



التحقيق في مدى كفاءة الترجمة لدى المترجم الفوري وثنائي اللغة: دراسة تجريبية

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الملخص

يُوصف ثنائي اللغة بأنه الشخص الذي "يعرف" لغتين وفقاً لفالديز وفيجورا (١٩٩٤) كما يُعرّف المترجمين الفوريين على أنهم ثنائيي اللغة ممن يتمتعون بمهارات لغوية وذهنية عالية في لغتين أو أكثر من شأنها تسهيل عملية التوسط أو التواصل بين متحدثي لغات العالم المختلفة. يُعتقد أن ثنائيي اللغة يتحدثون بالكفاءة والطلاقة ذاتها التي يتمتع بها المترجمين الفوريين نظراً لأن كلاً منهم يتمتعون بقدرة التحديث بلغتين في آن واحد. وقد خلصت الدراسة إلى أن ثنائيي اللغة لا يمكنهم الحلول محل المترجمين الفوريين إلا إذا خضعوا إلى تدريب مكثف لمساعدتهم في تطوير المهارات والكفاءات اللغوية والمعرفية التي من شأنها أن تساهم في تقديم ترجمة فورية جيدة. تتناول هذه الدراسة الاختلافات بين المترجمين الفوريين وثنائيي اللغة لإثبات ما إذا كان بإمكان ثنائيي اللغة أن يحل محل المترجم الفوري في معظم الحالات.

الكلمات المفتاحية: ثنائية اللغة، ثنائية الثقافة، الترجمة الفورية، المترجمون الفوريون.

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and Bilingual Investigating the Translation Competence of the Simultaneous Interpreter Individual: An Empirical Study

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Abstract

A bilingual is described as an individual who "knows" two languages according to Valdez & Figueora (1994). Simultaneous interpreters denote those highly skilled bilinguals who help to mediate or communicate between different languages. Given that bilingual individuals deal with two languages concurrently, bilinguals are believed to function as adequately and fluently as simultaneous interpreters. The results show that bilinguals could hardly replace simultaneous interpreters unless they develop specific linguistic, cognitive skills, and competences undergoing intensive practicing in order to provide a fulfilling production. This study tackles the differences between simultaneous interpreters and bilinguals in order to prove whether bilinguals can replace simultaneous interpreters in most situations.

Keywords: Bilingualism, Biculturalism, Simultaneous Interpreting, Interpreters.

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Introduction

A bilingual or bicultural individual is a language user who manages to speak two languages fluently and is supposedly familiar with the cultural nuances of each language. A simultaneous interpreter is a specialist who excels in instantaneous translation of orally produced linguistic units from one language to another while the original speaker keeps delivering the intended message. This entails that the interpreter listens attentively to the speaker's statements and communicates these statements clearly and effectively in the target language, frequently in a matter of seconds or parts of seconds. A regular bilingual might not encounter such challenges while converting from one language to another. Simultaneous interpreters, according to Gile (2009), are exceptionally competent specialists as they are intensively educated to operate in a variety of venues, including global gatherings, diplomatic meetings, and courthouses. To manage the complex and specialized language used in these circumstances, interpreters, as proposed by Christoffels et al. (2006, P. 325), are required to have an outstanding level of linguistic competence along with excellent intellectual and linguistic processing skills.

Literature Review

1.1. Bilinguals and simultaneous interpreters

Life events shape an individual's cognitive skills, which are not inborn. Bialystok (2006) argues that the cognitive impact of playing video games, becoming a professional musician, or mastering chess has been demonstrated. Numerous studies over the past two decades have dealt with the cognitive effects of bilingualism in daily life. Few studies, on the other hand, have examined the cognitive impact of simultaneous interpreting, arguably the most challenging multilingual experience. As an acquired skill, Bialystok, Craik & Luk, (2008) believe that simultaneous interpreting involves a person to simultaneously absorb communication in one language, transfer its meaning into another language, and produce the resulting output, and thus it is similar to playing the violin or chess since it shapes the brains of those who practice it. In an unusual setting, interpreting is both a form of bilingualism and an acquired skill. Accordingly, the cognitive profile linked with interpreting could correspond to these two roots. Some studies investigated the pros of bilingualism, and the results showed that bilinguals do better on tasks requiring resolving disputes, intellectual management, and moving between cognitive tasks.

These advantages, as Bialystok et al. (2008) argue, are assumed to arise as a consequence of the linguistic control required by the simultaneous use of a bilingual's two languages. Bilinguals are believed to count on domain-general cognitive control mechanisms to manage interference across languages to generate their desired tongue. Hence, Green (1998) sustains that the task of handling two languages could result in improvements in domain-general activities such as guiding attention, controlling rivalry, and settling disputes.

Simultaneous interpreting (SI) is often regarded as requiring exceptional command of bilingualism control. Although all bilinguals perceive concurrent usage of their two languages, in most situations, only one of the languages is in use at any given time. During SI, it is believed that approximately 70% of the time the interpreter is providing output in one language, s/he is also comprehending input in the other language. (Chernov, 1994, p. 145) adds that, giving the considerable overlap between the languages, interpreters will probably encounter more interference from the non-target language than

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other bilinguals. Furthermore, the quality of an interpretation is influenced by the generation of fluent output, i.e., the production of the target language.

Simultaneous interpreting necessitates the employment of a variety of intellectual functions, such as working memory, attention, and problem-solving, by the interpreters so as to swiftly decode, analyze, and formulate the speech in another language. The work is exceedingly demanding and can be psychologically and physically tiring, necessitating significant self-regulation abilities as well as the capacity to handle tension and tiredness. However, typical bilingual individuals, as defined by Grosjean (2010) and (Dalaf, 2023, p. 20), are people who utilize both languages for diverse reasons in everyday activities, for instance, communicating with family and friends, studying, watching television, or conducting business. Individuals might have acquired their second language through formal schooling or exposure to another linguistic setting, and their degree of skill may differ greatly based on variables such as age of learning, quantity of exposure, and chances for practicing. Typical bilinguals use their bilingual capacity in everyday situations for a number of reasons but lack the particular education, expertise, and skills needed to function as professional interpreters or translators. Simultaneous interpreters and typical bilingual individuals vary in numerous important aspects, notably their degree of competence in the languages they deal with, cognitive and linguistic processing capacities, and interpreting training and experience.

To begin with, (Chernov, 1994, p. 142) argues that simultaneous interpreters frequently exhibit an exceptional level of skill in both languages with which they deal. They have to be capable of grasping and deciphering sophisticated and technical terminology instantaneously, which is often required in highly nuanced professions such as medical or legal fields. Typical bilinguals, on the other hand, may have varied degrees of competency in the languages they speak, ranging from basic conversational abilities to advanced proficiency in one or more.

Second, (Christoffels., 2006) believe that interpreters have advanced intellectual and language processing skills used in decoding the ongoing speech swiftly and precisely, storing and processing information in their working memory, and delivering a cohesive and precise message immediately, which is acquired and developed by sustained practice. Typical bilinguals, on the other hand, may not have the same level of intellectual capacity and verbal processing ability. Finally, simultaneous interpreters, as claimed by Gile (2009), have undergone specific training programs and accumulated considerable experience, allowing them to cultivate the required abilities and techniques to execute their work efficiently.

Typical bilinguals, on the other hand, might not have undergone any official training or experience in interpreting and could be unfamiliar with the unique methods and procedures employed by a skillful interpreter.

In addition to these quantitative variations, Green (1998) states that simultaneous interpretation imposes tasks that distinguish it from other bilingual settings on a qualitative level. As previously stated, all bilinguals have to cope with the disturbance caused by the availability of two languages. This interference could be reduced under several bilingual circumstances by inhibiting the unneeded language.

Nevertheless, Ibáez et al (2010) support the notion which entails that interpreters have to grasp the input language while tracking their output in the other language, necessitating concurrent understanding of the two tongues. As a result, they might be unable to rely primarily on inhibition as a strategy of language regulation. Instead, translators might use a linguistic management technique that keeps both languages alive.

Bilinguals and interpreters (with at least two years of interpretation experience) were asked to read and recite phrases in Spanish and English that involved cognate and matched control terms in that research. In both languages, interpreters processed cognate terms quickly than control words, although

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bilinguals showed no variation between cognate and control words. Faster cognate processing is commonly considered to reflect simultaneous engagement of both linguistic systems. Thus, it appeared that the interpreters, but not the bilinguals, kept both languages functioning. Simultaneous interpreting also involves mechanisms other than those directly engaged in language controlling. SI causes a significant strain on both short-term and long-term memory. The interpreter has to store the input material until it is reformed, as well as storing the input until it is generated as an output. To make matters more difficult, oral production is continuous during these memory processes, limiting rehearsal using the phonological loop. Interpreters, as Seeber & Kerzel (2011) argue, use a variety of ways to lessen these apparently impossible tasks on memory. The most important of them is predicting the future input based on contextual information. Subsequently, interpreters need to retain a high degree of awareness to avoid missing any important part of the content. Therefore, interpreters, like specialists in other learned abilities, may display distinct increases in these areas that are distinctive to and severely laden during SI. One might assume that an interpreting advantage can be observable when compared to bilinguals, in processes that facilitate the active preservation of two languages, in short-term and long-term memory capacity, in responsiveness to relevant signals, and in attentiveness. Such findings would imply that interpreters have enhanced cognitive capacities. The benefits, like with other learned abilities, might be generated through skill acquisition or be the cause of better skill achievement.

1.2. Biculturalism vs. Bilingualism

The word "biculturalism", (Berry, 1980, p. 9), is used to refer to any situation in which an individual embraces at least one heritage culture and at least one receiving culture. Acculturation research informed early theories of bicultural identity. Conventional acculturation concepts arose from what is known as the "unidirectional" approach, which views acculturation as an unfavorable event in which "effective" adaptation entails total acceptance of the receiving culture and forfeiting one's cultural background. Modern methods, on the other hand, have conceived receiving-culture acquisition and heritage-culture retention as distinct aspects, relying on Berry's (Berry, 1980, pp. 12-19) paradigm where individuals can acquire certain features of their receiving culture while preserving some parts of their cultural background. (Berry, 1980, p. 21) created four aspects of acculturation by crossing the independent aspects of receiving-culture acquisition and heritage-culture retention inside a bidirectional model of adaptation. To distinguish these four aspects: assimilation (acquiring the receiving culture while discarding the heritage culture), separation (rejecting the receiving culture while retaining the heritage culture), marginalization (rejecting the receiving culture while discarding the heritage culture), and integration (i.e., acquires the receiving culture and retains the heritage culture). Integration reflects biculturalism in this paradigm, as these two terms are used interchangeably. (Christoffels., 2006, pp. 330-340) and Gile (2009) believe that interpreters ought to have exceptional command on both languages, (Vermeer, 1978) ؛ (Mohammed, 2016, p. 102) adds that interpreters should be also have excellent command on both cultures i.e., interpreters are referred to as bicultural giving that interpreters work on integrating two or more different languages to deliver a message, hence, different cultures get interfered. (Zmait, 2025, pp. 58-66) believes that being bilingual denotes immersing oneself into the styles, norms, and values of two different languages, which shape the way the world is perceived in two different cultures.

Bilingualism is described as the ability to "know" two languages according to Valdez & Figueora (1994). However, defining what it means to "know" a language poses a significant challenge. Some bilinguals are fluent in both languages they speak, whilst others possess an obvious dominant or

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avored language. As a result, while categorizing bilinguals, it is essential to take into account different levels of bilingualism. According to Cutler et al (1992), "true" bilingualism, or native-like ability in the two languages, is uncommon. Any individual studying bilingualism and its types should take into consideration the way in which the two languages are related to each other.





1.3. The types of Bilingualism

1. Compound and Co-ordinate Bilingualism

Flege (1992) differentiates between compound and coordinate bilingualism based on cognitive functioning distinctions. Compound bilingualism is characterized by the association of two sets of linguistic signals with a singular set of meanings. Coordinate bilingualism is characterized by a set of translation equivalents in the two languages that correspond to two separate collections of representations. The disparity between these two varieties of bilingualism entails a variation in the cognitive organization of linguistic material in the human brain, but it is not associated with a variance in competence. Co-ordinate bilingualism is typically developed via exposure to different contexts in which the two languages are rarely interchanged, whereas compound bilingualism is typically developed via situations such as formal language learning in schools or constant converting between one language and another.

2. Simultaneous and Successive Bilingualism

When a youngster acquires more than one language at the same time, it is unacceptable to describe them as the youngster's primary and second languages. Both languages occupy effectively the capacity of the first language in the brain, albeit one may predominate in specific settings or with specific persons. According to McLaughlin (1984), simultaneous bilingualism can develop when the individual is less than three years old. As a result, a two-year-old Portuguese-speaking kid who comes to Australia and begins to learn English is deemed to be learning both languages concurrently. McLaughlin (1984) believes that the kid's first tongue had not yet formed before becoming a three-year-old, but that after the age of three, the kid can benefit from mastering one language and is creating his/her mother tongue patterns. It is no longer possible to believe that the children are learning two languages at the same time. McLaughlin (1984) refers to successive acquisition type when a language is learnt after the first language has been established. The first and second languages are easily distinguished in this scenario, and the additional language is taught as a second language. Bilingual skill may be achieved through either concurrent or gradual acquiring of the two languages; the timing of a child's first exposure to a language does not matter as much as other variables, such as the status of the tongues involved, cultural variables, and chances for usage.

3. Additive and Subtractive Bilingualism

Lambert (1975) highlighted the correlation between being able to speak two languages and social psychological processes that influence how people use those languages. Specifically, the social standing of the individual's two languages and the individual's understanding of that difference play crucial roles in the maturation of bilingualism. Lambert classifies bilingualism into two categories: additive and subtractive.

When a youngster is exposed to two languages and cultures that enrich one another, the result is additive bilingualism. Subtractive bilingualism, on the other hand, emerges when the two languages are at odds with one another instead of mutually supportive. This kind of rivalry arises when the prestige and status of the majority tongue displaces that of the minority. The degree of success in learning a second language, as stated by Lambert (1977), is said to show a certain point in the elimination of the ethnic language and the associated culture, and its substitution with a different one. For instance, subtractive bilingualism develops when a child is taught exclusively in the more prominent language without receiving adequate assistance for his or her native language.

1.4. The Simultaneous Interpreter

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A simultaneous interpreter is a specialist who excels in instantaneous translation of orally produced linguistic units from one language to another while the original speaker keeps delivering the intended message. This entails that the interpreter listens attentively to the speaker's statements and communicates these statements clearly and effectively in the target language, frequently in a matter of seconds or parts of seconds. Simultaneous interpreters, according to Gile (2009), are exceptionally competent specialists as they are intensively educated to operate in a variety of venues, including global gatherings, diplomatic meetings, and courthouses. To manage the complex and specialized language used in these circumstances, interpreters, as proposed by (Christoffels., 2006, p. 342), are required to have an outstanding level of specific competences that distinguish him/her from typical bilinguals, along with excellent intellectual and processing skills. Simultaneous interpreters function as the glow by which the communication process together, and to function properly, an interpreter should have the following competencies:

1.4.1. The Communicative Competence

Communication is not a product but rather a procedure that facilitates and gives notice for doing things. Both the sender and the receiver are involved in this procedure. The sender's duty is to encode the intended meaning, and the recipient's is to decode it. In accordance with the surrounding norms governing communication and the syntactic rules appropriate to the language that is used, encoding is a cognitive process where both verbal and non-verbal actions are chosen to generate a message. When one decodes a message, he/she attach meaning to the user's actions based on their understanding of how they reflect the user's cognition, according to Green (1998).

Haymes (1972), an anthropological linguist, was one of the first linguists to emphasize the importance of communicative competence in terms of interpreting. The term was described by him as the aggregate of many other abilities, including semiotic, socio-pragmatic, discursive-textual, and referential ones. Ethno-sociocultural competence constitutes the fifth ability. Semiotic competence points to the interpreter's familiarity with both the verbal (phonology, phonetics, syntax, semantics, and lexemes) and para-verbal (i.e., in oral language, this involves mimics and gestures, and in written language, this involves graphics) aspects of communicating in a given language. Conversational fluency, or socio-pragmatic competence, refers to the interpreter's familiarity with the social norms and practices surrounding certain types of speech actions. Discursive-textual proficiency refers to the ability to use language for purposes beyond the sentence level (discourse, textual cohesiveness and coherence, etc.). A person with referential competence is well-versed in the linguistically-grounded social, anthropological, demographic, geographical, innovative, intellectual, and technical realities. Lastly, the ability to demonstrate ethno-sociocultural awareness depends on the interpreter's familiarity with a group's mythologies, symbols, rituals, subliminal codes, and norms. Over the last several decades, communicative competence has emerged as the pinnacle of second and foreign language education. It is discussed to prove the multifaceted nature of communication and the many factors upon which the communicative competence relies while seeking for the right meaning. The capacity to decode and encode verbal cues in their contextual medium is a crucial part of interpreting. Although considered straightforward, communication between two different languages, i.e., two different cultures, is a complicated task that may initiate misunderstanding issues unless the interpreter is well-trained to handle this task.

1.4.2. The Linguistic Competence

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Linguistic competence encompasses proficiency in both languages and beyond. The syntactic rules that govern our conscious and unconscious use of language belong to this category. The grammatical competence, which is another name for this concept, contrasts with linguistic performance. Nordquist (2020) argues that the expression "linguistic competence," as employed by many linguists such as Noam Chomsky, is not meant to be a judgmental one.

Rather, it is considered a reference to a person's natural linguistic understanding, which is what enables him/her to associate words with certain sounds. In terms of the Theory of Syntax, Chomsky believes that human beings propose a basic difference between competence (the speaker-listener's understanding of his/her language) and performance (the practical usage of language in particular circumstances). (Muhi, 2023, p. 60) believe that committing mistakes, syntactic ones in specific, while performing a second language proves the natural reflection of learning development and the acquisition of competence of the language being learned. If one believes this argument, then even the most fluent native speaker is still susceptible to making or failing to recognize syntactic mistakes when memory, attention, emotions, and other such elements are removed from the equation. It is related to the theory of generative grammar, which states that all fluent speakers of a language have an innate, subconscious knowledge of the linguistic patterns regulating their language. Simultaneous interpreters having excellent linguistic command of both languages are supposed to perform fluently due to their sensitive occupation; otherwise, they should be trained to master this competence to prevent awkward and urgent situations.

However, native speakers and ordinary bilinguals are prone to committing spelling, pronunciation and grammatical mistakes not because they are not linguistically competent, but it might be due to fatigue, distraction or mental distress.





1.4.3. The Behavioral Competence

Besides being an expert communicator, an interpreter is also considered a public speaker. His/her job entails repeating what other individuals say in a language that their listeners do not comprehend, or may only partially comprehend. This implies that speaking is an essential pillar in the interpreter's job as an interpreter spends most of the time rendering what his/her client says orally. Because of this, his/he way of delivering is an integral part of his/her job as an interpreter and communicator across different cultures. Researching and describing speech and speaking may seem to be a straightforward task, given that the majority of individuals utilize these elements in their professional and personal interactions daily. Speaking accounts for a great portion of our interactions with others as a matter of fact.

Every human being, assuming there is no underlying pathology, eventually figures out how to communicate verbally. When interpreters have reached the point where they have perfected the ability to speak, it will become as natural and effortless a task as breathing. Hughes (2002) disjoins studying speaking and speech into three separate domains: the global or discourse level, the structural level, and the level of speech production. Hughes makes the point that speaking intersects with other fields and activities.

The creation of human beings' voices with the assistance of their chest, throat, and brain; the sounds traveling through the air in the form of vibrations; and the reception of the sounds by the audience's ears are the three primary activities that occur when one talks. Roach (2001) infers that both brains of the speaker's and the listener are engaged in the process of directing the creation of speech; however, it is the task of the recipient's brain to analyze the voices that were heard and turn them into purposeful content.

Methodology

1. Design of the research

The method of the study is the way the researcher resorts to when analyzing the data selected by the researcher in order to simplify the content of the paper. The method chosen by the researcher is the qualitative method. The qualitative method helps the researcher to provide a descriptive analysis of the data. That descriptive analysis is based on an established model that determines the main pillars of the analysis.

2. Data collection

The word data means texts, figures, symbols, or speeches. The researcher normally has to be authorized by the owner of the data to use it in their research unless the data used is shared publicly on academic platforms or social media websites, where everyone can use it. The data used in this paper was collected from YouTube, which is an application where any individual can share audio-visual data to the public. The data selected consists of a taped speech delivered by King Abdullah II, the monarch of Jordan.

3. Research question

Could a simultaneous interpreter be replaced by a typical bilingual? Could the skills and competencies required in simultaneous interpreting be tackled by any individual who speaks two languages?

4. Analysis method

The data is analyzed according to the quality assessment model (QAM) developed by Daniel Gile (1995). This model helps researchers to dictate and assess the syntactic and semantic adequacy of the output. The researcher can use the metrics stated by the QAM model to assess many perspectives of

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the output, such as the accuracy, completeness, fluency, and style. Within this research, the translation of four participants will be examined. Two of the participants are interpreters, and the other two are bilinguals. The interpretation will be compared and assessed in terms of the metrics of the QAM model. The interpreters will be referred to as I1 and I2, while the bilinguals as B1 and B2.

1. Analysis

Table 1. Data Analysis

ST	I1	I2	B1	B2
ايها..بسم الله الرحمن الرحيم الاخوة ابناء..والاخوات المواطنين السلام..وبنات شعبنا العزيز واما..عليكم بعد	In the name of god, most gracious, most merciful. Brothers and sisters, sons and daughters of our dear country.. peace be upon You	In the name of Allah, the compassionate, the merciful. Brothers and sisters, the sons and daughters of my dear people.. peace be upon	Greetings	In the name of god. Brothers and sisters, sons and daughters of our people, Alsalam alaikum





<p>لا اتحدث اليكم اليوم لأقدم إليكم النصائح والتوجيهات بل لأقول لكم اثبتتم كما كنتم انكم كباراً أمام دائماً كباراً لنكم تقفون.. الأمم وقوة، بشموخ في مواجهة التحديات ليس بما تملكون من موارد او امكانيات مادية وإنما بعزيمتكم ووحدةكم ووقوفكم وقفة رجل واحد لحماية النسان وهو اعلى ما تملك</p>	<p>I'm not talking to you today to present to you advice and instructions, but to tell you that you, as you did always, are not little against the nations, you proved that you are powerful in facing challenges and are not limited by the lack of resources but with your determination and your unity and your alliance to protect the human which is the most precious thing that we own.</p>	<p>I don't speak to you today to present to you advice and guidance, but to tell you that you have proven, as you always are, strong in front of nations strong because you stand high against challenges, not with your financial capabilities but with your resolve unity and standing as one as a nation to protect human beings which we own the most</p>	<p>I'm not talking to you to give to you advices or instructions but to tell you that you are a great nation, cause you stand together in the name of difficulty not with your financial resources but with your unity and standing as one person to protect your nation and people</p>	<p>I don't speak to you today to give you advices but to tell you that you have proved as you always do that you are big against other nations, big cause you are stable and strong , not with what you have but with your wish-- -- standing as one man to protect the human, the most important thing we have</p>
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<p>لماذا تقف بكل هذه :سؤال القوة بين الامم وانت قادم من بلد صغير محدود الموارد؟ ويكون اقف بكل هذه :ردي عليهم الثقة والقوة والاعتزاز عظيماً "لن حولي شعباً حريصاً شامخاً على التكاتف مع الجيش والامن واسناد مؤسسات الدولة</p>	<p>asked: why do have this trust among nations and you come from a small country with a limited resources? I stand with all faith an power cause I'm surrounded by great people that has solidarity with army and governmental institutions</p>	<p>presented with a question: why do you stand with all confidence in front of nations although you come from a small nation with a limited resources? My response comes that I stand with all this confidence and dignity because I have a great strong people, that work together with military to support the government institutions</p>	<p>asked why do you stand with such confidence in front of nations although you come from a small nation with limited resources? I stand proudly because around me my loyal subjects working together to help security and government, people who do their job and sacrifices everything</p>	<p>why you stand confidently? I answer I stand like that because of great people-- ---- people that stand with the army, citizens work hardly to acieve give sacrifice---</p>
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<p>هذا هو الاردني الذي .. نعم اعرفه واباهي به نعم .. العالم بفخر الواثق بشعبه ايها الاهل والعزوة سنتجاوز بإذن الله هذا الطرف لأن المعدن .. الذي نعيشه الحقيقي للاردنيين يظهر عند الصعاب ولنكم اصحاب العزم والارادة ولأنكم الاقدر على تحمل ولأن او الانتماء .. المسؤولية والوقوف الى جانب الدولة ومؤسساتها ولأنكم مؤمنون ان .. نهجكم التكاتف يقود الى القوة والمستقبل الافضل</p>	<p>This is the Jordanian that I know and I'm proud of with all pride.. yes people, we will go through, in god's will, this condition because the true core of the Jordanian shows through hardships and because you have the will and because you are most worthy to hold responsibility .. and to stand beside your country and its establishment and because you have faith in solidarity which leads to strength and better future</p>	<p>This is the Jordanian that I know and I show off in front of the world.. yes people, we will all pass with the god's willing, because the true metal of the Jordanian appears in difficult times and because you are a people of resolve and will, cause will take up the responsibility, as standing with your government institution is your principle cause you believe that cooperation leads to strength and better future.</p>	<p>This is the Jordanian that I know and most proud of between other nations, you are my family and back bone and your true colour appear in hard condition and you are most capable and responsible people Supporting your nation is the pathway and you leave ----</p>	<p>This is the Jordanian who I know and show around the world. We will pass the situation that we live --- because real metal appear in difficult time and you have wish and will to do this and you are capable of taking responsibility.. The feeling of joining country is strongly in you leads to better future</p>
<p>سنتجاوز بعون الله كل نعم وقريبا ستقام .التحديات الصلوات في المساجد والكنائس وستعود الحياة للشوارع والاسواق وسيعود العمال الى</p>	<p>We will go through, in god's will, all the challenges.. soon we will pray in the mosques and churches and the life will return into the streets and markets.</p>	<p>All will pass soon will be prayers in masajids and churches... and the life will return into the streets and markets. The workers will go back to their</p>	<p>We will surpass this condition and all other conditions And in the near futures prayers will be in mosques and churches and people will live as usual..</p>	<p>We will pass with the help of god all the problems soonly. Prayers will be in mosques and churches Life will go back to streets, workers to their</p>





مصانعهم والموظفون الى مؤسساتهم وسنرى ابنانا وبناتنا الطلبة يخرجون كل صباح الى مدارسهم وجامعاتهم نعم كل هذا سيتحقق..قريبا	The workers will go back to their factories and the employees to their establishment. Our students will go every morning to their universities and schools and all of this will be achieved	factories and the employees to their institutions. Our sons and daughters will go every morning to their universities and schools and all of this will be achieved	workers will go back to their factories.. you will see students will go back to schools and universities soon	work, people go back to schools soonly in shaa alla
شدة وتزول ان شاء الله والله خير حافظ والسلام عليكم ورحمة الله وبركاته	It will pass in god's will and Allah will protect us.. peace be upon you	This will pass in god's willing, God is the most merciful.. peace be upon you	This will happen if we stick together.	I hope all the good for you In the name of god Alsalaam Alaikum

Table 2. Interpreting Procedure

Input analysis	Process analysis	Output analysis
The content of the input entails a general register stating the situation of a country by its monarch. The speaker used standard Arabic language and used a simplified style to address his nation. The speaker uses a religious register in certain cases to address all the classes of his people.	The interpreters grasped the speech slightly more adequately than the bilinguals. They could interpret the whole text without leaving blank spots or misleading situations. The rendered the speech fluently and use a comprehensive style to deliver the message. However, the bilinguals faced some difficulties understanding some parts of the speech which is shown in their rendition, yet they deliver acceptable message.	The interpreters rendered the speech accurately leaving almost no semantic or syntactic strangeness in the output. Their interpretations came naturally and cater to the level of training they have overcome. However, there are some inaccuracies in the rendition of the bilinguals including syntactic and semantic mistakes which could somehow distort the final production.





Conclusions

It is believed that bilinguals can sometimes be considered interpreters, given that bilinguals speak two languages, but this cannot always be fulfilling because simultaneous interpreting is an overwhelming, highly intricate task that requires mastering several skills in order to be accomplished. A simultaneous interpreter normally faces the challenge of restricted time where s/he should instantly switch from the source language, the non-target language into the target language, which could have negative impacts on the overall interpreting production. As a result, the negative impacts of non-target language incursions affect interpreters more than regular bilingual individuals. It is concluded that interpreters have to cope with higher levels of interference while working intensively to avoid linguistic mistakes. To meet these new challenges, it is agreed upon that interpreters have to improve their skills in managing attention, controlling competition, and settling disagreements. Considering that practicing with these processes is thought to contribute to improved cognitive capacities in bilinguals compared to monolinguals, the interpreter will benefit even more. Unless being submitted to an extensive training program, bilinguals are not likely to occupy the position of the simultaneous interpreters, given the restrictions related to time, fluency, and accuracy imposed on the interpreter by this profession.

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