

The Status of Interpreting in the Training of Interpreters, Types and Modalities

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Abstract

Interpreting is the profession that facilitates communication in conferences. Its acquisition necessitates high training. Yet, in undergraduate studies, training is considered a prerequisite to further courses. The objective of the present study is to show the methods used in training interpreters, regardless of their academic level. The study develops the types and modes of interpreting and their ability to shift from type to modality or vis-à-vis the interpreter and the operational status, such as being 'retour' or 'cheval' interpreter. The academic programs must consider this changing ability and prepare the interpreters for them. The discussion progresses by looking at the interpreting processes and techniques. It also aims to clarify interpreting methods and types and their link to training status; examples of Qassim University (QU) training sessions will be given. The contrast between modes and types reveals the challenges and their changing ability, which is to be overcome by the trainers and trainees to meet the needs of the clients and the era. The findings confirm the importance of training. The conclusion suggests solutions such as adopting high training sessions.

Keywords: interpretation, status, training, modes, types

1. Introduction

In the modern world, communications and social media devices and means, international conferences, pandemic diseases, and plagues such as Covid-19 inspired, despite their negative aspect, academic Institutions to revise and reorient their educational programs and curriculum to satisfy the requirements of the markets. On the other hand, international organizations, trade, and commercial bilateral and multinational exchanges necessitated contact with people of different languages and cultures. These relationships and the ongoing demand for interpreters, despite the existence of artificial intelligence programs on translation in many other languages, pushed the said interpretation Institutions to revise their curriculum and programs to meet the growing demands for well-trained interpreters.

As search and quest to provide the markets with highly trained interpreters. To be on call and at the level, the trainers, the teachers, and the scholars of interpreting exert estimate efforts to resist machine translation negative outputs, assert their fame and legitimate place, and occupy the new ground in the area and domain of interpretation. The Academic Institutions use adequate professional training and give it to their trainees and students to enable these trainees and future interpreters to reflect on what interpreting means in their profession.

Study Questions

- What are the problems that encounter the trainers of interpreters?
- How can the methods and techniques of interpreting be beneficial to the whole process of interpretation and its diverse types and modes?
- What are the results to obtain in comparing the types of interpreting to their modes?
- Can we surpass the practical training in the interpretation Institutions?

Statement of the Problem

The importance of the present study becomes apparent when we focus on the role of interpreting in conveying human speeches from language to language. This process of transferring languages enables humans to communicate with each other. It falls, mainly, in the framework of interpreting as a science that has sets of training programs to carry out and fulfill its objectives. Likewise, the importance of the study appears in the role of the interpreting types, which intermingle with modes and modalities and enable humans to be at ease and understand each other through interpretation. This importance characterizes further research in the field of interpreting.

Nevertheless, the present one tackles the prevailing predominance of the types and modes of interpreting, which have a direct link with sight translation, and sight interpretation. Furthermore, the study points out the importance and training status regarding the new means of communication and types of online training, competition from interpreting Schools, new training tools, etc. By answering the questions

raised, the study develops issues such as training strategies, types, modes of interpreting, overlapping and intermingling ability, and their importance and efficiency in training the trainees and students of interpreters, example of (QU).

2. Literature Review

The issue of the present study is linked to many types and modes of interpreting. Some scholars defined them by referring to the theories of communication. The author referred to some of them in other papers and in some of his books published on other platforms: print and online ones, such as:

1. Simultaneous Interpreting,
2. Consecutive Interpreting,
3. Sight interpreting and or Sight translation.
 - a. The modes:
 - a) Whispered Interpreting. (According to the European Commission, it is counted as a type).
 - b) Sight interpretation. As done from a booth, it is part of simultaneous interpreting. However, the author sees it as mode, compared to sight translation.
 - c) Simultaneous and consecutive interpreting.
 - d) And some other modes regarding the name of the interpreter.

Relevant Scholarship

Interpreting was known in recent times in its scientific form: conference interpreting through all types and modes. However, oral communication between nations North-South existed throughout human history. Wars, trade, marriages and social contacts on borders, etc. all witness such of the existence of interpretation process despite their primitive demonstrations.

In recent times, interpreting training is developed in Institutions such as those of the European Community to provide interpreters for Institutions such as the European Parliament. In other countries, similar efforts were done to train students on interpretation. The programs offered to trainees in all the branches of interpreting such as simultaneous interpretation, sight translation, consecutive interpreting, chuchotage, and the like are manifestations of the demonstration of the need of interpretation in our life.

At the Higher School of Interpreting (L'ESIT) in Paris, the Geneva University – Faculty of Translation and Interpreting (FTI), and Oxford, programs on community interpreter training, interpreter training pedagogy, and conference interpreter training are on foot to improve training. (Author, 2020).

On the Fareast, programs for training interpreters conducted in Shanghai, there are glances of professionalization as in Japan.

In the 3rd millennium modern new devices are used to train interpreters. Manuals and training programs are provided to trainers as well as to trainees. Scholars such as Herbert, (1952) in Switzerland, Rozan J-F. (1956), Claud Piron (2006) works in simultaneous, consecutive, and sight translations are well established. Some Institutions in the USA and Europe use portable computers, cell phones, and tablets in their training work and interpretation at conferences. Goldsmith, (2018)

considering translation and its links to interpreting through sight translation and all the other written documents even in the booth, works of scholars such as Nida E. (1945) in the USA, and Newmark P. (1986), in the UK facilitated the issues of linguistics and culture and their themes on translation, and consequently on interpreting studies.

3. Methodology

The Methodology used in this study is descriptive-analytic. It aims to point out the status of interpreting regarding the training in undergraduate studies. It seeks to see the effectiveness of this training and that it is complying with the needs of the markets. The method is also used to develop the types and modes of interpreting and their utility and discuss their flexibility and efficiency in the training of interpreters with respect to their ability to shift from types to modalities and their links to translation.

New studies may focus on empirical research to measure data obtained from questionnaires and instruments used to observe and see the trends and orientations of quantitative and qualitative data collected by referring to a specific number of students or trainee interpreters.

This study primarily aims at finding responses and answers to the status of training interpreters.

Assumption and Analysis

In this part, the author treats the training status of interpreters by discussing the interpreting types and modes and seeing their relationship with each other as well as with translation. It should be known that the training, the organization, and the requirements of interpreters may concern first all the types. Therefore, in this study, the author will evoke the training of interpreters.

Interpreter Training

The status of training regarding interpreters is expected to have a strategy in any famous well-established academic Institution. The author will tackle the types stated in the Methodology to develop the themes in detail.

What Is Interpreting?

It is divided or split by scholars into three major types:

- a) Simultaneous Interpretation: Simultaneous Translation
- b) Consecutive Interpreting
- c) Sight Translation and Sight Interpretation.

This classification: a, b, c, is random. Other scholars may classify them in another way: for instance, one may consider 'sight interpretation' as number (a).

- a) Simultaneous Interpretation: Simultaneous Translation

The author defines simultaneous interpretation as the process of interpreting where the interpreter immediately conveys a specific speech from a booth. (See Adam Hamid, 2018).

- b) Consecutive Interpreting

The author explains this type theoretically. First, the interpreter converts language (A) (the source language) into language (B) (the target language). Then the speaker of language (A) finishes some sentences. After that, the interpreter conveys them either by memorizing the information or with the help of notes. Finally, the interpreter has to speak as if he/she is the original speaker of language (A). In other words, the consecutive interpreter says in the first person or identifies himself/herself to the speaker: imitate the speed, the utterance, the tone, and even if there is a joke, he/she has to mention it without blasphemy or other attitudes that decline the audience or any other community. (See author, 2020).

Training on Consecutive Interpreting.

This type prevailed with simultaneous translation since the mid-fifties. Herbert J. (1952) in Switzerland underlined its principles and methods, later defined and developed by J. F. Rozan (1956), who forwarded seven principles of applicable notation in consecutive interpreting. In recent times, mainly in 21st-century academic institutions used technology and online methods to teach consecutive interpreting at the same level as the other types of interpreting.

In Qassim University Lab. at Ar Rass, students are trained in note-taking. They are also trained in memorizing. They listen to a recording or video and interpret the message in Arabic. The 1st attempt is difficult. However, they do well when encouraged and sometimes given a second chance to listen to the same recording tab. or video, they do well. As the midterm exam is on consecutive interpreting, they are trained to apply the principles of Rozan and consider the new symbols used in Multimedia or social media. Students are free and take notes in their mother tongue or their second language (the foreign language). In the case of Qassim University, some take notes using abbreviations and acronyms, symbols, etc. others try to write clauses and sentences. The result is also excellent.

To facilitate the training, the trainer (Author) helps his students at Qassim University to use international symbols in consecutive interpretation lectures. The author mentions some of these symbols in his book 'Methodology of research (2005), as well as other abbreviations and acronyms from other fields. The trainee interpreter uses these abbreviations, symbols and acronyms in his notes and decodes them to make his interpretation in the target language. (Author, 2020). Some examples are extracted from the author's paper published in IJAL, Australia (2020).

In general, students are asked to use symbols and take notes in the language of their choice. Some take them in Arabic, others in English and a third part in both languages. Some students prefer memorizing. However, the trainer recommends taking notes to familiarize the students with the skill and process. Some of them may be professional interpreters later on. So, to avoid missing information like figures, names etc., the trainee should accustom himself/herself to this type of note-taking.

The trainee has recourse to symbols and abbreviations used in scientific fields such as mathematics, e.g., (+) to refer to units in a speech: extra, more, plus etc., or (-) minus, etc.

- other acronyms are borrowed from the field of medicine, e.g., IC = intensive care.

Some symbols are used universally. They are found in dictionaries, the internet, the social media, e.g. - ±; %; =, ≥; ≠; #; @.

The borrowing and use of these abbreviations and symbols remain valuable and helpful to students. Nevertheless, the situation, tone, emotions, and each specific message or speech determine this use. For instance, the morpheme 'In-' may mean 'increase' or 'international' or any other word of which the beginning letters are 'in-'. In the first example, instead of using the abbreviation 'in-', the trainee may draw an arrow or a rising curve to refer to the same idea.

Consecutive Interpreting Training Problems

In real life, there are many problems related to the status of the interpreter, the organization of the concerned conference, the stress that prevails in the meetings, etc. In some consecutive translation conferences, mainly where there is no experienced administrator Conference Director, some speakers may intervene in a Forum for a long time before giving the microphone to the interpreter. The speaker of language source language (SL), (language A) may speak for a long time, making the consecutive interpretation more difficult.

As consecutive interpreting is mainly found in conferences of scientific nature, and as the prevailing languages in these conferences are logical, argumentative, etc., where scientists may use numbers and figures, the training of interpreters should be targeted for such moments. (See author, JCR, 2020)

As a solution and in training, the author suggests the limitation of sentences uttered by the speaker of the SL to five or seven sentences maximum to give the consecutive interpreter the possibility to convert them into the target language (TL) properly.

c) Sight Translation and Sight Interpretation

This is a type. Sight translation is an essential type of interpreting. Sometimes it becomes a mode when referred to as sight interpretation. The author refers to sight translation when a specific interpreter in a gathering, a meeting, in a court, etc. interprets a text from the source language into a target language. He/she reads a text or a document with his/her eyes and reproduces it simultaneously in a target language. (Author 2020).

At Qassim University, students are prepared for significant interpreting types, such as consecutive and simultaneous interpreting, by having training in sight translation in the first step: it comes before attacking other main deep types. The student is given a small text of about (70) words and is asked to familiarize himself with it. Then the student is asked to translate this English text into Arabic. All texts are done from English into Arabic, the student's mother tongue. For female students, the interpretation session is done online during COVID-19 Pandemic (2020-2022).

Sight translation is also called, by some interpreters, 'at sight translation' or 'on sight translation'. Sight Interpretation

This a mode. The author defines it as the process where an interpreter reads a specific text with his/her eyes and conveys it instantaneously into a TL. In this case, an interpreter is in a booth and follows a particular speaker and immediately converts his/her the speech, which the speaker reads, and the interpreter has a written copy with him/her to help him/her to fulfill the work. Then, the interpreter interprets and follows with his/her eyes a document that he/she has in the said booth and converts the content into the TL. So, it is called 'sight interpreting.' (Author, (2020, Vol. 24), which is a modality.

Modes of Interpreting

There are other modes or modalities of interpreting. Why are they called 'modes' or 'modalities'? The author sees that is due to their being under the umbrella of another type, such as a simultaneous process of interpretation, which may be done, as whispered interpreting. In this case, the style is 'simultaneous interpreting' but not done from a booth or the like, but whispered in the ear of one or two-persons of specific delegates: in the form of 'chuchotage'. So, it becomes a mode. Yet in some European documents it is evoked as a 'type'.

Interpretation scholars and researchers count as modes the following modalities:

Sight Interpretation

This is already tackled here-above. When an interpreter is in a booth to interpret a speech into a second language, with the help of notes or a text that a speaker is reading the same from the stand in the hall of a concerned meeting, we refer to 'sight interpretation'. This process is rare but exists in some conferences where the future speaker or presenter thinks of giving the secretariat, or directly to the interpreters, his/her speech to facilitate the interpretation of the said speeches.

Training Interpreters on Modes

Modes of Interpreting concerning Public Services Interpreting (PSI)

Public Services Interpreting (PSI) is demonstrated by Bowen (2000), in one of her publications. PSI are not only judicial, medical, and economic interpreting. They are conducted in any public Institution other than those of fields. However, PSI is mainly practiced in courts and hospitals.

In the interpretation process, mods are related to the situation and the interpreter while performed. The training has to focus on the trainee's interest in working in a specific field, e.g., medical, press, or legal. Therefore he/she has to be helped by the trainer de develop his/her skills to work later in the field of his/her choice.

There are modes of interpretation related to institutions, or public sites, such as:

TV, Press, or Media Interpreting

This is the most famous mode and type. It necessitates high qualifications similar to those required in conference interpreting. The interpreter has to have a deep culture and terminologies, mainly in international, political, and diplomatic fields. The media interpreting is present, in general, on TV and radio broadcasting programs. The training programs suggest the training of students and trainees by working through cell phones, on-site, or by the physical presence of the interpreter at the location of a media facility. Students of Qassim University work on Voice of America (VOA) videos. The trainer (Author) hides the SL text or subtitling when there is one.

Telephone Interpreting

This mode is executed through a cell phone or any telephone. The interpreter may do it on-site, that is, by coming to a specific location and fulfilling his/her work by phone or from any site. In machine translation courses (MT) at (QU), cell phones help in the translation. Nevertheless, the trainer advises the students to make postediting and introduce changes and amendments to their MT translations. In the

interpreting program no dictionary is allowed. It distracts student: should the student listen to the speech and take notes or interprets the speech simultaneously or consult the dictionary? It is evident that the trainer proceeds by avoiding the use of a dictionary during the process of immediate interpretations.

Sign Language Interpreting

Usually, despite what its name suggests, the interpretation is made from sign language to a target language to the deaf as well as to people without special needs. The process is reversed when the interpreter conveys a speech to people with special needs: the interpreter has to convert sign language to the hearing people and from those to the deaf. The training has to consider euphemisms to be polite and pleasant. The programs have to adopt social and psychological practices and seminars to arm the trainees with the necessary knowledge to avoid, in their working life, humiliating or hurting people with special needs, as they are the targeted audience in the first place.

Tablet Interpreting

This model replaces the traditional tools used in consecutive interpreting. (See Author, IJALEL, 2020). It is done as traditionally consecutive interpreting; however, the interpreter uses new devices such as tablets. Thus, it becomes like telephone interpreting. The difference lies in the tool or the device. (Goldsmith, 2018).

Some other modes of interpretation are related to the interpreter's status while performing it. That is why some scholars and specialists in interpreting refer to them by the interpreter's name.

Modes of Interpreting or European Union Terminologies: Related to Specific Interpreting Processes/Names

There are many situations in which the interpretation takes a specific form, a color, and moves from language to language, performed in a particular context. The process is the same: the interpreter works on the oral aspect of a language. Yet, he/she applies a mode in performing the interpretation. That is why the author shall borrow the principles of the European Union (2021) and will discuss here about the methods known by the name of the interpreter who performs that specific interpretation process. It should be noted that the majority of these names of interpreters are in French, nevertheless, internationally used. Some of these modes related to the names are:

Retour Interpreter

'Retour' is a word borrowed from the French language, which means in English 'return'. A retour interpreter is an interpreter who speaks a foreign language very fluently and is capable of interpreting it from his/her mother tongue in a way that satisfies the audience. A process of interpretation done, as such, reminds us that the retour interpreter we speak about is highly trained and qualified in the matter. (Author, JCR, 2020). The process becomes a mode once the interpreter uses a device such as a cell phone. As he/she converts a speech from his/her mother tongue, it means that some of the other interpreters do not know the TL (e.g. French) into which he/she transfers the message of the SL e.g. from Arabic into French. In the case of simultaneous interpreting a specific booth, using language (C) e.g. (Spanish) takes the relay from him/her (from French). Thus, the process of the retour interpreter becomes a mode.

Cheval Interpreter

The term 'cheval' (French word); means 'horse' in English. In this case, the interpreter works in two booths alternatively. In many cases, an interpreter works as 'cheval' due to some organizing reasons such as confidentiality of the meeting, lack of interpreters of a specific language, insufficiency of material resources of the organizers, lack of experience of some other participating interpreters, accidents, or absence of one of the interpreters, etc. The word 'cheval' reminds us of the cultural use of the term denoting the animal 'horse'. The word means the force of engines or as a measurement tool. In the Arab world, people refer to the force in mechanics as the other nations, using the word 'horse'.

Nevertheless, culturally and commonly, people speak of 'camel' as a desert ship or strong animal used as a carrier. In Africa and many far Eastern countries, people say of elephants, other cultures refer to bulls, etc. However, the French term 'cheval' is universally used.

Cheval interpreter becomes a mode when we shift from a type to another modality. An interpreter works as whispered interpreter then moves and works as sight simultaneous interpreter from a booth using a text and producing a TL interpretation gives a mode process. This interpreter is called 'cheval' because he/she moves from one place to another, or from booth to booth without rest. The author describes the work as a mode or a type of interpretation according to the nature of the process as discussed here-above.

Relay Interpreter or Indirect Interpreting

Claud Piron (2006) states that some European languages of small communities of combinations, such as Danish-Slovenian, and Dutch-Finnish are conveyed through the relay.

Relay is effective in such cases as mentioned hereabove. It is frequently done in international conferences with bilingual or trilingual interpreters. For instance, an interpreter in Booth (3) converts a speech in the French language into Arabic. A second Interpreter in Booth (2) understands Arabic but not the French received in Booth (3). The interpreter in Booth (2) then takes the interpretation in Arabic via specific equipment and receivers from Booth (3). The interpreter in Booth (2) becomes like the Arabic-speaking delegates among the delegates or the audience. He/she converts the Arabic language received from Booth (3) and transfers it into a third language, e.g., English. The English-speaking people in the audience receive the interpretation of the English language as a type. The audience does not know that a process of relay or mode is going on. Nevertheless, it is a mode according to its being a variety, not a type, and for using a

device indirectly, such as the case of using the cell phone or a whispered process interpretation. The trainer of Gassim University, (QU) has to think of such situations and prepare his students and trainees to face them and meet the requirements of their clients and markets.

The teacher or trainer demonstrates relay to students of Gassim University (QU). Here is an extra example. For instance, suppose that a specific speaker speaks in a conference in French, and an interpreter in booth (A) understands French. However, interpreters in Booth (B) (English) and (C) (Spanish) do not. Yet, these two booths understand Arabic. Therefore, the interpreter in booth (A) conveys the French speech in Arabic to part of the audience. Booth (B) and (C) take from booth (A) by relay, the Arabic interpretation and each conveys it to the targeted audience, alternatively: booth (B) into English and booth (C) into Spanish. The students are advised to prepare themselves to such situations.

Pivot Interpretation

Pivot interpretation occurs when an interpreter speaks a language spoken by the delegates and uses it as a relay language. The language used in this situation becomes passive language. The above examples of relay demonstrate the process.

Asymmetric Interpretation

Some international, regional, or even local conferences are held to gather people of different languages. The secretariat or the conference organizers circulate information that all delegates may speak in their mother tongue yet, listen to interpretations in only some languages, such as the most widespread ones. Or, even less widespread ones but convenient to the delegates. The researcher who worked in the asymmetric field went far away from teaching even robots. However, in learning humans, Andrea L. Thomaz and Cynthia Breazeal. (2007) write: "In prior work, we have shown that human trainers use positive and negative feedback differentially when interacting with a Reinforcement Learning agent."

This feedback is essential in any training sessions or courses. The case of delegates who prefer a few languages for interpretation is called passive language status. Therefore, the interpreter training has to expect such situations.

In many cases, the asymmetric situation goes from the English language into a TL because most people speak English as their mother tongue or their first foreign language.

However, in small meetings on specific fields of anthropology or archeology, when specialists join a small group in a far isolated area, interpretation is made to satisfy the small aborigine group: the performance is done in the language of the choice of the small studied group. The scientists may speak in their language, e.g., English, but the small group may feel uncomfortable while speaking the scientist's language, which is a passive language for them. Therefore, the delegates or the specific group use asymmetric interpretation in similar situations. Sometimes, the group, audience, or delegates are informed that there will be a few functional languages for the said meeting or conference, for instance, two languages. Consequently, the organizers divide interpreters into two groups according to the number of languages in the forum. The delegates can intervene in their mother tongue languages; however, they will receive interpretation only in one of the two languages specified for them previously: the two functional languages understood by the group, the delegates, or the audience.

The asymmetric interpretation will be a modality according to the process.

Symmetric interpretation

This means that all delegates speak and receive interpretation in the same languages, the working languages used for communication: arrangement from them and to them alternatively. Therefore, it depends on their use: modes or types. So, the training of interpreters should also focus on a second language other than the mother language.

Escort Interpreter

In this type of interpreting, an interpreter is trained to accompany or escort a specific person or delegates and interpret for him/her or them, in the language of their choice, from the SL to the TL, and vice versa. In general, in this type, the interpreter is young or new in the profession. If the delegate or delegates are important person/persons and are supposed to discuss highly recommended issues or top-secret ones, the interpreter should be highly qualified. The escort interpreter should also be distinct from an escort tourist guide. Previous training has to consider faithfulness, loyalty, and discretion as the ethics of the profession recommend. Trainers and teacher at Qassim University (QU) gives massive doses to students on the matter and subject field.

Chuchotage or whispering interpretation

Chuchotage is considered as a mode. In fact, it is done as a simultaneous interpretation process, but through chuchotage or whispering. So, the chuchotage is a mode of the simultaneous process.

Whispered interpreting or Chuchotage (French word) is a term called onomatopoeic. The author defines it in previous research as a term or phrase used to affect the receiver by producing a sound that it describes. Nevertheless, sounds differ according to the language they belong to. For instance, the sound produced by a particular bird in English varies according to the target language's culture, e.g., in Arabic or French. (Author, 2019, (IJSELL), Volume 7, issue 3).

Students are trained in this type according to the same method applied in simultaneous interpretation.

Whispered Interpreting: Challenges and Merits

Whispered interpreting or 'chuchotage' is a modality of simultaneous interpreting. If the interpretation is made from a booth, it will be simultaneous, and not whispered. When done as specified in the previous point, in the ear of one or two delegates or participants, it becomes a mode: Whispering or Whispered Interpretation. It raises defies and challenges by its nature. The other delegates may feel disturbed by the whispering. Nevertheless, organizers of low-income budgets can afford it. This is an advantage or merit.

Interpreter Training on Whispered Interpreting

The author explained this mode compared to other types, such as simultaneous interpreting or consecutive interpreting. In the simultaneous interpreting type, we need equipment such as headsets and booths. In chuchotage, the interpreter needs less equipment. Comparing chuchotage to consecutive interpreting, time is doubled in the latter. (Author, JCR, 2020)

Due to its unique status, whispered interpretation, regarding its training and teaching, it requires some basic skills, such as fluency, good hearing, and working under stress.

The trainees should also receive intensive linguistic courses on writing, expressions, and presentation in at least two working languages of his/her choice offered by the academic Institution where he/she is studying. Moreover, he/she has to be trained in the three major types of interpreting, simultaneous (also called instantaneous, immediate, or spontaneous) interpreting and consecutive interpreting to acquire note-taking skills and interpreting techniques.

Some scholars suggest doing a training on whispered interpretation after the completion of training students on simultaneous translation. The author agrees with this point, as whispered interpretation is a mode of simultaneous interpreting. Nevertheless, other trainers link its training to consecutive interpreting and that of sight translation. They give first-place training on the three major types of interpreting, simultaneous, consecutive, and sight translations, and then proceed to whispered interpretation. Anyway, in giving the trainees a dose of whispered, the trainee or student should know that there will be no room for using a cell phone or a tablet or a recorder to note down sentences of words listen to from the speech or the videotape of the specific speaker whose words or speech should be converted into a TL through chuchotage.

Also, the trainee has to bear in mind that he/she is doing chuchotage which means a mode of simultaneous interpreting but in a low voice whispered into the ear of the client or the event organizer. The trainee should also prepare himself/herself to avoid taboo words, and religious themes of divergences, by avoiding explanations of units said by a specific speaker whose speech is under-interpreted. (Author, 2005, and 2018).

An excellent information package on the SL and TL cultures must accompany the student or trainee. He/she is not in a booth like the simultaneous interpreter. He/she is seen and may be seated near the client who receives the whispered interpretation. Therefore, the interpreter has to accommodate himself/herself to the situation on all levels: linguistically and other needed qualities and requirements as said here-above. (Author, JCR, 2020).

As it is less costly than other types and modes of interpreting, whispered interpretation interests some trainees and students. Yet, the trainer has to draw the attention of the trainee that he/she may disturb the other clients who listen to the speech directly from the primary source: the speaker of the SL. Therefore, the interpreter has to be aware of all these features while handling it.

Training, Interpreter, and the Booth

To complete the training, trainee interpreters, even though trained in interpretation laboratories, should be taken to a site, location facility, etc., where there are booths and halls such as those found in Jeddah, the UN, Khartoum (Friendship Hall), the European Union (EU) and or the African Union (AU) facilities and halls. The aim is to enable them to see the locations when students execute any field work: Artificial and mock sessions. For example, a test and exercise may be organized to show how interpreters interpret speeches during imagined or fake interpretation sessions: simulation to prepare them for real ones. This step and fieldwork in a hall equipped for conferences eases the interpreter's work later on and reduces the stress of working in real situations and converting a speech in real-time. At Qassim University, students work with the help of headsets in the interpreting laboratory. The simultaneous session was the most difficult compared to that of consecutive or sight interpreting. Yet, with the multiplication of sessions according to the course specifications, they succeed in doing this type of interpretation.

4. Recommendation

It is necessary to use assessment methods in the training of interpreters. Thus, trainees enter fair competitions and develop their skills under the trainer's supervision.

As a former conference interpreter and interpreting instructor and trainer, the author suggests the introduction of trilingual training sessions for at least a few students with the exchange of experience with the schools of interpreting in developed countries.

High institutions must also set out at least fifty hours (50) programs to consolidate the training courses.

The trainees have to complete their high school studies and, better, a University one, be around 17-25, be bilingual, and speak and write the specific two languages fluently.

The trainees have to undergo a rigorous linguistic test not to prove himself/herself as interpreters but as those with common sense and future qualifications to be so.

Interpreters and official Institutions have to adapt their means to the new emerging methods of teaching, the economic situations, the electronic devices, and the demands of the third parties (clients) and the markets. In other words, it is preferable that the training consider implementing new tools and devices, as the world is crazy about using social media, new appliances, cell phones, tablets, or portable computers. Future lacunae, deficiency, inefficiency, and shortcomings in the training programs will handicap the programs themselves and the trainees.

The trainers have to check back on the pros and cons of the plans and strategies of the training applied in their Schools and Colleges at least every two academic years. The implementation of one-year and two-year diploma programs, are necessary.

A higher diploma in interpreting is a must where a small number will be trained and taught intensively.

It is an urgent need, even a necessity, to conduct empirical research on selected samples of 6-8 interpreters from the region and the European Union, as it hosts about fifty languages, to point out, based on statistics and figures, the advantages and disadvantages of the plans applied in the Schools of Interpreting before their graduation. After that, it is essential to come to conclusions regarding the plans to introduce the said Schools of interpreters' programs. The results of such a study will help facilitate the agenda of training interpreters at all levels, mainly the Higher Diploma, as the author, according to his experience, sees it as the vertebral column and the stone corner of the profession.

The recommendation of such research should be introduced step-by-step not to overwhelm the old programs.

As well as establishing modules on theoretical and practical regarding conference-interpreting training, videos on different topics and with varying speeches of different accents, and training trainees on the interpreting skills and techniques: simultaneous, consecutive, and whispered interpreting.

To conduct fake training sessions in locations specified for conference interpreting to urge the trainees to demonstrate their skills on video clips and speeches prepared by the School or Institution. These sessions should include topics extracted and expected in real life.

From time to time, a glance at the market will make applying for solid training programs and future strategies easier.

5. Conclusion

The present study aimed to highlight the training of interpreters at the undergraduate level. It may benefit trainee interpreters, students of different horizons, and even translators due to the link between translation and interpreting: through note-taking, sight translation, etc. The study handled the status and methods of training in interpreting, focusing on the three significant types of interpreting and their modes. The study developed the techniques and methods used in interpreting to fulfill its objectives. It further explains the modalities through the profession of the interpreters, their names, duties, and how to prepare them for their future work. In each case, the study presents the type and the mode of interpreting and explains it. The study has also suggested the means and possibilities of using the techniques and methods of interpreting to formulate them into an accepted interpretation when needed, in real-time, as in simultaneous interpreting and chuchotage, or any other type and mode of interpreting. The new methods, techniques, and styles of online teaching, the massive use of new devices in interpreting, and the extent of artificial intelligence and web means of translation, all constitute a thread for the profession. However, the study suggested a method that may help for its survival. These new devices may support the work rather than putting an end to it in the case of their use correctly. The interpreting status and the training of students depend on the modules, plans, and strategies the specified Colleges and Institutes implement to qualify these said students.

The study revealed that the training of students in interpreting is beneficial to them. They may use their experience to fulfill their work and economize some money, as the training will bridge the gap created by former means that do not consider the modes.

The author draws attention to the necessity and reality that some Colleges and Schools of interpreting witness the introduction of new means and devices that follow the millennium in the training of interpreters, for instance, training on consecutive interpreting with the aid of tablets.

The author remarked that training at the undergraduate level should be taken seriously, as in the higher diploma of interpreting. Thus, those who have an opportunity to continue their studies will accomplish their training in the perfect needed way.

Reports in Western and developed countries showed that the recourse to the modes of interpreting in small gatherings and meetings prevail, while simultaneous interpreting and consecutive interpreting predominate in conferences interpreting (big gathering). Therefore, the plans for training interpreters have to consider the types, the number of participants, and the modes.

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