

Culture and Conversational English

Meeting 9

Approaches to Interpreting

Agenda

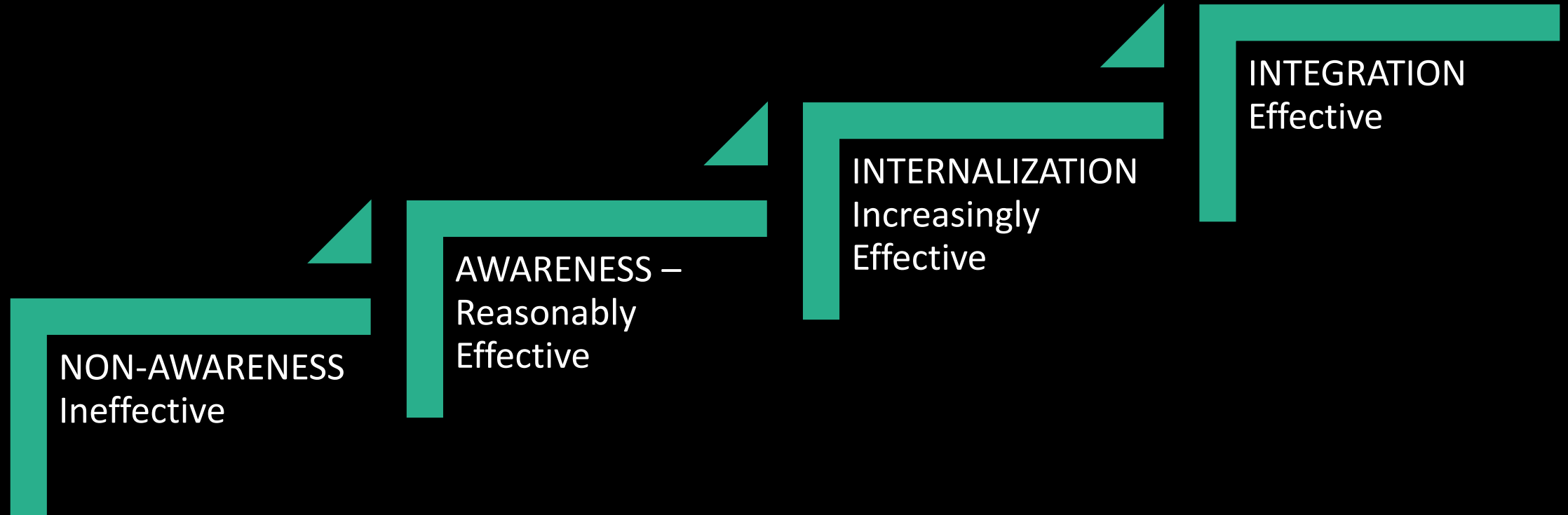
- Self-reflection
- Cross-cultural communication errors
- Difficulties of 'casual conversation'
- Language and Culture
- Homework

What is culture?

- Customs
- Beliefs
- Organizations

Self-Reflection (Task 1)

Process for Change Model



Questions on the model

THINK

PAIR

SHARE

- Does the model help you to analyze where you are in your perception of your development of interpreting skills?
- Are you aware of the mistakes and the progress you are making?
- When do you think your interpreting skills are so effectively integrated that you do not even think about them ?
- What do you think about the following comment: 'this model works as a spiral rather than a linear process. There is a continual need to come back and review different topics and skills to maintain and develop your skills'?
- With a partner, share what skills you may need to improve (e.g., memory (anticipating, chunking), language skills (generic rather than one-time errors, idioms, expansion of A and B languages), general knowledge, communication skills (eye contact, speaking style, emotion management), dealing with cultural barriers.

What have you learned?

- Topic content
 - Differences between translation and interpreting
 - Features of interpreting
 - Modes and domains of interpreting
 - Interpreting competencies
 - An introduction to consecutive interpreting
 - The cycle of interpreting
 - The interpreter role
- Interpreting skills
 - Memory skills: Listening for sense; Anticipating; Chunking
 - Language skills:
 - Syntax: Tag questions, Tense, the Passive voice
 - Lexis: words related to 'nice' things/people; offices of Vietnam's government
 - Communication skills: eye contact, voice, delivery, emotion management
 - Conversation skills: introduction systems
- General knowledge: Education, Health, Business
 - BBC in a minute; Parallel texts

Language skills

Bilateral trade has improved.

There have been improvements regarding bilateral trade

When will you get married?

I'm married.

When did you get married?

- Mậu dịch song phương đã cải thiện.
- A: Anh định khi nào thành hôn?
B: Tôi có vợ rồi.
A: Ủa? Anh lập gia đình lúc nào vậy?

Parallel Texts: a reference of Vnexpress.net & Vnexpress International

- Không chợ, nhà cửa mục nát, rầy bỏ hoang... là cảnh người dân xã Suối Trầu (Long Thành, Đồng Nai) sống nhiều năm qua để chờ giải tỏa, đền bù.
- Xã Suối Trầu rộng khoảng 1.400 hecta, với hơn 2.000 hộ dân (5.800 người) của 3 ấp nằm trọn trong vùng dự án. Khi dự án triển khai, những hộ này sẽ thành một ấp mới của xã Bình Sơn, được chuyển đến khu tái định cư Lộc An - Bình Sơn và Bình Sơn cách trung tâm xã chừng 10 km. Một số ít không nằm trong vùng dự án sẽ được nhập vào xã Bầu Cạn, giáp với
- In Suoi Trau Commune in Dong Nai Province, where Long Thanh Airport will be built, people live in wretched conditions.
- Since their lands are to be taken over, for the last 20 years they have not been able to even repair their houses since construction of any kind is forbidden on lands designated for public purposes.
- The authorities have yet to pay them compensation though construction is just a year away. Banks cannot lend against the lands either.
- The National Assembly Standing Committee recently passed a resolution to adjust the administrative boundaries of five communes in Long Thanh District, which includes dissolving the entire Suoi Trau Commune.

Dialog Interpreting practice: Search 'Interview' from YOUTUBE

Download:

www.en.savefrom.net

Cross-cultural Communication Errors

Task 2

Cross-cultural differences

It seems that the two sides were insulting each other, but

Did they know this?

What were the problems?

Would it be possible to interpret: "Are you a dog?"

In Western culture, what do people say about the zodiac signs?

Do they say 'I was born in *the year* of Gemini'?

Was the interpreter aware of the cultural differences between the host and the guest?


What should the interpreter have done if he had known the cultural differences?

Should he have translated the exact words from the Vietnamese businesswoman?

Should he have translated 'You are a rat'?

Do you think the interpreter might have offended the guest when he said 'by the size of you'?

Do you think the guest might have offended the host with his fingers when he mentioned 'keeping my fingers crossed'?



Interpreting Asia
Interpreting Europe

Unit 6
Cultural
Awareness

Commentary 1

- It seems that the two sides were insulting each other, but
 - Did they know this?
- What were the problems?
 - Would it be possible to interpret: “Are you a dog?”
 - In Western culture, what do people say about the zodiac signs?
 - Do they say ‘I was born in *the year* of Gemini’?
 - Was the interpreter aware of the cultural differences between the host and the guest?
 - What should the interpreter have done if he had known the cultural differences?
 - Should he have translated the exact words from the Vietnamese businesswoman?
 - Should he have translated ‘You are a rat’?
 - Do you think the interpreter might have offended the guest when he said ‘by the size of you’?
 - Do you think the guest might have offended the host with his fingers when he mentioned ‘keeping my fingers crossed’?

The interpreter as a bridge



Commentary 2

- Do interpreters just work with languages?
- What is the difference between interpreters and computers?
- If a person is good at interpreting, what should s/he be good at?

Experienced interpreters: experts in culture



Commentary 3

- If you want to become a good interpreter for people from different cultures, what should you do?

Difficulties of Casual Conversation

Task 3

'CASUAL CONVERSATION'

Answer the following questions with a partner:

TRANSACTIONAL

INTERACTIONAL

If you think of all the reasons for which you use spoken language during the day, from the time you wake up to the time you go to sleep, you will quickly come up with a long list of reasons for speaking. Sometimes speech is *transactional*: it is 'message' oriented, and involves the communication of information to achieve some goal, such as buying and selling, instructing, describing, and so on. At other times speech is *interactional*: it is social in

- Why do people use spoken language during the day – from the time they wake up to the time they sleep?
- How much time do you think people spend communicating information to achieve some goal like buying and selling, instructing how to do something, or describing something?
- How much time during the day do you think people spend greeting, complimenting, telling jokes, or 'chatting'?

- To what extent do you agree with the following statement made by Ur (1992)?
 - The way interactional talk is carried out in different languages is very culture-linked, and it is difficult to explain the conventions that govern it in a foreign language; it is dubious therefore whether it is worth investing very much effort in teaching and practising them. My own opinion is that given general language proficiency, and a knowledge of the more obvious courtesy conventions, most learners will be able to cope adequately with interactional speech on the basis of their own cultural knowledge and common sense.

Face-to-face conversation difficulties: Why?

Why are John and Ji having difficulties talking to each other?

Do you think that Ji is interested in talking to John? Explain your answer.

There is a lot of silence in the conversation. How do you think each person feels when there is silence?

What could John do differently so that Ji would talk more?

What could Ji do differently?

When does John want to end the conversation? (At which sentence?)

John says. "Talk to you later." Do you think John is really planning to talk to Ji later? What does this phrase mean?

- John: Hi. How ya doin'?
- Ji: Uh, fine.
- John: Ya been here before?
- Ji: No.
- John: Ya play a lot of ping-pong?
- Ji: Yes.
- John: Well, this is the place to come.
- Ji: (No response. He is silent).
- John: Uh, what classes are you taking?
- Ji: Electronics, Computer 1A... (John interrupts).
- John: I'm taking Computer 1A, too. Are you in the class that meets on Mondays and Wednesdays at 10 am?
- Ji: Yes.
- John: Hmm. I haven't seen you before. Do you like the class?
- Ji: Yes, I do. (Long silence).
- John: Um, uh, do you belong to any other clubs?
- Ji: No.
- John: I'm in a couple of others. (Long pause).
- Ji: (He says nothing).
- John: (Looking at the ping-pong tables.) I see they're starting to play. You gonna play a game?
- Ji: Yes.
- John: Okay. Talk to you later. (John walks away.)

- The variability of patterns of social interaction across cultures
- Marked differences
 - silence can be interpreted differently in different cultures,
 - Paralinguistic features of body language

Paralinguistic features

Language and Culture

Task 4

2017.2A students' sentences

- (14) What sign are you under of?
- (11) Ladies and *gentlemen*
- (15) How much is your Ford Fortuna? (Interpreter's attitude? Explain an aspect of Vietnamese culture)
- (10) Tiệm mở cửa vào lúc 8h00/ Lúc 8h00 tiệm mới mở cửa.
- (1) My third brother joined the revolution, (while) my aunt's second son joined the previous Saigon army.
- (7) I think you should have serious talks with your parents before deciding to study at Hoa Sen.
- (8) I think what you did to her was wrong.
- (9) I heard that Ms. Lan had transferred to another company. *I don't think so.*
- (17) The tuition (amount of money you have to pay).....35.000.000, 450 (Interpreter's attitude: explain the numerical system used in VietNam)
- (12) Well, have you eaten yet? (Interpreter: explain?)
- (13) Where are you going? (Interpreter's attitude?)

2017.2A (2)

- (Uncle number 8)/ Uncle Tám? (Kinship terminologies and names-Interpreter's attitude: what to do?)
- (4) Thầy: *He*
- *Just for fun: Chó đái giờ (dơ) chân trước hay dơ chân sau? Nó giờ chân trước rồi mới đái chớ. Deixis – temporal meaning: hind leg (before/after*
- I have already discussed with my teacher. He asked me to follow the framework / pattern /sample / template introduced last week?
- You have (clarify/make it clear) find out/ask for more information/check...) about the workshop/conference in PolyU. If possible, I will accompany you (will be your company.)
- Trung tâm tư vấn tâm lý/ mục vụ; đại lộ (có cây hai bên đường?)
- park (Can/May/Could)?

Language and culture (1)

- *Anh* *tư* tôi thì tham gia cách mạng, còn ông anh ba con người dì của tôi thì tham gia quân đội Saigon trước đây.
- Con trai người *cô ruột* được gia đình *anh hai* tôi nuôi cho đi học.
- Trong xóm có *chú Tám*. Ông ấy là một người uy tín. Có điều gì thắc mắc, ai cũng tham vấn với chú Tám. Tôi không biết chú Tám tên thật là gì.
- Tôi vừa trao đổi với Thầy. *Thầy* bảo phải viết theo mẫu mà thầy đã giới thiệu tuần rồi.
- Bạn hỏi lại cho rõ việc đi dự hội thảo ở PolyU đi. Nếu dễ dàng, tôi với *bạn* cùng đi.
- Anh không biết cô ấy phải không? 'Dạ *đúng*'.
- Theo tôi, anh nên bàn với ba mẹ *anh* trước khi học ở Hoa sen.
- Tôi nghĩ là anh đã xử sự *không đúng* với cô ấy.
- 'Nghe nói là cô Lan đã chuyển sang công ty khác rồi.' 'Đâu có. Hôm qua, tôi vẫn còn thấy cô mà.'
- My third elder brother joined the revolutionary army; my aunt's second child used to be a member of the Saigon military force.
- My paternal aunt's son was raised and afforded the schooling by my eldest brother's family.
- Uncle Tám (kinship terminology used as names)
- He
- You
- No. I don't.
- To me (*According to me)
- I don't think you behaved well with her.
- No. I don't think so.

Language and culture (2)

- 'The shop doesn't open until 8.00 AM.
- Kính thưa quý ông và quý bà
- Sao? Ăn cơm chưa?
- Sao? Đi đâu đó?
- Anh tuổi *con* gì?
- Chị mua chiếc Ford Fortuna bao nhiêu vậy? (What should an interpreter when you have to render the message?)
- Do you play *football*?
- *Số tiền anh phải gởi* cho trường là 35,000,000.450. (Would it create confusion for Western students who want to articulate into Hoa Sen University?)
- The Center for *Pastoral* Services is located on (X) *Boulevard*.
- Mình đậu xe ở đâu được? (Một sinh viên trả lời) Chỗ nào trống là mình đậu được. (Bảo vệ: Không, các bạn không để xe ở chỗ này được. Chỗ kia kìa.
- Đến 8 giờ, cửa hàng mới mở cửa.
- Ladies and gentlemen,
- Hi! How are you (Where are you going?)
- What sign of the tzu wei were you born under?
- Asking about price: The interpreter might explain to either side the cultural aspect.
- Tuition; (COMMAS/PERIOD)
- Trung tâm mục vụ

Cabinet (1)

- Minister of Foreign Affairs
- Minister of Defence
- Minister of Public Security
- Minister of Science and Technology
- Minister of Industry and Trade
- Chairman of the Government's Committee for Ethnic Affairs
- Minister of Labor, War Invalids, and Social Affairs
- Minister of Investment and Planning
- Minister of Finance
- Chairman of the Government Office

Cabinet (2)

- Minister of Construction
- Minister of Natural Resources and Environment
- Governor of the State Bank of Vietnam
- Minister of Justice
- Minister of Transport
- Minister of Education and Training
- Minister of Agriculture and Rural Development
- Government Inspector General
- Minister of Home Affairs
- Minister of Culture, Sports, and Tourism
- Minister of Health
- Minister of Information and Communications
- Head of the People's Procuracy

- Bouton reports that learners respond well to explicit instruction in these kinds of implicature, although other kinds were less susceptible to instruction. The teaching consisted of giving handouts of examples of irony, understated criticism, and indirect affirmation and denial, and discussing possible meanings. Learners then searched authentic texts (such as the 'Calvin and Hobbes' cartoon strips) for further examples, and also came up with their own variants, such as 'Does a frog have hair?' or 'Do fish walk?' (Bouton, 1999: 70). Bouton suggests that such 'cultural' aspects of conversation respond well to explicit instruction. However, the acquisition of inferencing skills is only one part of conversational competence. We now turn to a more general consideration of conversation as a whole.