مجلة سر من رأى

ISSN : 1813-6798

مجلة للدراسات الانسانية محكمة متخصصة

تصدر عن كلية التربية / جامعة سامراء

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ISSN : 1813-6798

مجلة للدراسات الانسانية محكمة متخصصة

تصدر عن كلية التربية / جامعة سامراء

In the Name of God The Most Gracious, The Merciful
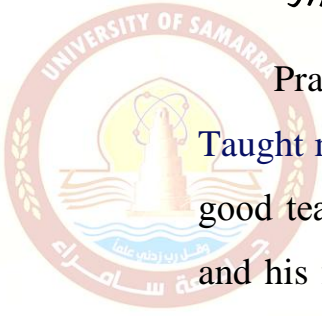
Praise to Allah, Lord of the Worlds (Who taught by the pen * Taught man that which he knew not). And prayers and peace be upon the good teacher of the people, may God's prayers and peace be upon him, and his family, companions and those who followed them until the Day of Judgment.

Scientific research is one of the most important means for the advancement and development of nations, and because of our belief in this aspect, the journal "Surra man Ra'a" seeks to preserve the sobriety and quality of scientific research. Importance in the renaissance of the nation and its progress, so the members of the Editorial Board worked hard on receiving and reviewing researches, from inside and outside the country, as the contents of this number came from the Maghreb and its Levant, to represent a distinguished number in this time.

I felt elated and pleased when this issue was accomplished, and today I am happy to write this introduction to the third issue of our wonderful journal, which includes a distinguished collection of researches in various human sciences, and I hope to maintain its scientific sobriety in disseminating scientific research, and we seek to obtain a global impact factor for the journal.

I would like to extend my congratulations and sincere thanks to the members of the Editorial Board, headed by the Chairman of the Editorial Board, Dr. Dalal Hashem Karim, and her diligent team in accomplishing this exceptional number. hard to accomplish and put it in the hands of scholars and researchers.
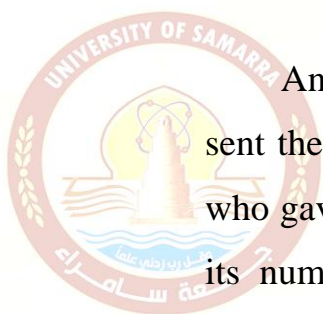
And I thank all the researchers who put their trust in this journal and sent their researches to publish it in this issue, and I also thank all those who gave support in its various forms, such as promoting the journal and its numbers, , we ask God Almighty that this work be pure for his honorable face and to facilitate us to continue this work, he is the conciliator and he is the one appointed.

Prof. Dr. Iyad Salem Saleh

Dean of

the College of Education

Samarra University

In the Name of God, the Most Gracious, the Merciful

In spite of the current circumstances that stopped the areas of life, we were able, with unremitting efforts, to continue working in the Surra man Ra'a journal. This is because we are all aware that the scientific role we play cannot be stopped as the various fields of life have been stopped, so we have continued to work and have endeavored to publish a new issue of our journal to leave a clear scientific imprint in the scientific edifice that the University of Samarra was elected represented by the Surra man Ra'a journal believing in our commitment to the Almighty's saying,(And say, "Do [as you will], for Allah will see your deeds, and [so, will] His Messenger and the believers.) God is truthful.

Prof. Dr. Dalal Hashem Karim

Editor

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Qualifications of Simultaneous Interpretation in Kurdistan RegionIraq from Interpreters' Perspectives

'An Evaluative Study'

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Qualifications of Simultaneous Interpretation in Kurdistan Region–Iraq...

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الملخص:

تُعد الترجمة واحدة من أهم موضوعات علم اللغة، والتي تتناول نقل وصيرورة النص من لغة إلى أخرى. لا شك أن وظيفة الترجمة، ونعني (الترجمة التحريرية) ليست وظيفة سهلة، لكنها أيسر من الترجمة الشفهية، إذ إن الأولى (الترجمة التحريرية) تمنح وقتاً وفرصة كافية لنقل المعنى من لغة إلى أخرى، بينما الثانية (الترجمة الشفوية) لا تمنح الوقت والفرصة نفسها، لأن وظيفتها نقل الفكرة والمعنى المقصود من خطاب المتكلم (المرسل) إلى المستمع (المستلم) بشكل صحيح ودقيق وبأسرع وقت ممكن والتي تُقدر بـ(ثلاث ثوان). إن هذه الدراسة تحاول تسليط الضوء على واحدة من أهم أركان الترجمة الفورية، ألا وهي (المؤهلات). إذ تهدف إلى تشخيص مؤهلات الترجمة الفورية بشكل دقيق، فيما يتعلق بالمترجمين الفوريين، ثم بيان كل مؤهل تأثير على كفاية المترجم الفوري أثناء أداء وظيفته. أما الاطار النظري لهذا البحث فقد تضمن: مفهوم الترجمة الفورية، أنواعها، مؤهلاتها. أما فيما يخص الطريقة المتبعة للوصول إلى أهداف البحث، فقد اعتمدت الدراسة على أداتين للتقييم وهي: المجموعة المركزة والتي وظيفتها إثراء البحث بالبيانات والمعلومات عن موضوع الدراسة، والأداة الثانية هي الاستبانة المصممة. إن هذين الأداتين قد أُخضعا لعينة الدراسة، وهم المترجمون الفوريون في كل من المحافظات العراقية أربيل، سليمانية، دهوك، المتخصصون في الترجمة الفورية بين الانكليزية والكردية أو بالعكس. وبعد إخضاع الاداتين لإجابات المترجمين الفوريين وتحليل النتائج المستحصلة منهم توصلت الدراسة أن هناك العديد من المترجمين الفوريين المؤهلين (محترفين) في تلك المحافظات العراقية المذكورة، إذ تبين أن لديهم خبرة ومعرفة بمهمة الترجمة الفورية بشكل جيد. أما النتائج الاحصائية فقد تم الحصول عليها باستخدام البرنامج الاحصائي (SPSS) الطبعة (٢٤) والتي أظهرت أن المتوسط الحسابي للمؤهلات المذكورة آنفاً هي (٤,٢٤) من أصل (٥) والتي انحرافها المعياري يساوي (٠,٧٦). علاوة على ذلك يمكن القول بان النتائج الاحصائية تشير الى وجود فروق ذات دلالة معنوية لتلك المؤهلات ضمن المستوى المعياري (0.05) من وجهة نظر المترجمين الفوريين.

الكلمات المفتاحية: الترجمة، الترجمة الشفهية، الترجمة الفورية، المؤهلات

الخلاصة:

تُعد الترجمة واحدة من أهم موضوعات علم اللغة، والتي تتناول نقل وصيرورة النص من لغة إلى أخرى. لا شك أن وظيفة الترجمة، ونعني (الترجمة التحريرية) ليست وظيفة سهلة، لكنها أيسر من الترجمة الشفهية، إذ إن الاولى (الترجمة التحريرية) تمنح وقتاً وفرصة كافية لنقل المعنى من لغة إلى أخرى، بينما الثانية (الترجمة الشفوية) لا تمنح الوقت والفرصة نفسها، لأن وظيفتها نقل الفكرة والمعنى المقصود من خطاب المتكلم (المرسل) إلى المستمع (المستلم) بشكل صحيح ودقيق وبأسرع وقت ممكن والتي تُقدر بـ(ثلاث ثوان). إن هذه الدراسة تحاول تسليط الضوء على واحدة من أهم أركان الترجمة الفورية، ألا وهي (المؤهلات). إذ تهدف إلى تشخيص مؤهلات الترجمة الفورية بشكل دقيق، فيما يتعلق بالمترجمين الفوريين، ثم بيان تأثير كل مؤهل على كفاية المترجم الفوري أثناء أداء وظيفته. أما الاطار النظري لهذا البحث فقد تضمن: مفهوم الترجمة الفورية، أنواعها، مؤهلاتها. أما فيما يخص الطريقة المتبعة للوصول إلى أهداف البحث، فقد اعتمدت الدراسة على أداتين للتقييم وهي: المجموعة المركزة والتي وظيفتها إثراء البحث بالبيانات والمعلومات عن موضوع الدراسة، والأداة الثانية هي الاستبانة المصممة. إن هذين الأداتين قد أُخضعا لعينة الدراسة، وهم المترجمون الفوريون في كل من المحافظات العراقية أربيل، سليمانية، دهوك، المتخصصون في الترجمة الفورية بين الانكليزية والكردية أو بالعكس. وبعد إخضاع الاداتين لإجابات المترجمين الفوريين وتحليل النتائج المستحصلة منهم توصلت الدراسة أن هناك العديد من المترجمين الفوريين المؤهلين (محترفين) في تلك المحافظات العراقية المذكورة، إذ تبين أنهم لديهم خبرة ومعرفة بمهمة الترجمة الفورية بشكل جيد. أما النتائج الاحصائية فقد تم الحصول عليها باستخدام البرنامج الاحصائي (SPSS) الطبعة (٢٤) والتي أظهرت أن المتوسط الحسابي للمؤهلات المذكورة آنفاً هي (٤,٢٤) من أصل (٥) والتي انحرافها المعياري يساوي (٠,٧٦). علاوة على ذلك يمكن القول بأن النتائج الاحصائية تشير إلى وجود فروق ذات دلالة معنوية لتلك المؤهلات ضمن المستوى المعياري (0.05) من وجهة نظر المترجمين الفوريين.

الكلمات المفتاحية: الترجمة، الترجمة الشفهية، الترجمة الفورية، المؤهلات

Qualifications of Simultaneous Interpretation in Kurdistan Region–Iraq...

Lecturer, Ako Subhi Ghaza'ee
Asst. Prof. Wrya Izzadin Ali

ABSTRACT

Translation is one of the most prominent aspects of linguistics. It deals with conveying and rendering a text from one language to another. Definitely, translation task is not an easy, but it is considered easier than the oral interpretation. Since the first has enough time and opportunity to convey the meaning from one language to another, while the later has not, because it depends on communicating a message from the source language (henceforth SL) into the target language (henceforth TL), with a minimal analysis time, three seconds. The study tries to shed light on one of the prominent cornerstones of the simultaneous interpretation (henceforth SI), the *qualifications* of SI. The aims of the study are diagnosing the qualifications of SI accurately, according to simultaneous interpreters (henceforth SIs), then clarifying the influence of each qualification on the SIs' efficiency during their interpreting. Literature review of SI is involved; the concept of SI, history, types, qualifications of SI. Methodologically, the study is based on the focus group of interview aspect as to collect data and knowledge about the topic of the study, and designing questionnaire. These two tools are submitted to SIs in Erbil, Sulaymaniyah, and Dohuk, governorates-Iraq, who are specialised in English-Kurdish interpretation and vice versa. After distributing the two tools and analyzing the collected data, the study concludes that there are several professional SIs in those governorates-Iraq, who have a good knowledge as well as experiences about SI, especially the qualifications. The quantitative results of the study are obtained after using (SPSS) version 24, and they got (M= 4.25) with (SD= 0.76). Moreover, the statistical results show that there are significant differences about qualifications of SI at 0.05 level, according to SIs' beliefs and perspective.

Key words: *Translation, Interpretation, Simultaneous Interpretation*, and *Qualification*

1. Introduction

Interpretation, i.e., oral translation, is a crucial task. It deals with the intended meaning of the speaker. The interpreter's task differs completely from the translator's. The first deals with communicating a message from one language to another, while the later deals with conveying the meaning of a text from language to another. Very few researches had been studied before the qualifications of SI in Iraq. Thus, the necessity is required to study such topics. Evaluating the process of SI, comes to shed light on the qualifications of SI according to SIs' beliefs and perspective.

2. Literature Review

2.1 The Concept of Interpretation

Interpretation is described by its immediacy, interpreters give a first and last delivering of expressed message in real time and for at once communicative use. A message of the SL as well as the TL are typically a normal language, in the oral or signed modality, fundamentally ephemeral requiring immediate processing (Malmkjer & Windle, 2011: 275). Language interpretation is the facilitation of oral or sign language communication, either simultaneously or consecutively, between users of different languages. The process is described by both the words 'interpreting' and 'interpretation'. In professional parlance, interpreting denotes the facilitating of communication from one language form into its equivalent, or approximate equivalent, in another language form; while interpretation denotes the actual product of this work, that is, the message thus rendered into speech, sign language, writing, non-manual signals, or other language forms (Dodd, 2012: 4).

This important distinction is observed in order to avoid confusion. Accordingly, an interpreter is a person who converts a thought or expression in a

SL into an expression with a comparable meaning in a TL in 'real time'. The interpreter's function is to convey every semantic element (tone and register) and every intention and feeling of the message that the SL speaker is directing to TL recipients. Despite being used incorrectly as interchangeable, 'interpretation and 'translation' are not synonymous. Interpreting takes a message from a SL and renders that message into a different TL, for example English into French. In interpreting, the interpreter will take in a complex concept from one language, choose the most appropriate vocabulary in the TL to faithfully render the message in a linguistically, emotionally, tonally, and culturally equivalent message.

2.2 Historical Perspective of Interpretation

The need for interpretation at international conferences is developed during the First World War. Before that time, French was the only formal diplomatic language. At the Congress of Vienna in 1814-1815, for instance, the participants were either diplomats with a perfect knowledge of French, or high ranking officers who had been elected expressly because they spoke French. This was also the case at the meetings of the World Postal Union (henceforth WPU). Further, communication between that institution which speak different languages was carried out mainly through dispatches and notes, which only needed written translations.

Interpreting today is taken for granted at international conferences. There are permanent booth installations in every main conference hall around the world. It is, however, a considerable new profession, whose origins date back to less than a century ago. Interpreting was born around 1920, after languages other than French were recognised as official diplomatic languages. Consecutive and whispering interpreting were the first techniques used, interpreting at the League of Nations in Geneva before the Second World War was similar to simultaneous

interpreting, but simultaneous interpreting was invented later. The need for interpretation became more acute with the foundation of the League of Nations and the meetings of the International Labor Organisation. Moreover, it sometimes happened that groups of delegates, such as trade unionists, would speak neither English nor French. They were supplied with interpreters who whispered them the translation of the proceedings in their languages and interpreted their speeches consecutively (Gaiba, 1998: 25-29).

The first usage of SI was at a conference of the International Labor Organisation in Russia in 1927. The public was introduced to SI as a communication tool at the Nuremburg war crime trials beginning in 1945. The United Nations is perhaps the best-known institution, which regularly relies on this form of interpretation to allow its members to communicate in any of the six official languages. Because of advances in technology and the development of special training programs for interpreters over the last thirty years, SI is now available at a reasonable cost for international events, conferences and meetings of all kinds and sizes (Cincan, 2012: 55).

2.3 Types of Interpretation

There are five types of interpretation. They are clarified as follow:

2.3.1 Simultaneous Interpretation

SI is a unique skill that requires far more than the ability to speak multiple languages. Simultaneous interpreters have years of highly specialised education and training, the rare talent of being able to listen to one language while speaking another, and knowledge of terminology in tremendously varying fields. The professional circle of conference-level interpreters is extremely small. There are only 3000-4000 interpreters in the world for all languages and many are employed by international organisations. Many freelance interpreters are booked

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for events around the world months in advance. SI is a process, which allows people to communicate directly across language and cultural boundaries, using specialized technology and professional interpreters who are trained to listen to one language while speaking simultaneously in another. SI differs from other types of interpretation, and from translation, which refers to the written word (Cincan, 2012: 49).

2.3.2 Consecutive Interpretation

In consecutive interpretation (henceforth CI), the interpreter speaks after the SL speaker finishes speaking. The speech is divided into segments, and the interpreter sits or stands beside the SL speaker, listening and taking notes as the speaker progresses through the message. When the speaker pauses or finishes speaking, the interpreter then renders a portion of the message or the entire message in the TL (Doddy, 2012: 7). CI is rendered as the interpreter relies on memory.

2.3.3 Whispered Interpretation

In whispered interpretation, the interpreter sits or stands next to the small TL audience whilst whispering SI of the matter to hand. This method requires no equipment, but may be conducted via a microphone and headphones if the participants prefer. Chuchotage is used in circumstances where the majority of a group of speakers the SL, and a minority ideally no more than three people, do not speak it (Doddy, 2012: 9).

2.3.4 Relay Interpretation

Relay interpretation is usually used when there are several TLs. An SL interpreter interprets the text to a language common to every interpreter, who then renders the message to its respective TLs. For example, a Japanese source message first is rendered to English to a group of interpreters, who listen to

English and render the message into Arabic, French, Russian, and other TLs. In heavily multilingual meetings, there may be more than one "intermediate" language, i.e. a Greek SL could be interpreted into English and then from English to other languages at the same time, it may also be directly interpreted into French, and from French into more languages. This solution is most often used in the multilingual meetings of the EU institutions (Doddy, 2012: 8).

2.3.5 Liaison Interpretation

Liaison interpretation involves relaying what is spoken to one, two, or among many people. It can be carried out after a short speech, or consecutively, sentence by sentence, or as whispering aside from notes taken at the time, no equipment is used (Doddy, 2012: 8).

2.4 The Concept of Simultaneous Interpretation

Simultaneous interpretation is a key factor in facilitating communication among different cultural and linguistic groups, thereby contributing to the establishment of the modern global economy. The SI medium delivers a very important message that the complete involvement of each delegate is highly valued and essential to the success of the conference. SI is necessary for effective communication in many situations, and is expected by conference delegates (Cincan, 2012: 66).

The definition of SI in simultaneous mode means interpreter sits in a booth with a clear view of the meeting room to listen the speaker and simultaneously interprets the speech into a TL. Simultaneous interpreting requires a booth (fixed or mobile) that meets ISO standards of acoustic isolation, dimensions, air quality and accessibility as well as appropriate equipment such as: headphones and microphones Association International Interpreters Conference (henceforth AIIC) (1990: 45). Interpreting process starts while the

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delegate is speaking and the interpreter works in a soundproof booth with at least one colleague. The speaker in the meeting room speaks into a microphone; the interpreter receives the sound through a headset and renders the message into a microphone almost simultaneously. The delegate in the meeting room selects the relevant channel to hear the interpretation in the language of his/her choice. There are many different possible configurations of languages or language regimes:

- Simultaneous Interpreting means listening and speaking at the same time.
- That also means high requirements concerning the active and passive mastering of the working languages.
- Studies show that the lapse of time after which the interpreter starts rendering his version is about two to three seconds.
- The ideal speaking velocity of the orator is about 100 to 120 English words for the interpreter.

Simultaneous interpreter must not succumb to the lexical, syntactical, and stylistic influence of the SL. The same is true for metaphors, sayings. Generally, these interferences are less important in the mother tongue than in the TL (Fawcett, 2003: 35). Interpretation is called consecutive or simultaneous interpretation or translation, like all other forms of communication, is a multi-faceted activity. It involves a sender, a channel, and a recipient. It is a form of communication between people with different linguistic and cultural backgrounds (Qian, 1994: 214).

Other expectations require that interpreters think fast, have strong short term memory, and be able to work under physical and mental pressure for long periods of time (Qzar, 1997: 67). The professional interpreters have realised that the process of interpretation is a challenging task. A task that requires various types of both linguistic, non-linguistic skills, mastery of the active language,

solid background of general knowledge, some personal qualities like the faculty of analysis and synthesis, the ability to intuit meaning, the capacity to adapt immediately to change in subject matter, and different speakers and situations. Other qualities include the need to have good short and long-term memory, the ability to concentrate, a gift for public speaking, and physical endurance and good nerves.

It is to be noted that SI is described as an automatic mental and somatic act, more like an unconscious process the brain and mind would operate during swimming and driving. When we try to make it all conscious, we interfere with what the automatic part of brain would do, and that makes it slow and inaccurate.

2.5 Qualifications of Simultaneous Interpretation

The process of SI is one of the accurate tasks in rendering and delivering a message from the SL to the TL, thus, most of the specialists utilize their experiences to clarify the characteristics of a valid interpretation. The term *qualification* is derived from *quality*, which defined by Weheier (1995) and Walter (2004) as ' how good or bad something is, or when something is very good or well made, or part of the character or personality of someone or something. While *qualification* defined as 'the skills, qualities, or that you need in order to do something'. In this sense, qualification of SIs operationally means those qualities, skills, and experiences of SIs that are characterized to communicate a message from the SL into the TL as well made.

One of those is Buhler (1986: 233) put the first criteria on quality expectations for SI process, quality criteria are grouped in "linguistic semantic" and "extra-linguistic pragmatic". The "linguistic semantic" criteria are presented in *native accent, pleasant voice, fluency of delivery, logical cohesion of utterance, sense consistency with original message, completeness of*

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interpretation, correct grammatical usage, use of correct terminology, use of appropriate style. While the "extra-linguistic pragmatic" criteria are presented thorough *preparation of conference documents, endurance, poise, pleasant appearance, reliability, ability to work in a team, positive feedback from delegates.*

Buhler (1986: 233) reveals regarding to an accurate study for those criteria that the "linguistic" criteria receive the highest ratings from respondents: sense consistency with original message is the first, followed by logical cohesion of utterance, completeness of interpretation, use of correct terminology, correct grammatical usage, and fluency of delivery. The criterion reliability receives the highest rating among "extra-linguistic" criteria, followed by thorough preparation of conference documents and ability to work in a team. The criteria of native accent, pleasant voice, use of appropriate style, endurance, poise and pleasant appearance are considered a desirable in most cases but not essential.

Interpreting proficiency does not ensure by linguistic ability itself. High levels of culture and education are required. The interpreters' background has to be broad enough to include a wide range of vocabulary and an ability to assimilate a variety of subjects. The best results are achieved when the interpreters have spent several years in the countries of both languages, for instance, if they had received their education in the native country and had professional experience in a foreign country. Other criteria that indicated good candidates for interpreting were a professional background in law and public speaking on experience (ibid).

Finally, the Translation Division was looking for skills that were required specifically for simultaneous interpreting. Given the stressful conditions of the job, interpreters had to have self-composure under pressure and the ability to

concentrate in difficult situations. The job required the mental agility to hear and speak at the same time, and to adapt instantaneously to the stimulus of the SL. This means that interpreters have to be able to quickly find an alternative if the best translation does not come to mind, as they are not supposed to stutter or stop. They have to be able to make decisions quickly and accurately. The job also requires great mental and physical efforts because of the need to interpret both speedily and accurately, and to adapt to the speed of the speaker. Finally, interpreters require having a good voice and clear enunciation, so that it can be easy to listen to them for hours at a time. It reports that the division removed "several interpreters whose speech habits make listening to them most uncomfortable in the long run" (Gaiba, 1998: 46-47).

Moreover, it is worthy to mention that one of the quantity qualifications of SI is the equipment, which can be used to ensure the ability of individuals who speak variety of languages, concerning to the learning and hearing of the same massage. Generally, SI equipment consists of a transmitter, a set of headsets, and receivers. SI equipment can be used both, indoors and outdoors in a variety of ways:

- to help hard-of-hearing learners participate fully.

- to enable a teacher to talk very quietly when necessary.

- to allow people who speak different languages to hear a presentation at the same

 time as English speakers.

The first two activities do not require another person to interpret the programme. Interpreters use interpretation equipment to share what a speaker says with participants who speak a different language, usually the speaking at the same time of the presenter is called Simultaneous Interpretation, and it

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differs from only going back, and from between two languages, as a bilingual presenter may do (Laurion & Skora, 2014: 1).

An example of SI would be a presenter speaks in English while an interpreter is talking into a small transmitter, interpreting the presentation at once into Kurdish. Kurdish speakers then hear the interpreted presentation with their small headsets and receivers. In this case, both English and Kurdish speakers in the group hear the discourse at the same time in their preferred language.

3. Methodology

Methodologically, the study is adopted two tools; the first is a focus group of an interview, while the second tool is a questionnaire. Focus group of an interview is utilised for collecting data as well as to be familiar with accurate and detailed information and knowledge about the topic of the study. Depending on the knowledge of the focus group, a questionnaire was designed. The purpose of the questionnaire is to obtain the SIs' beliefs and perspectives about qualifications of SI.

3.1 Monitoring the Focus Group of an Interview

Focus group is a first tool in this study. It can be defined as 'a group takes shape the synergistic dynamics of participants responding to and building on each other's view' (Edley & Litosselitti, 2010: 167). A focus group is a small, but demographically diverse group of people and whose reactions studied specific domains are marketing, political, social, and humanities studies. It is guided or opened discussions about a new product or something else to determine the reactions that can be expected from a larger population. It is a form of qualitative research consisting of interviews in which a group of people is asked about their perceptions, opinions, beliefs, and attitudes towards a

product, service, concept, advertisement, idea, or packaging. Questions are asked in an interactive group setting where participants are free to talk with other group members. During this process, the researcher either takes notes or records the vital points s/he is getting from the group. Researchers should select members of the focus group carefully for effective and authoritative responses (Jump up, 2017: 66).

Focus groups are groups of typically six to twelve participants; they are setting to gather to engage in a debate that is, centered on a specific number of issues. The debate continues nearly one to two hours when conducted face to face. Focus groups are similar to collective interviews, but there is greater focuses on the interactive nature of the activity (ibid: 173).

The focus group of an interview of the study is submitted to twelve SIs, table (1) reveals the characteristics of The focus group respondents. The focus group requires two categories of statements to cover a wide extent of the linguistic and nonlinguistic factors of SI (see appendix A). Moreover, the focus group is a qualitative means of study. So, it does is not need to treat it statistically; the benefit of focus group is to provide and enrich the study with great amount of data and information about SI to use it for designing and constructing the tools of study. Moreover, the respondents of the focus group are suggested numbers of solutions for those difficulties which are diagnosed before (see appendix B).

3.2 Designing the Questionnaire

The second tool of the study is the questionnaire. The questionnaire is designed depending on the focus group. The focus group forms the material for the items of the questionnaire. Questionnaire is defined as 'a list of questions that are answered by many people. A questionnaire is used to collect information about particular subject (Weheier, 1993: 504). Also, it can be defined as 'a list of

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questions each with a range of answers, a format that enables standardised, relatively structured, data to be gathered about each of a large number of cases' (Saldanha & O'Brien, 2013: 151). Questions can be asked and data recorded in various ways. Different kinds of questions may be appropriate for different aims and various types of data. Generally, there are three types of questions that the respondents asked to reply, those questions may be closed or opened, spontaneous or promoted, open-ended or pre-coded (Brace, 2018: 58).

Table (1)

Characteristics of Focus Groups' Respondents

No.	Gender	Degree Held	Experience Years	Field of Study
1	Male	M. A.	30	Applied Linguistics
2	Male	M. A.	20	English / Literature
3	Male	B. A.	15	English
4	Male	M. Sc.	15	International Economics
5	Male	M. A.	14	English / linguistics
6	Male	Ph. D.	13	English / Translation
7	Male	b. A.	13	English / Translation
8	Male	B. A.	13	English
9	Male	B. A.	13	English
10	Male	B. A.	13	English
11	Male	Ph. D.	10	English / Translation
12	Male	M. A.	10	English / Literature

The intended questionnaire involves linguistic, as well as, nonlinguistic factors. More specifically, the area of linguistic factors require all the linguistic aspects like; syntax, semantics, pragmatics, language skills, and phonetics. While the nonlinguistic factors are included; the personal features of simultaneous interpreter, ceremony's' details, and other nonlinguistic factors. The questionnaire consists of 27 items, all of which deal with difficulties and problems of SI. The questionnaire is submitted to thirty SIs. Table (2) reveals the characteristics of questionnaire items' respondents.

4. Procedures of Data Analysis

To get precise results after using two evaluative tools, focus group of interview and questionnaire, the following statistical analyses are done as follows:

Table (2)
Characteristics of Questionnaires' Respondents

No.	Gender	Held Degree	Experience Years	Field of Study
1	Male	M. A.	30	Applied Linguistics
2	Male	M. A.	20	English / Literature
3	Male	B. A.	15	English
4	Male	M. Sc.	15	International Economics
5	Male	M. A.	14	English / linguistics
6	Male	Ph. D.	13	English / Translation
7	Male	b. A.	13	English / Translation
8	Male	B. A.	13	English
9	Male	B. A.	13	English
10	Male	B. A.	13	English
11	Male	Ph. D.	10	English / Translation
12	Male	M. A.	10	English / Literature
13	Male	M. A.	10	English / Applied
14	Male	M. A.	10	English / Translation
15	Male	M. A.	10	Political Sciences
16	Male	B. A.	10	English
17	Male	M. A.	9	English / Literature
18	Male	Ph. D.	8	English / Translation
19	Male	M. A.	8	English / Translation
20	Male	B. A.	7	English
21	Male	M. A.	5	English / Linguistics
22	Male	M. A.	5	English / Translation
23	Female	B. A.	5	Architecture Engineer
24	Male	M. A.	5	English / Literature
25	Male	M. A.	4	English / Applied
26	Male	Undergraduate	4	IELTs Certification
27	Male	B. A.	4	English
28	Male	B. A.	3	English
29	Male	B. A.	2	English
30	Male	M. A.	2	English / Linguistics

4.1 Analysis Items of Focus Groups' Data

After two sessions with the twelve members of the focus group, amount of knowledge and information have been gotten about qualifications of SI (see

appendix A). Analysing the collected data of the focus group has been fulfilled by getting the percentage its items. i.e., the researcher is used the percentage for the portions of the respondents' answers for each item of the questionnaire. Those items are arranged from top to bottom regarding to their importance, according to SIs' believes and perspectives. Table (3) shows those results clearly:

Table (3)

Analysis Qualifications of the Focus Group

Qualifications	% of agreement	Qualifications	% of agreement
Rendering message	42%	Concentration	33%
Lexical meaning cultures	8%	Familiarization	17%
Fluency in both languages	58%	Inter-personal skills	50%
Analysis and intuition process	17%	Multi-cultural	50%
Speaking skills	42%	Well-educated	58%
Contextual meaning	25%	Long experience	33%
Semantic proficiency	42%	Reaction	25%
Syntax proficiency	50%	Pleasant voice	17%
Pragmatic proficiency	50%	Punctuality	17%
Vocabulary	50%	Nervous	42%
Listening skills	17%	Quietude	25%
Rapid thinking	25%		

That is an item (1) *Fluency in both languages* and *well-educated* have got the highest degree of the qualifications of SI, they got 58%, these qualities come at the first level of the importance. Regarding *Inter-personal skills, Multi-cultural, Syntax proficiency, Pragmatic proficiency,* and *vocabulary*, they got 50%, at the second level. *Rendering message, speaking skills, semantic*

proficiency, and *nervous*, they got 42%, at the third level. *Concentration* and *long experience* got 33%. *Contextual meaning, rapid thinking, reaction,* and *quietude* got 25%. At the last level of the importance come *Analysis and intuition process, Familiarization, Listening skills, Pleasant voice,* and *Punctuality*, they got 17%.

It is worthy to mention, that the qualifications above are involved linguistic and nonlinguistic factors. The linguistic factors are *rendering message, lexical meaning, cultures, analysis and intuition process, speaking skills, contextual meaning, semantic proficiency, syntax proficiency, pragmatic proficiency, vocabulary,* and *listening skills*. On the other hand, nonlinguistic factors, include *concentration, well educated, long experience, reaction, pleasant voice, punctuality, nervous, and quietude*. Each quality has its importance in SI, since the process of SI is focused on the communicating a message from the source language (henceforth SL) into target language (henceforth TL), with a minimal analysis time, so the process needs number of qualifications to reach to qualified production by interpreter.

4.2 Analysis Items of Questionnaires' Data

After collecting information about qualifications of SI, a semi-structured questionnaire was designed (see appendix B). This questionnaire is submitted to thirty SIs in Kurdistan Region-Iraq, to see their beliefs and perspectives about those qualifications. The statement of qualifications involves thirty-four items. The analysis of the data collected of the questionnaire has accomplished by getting the results statistically. The results are arranged from top to bottom, according to SIs' perspectives regarding the qualifications of SI, (M= 4.77–3.73) as shown in table (5) below:

Table (5)

Analysis Qualifications of the Questionnaire

No.	Qualifications	Mean	Standard Deviation	% of Agreement
1	Rapid thinking	4.77	0.568	77%
2	Skills: Listening and speaking	4.70	0.466	93%
3	Concentration / Focus	4.67	0.479	100%
4	Poise / self-confidence	4.57	0.679	77%
5	Responsibility	4.50	0.731	93%
6	Accurate terminology	4.50	0.572	93%
7	Fluency of delivery	4.47	0.629	87%
8	Mastery both languages	4.43	0.728	93%
9	Familiar with international and common terms	4.40	0.770	97%
10	Objectivity	4.40	0.770	90%
11	Sense consistency with the original message	4.40	0.621	77%
12	Early information about events	4.37	0.964	90%
13	Having accurate pronunciation	4.37	0.615	97%
14	Knowledge of contextual meaning	4.37	0.556	93%
15	Logical cohesion of utterance	4.33	0.711	73%
16	Accurate grammatical usage	4.23	0.817	83%
17	Endurance	4.23	0.626	96%
18	Preparation of event documents	4.23	0.626	83%
19	Communicating a massage accurately	4.23	0.626	93%
20	Ability to work in a team	4.20	0.997	100%
21	Politeness	4.17	0.791	97%
22	Flexibility	4.17	0.747	80%
23	Reliability	4.17	0.747	93%
24	Memory skills	4.10	1.242	97%
25	Native-like accent	4.10	1.029	80%
26	Lexical meaning	4.10	0.662	92%
27	Completion point of interpretation	4.07	0.640	83%
28	Intended invisible meaning	4.00	0.983	70%
29	Familiarity with SL and TL cultures	4.00	0.910	70%
30	Suitable idioms usage	3.93	0.828	73%
31	Ability to take note	3.87	1.008	77%
32	Positive feedback from delegates	3.87	0.776	77%
33	Good health	3.77	0.774	87%
34	Pleasant tone	3.73	1.015	90%

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The results of item (1), *Rapid thinking*, shows that 77% (M=4.77) of the simultaneous interpreters (henceforth SIs) agree that *rapid thinking* is one of the most prominent qualities for SIs during the process of interpreting. The a crucial task of an interpreter is to communicate a message accurately from the SL into the TL in a minimal analysis time. When the permitted standard ISO time for an interpreter is three seconds, *rapid thinking* divides the thought of the interpreter into two purposes. The first purpose is for the SL message, while the second purpose is for his/her TL interpretation. Both thoughts are very important, because the first concentrates on understanding and comprehending the intended meaning of the speaker (SL), what does s/he mean? Whereas second thought focuses on his/her communicating (TL), this quality is an interrelated factor between linguistic and nonlinguistic. It is a crucial skill related to inter-personal skills. Moreover, it is worthy to mention that *rapid thinking* is required during the process of SI due to *simultaneous* manner of the interpreter.

Regarding item (2), *Skills: Listening and speaking*, 93% (M=4.70) of the SIs agree that listening and speaking skills are important. It comes at the second level of importance of qualities. Oral translation requires qualities that are more accurate rather than written translation. The reason behind this calling is that the former renders and communicates a message from the SL into the TL orally. In this sense, it needs both advanced skills of language; *listening and speaking*, whereas the latter exchanges a text from SL into TL in written form, so it needs both primary skills of *language; reading and writing*. Indeed, the task of an interpreter is a crucial. S/he have to concentrate on what they listen (received) from a speaker, and at the same moment concentrate on their speaking (production). It is worthy to mention here that interpreters have to be recovered from deaf-dumb diseases, since the activation of listening as well as speaking are very prominent for them.

Concerning item (3), *Concentration / Focus*, 100% (M=4.67) of the SIs agree that concentration to the words and expressions of the speaker during his/her speech is very important, because there is no written text in front of the interpreter. S/he listens to the speaker (SL) and immediately translates orally the TL into the audience. This process requires high degree of *Concentration/Focusing* to be successful in their message rendering.

Regarding item (4), *Poise / self-confidence*, 77% (M=4.57) of the SIs agree that they need to be *calm* and *confident* during their interpreting. This quality belongs to the psycholinguistic field, because there are psychological factors that have great role in the process of SI. These factors take part with linguistic ones to produce a good interpretation. *Calmness*, for instance, comes during interpreter's listening. S/he should be calm to obtain accurate and correct meaning from the speaker. On the other hand, the interpreter should be confident. This means that there must be certainty and assurance of rendering and communicating the message accurately according to the intended meaning of the speaker.

Concerning item (5), *Responsibility*, 93% (M=4.50) of the SIs agree that the ones who are responsible on rendering and communicating the message between the speaker (producer) and the audience (receiver) are the interpreters themselves. They should take their responsibility to what they render and communicate from the speaker to the audience. Responsibility is related to the personality of the interpreter him/herself. The interpreter has to be trusted by the speaker and the audience on what s/he renders and communicates to achieve the quality of responsibility. One can say that any interpreter if s/he wants to fulfil the *Responsibility* should be *faithful* or has *fidelity* to communicate a message of the TL such original one, the SL. *Fidelity* is defined by Weheier (1993: 235) as the quality that is used in connection with texts, translations, reproduction and to be accurate or close to the original. In this sense, Venuti (2000: 388) states that

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fidelity or faithfulness is considered one of the most prominent principles of translation that recommend 'explications'. Interpreters have to be motivated by the assumption that certain implications of the original message are highly relevant to the audience message, but cannot be derived by them from the semantic contents alone, due to contextual differences. Therefore, the interpreter tries to communicate these assumptions to the receptors as explicatures.

As for item (6), *Accurate terminology*, 93% (M=4.50) of the SIs agree that using the terms in their correct positions and suited to their accurate meanings and topics is a very important factor in translation as well as in interpretation, since each term has its specific usage according to its topic. This quality is shown clearly in using the proverbs, and using the language for specific purposes. For instance, the word *tradition* is lexically used to indicate a custom or way of behaviour that has continued for a long time in a group of people or a society (Electronic Cambridge Learner's Dictionary 2004, 2nd edition), while if it is used in the Islamic Sciences, especially with the name of the Prophet Mohammed (PBUH). In this situation, *tradition* means the prophet's speech, i.e., what the Prophet said (Al-Majali, 2015: 36)

Concerning item (7), *Fluency of delivery*, 87% (M=4.47) of the SIs agree on the importance of fluency for an interpreter during his/her interpreting. Interpreter's fluency means the ability of interpreter for communicating the SL into the TL smoothly and naturally without stopping or making mistakes. The need for fluency comes for the two pillars of SI, the first is the process of *orally*, and the second is *simultaneously*, as mentioned in the explanation of item (1). For the oral interpreting *fluency* is needed for delivering a message to the audience smoothly and naturally without stopping or making mistakes. Whereas for *simultaneously* reason *fluency* also is required because there is no time for interpreter during his/her interpreting to stop or to correct the mistakes if they interpret and communicate SL message with incorrect and inaccurate form.

Moreover, the allowed *ISO* standard time for interpreting waiting is just *three minutes*, after this permission the production will be trivial. Moreover, fluency of delivery will solve the difficulty and problem of the *shortage of time* between speaker's message and delivering that speech to the audience, whereas lacking this quality will present the difficulty of *shortage of time*.

Regarding item (8), *Mastery both languages*, 93% (M=4.43) of the SIs agree that mastery of the two languages, the SL and the TL are important for an interpreter. The material of the interpreter is the expressions of the two languages, SL and TL. Thus, mastery or familiarity at least of those two languages is required for an interpreter, to understand the SL accurately and then delivering it into the TL correctly.

As in item (9), *Familiar with international and common terms*, 97% (M=4.40) of the SIs agree on the importance of international and common terms and expressions. Since every occasion has its common terms, which are used globally for each decade, so interpreter's familiarity for international and common terms is necessary as an important quality to help interpreter to communicate a message from the SL into the TL smoothly and rapidly. Lacking this factor will decrease the quality of interpreting, and make the communication of the message inaccurate.

Concerning item (10), *Objectivity*, 90% (M=4.40) of the SIs agree on quality of objectivity. This term is derived from objective, which has two lexical meanings. The first meaning is a noun which means *'not influenced by your own personal feelings'*, while the second meaning is an adjective which means *'your aim or purpose'* (Weheier, 1995: 428). These two meanings are used with the meaning of *objectivity* in the field of SI. Thus, the *objectivity* of an interpreter aims to render and communicate the message of the speaker from the SL into the

TL as it is intended by the speaker, without any; changing, modifying, or summarising.

Regarding item (11), *Sense consistency with the original message*, 77% (M=4.40) of the SIs agree that *consistency* is one of the most important qualities for the interpreter. *Consistency* of SI means the ability of the interpreter to communicate the message to the TL audience as similar as s/he comprehends it from the SL intended message, without changing, modifying, or summarising. Newmark (1988: 145) mentions *equivalent frequency of usage* as one of the principles of Relevance Theory. It is worthy to mention that there are prominent relationships between *consistency with the original message* and *objectivity,* and *reliability.* Each one of these qualities concentrates on considering SL during the process of interpretation to TL.

As for item (12), *Early information about events*, 90% (M=4.37) of the SIs agree on the necessity of this requirement for SI. Again, because there is no enough time for interpreter to think before his/her interpreting *shortage of time,* and has just three minutes, according to ISO, and also unforeseen terms. All these reasons and others make early information about events necessary for SIs, to prepare themselves for the topic of SI.

As for item (13), *having accurate pronunciation*, 97% (M=4.37) of the SIs agree that *accurate pronunciation* is very important for SIs. They are considered the connector between SL speaker, and TL audience. In this sense, accurate pronunciation is important for interpreter in both languages, SL and TL. The task of interpreter is to receive the SL message to communicate it into TL successfully; in this case, s/he requires *accurate pronunciation* in TL. Reflexively, when interpreter receives the TL message to communicate it into SL successfully, s/he requires *accurate pronunciation* in SL. Moreover, lacking *accurate pronunciation*, i.e., incorrect pronunciation definitely will lead to

misunderstanding, and this misunderstanding will then lead to confusion. This confusion undoubtedly will lead to wrong production of interpretation, which in turn leads to incorrect received thought and idea about the topic of SL for both speakers, SL as well as TL. It is worthy to design a figure for explain the process of pronunciation that is mentioned above. Figure (2) will show this process clearly.

As for item (14), *knowledge of contextual meaning*, 93% (M=4.37) of the SIs agree that knowing contextual meaning is a prominent quality in SI. The interpreter should be able to understand and comprehend the meaning of the SL message as a whole. There are several types of translation that may have been used. The most suited for SI is communicative translation. The task of interpreter in SI is not just to render or deliver the meanings of the words from SL into TL. The task of interpreter is to communicate the intended meaning of the SL message to the TL, in a way that conceives the audience completely. This idea is supported by Newmark (1988: 39). He states that communicative translation attempts to produce the TL that as close as possible to that obtained from the original one, the SL. Newmark adds that communicative must emphasize the 'force' rather than the content of the message. The *force* of Newmark means the *contextual meaning*. Moreover, he sees that communicative translation is smoother, simpler, clearer, and more direct.
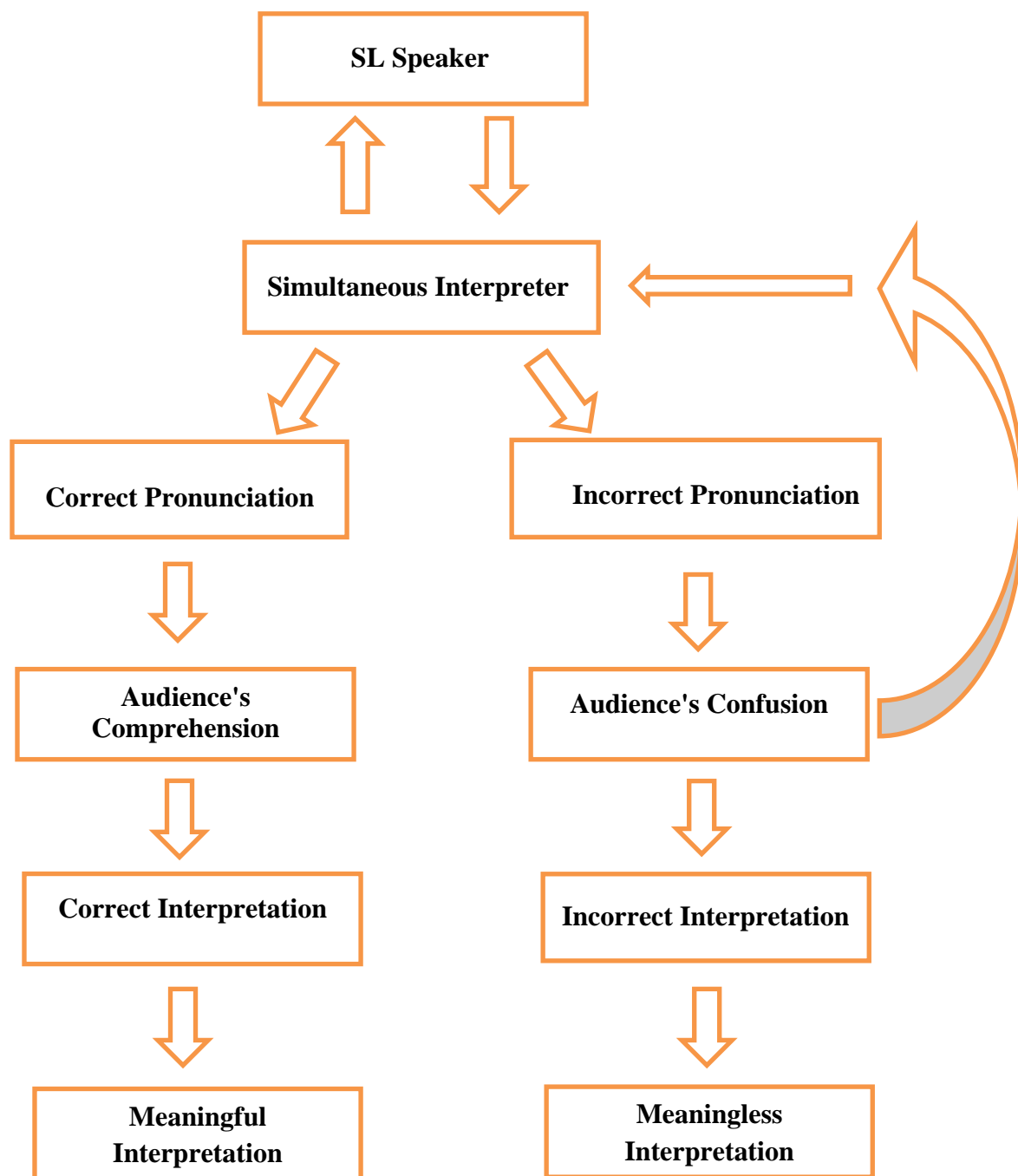
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                         ┌─────────────────┐
                         │   SL Speaker    │
                         └─────────────────┘

                    ┌────────────────────────────┐
                    │  Simultaneous Interpreter   │ ◄────
                    └────────────────────────────┘

     ┌──────────────────────┐        ┌──────────────────────┐
     │ Correct Pronunciation│        │Incorrect Pronunciation│
     └──────────────────────┘        └──────────────────────┘

     ┌──────────────────────┐        ┌──────────────────────┐
     │     Audience's       │        │  Audience's Confusion │
     │    Comprehension     │        └──────────────────────┘
     └──────────────────────┘

     ┌──────────────────────┐        ┌──────────────────────┐
     │ Correct Interpretation│       │ Incorrect Interpretation│
     └──────────────────────┘        └──────────────────────┘

     ┌──────────────────────┐        ┌──────────────────────┐
     │     Meaningful       │        │     Meaningless      │
     │    Interpretation    │        │    Interpretation    │
     └──────────────────────┘        └──────────────────────┘
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Figure (2) the Process of SL Pronunciation during SI

Regarding item (15), *logical cohesion of utterance*, 73% (M=4.33) of the SIs agree that *cohesion* is a prominent factor in SI. *Cohesion* is considered the most important area that is given the attention by linguists, theorists, and practitioners in the field of translation, such as Blum-Kulka (2000); Newmark (1988); and

Baker (1992). The principle that cohesion is depend on that each sentence after the first is linked to the content *and/or* form into five basic categories of cohesive relationships; *reference, substitution, ellipsis, lexical cohesion, and conjunction* (Al-Sulaiman, 2016: 152). In this sense, *cohesion* is essential for meaningful interpreting from the SL into the TL. The interpreter should consider those cohesive relations for successful interpretation. The assessment of those five components of cohesion will be discussed in rubric analysis.

As for item (16), *accurate grammatical usage*, 83% (M=4.23) of the SIs appreciate that the interpreter should be familiar with grammatical structures of both languages. For instance, grammatical structure of the English sentence is (S + V + O), while the grammatical structure of the Kurdish sentence has such order as (O + S + V). This claimed may not be strong, since SI deals with communicating a message from language to another rather than rendering the meaning of the words from SL into TL.

Concerning item (17), *endurance*, 96% (M=4.23) of the SIs urge to consider the importance of *enduranc*e for interpreter. Lexically *endurance* means the ability to keep doing something difficult, unpleasant, or painful for a long time (Walter, 2004). In SI means the interpreter's ability to continue in his/her interpreting even with facing difficulties, problems, unpleasant, embarrassing, and sometimes lacking the boothmates for a long time during SI.

As for item (18), *preparation of event documents*, 83% (M=4.23) of the SIs agree on the needing for preparation before starting with the real event of SI. After inform the interpreter about the intended topic of interpreting that is discussed in item (12), the interpreter is advised to prepare him/herself about the topic of interpreting. The preparation should deal with; reading about topic, revise terminology terms about intended topic, unforeseen terms, knowing the register level of the speaker as well as the audience, and knowing the attitudes of

both, the speaker and the audience. This quality will help an interpreter to be ready for the topic of event, whereas lacking it will lead to confusion of interpreter, which leads to inaccurate interpretation, due to

As for item (19), *communicating a message accurately*, 93% (M=4.23) of the SIs agree that communicating a message accurately is one of the most a prominent qualifications of SI. The verbs *communicate, render*, and *deliver* are interchangeable verbs, may have sometimes used as synonyms. It is worthy to recognize between them lexically, then clarifying their usage terminologically and operationally. *Render* means to give someone a decision, opinion, and help, e.g., payment for services *rendered. Deliver* has two meanings, the first means *take*; to take things such as letters, parcels, or goods to a person or place, e.g., they can *deliver* the sofa on Wednesday. While the second means *promise*; to achieve or do something that you have promised to do, or that people expect you to do, e.g., the company failed to *deliver* the high quality service that we expect. Whereas, *communicative* at the first meaning means '*information*; to share information with others by speaking, writing, moving your body, or using other signals, e.g., we can now *communicate* instantly with people on the other side of the world'. The second meaning means feelings 'to talk about your thoughts and feelings, and help other people to understand them, e.g., He cannot *communicate* with his parents' (Walter 2004).

Considering the above lexical distinction of those three verbs that express the process of SI, it is to be noted that the verb *communicate* is more suitable to use, since it involves the main pillars of SI. Communicating SI means the ability of interpreter to share the information as well as feelings of the SL with the TL audience, in verbal form, by using the other organs of body besides tongue.

Regarding item (20), *ability to work in a team*, 100% (M=4.20) of the SIs agree that the interpreter should be able to work with his/her team of interpreters

cooperatively and smoothly. The nature of SI process is teamwork, not individual, so any interpreter does not has this ability will fail in his/her task. This quality relates to psycholinguistic as well as sociolinguistic at the same time. Psychologically interpreter should be persuade that SI does not held with one interpreter, and this thought and idea should make him/her acknowledge that any professional interpreter needs others during interpreting. Moreover, sociologically interpreter also should be able to participate with his/her teamwork cooperatively for successful SI.

As for item (21), politeness, 97% (M=4.17) of the SIs agree on the importance of politeness for interpreter, especially during SI. Weheier (1995, p. 475) defines politeness as having or showing good manners like; that you are helpful and thoughtful towards other people and do not say or do things that might upset them, and do not be rude. In this sense, interpreter should behave in good manners. S/he should be truthful, gentle, kind, smiled, and respectful with all those who works within; the SL speaker, the audience, and the administration office. In fact may be sometimes the interpreter faces confusion and embarrassment during SI, with both, the SL speaker as well as the TL audience. S/he embarrasses from the SL speaker when the latter mentions rudeness expressions like sexual, toilet, etc. how the interpreter communicate those ugly and impolite expressions the TL audience? Definitely, it is a problematic situation. If the interpreter renders the rudeness of SL message into the TL with the same ugly expressions will be criticized that s/he is impolite, or s/he modifies those rudeness expressions into ordinary expressions will be faced that s/he is unreliable in his/her interpreting. Thus, the interpreter should be qualified and professional to be able to face like those difficult, problematic, and embarrasses situations during SI, at the same time to solve and tackle them.

As for item (22), *flexibility*, 80% (M=4.17) of the SIs agree that the interpreter should be flexible. Walter, et al (2004) define *flexibility* as the ability

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to be changed easily according to the situation, e.g., I would like a job with more *flexible* working hours. *Flexibility* of SI means the ability of interpreter to treat with the SI events smoothly, without confusion, tackling sudden embarrassments, difficulties, and problems logically. There are several problematic situations during SI, some of them belong the speaker like changing the expressions from serious into jokes suddenly. Other embarrassments relate the TL audience like audience involvement in discussion with speaker or within themselves. There are other problems like missing his/her boothmate suddenly because of emergent situations, including healthy or family problems.

As for item (23), *reliability*, 93% (M=4.17) of the SIs agree that interpreter should be *reliable.* This means that the interpreter should be trusted or believed from his/her SI population. The interpreter's wealth in his job is *reliability*, without this quality they cannot work in SI. *Reliability* of SI involves interpreter's truthfulness in his/her treating with; governmental and private translation institutions, SL speaker as well as TL audience, SI team, and an interpreting message. Munday (2001: 24) describes reliability as faithfulness of intended meaning of the SL message rather than the words of the SL speaker, as well as Robinson (2003: 8) also focuses on this quality. It is worthy to mention that *reliability* deals with three prominent sides; politeness, saving interpretation secrets, and punctuality.

Regarding item (24), *memory skills*, 97% (M=4.10) of the SIs agree upon the need of memory skills during SI. Timarova and Thomas (2008:41) state that 'working memory skills is one of the most important topics between cognitive and interpreting studies. Working memory of cognitive studies deals with high-cognitive abilities and intelligence. While regarding interpreting studies, it is considered to be one of the cognitive cornerstones underlying SI. According to Bloom Taxonomy (1956), there are three domains of intellectual levels; the

cognitive, *psychomotor*, and *affective* domain, the same types of classifications have been presented by Hill and Krathwhol (White, 1988: 27).

These domains are still useful nowadays for developing the critical thinking skills. The taxonomy is presented with sample verbs and a sample of behaviour statement for each level. Within the cognitive domain, Bloom (1956) has identified six levels; *knowledge, comprehension, application, analysis, synthesis, evaluation*. Cognitive domain is concerned with intellectual abilities. It involves knowledge and the development of intellectual skills. The cognitive levels can be thought of as degrees of difficulties. That is, the first one must be mastered before the next one can take place Anderson and Krathwohl (2001). Table (3) shows these three higher-cognitive skills.

Table (3) High Cognitive Skills of Bloom Taxonomy

LEVEL	DEFINITION	SAMPLE VERBS	SAMPLE BEHAVIOUR
ANALYSIS	to distinguish, classify, and relates the assumptions, hypotheses, evidences or structures of a statement or question	analyze, interpret, communicate translate, categorize, compare,	The successful simultaneous interpreter, who communicates a message from the SL into the TL accurately.
SYNTHESIS	to originate, integrate, and combine ideas into a product plan or proposal that is new to him/her.	create, design, hypothesize, invent, and develop	The simultaneous interpreter hypothesizes to design a new structure for sound-proof booth
EVALUATION Or CREATION	to appraise, assesse, or critique on a basis of specific standards and criteria.	judge, recommend, criticize, justify	The simultaneous interpreter criticizes long-boring SL sentences.

In this sense, working memory skills are connected to the *analysis, synthesis*, and *evaluation/creativity* of higher-cognitive levels. Indeed, there are three models of working memory; *Multicomponent, Long-Term Working Memory,*

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and Activated Long-Term Memory. The model that suited with SI is *Multicomponent.* This model is one of the prominent influential working memory models. Miller (1956) claims that the ability of human in any memorisation a maximum of seven, plus or minus two chunks. *Multicomponent* model assumes that working memory is consisted of two storage systems; *phonological loop* and *visuospatial sketchpad.* The phonological loop stores *verbal* and *numerical* information, while visuospatial sketchpad stores *visual* and *spatial* information. Baddeley and Hitch (1975) have shown that 'the size of the phonological store is approximately two seconds of verbal material'. The interpreters can memorise as several words as they are pronounced in two seconds, in this sense, there is concord between the time of remembering (2) seconds, and the standard allowed time of interpreting (3) seconds.

As for item (25), *native-like accent*, 80% (M=4.10) of the SIs agree on the importance of native accent. It is called such because rarely there is foreign speaker his/her accent like the native speaker. Qualified and professional interpreter maybe has like native accent, but it is not easy. This qualification is required several conditions to reach to *native-like accent* like; long time participation or living with the native speaker.

Concerning item (26), *lexical meaning,* 92% (M=4.10) of the SIs agree that lexical meaning is very important for interpreter. Each word has two meanings, the first is lexical meaning, and the second is terminology meaning. The first is dictionary meaning that provides the reader with all details of meaning, according to the structure of the word; noun, verb, adjective, or adverb. *Lexical meaning* is considered the original meaning for any word terminologically; mostly the terminology of any word or term is derived from the lexical one. Qualified interpreter for *lexical meaning* help him/her to pass more difficulties that deal with meanings like; *homophonic words, misuse of terminological*

*expressions, ESP terminologies, newly-coined idiomatic expressions, use of lexical items out of place, and unforeseen term*s.

Regarding item (27), *completion point of interpretation*, 83% (M=4.7) of the SIs agree on the ability of interpreter for completion his/her interpreting. This quality may be done if the interpreter avoids; *skipping*, *ellipsis*, *summarizing*, etc. The main task of interpreter is to communicate a message from the SL into the TL completely.

As for item (28), *intended visible meaning*, 70% (M=4.00) of the SIs agree on this quality. Intended visible meaning means the interpreter's ability to follow the intended meaning of the SL speaker without moving outsides of that meaning. Moreover, this quality is connected strongly with; *concentration, communicating a message accurately, and completion point of interpretation* items. All those qualifications focus on the considering the intended meaning of a message.

As for item (29), *familiarity with SL and TL cultures*, 70% (M=4.00) of the SIs agree that cultures of both languages (SL) and (TL) have the priority for interpreter. The relationship between language and culture interrelated. Weheier (1995: 156) defines culture as 'the customs, ideas, civilization, etc. of particular society or group of people'. While, Walter (2004) defines it as ' society: the habits, traditions, and beliefs of a country, society, or group of people, for instance, American/Japanese culture'. Definitely, there are prominent relationships between translation/interpretation and culture. In this sense Casagrande's (1955: 4) formula states 'one does not translate LANGUAGES only but CULTURES also'. Such close interrelated between culture and translation/interpretation leads to a term *culture translation*. This term is used informally to refer to kind of translation that operates as a tool for cross-cultural or anthropological research, or intended to any translation that is sensitive to

culture as well as linguistic factors. Such sensitivity maybe taken the form either of presenting TL recipients with a transparent text/message that inform them about elements of the source culture, or of finding target items which may in some way be considered to be culturally 'equivalent' to the SL items they are translating or interpreting' (Al-Sulaimaan, 2016: 106). Based on the above explanation, the task of interpreter is a crucial concerning *culture translation*, i.e., *culture interpretation*. The interpreter has to be familiar with the; habits, traditions, and beliefs, customs, ideas, and civilization, etc. so that to be able to communicate a message from the SL (English) into the TL (Kurdish) successfully.

As for item (30), *suitable idioms usage*, 73% (M=3.93) of the SIs agree on the importance of idioms. Walter (2004) defines as 'groups of words that have a meaning which is different from the usual meanings of the words in the group. It is often impossible to guess what they mean. They are used in all types of language, but especially in informal situations. Idioms often have a stronger meaning than ordinary words. For example:

- The idiom 'be at **loggerheads** with someone' = 'be arguing with someone'
- The idiom 'the final **nail** in the coffin' = ' something that causes failure'
- The idiom 'fight a losing **battle**' = 'try to do something that you cannot achieve'
- The idiom 'keep a straight **face**' = 'not laugh'

The advantage of using idioms is that the idioms have more emphasis than they mean the same thing. In this sense, the task of interpreter here not easy, since idioms are related to informal situations on one hand, on the other hand, *newly-coined idiomatic expressions*, those idioms which are not used before, new-born idioms, this is another challenging in field of idioms. Thus, there is no

way for interpreter unless to be involved seriously in the SL expressions, especially informal ones, to be familiarized with those idioms successfully.

Concerning item (31), *ability to take notes*, 77% (M=3.87) of the SIs agree on the need of note-taking. This quality means the ability of interpreter to write or register his/her notes during the process of interpreting. Indeed, the standard allowed time of an interpreter to communicate a message from the SL into the TL is *three second.* Thus, operationally there is no time for this quality. The reason behind mentioning this quality by the sample of the study, interpreters, and obtaining the significant differences above is that most of those interpreters work and use other types of translation as well as interpretation, especially, consecutive one, and note-taking is used mostly with consecutive interpretation. The researcher supports his idea by Al-Sulaimaan's (2016, p.154) formula 'as in note-taking, prior to consecutive interpreting or to producing a written translation of a spoken source text'.

As for item (32), *positive feedback from delegates*, 77% (M=3.87) of the SIs agree that delegates' feedback is required for interpreter. Weheier (1995) and Walter (2004) define delegate as ' someone who is sent somewhere to represent a group of people, especially at a meeting. In SI setting delegate is that person who delegates/chosen by his/her group to comment of the speaker's message instead of them. Definitely, the positive delegate's comments on the speaker's message are prominent feedback for the intelligent interpreter, who is able to understand and comprehend rapidly and easily, during the process of SI. In this sense, it is worthy to mention that *positive feedback from delegates* is the single most important source for interpreter to provide him/her with information about ambiguous terms, idioms, and expressions. Moreover, not each delegate's comment is considered a feedback for interpreter, just the positive one, because there are delegates' comments that are not useful, trivial, and negative. Thus, the

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interpreter has to be intelligent and accurate to differentiate between beneficial and trivial feedback.

Concerning item (33), *good health*, 77% (M=3.77) of the SIs agree on the importance of such non-linguistic factors. *Good health* is purely non-linguistic factor that does not relate to the linguistic, translation, and interpretation studies, but at the same time it is important factor, since the task of interpreter is a crucial and challenged task, mostly the events of SI take long times, it continue to eight hours at least, and sometimes to ten or twelve hours. Thus, those interpreters who do not have good health cannot able to practise the job of SI successfully. Really, SI process is a hard and a problematic task, the interpreters must bear constraints encountered during SI like; insufficient lighting, healthy ventilation and climate control, a large window in front of the interpreter in the booth, long continuous times of interpreting, uncooperative partners, lack of boothmates, and so on. Besides those constraints there are illness belong the interpreter him/herself. Some of those illnesses psychological, and others organic, psychological illness like; nervousness, impatience, and loneliness, and organic illness like; chronic diseases of hypertension, diabetes, respiratory distress. All those constraints and obstacles need a healthy interpreter to accomplish his/her task successfully.

As for item (34), *pleasant tone*, 90% (M=3.73) of the SIs agree on the need of a *pleasant tone* in spite of obtaining the lower Mean of SIs' beliefs and perspectives. It is worthy here to differentiate between *tone* and *voice*. Weheier, S. (1995, p. 654) and Walter (2004) defines *tone* as the quality, style, and feeling of a sound, especially of the human voice, e.g., I knew by her *tone* of voice that she was serious. While *voice* means the sounds that you make when you speak or sing, e.g., could you please keep your *voices* down? In this sense, *pleasant tone* is not just a cosmetic quality for an interpreter, but it has a prominent role during SI. It provides an interpreter with real perspective, through it s/he finds

out the intended meaning of the SL to communicate a message into the TL accurately. Thus, *pleasant tone* has two roles; the first is cosmetic, and the other is essential. Lacking such quality is considered one of the constraints and difficulties that face SIs.

To sum up the results of the questionnaire's items, it is worthy to mention that the process of SI involves two essential processes; the first is *orally* and the second is *simultaneously*. *Rapid thinking* relates to both of them as shown in figure (2).

The researcher supports his argument by referring to these sources: Buhler (1986, p.233); Gile (1991, p.198); Kurz, I. (1993); and Viezzi (1996, p.100). They state that those varieties of qualifications are important for an interpreter to communicate a message from the SL into the TL accurately.

Moreover, the researcher compares the Mean of the interpreters' respondents of the questionnaire about the items of qualifications to find out the differences with hypothetical mean, which is (3), the results reveals that there are significant differences at 0.05 level for the all items, regarding (t. value & p. value).

Simultaneous Interpretation

Simultaneous

Interpretation

native like accent

rapid thinking, listening and speaking skills, concentration /focus, poise/self-confidence responsibility, fluency of delivery, familiar with, international and common terms, sense consistency with the original message, early information about events, endurance, preparation of event documents, communicating a message, accurately, flexibility, reliability, memory skills, completion point of interpretation, intended invisible meaning, positive feedback from delegates, and good health

accurate terminology, mastery of both languages, -objectivity, having accurate pronunciation, knowledge of contextual meaning, logical cohesion of utterance, accurate grammatical usage, ability to work in a team, politeness, lexical meaning, familiarity with SL and TL cultures, suitable idioms usage, pleasant tone

Figure (2) Distribution Qualifications Between; Simultaneously, Orally, and Both of Them

The purpose of the simultaneous interpreters' questionnaire is to gauge impressions of their professional experiences. Owing to the Standard Deviation (SD), of the qualifications items ranging from (0.46) to (1.24). The results revealed that the simultaneous interpreters have agreement with each other about the diagnosis of the qualifications. The quantitative results obtained from the SIs' focus group of the interview and the questionnaire about qualifications of SI revealed the impression that the Kurdish simultaneous interpreters have qualified and professional in their tasks and performance of SI. They got excellent perspectives as well as knowledge towards SI.

5. *Conclusions and Recommendations*

The conclusions arrived at throughout this study can be summed up as follows:

- There are clear differences between translation and interpretation according to qualifications and requirements.
- SI is a crucial task, since it deals with the intended meaning of the speaker.
- The process of SI is a profession and a job rather than a scientific or an academic skill or activity.
- There are significant differences at 0.05 level for the linguistic and non-linguistic of qualifications.
- Generally, some of Kurdish simultaneous interpreters have good knowledge as well as experiences about their profession, but they lack serious attention by the official institutions like; primary and advanced training courses and government translation associations, etc.
- *Rapid thinking* is the first prominent quality required during SI.
- The following qualifications; *listening and speaking Skills, concentration/focus, poise/self-confidence, responsibility, accurate terminology, fluency of delivery, sense consistency with the original message, familiar with international and common terms, objectivity, and mastery both languages* come at the first level of importance after the first one, *rapid thinking*, according to SIs' beliefs and perspective.
- *Pleasant tone* comes at the last level of importance according to SIs' beliefs and perspective.
- There is no serious role for *note-taking* quality, in spite of its obtaining on the significant differences at 0.05 level, since it belongs to consecutive interpretation rather than simultaneous one.

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There are number of the recommendations that would be useful if they are fulfilled:

- Generally, finding out applied studies about SI, especially about the qualifications of SI separately.
- Involving SIs in primary as well as professional training courses of SI about qualifications of SI.
- Paying serious attention to the curriculum of translation/interpretation, in translation and English departments in the faculties and universities of Kurdistan
- Supporting translation associations in Kurdistan Region by; establishing, looking attention, supporting, and supervising by official/government professionals specialists.

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Appendices

Appendix (A)

Qualifications of Focus Group of an Interview

No.	Qualifications	Interpreters												
		1	2	3	4	5	6	7	8	9	10	11	12	۱۳
1	Rendering message			√	√	√	√		√					
2	Lexical meaning culture											√		
3	Fluency in both languages				√			√	√	√	√	√	√	
4	Analysis, interpreting, and intuition		√	√										
5	Speaking skills			√			√	√		√	√			
6	Contextual meaning							√		√	√			
7	Semantic proficiency				√		√	√			√			√
8	Syntax proficiency		√				√	√	√	√	√			
9	Pragmatic proficiency			√						√	√	√	√	√
10	Vocabulary	√	√	√			√				√	√		
11	Listening skills					√			√					
12	Rapid thinking				√						√		√	
13	Concentration			√	√	√			√					
14	Familiarization				√				√					
15	Inter-personal skills		√	√	√	√	√		√					
16	Multi-cultural				√		√	√	√	√	√		√	
17	Well-educated						√		√	√	√	√	√	√
18	Long experience			√	√					√	√			
19	Reaction				√				√			√		
20	Pleasant voice					√		√						
21	Punctuality			√		√								
22	Nervous			√	√	√	√			√				
23	Quietude						√	√	√					

Appendix (B)
Qualifications of SI of the Questionnaire

No.	Items	Highly Important	Important	Neutral	Less	Unimportant
1	Native-like accent					
2	Having accurate pronunciation					
3	Skills: Listening and speaking					
4	Memory skills					
5	Fluency of delivery					
6	Mastery both languages					
7	Accurate grammatical usage					
8	Logical cohesion of utterance					
9	Accurate terminology					
10	Lexical meaning					
11	Suitable idioms usage					
12	Familiar with international and common terms					
13	Communicating a massage accurately					
14	Sense consistency with the original message					
15	Intended invisible meaning					
16	Completion point of interpretation					
17	Knowledge of contextual meaning					
18	Familiarity with SL, TL and cultures					
19	Rapid thinking					
20	Concentration / Focus					
21	Poise / self-confidence					
22	Flexibility					
23	Responsibility					
24	Endurance					
25	Reliability					
26	Objectivity					
27	Politeness					
28	Good health					
29	Pleasant tone					
30	Ability to take note					
31	Ability to work in a team					
32	Positive feedback from delegates					
33	Early information about events					
34	Preparation of event documents					

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

على الرغم من الظروف الراهنة التي أوقفت مجالات الحياة ، إلا أننا استطعنا وبجهود حثيثة أن نواصل العمل في مجلة سر من رأى ؛ وذلك لأننا كلنا دراية أن ما نقوم به من دور علمي لا يمكن أن نوقفه كما اوقفت مجالات الحياة المختلفة ، لذا واصلنا العمل وسعينا كل السعي لكي نصدر عدداً جديداً من مجلتنا لنترك بصمة علمية واضحة المعالم في الصرح العلمي الذي انتخبته جامعة سامراء متمثلا بمجلة سر من رأى ، وايمانا منا ملتزمين بقوله تعالى ﴿ وَقُلِ ٱعْمَلُواْ فَسَيَرَى ٱللَّهُ عَمَلَكُمْ وَرَسُولُهُۥ وَٱلْمُؤْمِنُونَ ﴾ صدق الله العظيم.

أ.د. دلال هاشم كريم

رئيس التحرير

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

كلمة العدد

الحمد لله ربِّ العالمين ﴿ ٱلَّذِى عَلَّمَ بِٱلۡقَلَمِ ﴿٤﴾ عَلَّمَ ٱلۡإِنسَٰنَ مَا لَمۡ يَعۡلَمۡ ﴿٥﴾ ﴾ والصلاة والسلام على معلِّم النَّاس الخير صلوات ربي وسلامه عليه، وعلى آله وأصحابه ومن تبعهم إلى يوم الدين، أما بعد:

فإنَّ البحث العلمي من أهم وسائل نهوض الأمم وتقدمها، وإيمانًا منا بهذا الجانب تسعى مجلة (سُرَّى مَنْ رَأَى) على المحافظة على رصانة البحث العلمي وجودته، وفي ظل هذه الظروف التي اجتاحت العالم من فايروس كورونا وتبعاته، أبينا إلا مواصلة حركة البحث العلمي لما لها من أهمية في نهضة الأمة ورقيها، فاجتهد أعضاء هيئة التحرير في استقبال البحوث وإرسالها للمحكمين، من داخل البلاد وخارجه، فمحتوياته هذا العدد أتت من المغرب العربي ومشرقه، لتمثل عددًا متميزًا في هذا الظرف.

وقد شعرت بالغبطة والسرور حين أنجز هذا العدد، ويسعدني اليوم كتابة هذا التقديم للعد الثالث والستين من مجلتنا الغراء، وهو يضم مجموعة متميزة من البحوث والنصوص المحقق في مختلف العلوم الإنسانية، وآمل أن يستمر صدورها، وأن تحافظ على رصانتها العلمية في نشر البحوث العلمية، ونحن نسعى للحصول على معامل تأثر عالمي للمجلة.

أود أن أتقدم بالتهنئة والشكر الجزيل لأعضاء هيئة التحرير وعلى رأسهم رئيس هيئة التحرير الدكتورة الفاضلة دلال هاشم كريم، وفريقها المثابر في إنجاز هذا العدد الاستثنائي، فقد بذلوا جهدًا كبيرًا في إصدار هذا العدد، وأن هذا العدد لم يكن ليرى النور لولا حرص أعضاء هيئة التحرير وعملهم الدؤوب على إنجازه ووضعه بين أيادي الدارسين والباحثين.

وأشكر كلَّ الباحثين الذين وضعوا ثقتهم في هذه المجلة وأرسلوا بحوثهم لنشرها في هذا العدد، وأشكر كذلك كل من قدم دعمًا بأشكاله المختلفة، كالترويج للمجلة وأعدادها، أو من شد على أيدينا بالكلمة الطيبة فحفزنا على الاستمرار دون كلل، نسأل الله تعالى أن يكون عملنا هذا خالصًا لوجهه الكريم وأن ييسر لنا الاستمرار في عملنا هذا، فهو الموفق وهو المعين.

الأستاذ الدكتور
إياد صالح السامرائي
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الاشتراك في المجلة

تدفع المؤسسات الحكومية والجامعات ومراكز البحث بدل اشتراك قدره (٢٥٠٠٠) دينار داخل القطر للعدد الواحد وتخاطب سكرتارية المجلة على العنوان المدرج في أدناه لغرض الاشتراك أو التبادل.

المراسلات

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الأسس الطباعية للبحث

❖ يطبع البحث على الآلة الحاسبة، وعلى ورق حجم (A4) وبوجه واحد.

❖ لا يتجاوز عدد صفحاته (٢٠) صفحة بما فيها: البيانات، والخرائط، والمصورات، وإذا زاد البحث على ذلك يتحمل الباحث دفع مبلغ (٢٠٠٠) دينار عن كل صفحة إضافية، على أن تقدم النسخ الأصلية الخاصة بالأشكال والخرائط على ورق (تربست)، وبواسطة برنامج (Microsoft Word).

❖ بعد الأخذ بملحوظات المقوّمين يرفق قرص (CD) مع البحث المصحح.

❖ تكون الطباعة بحرف (Simplified Arabic)، وبحجم (١٤).

❖ تكتب الهوامش في آخر البحث بنفس خط المتن، وبحجم (١٢)، على أن تذكر معلومات المصدر كاملة عند وروده أول مرة، لتغني عن كتابة قائمة للمصادر.

❖ يقسم البحث على مقدمة وعناوين مناسبة تدل عليه، لتغني عن قائمة المحتويات.

❖ لا تلزم المجلة بإعادة البحث إلى صاحبه، إذا اعترض على نشره الخبراء، ويُكتفى بالاعتذار.

❖ منهج البحث العلمي والتوثيق من سمات المجلة المحكمة.

❖ يدفع إلى المجلة مبلغ (٨٠٠٠) ثمانين ألف دينار بدل نشر، بالنسبة إلى الباحثين داخل العراق.

❖ يمنح الباحث نسخة مستلة من بحثه بعد نشره.

❖ تعنون المراسلات باسم (رئيس التحرير) او مدير التحرير.

❖ إذا كان البحث يحتوي على آيات قرآنية، يكون نمط الآيات وفق برنامج مصحف المدينة ولا يتم نشر البحث خلاف ذلك.

تعليمات النشر في مجلة (سر من رأى)

ترحب مجلة (سر من رأى) العلمية المحكمة بإسهام الباحثين في القطر وسواه من الأقطار، فتخطو بهم ومعهم خطوات واثقة نحو مستقبل مشرق في نواحي الحياة، وفيما يأتي بعض ضوابط النشر فيها:

الأسس الفنية والتنظيمية

❖ تستقبل المجلة البحوث العلمية في مجالات العلوم الانسانية كافة.

❖ تقوّم هيئةُ التحرير البحوث علميًا مع خبراء مشهود لهم بالكفاية العلمية في اختصاصهم الدقيق.

❖ ترفض المجلة نشر البحوث التي لا تطابق منهج البحث العلمي المعروف.

❖ يلزم الباحث بالأخذ بما يرد من ملحوظات حول بحثه، من خلال ما يحدده الخبراء المقوِّمون.

❖ أن لا يكون البحث مقدَّمًا إلى مجلة أخرى، ولم ينشر سابقًا، وعلى الباحث أن يتعهد خطيًّا بذلك.

❖ يشترط أن يقوّم الباحث بحثه المقدم.

❖ يثبت على الصفحة الأولى ما يأتي: (عنوان البحث، واسم الباحث، ولقبه العلمي، ومكان عمله، وبريده الإلكتروني، ورقم هاتفه، وكلمات مفتاحيه باللغتين العربية والانكليزية)، وفي حالة وجود أكثر من باحث تذكر أسماؤهم وعناوينهم، لتسهيل عملية الاتصال بهم.

❖ يطبع موجزا للبحث في صفحة مستقلة، وباللغتين العربية والإنكليزية، على أن لا يزيد عن صفحة واحدة.

❖ يعتمد أسلوب البحث العلمي في كتابة هوامش البحث ومصادره، ويعتمد الباحث المنهج البحثي الخاص باختصاصه، وتذكر الكتب المستعملة في البحث على النحو الآتي: اسم الكتاب، واسم المؤلف، ورقم الطبعة، ومكان النشر، وجهة النشر، وسنة النشر، والجزء (إن وجد)، والصفحة. أما الدوريات فتكتب على النحو الآتي: اسم الدورية، وعددها، وتاريخ صدورها، وجهة الإصدار، والصفحة.

❖ لا يعد قبول النشر ملزما للمجلة بنشر البحث العلمي ضمن الاعداد إلا ما يليق بسمعتها الدولية.

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