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Difficulties and Problems of Simultaneous Interpretation in Kurdistan Region – Iraq

Ako Subhi Ghaza'ee , Wrya Izzadin Ali

English Department - College of Languages- Salahaddin University – Erbil

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Corresponding Author

qa_kirkuk@yahoo.com

Abstract

Translation is one of the most important branches of linguistics, conveying and rendering message from one language to another is not something easy, but written translation is considered easier than oral translation, since the first has enough time and opportunity to convey the meaning from one language to another, while the later has not. This paper tries to study one of the important sides of simultaneous interpretation (henceforth SI), it is difficulties and problems of SI. The aims of the study are identifying literature review of SI like; the concept of SI, history, types, qualifications, and difficulties and problems that face the process of SI, then finding out suitable solutions for such difficulties. Methodologically, this study is based on the interview aspect as to collect data and knowledge about the topic of the study, and designing questionnaire. These two tools are submitted to simultaneous interpreters, i.e., study sample in Kurdistan Region, Erbil, Sulaymaniyah, Dohuk, and Kirkuk governorates-Iraq. After distributing the two tools and analyzing the collected data, the study concludes that there are serious difficulties and problems facing simultaneous interpretation. The following quantitative results are obtained after using (SPSS), (M= 4.01) with (SD= 0.78).

Introduction

Interpretation, oral translation, is a crucial task, since it deals with the intended meaning of the speaker. The interpreter's job differs completely from the translators. The first deals with communicating the message from one language to another, while the later deals with changing the text from language to another. Very few

researches had been studied before about SI in Iraq, especially in Kurdistan Region. Thus, it is very necessary to study such topics. Evaluating the process of SI, specifically the difficulties and problems of SI in Kurdistan Region–Iraq is important. Thus, the current study comes to shed light on SI, difficulties, problems, and the solutions for those difficulties and problems.

Literature Review

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. The message of the source language (henceforth SL), as well as the target language (henceforth TL) are typically a normal language, in the oral or signed modality, fundamentally ephemeral requiring immediate processing¹. Language interpretation is the facilitating 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.²

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.³

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 Nuremberg 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.⁴

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 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.⁵

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.⁶ 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.⁷

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.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 chuchotage (whispering) aside from notes taken at the time, no equipment is used.⁹

2.4 The Concept of Simultaneous Interpretation

SI has been 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 often expected by conference delegates.¹⁰

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).¹¹ Interpreting process starts while the 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.¹² 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.¹³

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.¹⁴ 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.

Moreover, simultaneous interpretation may be clarified 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 the message from the SL to the TL, thus, most of the specialists utilize their experiences to clarify the characteristics of a good interpretation. One of those is Buhler¹⁵ when he puts 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 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 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.¹⁶

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.

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".¹⁷

Moreover, 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 message. Generally, SI equipment consists of a transmitter, a set of headsets, and receivers. SI equipment can use 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 differs from only going back, and from between two languages, as a bilingual presenter may do.¹⁸

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.

2.6 Difficulties and Problems of Simultaneous Interpretation

Generally, translation as well as interpretation difficulties and problems can be clarified as 'any difficult or problem that make translators/interpreters stop twice. First stop is due to a difficult or problem, and second stop to think how to solve and tackle it. Ghazala¹⁹ states linguistic problems like; grammatical, lexical, stylistic and phonological problems. Regarding grammatical difficulties and problems, he mentioned complicated SL, different TL grammar, different TL order. Concerning lexical problems; literal translation, synonym, idioms, and ESP terminologies are serious difficulties. Stylistic problems deal with formal vs. informal language, parallelism, ambiguity, and complex vs. simple style. Moreover, phonological difficulties involve homophonic words, incorrect pronunciation, and sometimes maybe unpleasant voice.

The process of translation and interpretation are faced non-linguistic difficulties and problems besides linguistics' ones. Personality difficulties are considered serious obstacles in front of a good translation and interpretation; here some of those difficulties and problems like lack of endurance, poise, punctuality, flexibility, and active listening and memorization skills. Seleskovitch²⁰ states that lacking active listening and memorization skills of interpreter

as an obstacle, because the crucial task of an interpreter is listening to two speakers at the same moment, first speaker who speaks SL, while second speaker an interpreter him/herself, in this case the difficult is the distraction. This is the complexity the job of the interpreter.

Diversity of SL and TL cultures is another type of difficulties and problems. Al-Hamadani²¹ clarifies that translation is a crucial vehicle for intercultural exchanges. Translating from culture to culture means exposing receptors to new ideas and facts in the TL culture broaden their cultural horizons, make them aware that other people may have different symbols, customs and beliefs, which other cultures should respect and know. However, copious details regarding the cultural differences influencing translation process between communities have dealt with in great number of publications.

Based on Casagrande's²² formula: 'one does not translate LANGUAGES only but CULTURES also', because many translation problems arise due to the symbolic actions in the SL culture which are absent in the TL culture or have different meanings there. The ability of the receptors to understand and overcome cultural differences in receiving the source text message should not be underestimated. To understand a message means interpreting it according to the background knowledge. When such knowledge is missing due to cultural differences, the translator renders, as Venuti²³ and Kussmaul²⁴ see, the TL with what the words in the original message mean in their SL culture. The translator must provide additional information in the TL to compensate for the lack of the background knowledge shared by the receptor in the SL. This is part of the translator's aim to bring the original message over to the TL receptor.

It is worthy to mention technical difficulties and problems. This type is concerned the setting (time and place) of the interpretation rather than translation. Regarding the time, unfamiliarity the topic of interpretation beforehand, shortage

permitted time for interpreting, speaker's fast speech, continuous long times of interpreting. All those and others are effected on the quality of interpretation.

Concerning real observations for the settings of the SI by the researcher, there are many difficulties and problems are discovered. SI requires high concentration, normally at least, two interpreters working in a booth who will take their turn every ten to thirty minutes, according to the difficulty of the speeches, language combination, and velocity of the speaker. The work of the interpreter may become more difficult through external factors:

1. Small booth without sufficient air
2. Poor light in the booth
3. Poor or no sight on the conference room
4. Poor microphone discipline of the speaker
5. Reading out of texts not available to the interpreter

3. Methodology

The tools that are used in this study are a focus group of an interview and a questionnaire. The focus group is used for collecting data and to reach to exact and detailed information and knowledge about the intended topic. The second tool questionnaire was designed depending on the focus group.

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'.²⁵ 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.²⁶

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.²⁷

The focus group of an interview of the study is involved two categories 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 same sample of the focus group are suggested suitable solutions for those difficulties, which are diagnosed before (see appendix B). see table (1)

3.2 Designing the Questionnaire

The second tool of the study is a questionnaire. It was designed depending on the focus group. The latter is considered 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.²⁸ Also it can be defined as 'a list of 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'.²⁹ 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, which are asked the respondent to reply; closed or opened, spontaneous or promoted, open-ended or pre-coded.

The intended questionnaire is involved linguistic, as well as, nonlinguistic factors. More specifically, the area of linguistic factors are involved 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 is consisted of 27 items, all those items dealt with difficulties and problems of SI. It is submitted to thirty simultaneous interpreters in Kurdistan Region, table (2) reveals the characteristics of questionnaire items' respondents, (see appendix C). See table (2)

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 follow:

4.1 Analysis of Focus Groups' Data

After two sessions with the twelve members of the focus group, an amount of knowledge and information have been gotten about difficulties and problems of SI as well as solutions for those difficulties, (see appendix A&B), analysing the data collected from a focus group of interview has been done by getting the percentage its items.

4.1.1 Items of Difficulties of the Focus Group

Analysing the items of the difficulties of the focus group (appendix A) is dealt with by obtaining the percentage that shows the

following results, as in table (3) below: See table (3)

Difference of habits, cultures, and attitudes have got the higher degree of the difficulties, which face simultaneous interpreters, it got 75%. Really, the differences in habits, cultures, and attitudes have great effect on the quality of interpreting. Qualified interpreter have to be familiar with habits, cultures, and attitudes of both languages, source language (henceforth SL) and target language (henceforth TL). For example: *The dog at the door*. This sentence gives the meaning of threatening according to the American English culture and attitude. Again, differences of structures between languages have got the second level, with 58%. English passive sentence structure is O + V + V, qualified interpreter should focus on the object of the sentence during s/he interpreting into Kurdish.

The same thing happened with dialect ambiguity, which came at the third level with 50%. Homophonic words came at the fourth level, 41%. Phonetics difficulties 33%, quickness 25%, time shortages 25%. Non-professional speaker, missing words during interpreting, lack of experience, lacking professional training, insufficient thematic knowledge, idiomatic expressions, new idioms and expressions, unsuitability of the settings, all these have got the same level of difficulties 17%. Syllabus lacking of SI, audiences' questions during interpreting, lack of international terms, sound system problems, lacking equipment of SI, Divine questions like that in the Qur'an, long speeches, these difficulties have got the lower level of difficulty 8%.

4.1.2 Items of Solutions of the Focus Group

After diagnosis the difficulties of SI, the same members of a focus group have been suggested several solutions for those difficulties and

problems (appendix B), which are analysed as shown in table (4): See table (4)

The first solution suggested by a focus group is finding suitable terminologies, which was got higher level as a solution 66%. This solution may be tackle several difficulties like; Difference of habits, cultures, and attitudes. Familiarity with different ideological and cultures, paraphrasing, improving memory skills, these solutions were got second level 41%. Moreover, knowing the topic beforehand was got 33%, patience and resilience with focusing on the idea were got 25%, ensuring technical equipment are available and fluently speaker were got 17%, doing research, talking with delegates beforehand, arranging and sitting levels of SI horizontally and vertically, improving listening skills, idioms, these solutions were got lower level 8%.

4.2 Analysis of Questionnaires' Data

After collecting amount of information about difficulties and suggested solutions for those difficulties, a semi-structured questionnaire was designed (see appendix C&D). This questionnaire was submitted to thirty simultaneous interpreters in Kurdistan Region-Iraq, to obtain their beliefs and perspectives about those items of difficulties as well as their solutions. Two statements were involved in the questionnaire, the first consists from twenty-seven items of difficulties, and the second consists from twenty-three items of solutions of difficulties. Analysing the collecting data of the questionnaire has been done by getting the results statistically.

4.2.1 Items of Difficulties of the Questionnaire

The results are arranged from the highest degree of the importance to the lower one, according to simultaneous interpreters' perspectives towards difficulties of SI, (M= 4.43–3.33) as shown in table (5) below: See table (5)

The results of the first item shows that; *speaker fast speech*, 90% (M=4.43) of the simultaneous interpreters, (henceforth SIs), agree that they are effected by fast speech of speaker during their interpretation, so it is a real difficulty and problem. Regarding item (2), *sound system problems*, 93% (M=4.40) of the SIs agree that sound system problems like; echoes, sudden stopping sounds, etc., are real problem and one of the difficulties of SI process. Any sounds problems will lead to lagging behind of SIs.

Concerning item (3), *inactive listening*, 93% (M=4.33) of the SIs agree that inactive listening of the interpreters is a serious difficulty, since there is no enough time for thinking or memorising what the speaker said. The reason behind that is that the crucial task of simultaneous interpreter is to render and deliver the message from SL into TL with a minimal analysis time. Concerning item (4), *lack of knowledge about topic events*, 93% (M=4.27) of the SIs agree that they need any knowledge or information about the topic of interpretation beforehand, unless there is difficulty to start with a topic without preparing something before.

Concerning item (5), *lack of experience*, 93% (M=4.23) of the SIs agree that experience is very important in SI, because the process of SI is involved numbers of skills, and those skills with progressive will change and move to be habits, all those because of experience, so lack it is a difficult and problem. Concerning item (6), *inaccurate pronunciation*, 93% (M=4.20) of the SIs agree that wrong or unclear pronunciation is a difficult; because it leads the simultaneous interpreter to misunderstanding, then the production will be incorrect.

Concerning item (7), *long boring sentences*, 90% (M=4.20) of the SIs agree that long boring sentences is a difficult and problem during SI, the reason that the SIs have not time to concentrate on the parts of a sentence if it was a complex sentence, besides to focus on series of

complex sentences. The allowed *ISO* standard time for waiting is just *three minutes*, after this permission the production will be trivial. Concerning item (8), *misuse of terminological expressions*, 93% (M=4.13) of the SIs agree that unqualified speaker in using correct and accurate expressions lead to face a difficult in interpreting.

Concerning item (9), *ambiguous speech*, 93% (M=4.13) of the SIs agree that ambiguity of speech difficult in SI. The real task of SIs is not changing the meaning from language to another, but it is communicating the message from SL into TL, rendering the intended meaning from the producer to the receptor. Concerning item (10), *Cultural diversity*, 83% (M=4.10) of the SIs agree that varieties of cultures between the speaker (producer), and the audience (receptor) is formed a difficult for the interpreter. Based on Casagrande's³⁰ formula: "one does not translate LANGUAGES only but CULTURES also", because many translation problems arise due to the symbolic actions in the SL culture which are absent in the TL culture or have different meanings there. The ability of the receptors to understand and overcome cultural differences in receiving the source text message should not be underestimated.

As for item (11), *ESP terminologies*, 80% (M=4.10) of the SIs agree that using vocabulary for specific purposes makes interpreter in difficult situation, because of diversity of the meaning from field to another. Regarding item (12), *Audience interruption within interpretation*, 83% (M=4.10) of the SIs agree that the interpreter is affected by the interruption, annoying, and crowded of audience in the setting of interpreting. This difficulty is derived from another difficulty, it is lacking of building booth, mostly there are mobile booth not building, therefore, the interpreter face this problem.

Concerning item (13), *lack of endurance*, 83% (M=4.06) of the SIs agree that interpreter

should be enduring, due to there is no comfort time during interpreting, besides other sudden problems like; lacking his/her boothmates in embarrassing situation. In item (14), *lack of international terms*, 84% (M=4.06) of the SIs agree that there are international vocabulary, which are used globally for each decade, lacking those words is difficult, so an interpreter have to be aware for the importance of those terms.

Regarding item (15), *ill-formed sentences*, 83% (M=4.06) of the SIs agree that those sentences of speaker, which not structured well will make the interpreter in difficult situation. *ill-formed sentences* means using sentences out of the structure of its language. Regarding item (16), *newly-coined idiomatic expressions*, 83% (M=4.03) of the SIs agree that sometimes interpreter faces new-born idioms and expressions, which are not heard before, this will make him/her in difficulty.

Regarding item (17), *shortage of time*, 83% (M=4.03) of the SIs agree that lacking enough time to think in a message before rendering it into target is a difficult, standard allowed time is just *three minutes*. Regarding to item (18), *Inability of team working*, 76% (M=4.00) of the SIs agree that inability to work within your team of interpreter is difficulty, and may be caused real problems for his/her boothmates. What is mentioned in item (12) belong to this item.

Concerning item (19), *the use of lexical items out of place*, 83% (M=3.97) of the SIs agree that sometime the speaker uses lexical (dictionary) items in incorrect place. Mostly, this case may be happened either the speaker is not native, or s/he is not well-educated (rich) in the language. Regarding item (20), *homophonic words*, 77% (M=3.87) of the SIs agree that homophones are real difficult, since there is no written and seen text like translation, it is interpreting the spoken SL into TL. Moreover, the interpreter just hears the speech without seeing, so

Regarding item (21), *Insufficient thematic knowledge*, 80% (M=3.87) of the SIs agree that interpreter should have a good knowledge about the intended theme that s/he will communicate. Thus, it is very important for preparing specialized interpreter, to avoid this difficulty. What is worthy to mention here that in Kurdistan Region-Iraq there are encyclopaedic interpreter, there are not specialized interpreter. Regarding item (22), *Unsuitable atmosphere of place and time for interpretation*, 73% (M=3.87) of the SIs agree that suitable atmosphere very important, time, place, audience, etc. unsuitable of those will effect on the performance of the interpreter, which leads into wrong rendering and communicating of message.

In item (23), *Variability of religious concepts*, 63% (M=3.77) of the SIs agree that this point also difficult. Variability of religious concepts means using the same religious term but in different situations, depending on the necessity of usage. May be this point a big problematic difficulty, but it got this lower percentage 63%, comparing to the formers due to its few using in public interpreting settings. Preparing specialized (field) of interpreters is a necessary task. Concerning item (24), *unforeseen terms*, 77% (M=3.77) of the SIs agree that unexpected terms makes interpreter in a difficult situation. The difficulty comes here that there is no time for asking or take notes to check it, the permitted maximum time is only *three seconds*.

Regarding item (25), *Word order differences between SL and TL*, 60% (M=3.73) of the SIs agree that the differences in syntax, (grammatical arrangement of words), is difficult point for interpreter. For instance, the word order for the English sentence is (S + V + O), while the sentence in Kurdish has such order as (O + S + V). This claimed maybe is not strong, since SI deals with communicating a message from language to another rather than rendering the meaning of the words from SL into TL.

Regarding item (26), *unpleasant voice*, 43% (M=3.33) of the SIs agree that unpleasant voice of the speaker is a difficult, but it is not a big, since it does not effect on the pronunciation of the words. This point belongs to psycholinguistics. It has its effectiveness on the interpreter may be unconsciously. Regarding the last item (27), *embarrassing situations*, 50% (M=3.33) of the SIs agree that embarrassing words and sentences make the interpreter in difficult situation. Mostly this happened in the political, ethnics, religious, and racism speeches and discussions.

4.2.2 Items of Solutions of the Questionnaire

The results of suggested solutions for difficulties and problems of SI according to simultaneous interpreters' beliefs and perspectives are arranged according to their importance from top to bottom, the degrees between (M= 4.53–3.56) as shown in table (6) below: See table (6)

After syntactic analysis of the simultaneous interpreters' respondents about the solutions for SI difficulties, and obtaining the means and standard deviation for each item, with agreement percentage, the following results will show in table (7): See table (7) To sum up the suggested solutions, which are presented by the professional interpreters for each difficulty. Table (7) clarifies that each difficulty may have more than one solution to solve and tackle the intended difficulty and problem. Regarding difficulty (1), Speaker fast speech, there are four key points for who speaks fast, without giving attention to the interpreter, who interprets and communicates the messages at the same moment of speaking. The first important tackle is being well-experienced. Experience is a very important factor for an interpreter, by experience the process of receiving the message (SL) rapidly become familiar to the interpreter, who used to hear and listen comprehendingly several hours every day to the speaker, then within times, this familiarization of Speaker fast speech moves to be a habit. Improving listening skills is

another factor for tackling fast speaker. In every language there are four essential skills; reading, writing, listening, and speaking. Listening is an advanced skill; it comes after familiarisation with first two skills; reading and writing. Why it is called improving listening skills not skill? Because there are number of skills are effected the listening, especially, listening of an interpreter should be comprehension listening. Skills of focusing/concentration, giving attention, imagining, and having expanded fancy, all these are considered components of listening skills. For this reason is called listening skills. Knowing the topic beforehand is necessary when the interpreter miss and loss some words or expressions because of speaker's fast speech, and listening actively helps interpreter to be ware in his/her listening, especially with the fast one.

The rest difficulties will be solved and tackled with the same way. Concerning last item (28), all difficulties is tackled by doing research. Off course, solving any problem, and tackling any difficulty depends on a scientific study in its field to reach to the intended purposes. Thus, doing research as a solution is beneficial and it is used for single difficulty, as well as, all generally.

The researcher supports his argument by referring to these sources; Ghazala³¹, Poyatos³², Casagrande³³, Buhler³⁴, and Laurion and Skora³⁵. They state “although simultaneous interpreters have relatively positive perceptions on the mentioned difficulties and problems, and at the same time, they have the same perspective on the solutions, but they are still suffer from those difficulties, and they need the support from official institutes to improve the process of SI in Kurdistan Region-Iraq”.

Moreover, the researcher compares the Mean of the interpreters' respondents of the questionnaire about the items of difficulties as well as the suggested solutions for those

difficulties to find out the differences with hypothetical mean, which is (3), the results reveals that there are significant differences at 0.0,5 level for the all items, regarding (t. value & p. value).

The purpose of the simultaneous interpreters' questionnaire was to gauge impressions of their professional experiences. Owing to the standard deviation (SD), of the difficulties items ranging from (0.55) to (1.12), and of the solutions items ranging from (0.47) to (1.07). The results revealed that the simultaneous interpreters have agreement with each other about diagnosis the difficulties as well as suggested suitable solutions for it.

The quantitative results obtained from the simultaneous interpreters' focus group of the interview and the questionnaire about difficulties and problems of SI, as well as the suggested problems revealed the impression that the simultaneous interpreters' Kurdish 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, requirements, difficulties, problems, and so on.
- SI is a crucial task, since it deals with the intended meaning of the speaker. The job of interpreter is communicating the message from one language to another.
- There are significant differences at 0.0,5 level for the linguistic and non-linguistic items of difficulties and problems, which stand as an obstacle in front of good interpreting like; difference of habits, cultures, and attitudes, differences of structures between languages, dialect ambiguity, and homophonic words,

quickness of speaker, time shortage of SI, lack of experience, lacking professional training.

- There are significant differences at 0.0,5 level for all linguistic and non-linguistic items of solutions for difficulties, which are stand as obstacle in front of good interpreting like; being well-experienced, improving listening skills, knowing the topic beforehand, and listening actively .

There is a number of the recommendations that would be useful if they are achieved:

- Nowadays the process of SI is a profession and a job rather than to be a scientific or an academic process.

- Diagnosing difficulties, problems, and obstacles of SI

- Finding out the suitable solutions for those difficulties, problems, and obstacles of SI

- Doing and establishing studies to search and study each difficulty and problem of SI separately, then finding out suitable solution for it.

- Participating simultaneous interpreters in primary as well as professional training courses of SI

- Giving attention to syllabus of translation in translation and English departments in the faculties and universities of Kurdistan

- Supporting and helping translation associations in Kurdistan by; establishing, looking attention, supporting, and supervising by official/government professionals specialists

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Table (1)
Characteristics of Focus Groups' Respondents

No.	Gender	Degree Held	Experience Years	Specialization
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

Table (2)
Characteristics of Questionnaires' Respondents

No.	Gender	Held Degree	Experience Years	Specialization
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

Table (3)
Analysis Difficulties of the Focus Group

Difficulty	% of agreement	Difficulty	% of agreement
syllabus lacking of SI	8%	lack of experience	17%
difference of habits, cultures, and attitudes	75%	sound system problems	8%
Quickness	25%	lacking equipment of SI	8%
dialect ambiguity	50%	lacking professional training	17%
time shortages	25%	insufficient thematic knowledge	17%
phonetics difficulties	33%	Divine questions like that in the Qur'an	8%
differences of structures between languages	58%	idiomatic expressions	17%

audiences' questions during interpreting	8%	new idioms and expressions	17%
lack of international terms	8%	unsuitability of the settings	17%
non-professional speaker	17%	homophonic words	41%
missing words during interpreting	17%	long speeches	8%

Table (4)
Analysis Solutions for Difficulties of the Focus Group

Solution	% of Agreement	Solution	% of Agreement
finding suitable terminologies	66%	patience and resilience	25%
doing research	8%	improving listening skills	8%
ensuring technical equipment are available	17%	Idioms	8%
knowing the topic beforehand	33%	familiarity with different ideological and cultures	41%
talking with delegates beforehand	8%	Paraphrasing	41%
arranging and sitting levels of SI horizontally and vertically	8%	improving memory skills	41%
Fluently speaker	17%	focusing on the idea	25%

Table (5)
Analysis Difficulties of the Questionnaire

No.	Difficulties	Mean	Standard Deviation	% of Agreement
1	Speaker fast speech	4.43	0.77	90%
2	Problems of sound system	4.40	0.62	93%
3	Inactive listening	4.33	0.61	93%
4	Lack of knowledge about topic events	4.27	0.58	93%
5	Lack of experience	4.23	0.68	93%
6	Long boring sentences	4.20	0.81	90%
7	Inaccurate pronunciation	4.20	0.55	93%
8	Ill-formed sentences	4.13	0.90	90%
9	Ambiguous speech	4.13	0.78	83%
10	Misuse of terminological expressions	4.13	0.63	93%
11	ESP terminologies	4.10	0.80	80%

12	Audience interruption within interpretation	4.10	0.66	83%
13	Lack of international terms	4.07	0.91	86%
14	Lack of endurance	4.07	0.83	83%
15	Shortage of time	4.03	0.93	83%
16	Newly-coined idiomatic expressions	4.03	0.72	83%
17	Inability of team working	4.00	0.91	77%
18	The use of lexical items out of place	3.97	0.81	83%
19	Cultural diversity	3.93	0.52	83%
20	Unsuitable atmosphere of place and time for interpretation	3.87	1.01	73%
21	Insufficient thematic knowledge	3.87	0.86	80%
22	Homophonic words	3.87	0.68	77%
23	Unforeseen terms	3.77	1.01	77%
24	Variability of religious concepts	3.77	0.68	63%
25	Word order differences between SL and TL	3.73	0.98	60%
26	Embarrassing situations	3.33	1.12	50%
27	Unpleasant voice	3.33	0.84	43%

Table (6)
Analysis Solutions of the Questionnaire

No.	Solutions	Mean	Standard Deviation	% of agreement
1	Listening actively	4.53	0.51	100%
2	Improving listening skills	4.53	0.63	93%
3	Improving memorization skills	4.53	0.63	93%
4	Finding suitable terminologies	4.30	0.47	100%
5	Endurance	4.23	0.63	90%
6	Ensuring availability of technical equipment	4.20	0.71	83%
7	Going beyond invisible meaning to the intended one	4.13	0.78	83%
8	Knowing the topic beforehand for preparing	4.10	0.55	90%
9	Working in a team	4.03	0.93	83%
10	Being well-experienced	4.03	0.89	78%
11	Accompanying bilingualism by biculturalism	3.93	0.78	83%
12	Having background knowledge about idioms in general	3.93	0.64	83%
13	Having a rich knowledge about ESP	3.93	0.64	83%
14	Being acquainted with different dialects	3.93	0.87	67%
15	Bridging the gap between religious	3.87	0.68	87%

	differences			
16	Talking to the speaker before the event	3.86	0.78	80%
17	Managing ill-formed sentences	3.80	0.71	77%
18	Securing suitability of place and time	3.80	0.71	63%
19	Doing research	3.73	0.87	67%
20	Being visibly faced to the event relevant	3.67	0.92	73%
21	Considering structural differences between languages	3.60	1.00	63%
22	Coping up with unpleasant tone	3.53	0.78	43%
23	Arranging and setting levels of standard and non-standard SI	3.43	1.07	64%

Table (7)
Suggested Solutions for Difficulties

No.	Difficulties	Solution
1	Speaker fast speech	- being well-experienced - improving listening skills - knowing the topic beforehand - listening actively
2	Problems of sound system	- ensuring technical available of equipment
3	Inactive listening	- improving listening skills & - listening actively
4	Lack of knowledge about topic events	- knowing the topic beforehand
5	Lack of experience	- being well-experienced
6	Long boring sentences	- being visibly faced to the event relevant - going beyond invisible meaning to the intended one.
7	Inaccurate pronunciation	- being acquainted with different dialects
8	Ill-formed sentences	- managing ill-formed sentences - going beyond invisible meaning to the intended one.
9	Ambiguous speech	- going beyond invisible meaning to the intended one.
10	Misuse of terminological expressions	- finding suitable terminologies
11	ESP terminologies	- having a rich knowledge about ESP
12	Audience interruption within interpretation	- securing suitability of place and time - arranging and setting levels of standard and non-standard SI
13	Lack of international terms	- finding suitable terminologies - having background knowledge about idioms in general
14	Lack of endurance	- being well-experienced & being enduring
15	Shortage of time	- being well-experienced

		<ul style="list-style-type: none"> - improving listening skills - knowing the topic beforehand - listening actively
16	Newly-coined idiomatic expressions	<ul style="list-style-type: none"> - having background knowledge about idioms in general
17	Inability to team working	<ul style="list-style-type: none"> - being cooperative with his/her team
18	The use of lexical items out of place	<ul style="list-style-type: none"> - finding suitable terminologies
19	Cultural diversity	<ul style="list-style-type: none"> - accompanying bilingualism by biculturalism
20	Unsuitable atmosphere of place and time for interpretation	<ul style="list-style-type: none"> - securing suitability of place and time - arranging and setting levels of standard and non-standard SI
21	Insufficient thematic knowledge	<ul style="list-style-type: none"> - knowing the topic beforehand - talking to the speaker before the event
22	Homophonic words	<ul style="list-style-type: none"> - knowing the topic beforehand - listening actively
23	Unforeseen terms	<ul style="list-style-type: none"> - knowing the topic beforehand - talking to the speaker before the event - finding suitable terminologies - going beyond invisible meaning to the intended one.
24	Variability of religious concepts	<ul style="list-style-type: none"> - accompanying bilingualism by biculturalism - bridging the gap between religious Differences
25	Word order differences between SL and TL	<ul style="list-style-type: none"> - considering structural differences between languages - being visibly faced to the event relevant
26	Embarrassing situations	<ul style="list-style-type: none"> - accompanying bilingualism by biculturalism - being acquainted with different dialects - being visibly faced to the event relevant - going beyond invisible meaning to the intended one - being poised & enduring
27	Unpleasant voice	<ul style="list-style-type: none"> - coping up with unpleasant voice - being poised & enduring
28	All difficulties	<ul style="list-style-type: none"> - doing research

6. Appendices

Appendix (A) Difficulties of SI of the Focus Group

No.	Difficulties	Interpreters												
		1	2	3	4	5	6	7	8	9	10	11	12	13
1	Syllabus Lacking of SI								√					
2	Difference of Habits, Cultures, Attitudes	√	√	√		√	√	√		√	√	√		√
3	Quickness				√			√			√			
4	Dialect Ambiguity		√	√		√		√			√	√		
5	Time Shortages			√			√	√						
6	Phonological Difficulties							√		√	√	√		
7	Differences of Structures between Languages		√	√	√		√	√			√			√
8	Audience s' Questions in time of Interpreting		√											
9	Lack of International Terms			√										
10	Non-Professional Speaker			√			√							
11	Missing Words					√			√					
12	Lack of Experience										√		√	
13	Sound System Problems								√					
14	Lacking Equipment of SI				√									
15	Lacking Professional Training						√		√					
16	Insufficient Thematic knowledge				√						√			
17	Divine Question like that in Qur'an						√							
18	Idiomatic Expression			√	√									
19	New Idioms and Expressions								√			√		
20	Suitability of the Setting					√		√						
21	Homophonic words			√		√	√		√	√				
22	Long speech									√				

Appendix (B)
Suggested Solutions for Difficulties of SI of the Focus Group

No.	Suggested Solutions	Interpreters												
		1	2	3	4	5	6	7	8	9	10	11	12	13
1	Finding suitable terminologies		√	√	√		√		√		√	√	√	
2	Doing research										√			
3	Ensuring technical equipment are available				√			√						
4	Knowing the topic beforehand		√	√		√		√						
5	Talking with the delicate before the event							√						
6	Arranging and Sitting Levels of SI Horizontally and Vertically											√		
7	Fluently Speaker		√	√										
8	Patience and Resilience		√						√	√				
9	Improving listening Skills			√										
10	Idioms						√							
11	Familiarity with Different Ideological and Cultures	√	√	√		√			√					
12	Paraphrasing				√	√	√				√		√	
13	Improving Memory skills								√		√	√	√	√
14	Focusing on the Idea				√		√	√					√	

Appendix (C)
Difficulties of SI of the Questionnaire

No.	Items	Highly Difficult	Difficult	Neutral	Less Difficult	Un Difficult
1	Unpleasant voice					
2	Inaccurate pronunciation					
3	Speakers' fast speech					
4	Homophonic words					
5	Word order differences between the SL and TL					

6	Ill-formed sentences					
7	Long boring sentences					
8	Misuse of terminological expressions					
9	The use of lexical items out of place					
10	Speaker's terminologies for ESP (i. e. English for specific purposes)					
11	Lack of international terms					
12	Newly-coined idiomatic expressions					
13	Insufficient thematic knowledge					
14	Variability of religious concepts					
15	Cultural diversity					
16	Ambiguous speech					
17	Lack of experience					
18	Inactive listening					
19	Inability of team working					
20	Lack of endurance					
21	Problems of sound system					
22	Unsuitable atmosphere of place and time for interpretation					
23	Unforeseen terms					
24	Lack of knowledge about topic events					
25	Audience interruption within interpretation					
26	Shortage of time					
27	Embarrassing situations					

Appendix (D)
Suggested Solutions for Difficulties of SI of the Questionnaire

No.	Items	Highly Important	Important	Neutral	Less Important	Unimportant
1	Being acquainted with different dialects					
2	Coping up with unpleasant tone					
3	Considering structural differences between languages					
4	Managing ill-formed sentences					
5	Finding suitable terminologies					
6	Having a rich knowledge about ESP					
7	Having background knowledge about idioms in general					
8	Going beyond the invisible meaning to the intended one					
9	Bridging the gap between the religious differences					
10	Accompanying bilingualism by biculturalism					
11	Improving listening skills					
12	Talking to the speaker before the event					
13	Improving memorization skills					
14	Being well-experienced					
15	Listening actively					
16	Working in a team					
17	Endurance					
18	Doing research					
19	Ensuring technical equipment are available					
20	Securing suitability of place and time					
21	Being visibly faced to the event relevant					
22	Knowing the topic beforehand to preparing					
23	Arranging and setting levels of standard and non-standard SI					

