

The Effect of Enriching Vocabularies in Simultaneous Interpreting: An Analytic Study

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Abstract

This study is concerned with one of the main problems and difficulties of simultaneous interpreting faced the fourth year students in the Translation Department/Tikrit University. When exposing the students to spoken passages of native speakers' simultaneous talk, they fail to realize many vocabularies which are thought to be important in giving the right interpretation.

Therefore, it is hypothesized that: (1) The lack of realizing vocabularies in spontaneous speech affects the whole interpreting process; (2) Exposing the students to the main vocabulary items within the speech makes it easy for them to understand the speech and interpreting it correctly.

The experimental part of this study reveals the agreement of our hypotheses with the results arrived at. This study follows the T-Test in finding the results, as will be explained in section three, together with the main procedures of the study and the sample chosen.

List of Abbreviations

SI	Simultaneous Interpreting
SL	Source Language
TL	Target Language

1. Simultaneous Interpreting

Simultaneous Interpreting is one of the hardest jobs for interpreters. This section presents an overview for what is meant by SI: its origins; definitions; the reasons why it is difficult and the many ways to avoid mistakes in the process.

1.1 Origins

Gaiba (1998: 19-31) stresses that SI appeared as a profession less than a century ago; an art which is now practiced at international conferences and gatherings. Interpreting as a profession was first used by military officers, diplomats, secretaries and by those persons who have knowledge in foreign languages. Then, the need for SI became important especially when the World Wars took place. For Gaiba, SI was first used in Nuremberg Trial (the first official international gathering held in 1945) in Germany. The Nuremberg Trial is considered as the birthplace of SI, where speech was interpreted directly (among four languages) just after hearing it. SI appeared as an improvement for the two classical methods of interpreting: "consecutive and whispering modes". It was first invented to work through an electrical transmission system by using wired microphones and headphones.

Communication takes place just after interpreters hear the source speech by using headphones and then render it to the target language; and by a special selector switch, listeners can select whether they hear the source speech or the interpretation.

Later, after the Nuremberg Trial, SI was used gradually in different conferences, giving an evidence that SI is the right choice and is the only solution to interpret different languages directly.

Chernov (2004: 2-3) has no doubt that the “Nuremberg Trial in 1945 marked the beginning of SI”, the ten years later were full of research inquiry to develop the process of SI. It was followed by many articles, books and dissertations that were mostly published in Europe.

1.2 Defining the System

SI can simply be defined as a process where one person interprets oral speech to another person who speaks a different language. The interpreting process should occur without interruption, the interpreter is doing his/her job while the speaker speaks. For this reason, SI is considered as a complex process and can only be handled by professional interpreters. The interpreter must keep in mind that the speaker will not stop or pause, he/she continues his/her speech. So that, the interpreter has the duty of listening to the speaker's talk, translating it in his mind; rendering it in his microphone; and listening to the speaker while he is speaking himself. This is the most difficult part as it “requires an unusual level of concentration, which tires out the interpreter rather soon – which affects his concentration, which, in turn, affects his performance”. (Chen and Dong, 2010: 714). The following figure clarifies the process:

Figure (1)

SI System (Following Chen and Dong, 2010: 714)



Chernov (2004: 1) emphasizes that SI “involves transferring a verbal message” from one language to another. This process has many observable aspects which are embodied in the interpretation, such as the sequence of acoustic speech sounds and the verbal signals “unfolding over time”. It is a mental process where the ‘sense’ of the verbal message is perceived by the audience. Chernov adds that “certain important traits of natural speech are lost in the process, including ‘phonotactic’ and prosodic features of speech, both in source language and target language”. Therefore, Chernov prefers to treat



SI (linguistically) as an act of communication which has two important characteristics:

- (1) The interpretation act is originally split into two interrelated acts of communication— communication between the addresser of the message and the interpreter, and communication between the interpreter and the addressee.
- (2) The interpreter as a partner in communication takes dual turns, he/she is the addressee of the message and is the addresser of the rendered message. This shift in roles affects the interpretation process.

The two acts of communication played by the interpreter (addressee and addresser) distinguishes the interpretation process from translation. The main characteristic of SI is “simultaneity”, which does not exist in translation, and actually,

this idiosyncrasy of SI ... distinguishes it from all other kinds of interlingual communication, exactly in that its main and, basically, sole objective is to ensure communication between the participants of the act within the time span of that same act

(ibid.: 2)

Dimitrova and Hyltenstam (2000: 20) go further to claim that implicit linguistic competence (i.e., phonology, morphology, syntax, and the lexicon) play a major role in SI. The interpreter has to distinguish between linguistic competence and the pragmatic aspects of language use, such as “reliance on inferences from context, general knowledge, emotional prosody, mimicry, etc.”. Dimitrova and Hyltenstam hypothesize that interpreters in SI break down the received message into chunks, those chunks correspond to syntactic phrases and semantic units:

Each chunk processing is represented on a different line, so that one can see which processes are engaged concurrently. The steps are as follows: (1) echoic memory for the incoming source language chunk, (2) linguistic decoding of 1 to arrive at (3) the meaning of the chunk; followed by (4) the encoding of the chunk in the target language, (5) output of the interpretation in the target

language which (6) is picked up by the ear of the interpreter (echoic memory for his/her own production) and is monitored for correctness, (7) decoding 6 to arrive at (8) meaning. While the interpretation of chunk 1 is taking place, the source speaker continues to produce SL verbal material, and chunk 2 has to be decoded while chunk 1 is being encoded in TL, and so on until the whole sentences are interpreted, to be followed by another sentence, and so on, and so on...

(ibid.: 23)

To control such a process requires that the interpreter has passed several stages of education from the early beginning of studying the languages he is interpreting from and to. Dimitrova and Hyltenstam request that in addition to the linguistic competence, interpreters should control their metalinguistic knowledge.

Both linguistic competence and metalinguistic knowledge can be learnt through practicing the language (whether native or foreign) in “communicative situations”. (ibid.)

2. Listening to English as a Foreign Language

Knowing that simultaneity is the most important characteristic in SI, it is important to add some information about the listening skill. Listening comprehension is affected by many facts which may result in interpreting process defeat/success.

Modi (1991: 8) admits that ‘listening comprehension’ is the most important component of communication, it is, actually, considered as one of the basic tools of learning. The speaker produces a message through his/her speech and the listener receives that message as possible as he/she can. Listening as “a receptive communication skill has a parallel relationship with reading and in its aural aspects is closely related to speech”.

Anderson and Lynch (1988: 4) admit that listening is a ‘reciprocal’ skill. It is always difficult to predict what we will listen to. It is a process which is made up of various elements in face-to-face conversation:

- (1) The continuous stream of speech has to be segmented into units, which have to be recognized as known words.
- (2) The spoken signals have to be identified from the midst of surrounding sounds.



- (3) The syntax of the utterance has to be grasped and the speaker's intended meaning has to be understood.
- (4) The linguistic knowledge must be applied to formulate a correct and appropriate response to what has been said.

For Anderson and Lynch, listening performance is affected by many factors that causes the process to fail, such as first: the listener may not adequately hear a given speech due to the unfamiliarity with the speaker's accent, or it may be due to a "competing background noise". In this case the listener understands that a given speech has been forwarded to him/her but does not recognize the message contained in the speech. Second: the listener may hear words adequately but is unable to understand them because of syntactic and semantic problems of the foreign language. Third: the listener may perfectly hear and understand the speaker, but may have "switched consciously or unconsciously". For example, the listener suddenly remembers something (out of the conversation subject) draws him/her to receive the speaker utterance as a stream of sounds which cannot be processed. (ibid.: 5,6)

However, the message reception by the listener depends on many factors, such as those mentioned below.

2.1 Hearing the Sounds

It is important to make a distinction between "listening" and "hearing". "To listen is to give ears, to give head, to hear with attention". Hearing, on the other hand, is to have the ability to perceive sounds. A person may hear another, but not conditionally listening. Hearing is a physical phenomenon, while listening is better be described as a mental phenomenon (Modi, 1991: 8):

"Hearing involves the conversion of pressure waves into neural impulses which move into the brain for interpretation. Listening is the process of interpretation. It may be said that hearing is the sensation and listening is a perception".

(ibid.: 9)

Ur (1984:11-13) states that any inaccuracy in perceiving sounds results in lack of realizing the whole word, which in turn affects the interpretation process. She notices that students of foreign language often fail to perceive



certain sounds, may be because those sounds do not exist in their mother tongue languages. If so, the students try to assimilate that sound to the one which is most familiar to them.

Even if the students have learnt and practiced that sound enough, they would still make some confusions as soon as they use the language for purposes other than pronunciation practice. The degree of difficulty raises if that sound does exist in his native language, “but only as an allophonic variation of another phoneme” where it does not make any difference in meaning if substituted with one for another. For example the difference between /i/ as in ‘pit’ and /i:/ as in ‘peep’, the learner may find it difficult to differentiate between ‘ship’ and ‘sheep’ or ‘fit’ and ‘feet’.

Learners of English may find it difficult to understand the sequences and juxtapositions of sounds. Students may fail to cope with consonant-clusters, they may wrongly order consonants, i.e., they may hear ‘past’ as ‘parts’; or they may omit one of the sounds, as in ‘crips’ for ‘crisps’; or they may wrongly hear an unpronounced vowel, as in ‘little’ for ‘litttle’. The difficulty of hearing the sounds may also be affected by the fact that students are not fully acquainted with “stress and intonation patterns of English and the way these influence both the realization of certain phonemes and the meaning of utterances”.

Ur adds that students can use the context to determine the right sound heard as a matter of ‘guessing’, such as in the sentence “it doesn’t fit, it’s too big”. They understand it as ‘fit’ even if they have heard it as something like ‘feet’. Students, however, are not always able to distinguish sounds by the assistance of the context because the English language has many vocabularies thought to be misleading even for native speakers. Take into account homophones like ‘meat’ and ‘meet’; and homonyms such as the word ‘bear’ when used as a noun and as a verb. The number of homophones and homonyms is small in English, but the number of the words which make confusion is very large and can cause in accurate perception.

In spoken discourse there is no time for students to make a selection for the right sound used, simply because they “cannot afford a moment’s delay”. Therefore, students must be familiar with common phonemes of the TL to be efficient listeners, and must learn to pronounce sounds themselves accurately to be able to hear them correctly when uttered by other persons. (Ibid.)

2.2 Vocabulary Understanding

Lewis (2002: 109-10) writes that teachers gave much attention to vocabulary learning in recent years. Teachers are responsible “for helping their students to consolidate and extend vocabularies, ... vocabulary cannot be



left to take care of itself”, because “learners bring with them widely different vocabulary needs”.

Carter (2012: 188) stresses that teachers must be aware that vocabulary learning is bound up with learners’ understanding of the difficulties of words. Words difficulty may result from many complex factors:

1. The relations it can be seen to contract with other words either in the native or target language.
2. Whether those words are learned productively or receptively.
3. Its polysemy.
4. The association it creates.
5. Its pronounceability.

Mukoroli (2011: 12-13) admits the fact that learners of English lack what he calls “word knowledge”. This knowledge includes knowing everything about a word, such as its meaning, connotations, spelling, derivations, collocations, pronunciation, etc.

Ur (1984: 17) states that Foreign language learners may have much vocabularies in their memory, but it does not mean that they are familiar with them. It is a fact that the learners of English would not understand a word in spoken discourse that they have not learned yet; this is absolutely true. What is more problematic is that learners may fail to recognize many words that they are supposed to have learnt, “but are not sufficiently familiar with to identify when they occur within the swift stream of speech”.

Familiarity with vocabularies is a gradual process strongly tied with time and practice. New learnt words take time and need practice to be “readily recognized” when they are used in spoken discourse, this is partly because of the speed of discourse. Native speakers, unlike learners, deliver their utterances at a “tremendous rate” as they have a full control of the vocabularies. Learners, on the other hand, may find it difficult to “immediately recall” vocabularies and their meanings. They have no time to search their memory for the right vocabulary in spoken discourse.

The students often learn new words both in their written and spoken forms. They are supposed to have linked vocabularies to their knowledge: how they look like on papers and how they are pronounced, both in isolation and within a context, but the students often not enough learnt what those vocabularies look like when they are uttered “quickly in an unemphasized position in a



sentence and juxtaposed with other words which may affect its pronunciation". (Ibid.).

3. Experiment of the Study

To verify the hypotheses of the present study, the researchers have conducted an experiment. The experiment can be summarized as follows: A sample of study consists of (40) translation students in the Translation Department at the College of Arts/ Tikrit University in the academic year (2017-2018). The students were chosen in terms of their gender: (20) males and (20) females, and all are from the morning studies so as to avoid discrepancies of age and the probable experience in translation and interpreting with the students of the evening studies.

Three passages were selected from "VOA Breaking News: Listening and Reading Skills for Intermediate to Advanced Students", collected by M. Sharif - S. Rezapour in (2007). This book is provided with a CD to empower the students' abilities to listen to the passages repeatedly. This CD was exploited by the researchers so as to find out the students' potentials, first of all, in listening comprehension because we believe that listening as a skill is the most important one for training the interpreters both in consecutive ones in general, and simultaneous ones in particular. Added to that, according to our hypotheses, this belief needs to be reinforced by another important task, i.e., enrichment of vocabulary because when the interpreters have good ability to listen and they lack knowing the meaning of the words directly according to their preceding knowledge or indirectly from the content, the outcome would be passive.

The researchers have used the T-test as a statistical mean to measure the performance of the students; this test is divided into a pre-test and a post-test. Each test lasted for three weeks. In both tests the mean score has been calculated statistically in regard to the correct answers of each student. In each week there are ten questions about the passage presented; one score is given for each correct answer. Heaton (1975: 169) defines the mean score as "the arithmetical average ... the sum of the separate scores divided by the total number of testees ... The mean is the most efficient measure of central tendency". Thus:

$$\text{Mean (M)} = \frac{\text{the sum of the scores } (\sum x)}{\text{the number of the testees (N)}}$$

Where,

M = mean



Σ =the sum of

x = the score

N = the number of testees

3.1 The Pre-Test

The pre-test lasted for three weeks. In the first week, the students were exposed to the passage (No. 3) entitled “Blair Promises Britain will Remain Staunch Ally of Us” (see Appendix A). The students listened to the passage three times and they were asked to answer (10) questions (see Appendix B).

In the second week, the same procedures were exactly applied on the passage (No. 8)(see Appendix C) of the book mentioned above, i.e., listening to the passages three times and they were asked to answer ten questions about the text (see Appendix D). The passage is entitled “Bush Says America Shocked University Shooting”.

In the third week of the pre-test the students were exposed to the passage (No. 15). The passage entitled “Deadly Clashes Continue Between Rival Palestinian Factions” (see Appendix E and F). The same procedures also applied to this passage. The three passages were given without vocabulary meaning explaining.

The following table illustrates the main results of the three passages in the pre-test:

Table (1)

The Scores of the Pre-Test in the First Three Weeks

Sample No.	Week1 Scores	Week2 Scores	Week3 Scores	Total Scores
1	2	1	2	5
2	3	1	3	7
3	2	2	1	5
4	1	3	3	7
5	0	1	1	2
6	1	0	2	3
7	4	3	2	9
8	1	2	3	6
9	3	2	2	7
10	2	3	3	8
11	2	3	0	5
12	2	3	1	6
13	3	3	2	8
14	3	2	1	6
15	3	2	2	7



16	1	0	2	3
17	2	2	1	5
18	4	1	3	8
19	2	4	3	9
20	2	4	3	9
21	0	3	2	5
22	3	2	1	6
23	2	0	2	4
24	1	3	2	6
25	0	1	1	2
26	2	2	3	7
27	2	1	2	5
28	2	1	3	6
29	2	3	1	6
30	4	3	3	10
31	2	2	3	7
32	3	2	2	7
33	2	3	1	6
34	0	1	3	4
35	1	2	1	4
36	0	1	1	2
37	3	1	2	6
38	1	1	1	3
39	2	2	3	7
40	0	1	2	3

Thus, applying the formula above we can find the mean of the students for each week:

Table (2)

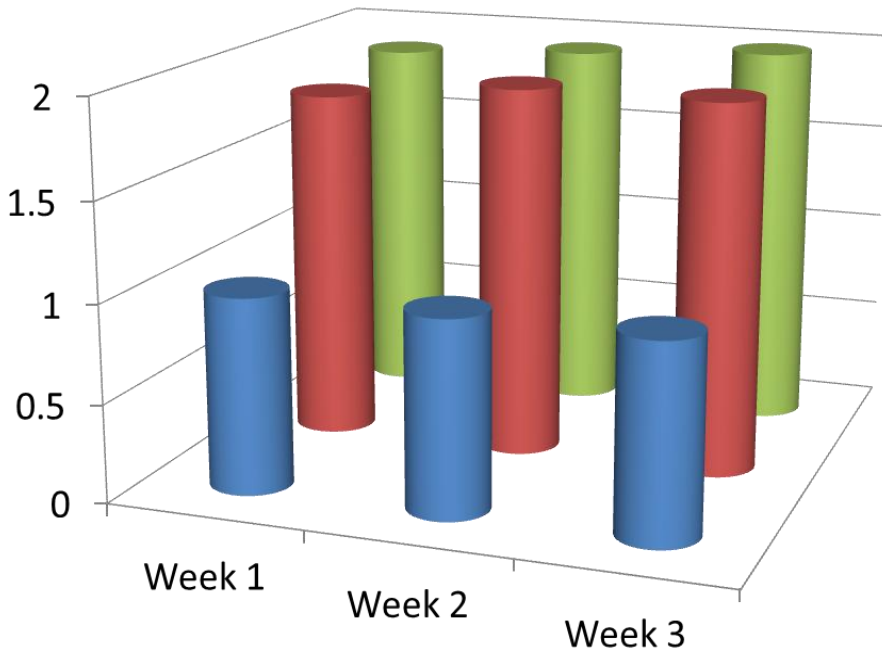
The Mean of the Pre-Test Scores

Weeks of Pre-test	Week 1	Week 2	Week 3
Mean	1.875	1.925	1.975

The students were very weak in their performance in the first three weeks of the pre-test.



Figure (2)
The Mean of the Pre-Test



3.2 The Post-Test

The post-test of this study also lasted for three weeks. The researchers gave a list of the vocabulary items which they expect that the students do not have their meanings in the aforementioned passage (No. 3, Appendix A), and the students were offered time to ask any question pertinent to the uses of the items. When they were sure that the students mastered the meanings of the words, the researchers played back passage (No. 3) only once in the CD, then the students were asked to answer the former questions of this passage (Appendix B).

In the second week the same procedures were followed to passage (No. 8, Appendix C) and passage (No. 15, Appendix E) in the final week of our experiment. It is noticed that the number of the scores has increased as shown in table (3) below:

Table (3)
The Scores of the Post-Test in the Second Three Weeks

Sample No.	Week1 Scores	Week2 Scores	Week3 Scores	Total Scores
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The Effect of Enriching Vocabularies in....



1	4	6	6	16
2	5	4	٦	15
3	4	4	5	13
4	4	5	3	12
5	3	2	4	9
6	6	4	3	13
7	8	5	5	18
8	7	4	6	17
9	5	6	4	15
10	3	7	5	15
11	3	4	2	9
12	5	6	4	15
13	6	7	5	18
14	5	4	5	14
15	5	5	4	14
16	4	3	6	13
17	4	3	5	12
18	4	4	7	15
19	3	6	6	15
20	5	7	5	17
21	7	4	6	17
22	5	4	5	14
23	5	3	5	13
24	3	5	4	12
25	2	2	4	8
26	4	5	2	11
27	3	2	3	8
28	4	3	4	11
29	3	4	3	10
30	5	5	4	14
31	5	6	4	15
32	3	5	4	12
33	6	4	2	12
34	2	2	5	9
35	2	3	3	8
36	3	3	4	10
37	4	2	5	11
38	2	4	3	9
39	3	3	4	10
40	1	2	3	6

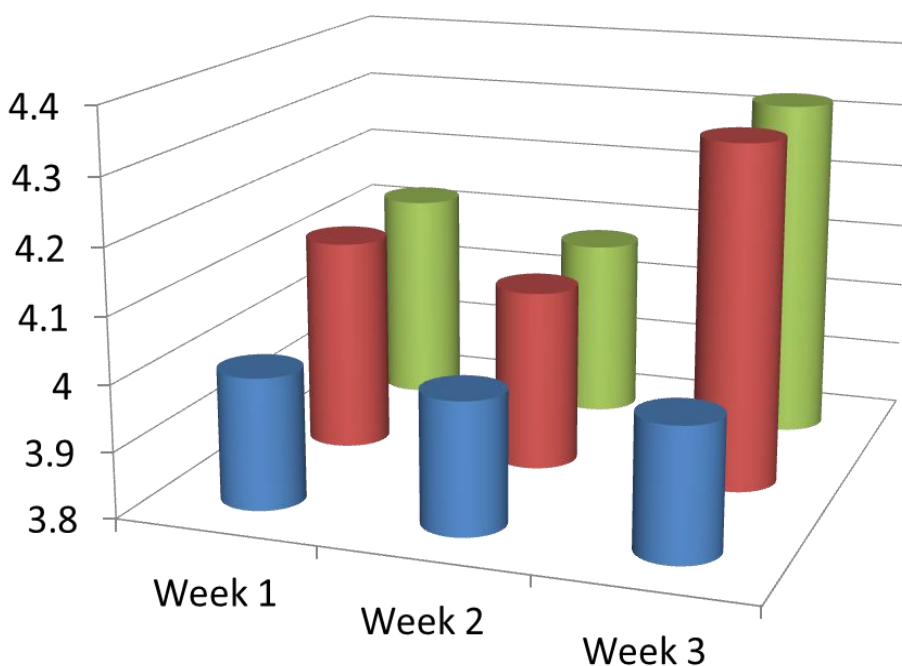
The mean of the students' scores is as in table (4) below:

Table (4)
The Mean of the Pre-Test Scores

Weeks of Pre-test	Week 1	Week 2	Week 3
Mean	4.125	4.075	4.325

The students performed well in the post-test as they were exposed to the passages with the vocabulary explaining.

Figure (3)
The Mean of the Post-Test



4. Discussion

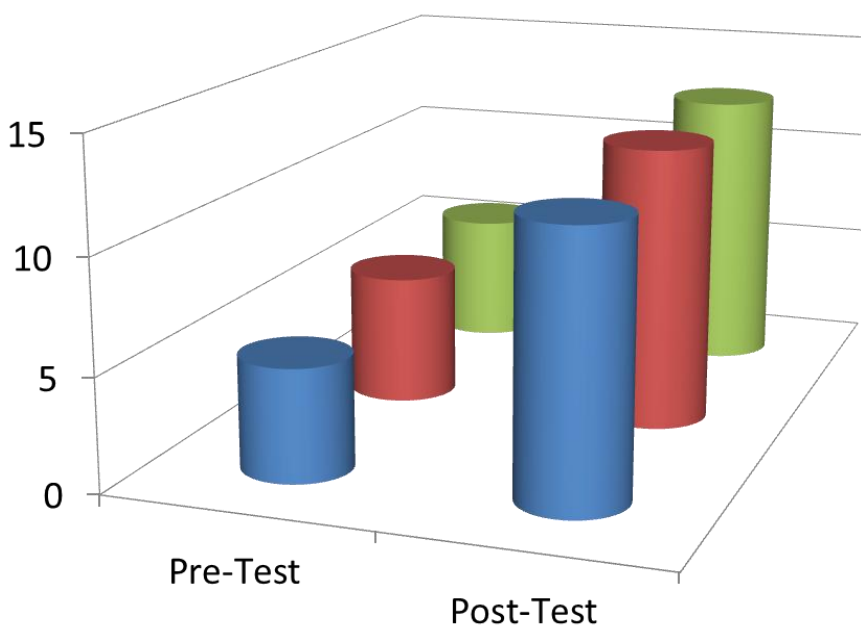
The results above showed great differences between the mean of the first three weeks of the pre-test and the later three of the post-test. There was a great significance of explaining the difficult vocabularies that were thought to be problematic for the students. When manifesting those vocabularies during the listening process for the passages, it became easy for the students to recognize them. The following table shows the difference of the mean for both the pre-test and the post-test:

Table (5)
The Mean of Both Tests

Weeks	Pre-Test	Post-Test
Mean	5.775	12.625

The students' scores appeared unsatisfactory in the first three weeks because they were told to interpret what they listen to depending on their background knowledge. Direct interpreting causes confusion for them especially when the type of interpreting is a simultaneous one, where texts are absent and there is nothing except sounds that can help. The increased scores of the students are clarified in the following figure:

Figure (4)
The Mean of Both Tests



Explaining vocabularies is very important to enhance the ability of the students to be ready for any simultaneous interpreting and can help improving their ability to recognize words better.



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Appendices

Appendix (A)

Passage (3)

BLAIR PROMISES BRITAIN WILL REMAIN STAUNCH ALLY OF US



President Bush and British Prime Minister Tony Blair talk outside the Oval Office of the White House in Washington, 17 May 2007

The president and prime minister took advantage of their final official meeting to hold a secure video conference from the White House with U.S. and British commanders in Iraq.

Prime Minister Blair says there are genuine signs of progress toward political reconciliation between Sunni and Shi'ites. But he says al-Qaida terrorists and Iranian-backed elements are equally determined to disrupt that progress.

"This extremism is rearing its head, is trying to dislodge the prospects of stability and progress in so many difference countries," he said. "There is no alternative for us but to fight it wherever it exists. And that is true whether it is in our own countries, which have both suffered from terrorism, or in Iraq or Afghanistan."

Prime Minister Blair has long been the president's biggest ally in Iraq with British troops second only to the American contingent in the multi-national force.

The unpopular war has hurt approval ratings for both men and is seen in Britain as one of the reasons the prime minister is stepping down.

Asked if he is to blame for the prime minister leaving office, the president said he does not know, then laughed and said, "could be."

In a Rose Garden news conference, Mr. Bush said he has enjoyed working with Mr. Blair more than he could have possible imagined.

"You know, I don't regret things about what may or may not have happened over the past five years. I honor a relationship that I truly believe has been laying the foundation for peace," he said.

Prime Minister Blair says he has tried to do what is right and would ally himself with the president again if he had it to do over.

"I've admired him as a president and I regard him as a friend," he said. "I have taken the view that Britain should stand shoulder-to-shoulder with America after September the 11th. I have never deviated from that view. I do not regret that view. I am proud of the relationship we have had. I am proud of the relationship between our two countries."

Appendix (B)

Questions on Passage (3)

According to what you have listened to, answer the following questions:

1. What is the appropriate title for the text according to what you have listened to?
2. What are the two figures and their posts?
3. How do they communicate?
4. Is there a reference to a particular country in the text?
5. Who disrupt the process?
6. Who suggested the fight against terrorism?
7. One of the two men steps down, who is he?
8. One of them said that he didn't regret to what happened, who is he?
9. The news item has shown that the two men are allies. Agree or disagree?
10. Is this meeting the final one between the two men?

Appendix (C)

Passage (8)

8

Bush Says America Shocked by University Shooting



A blustery spring morning turned into a living nightmare at Virginia Tech. A gunman opened fire in a dormitory. Two hours later, he struck again in a classroom. Students fled in panic as police rushed in. Buildings across the sprawling rural campus were locked down. And the nation mourned as the death toll increased over and over again.

"Our nation is shocked and saddened by the news of the shooting at Virginia Tech today," the president said.

President Bush gave a voice to the thoughts of the American people. "Today, our nation grieves with those who lost loved ones at Virginia Tech," he said. "We hold the victims in our hearts, we lift them up in our prayers, and we ask a loving God to comfort those who are suffering today." Across Washington, in the halls of Congress, political foes joined in a moment of silence for the dead - first in the Senate and then in the House. The top Democrat in the Senate - Harry Reid - spoke of the senselessness of the shootings. He said many questions remain unanswered.

"What we do know breaks our hearts and shakes us to our very core," he said. "So for now all we can do is offer our thoughts and our prayers in a very individual way."

For members of Virginia's congressional delegation, the shootings literally struck close to home. Virginia Tech is the largest university in the state with roughly 25,000 students. Virginia's long-time senior Senator - Republican John Warner - spoke of the loss in personal terms.

"This tragedy is an incomprehensible situation," he said. "It is an incomprehensible, senseless act of violence."

The federal government has offered to help Virginia with its investigation of the tragedy. Officials at Virginia Tech - which is state-owned and run - have defended their handling of the crisis. Students have complained the school was slow to get out information about the first shooting and that a general warning might have prevented further loss of life.

Until Monday, the worst campus shooting in U.S. history was the 1966 massacre at the University of Texas, where a student killed 16 people. Eight years ago, two teenagers murdered 13 people at their high school in Colorado before committing suicide. And just last year, a gunman killed five young girls at an Amish school in Pennsylvania.

SWAT team members head to Norris Hall, the site of a shooting on campus of Virginia Tech in Blacksburg, Virginia, 16 Apr 2007

Appendix (D)

Questions on Passage (8)

According to what you have listened to, answer the following questions:

1. What is the spoken text about?
2. What are the names, dates and places you remember?
3. Who gave a voice to the thoughts of American people?
4. Who are the victims?
5. Where did the political foes join the moment of silence for the dead?
6. Is Harry Reid the top Democrat in the Senate?
7. What is the number of the students in the university?
8. How does Republican senior senator, John Warner, describe the tragedy?
9. Who offered to help Virginia with its investigation?
10. Who complained and stated that the school was slow to get out information about the first shooting?

Appendix (E)

Passage (15)

15

Deadly Clashes Continue Between Rival Palestinian Factions



Gunmen from the Islamic militant group Hamas attacked the home of a security chief from the rival Fatah faction in Gaza City. They fired mortars and threw pipe bombs and then stormed the building, killing six Fatah bodyguards.

Hours later, policemen loyal to Fatah arrested five Hamas men, but as they drove them through town the vehicle was ambushed by Hamas fighters. Officials say five Hamas men in the car were killed, along with two more from Fatah.

Each side is blaming the other for the violence.

Hamas spokesman Fawzi Barhoum told Israel Radio that Fatah gunmen started the latest round of fighting when they ambushed a car carrying a senior Hamas official who had helped mediate a cease-fire. The quick collapse of the third ceasefire in as many days has raised fears of civil war.

Palestinian Information Minister Mustafa Barghouti also said on Israel Radio that the public has lost confidence in the cease-fires. He warned that if Gaza turns into Somalia, the Palestinian cause will suffer a setback lasting for decades.

Hamas militants also fired rockets across the border, terrorizing the nearby town of Sderot. Israel responded with a rare air strike. But Israeli officials have ruled out a major assault on Gaza, saying it would unify the Palestinians and play into the hands of Hamas.

Appendix (F)



Questions on Passage (15)

According to what you have listened to, answer the following questions:

1. Who attacked the home of a security chief of Fatah faction?
2. Where did the attack happen?
3. What are the weapons used in the attack?
4. What happened by Hamas fighters' ambush?
5. What did Hamas spokesman tell Israel radio?
6. Where there fears of civil wars between Palestinians?
7. Who said that the public has lost confidence in the ceasefires?
8. What will happen if Gaza turns into Somalia?
9. Why did Israel respond with the rare airstrike?
10. Why have Israel officials rule out a major assault on Gaza?