| **RESEARCH ARTICLE**

Interpretation: The Shifts from Types to Modes

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| **ABSTRACT**

This study uses a descriptive approach to develop its assumptions. The study is an essay to limit the factors involved during an interpretation process. It also focuses on the shift in the interpretation process from a type to a mode. The discussion will tackle the three major types of interpreting: sight, consecutive, and simultaneous interpreting. These attempts are used in teaching interpreting to undergraduate students and potentially those of higher levels. The study also analyses the modes of interpretation showing the significant changes and type shifts that occur during some interpretation processes. The study examined the usefulness of the types in conference interpreting. The study reveals the utility and the techniques to install in undergraduate studies on interpreting for the benefit of the students of interpreting. The study found that types and modes are necessary in conference interpreting.

1. Introduction

Interpretation with the presence of many people of different languages in big gatherings has been known since the 20th century. Before that, contacts between nations of different languages took place. With the development in all domains, new technologies such as artificial intelligence, sophisticated devices, exchange in international businesses, and trade interpretation became important.

1.2. Importance of Interpretation

Researchers of interpreting split interpretation following the domain and characteristics of the production. However, the present study will attempt to prove that this splitting is arbitrary and there is in fact a change in the level of interpretation that make some modes and methods rather than type.

Some scholars focus on the oral aspect and classify all the interpreting output in one level and call them types. The present study aims to demonstrate the difference between this study and the existing ones. Some studies tackle only the process or one type of interpreting (see author, Jul. 2021). Others deal with the modes separately from the interpretation process, aiming at the functions of the situation and the extra-linguistic items found in the interpretation. More development of these types and their advantages is necessary. A third group lays more weight on the cognitive teaching methods. Consequently, and according to the discussion, the move from level to level in interpretation deserves a new study.

1.3. Relevant Scholarship

Oral Translation or interpretation was known around since ancient times. The oral form preceded the translation or the written form. In recent times, since the 20th century, the research of scholars on interpreting enhances the profession and the discipline and facilitates the communitive contacts between nations. The works on translation and interpretation were conducted in the pedagogical domain. J. Delisle gives a model on interpretive analysis and interpretation style. (J. DELISLE, Translation: An Interpretive Approach, University of Ottowa,1997). On the same track, S. Lambert (2004), conducted a comparative study on interpreting. She focused on the situational and psychological side related to interpretation.

New studies were conducted on sight translation and simultaneous and consecutive interpreting. (Agrifoglio, M. 2004). Agrifoglio explains how sight translation is considered a pedagogical issue. *(Ibid: 2004)*

More software articles presented new ideas on interpreting such as: "*The article presents an overview of software, tools, and technology that interpreters currently utilize in their work.*" *(J. Goldsmith, 2018)*

2.   Literature Review

Nowadays, interpretation is considered a discipline to teach in colleges, using modern tools, techniques, competencies, and teaching methods. Also, technology is present massively in oral language as in written.

2.1 Types of interpreting

In this part, the author will tackle the interpreting types and then treat their shift into modes.

Many scholars wrote about translation and interpreting. In Canada, Jean-Paul Vinay and Jean Darbelnet conducted a comparative study on the style. Their work helped those working on translation and interpreting.

Similarly, D. Seleskovitch of the School of Interpreters and Translators of Paris suggested the theory of 'meaning'. The school of Paris headed by D Seleskovitch believes that translation and interpretation are not only linguistic activities or processes. This 'Interpretive Theory of Translation' was established in the 1970s by Danica Seleskovitch. She saw the translation process as a quest for meaning and had nothing to do with linguistics. Yet, any process where language is concerned becomes a linguistic activity. Moreover, cultural and extralinguistic activities and processes are engaged in the process of interpretation.

J. Herbert and Jean-Francois Rozan wrote about consecutive interpreting and note-taking. Their works have helped interpreters.

2.2 What is Conference Interpreting

Conference interpreting refers to the interpretation of big gatherings. These gatherings may be international, regional, or local, where many working languages, such as Arabic, English, and French, will be used.

Interpreting deals with oral communication. An interpreter conveys a specific message delivered by a speaker of a source language (A), and then the message is transferred into another language (B). The interpreter transfers the message looking for the closest meaning in the target language instantly or spontaneously. The interpreter converts the speech into the first person, adopting the emotions, tone, and feelings.

The process of conveying a speech from a booth to a specific audience may be under the umbrella of a type but may be shifted to a mode as will be developed in this study.

3.   Methodology

This study is descriptive-analytical research that describes the three types of interpreting and examines their shifts from types to modes. This study attempts to determine the shifts in the three types and the techniques and methods occurring in these shifts. The study discusses these shifts of three types into modes looking to overcome these themes.

Further studies can apply the empirical or experimental method and use instruments to determine the advantages and disadvantages of these types compared to their shits into modalities. The findings show that in some situations, the words 'type' and 'mode' are synonyms. Yet, it's preferable to use distinct words to describe each term to refer to the level of techniques and methods used in the process.

4.   Assumption and Analysis

4.1 Interpreting Types:

Their production characterizes many types of interpreting. At Qassim University (QU), training begins with sight translation, followed by consecutive and simultaneous interpreting. Each type has its communicative features, which depend on the skills and competencies needed.

4.1.1   Sight Translation.

This type is neglected in many institutions. However, it is gaining territory due to its importance and use in institutions such as hospitals, and courts. *In sight translation, the interpreter reads a text with his/her eyes and interprets it immediately into a target language.*

Agrifoglio, M. compares sight translation to both consecutive and simultaneous interpreting. Agrifoglio M. underlines that three types are performed under different conditions. The author of the present article focuses on the shifts that make the type, with a slight difference, shift to a mode. It is worth mentioning that the term 'mode' refers to the situation. This may be acceptable. It means 'situation'. Agrifoglio, M. speaks about 'the situation' which affects the use of the term 'mode'. But those who use 'mode' and 'type' as synonyms in all cases and situations deserve revision of their denominations.

Agrifoglio, M. describes sight translation as a 'technique'.

The author speaks about the situation and the state of thinking of the training of the students at Qassim University. Therefore, he split the subject matter into 'types' and 'modes' looking for the situation, level, cognitive methods, and needs.

4.1.1.1 Shift from sight translation interpretation as a Type to a Mode:

Let us imagine a situation where the interpreter is sight translating a text, simultaneously, in a court using a headset. His/her interpretation is transferred online to the press due to the importance of the case in court. In such a case sight translation shifts to become simultaneous sight translation.

Or imagine an interpreter in a small meeting, sitting in a booth with a sheet or speech of a specific speaker and sight translates it simultaneously. This action is neither sight translation nor simultaneous interpretation, but a combination of both.

A third case may be in a consecutive interpreting process. An interpreter is accompanied by a text. He/she sight translates it, reading with his/her eyes and/or using a device such as a cell phone. The interpretation shifts from a type to a mode.

A fourth example is when a simultaneous interpreter, from a booth reads, with his eyes a text and conveys it instantaneously into a target language. This is sight simultaneous interpretation: a shift from sight translation as a type into a mode called 'sight interpreting'.

4.1.2 Consecutive Interpretation

Consecutive interpreting means that an interpreter interprets a speech from a source language into a target language. The speaker of the (SL) pauses after pronouncing some linked 3-4 sentences, to allow the consecutive interpreter to convey them into the (TL). The latter may use notes or depend on his/her memory to convert the speech of the language (A). The consecutive interpreter transfers the message identifying himself/herself to the speaker. Some other researchers say that the interpreter speaks in the third person.

In consecutive interpreting, the speaker of the (SL) should not talk for a long time. He/she should pause or make intervals. These pauses enable the interpreter to convey the message. The message is guaranteed to be conveyed with integrity.

4.1.2.1 Shift from Consecutive Interpretation to a Mode:

In the case of producing consecutive interpretation (CI) according to the above-mentioned process where an interpreter conveys a speech after the specific speaker speaks and pauses with the aid of notes, the process is normal (CI), so it is described as 'a type'. However, this process may be done where the speaker is in one location and the interpreter is in another using a cell phone. The production is called interpretation but done through a tool, which makes it a mode.

The process is consecutive, where the speaker and the interpreter may be on the same site, but the production or interpretation is done, for example, for 10 two persons. Let us suppose that eight of them understand the speaker's language, and do not need an interpretation. The remaining two need an interpretation in the language of their choice, whispered to them consecutively. In this case, consecutive interpretation shifts and becomes a mode or modality. It is no longer a type. The author calls it whispered consecutive interpretation, in French (interprétation consécutive chuchotée**)**

4.1.3 Simultaneous Interpretation.

The author defines interpretation as follows: **"***In interpreting, the interpreter simultaneously follows a speaker's speech. The first may be in a booth; the latter delivers his address or speech in public.*"*(Author, 2018)*

Regarding the type of simultaneous interpreting, some studies were led by researchers who proved that an interpreter may make mistakes due to interpretation direction. S. Lambert writes about simultaneous interpreting and focuses on the mistakes that lead to loss of information.

However, the interpreter's overall performance is governed by his/her competencies and linguistic and cultural knowledge and skills. That is why sometimes, with the aid of the speaker's speech, an interpreter may lose focus on the output. Some are distracted. This situation where an interpreter conveys a specific speech while reading it and listening to the same speech is a situation the author calls a mode.

Elewa A. writes (2021: 47): *"Simultaneous interpreting involves an oral transfer of a spoken message from the source language into the target language at the same time of speech, i.e. while the speaker is delivering his speech without interruption."* Describing the process as being at the same time necessitates revision. The interpreter in fact follows the speaker in rendering the production in the TL. A. Elewa proceed comparing consecutive interpreting to simultaneous interpreting and writes: *"If we practically compare the settings of both modes, we might find out which is easier and less stressful as shown in the table below." (Ibid: 47)*

In this paragraph Elewa describes both types as mode. However, the author of this article distinguishes the mode from the type as shown here in this article.

4.1.3.1 Shift from Simultaneous Interpretation to the Mode of Sight Simultaneous Interpretation

A simultaneous interpreter sometimes interprets a speech in real time from a booth. He/she may do this with the aid of the speaker's speech previously and already provided to him/her. He/she may follow the speech with his/her eyes and listen to the speech at the same time. Thus, the interpretation falls in the framework of what is called sight simultaneous interpretation: a Mode and not a type.

5. Conclusion

This study tackled the three types of interpreting: sight translation, consecutive interpreting, and simultaneous interpreting. The study underlined their shifts to modes. The study also developed the concept of 'shift' in the produced interpretation. It, also, targeted the use of methods and techniques that make the types and modes.

The study had other goals: to enable the interpreter to move from type to type or from type to mode, once the interpreter is well trained and aware of the step taken.

In the future, new studies could be conducted in an empirical, conceptual approach to interpreting to show the link with other modes of simultaneous interpreting existing in the European Union such as pivot, cheval (horse in English), interpreters, etc. These may seem like types or modes. Finally, the new tools and devices of consecutive interpreting, and simultaneous interpreting can be introduced in higher interpreting programs.

6. Findings

The study revealed that the terms 'type' and 'mode' are so familiar. Some researchers use them as synonyms. In some developed countries, research demonstrated that the use of the term 'mode' depends on the situation that the researcher faces.

The use of modern tools doesn't change the status of the type. Nevertheless, the author makes a distinction therein. The author has trends for the separation between a 'type' and a 'mode' as discussed in this article. This choice will help in the future training of students and make them draw a line between types and modes, techniques and methods, situations, and other conditions of the interpreter.

7. Recommendation

It is preferable not to use the terms 'type' and 'mode' as synonyms. The author suggests the term 'mode' when there is a shift from a type to a process similar in production to the type but with a change in colour in the output. So, any recommendation regarding the distinction between a 'type' and a 'mode' should be preceded by a practical session in the training centres and institutions of interpreting. The training in higher programs of interpreting should be accompanied with the necessary tools that help in the shift from a type to a mode.

Conflicts of Interest: The authors declare no conflict of interest.

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