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Simultaneous interpreting – the past and the present

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Prohlašuji, že jsem práci zpracovala samostatně a použila jen uvedených pramenů a literatury.

Plzeň, duben 2012………………………

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1 INTRODUCTION

The topic of this bachelor's thesis is "Simultaneous interpreting – the past and the present". The thesis will cover the history of simultaneous interpreting as well as the present situation.

This topic was selected with respect to its relevance to the author´s interest in the field of interpreting, in order to develop further knowledge.

The aim of this bachelor´s thesis is to provide information about the interpreting in general and to present a structured perspective of history, with a particular emphasis on simultaneous interpreting.

The thesis will be divided into six main parts. The first part will cover the essential information about the communication and interpreting in general. Further it will be dealing with differences between translation and interpreting. The second part will be dedicated to the history of interpreting, there will be presented a detailed historical overview, with supporting examples. This chapter will end at the point of the birth of simultaneous interpreting.

Next chapter will present types of interpreting, it will mainly examine in detail the consecutive interpreting, leaving the simultaneous interpreting and its types to later separate chapter. Another part will concern the introduction to simultaneous interpreting following the information stated in previous chapters. Next point will focus on interpreting booths and their requirements.

Next part will designate the types of simultaneous interpreting. The last part will describe the history of simultaneous interpreting, this part will be crucial and will follow the chapter dealing with history of interpreting in general. This chapter will also present some schools of interpreting and significant personalities.

To this bachelor´s thesis will be attached relevant images, either directly shown in the text or they will be presented in appendices.

For elaboration of this bachelor´s thesis were used various sources, Firstly, for satisfactory theoretical background were utilized several printed sources. In addition, a great amount of internet sources was used, in order to keep the exactness of the topic selected. Moreover, a great number of magazines concerning the interpreting were examined.

2 INTRODUCTION TO INTERPRETING

2.1 What is communication

The desire to understand each other is an essential part of human life. It is a language and communication skills which are thus very important.

"The word communication was taken from Latin (communicare) and it means in the original sense - the way, the road, the connecting line of two buildings." [1] It is also a path between two people. Man is by nature a communicative creature, unable to live alone, without a contact with others, he needs someone to talk to, to share something. [2]

Thus language is an instrument of interpersonal understanding. However, there is one catch and that is the existence of more than 5000 languages on our planet. This number cannot be accurately calculated as there is not specified an exact boundary between language and dialect. [3]

And yet the desire to understand and to communicate with other humans speaking differently is one of the main reasons, which led to the constitution of interpretation.

2.2 What is interpreting

Interpreting is a human activity that brings understanding between two different languages, cultures. It is a kind of linguistic communication. The exact definition of the interpreting reads: *"Interpreting is a kind of translational activity for which is characteristic that its output has a spoken form".* [4] It is a transfer of information from one language code into another language code. In order for this transfer to be successful, by this is meant to achieve the intention of the sender of the text (in our case the sender is the speaker), high levels of usage and knowledge of a foreign language is needed. Moreover, it is obvious that not only the knowledge of languages is enough to perfect transfer of the message from one

language to another. It is fundamental to have a degree of innate ability, but a necessity is to master also the interpretation techniques and other procedures which are mentioned in latter chapters. [5, 6]

Provided that two people do not speak the same language, the communication process enters a mediator and the barrier which was created by the two different languages is eliminated with the help of the mediator. This mediator or intermediary, who can proficiently communicate in both languages, knows their culture and also commands the procedures of interpretation, is called an interpreter. He is, therefore, an expert in oral communication. [7]

The interpreter does not stand behind or participates in the creation of the text that he will interpret, but this text, called the source text, is delivered to him from another person, called the sender. He then mediates this text into the recipient´s language, called the target language. [8]

[9]

In the process of interpreting the interpreter then finds himself between the sender of the source text and the recipient of the target text, the interpreter himself becomes the recipient of the source text and the sender of the target text. [10,11] Furthermore, the process of interpreting contains three main phases, the first phase is the reception, the second is the translation and the third is the production. These three phases are general for any transfer from language to language. In the case of interpreting we will particularize these three phases to listening, transfer and speaking. However, there are differences in the denomination of these three phases. [12] Interpretation is based on two different activities

and these are listening with apprehension and conversing. This means that the first activity is receptive and the other activity is productive. [13]

Model of interpretation and thus the process of interpreter´s work can also be described as follows: first the interpreter listens to the communication in the source language, he then decodes the message and discovers the content, secondly he encodes this message into the target language in his mind and finally he utters the communication in the target language and by doing this, he transfers the information to the recipient. [14]

2.3 Differences between translation and interpreting

We will start with the science that shields both theories, the theory of interpretation and the theory of translation. This science is called the **translation studies**. *"The name of the discipline is derived from the Latin noun translatio (transfer, conversion)."* [15]

In antiquity, the terms interpreter and translator were not distinguished at all. Until after the translation studies has become an interdisciplinary science, cognitive psychologists have established that interpretation and translation are two different disciplines. However, they are both related to linguistics (science dealing with the study of language) and they have a common goal (to meet the communication plan and to transfer the message from one language to another). [16,17]

"They differ in external conditions of its realization, in process, in psycholinguistic characteristics of their performers and in the criterion for evaluation of their results." [18]

2.3.1 Differences between translation and interpreting in external conditions of realization

As mentioned above, the interpretation is practiced by the spoken word and an expert on this activity is called the interpreter.

On the other hand by the translation is meant a conversion of written text from the source language into the target language. Thus, it is

a way of trans-coding a text into a new linguistic form with an effort to preserve the original as maximally as possible. [19] It follows that the form of conversion is written. This conception highlights the main difference between interpreting and translation.

Another difference is in the perception of the source text. Since the source text, concerning interpreting, is in most cases transmitted orally (exception is interpreting from writing), the interpreter has a possibility to perceive the source text only once and then he immediately conveys it into the target language. As the speaker does not repeat the source text more than once, neither the interpreter repeats the target text several times. This means that he is not correcting himself, as the options of correction of the target text are very limited in interpreting and the interpreter should not be largely correcting himself, provided that by his mistake he had not changed completely the meaning of the message. Otherwise, by the excessive correcting he steals from himself time needed for attentive listening.

Whereas the translator has the option to read and examine the source text as many times as he wants and how many times it is necessary for him. The same applies to the target text, he may also re-read it several times and also correct it as many times as required, until the translator finds the most appropriate expressions and until he debugs even the slightest nuances. Time of the translator is not completely unrestricted though. The target text must be submitted prior to a given date of submission. Furthermore, the translator may also use all possible sources of auxiliary information such as dictionaries, encyclopedias and internet. Besides that, he may consult his decision with colleagues and other consultants. Unlike him, the interpreter is not able to use a dictionary during the interpretation. [20]

Even in terms of quantity of recipients are differences between translation and interpreting. Interpreted text can be listened to only by those, who are present during the interpretation and listen to the

interpreter. The number of recipients also depends on the size of the conference room or on the size of open space, even though with the progress of the media the interpreter´s performance can be run even after the interpretation process. However, this is not practiced very often. On the contrary, translation, precisely translated text is stored for future generations. This means that the time and space conditions are necessarily the same while interpreting, particularly this means that: *"the sender, the interpreter and the recipient are, with some exceptions (such as multimedia transmission) present at the same time and place, interpreting is generally realized here and now - the source text almost simultaneously becomes a target text."* [21]

When translating, these conditions are different, it means that the sender, the translator and the recipient are in different times and places. In practice, this may mean that the translator can be distanced from the sender several hundred years in time.

Another difference in the external conditions is that during the simultaneous interpreting the interpreter must always adapt to the conditions, which applies to him from the side of the speaker, for instance by the speech pace. As for translation, a translator, who converts the source text, which he had by his side in writing, has the time for its transfer. Still, in contrast to an interpreter who directly experiences the reactions of the recipients; the translator does not have the possibility of direct feedback from the recipients. [22]

2.3.2 Differences in process and psycholinguistic conditions

As mentioned in the previous sections listening is an important part in interpreting, it is meant an active professional listening with comprehension and conversing. Concerning the translation, an important part is reading and writing. When the interpreter transfers the source text into the target text it is not his duty or it is not in his powers to interpret the source text literally, it means to maintain the completeness of the source

text. Basic task of the interpreter is to transfer the main meaning of the message and to use of interpretation techniques such as omission of redundant information and economy of expressions. In most cases the interpreter does not possess the knowledge about the context, particularly that he does not know what will follow in the speaker´s text that implies that he must therefore develop and use another method for interpreting called the probability anticipation.

As the translator has the source text at his disposal he does not use such methods as interpreters. The translator mostly transfers the text as a whole, with its whole meaning, so the context can be traced, or when necessary the translator could request the entire text from the sender (provided he translates only excerpt).

Short-term memory is the interpreter´s most important working tool, unlike the translator, for who is more suitable long-term memory.

Finally as for time conditions for translation and interpreting, interpreters must be able to concentrate their energy, so that it will be enough for all stages in the process of interpretation. [23]

2.3.3 Psychological profile differences

As in regards to the nature of an interpreter, he is usually an extrovert and that means that he is at ease in front of an audience, he is open and perceptive. The translator can be both introvert and extrovert, but the extrovert nature is not reflected in his work.

Also coping with stress and difficult situations plays an important role in the work of interpreter, he has to deal with all sorts of changes and he especially should keep cool and calm under any circumstances. Type of stress, which is being experienced by an interpreter is for translators a foreign issue, however the translator may be stressed by the deadline date.

In addition, the interpreter must think on his feet, he must be able to decide quickly and use the correct term in the shortest time possible, he

does not have time to think long and weighting up options as the translator does. The translator with the ability of making quick decisions has, of course, an advantage at work.

It is also important that the interpreter has a good quality voice. As his job is based on the spoken word, the target text must be presented well and clearly. A pleasant voice is an advantage. It is, therefore, necessary that the interpreter is also an excellent orator. As for the voice equipment of translators, it does not play a role in the target text as it is submitted in written form. [24]

2.3.4 Differences in working conditions

Finally, in regards to working conditions and environment in which the interpreter or the translator works, these are of course different too. The interpreter, as he has in his extroverted nature to be flexible because he mostly works in different places, even in different countries, cities, buildings, offices, halls, etc. He must always be decently dressed and fit to represent. As for translators, they can perform their work in peace and comfort of their homes or offices. [25]

3 HISTORY OF INTERPRETING

Since there is a clear evidence that the system of writing was created much later than the spoken form of language, it is certain that the interpretation is an activity, which is much older than the translation. Unfortunately it is known that there is no material preserved when interpreting, so it is apparent that not many extensive documents dedicated to the development of interpretation exist. Certainly at the beginning the interpretation cannot be taken as a profession, let alone an independent profession, we talk about interpreting as the activity and the need to understand each other. But it is provable that the interpretation has already existed in antiquity.

Initially, the interpretation was used most in the field of religion, in trade, diplomacy and warfare. The first documented reference of interpreting and interpreters as such originated from ancient Egypt, that is, from a period around 3000 BC. [26]

3.1 Interpretation in ancient Egypt

Interpreters were highly respected in ancient Egypt, they were considered exceptional individuals with a great mission of working for the pharaoh. First, interpreters were mainly slaves and prisoners acquired in the conquest of the neighboring places, where there was spoken different language. Later, sons of princes, who were educated and knew how to behave in society, were being sent by the pharaoh abroad for training. [27,28]

Let us move for a moment to the city of Babylon around 2000 BC. Babylon was multilingual city and this created a need for interpreters to transform all the regulations into several languages. [29]

In Egypt, pharaoh Psammeticus I. was known for sending Egyptian children for education to Greece. Famous Greek historian Herodotus wrote about this pharaoh in his work The Histories. In addition, it was in The Histories, where we find mention about the Egyptian-Greek

interpreters, which were in utilization after the restoration of Egyptian contacts with Greece in the 7th century BC. As mentioned earlier, interpreters in Egypt had a great respect, the job was handed down from generation to generation and according to the division of local society, interpreters belonged among the officials. Interpreters at that time were working mainly in the sphere of business and at diplomatic negotiations.

However, after Egypt was conquered by the Persian Empire there was no longer need for Egyptian-Greek interpreters. [30, 31]

According to *"old Latin proverb – Verba volant, scripta manent - words fly away, written remains"* [32], it is evident that after the process of interpretation does not remain any document that could be re-examined and thus the increase in distrust in the profession is justified. Many people in the 5th century BC are aware of the necessity of this profession, but mostly it was only an interpreter, who dominated both languages, so no one was sure whether the interpreter interprets truthfully. [33]

3.2 Interpreters in the military sphere

In this sector and in that time the interpreters were necessary. Their job consisted mainly of interpreting orders. Another important task was to negotiate with the enemy, whether it was related to peace negotiations, an armistice negotiations or the commencement of another battle. Furthermore, these interpreters provided food and drinks to the soldiers of their master by negotiating with the inhabitants of the foreign towns about the supply of these demands.

A well-known combatant who knew a lot about the military and especially about the use of interpreters, was Alexander the Great. He conquered Persia, and he and his descendants tried to introduce Greek as main language. They managed to do so and Greek became the universal language for the entire Eastern Mediterranean – it became so-called lingua franca. With the introduction of the universal language the work of interpreters in this period and at this area ceased.

Another place that was under the influence of Greek culture, in 4th century BC, was Carthage. As a result of worsening relations with Rome, Punic War broke out. Punic War was a military conflict between Carthage (whose inhabitants were named Punic by the Romans) and Rome. During that period the interpreters were needed for negotiating with the enemy. [34]

"Historically documented is participation of an interpreter during the negotiations of Punic leader Hannibal and the Roman consul Publius Cornelius Scipio. It was an unsuccessful peace negotiation before the decisive battle of Cannae in the 2nd Punic War. Both negotiating sides had their own interpreter." [35]

3.3 Interpretation in Ancient Greece and Rome

In Greece there were interpreters, who served for communication with nations that Greece had conquered. Since the Greeks were proud of their language, the only means of communication was Greek language. This fact points out that interpreters in Greece were seen as a necessity, however they certainly did not have the respect that interpreters used to receive in ancient Egypt.

On the other hand, in ancient Rome, Latin and Greek were spoken. Latin was spoken as the official language, but since the Greek was also used in diplomatic and public meetings interpreters were needed. Interpreting was also used for communication with the conquered peoples such as Egyptians, Celts and Germanic tribes. Salary of an interpreter was funded by the state and private officials. [36, 37]

"An interesting, but little used type of interpretation at that time was non-verbal interpretation, which was realized by dance and pantomime. This method was used in case that there did not exist an appropriate verbal interpreter for that language. For instance, the Roman emperor Nero ordered for Punic king Polemon II. (1st century AD) a nonverbal interpreter who had mediated his words by pantomime." [38]

3.4 Interpreting in business

This interpretation was carried out between the colonies and in the border states or cities. The first mention of a relay interpreting comes from Pannonia. In this area many different peoples who used different languages (e.g. Romans, Germanic peoples, Dacians, Sarmatians, etc.) came into contact. The relay interpreting is practiced when the interpreter knows only one language in the process of interpretation. This interpreter thus interprets the source text into the language known for another interpreter and this interpreter conveys the message into the desired language, or to the next "intermediate interpreter".

Even in ancient Rome, the distrust of interpreters existed since they were often used for tasks that were not normally in their description of services. As interpreters belonged usually to a certain master, the interpreter was, therefore, bound to him by allegiance. If the interpreter failed to comply with the requirements of his master, at best, he would have lost his job, at the worst he would be in danger of his life. During this period, therefore, the interpreter had to master the language, had to have a general and cultural knowledge and also had to be a good orator, but most importantly the interpreter had to meet all the requirements of his owner. [39]

"For example, the interpreter Vigilas was charged to assassinate king Attila the Hun, the interpreter Valerius had to obtain secret information in Macedonia and Sicily for the famous Roman orator, politician and lawyer M.T. Cicero, the interpreter Apollonius was charged by his employer to use his language skills to damage the reputation of some Egyptian citizen, etc." [40]

3.5 Interpreting in the diplomatic sphere

For the purposes of diplomatic negotiations the Byzantine emperor Constantine VII. Porphyrogennetos established an office, the magister officiorum, and at the same time also schola agentum in rebus, where

interpreters were trained for execution of their job. However, they were also trained for special tasks (such as espionage).

Interpreters of this school were then sent on long journeys to convey different messages. The interpreter had to remember the message all the time so he just kept in mind the main idea and the meaning of the message that he had to transfer after his long voyage.

Several names of interpreters of the Byzantine empire have been preserved, these are for example: Moses of Bergamo, Burgundio of Pisa, James of Venice. They are known for interpreting the debate between the Catholic Bishop Anselm of Havelberg and Orthodox metropolitan Nicetas of Nicomedia. [41]

3.6 Interpreting in the religious sphere

For churches the interpretation was also a very important means for understanding each other. Since most religious texts were in written form, the type of interpretation, which was used was the interpreting from writing. For church service in the synagogues the interpreting was used since the 5th century BC. Interpreters were mostly priests or monks, who knew both the language and the content of the holy texts. In the Middle Ages, Latin came to work as the church language, after Greek and Hebrew, which were used before. Latin onset was associated with the development and the spreading of Christianity. During this period, the interpreters won a great recognition. [42, 43]

"The most famous interpreter of early Christianity was unquestionably Johannes Markus, alleged interpreter of the Apostle Peter. Markus had probably first used the technique of capturing the spoken word (in today's terminology, interpreting notation.)" [44]

Christianity was first spread by violence and that was through the Crusades, later there was an effort to spread Christianity by word. In this period the demand for interpretation schools also begun to develop. [45]

3.7 Interpreting in the Middle Ages and the modern era

In the Middle Ages, the work of the interpreter was taken as a professional activity, thus there was a difference between such interpreter and interpreter, who performed this activity from time to time.

After the fall of the Eastern Roman Empire (1453) interpretation is extended to the territory of Turkey. The Turks have a habit of conducting business and diplomatic negotiations only orally. Thanks to the efforts from Vienna and Paris to establish contacts with the Turks a system was created. The system was called "enfants de langue," actually it was a kind of school for translators and interpreters. This system consisted of sending young boys to the Near East, in order to learn the language and gain knowledge about local culture, which are the two most important skills for the profession of an interpreter.

In Central Europe interpreters are much less needed because until the mid 17th century Latin possessed the privileged position in Christian countries. Only after the conclusion of the Peace of Westphalia (1648) this single position ends and French becomes the official international language and its position ends in early 20th century, more precisely, its reign lasts until the end of the First World War. Therefore, it is clear that the demand for interpreting stopped.

On the other hand, in the 16th and 17th century, especially at the court of Emperor Rudolf II., the term court interpreter was used. This title was awarded in the second half of the 18th century to those who had attended the Oriental Academy, founded in 1754 by Maria Theresa.

Greater number of languages were spoken in the Austro-Hungarian Empire and, therefore, interpreters were indispensable. In the Austro-Hungarian monarchy coexists with the term court interpreter also a judicial interpreter. These interpreters were mostly lawyers, who worked at the courts and they had to abide by the pledge of secrecy. It is interesting that in addition to the judicial interpreter, in the Austro-Hungarian Empire existed also the title of the certified translator,

suggesting that these two professions have been taken differently. In this period, the greater importance was attributed to the translation, as the translational activity.

As mentioned a few lines above, with French as the main means of communication, the interpreting is not practiced in such a large extent. Until North America, in late 19th century, began to establish international contacts, naturally, interpreters were in great demand. The economic boom of America also caused that the English language got closer to French and became the second most widely used language in the world.

With military and political development are established first international organizations (e.g. Red Cross). International cooperation extends also to science and technology and the first international scientific congresses are organized. The big expansion of interpreting in this period is evident. [46, 47]

3.8 Period after the First World War

During this period, the first professional interpreters appear. In 1919, the Peace Conference took place in Saint-Germain. At this conference the consecutive interpretation was used. Most interpreters had different professions than interpretation, but they had an excellent language skills and general knowledge, so the interpreting was not a problem for them. Interpreters were mostly significant and famous personalities. The historian Paul Mantoux led at this conference a group of consecutive interpreters. In this group was, for instance, Jean Herbert, Kaminker brothers, Antoine Velleman, etc. Diplomats, journalists, philosophers and lawyers became the first professional conference interpreters. [48, 49]

"According to the ethics at that time the interpreter had no right to interrupt the orator." [50] This means that first the orator presented his speech, his message in its entirety and then the interpreter could start working. It is known that someone could cope better someone could cope

worse with the fact that the speaker's speech cannot be affected by their thoughts that they could not comment on it, even if the speaker had a little general knowledge or a lower education.

The degree of loyalty with the orator was a contradictory issue. If the interpreter interpreted for example Hitler, Mussolini or Göring and he strongly disagreed with their views, he found himself in very difficult situation. He had to choose between his profession and his conscience. Each interpreter was able to cope with this kind of situation in a different way.

The work of interpreters therefore became an independent profession after the First World War. This was supported, as already mentioned, by the development of international relations and the progress of science and technology. The strong demand for interpretation services increases the need for special schools for education of interpreters. The first such school was established in 1941 and it was called the Geneva school, since than were formed similar schools all over the world.

At the end of the 20th century, aside from consecutive interpretation, there is formed a new kind of interpretation – the simultaneous interpreting. [51,52]

This type of interpreting and schools for interpreters will be further discussed in later chapters.

4 TYPES OF INTERPRETING

Interpreting can be divided according to several criteria. The main division of interpretation is into two types: **consecutive interpreting** and **simultaneous interpreting**. These two basic types still have their subtypes. Moreover, there exist other kinds of interpretation, which are classified as specific types of interpreting. [53, 54]

These types, the consecutive interpreting and its subtypes will be examined in this chapter. To the simultaneous interpreting will be dedicated a separate chapter.

4.1 Consecutive interpreting

Consecutive interpreting as the name suggests means subsequent or sequential. This type of interpreting is practiced either when the orator delivers the entire speech at once and then it is interpreted by the interpreter, or the orator divides the speech into complete sections, after which the interpreter interprets the message into the target language. It is thus a **continuous interpretation** (as mentioned first) or **interrupted interpretation** (second mentioned), when there are transferred complete grammatical, structural and semiotic units.

Continuous interpretation is suitable for short texts (news articles, notes, toasts). For a longer section of speech the interpreter uses note-taking for the preservation of the meaning of the message. This is why the consecutive interpreting is divided into consecutive interpreting without note-taking and consecutive interpreting with note-taking.

Consecutive interpreting can be performed either unilaterally or bilaterally. [55, 56]

4.1.1 Unilateral consecutive interpreting

Unilateral means in one direction, one-sided. Thus, the interpreting is practiced only from the source language into the target language. The form of the communication is a monologue. If the monologue is

interrupted or its extent is short, the consecutive interpreting without note-taking is used. The consecutive interpreting with note-taking is used where the sections necessary to be interpreted are long or the interpretation is continuous. [57, 58]

4.1.2 Bilateral consecutive interpreting

Bilateral means two-sided. Thus, the interpreter uses both the source language and the target language. More precisely, "*at the end of each section there alternate two language codes in functions as the source language and the target language.*" [59]

The form of the communication is a dialogue and it is most used in interpreting at business meetings, in community interpreting and accompanying interpretation.

Bilateral interpretation is more difficult than unilateral, precisely, because of the changing of languages. However, unlike the unilateral form the interpreter has a possibility of feedback from both participants of the communication. [60, 61]

4.2 Note-taking

Note-taking is a supportive technique. It is a system of notes, mostly based on so-called symbols, abbreviations and headwords, which help to recall the source text when transferring into the target language. In addition, it reduces the strain on working memory of the interpreter. [62]

"The first, who suggested a systematic note-taking was Jean-François Rozan." [63] He claims that there should be applied only a few notation symbols. This number should be between 15-20 symbols and these symbols include intonation and emphasis, as well as directions of movement and intellectual context. Rozan was followed by other authors such as Andrew Gillies, Roderick Jones and others.

By note-taking is recorded the main meaning and important elements of the message, such as: proper nouns (which can be written phonetically in order not to confuse their pronunciation), figures and

enumerations. Furthermore, the interpreter should note down only the number of symbols, which is important for the transfer of main ideas, the interpreter should not definitely try to take detailed notes. The notation is merely an auxiliary technique, the memory of the interpreter still plays a major role.

The choice of the language for note-taking is a contradictory matter. However, most theoreticians incline to the approach of taking notes in the target language. In addition, this approach is recommended also by Roderick Jones, with the fact that he does not refuse taking notes in the source language mainly, when the orator uses complicated phrase to note in the target language.

Professional interpreter should make the notation system automatic, which means that he does not have to think about what symbol should be used, the note-taking would then not fulfil the mission to not to overload the memory of the interpreter with large amounts of information.

Note-taking is a very individual matter, there is no exact rule and exact symbols that should be used. Individual system of note-taking is created by the interpreter during his practice.

However, the organization of note-taking is based on two principles: the principle of verticality and the principle of horizontality. [64, 65]

4.2.1 Principle of verticality

This principle "*is based on the fact that new ideas (for example individual short sentence), or their parts (parts of the sentences, verbal and numerical enumerations) are written on a separate line below each other (superposition), [...]*" [66]. This method will, therefore, help the interpreter to orient in the text, where such lists appear.

4.2.2 Principle of horizontality

This principle follows the principle of verticality. It is used in order not to repeat elements that have already been registered in the notation.

[67] *"In brief, paratactic elements are written below one another, hypotactic elements are placed abreast in the right direction."* [68]

4.3 Consecutive interpreting with and without note-taking

This division relates to the method of work, the interpreter either uses note-taking or just his own memory.

Interpreting without note-taking is primarily used when the length of the sections is short and for the accompanying interpretation, when the interpreter is able to work only with the capacity of his memory.

Consecutive interpreting with note-taking is used when the length of the interpreted sections is of a large extent or the entire text is presented at once, so the interpreter would have not been able to remember all the information. [69] *"Consecutive interpreting with note-taking applies where there are placed great demands on precision."* [70]

The process of this kind of interpretation can then be described as follows (note-taking in the target language is used): three basic stages of the process of interpretation (reception, translation, production) are preserved. However, when the orator is talking and the phase of transmission is in progress, the phase of encoding the text of the target language into notation is comprised. Moreover, to the phase of production is associated a phase of decoding the notation in the target language. [71, 72]

4.4 Accompanying interpreting

This kind of interpretation does not require such demands as other types of interpreting. The accompanying interpreter is used during business trips, visits from abroad and in casual conversations. The interpreter accompanies the client during his stay, for example to restaurants, around the city, at leisure time activities, he provides hotel reservation, tickets, etc.

Certainly, this kind of interpretation cannot be taken as a tour guide work. The form of the accompanying interpreting is bilateral, thus it is the dialogue and the direct contact with both speakers. [73]

4.5 Court interpreting

Court certified translator or interpreter has a special status. This interpretation must accurately observe the meaning. The interpreter must have the knowledge of legal terminology and moral qualities and his work takes place primarily at the police, at the courts and in the offices. [74]

4.6 Community interpreting

This interpretation is also called the interpretation in favor of the society. Community interpreting is practiced within the country to communicate with minorities and immigrants who do not speak perfectly the language of the country. Most often this type of interpretation is encountered in hospitals, offices and schools. [75, 76] "*The interpreting in favor of the society is very demanding because it has to overcome considerable linguistic and cultural differences, often in stressful situations.*" [77]
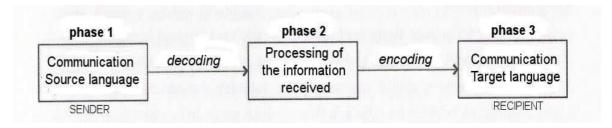
4.7 Guided interpretation

Guided interpretation is associated with the rise of tourism. *"Guided interpretation can be divided as a specific type of interpreting during which the tourist guide is not acting only in his normal role of the producer of his own presentation, but also as an interpreter of presentation of for example local guides at cultural monuments."* [78] This interpreter must know the terminology of the history and the facts about the country. [79]

5 INTRODUCTION TO SIMULTANEOUS INTERPRETING

Explanation of this type of interpreting will be based on chapter two and the explanation of what is interpretation.

This means that in the process of simultaneous interpreting are applied three phases (reception, translation and production) that have been already mentioned, but under different conditions than in the consecutive interpreting. As the name simultaneous suggests it is an interpretation, which happens parallelly with the speech of the orator. This means that the phases of reception, translation and production are executed in a very short period of time. More precisely, the phase of reception is performed in parallel with the phase of translation and the phase of production. [80, 81]

[82, 83]

To the interpreting process is mainly applied the approach of A.F. Širjajev, who defines the phases as follows: phase of orientation, phase of setting a program and phase of the implementation of the program. In the phase of orientation the interpreter listens to the first words of the orator and captures the main idea. In the phase of setting the program, which starts immediately after the first few orator´s words, the interpreter continues to listen to the message, but in his mind, he is looking for the equivalents for the transfer, therefore he is processing the information received. In the last phase, the implementation of the program, the interpreter already interprets the first words of the orator, whilst listening to the next segment of the orator´s speech and looking for solutions for conveying heard sections.

All these phases are done in minimal ear-voice span (time shift), which is on average, according to many studies, 2-3 seconds. In fact, these phases happen over and over again, which just creates the simultaneity.

In simultaneous interpreting the interpreter uses many interpreting procedures in order to achieve the mission of simultaneous interpretation to convert the parallel communication with the orator, from the source language into the target language to recipients.

For this very demanding type of interpreting is used technical equipment to simplify the process of simultaneous interpreting.[84, 85, 86]

5.1 Interpreting procedures

Interpreting procedures assist the interpreter to simultaneity of processes of simultaneous interpreting be as high as possible. In addition, they help to make the best transfer of communication from the source to the target language. We will discuss the most important in the next paragraphs. [87]

5.1.1 Switching of attention

The switching of attention is the most important element in simultaneous interpreting, without the ability to switch the attention other procedures could not be performed. The interpreter switches attention, so that he can concentrate more on listening at one time or on speaking at another time, depending on where more attention is needed at any given moment. For the efficient switching of attention is necessary that the interpreter is not disturbed by surrounding noise and an acceptable speech pace of the speaker. [88]

5.1.2 Probability anticipation

"The principle of probability anticipation lies generally on the fact that after hearing the first word of the sentence, we can create a variety of semantically and structurally-grammatical correct continuations of this

sentence." [89] As the speaker continues in his speech the prognoses of the interpreter get thinner until the last correct possibility is left. Probability anticipation is done at the semantic, structurally-grammatical and pragmatic level. [90]

5.1.3 Backward correction

As mentioned in earlier chapters, the interpreter should not largely correct himself, more precisely he should correct himself in case his mistake has completely changed the meaning of communication. [91] *"The interpreter can approach to the compensation of mistakes or to the so-called backward correction of the incorrectly transferred section."* [92] This means that the interpreter leaves the incorrect message, but will complement it properly, so that the message sounds correctly. [93]

5.1.4 Principle of economy

This technique is used in order the interpreter´s speech was equally long with the orator´s speech and that the interpreter gains time. This is achieved in two ways: by eliminating redundancy and by linguistic compression.

By eliminating redundancy is meant that the interpreter omits unnecessary information or speech parenthesis. There is a certain loss of information, but the main meaning of the communication remains.

By language compression is meant economical compression of expression, the interpreter expression is more constricted. [94]

5.2 Technical equipment

The feasibility of simultaneous interpretation depends on excellent technical conditions. These technical conditions and requirements are clearly defined, but not every place is properly equipped with adequate technical equipment.

Number one are the booths, booths are either fixed (firmly built-in in the conference room) or mobile. As already mentioned, the booths are for

minimum of two interpreters who take turns in interpreting. Fixed booths provide better quality technical condition than mobile booths. They differ mainly in dimensions. The minimum dimensions of fixed booths are: width: 2.5m, depth: 2.4m and height: 2.3m. Minimum dimensions of mobile booths are: width: 2.4m, depth: 1.6m and height: 2m.

Furthermore, these booths should be well equipped as follows. There are high demands on the acoustic isolation of booths so that the interpreters are not disturbed and at the same time do not disturb other booths or the conference room. Moreover, the direct view from the booth to the conference room is essential in order for the interpreter to see the orator and the recipients and possibly other interpretation booths.

Booths must be equipped with air conditioning ensuring the ventilation and the supply of fresh air. The interior of the booth must have a proper lighting, and must contain all the necessary equipment and also enough space for documents and other personal belongings. Worktop must include the following: a control panel or console, one for each interpreter with controls for listening and speaking, as well as indicator lights such as microphone on/off light. Another essential parts are headset terminals with headphones and microphones, with amplifier stages, level controls and control panels. All this equipment must be high-tech and should reduce the noise and hum to minimum. [95, 96, 97]

6 TYPES OF SIMULTANEOUS INTERPRETATION

Types of simultaneous interpretation can be divided into two groups depending on whether it is necessary for their realization an implementation of technical equipment or not.

6.1 Interpreting with technical equipment

6.1.1 Booth interpreting

Booth interpreting is most widely used type of simultaneous interpreting. In this type of interpreting, interpreters work separately from the speaker and listeners in special booths with headphones and microphones. The advantage of these booths is that they minimize the disturbing noises. However, the interpreter in the booth appears anonymous to the audience, which is seen as a disadvantage. [98, 99]

In each booth are at least two interpreters, and after a certain interval they alternate (usually every 20 minutes), these interpreters also help each other. For example, the interpreter, who is not interpreting can write down the numbers, enumerations or difficult names that were uttered by the orator. This will help his colleague to simplify the process of recalling. All documents related to the orator´s presentation are also available to the interpreters. [100]

6.1.2 Conference interpreting

This type includes both simultaneous interpreting and consecutive interpreting with note-taking. Conference interpreting is usually practiced at the international level, concerning the political issues, the sphere of commerce, industry, science and technology. [101] *"Characteristic features are presentation at the wide forum for many recipients and common stylistic characteristics of the uttered texts."* [102]

6.1.3 Remote interpreting

This kind of interpretation is based on the fact that the booths for interpretation cannot be placed in the lecture theatre and thus the interpreters do not have a direct view of the speaker and listeners. Interpreters, therefore, have a system of screens, which substitute the direct view. Remote interpreting is not so widely used because it is technically demanding. [103]

6.1.4 Piloting

"This is an interpreting by the help of intermediate language." [104] If there is an absence of an appropriate language combination for conveying the message, piloting booth is selected that simultaneously interprets the orator´s message into the world language and from that language is the message simultaneously interpreted into other languages. It is thus a two-level interpretation. Although the interval from the original is increased, but the required number of interpreters for each language combination is reduced. During piloting, or relay an emphasis is put on the high accuracy from the piloting booth since there is a great risk of communication noise, this means that some information could be distorted. [105, 106]

6.1.5 Media interpreting

Media interpreting is practiced simultaneously and concerns debates, conferences and interviews on television or radio. It also conveys live broadcasts from abroad or once screened films at festivals. Interpreters see only what the viewer sees, he could hear the text only once and the speaker and the recipient are not physically presented. [107]

6.2 Interpreting without technical equipment

6.2.1 Interpreting with writing

When interpreting with writing the interpreter has at his disposal the text of the orator´s speech, either in the source language or the target language. Thus, the process enters a visual component and the text serves as a support.

The interpreter must continue to listen very well to the orator´s speech since he can at any moment deviate from the written original. The interpreter is thus placed under additional demand of an attention distribution, he controls what he hears with what he sees written.

The text in the source language has recently been a very useful thing since most of the speeches are prepared in advance and many nationalities are using for presentation English as a world language instead of their mother tongue. However, this language is not, in many cases, at the professional level and that complicates the work of the interpreter, so that the text in the source language serves him as a support. [108]

6.2.2 Interpreting from writing

When interpreting from writing the written text is conveyed orally into the target language. It is a type on the borderline between translation and interpretation. This type has been categorized under the simultaneous interpreting as the reception takes place parallel to production. The interpreter is not in the contact with the speaker because the text is used as an original. When interpreting from writing there is expected semantic accuracy in the target language. [109]

6.2.3 Whispered simultaneous interpreting

The interpreter works privately for a couple of people and he has a direct contact with them. He is located in close proximity to these people and whispers simultaneously the message of the speaker. Although this

type is classified into the group, where the interpreter does not use the technical equipment, nevertheless this type can be exercised with headphones into which is played the orator´s speech so that the interpreter is not so much disturbed by the noises, than the interpreter simultaneously interprets the message to the client by whispering. [110, 111]

6.2.4 Sign language interpreting

This type of interpreting is specific in that the verbal language code changes to the nonverbal language code. Interpretation is usually carried out simultaneously so it is classified under simultaneous interpretation. It has many common features with community interpreting. [112]

7 HISTORY OF SIMULTANEOUS INTERPRETING

The origin of simultaneous interpretation comes together with the development of electronic devices. Since there has been an increasing demand for less time-consuming form of interpreting, as a result, beside the consecutive interpreting the idea of simultaneous interpreting originated, in order for the simultaneous interpreting to be successful a technical equipment is needed.

This technical equipment for interpreting, was first created by American businessman Edward Filene together with electrician Gordon Finlay, it was made with the help of IBM company (International Business Machines) and its leader Thomas Watson. This equipment called IBM Hushaphone Filene-Finlay system was patented in 1926.

It was first tested and used on the International Labour Conference (ILO) in Geneva, 4 July 1927. However, the simultaneous interpreting, as practiced today, was not demonstrated there. Only prepared speeches were simultaneously interpreted, it was, therefore, a simultaneous reading of pre-translated texts or simultaneous successive interpreting. Nevertheless, even by using this type of simultaneous interpreting, the duration of the conference was shortened. However, the IBM Hushaphone Filene-Finlay equipment had some faults.

A similar type of equipment for simultaneous interpretation was created by Siemens and Haske, and it was used in 1930 in Berlin, at International Conference on Energy.

In 1934, André Kaminker simultaneously interpreted Hitler's speech for the French radio.

Another place where the simultaneous interpreting was partially practiced, was the 15th International Congress of Physiology of 1935, in Leningrad, where the wired system was used for five languages and the speech of I.P. Pavlov was interpreted from Russian into English, French

and German. At this congress the audience was informed how to work with microphones and headphones. [113, 114, 115]

Furthermore, since 1936 the simultaneous interpreting is used in the Belgian parliament, which is bilingual, French and Flemish language are spoken there. (Since 1959 simultaneous interpretation is also used in the Canadian Parliament.) [116]

However, the most important moment for the origin of simultaneous interpretation, as known nowadays, is an idea that is attributed to Colonel Léon Dostert, who suggested the technique of simultaneous interpretation for extensive trials against war criminals at Nuremberg. [117, 118]

7.1 Nuremberg Trial

The simultaneous interpretation was not, therefore, fully utilized until post the 2nd World War at the International Military Tribunal at Nuremberg, conducted from 20th November 1945 to 1st October 1946.

Before the commencement of the trials against the 24 Nazi war criminals, it was reflected on how to ensure the multilingual communication. In fact, the judges were from the Allied nations, from Great Britain, America, Russia and France. In addition, as the defendants had the right to a fair trial and moreover it was decided that each Allied nation has the right to use their own language, everything had to be interpreted into the language that given person understood. Be it the understanding among the judges themselves or between the defendants and judges or the communication with the international general public, there was a need for interpreters.

This trial by its size had no parallel in history, and, therefore many people were occupied with the idea to shorten the long delays that occur during the consecutive interpreting. The idea of simultaneous interpretation is attributed, as already mentioned, to Colonel Léon Dostert. Initially, this idea was not supported at all, and many people did not believe that it will work. They held sceptical views towards the

simultaneous interpreting, they could not believe that the human brain was able to receive and transfer the text from the source language into the target language simultaneously.

However, at last the Dostert´s idea was accepted. Competent interpreters were recruited and in the Palace of Justice in Nuremberg was installed previously invented technical equipment from the IBM company. It was necessary that the equipment was installed in the palace in advance since Colonel Dostert, as the leading interpreter of teams, needed time to test the equipment and to train the future simultaneous interpreters. [119]

So when the Nuremberg Trials began on the 20th of November, 1945, the simultaneous interpreting was carried out in four languages: German, English, Russian and French. "*Preparatory meetings were conducted in consecutive interpreting, in the courtroom was then used the simultaneous technique.*" [120]

 Interpreters sat in glass-fronted booths, thus they were from the top and from the back open and they certainly did not comply with today´s necessary requirement for soundproof condition. Interpreters had from the booth, located directly in the courtroom, a view of all participants. They worked in three teams of 12 interpreters at four language desks (see the image of booths at Nuremberg Trial in Appendix 1), these teams have alternated according to a certain system.

Two teams were always working; one team of 12 interpreters sat in the glass-fronted booths, divided by three to four tables, according to the language that they interpreted. Thus, there were always 12 interpreters in the courtroom; second team was waiting and prepared to replace the first team in a stand-by room. In the stand-by room the second team was listening to what is said in the courtroom in order to be able to continue interpreting. Third team had a day off. The next day second and third team were working, the day after third and first team was working. And by using this system the teams were constantly working. [121, 122, 123]

"Interpreters had at their disposal switches and lights of various colours, to signal to the speakers to slow down or repeat a passage." [124]

As mentioned above, simultaneous interpreting at the Nuremberg Tribunal was a huge success. The main benefit was a significant shortening of the trial´s duration. Since the Nuremberg Tribunal, the simultaneous interpretation is being used in a much greater extent than consecutive interpreting. [125]

7.2 Simultaneous interpretation after the Nuremberg Trial

The United Nations was founded in 1945 in San Francisco and in 1947 the UN adopted Resolution 152, which introduced simultaneous interpretation as a permanent service. Therefore, in a new UN headquarters in New York permanent booths were installed. Today in all UN departments, sections and other entities the simultaneous interpreting is used for the UNs six official languages: English, French, Spanish, Chinese, Russian and Arabic.

Since the end of WW2, the simultaneous interpretation is used in almost all international organizations, institutions and at conferences and meetings with a multilingual environment. [126, 127]

For example, the European Union uses simultaneous interpretation for all its 23 official languages, but mostly uses advantages of piloting interpretation. In one day, there are held about 60 meetings at the European Union institutions, and if they are interpreted to and from all 23 official languages that means that for such action there is a need for a team of 69 interpreters. [128]

7.3 Schools of interpreting

In the early 20th century, when the interpreting has become a profession, it was necessary to establish schools for training quality professional interpreters. Today, these schools of interpreting are very numerous around the world because the demand for professional interpreters has had an upward tendency since the end of WW2.

In many cases, schools of interpreting were established as a part of already existing universities, either as a department, or individual faculty. Listed are only three schools of interpreting, with respect to history, significance and important personalities. [129]

7.3.1 Switzerland

As one of the first in the world was in 1941 founded a school for translators and interpreters at the University of Geneva, Switzerland, as the Ecole d'interprètes de Genève – EIG (School of interpreting in Geneva.) [130]

In the beginning, only the consecutive interpreting was taught there, after WW2 was also introduced simultaneous interpretation training. After the introduction of degree in translation, this EIG was renamed in 1972 to EIT - École de traduction et d'interprétation (School of Translation and Interpreting) in 2011, the EIT changed to the FTI - Faculty of translation and interpreting. [131]

The Head of Department of interpretation and also the professor of this school is Barbara Moser-Mercer. Barbara Moser-Mercer comes from Austria, she is an active member of the AIIC (Association Internationale des interprètes de Conférence - The International Association of Conference Interpreters), earlier she led the Interpreting Institute in Monterey, California. Barbara Moser-Mercer also co-operates with The Institute of Translation Studies, Faculty of Arts, Charles University. She is also a researcher, she deals with the process of simultaneous interpretation and human processes in it. [132, 133]

7.3.2 France

School of interpreting, ESIT (L'Ecole Supérieure d'Interprètes et de Traducteurs) was founded in 1957 in Paris, France. In 1970 it was attached to the University of Sorbonne, Paris 3. Students at this school may choose a specialization of conference interpreter and an interpreter of French sign language. [134]

From this school graduated for example Daniel Gile and he later worked there as a professor. *"Daniel Gile is the most significant figure among contemporary researchers in the field of interpreting. [...] He defended two doctoral theses Ph.D. [...] Currently, he is a professor of translational studies at the University of Lyon (Université Lumière, Lyon 2)."* [135] Daniel Gile is known for his model of efforts, on which he attempts to explain the processes, which take place in interpreter´s brain while interpreting. [136]

7.3.3 Czech republic

Even in the Czechoslovak socialist republic the school of interpreting has been soon established. It was in the 1963 when the field of interpreting and translation as a part of the University of 17th November in Prague was established. Several years later the Institute of interpreting and translation came into existence in Bratislava as well. After the dissolution of the University of 17th November in 1974, the Institute of interpreting and translation in Prague became the Department of translation and interpreting at Faculty of Arts, Charles University. Then, after the 1990 it changed into the Institute of Translation Studies at Charles University. [137, 138]

Nowadays the Institute of Translation Studies offers BA and MA programmes of interpreting and translation in five languages: English, French, German, Russian and Spanish. [139]

From this school graduated in 1978 its current professor Ivana Čeňková. After her studies, she started to work as a conference interpreter as well as a theoretical researcher, she has published a great number of publications concerning interpreting. For example, her dissertation deals with the theoretical aspects of simultaneous interpreting. [140]

8 CONCLUSION

Interpreting is a human activity that people have always needed. And their need for interpreting have increased day by day until today, when interpreting is a significant part of everyday life.

Interpreting as an activity has existed since the ancient Egypt, the interpreting as a profession has been established in the early 20s of the 20th century. As a profession the first technique used was the consecutive interpreting.

The development of simultaneous interpreting is connected with the origination of electrical technical equipment. As the most significant turning point is considered the Nuremberg trial, after which the simultaneous interpreting has become the most utilized type of interpreting. After the Nuremberg trial the simultaneous interpreting started to be more used than the consecutive interpreting as there is an advantage of less time consuming technique.

Simultaneous interpreting is nowadays used in almost all international organizations and at any multilingual conference. It is the most convenient method for conveying information into different languages.

Almost the majority of people meet with interpretation in all spheres of life. Without experts in interpretation we could not cooperate internationally with foreign countries and we would not have any news from the world.

As the extent of the bachelor´s thesis is limited, there could not be discussed every aspect of the simultaneous interpreting. In the future there could be made a further research concerning the international organizations and their attitude to the simultaneous interpreting. Additional research could be made in development of the technical equipment, as there is a rapid growth of new technologies.

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11 ABSTRACT

The aim of this thesis is to provide information about the history of interpreting as well as about its current situation, with the particular emphasis on the development of simultaneous interpreting.

The thesis is divided into six main parts. The first part covers the essential information about the communication and interpreting in general. Further it deals with differences between translation and interpreting. The second part is dedicated to the history of interpreting, terminating with the origin of simultaneous interpreting. Next chapter presents the types of interpreting, examining in detail the consecutive interpreting. Another part concerns the introduction to simultaneous interpreting and the focus on interpreting procedures and booths. Next part designates the types of simultaneous interpreting. The last part describes the history of simultaneous interpreting and mentions some schools for interpreters.

Out of this thesis the reader should obtain a general overview of the history of interpreting with the concentration on simultaneous interpreting as the most utilized type of interpreting in today´s world. The thesis also provides information on all types of interpreting. Moreover, the thesis presents that the interpreting is an important means of contemporary international communication.

12 RÉSUMÉ

Cílem této práce je poskytnout informace o historii tlumočení, jakož i jeho současné situaci. Důraz je kladen hlavně na vývoj simultánního tlumočení.

Práce je rozdělena na šest hlavních částí. První část zahrnuje základní informace o komunikaci a tlumočení obecně. Dále se tato část zabývá rozdíly mezi překladem a tlumočením. Druhá část je věnována historii tlumočení. Tato část je ukončena vznikem simultánního tlumočení. Další kapitola se zabývá typy tlumočení. Zde je detailně prozkoumáno konsekutivní tlumočení. Další část se týká úvodu do simultánního tlumočení, se zaměřením na tlumočnické kabiny a popsáním některých tlumočnických technik, užívaných při simultánním tlumočení. Další část představuje typy simultánního tlumočení. Poslední část představuje historii simultánního tlumočení a popisuje některé tlumočnické školy.

Z této práce by měl čtenář získat základní přehled o historii tlumočení se zaměřením na simultánní tlumočení, které je v současnosti nejvíce využívaným druhem tlumočení. Práce také poskytuje informace o všech typech tlumočení. Kromě toho práce osvětluje, že tlumočení je důležitým prostředkem pro současnou mezinárodní komunikaci.

13 APPENDICES

Appendix 1: Nuremberg Trial

Palace of Justice in Nuremberg

Interpreting equipment at the Nuremberg trial

Interpreters in the glass-fronted booths

Sound engineers assuring the functioning of the technical equipment

Rudolf Höss, accused, wearing headphones

Source: HOLECOVÁ, Simona; NOVÁK Martin. *Norimberský proces na snímcích, které neznáte. Aktuálně.cz* [online]

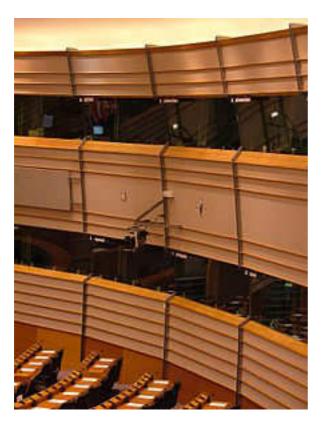Appendix 2: Modern technical equipment of booths

Source: *Professionelle Dolmetsch-Technik* [online]

Appendix 3: Mobile interpreting booth

Source: *Interpreting Department: Virtual Institute* [online]

Appendix 4: Fixed booths in the European Parliament

Source: *European Parliament – Wikipedia, the free encyclopedia* [online]