LIN3A11/LIN3AA3 Interpreting theory exam (paper 2): Supplementary exam

Date: ? Timeslot: ?

Examiner: Prof E Cornelius Internal moderator: Ms B Selepe

External moderator: Dr H Kotzé (North-West University)

Total marks: 100

Test Information

Description This is the supplementary exam paper for LIN3A (Interpreting theory).

Instructions

Multiple Attempts Not allowed. This Test can only be taken once.

Force Completion This Test can be saved and resumed later.

Your answers are saved automatically.

QUESTION 1

Match Alexieva's (2002) six parameters on the left to the correct description on the right.

simultaneous, consecutive, liaison, chuchotage (most of them involve A. distance between speaker and listeners, but liaison involves very little distance) their command of languages, involvement in the textual world (as text entities or not), their status and B. power relationships as well as the number of participants all affect ▼ mode how culture-specific the speaker participants will be **▼** | topic scientific knowledge lead to less C. culture-specificity than human text type and textbuilding strategies the degree to which a text is more D. oral-like or more written-like (more spatial oral-like texts result in more culture constraints specific speaking) goal speakers' proximity to/distance from home can determine the level of culture specificity of their speech; E. whether it is a relatively private meeting or outside participants are involved can also have an effect on this can be knowledge exchange, F. arriving at a group decision, or conflicting objectives (conflicting

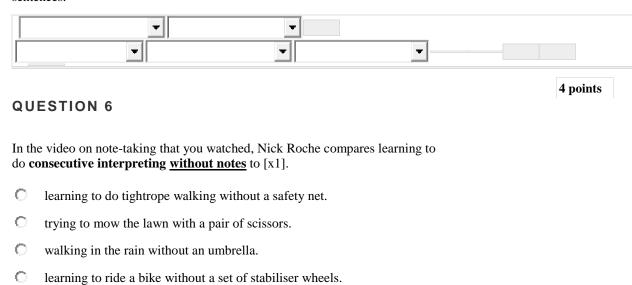
culture specific behaviour)	to lead to
	12 points
llows:	
	14 points
is a good idea for the interpret	ter to:
nat they are expected to laugh.	
that a joke has been made.	
that a joke has been made. t funny in the target language.	
	2 points

18 points

QUESTION 2
The seven differences between <u>translation</u> and <u>interpreting</u> are as follows:
1. spoken versus
2. source versus permanent source
3. advance versus research on the job
4. little opportunity for versus draft versions
5. real versus delayed
6. dialogic versus
7oriented versus target-oriented
QUESTION 3
QUESTION 5
When a speaker makes a joke which is untranslatable, then it is a good idea for the interpreter to:
tell the listeners that the speaker just made a joke and that they are expected to laugh.
laugh into the microphone so that the listeners can hear that a joke has been made.
or produce a literal interpretation of the joke, even if it is not funny in the target language.
Switch off the microphone.
2 points
QUESTION 4
List and explain:
(a) one comprehension tactic
(b) one preventive tactic,
(c) one reformulation tactic.
Also state, for (a), (b), and (c), which interpreting constraint your chosen tactic woul help with.

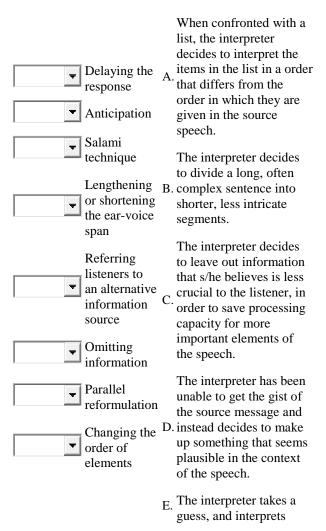
QUESTION 5

Which one of the interpreting constraints explained by Gumul (20006) and Shlesinger (1995) do you believe is most relevant for interpreters working in your language combination, and why? Explain in two or three sentences.



QUESTION 7

Match each of Gile's interpreting strategies with its description.



5 points

something before the speaker has actually mentioned it, in the hope that this is actually what will be said.

The interpreter varies his F. or her following distance to the source speaker.

The interpreter decides not to spell out the information given, but G. instead to let the listeners know where they can find the information instead.

The interpreter decides to listen for a little H. longer, in the hope s/he will find a solution as more context becomes available.

16 points

QUESTION 8

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The tightrope hype	omesis exbiams	mai mierbreiers	mistakes are	onten me resum or

	ESTION 9	2 points
О	insufficient interpreter training.	
0	lack of sufficient linguistic knowledge.	
0	insufficient processing capacity.	
0	lack of adequate preparation.	

Gile's Gravitational Model demonstrates that it is important for consecutive interpreters to have a set of note-taking symbols and abbreviations that they use regularly and that they hardly have to think about when using.

True

False

2 points

QUESTION 10

Answer either option (1) or option (2) below:

Option 1

In an academic essay, discuss the principles of note-taking that Roche presents in his video tutorial. Pay particular attention to the five "W"s of note-taking that Roche discusses.

OR OR OR OR

Option 2

A variety of interpreting strategies are at the simultaneous interpreter's disposal, including:

- (a) segmentation/the Salami Technique,
- (b) the consultation of documents in the booth,
- (c) using the boothmate's help, and
- (d) using a superordinate/a more general term.

Write an academic essay in which you explain for which interpreting constraints each of the above interpreting strategies may be useful. Please make sure your essay consists of an introduction, a main part and a conclusion, and also include examples in your essay. (You should be able to write approximately one paragraph per strategy/tactic.)

Discuss at least one constraint for each strategy. Include the letters (a) - (d) in your essay to indicate which strategy you are discussing.