

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.

<input type="text"/>	<input type="text"/>	mode	simultaneous, consecutive, liaison, chuchotage (most of them involve
<input type="text"/>	<input type="text"/>	participants	A. distance between speaker and listeners, but liaison involves very little distance)
<input type="text"/>	<input type="text"/>	topic	their command of languages, involvement in the textual world (as text entities or not), their status and
<input type="text"/>	<input type="text"/>	text type and text-building strategies	B. power relationships as well as the number of participants all affect how culture-specific the speaker will be
<input type="text"/>	<input type="text"/>	spatial constraints	scientific knowledge lead to less culture-specificity than human interaction
<input type="text"/>	<input type="text"/>	goal	C. interaction
			D. the degree to which a text is more oral-like or more written-like (more oral-like texts result in more culture specific speaking)
			E. speakers' proximity to/distance from home can determine the level of culture specificity of their speech;
			F. 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

objectives are more likely to lead to culture specific behaviour)

12 points

QUESTION 2

The seven differences between translation and interpreting 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
7. -oriented versus target-oriented

14 points

QUESTION 3

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.
- ☐ 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 would help with.

18 points

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.

4 points

QUESTION 6

In the video on note-taking that you watched, Nick Roche compares learning to do **consecutive interpreting without notes** to [x1].

- ☐ learning to do tightrope walking without a safety net.
- ☐ trying to mow the lawn with a pair of scissors.
- ☐ walking in the rain without an umbrella.
- ☐ learning to ride a bike without a set of stabiliser wheels.

5 points

QUESTION 7

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

<input type="text"/>	Delaying the response	A.	When confronted with a list, the interpreter decides to interpret the items in the list in a order that differs from the order in which they are given in the source speech.
<input type="text"/>	Anticipation		
<input type="text"/>	Salami technique		
<input type="text"/>	Lengthening or shortening the ear-voice span	B.	The interpreter decides to divide a long, often complex sentence into shorter, less intricate segments.
<input type="text"/>	Referring listeners to an alternative information source	C.	The interpreter decides to leave out information that s/he believes is less crucial to the listener, in order to save processing capacity for more important elements of the speech.
<input type="text"/>	Omitting information		
<input type="text"/>	Parallel reformulation		
<input type="text"/>	Changing the order of elements	D.	The interpreter has been unable to get the gist of the source message and instead decides to make up something that seems plausible in the context of the speech.
		E.	The interpreter takes a guess, and interprets

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 longer, in the hope s/he
H. will find a solution as more context becomes available.

16 points

QUESTION 8

The tightrope hypothesis explains that interpreters' mistakes are often the result of

- ☐ lack of adequate preparation.
- ☐ insufficient processing capacity.
- ☐ lack of sufficient linguistic knowledge.
- ☐ insufficient interpreter training.

2 points

QUESTION 9

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.