discussed comparatively with the assumptions formulated made at the beginning of the study, and lastly in the concluding chapter, the skills required for the fourth-year students in the translation department will be determined.

1.7. Assumptions and Limitations

We have 12 months operational plane starting from June 2018 and will end in June 2019.

In June 2018: it prepares the Introduction and background to collect information about the title, also searches to find appropriate ways which make the research better and without any gaps.

In July-August 2018: writing the literature review and prepare a questionnaire that includes a number of interpretation skills that fourth-year students must acquire in a department of translation.

In September 2018: present the questionnaire to a number of experts and teachers to take their points of view on the paragraphs of the questionnaire and prepare the questionnaire as final.

October- November- December 2018: After completing the final version of the questionnaire the tool will be applied to the sample search (teachers and experts), and then the results of the questionnaire containing a survey of information on interpretation skills from teachers and experts perspective.

January 2019: The sections of the questionnaire are analyzed using the appropriate statistical methods and then written in the final form in the research.

February 2019: The data gathered from the whole analysis will be put in order and the main shape of the thesis will be given.

March 2019: Conclusion and the last views on my topic then References will be prepared in the APA format and presented in the thesis.

April 2019: The thesis will be handed to the proofreader to take the notes about the gaps and some mistakes .correcting these mistakes.

May 2019: Correct the mistakes which referred to by the proofreader.

June 2019: Thesis will be handed in on agreed date and them master's jury.

1.8. Basic Definitions

Interpretation: according to Pöchhacker (2004) is defined as: “regarded here as a translational activity, as a special form of ‘Translation’. Interpreting is an ancient human practice which clearly predates the invention of writing – and (written) translation. In many Indo- European languages, the concept of interpreting is expressed by words whose etymology is largely autonomous from that of (written) translation” (p. 11). The interpretation divided into:

- **Conference interpretation:** Krsnik (2017) explains the Conference interpretation as: conveying a message spoken in one language into another and it is performed at international summits, professional seminars, and bilateral or multilateral meetings of heads of State and Government. Additionally, conference interpreting is also practiced at meetings between chief executives, social and union representatives, and Congress meetings (Krsnik, 2017, p. 4).
- **Court interpretation:** According to Hewitt (1995) is defined as: Court interpretation for foreign language speaking and deaf or hearing impaired individuals is a highly specialized form of interpreting that cannot be

effectively performed without commensurate specialized training and skills. Arguably, it is the most difficult form of interpreting. Being bilingual, even fluently so, is an insufficient qualification for court interpreting. Court interpreters must be able to preserve "legal equivalence" while interpreting. Moreover, they must be able to do this in each of the three modalities: simultaneous interpreting, consecutive interpreting, or sight translating documents (p. 16).

- **Business interpreting:** Min & Wang (2018) defines it as: a newly emerging profession linking all nations' economic activities together is playing a very important role in both domestic and international economic and trade activities. Business interpreters are working actively in almost all kinds of intercultural economic occasions such as business negotiation, exhibition, conference interpreting, foreign guests' reception, and contract discussion. (p. 111)
- **Community interpreting:** according to Hlavac (2015) is defined as: encompassing the following areas: public service (i.e. interactions with government employed personnel and others in areas of public administration such as housing, welfare, counseling etc.); education; medical; legal (court and police) and faith-based organizations. 'Community interpreting' functions here as a hypernym that includes all forms of interpreting other than a conference, business, media, and diplomatic interpreting (p.24).
- **Simultaneous interpreting (SI):** Krsnik, (2017) explains it as: During the process of simultaneous interpreting, the interpreter sits in a booth, using the headphones listens to the speaker in one language, and immediately speaks the interpretation into a microphone in another language (p. 4).
- **The researcher defines the (Consecutive interpreting CI) as:** The transfer of speeches, lectures, seminars, and statements from the source language to the target language orally and listening to it with a conscious ear with great interest

and then interpreting it when the speaker stops. The advantages of consecutive interpreting are to provide enough time for the interpreter to extract the basic idea and to select notes for codification, so this type of interpretation is frequently used in conferences and forums that require accurate transport.

- **Sight Interpreting:** the term sight interpreting deals with a written text as a source text and transmits information to the listener in an oral manner as a target text. Pöchhacker (2004) described it as “simultaneous interpreting with text” (p. 19). It is a combination of translation from written texts, to interpretation by oral speech.
- **Whispered interpreting:** Krsnik, (2017) defines it as, whispered interpreting can be understood as simultaneous interpreting, but without the booth and all the technical equipment. The interpreter sits very close to the listeners and speaks in a low voice. Also, the interpreters work in teams of at least two people. Whispered interpreting is hard on the voice and thus appropriate only for shorter meetings. Moreover, it is recommended that whispered interpreting is performed for no more than two people (p. 4).

Skill: Kaminskienė & Kavaliauskienė, (2012) have known the skills by stating: is a learnt capacity to carry out pre-determined results often with the minimum outlay of time, energy, or both; the ability to apply knowledge and use know-how to complete tasks and solve problems (p. 138).

Interpreting skills: The researcher defines the "interpretation skills" as: It is the mental and practical abilities that must be acquired by the student in the translation departments, which makes him deal positively with the listening text (oral) of the source language as input, And processing it through mental perception and then convert it into the utterance text of the target language as an output with the same meaning, but differs in terms and grammatical of the source language.

Re-expression: Jones (2002) mentioned the “Re-expression” as: “there are various strategies of re-expression, the interpreter must re-express what is heard in the discourse and transfers it to the target language. Re-expression depends on both understanding and analysis. When the interpreter understands the text well, the re-expression process becomes successful. Interpreters use their own terminology with preserving the content of the original text” (p. 36).

Decoding: The decoding skill is the process of decoding of speech, analyzing and extracting the necessary information from the source language, processing it and then transfer it, to appropriate in with the target language unit (Ma, 2013, p. 1232).

Interpreters: here Gaiba (1998) also known the interpreters by stating: the person who hears the message in the source language, understand it and formulate the same message in the target language. Interpreters are required to be precise and accurate; however, the interpreting process is extemporaneous and interpreters cannot pause to pick the best words. They have to preserve tone, expression, and choice of words of the speaker (p. 16).

Translation: Gaiba (1998) defines the translation as: Even though the terms "translation" and "interpretation" are often used interchangeably, they refer to two distinct, though related, activities or professions. Translators render the meaning of the written text into a different language, in written form. They read the text many times to understand it fully and become familiar with it, then translate it choosing the words that best express the ideas to be translated (p. 16).

II. REVIEW OF LITERATURE

After the world has become a small village the interpretation has been increasingly used as an essential means of communication among different communities that speak different languages. This is due to the appearance many international meetings, seminars, councils, and conferences. Since the language barrier prevents people from communicating, interpretation is used to cross the language barrier in a communication process. Interpreting is regarded as a highly specialized skill (Pöchhacker, 2004, p. 22). Many individuals may not be aware of the requirements of interpreting and the amount of work and efforts that are required to transfer a certain message. According to (Pöchhacker, 2004, p. 22) the interpretation process requires a linguistic effort, mental focus, and strong skills to convey a specific message from the source language to the target language.

2.1. The Definition of Interpretation

Interpretation is an oral form of translation based on taking ideas and words from the source language and transmits them into the target language. This process might seem easy but in fact, it is a complex task that requires knowledge and awareness of the source language in order to successfully transfer them into the target language. Also, it is a strategy that is used to translate that information for people through oral aspect, Anderson (1978) defines interpretation as “occurs whenever a message originating orally in one language is reformulated and retransmitted orally in a second language” (p. 218). While Seleskovitch (1978) explain that “Interpretation is, to a great extent, the verbal expression of things and ideas accompanied by the non-deliberate creation of temporary linguistic equivalent” (p. 87). However, Instead, Pöchhacker (2002) a groundbreaking researcher on interpretation, define the interpretation as: “Interpreting is a form of Translation in which a first and final rendition in another language is produced on the basis of a one-time presentation of an utterance in a source language” (p. 11). Therefore, it is evident from the above that interpretation is not simply a method for translation, but also includes the ability to re-express the oral utterance of the source language in proportion to the target language without interrupting the conversation by focusing on the idea without detail.

2.2. History of Interpreting

In today's world, interpretation has become a must necessary and holds great importance in the relations between nations, especially in trade, conferences, and courts. Thus, the different languages of the world led to the appearance of interpretation in different areas of society to communicate with each other. From this point, and to know the interpretation clearly, it is paramount to go through the history of interpretation.

The history of interpreting is known for intercultural communication. It's playing an intense role in communication between people of different origins and since the beginning of humanity. The first proof of interpretation dates back to 3000 BC, where the Egyptians refer to the "interpreter" in the hieroglyphics writings. Giambruno (2008) found that, "there is evidence of the use of interpreters that dates as far back as 3000 BC in Egypt (hieroglyphs and tomb inscriptions) and documentary references to the important role interpreters played in ancient Greece and the Roman Empire "(p. 28). Interpreting does not limited only to the Ancient Egypt but it spread around the world. The next use of interpreting occurred in Ancient Greece and Rome the situation continued until the Paris Peace Conference in 1919, where politicians used other languages with French. Also, the proliferation of trade between different countries led to the need for interpreters. In addition, the factor of religion which plays important role in the spread of interpretation, as many people traveled from different religions to international territories to share their religion and beliefs with other people

For the first time in the 20th century, interpretation studies emerged as a modern university academic topic. In 1930, the first university in Europe, the University of Mannheim, Germany teaches translation (Simpson, 2011, p. 40). In addition, different cities in Europe, including Geneva, Vienna, and Paris, established many schools of interpretation. And there is a great awakening in terms of professional translation in the following years. In the wake of World War II, the Nuremberg trials greatly affected on interpretation spread (Sigurðardóttir, p. 6) by the another connection word, the International Association of Conference Interpreters (**AIIIC**) had an impact on the spread interpreting, and establishing a high profile for the profession on an international scale, as Pöchackera (2016) groundbreaking researcher on interpretation:

The International Association of Conference Interpreters (AIIC) was set up in 1953 as a professional body with worldwide individual membership. Based on a code of ethics and professional standards adopted in 1957, AIIC proved highly successful in regulating interpreters' working conditions and establishing a high profile for the profession on an international scale. (pp. 28-29)

In the second half of the twentieth century, the search for interpretation and it became a common theme. The main focus was on conference interpreters. These experiments and research lead to new ideas about the process of interpretation. All of the above is in the last century. Since humans rely directly on language communication, interpretation and other forms of translation are essential for humans to communicate with each other and will become more important in the coming years.

The European Parliament, the Court of Justice of the European Union and the European Commission are among the European Union's institutions that employ interpreting services.

2.3. Interpreting vs. Translating

Translation and interpretation are two ways to transfer speech from one language to another, and both of them are similar in activities, different as a process. Many people do not distinguish between translation and interpretation, use the word "translation" on both translation and interpretation and use it interchangeably. Miremadi (2005) explain "It should not surprise us to learn that many people including the learned of the field of translation always misuse the two terms 'interpreting' versus 'translation' and try to use them interchangeably." (p. 179). To know both "translation" and "interpretation", the most important differences must be highlighted.

First of all, the translator deal with documents and written materials in "source language" and then rewrites them "in the target language", while the interpreter listens to the " source language" and transmits them to the "target language" orally, either simultaneously or consecutively. This work requires deep knowledge in two different languages, many skills, talent, and training in each field (Nosratzadegan, 2014, p.56). The translator should know what his / her job requires, from master the

"Target language" and a perfect understanding of the "source language".

Furthermore, the time factor represents a significant difference between two disciplines of the translation (Mahmoodzadeh, 2003, pp.45-53) The translator takes sufficient time to coordinate the speech and select the appropriate expression, while the interpreter translates directly and requires a great speed in conveying ideas and choosing the appropriate expression.

The interpretation is like a painting, to convey the ideas, messages, and meanings to the counterpart in a manner identical to that discourse in ideas and messages. The interpretation is transferred to the target language with the closest meaning to utterances the source language. In addition, requires transferred the information to the same way as the discourse (Nosratzadegan, 2014, p. 56). The content of the previous discourse is that there is no translation "ideal" because the difference in cultures and languages affects the way translation. The perfect translation is the process of conveying the idea of discourse to the listener "clearly meaning" and "fewer words".

2.4. Types of Interpreting

Different types of interpretation have been identified in the literature. However, the most well-known types are:

2.4.1. Conference interpreting: After the Second World War and as a result of the prosperity of the societies, Conference interpreting flourished, where the field of its work takes place in a special format of interaction. Known as (conference). Munday (2009) was defined the Conference interpreting as: "is generally understood as the most prestigious and highly professionalized form of interpreting, usually in the simultaneous mode, as represented globally by **AIIIC**, valued most highly by **NAATI**, and practised in international for a such as the **UN** and **EU** institutions" (p. 157). This type is of interpretation is done in conferences only.

2.4.2. Court interpreting: the scope of its work in courts to translate the documents, administrative and judicial meetings. The Legal translation has emerged to ensure the implementation of laws via correct method even to people who do not speak the language of that country, Pöchhacker (2004) explains court interpreting as:

For which specific legal provisions were enacted in sixteenth-century Spain, is a classic example of interpreting in an intra-social institutional context. In many jurisdictions, what is commonly labeled ‘court interpreting’ includes tasks like the certified translation of documents as well as interpreting in quasi-judicial and administrative hearings. (p. 14)

This type (court interpreting) requires to practice and effective training because the courts system needs a formal and accurate procedure.

2.4.3. Business interpreting: This type implements to cases for business situation, trade, negotiations, and administrative meetings, and requires interpreter to have a broad knowledge of the languages in which they work, in order to effective economic and business knowledge to succeed in their work as interpreters. The interpreters' skills in oral interpretation play an effective and fundamental role in interpreting (Pöchhacker, 2004, p. 14). The success of the interpreter in general, depends on his speed and accuracy in translation.

2.4.4. Community interpreting: It is a type of interpretation used in the social service, furthermore, another thing used the community interpreting, that is the interpreter is working for immigrants, refugees, those population depended on this type of service to help them. The community interpreting is differed in full of the interpretation of conferences and trade in place and community. This type of interpreting was defined from a groundbreaking researcher Pöchhacker (2004) as “**(community-based interpreting)** acquired increasing visibility. Thus **community interpreting**, also referred to as **public service interpreting** (mainly in the **UK**) and **cultural interpreting** (in Canada), emerged as a wide new field of interpreting practice,” (P. 15). This type of interpreting was defined as one of the broadest areas of interpretation.

2.5. Models of Interpreting

Models of interpreting are the cerebral activity of promoting oral and sign language communication, it is being done between two or more persons with different

languages. There are four models of interpreting: Consecutive Interpreting (**CI**), Simultaneous Interpreting (**SI**), Sight Interpreting and Whisper Interpreting (**WI**). Each model serves particular needs and conditions in the interpreting process and in legal and illegal settings. Models interpreting briefly are: **Firstly Consecutive Interpreting (CI)**, consecutive interpreting begins at the end of the speaker from the letter of the source language through the interpreter conveying it in the target language to the audience as stated in Persaud (2016) words “the interpreter listens to the totality of a speaker’s comments, or at least a significant passage, and then reconstitutes the speech with the help of notes taken while listening; the interpreter is thus speaking consecutively to the original speaker, hence the name” (p. 93). The time of the source language message anywhere for several minutes, finally, it depends on the specific skills, for instance, taking -note, decoding, memory, and others. **Secondly Simultaneous Interpreting (SI)**, simultaneous Interpreting is one of kind of interpretation and the most complex. It is based on listening to the "source language **SL**" and speaking to the "target language **TL**" at the same time (Gaiba, 1998, p. 16). Based on the above, simultaneous interpreting does not need an interval time between listening and speaking as is the case in consecutive interpreting. Speaking and listening are considered the most important skills used in simultaneous interpretation. **Thirdly Sight Interpreting**, the term sight interpreting deals with a written text as a source text and transmits information to the listener in an oral manner as a target texts. Pöchhacker (2004) described it as “simultaneous interpreting with text” (p. 19). It is a combination of translation from written texts, to interpretation by oral speech. **Fourthly Whispered Interpreting (WI)**, in this type of interpreting, the interpreter sits next to the listener and whispers to the listener what the speaker is saying. Furthermore, the voice in whispered interpreting is low and the handling is very flexible (Pöchhacker, 2004, p. 19). As it does not need to the room soundproof, sometimes it may require portable translation devices.

Each mode of interpretation contains many skills, in this chapter, Only Consecutive Interpreting (CI), and Simultaneous Interpreting (SI) will explain.

2.5.1. Consecutive Interpreting (CI)

CI is one of the interpretation types and it is one of the two working modes

used in conference interpreting: Consecutive and Simultaneous interpretation. Consecutive follows after a certain segment of the speech was delivered. Unlike simultaneous interpreting where the interpretation simultaneously follows the speech that is being given; the interpreter listen to the speaker and then takes notes them. He/she could later reconstruct the speech in the source language Taylor (2011) explains **CI** as:

He listens to the speaker's message in one language while taking notes, and reproduces it in full immediately afterwards (consecutively) in another language as if he were delivering his own speech. This may be done for the whole speech if it does not last more than 20 minutes or so ... (p. 67).

Tyler (2011)referred to the first appearance of the consecutive interpretation as follows: “Conference interpreting today – as opposed to interpreting as it has existed from time immemorial and which has often been called the second oldest profession – started with the foundation of the League of Nations, where everything was interpreted consecutively” (p. 4). the appearance of the Consecutive interpreting is correlated with the League of Nations conferences, It has emerged between the two World Wars when the meetings held in French, and consecutively interpreted in English

In the 20th century, the appearance of simultaneous interpretation resulted from the development of technology making a consecutive interpretation less needed. Pöchhacker (2004) explained that as “It was only in the 1920s, when transmission equipment was developed to enable interpreters work simultaneously, that it became meaningful to distinguish between consecutive interpreting and simultaneous interpreting” (p.18). Therefore, the twentieth century is considered the beginning of distinction between consecutive interpreting and simultaneous interpreting due to the technological development and the huge jump in this field, which led to a positive reflect on the development of this type of interpretation and interest to it in particular. The **CI** goes in two phases. The first phase is to listen to the speech from the speaker in the "source language" and then to analyses the discourse to see the main meaning to be conveyed to the "target language". After this point, it can take important notes to help the interpreter to convey the speech to the listener. Then, the Short-term memory

regarded the support skill for note-taking, finally coordinating these tasks with each other. The second phase is to read the notes written by the interpreter, then remember these notes. Finally, it produces the interpretation as required (González, 1991, p. 872). Therefore, the consecutive interpreting seems to require specific skills. The translator and university's student in "Translation Department" must acquire these skills in order to produce effective and correct interpreting at a specific time.

2.5.2 Simultaneous interpreting (SI)

Simultaneous interpretation (**SI**) is similar to **CI**. Both types are based on understanding text, analysis of the text, and re-expression. In addition to that, the interpreter follows the same process in both types of interpretation and the same work, that is to create a connection between two parties speak with different languages (John, 2002, p. 66). From this point, simultaneous interpretation is defined as a process of transferring speech from a speaker to a listener at the same time without interrupting the speaker. For this, Chernov (2004) has known the SI by stating that:

Simultaneous interpretation as a *complex type of bilingual verbal communicative activity*, performed *concurrently* with *audio* perception of an *oral discourse* offered *once only*, under conditions imposing *limits on available processing time* and *strict limits on the amount of information* which can be processed, its *object and product* to be observed in the *semantic (meaning and sense) structure* of the verbal communication processed. (p. 1)

Speaking and listening can be evaluated as two separate activities, while in simultaneous interpretation considered as a single oral activity and complex one. This exactly what distinguishes the simultaneous interpretation from other kinds of interpretation. Also, understanding the idea of the source language and conveying it to the target language at the same time is one of the complex issues, and is considered the foundation which simultaneous interpretation is based.

The prevailing belief in psychology in 1963 was that the interpreter could not master the speaking with simultaneous listening. The Russian psychologist Kochkina expressed his doubts about this, stating that the interpreter could not focus his attention

on these two things (listening and speaking) this is achieved by “(1) contraction of the message and (2) a faster rate of the interpreter’s speech as compared with the speaker” (Chernov, 2004, p. 11). Difficulty of coordination between listening and speaking is one of the most common problems in interpretation. For this reason and to overcome these problems, specific strategies are mentioned above, and effective solutions are provided to enable the interpreter to overcome this problem. Some researchers suggested that the interpreter should take advantage of the pauses in the speech to convey the idea to the listener and try to overcome the difficulty of speaking and simultaneous listening. (Chernov, 2004, p. 11). Pauses are an important point that interpreter focused on it, and it is considered such as a skill used by the interpreter to arrange ideas and convey them to the listener in a short time.

Finally the research also reveals the achievement of two difficult conditions in simultaneous interpretation that is the comprehension of speech in the source language, and the production of words in the target language, the beginning of the translation process before utterance is completed the speaker (Chernov, 2004, p. 15). Therefore, the simultaneous interpretation differs greatly from all kinds of interpretation and translation, whether oral or written.

SI appears shortly before World War II, delegates are not used the Simultaneous interpretation (**SI**) because they were unable to verify translations and it contained errors. However, with the introduction of the Spanish, Chinese and Russian language into the United Nations (**UN**) and the need to save time in interpretation. "Experimentation" began with **SI** because **SI** began as a solution to the problems of interpretation (Herbert, 1978, p. 7). Simultaneous interpretation uses to strengthen the interrelationships between countries that speak different languages, and it is a tool for linking them with each other in various fields. A

simultaneous interpretation is associated with the evolution of conference interpretation, especially when the Nuremberg trials after the Second World War came to give a clearer view of the need for simultaneous interpretation. Furthermore, it is used in many areas such as international organizations, press conferences, seminars, courtrooms and so on. Simultaneous interpretation becomes one of the methods that dominated the international, economic, political, and scientific organizations (Bowen and Bowen, 1985, p. 25). Thus, the "simultaneous interpretation" was call

“conferences interpretation” That is the first occurrence that simultaneous interpretation was used in the International Labor Conference and the experiments were conducted in simultaneous interpretation in several languages (Russian, French, and German) and dealing with complex legal issues that are difficult for the court or lawyer to deal with (Al-Zahran, 2007, p. 16). The simultaneous interpretation emerged as a result of the need clarification precise matters which is difficult for the lawyer and the court to overcome or deal with without "interpretation".

On the other hand, we can describe the process of simultaneous interpretation in a simple way, where the interpreter isolated in room soundproof, the interpreter receives speech from the source language via the headphone and transmitted to the target language through the microphone at the same time (Paneth, 1957, p. 32). Thus, the interpreter does not need to save large parts of the text and do not need to take notes.

SI is at the top of the pyramid of interpretation types in terms of difficulty, due to its reliance on one sense, it is hearing, while other types of interpretation rely on at least two senses, including the sense of sight, hearing, and touch (by writing) (Pöchhacker, 2004, p. 18). Finally, **SI** depends on listening in a major way. In addition to other skills of this kind of interpretation make the interpreter after mastery of these skills learn strategies to help a master the process of **SI**.

2.6. Differences between simultaneous and consecutive

SI has three axes. There are listening, analyses, and output required to transmit information to the target language. The memory in simultaneous interpretation store the information received at the moment from the speaker. While the **CI** has two axes. First are the same axes of the **SI** process. Seconds is note-taking, this axis (Opara, 2017, p. 182). It appears at first that **SI** is similar to the consecutive interpretation **CI** of the axes of the interpretation process. On the other hand, the **CI** is different from **SI** in the skill of note-taking, this skill which characterizes this type of interpretation.

There are several different important skills in the interpretation, in the simultaneous mode the interpreter draws the attention to two equal parts of the speech

(source text) and (target text), at the same time draws the attention to pronunciation, linguistic, terminology, and cohesion. Therefore the performance of this type of interpretation requires high talent and intensive training. Thus, perform these skills are basic conditions for effective performance and professional interpretation (John, 2002, p. 72). On the other hand, in consecutive interpretation, speech reception and production is not overlapping and the split attention is less where the interpreter hears the discourse via the microphone and writes the notes and then speaks in a special way, to make reduce error. Another difference is that the message in **SI** depends on the short-term memory in the range of a few seconds, while, the consecutive interpretation depends on long-term memory lasts for a few minutes (Opara, 2017, p. 182). In other words, the time factor varies between **SI** and **CI**. In **SI** the interpreter begins to speak directly with speaker while in the **CI** the interpreter waits until the speaker stops speaking to begin interpreting.

In addition, the suited work environment for **SI** is to sit the interpreter in a booth because it requires a high concentration, whereas the suitable work environment for **CI** in conferences and a few of the audience where the interpreter direct contact with speaker and people.

2.7. Interpretation skills

Interpreting skills are talents that can be mastered. Gile (1995) explained that as “translators are born, not made” (p. 3) But if the individual lacks this talent he must train to gain the necessary skills in interpretation. Interpretation skills are strategies that the interpreter follows carefully to ensure the success of the interpretation process, without these strategies, the interpreter cannot overcome the problems facing the interpretation process. Thus, it may misunderstandings the discourse and then the transmission of information become incorrectly.

In this stage, it will highlight the interpretation skills and explain each skill separately:

2.7.1. Listening

Listening is an important skill in the process of interpretation, as it plays a fundamental and important role in oral interpretation. Therefore, listening is the first stage in the interpretation process. Both Setton and Dawrant (2016) is explained the

listening as “Learning to interpret begins with learning how to listen effectively” (p. 82). When the interpreter exercises listening actively it avoids frustration, and it has the ability to deal strategically with problems. If the interpreter or student has this skill, the rest of the steps proceed flexibly. Gile (1995) describes the listening and analysis skills as “consisting of all comprehension-oriented operations, from the subconscious analysis of the sound waves carrying the source-language speech which reach the interpreter’s ears through the identification of words to the final decisions about the ‘meaning’ of the utterance” (p. 162). In the simultaneous interpretation, the interpreter needs to listen effectively and understand the meaning of the words spoken by the speaker to be able to convey the meaning to the listener language. Listening to the speech itself is not sufficient, because the profession of the interpreter is to full understanding of the discourse and formation of the meaning which transfers to the listener in a short time.

On the other hand, the interpreter may be forced to exert considerable efforts in listening, and because of the presence of certain factors such as the fast speech extremely via speakers, has an effect on the process of interpretation. Gile (2009) presents about this situation “High density of the information content” (p. 139). It can be said, that the difficulty of the interpretation process mentioned above is caused by the content of the many information, and awful mental overload for the interpreter. These factors may lead to errors and omissions from the interpretation of some information.

In addition, the grammatical complexity of the source language affects the interpreter's understanding and also affects the quality of interpretation. The speaker's accent also adds to the previous factors, which require considerable effort in listening and analysis, which in turn affects the interpreter's memory and production of the target language. The listening skill is divided into sub-skills:

2.7.1.1. Redundancy in listening

The interpretation requires redundancy in listening "intensive listening" to make the interpreter in case it qualifies for interpretation. Through listening training or what is known as "active listening", the interpreter can distinguish between important information and non-important information, when it knows of the necessary information in the discourse can be focused on it to convey to the listener (Ma, 2013,

p. 1233). Therefore, the process of redundancy in listening is a necessary exercise for the interpreter, which helps to know the strategies of the interpretation process and deal with it easily.

2.7.1.2. The expert or booth mate's help

In consecutive interpreting, the interpreter may encounter problems in understanding the discourse, in this case, the interpreter should requests from the experts to help overcome such problems (Ma, 2013, p. 1234). This is one of the strategies used by the interpreter to overcome from any problem or misunderstanding which it faces in the interpretation process to runs the speech to the listener correctly.

2.7.2. Working Memory (WM)

Memory is defined as retention of personal information and the possibility of remembering this information. The memory is divided into three parts: "sensory storage, short-term memory, long-term memory". The shortest part of the memory is sensory storage, where it carries information for a short period of time ($\pm 0.25-2$) part of the second (Carroll, 1985, p. 47). The time period for retaining information in memory is from "minute" to even "long-term".

The interpreter stores the message "source language" in the memory, and the memory processes the message, which is fragmented into parts to understanding easily, and then the interpreter transmits the content of the message in the "target language". Thus, memory is divided into two parts as mentioned in the previous paragraph, (short-term memory) which relies on the sounds of words, while (long-term memory) depends on the analysis of meaning (González, 1991, p. 876). Therefore, the interpreter should focus on the meaning of speech, not words. for instance, when forgetting some words trying to analyze the text to understand the general meaning and overcome this problem to convey the discourse correctly.

In the process of **SI**, the interpreter continuously uses short-term memory, storing some information in it, because there is a gap between speech and interpreter. The interpreter is waiting to hear, understand, and analyze the text in short-term memory and then transmit to the target language (Gile, 2009, p. 166). In some languages, the verb comes at the end of the sentence. In this case, the interpreter is

forced to wait until it can arrange the sentence completely and conceptually, and then convey the meaning to the target language (Gile, 2009, p. 171). Therefore, the interpreter uses an expectation strategy that solves the problem of constructing a sentence structure.

2.7.3. Re-expression

There are various strategies of re-expression, the interpreter must re-express what is heard in the discourse and transfers it to the target language. If the interpreter interprets the speech, it must interpret it speech efficiently. When the speaker cast the speech, it may choose a long sentence to express specific things. From this point, the interpreter hears everything in discourse, and transfer it effectively and a short time to the audience. For example, the interpreter takes about two-thirds to three-quarters of the time of the original discourse (Jones, 2002, p. 35). It focuses on important ideas and moves them to the listener.

On the other hand, the interpreter must consider the need to be sufficiently clear when conveying speech to the audience (Jones, 2002, p. 35). The arrangement of ideas and their transmission in a sequential way gives the required clarity to the interpreter. Re-expression depends on both understanding and analysis. When the interpreter understands the text well, the re-expression process becomes successful. Interpreters use their own terminology with preserving the content of the original text (Jones, 2002, p. 36). The interpreter can also change the structure of the sentences or join two short sentences to make them one sentence. And to depart from literal interpretation as being undesirable in the interpretation process.

Finally, the interpretation is one of the skills that require the knowledge of the target language and its expressions. To present the re-expression with high efficiency and to produce all the meanings of speech.

2.7.4. Note –taking

During the process of interpretation, one of the success factors of **CI** is the existence of both notes and memory. Despite the importance of memory in the **CI**, the notes are supported in it. The **CI** is characterized by enormous potentials and capabilities, embodied in the ability to understand the original language, culture, and

strong memory. Since the speaker and the interpreter do not speak at the same time, it is evident that it takes more time than **SI**. The difficulties in this type of interpretation are mainly related to the length of the speech. The interpreter must have a high concentration, speed, and effectiveness in note-taking, memory, and skill in the speech.

Note-taking is the vital point in the consecutive translation. (Nolan, 2005, p.294) Undoubtedly, the primary objective of this technique is to mitigate the memory of the interpreter so it should be easy to read, that is, be as visible as possible to decipher without hesitation or meditation. Moreover, this technique is only a tool to enhance the work in this type of interpretation, which involves three basic processes in the interpretation, this is understanding, analysis and re-expression. It can be seen that the process of note taking is to write notes in the form of shortcuts and symbols very quickly to make the interpreter to transmit information in the target language. Notes are not an end in themselves, but a means of conveying the speech accurately and honestly. In addition, the technique of note-taking involves enhancing the translator's ability to reproduce the structure of the conversation, so the notes should indicate the shape of the conversation, explaining what is important and what isn't important, how ideas are connected or separated from each other. The structure should be in the imagination of Interpreter and be the product of his analytical work. (Jones, 1998, p. 67). The note-taking skill requires intensive training, high concentration in hearing the speech, speed in analyzing it, and take the important notes to turn it into the target language.

However, note-taking requires a lot of practice. It is clear that the method of this technique is closely related to the interpreter, so the person must discover the appropriate method from his daily practice of consecutive translation. The consecutive interpreter must have the ability to record the most accurate and important headers very quickly, and also to have the speed of verbal recollection. It is also necessary to take note of the basic ideas of speech in order to transfer the conversation accurately.

Note-taking is an important part of **CI**, it depends on the full understanding of the text, analysis strategically, and then re-expression in other languages. These activities are linked with each other, according to John (2002), it explained the importance to link these activities if these activities “are not done correctly, the best notes in the world will not make a good interpreter” (p. 39). If the interpreter cannot

fully understand the speech, all efforts to write the important observations are in vain. When the interpreter writes individual words of discourse, it appears as meaningless information.

There are several factors to be taken into account in the process of note-taking. First, focus on the basic idea of discourse, not the words. Secondly, how to link the ideas to make a clear picture to the listener. John (2002) mentioned ways of linking the ideas together " First, the logical consequence which is expressed clearly with words such as consequently, as a result, accordingly or therefore; Second, the logical cause which can be recognized with the words because, due to, as, or since; and Third, opposition which often goes with but, yet, however or nevertheless" (pp. 28-29). When the interpreter follows these steps in linking the sentences and knows what should focus on from the ideas to link them each other, the interpretation appears in a way that is appropriate to the meaning of discourse. Thirdly, writing the elements which are not be re-called, such as date, numbers, and names. These elements quickly lose from the interpreter's memory if they are not written in notes. These elements are more important than others in note-taking.

Fourth, note down tenses of verbs, according to John (2002) "when noting verbs, interpreters should thus take care to note the tense correctly, and if appropriate the mode, in particular conditional" (p.42). Thus, the tenses effect on understanding the text and conveying it appropriately to the second language.

Finally, the interpreter must pay attention to the above mentioned of note-taking skills to overcome difficulties in the process of interpretation.

2.7.5. Time Management

Since interpretation requires interpreters to rephrase the ideas of the speaker in another language with the same speed as the speaker's, time is one of the significant factors which should be taken into foresight. Interpretation is dependent on the time factor, and time factor plays an important role in interpretation rather than translation. Mahmoodzadeh (2003) mentions that "time is the only enemy the interpreter cannot thoroughly defeat." (p. 35). Therefore, in interpretation, the interpreter is under the pressure of time and has no time to choose the exact terms of the text. In contrast to the

translation in which the translator has capacious time to search for the exact terms of the text and the appropriate expression.

In the **CI**, the interpreter uses certain strategies to deal with time pressure and speed of delivery either by relying on the memory without note-taking after understanding the text, or using the strategy of note-taking by turning speech into symbols, signs and abbreviations to convert them to target text after training to read these decoding codes so that the interpreter can overcome any difficulty of reading them when interpreted (Gile, 1995, p. 205). This does not mean that taking notes does not take time, but in the **CI** the time has special dealing. Thus, the interpreter needs intensive training and strong skills in taking notes. These strategies help the interpreter to speed of delivery interpretation in the target language on time and with fewer errors.

In **SI**, the pressure of time is more than in the **CI**, since listening to the speaker and conveying speech to the target language is at the same time. Therefore, following the strategies to dispose of the pressure of time and delivering the message on time is the success factor of the interpreter. Furthermore, the knowledge of the interpreter of the topics to be dealt with and which is interpreted, it is important strategies that the interpreter must know before the interpretation process (Gile, 1995, p. 202). From this point, the lack of time in simultaneous interpretation causes confusion for the interpreter if he has no knowledge of the topics posted in the workplace to help the interpreter reconstruct the target-language text.

2.7.6. Terminology

In the past, the terminology is connected with written translation, nowadays and at the time of appearing the **SI**, scientists emphasized the importance of terminology in interpretation and its role in giving precise meaning in many situations. Hence, it is necessary to know what the terms mean, Pavel and Nolet (2001) define the terminology as:

Terminology is a polysemous term with at least two senses. In the first, the terminology of a field is the set of special words belonging to a science, an art, an author, or a social entity. In the second sense, terminology understood as a field of study is the language

discipline dedicated to the scientific study of the concepts and terms used in specialized languages" (p. xvii).

The terminology is a phrase for words that indicate more precise meanings and which is mostly used in the source language. Therefore, the interpreter seeks to acquire many terms to give the exact meaning of interpretation.

First of all, the interpreter begins to acquire terminology when He/she starts reading the written text or material provided to interprets, for example in the (conferences). After this, the interpreter begins to extracting the terms and phrases from reading these materials provided and then begins to find an equivalent in the target language (Moser-Mercer, 1992, p. 509). These terminologies are synonyms that the interpreter can add to the target language. Thus, the interpreter can save many of the terminology and phrases to deal by interpretation. The interpreter is sometimes unable to find the equivalent terminology in the target language, therefore, they should find terminology that matches the context of the source language (Mohammadi, 2013, p. 2). Therefore, the interpreters can be considered inventors of terminology because they deal with terms directly. Moreover, the interpreter is forced to find an equivalent in the target language to communicate the correct meaning.

A determine the terminology by reading the written text firstly is very important, in the past, there were no tools to help the interpreter to know the terminology, unlike nowadays, the tools are available for the work of interpreter, which is reduced the time in the interpretation process (Rodriguez and Schnell, 2009, p. 23). The limitation of time in the interpretation process make the interpreter cannot check the meaning in dictionaries and other sources. Therefore, interpreters should pay attention to the new terminology acquired and the way of pronunciation correctly, because the interpreter has a task of conveying the exact meaning to the target language. Finally, the skill of correct terminology plays an important role no less than its antecedents' skills.

2.7.7. Additions

In this stage, the researcher talks about another skill of interpretation. That skill is "additions". It represents add some information to the target text by the interpreter which is not in the source text, to transfer the exact idea or

meaning to the listener and make the text more comprehension (Pratiwi, 2016, p. 130). Therefore, the responsibility of the interpreter to be an inventor of words and phrases, and to be present and understood in the target language and are not in the source language, without leaving the context.

The "additions" consist of four types, it will be mention respectively:

2.7.7.1. Qualifier addition:

It is the addition of adjective or adverb to the target language by the interpreter and is not present in the source text in order to make the text more comprehension.

2.7.7.2. Elaboration addition:

It is another type of addition, which adds the interpreter to the target text some elaboration or give straight additions without leaving the context. This elaboration addition may change of meaning in the target text.

2.7.7.3. Relationship addition:

In this kind, the interpreter adds "some conjunctions" in the interpretation process that is not originally in the source text (Pratiwi, 2016, p. 130). When transferring the meaning from one language to another, it add this conjunction, to make it coherent and clearly to the listener.

2.7.7.4. Closure addition:

This is the last type of "additions", which plays a similar role to rephrase or misinterpretation or omission when the interpreter does not understand the source text, the interpretation will be outside the context of the text, (Barik 1994, p. 203). Thus, the interpreter does not add anything valuable to the sentence in this type of addition if the discourse is not understood correctly.

2.7. 8. Anticipation

Anticipation is seen as important strategies with which an interpreter can use in the complex process of interpreting. Van Besien (1999) also explains the anticipation as "anticipation refers to the simultaneous interpreter's production of a constituent in the target language before the speaker has uttered the corresponding constituent in the source language"(p. 250). Thus, the expectation is to anticipate meaning or thought before speaking by the speaker, anticipation is a method used by the interpreter to relieve memory load via the Anticipation of certain words that give

the intended meaning of the discourse to the listener. Furthermore, existence the certain some expressions used to connect between sentences. The interpreter can use it to make a speech clearly when transferred from source language to the target language such as “therefore, although, etc.” (Ma, 2013, p. 1233). The skill of anticipation is one of the most important strategies in interpretation, relying on the linguistic knowledge and extra-linguistic information possessed by the interpreter as well as the repetition of information in the text, it also seems based on the prior knowledge in aspects of the subject, so that the interpreter can give the correct anticipation in the discourse (Vandepitte, 2001, p. 329). The anticipation is used in simultaneous interpretation more than other types of interpretation.

However, the time factor of is also one of the factor influencings the interpretation process, it forcing the interpreter to end the interpreting with the speaker at the same time. It is a very difficult and complex process, therefore, the interpreter sometimes uses the anticipation to overcome the problem of time (Liontou, 2012, p. 27). In addition, the linguistic differences between the source language and the target language may cause no access to the exact meaning of the speaker’s utterance. Thus, the anticipation becomes very necessary to the interpreter (Vandepitte, 2001, p. 332). Thus, in the interpretation process must be taken the linguistic differences consideration.

Finally, the anticipation process is no less important than other skills and needs to have great experience and training to become the anticipation is correct and in its place.

2.7.9. Paraphrasing

When the interpreter rephrases the original text and expression in different words with keeping the meaning, this process is called (paraphrasing). Fisk and Hurst (2003) define paraphrasing as:

In paraphrasing, you constantly keep the meaning of the original in mind but express the same ideas in a different way. Two tricks that will help you find new ways to express the author's meaning are substituting synonyms and rearranging sentence

structure. Paraphrasing will help you to communicate the meaning of a difficult passage. When you go on to make your own argument. p.28

Therefore, paraphrasing is an important skill in interpretation and depends on certain strategies followed by the interpreter to maintain convey of the meaning in the text. Paraphrasing process may require changing the order of the words in the sentence, changing the grammatical structure, and finding the grammatical equivalent in the output language in interpretation (Christoffels, 2004, p. 229). It is clear from the above, the interpreter must monitor his output of speech to avoid literal repetition and to avoid verbal mistakes. Furthermore, it can be used synonyms in paraphrase but without to use a huge of it, to avoid the production of abnormal English sentences and also result in the listener not understanding what the interpreters are try say. The interpreter should consider the process of paraphrasing as an opportunity and not an obligatory path. The task of the interpreter is to convey the intent of the speaker as much as possible to the listener.

Thus, the above mentioned are some strategies to follow in the paraphrasing to take advantage of them in overcoming any obstacles may face the interpreter in the interpretation process.

2.7.10. Decoding

The decoding skill is the process of decoding of speech, analyzing and extracting the necessary information from the source language, processing it and then transfer it, to appropriate in with the target language unit (Ma, 2013, p. 1232). Since the interpretation is verbal and the speech cannot be repeated, the interpreter must understand the idea of discourse before it fades.

In addition, the difference between countries in culturally, linguistically and grammatically, make it necessary to know the interpreter of the rules and pronunciation of the source language. Language terminology is also important in decoding, knowing the terms of the source language helps to understand the discourse quickly. Language terminology is also important in decoding, where knowledge of the terms of the source language helps to understand speech quickly and can be interpreted

into the target language (ibid, 1233). Thus, the decoding skill depends on the understanding and analysis of speech, the culture of the source language and finally linguistic terminology.

2.7.11. Language skills

SI needs language skills as well as the other skills. The **AIIIC** (the International Association of Conference Interpreters), identifies three types of languages used by the interpreter for simultaneous interpretation. "A language" is the mother tongue of the interpreter, be able to express all the idioms and vocabulary and uses it to express the complex ideas. It is also the interpreter's main language, "Language B" is the language in which the interpreter speaks fluently and it considers as "effective language". "Language C" is a language understood by the interpreter and does not use to interpret (John, 2002, p. 73). Language (A, B) is one of the most widely used languages in the interpretation process.

Furthermore, the simultaneous interpretation imposes two requirements on the time period between receiving the speech from the discourse and rephrasing it to the second language. First, it is the ability of the interpreters to collect the terminology and arrange it quickly. Second, the "flexibility" it is the ability of the interpreter to start the speech and arrange the sequence of sentences at the same time during the interpretation process with conservative the original meaning of the source text (Al-Zahran, 2007, p. 105). In addition to mastering the language used in simultaneous interpretation, the interpreter must take less time to interpret and use idioms that are compatible with the exact meanings of the discourse. Finally, the interpreter must be creative in using language skills to overcome the gaps in the interpretation process.

2.8. Interpreters

A person who has at least two languages, and be qualified to transfer speech from a source language to a target language, it has skills that qualify to become an interpreter, and it should be committed to transferring the information with all accuracy between the two factions (Sigurðardóttir, 2012, p. 12). Therefore, the interpretation process has very complex and requires high concentration and effective knowledge to ensure the success of the interpretation process.

The term "translator" and "interpreter" are often employed interchangeably. Both of them meant the person who translates from one language to another, but the skills different from each other. The translator's work is done with written documents and texts, while the interpreter works with oral speech, this according to (Nosratzadegan, 2014, p. 57) which stressed that the translator has different characteristics than the interpreter. It requires from interpreter to know two languages and talk fluency to work in different environments as conferences, courts, hospitals and other environments. While the translator translates into the mother language in the translation process, on the other hand, the structure of the oral sentence differs from the written, the oral sentence may contain grammatical mistakes, moreover, in interpretation does not require grammatical accuracy from the interpreter like the written translation. As we mentioned previously, the time factor played effect role in translation, the Translator has enough time to analyzed the text and put the most appropriate vocabulary in the sentence more than the interpreter (Nosratzadegan, 2014, p. 57). Thus, the translation is considered more accurate than interpretation. Thus, the translator and interpreter are similarity in their work, each of them translates from one language to other but in a different way and different skills, required from each of them mastering in skills to transfer the speeches from one language to other.

III. METHODOLOGY

This study aims to determine the required interpretation skills for undergraduate students in the departments of translation explore. Since interpretation skills are an important part of the interpretation process, the identification of skills helps students to better understand the interpretation process of and thus correctly transfer to the target language.

In this chapter, the methodological procedures for this study will be presented.

Initially, the participants of the study and the setting in which the study was conducted will be described. Then, the data collection instruments and the ways the data were collected and analyzed will be presented.

3.1. The Research Population

The research community included teachers in translation departments at Iraqi universities and experts in translation centers.

3.2. Sample of the Study:

This study was conducted after selection the research community which included the teachers' in the departments of translation in a number of Iraqi universities (Mosul, Baghdad, Kirkuk, Erbil, Tikrit, and Basra) and experts working in the translation centers. The sample included 25 teachers and 25 experts in Translation science, who have experience in the process of interpretation.

3.3. Instruments of the Study:

For the purpose of this study, the researcher prepared a questionnaire by (Google form and papers), it contains the skills required for undergraduate students with the definitions of those skills. This questionnaire consists of (11 skills) with an explanation of them. The researcher relied on the selection of these skills to match it with original sources. These skills were then included in a special table for presentation to the two groups (teachers and experts). In order to take their views with the skills required for fourth-year students in the translation departments according to what they see suit to these students. Finally, the questionnaire contains a paragraph on what can be added, modified or deleted from those skills.

3.4. Procedure of the study:

The researcher distributed the questionnaire to the sample of the research which included (50 teachers and experts) on (28/1/2019). Where these teachers and experts choose suitable and not suitable skills for fourth-year students, with the reasons to assess each skill. Thus, it depended on the highest percentage and the lowest percentage for the skill.

After this, the researcher was collect the questionnaire's papers on (5/2/2019), it took one week to complete.

3.5. Tool Analysis of the study:

At this stage, the researcher sorted the options in the search tool (very suitable, suitable, neutral, and not suitable) by extracting the number of people selected from these options.

Finally, the higher percentage was adopted for the selection (very suitable), and the lowest percentage was adopted for the other selections, by based on the total number of people who made the selection.

IV. DATA ANALYSIS, DISCUSSION, FINDINGE

4.1. Presentation and Analysis of the Results and Clarifying its Reasons:

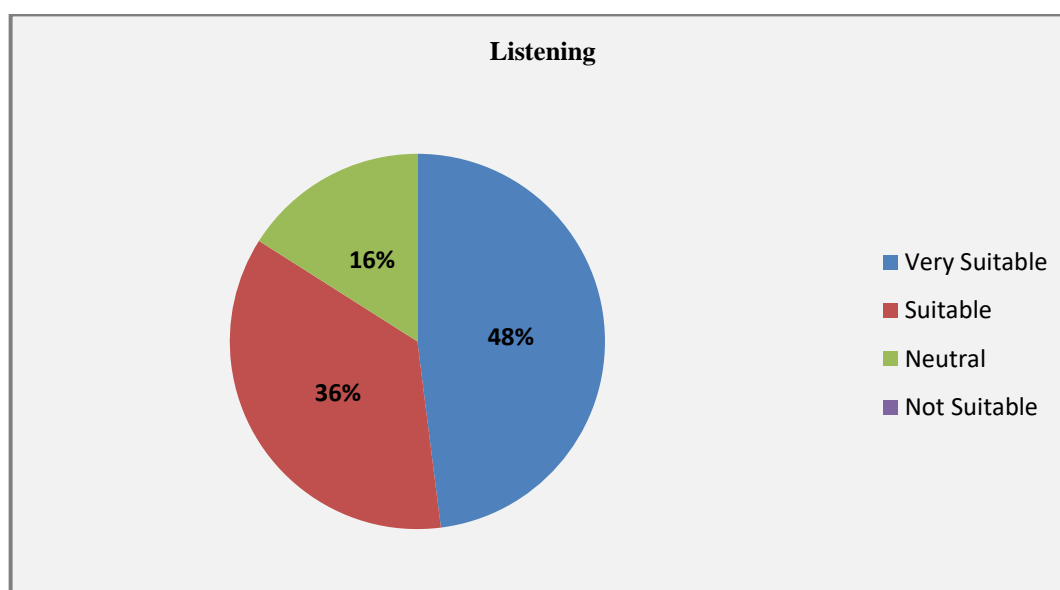
This chapter includes a comprehensive presentation of the results of the research that was reached, analyzed and then discussed and explained from the point of view of the teachers and experts according to the research objectives, and then the most important conclusions that the researcher can draw in light of his research findings.

4.1.1. Listening Skill: Analysis and discussion

(Table 1) Sum and Percentage of Compatibility with Fourth-year Students

	Very Suitable	Suitable	Neutral	Not Suitable	Notes
Sum.	24	18	8	-	48% (Very SUITABLE)
Per.	48 %	36 %	16 %	-	

As a result of the inputs above, the outputs (percentages) were shown in the figure below:



(Fig.1) Listening skill analysis and discussion

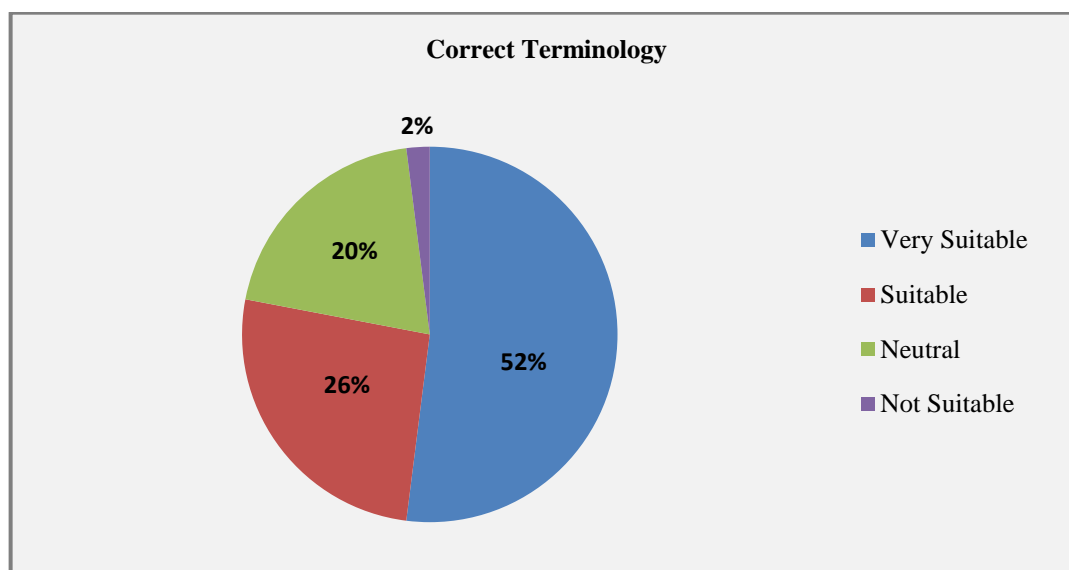
It is clear from Table 1 and Fig.1 that the listening skill was very appropriate and consistent with the students of the fourth stage according to the views of teachers and experts. Most of them attributed this to the fact that this skill is based on two main factors (hearing and concentration), and these are the two main factors for receiving the operative text as an input (source language) through hearing and then understand it and deal with it mentally as a treatment and thus express it by representing the correct interpretation and compatible with the meaning of output (Target Language). Some experts also pointed out that mastering listening skills lead to not loss of some important details by the interpreter so that they are limited within the focus area in order that the interpretation results be correct and within the scope of the subject. The researcher agrees with the fact that this skill gives the interpreter the ability to develop his / her sense of hearing and deal with the texts flexibly and smoothly away from distraction and lack of focus because when the emphasis is increased in the audible text, the size of the information obtained by the interpreter increases. Thus, helping the interpreter text to an appearance of realism.

4.1.2. Correct Terminology Skill: Analysis and discussion

(Table 2) Sum and Percentage of Compatibility with Fourth-year Students

	Very Suitable	Suitable	Neutral	Not Suitable	Notes
Sum.	26	13	10	1	52 % (Very SUITABLE)
Per.	52 %	26 %	20 %	2 %	

As a result of the inputs above, the outputs (percentages) were shown in the figure below:



(Fig.2) Correct terminology skill analysis and discussion

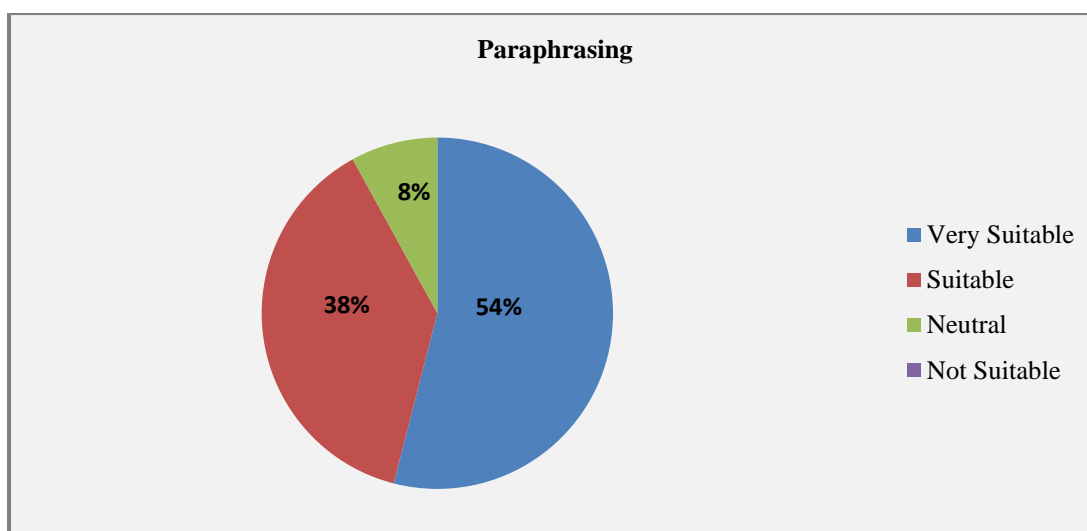
It is clear from the table of values and percentages (Table 2) and Graph (Fig.2) that the skill of possessing the correct terms and its synonyms among the fourth-year students has been chosen by a large percentage of teachers and experts, and it was received the highest rate of agreement (52%) as very appropriate, and the reasons for their choice were two main dimensions: the first is that the interpreter's possession of this skill is based on what was acquired in his previous years of many terms and synonyms, as well as his external knowledge and use of the social media which made his balance acceptable to what he owns, and the second dimension is that this skill represents the window through which the interpreter can show his personality and highlight the strengths of his holdings of terms and synonyms which make him mastery in choosing the appropriate text for interpretation in more than one way, The researcher believes that there is a third dimension which is that the terminology and its synonyms carried by the interpreter provides him the appropriate mechanism to deal with the text according to the circumstances and depending on his decision about the expansion of meanings or reduction in terms according to what the speech needs of terminology.

4.1.3. Paraphrasing Skill: Analysis and discussion

(Table 3) Sum and Percentage of Compatibility with Fourth-year Students

	Very Suitable	Suitable	Neutral	Not Suitable	Notes
Sum.	27	19	4	-	54 % (Very SUITABLE)
Per.	54 %	38 %	8 %	-	

As a result of the inputs above, the outputs (percentages) were shown in the figure below:

**(Fig.3) Paraphrasing Skill: Analysis and discussion.**

The table of values and percentages (Table 3) and the accompanying graph (Fig.3) show that the redrafting skill for understanding inputs has the highest proportionality ratio among all skills (54% and 38%) respectively. This indicates the importance of this skill in terms of the need to understand the verbal input of the target language and reformulate it to produce outputs in the same sense but in different formats. It is almost unanimously agreed by the teachers and experts that this skill is one of the intuitive skills that any interpreter should have as a suitable ground for professional interpretation in the future, the interpreter cannot formulate his logical words as outputs without going through the process of rephrasing and understanding correctly and clearly, and this is done through:

1. The correct choice of terms and depending on the type of interpretation used.
2. Employ the appropriate method and effective method in the target language.

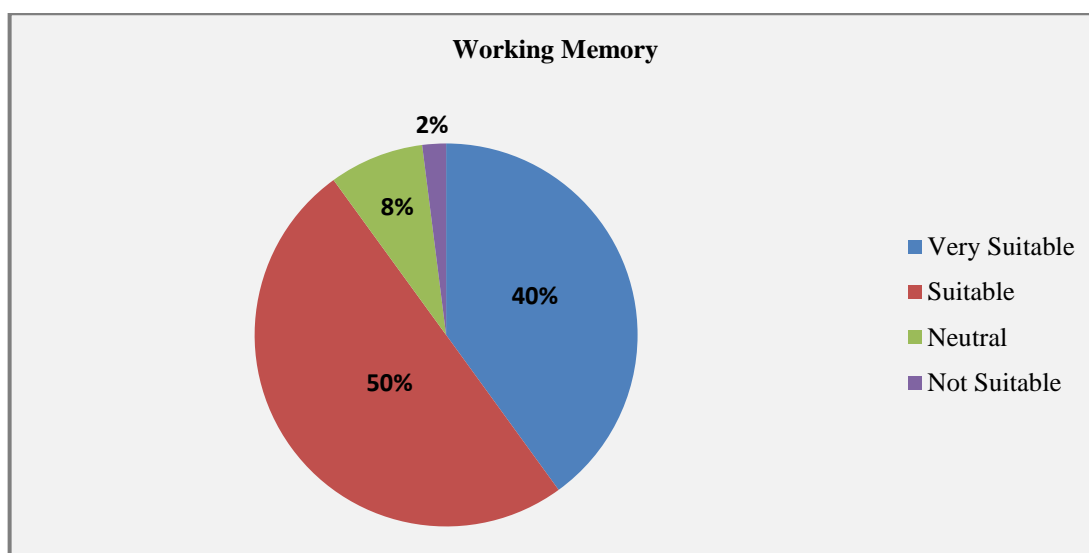
The researcher attributed this to the fact that the interpretation process is an innovative practice that requires understanding of the texts first and then dealing with them in a mechanism different from the traditional context and different in terms of the building but identical in meaning.

4.1.4. Working Memory Skill: Analysis and discussion

(Table 4) Sum and Percentage of Compatibility with Fourth-year Students

	Very Suitable	Suitable	Neutral	Not Suitable	Notes
Sum.	20	25	4	1	50 % (SUITABLE)
Per.	40 %	50 %	8 %	2 %	

As a result of the inputs above, the outputs (percentages) were shown in the figure below:



(Fig.4) Working Memory Skill: Analysis and discussion

The table of values and percentages (Table 4) and its graph (Fig.4) show that the Working Memory skill was selected by 50% as an appropriate skill and 40% as a very suitable skill for fourth stage students which are large proportions, and the reasons can be limited to the fact that the facts and information stored in the memory of the Interpreter are the basic parts to build the cognitive mentality of the Interpreter and thus increase the ability to interpret positively in the field in which the exercise

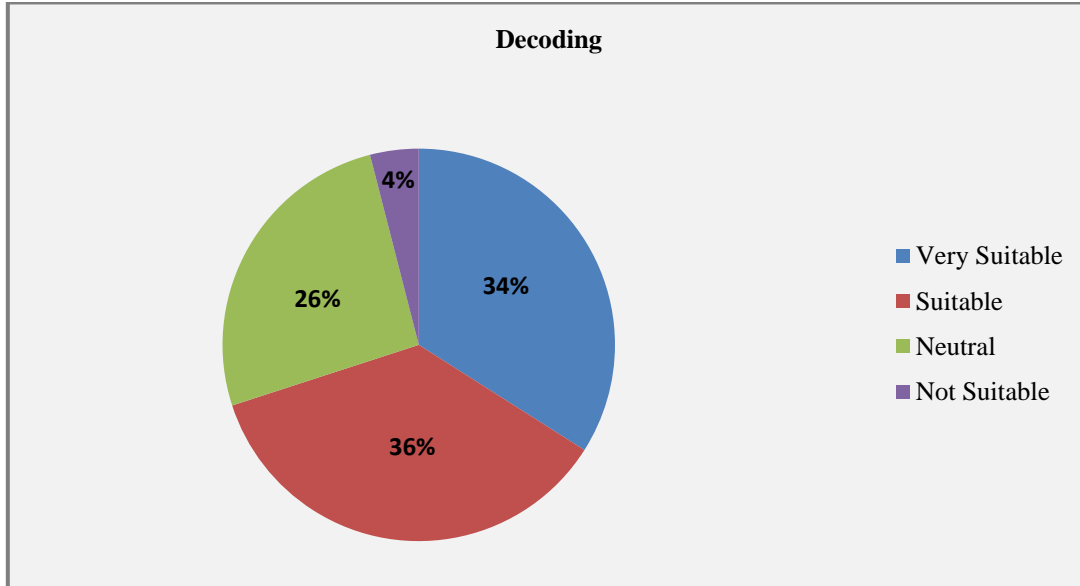
of his professional work, it can also be considered as a means of expressing complex processes in an easy, understandable and realistic way for the recipient. The researcher agrees with this and emphasizes the importance of this skill as it represents the use of the information and the prior knowledge of the interpreter and employs it to deal optimally with the complex tasks and situations that require the recall of information and facts in a timely manner, according to the type of situation.

4.1.5 Decoding Skill: Analysis and discussion

(Table 5) Sum and Percentage of Compatibility with Fourth-year Students

	Very Suitable	Suitable	Neutral	Not Suitable	Notes
Sum.	17	18	13	2	36 % (SUITABLE)
Per.	34 %	36 %	26 %	4 %	

As a result of the inputs above, the outputs (percentages) were shown in the figure below:



(Fig.5) Decoding Skill: Analysis and discussion.

Table (5) and Figure (5) show that (**Decoding**) was suitable for fourth stage students with a (36%) acceptance rate and a very appropriate acceptance rate (34%) which gives this skill great importance for students to own. The reasons cited by the

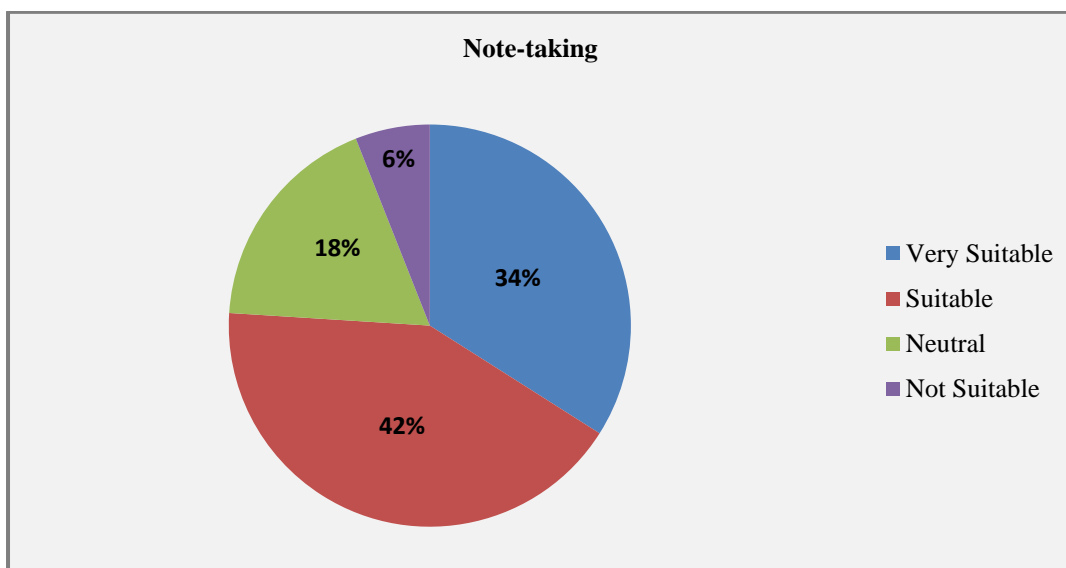
teachers and the experts indicated that this skill deals with the interpreter's ability to decipher the speech symbols by the interpreter, which is included in the words or sentences spoken by the speaker, and then attempt to arrange them in logical order including encoding it in accordance with its own context, which gives the character of verbal fluency and flexible handling with different coding contexts, and other reasons that this skill provides the interpreter student with the ability to deal with the different vocal expressions of the word or voice character in a way that fits in with the general context of the sentence or the speaker's speech. Therefore, the student is able to quickly understand the phrase through the context of voice and verbal expression of the word or section. The researcher believes that these reasons enhance the student's ability to deal with the phrases and sentences masterfully and professionally suited to the style of the speaker and its special coding method of concepts and words within the general context of the speech, and this means that the interpreter has verbal fluency and verbal expression when dealing with different verbal paths.

4.1.6. Note - taking Skill: Analysis and discussion

(Table 6) Sum and Percentage of Compatibility with Fourth-year Students

	Very Suitable	Suitable	Neutral	Not Suitable	Notes
Sum.	17	21	9	3	42 % (SUITABLE)
Per.	34 %	42 %	18 %	6 %	

As a result of the inputs above, the outputs (percentages) were shown in the figure below:



(Fig.6) Note - taking Skill: Analysis and discussion.

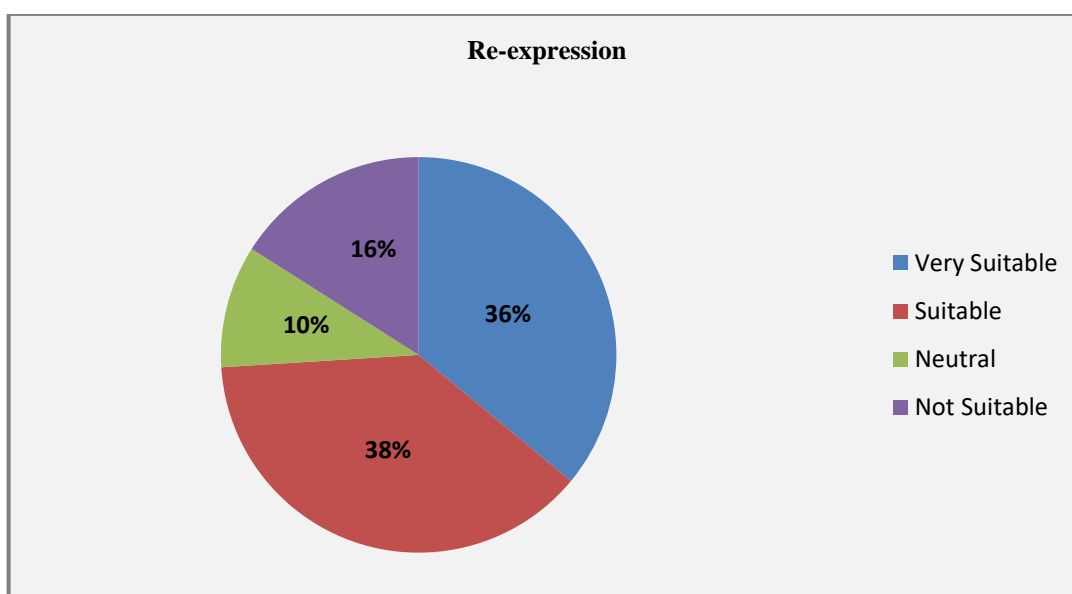
It is clear from the table of values and percentages (Table 6) and from the graph shown (Fig.6) that the skill of note-taking is a suitable skill for students (42%) and very suitable (34%) which is a positive indicator of the importance of this skill to the student as a means of helping mental memory on the one hand, and its ability to arrange ideas on the other hand. The reasons for choosing this skill were limited by professors and experts with two main approaches: The first is that the human memory does not sometimes help it to remember symbols, numbers, abstract concepts, dates, and some abbreviations, so the interpreter sometimes has to record this in quick notes before starting the interpretation process and commensurate with the requirements of the situation required by the interpretation process. Hence, this skill has become a necessary and important complement to the mental skills that require the realization of memory and the recall of words and texts according to different mental processes. The second approach: The skill of taking notes is necessary to preserve the integrated content of the source language and without prejudice to the general meaning of the content, which gives the translated text the unity of the subject and the construction of the integrated meaning, the researcher considers that these two approaches are integrated with each other in order to give the interpreter the ability to have the necessary competence to express the translated text and provide him with the appropriate mechanism to deal with abstract terms and concepts and important abbreviations in the interpretation process.

4.1.7. Re-expression Skill: Analysis and discussion

(Table 7) Sum and Percentage of Compatibility with Fourth-year Students.

	Very Suitable	Suitable	Neutral	Not Suitable	Notes
Sum.	18	19	5	8	38 % (SUITABLE)
Per.	36 %	38 %	10 %	16 %	

As a result of the inputs above, the outputs (percentages) were shown in the figure below:



(Fig.7) Re-expression Skill: Analysis and discussion.

It is clear from the table of values and percentages (Table 7) as well as from Fig.7 that the skill of re-expression has achieved an agreement percentage (38%) as appropriate skill and agreement ratio (36%) as a very skill suitable for fourth stage students. Most teachers and experts agreed that this skill is necessary because it deals with ideas rather than traditional translated phrases and sentences. The interpreter, in general, must deal with the idea learned through phrases and spoken words and convey it to the listener in his own way and his self-expression and not through the abstract textual interpretation of these phrases because the essence of the speech is concerned in the interpretation process, as well as the views of some in the fact that this skill is the main task of the interpreter and the necessary tool through which he can deal with the ideas, purposes, and meanings, not dealing with words and

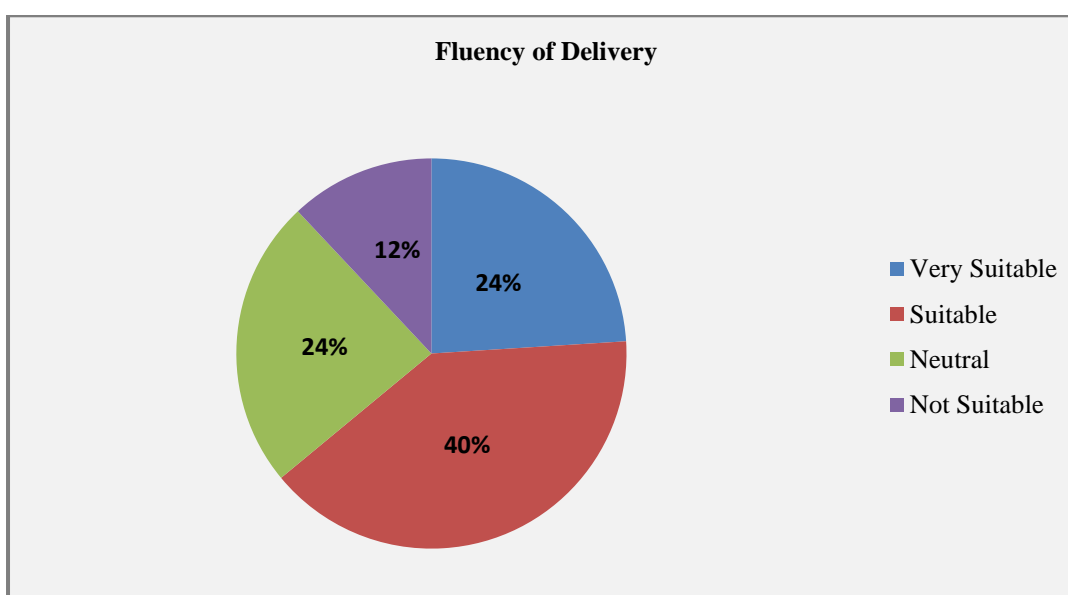
sentences, then enable him to convert these sentences and words into expressions to suit the environmental reality of the listener. The researcher found through some literature on this skill that there are specialized institutions interested in developing this skill as a core unit for the beginner interpreters through the establishment of courses and workshops for this skill because of the utmost importance in the process of interpretation and a positive feature to give the personality of the interpreter more consistency, control and professional handling of ideas in the target language.

4.1.8. Fluency of Delivery Skill: Analysis and discussion

(Table 8) Sum and Percentage of Compatibility with Fourth-year Students.

	Very Suitable	Suitable	Neutral	Not Suitable	Notes
Sum.	12	20	12	6	40 % (SUITABLE)
Per.	24 %	40 %	24 %	12 %	

As a result of the inputs above, the outputs (percentages) were shown in the figure below:



(Fig.8) Fluency of Delivery Skill: Analysis and discussion.

From the table of values and percentages of the agreement (Table 8) and the graph (Fig.8), the skill of Fluency of Delivery has been shown to have (40%) as a suitable skill by teachers and experts which gives a clear indication of the importance

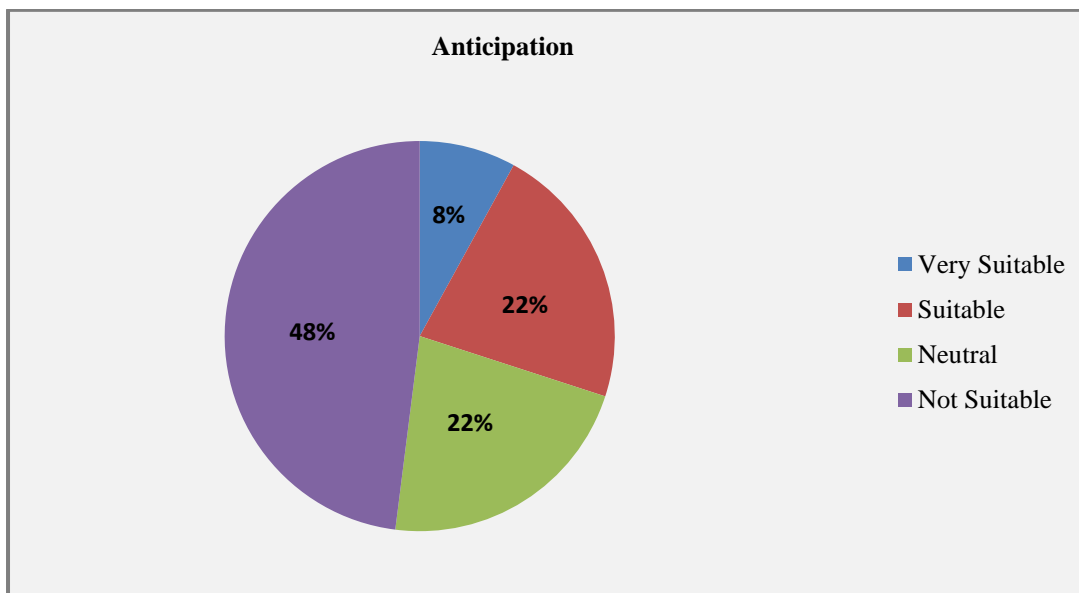
of this skill, whether for a student or for a professional interpreter. According to the views taken, the reasons for this are that this skill is complementary to the skills of notes-taking and re-expression, the first deals with symbols written by the interpreter (whether a term, concept or linguistic abbreviation) as an assistant to the mental memory of the interpreter, and the second deals with the ideas and the conversion of phrases and sentences from the source language to the verbal expression in the target language. This skill comes to combine these two skills to produce for student and interpreter the ability to verbal fluency in a flexible and without stops during the process of interpretation that the sudden stop will knock the speaker on the one hand and lose confidence in the interpreter on the other hand. Therefore, the student's possession of the skill of fluency, which is the outcome of the two skills mentioned above will make him safe from sudden stops, which will be reflected negatively on his work plan to achieve the goal of interpretation, and there is another reason cited by one of the experts and the researcher considers it important to mention which is the fact that this skill provides the interpreter with linguistic fluency, it provides him with intellectual fluency, which means the collection of several ideas for the text translated during a specific time all are about the same meaning but in different expressive ways, the creativity aside may take from it. If the interpreter knows how to deal with it and choose the appropriate ones efficiently, quickly and intuitively.

4.1.9. Anticipation Skill: Analysis and discussion

(Table 9) Sum and Percentage of Compatibility with Fourth-year Students.

	Very Suitable	Suitable	Neutral	Not Suitable	Notes
Sum.	4	11	11	24	48 % (Not SUITABLE)
Per.	8 %	22 %	22 %	48 %	

As a result of the inputs above, the outputs (percentages) were shown in the figure below:



(Fig.9) Anticipation Skill: Analysis and discussion.

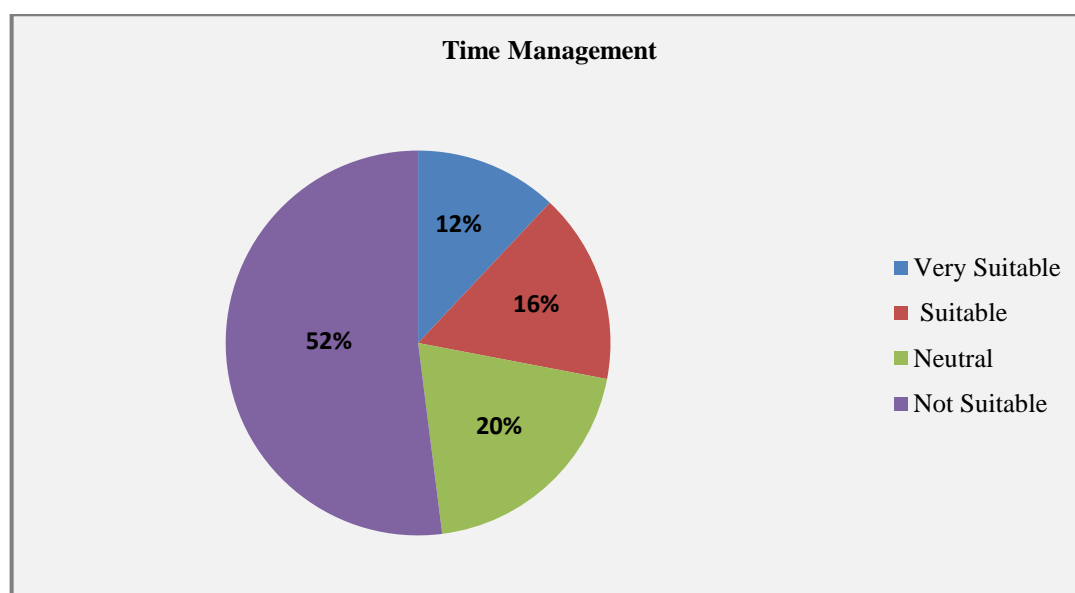
From the table of values and percentages (Table 9) and the figure graph (Fig.9) it is clear that the expectation skill did not receive the majority of the required proportion to the students in the fourth-year, where it received the percentage of agreement (48%) by teachers and experts because it is not suitable for students, the reasons were limited in that they rely on special mental skills such as predicting and reading ideas in advance by virtue of experience in the process of interpretation and this needs to be applied and advanced practice and ongoing treatment with this type of skills and this is something that cannot be easily done by students who do not have the experience to deal with such skills. Other reasons cited are the preference to focus on speech in interpretation. Concentration in speech and serious follow-up is sure to predict what will be said in the source language, which is likely to be correct or wrong. Therefore, through the researcher's knowledge of the studies and sources that dealt with this skill, it was found that the skill of expectation depends on the cognitive background of the interpreter (experience) and its intellectual and mental harmony with those who speak. The experience and knowledge determine the nature of the necessary expectation and its validity and thus enable the interpreter of this skill, where these require intensive training and continuous communication and a wide view by the new interpreters on the experiences of professionals in this aspect.

4.1.10 Time Management Skill: Analysis and discussion

(Table 10) Sum and Percentage of Compatibility with Fourth-year Students

	Very Suitable	Suitable	Neutral	Not Suitable	Notes
Sum.	6	8	10	26	52 % (Not SUITABLE)
Per.	12 %	16 %	20 %	52 %	

As a result of the inputs above, the outputs (percentages) were shown in the figure below:

**(Fig. 10)** Time Management Skill: Analysis and discussion.

By observing the table of values and percentages (Table 10) and the graph of percentages (Fig.10) it is clear that the time management skill did not obtain the majority of the required proportion of students in the fourth-year in the interpretation section, where it has got the proportion of agreement (52%) by teachers and experts that it does not suitable students. The main reasons for this are that the skill of time management requires training courses outside the scope of lectures received by students in their universities, specifically in some institutions and development centers. Not all students are able to participate in such courses because of its limitations and its high cost. Which requires most students to train themselves individually or through advanced experience and it takes a long time to get to master this skill, and another reason is that the interpretation follows the speaker's speech, where any deliberate

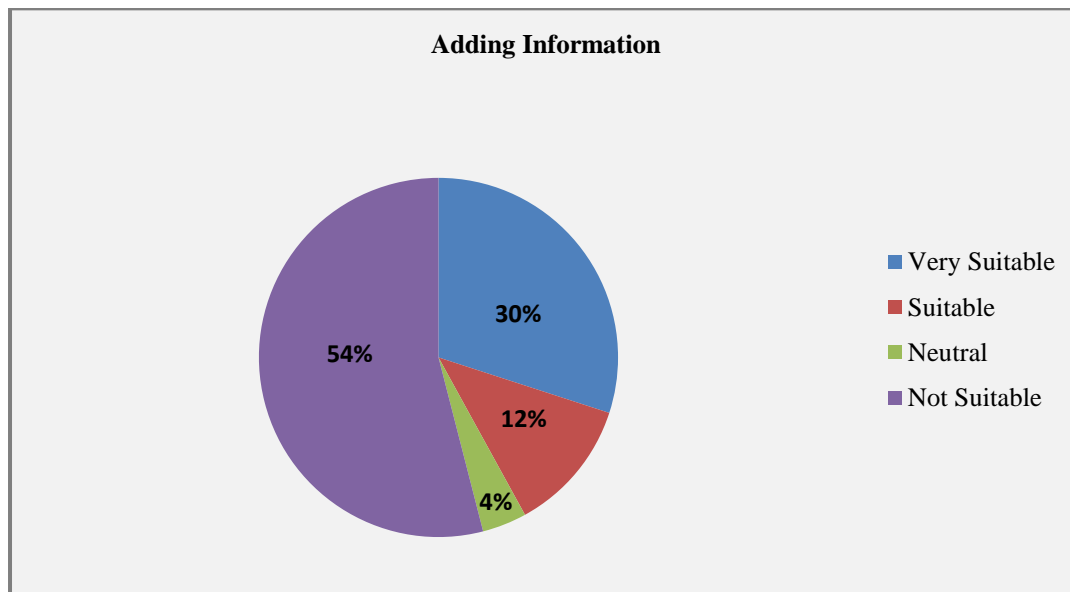
delay at the time gives a negative impression to the recipient and some confusion may be done with the speaker. Other reasons cited are the absence of an approved plan to deal with the various contingencies and variables that may occur during the process of interpretation and may constitute a major obstacle to achieve the largest number of tasks planned in time as a mechanism of time management mechanisms. The researcher agrees with these views in the fact that this skill requires training, exercise and access to time management programs as well as need to appropriate working conditions and specific areas of work and not in all cases.

4.1.11. Adding Information Skill: Analysis and discussion

(Table 11) Sum and Percentage of Compatibility with Fourth-year Students

	Very Suitable	Suitable	Neutral	Not Suitable	Notes
Sum.	15	6	2	27	54 % (Not SUITABLE)
Per.	30 %	12 %	4 %	54 %	

As a result of the inputs above, the outputs (percentages) were shown in the figure below:



(Fig. 11) Adding information skill: analysis and discussion

From the observation of the table of values and percentages (Table 11) and the graph of percentages (Fig.11) it is clear that the skill of adding information did not

obtain the majority of the required proportion of the students, it got the proportion of agreement (54%) by the teachers and experts because it does not suit the interpreters. The main reasons behind this can be attributed to the source language, because it is somewhat ambiguous or has abstract terms that need wide explanation and clarification, which requires the interpreter to deal in a particular pattern with the translated text such as adding words or changing the syntax of the sentence and redrafting it to reach the full meaning of the text in the target language and this requires a great ability to deal with the different texts of the source language and this is not available to the interpreter for his limited capacity in this regard and his lack of appropriate expertise, as well as the cultural and linguistic differences between the source language and the target language constitute a major obstacle to apply this skill by the student because of his lack of knowledge about the different cultures as well as language patterns used. Other reasons cited include that the source language may contain abbreviations that require the extensive addition of information in the target language or vice versa, the source language may contain explanations or details that require a wide abbreviation in the target language which make a great burden on the interpreter and not commensurate with his limited scientific and cultural potential and skills in interpretation. The researcher believes that the student of interpretation needs to pass through accumulated experience and a wide knowledge of different cultures and shall be provided with the terms, concepts and synonyms to reach the level of mastery of this skill and this requires great time and effort, which makes this skill for future especially for those interpreters who have experience and know-how in this area.

4.2. Findings

After reviewing the results from the teachers' and experts' perspective in this area. Obtained according to "the suitability" and "not suitability" of the interpretation skills for the students in the translation departments as follow as:

A-The suitable skills will be arranged according to its importance and according to the percentages of proportionality as shown in Table (12).

(Table 12) Distribution of suitable skills according to the percentage of the total proportion

Sequencing by importance	Skill	Very Suitable	Suitable	Percentage of the total proportion
1	Paraphrasing	54%	38%	92%
2	Working Memory	40%	50%	90%
3	Listening	48%	36%	84%
4	Correct Terminology	52%	26%	78%
5	Note - taking	34%	42%	76%
6	Re expression	36%	38%	74%
7	Decoding	34%	36%	70%
8	Fluency of Delivery	24%	40%	64%

Table 12 shows the existence of eight basic skills suitable for students in the translation departments in Iraq from the point of view of teachers and experts. The ratios of these skills vary between 64% and 92% according to the importance of each skill according to the experts and teachers perspective which makes the acquisition of these skills and development by the interpreters is an urgent need to be able to deal with an important branch of translation which is the Interpretation.

B- The not suitable skills that were excluded from their perspective and it showed in Table (13).

(Table 13) Distribution of not suitable skills according to the percentage of the total proportion

Sequencing by Percentage	<i>Skill</i>	Percentage of Not Suitable
1	Anticipation	48 %
2	Time Management	52 %
3	Adding Information	54%

Table 13 shows the existence of three basic skills not suitable for students in the translation departments in Iraq from the teachers and experts perspective. The ratios of these skills vary between 48% and 54% according to the percentage of each skill according to the views of experts and teachers.

Through reviewing the reasons mentioned earlier in this research and explaining the skills in their sources and research related to them, the researcher finds that some of these skills are acquired through theoretical academic study, and some are through some practical and training situations to integrate theoretical positions. And thus enhancing it in the mind of the interpreter to be able to deal with during the interpretation field. In general, these skills are the first building blocks to improve the Interpretation Skills for the student through the stages of identification, acquisition, development and the stage of creativity in interpretation.

V. CONCLUSION AND RECOMMENDATION

5.1. Conclusion

Although the use of interpretation as a learning tool in translation departments classes, the exact benefit this practice provides the students' learners is to the acquisition of certain skills in the interpretation process including its structure, function, use, and culture. In this point the definition of (interpretation) is stated in definitions of conventionality to the in books, magazines, and concepts, it transfers the ideas of discourse from one language to another language taking into account the logical sequence, grammatical, semantic, morphological, phonetic, terminology, etc., with preserving the spirit of the transcribed text.

Interpretation is divided into four modes, they play an effective role in conveying the concepts of speeches, lectures, and seminars from language to another language, All types of interpretation are based on the same basic principles: assimilation the message from the source language and then it's mentally analysis into ideas and their transmission to the target language, but there are slight differences between them in relation to the mechanism used to the transmission of the discourse. So, the interpretation is divided into four modes: Firstly, Consecutive interpretation (**CI**) means, the interpreting of the discourse and transfer the "audio speech" from the source language (SL) to the target language (TL) orally after hearing, and it is possible for the interpreter to follow the speaker in the interpreting of each sentence or paragraph, the advantages of consecutive interpreting are to provide enough time for the interpreter to extract the basic idea and to select notes for codification, so this type of interpretation is frequently used in conferences and forums that require accurate transport. The interpreter sits next to the "speaker" and writes down the basic ideas and notes necessary to be used to interpret the message, during periods of time which the speaker silence to allows the translator to transfer what he heard to the language of the audience and then resume his speech. Secondly, Simultaneous interpreting (**SI**) is the transmission of a speech from one language to another directly during the speaking. The interpreter is isolated in a "compartment" and hears the speech through the headphones and transfers it directly to another language to the audience connected by the speakers in the room. Simultaneous interpretation is at the top of the pyramid of

interpretation types in terms of difficulty, due to its reliance on only one sense, it is "hearing". While other types of interpretation rely on at least two senses, including the sense of sight, hearing, and touch (through writing). Thirdly, Sight interpretation means that the source text is written, the target text is oral, and that the interpretation process takes place at the same time, which is, immediately after receiving the text to be translated. Fourthly, Whispered Interpreting (**WI**) this type of translation is suitable when one or two people cannot understand the source language, in this kind of interpretation, the interpreter whispers the speech into the ear of the listener. However, it is not used in long discussions because it causes fatigue for both the interpreter and the listener and it is necessary for the context of communication within institutions and public services when the interpreter is not a major participant in the dialogue or cannot interrupt the speaker for a reason.

In addition, the students who study interpretation at undergraduate level have limited skills in it to make them successful in their academic study. Therefore, It becomes quite important for students to identifying the interpretation skills to help them improve their performance and to make them more successful both in their academic and future professional lives. Thus, this study aimed to identify the interpretation skills required for fourth-year students in Iraq. This skills will help to develop the interpretation as part of their studies, and has a significant impact on the development the students and qualify them to work as professional interpreters. Where the identifying of required interpretation skills is the first step to develop the interpretation field in Iraqi Universities. In order to find out the required interpretation skills, the study surveyed 50 teachers and experts to choose from (11) skills, and extraction the Suitable/not suitable skills for fourth-year students in translation departments.

Briefly, In light of the results of the research, the researcher reached the following conclusions: Most teachers and experts agreed that there are 8 skills suitable for students out of 11 skills as in table (12, p.52). These suitable skills were arranged from the highest percentage (paraphrasing, 92%) to the lowest percent (fluency of delivery, 64%), the results showed that there are five skills (very suitable) to the students, these are (Paraphrasing, Working Memory, Listening, Correct Terminology and Note-taking) and There are also three skills (suitable) to the students these are:

(Re-expression, Decoding, and Fluency of Delivery). While the skills of (Anticipation, Time Management, and Adding Information) table (13, p.54) not suitable for students not because it is difficult or not useful or the students not needed by in the job, but these are advanced skills and the interpreter will acquire it by through educational situations and activities that lead to accumulation them experiences and they become to have the advanced capabilities of interpretation. This gives an important indication to necessary include the basic the interpretation skills and training students to deal with it for the third and fourth stages in the translation departments and then acquire these skills through special training programs as well as through theoretical study and explain the practical dimensions. It is necessary for the future interpreter to acquire the experiences in this field as a step is essential for building its professional capacity and the acquisition of other advanced skills in this field.

Finally, all skills can be arranged and presented (by percentages of suitable, not suitable, and neutral) according to the importance of each skill for the fourth-year students from the teachers and experts perspective, as shown in Table 14:

(Table 14) Distribution of interpretation skills by the percentage of the total (suitable, not suitable, and neutrality)

No.	Skill	total percentage for suitable	percentage for Neutral	percentage for Not suitable
1	Paraphrasing	92%	8%	-
2	Working Memory	90%	8%	2%
3	Listening	84%	16%	-
4	Correct Terminology	78%	20%	2%
5	Note - taking	76%	18%	6%
6	Re-expression	74%	10%	16%
7	De-coding	70%	26%	4%
8	Fluency of Delivery	64%	24%	12%
9	Adding Information	42%	4%	54%
10	Anticipation	30%	22%	48%
11	Time Management	28%	20%	52%

Paraphrasing skill has (92%) suitability, most teachers and experts agreed by this skill is one of the intuitive skills that any interpreter should have as a suitable

ground for professional interpretation in the future. Furthermore, working memory has (90%) suitability, most teachers' and experts' agreed that the facts and information stored in the memory of the interpreter are the basic parts to build the cognitive mentality of the interpreter and thus increase the ability to interpret positively, it can also be considered as a means of expressing complex processes in an easy, understandable and realistic way for the recipient. whereas, listening skill has (84%) suitability, most teachers' and experts' agreed that mastering listening skills lead to not loss of some important details by the interpreter so the interpretation results are correct and within the scope of the subject and express it by representing the correct interpretation and compatible with the meaning of output (Target Language). Moreover, the skill of possessing the correct terminology and its synonyms has been chosen by a large percentage of teachers and experts, and it was received the highest rate of agreement (78%) as very suitable, that the interpreter's possession of this skill is based on what was acquired in his previous years of many terms and synonyms, and this skill represents the window through which the interpreter can show his personality and highlight the strengths of his holdings of terms and synonyms which make him mastery in choosing the appropriate text, as well as, the terminology and its synonyms carried by the interpreter provides him the appropriate mechanism to deal with the text according to the circumstances.

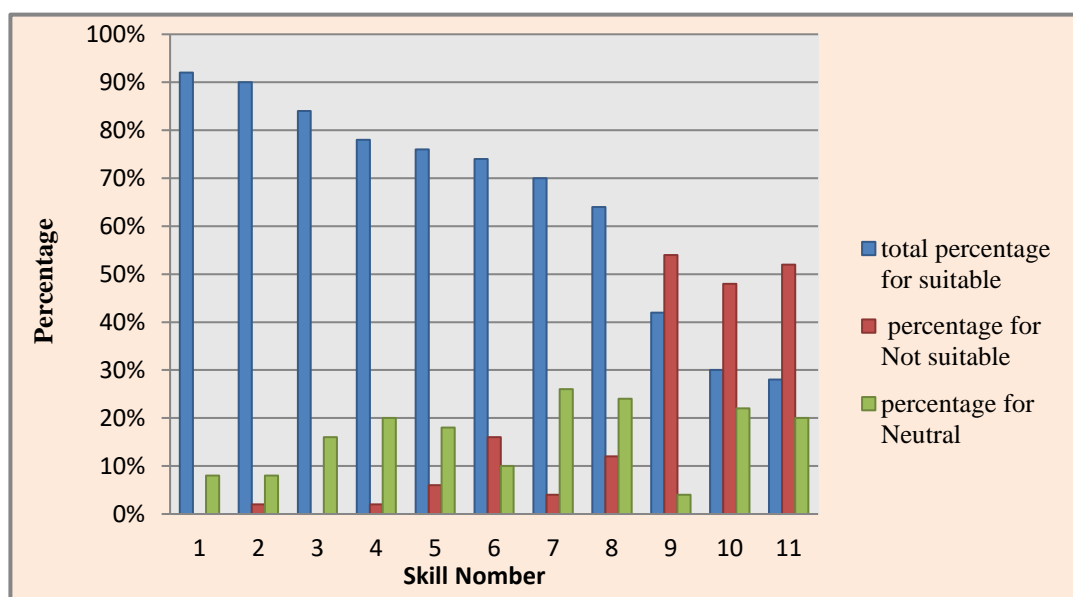
Also, that the skill of note-taking is a suitable skill for students by (76%), a large percentage of teachers and experts agreed that this skill has become a necessary and important complement to the mental skills that require the realization of memory and the recall of words and texts according to different mental processes, moreover, note-taking is necessary to preserve the integrated content of the source language and without prejudice to the general meaning of the content, which gives the translated text the unity of the subject and the construction of the integrated meaning. Besides this, the skill of re-expression has achieved an agreement percentage (74%) as a very skill suitable for fourth-year students. Most teachers and experts agreed that this skill is necessary, it deals with ideas rather than traditional translated phrases and sentences. In addition, show that decoding was suitable for fourth-year students with a (70%) suitable which gives this skill great importance for students to own. a large percentage of teachers and the experts agreed indicated that this skill deals with the interpreter's

ability to decipher the speech symbols by the interpreter, which is included in the words or sentences spoken by the speaker and then attempt to arrange them in logical order including encoding it in accordance with its own context. And, the skill of fluency of delivery has been shown to have (64%) as a suitable skill by teachers and experts, whose mostly agreed that this skill is considered complementary to the skills of notes-taking and re-expression, the first deals with symbols written by the interpreter, and the second deals with the ideas and the conversion of phrases and sentences from the source language to the verbal expression in the target language.

In contrast, the expectation skill did not receive the majority of the required proportion to the students in the fourth-year, where it received the percentage of agreement (48%) by most teachers and experts because it is not suitable for students, this skill relies on special mental skills such as predicting and reading ideas in advance by virtue of experience in the process of interpretation and this is something that cannot be easily done by students who do not have the experience to deal with such skills. Furthermore, it is clear that the time management skill did not obtain the majority of the required proportion of students in the fourth-year in the interpretation section, where it has got the proportion of agreement (52%) by large percentage teachers and experts that it does not suitable students. that the skill of time management requires training courses outside the scope of lectures received by students in their universities, specifically in some institutions and development centers and the interpretation. Lastly, it is clear that the skill of adding information did not obtain the majority of the required proportion it got the proportion of agreement (54%) by most the teachers and experts, it does not suitable to the students. it is somewhat ambiguous or has abstract terms that need wide explanation and clarification, which requires the interpreter to deal in a particular pattern with the translated text such as adding words or changing the syntax of the sentence and redrafting it to reach the full meaning of the text in the target language and this requires strong experience.

The researcher presented the results and percentages related to neutrality (neutral selection) without going into the discussion and analysis of it, as this choice indicates that the expert and teacher did not know this skill is suitable or not suitable. Furthermore, the percentages of this choice have no significant effect on the results of the research as shown in Table (14).

Thus, Table (14) can be graphically represented in Figure (12), which represents the graphical relationship between the skills as a whole in terms of sequence and percentages of the results as:



(Fig. 12) graphical relationship between the skills as a whole in terms: sequence and percentages of the results.

The curriculum of college provides the students with knowledge of the grammar and structure of the language in general and trains them on a number of tools and methodologies that help them in interpretation, and overcome the difficulties in interpretation, but does not give the student all the necessary skills that needed as an interpreter in the labor market because the interpreter is acquiring these experiences by gradually and requires from them additional efforts to continue. Furthermore, each field of work has its own special dictionary, terminology, and procedures, which is necessary for every interpreter for correct interpretation.

The professional translation in general and interpretation in particular, comes gradually and automatically whenever the Interpreter/student acquired more experience and sought to develop itself, and this requires the time and effort which is mainly due to the interpreter and skills, and the desire to develop and improve by acquiring the necessary expertise both in the study or work or attend specialized courses with continuous reading to increase the linguistic stock of vocabulary and

terminology. This stock is the fuel needed by the interpreter in the completion of his tasks quickly, accurately and in a timely manner.

5.1. Recommendations

In light of the results of the research and the conclusions reached, the researcher recommends the following: To urge translation departments in Iraqi universities to include in its curricula the skills necessary to develop the students' abilities in interpretation, as well as the use of appropriate teaching methods to teach these skills. Furthermore, emphasize the interpretation of teachers in the interpretation departments to train their students to use these skills while teaching the subject.

Finally, Continuing education centers, training units or colleges in Iraqi universities should undertake training courses for students of translation departments to develop their abilities and enable them to acquire translation skills of various kinds, including interpretation, which will increase their scientific and practical level and at all levels.

5.2 Suggestion for Further Studies

To complete the current research, the researcher proposes to carry out the following future studies:

1. Conduct a similar study for the current study but for other types of translation (consecutive, Simultaneous, literal ... and etc) or for other subjects requiring specific skills.
2. Conduct a similar study for the current study by gender (male, female) to determine the differences between them according to the skills required.
3. The effectiveness of a training program in the development of the skills of interpretation in the translation department students.

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APPENDIX

ATILIM UNIVERSTY/ ANKARA
 INSTITUTE OF SOCIAL SCIENCES
 DEPARTMENT OF TRANSLATION AND INTERPRETATION
 GRADUATE STUDIES / MASTER

A questionnaire for teachers and experts on the regard of interpretation skills

Name:

Workplace:

Years of practice:

The exact specialty:

Dear Sir/Madam

The researcher plans to conduct a research study entitled:

(The required interpretation skills for undergraduate students in Iraq: teachers' and experts' perspectives)

To fulfill the requirements of the research, a questionnaire for the basic interpretation skills along with their definitions have been prepared. As a teachers/experts in the field of interpretation, you are kindly requested to read the skills and express your opinion concerning their suitability for the development of the Iraqi students at the Departments of Translation to be effective interpreters. Any other suggestions, notifications or modifications will be thankfully considered.

Thank you in advance for your time and kind co-operation

Master's student

Maha Abdullah Mohammed

Interpretation

Thesis Advisor

Assist. Prof .Dr. Ismil Eraton

Annexes: List of definitions of the basic skills of interpretation listed according to the approved sources.

Definitions:

Listening: It is a particular communication technique that requires the listener to provide feedback on what he or she hears to the speaker, by way of restating or paraphrasing what they have heard in their own words.

Working memory: It is defined as the cognitive system responsible for the temporary storage and manipulation of information which is essential for sustaining focused behavior in practical situations.

Anticipation: It simply means that the interpreter says a word or a group of words before the speaker actually says them.

Decoding: It means that the message which source has encoded then the decoder interprets the message according to his own mentality and experience.

Note-taking: It is the practice of writing down pieces of information in a systematic way.

Re-expression: It is re-express what is heard in the discourse and transfers into the target language.

Fluency of Delivery: It is express your ideas fluently and spontaneously without having to stop to think of the correct words or phrases to use.

Correct terminology: simply, it is a matter of finding the right word for the right context.

Time management: It is the process of deciding on the order in which you will do tasks, and making sure that they are done on schedule.

Adding information: Due to the difference in culture and habits, sometimes, interpreter some words or change the sentence structure to express the speaker's meaning.

Paraphrasing skill: it is mean, the interpreter comprehends an input message and produce an output message with the same meaning but in different wording.

Do you believe that the skills presented below are effective and suitable to develop students of translation at the universities to become effective interpreters?

NO.	Skill	Very Suitable	Suitable	neutral	Not suitable	Justification
1.	The interpreter student must listen to the speaker with a focus and should not be distracted by anything else. (Listening)					
2.	The interpreter student must keep the information and facts in his/her cognitive memory in a strategies way to be able recall them during the complex interpretation process. (Working memory)					
3.	The interpreter student must anticipate the words and expressions spoken by the speaker before pronouncing them. (Anticipation)					
4.	The interpreter student must interpret the symbols or codes which the speaker is decoding according to the experiences achieved from his academic studies. (decoding)					

NO.	Skill	Very Suitable	Suitable	neutral	Not suitable	Justification
5.	The interpreter student must write notes from the information he receives or deals with for to come back to them when it is necessary. (note-taking)					
6.	The interpreter student must determine the main idea of the discourse from the (speaker) and then transfer it to the target language with his own words (Re-expression)					
7.	The interpreter student must express his ideas flexibly and spontaneously without long pause and immediately should delve into the details of words and phrases. (Fluency of Delivery)					
8.	The interpreter student must keep as many correct terms and synonyms as possible so that he can use the appropriate word in the appropriate context during the interpretation process. (Correct terminology)					
9.	The interpreter student must complete the tasks of					

NO.	Skill	Very Suitable	Suitable	neutral	Not suitable	Justification
	interpretation at the specified time. (Time management)					
10.	The interpreter student (in the case of dealing with different customs and traditions) must have the ability to add words or change the structure of the sentence to reach the full meaning. (Adding information)					
11.	The interpreter student must have the ability to understand the meaning of inputs to produce outputs in the same meaning but in a different form. (Paraphrasing)					

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Maha Alokaidat

ORIJINALLIK RAPORU

% **14**
BENZERLIK ENDEKSI

% **9**
İNTERNET
KAYNAKLARI

% **4**
YAYINLAR

% **10**
ÖĞRENCİ ÖDEVLERİ

BIRINCIL KAYNAKLAR

1 Submitted to Atilim University
Öğrenci Ödevi % **1**

2 repozitorij.ffos.hr
İnternet Kaynağı % **1**

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Yayın % **1**

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