PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

UNIVERSITY of 8 Mai 1945 / GEULMA	**جامعة 8 ماي 1945 قالمة**
Faculty of Letters and Foreign Languages	**كلية الآداب و اللغات**
Department of Letters & English Language	**قسم اللغة الإنجليزية**

Option: Translation

Exploring Teaching and Learning Consecutive Interpreting: A Case Study of Third-Year Students at the Department of Letters and English Language, University 08 Mai 1945, Guelma.

A Dissertation Submitted to the Department of English Language and Letters in Partial Fulfillment of the Requirements for the Master Degree in Language and Culture

Submitted by: **Supervised by:**

Nawal CHETTIOUI   **Mrs. Lamia CHERIBI**

Norhane DJETTEN

BOARD OF EXAMINERS

Chairwoman: Mrs. Nardjes BENARBIA   (MAB)   University 08 Mai 1945, Guelma

Supervisor: Mrs. Lamia CHERIBI   (MAA)   University 08 Mai 1945, Guelma

Examiner: Mrs. Wided TEMIME   (MAA)   University 08 Mai 1945, Guelma

June 2024

Dedication 1

"What is done with love is done well" Vincent Van Gogh.

To the two who granted me life's first breath, and to the one who ignites my spirit with boundless vigor.

To my sister, whose unwavering support and love guide my path, and to her cherubic son, whose laughter fills my days with joy.

To my steadfast friend, whose companionship strengthens my resolve and will to live

And not to forget my cherished feline companion, whose comforting presence has been a source of peace and solace.

This endeavor is a testament to your profound influence, each word a tribute to your unwavering presence in my journey.

Nawal.

Dedication 2

Thank you Allah the Almighty for the gift of life and knowledge

I dedicate this work to

My parents for the countless sacrifices, unwavering direction, and great support

My siblings for the encouragement that has been my source of strength and motivation

My faithful best friend for the shared struggles, triumphs, and dreams in life

My cat for his quit support and endless love

My relatives, friends, and classmates who wished me the good luck along this journey

Lastly, to myself for never giving up on me, you worth all the thanks

Norhane.

Acknowledgment

We would like to express our sincere appreciation to our respectful teacher and supervisor Mrs. Lamia CHERIBI for her invaluable guidance, insightful remarks, support, and encouragement throughout the entire journey of working on this dissertation. We are also deeply grateful to all the members of jury Mrs. Nardjes BENARBIA and Mrs. Wided TEMIME for their time, expertise, and constructive criticism during the defense of this dissertation. Furthermore, we extend our deepest thanks to translation teachers and all third-year students for their collaboration to answer this questionnaire.

Abstract

The present study explores teachers' and students' perceptions and practices regarding the teaching and learning of consecutive interpreting. It sheds light on the attitudes, challenges, and skills associated with consecutive interpreting, aiming to understand how it is taught and learned at the Department of Letters and English Language, University 08 Mai 1945, Guelma. The study adopts a quantitative descriptive design, utilizing a questionnaire administered to 4 translation teachers and another questionnaire administered to 65 randomly chosen third-year students at the same department. The data analysis answered the research questions, confirming several hypotheses: both teachers and students hold positive attitudes towards the implementation of teaching and learning consecutive interpreting, and interactive teaching methods significantly increase student engagement and motivation compared to traditional lecture-based methods. Additionally, active listening and note-taking were identified as primary skills that enhance students' performance in consecutive interpreting practices. The findings also highlighted that students face significant challenges related to stress during consecutive interpreting practices, and that teachers' feedback plays a crucial role in enhancing the learning process. Finally, enhancing the curriculum and providing better technological resources and materials were shown to improve both teaching and learning experiences. The results revealed a strong recognition among both teachers and students of the importance of teaching and learning consecutive interpreting. However, challenges such as performance anxiety, insufficient teaching time, and lack of adequate materials and resources were identified. Addressing these issues through curriculum adjustments and improved resources could significantly enhance the educational experience.

 Key words: Consecutive Interpreting**,** Learning**,** Teaching**,** Third-Year students**,** Department of Letters and English Language, University 08 Mai 1945, Guelma.

List of Tables

List of Abbreviations

CAT: Computer Assisted Translation

CI: Consecutive Interpreting

EFL: English as Foreign Language

SL: Source Language

ST: Source Text

TL: Target Language

TT: Target Text

VR: Virtual Reality

Contents

Chapter Two: Importance of Effective Teaching in Translation and Interpreting

Chapter Three: Investigating the Perspectives of both Teachers and Students in the Field of Teaching and Learning Consecutive Interpreting

Pedagogical Recommendations and Implication

 Research Obstacles and Limitations

References

Appendix A: Teachers' questionnaire

Appendix B: Students' questionnaire

Résumé

ملخص

General Introduction

Translation is the process of converting text from one language into another, maintaining the original message. In contrast, interpreting involves rendering a spoken or signed message into another spoken or signed message, preserving the register and meaning of the source language context. These two professions have distinct codes of ethics, educational requirements, and certifications.

Generally, the difference between translation and interpreting is that interpreting deals with spoken language in real-time, while translation focuses on written content. Translation occurs over an extended timeframe, allowing the translator to access various external resources and references to ensure a high level of accuracy. In contrast, interpreting takes place in real-time settings during live scenarios, demanding the interpreter deliver the message immediately without consulting additional materials.

Both Interpreter and translator share a deep cultural and linguistic understanding, expert knowledge of subject matter, and the ability to communicate clearly. They also face challenges such as maintaining accuracy and dealing with complex technical terminology.

Interpreting requires fully understanding, analyzing, and processing a spoken or signed message, and then converting its meaning into the target language. The purpose of interpreting is to facilitate communication between parties who do not share a common language. Interpreting is delivered live either simultaneously or consecutively, prioritizes understanding and communication over perfection.

This dissertation focuses on consecutive interpreting which is a central aspect of many language programs at universities around the world including those offered by universities in Algeria like University 08 Mai 1945, Guelma. Consecutive interpreting is translating the message from one language to another after the speaker has finished maintaining the original meaning. There are two types: short interpreting, where the speaker pauses after few sentences

allowing the interpreter to interpret what the speaker said, and long interpreting, where the interpreter waits until the speaker finishes deliver all his message it usually within twenty minutes.

Consecutive interpreting is best be used in small gathering where only one target language is required, such as classroom settings. During consecutive interpreting, the interpreter sits close to the speaker, listens attentively, takes notes, and acts as a second speaker. This type of interpreting relies solely on the interpreters' skills without the help from scripts, dictionaries, or other reference materials.

Therefore, this study explores the teaching and learning of consecutive interpreting at Guelma's University, focusing on third-year students. It investigates the teaching process and student learning, analyzing the strategies and skills used by both teachers and students for effectively apply consecutive interpreting

1. Statement of the Problem:

Teaching and learning consecutive interpreting at University 08 Mai 1945, Guelma, involves comprehensive instructions on techniques, principles and practical application, exposing students to a variety of subject matters, including language proficiency, memory, and note-taking strategies. However, there is a gap in research specifically focused on the deficiencies of the current curriculum for consecutive interpreting. This gap highlights obstacles such as antiquated materials, limited resources, and outdated methods, which play a crustal role in mastering consecutive interpreting techniques, especially for third-year students at University 08 Mai 1945, Guelma, as this is the only level where students are introduced to consecutive interpreting.

Therefore, this research aims to address this gap by investigating the materials employed for teaching consecutive interpreting, studying the resources and methods used by translation

teachers, and identifying the challenges faced during teaching and learning consecutive interpreting

2. Aims of the Study:

This study aims at exploring and analyzing the perspectives of both teachers and students about the methodologies and challenges concerning learning and teaching consecutive interpreting at the Department of Letters and English Language at University 08 Mai 1945, Guelma. The dual perspective will help identify areas of growth, strengths, and weakness areas to work on. Therefore, the aims of this research are:

1. To explain the difference between translation and interpreting.

2. To delve into teaching translation and consecutive interpreting at University 08 Mai 1945, Guelma.

3. To explore the effective methods and strategies employed by teachers to enhance students' interpreting skills, and to investigate the knowledge and attitudes of students when learning and practicing consecutive interpreting.

4. To identify the challenges encountered by both students and instructors in the process of learning and teaching consecutive interpreting.

5. Provides recommendations for improving the teaching and learning of consecutive interpreting based on identified challenges and effective strategies

3. Research Questions:

This study addresses the following questions:

1. How do translation teachers and third-year students of Department of Letters and English Language at University 08 Mai1945, Guelma, perceive the implementation of teaching and learning consecutive interpreting?

2. How do various teaching methods influence students' engagement and performance in consecutive interpreting?

3. What are the most efficient skills used by students to master consecutive interpreting?

4. What are the major difficulties faced by students during the process of learning consecutive interpreting?

5. What types of materials and resources are currently used at the Department of Letters and English Language at University 08 Mai 1945, Guelma, when teaching and learning consecutive interpreting?

4. Research Hypotheses:

Based on the stated research questions, we hypothesize that:

H0: Teachers and students at the Department of English Language, University 08 Mai 1945, Guelma, do not hold positive attitudes towards the implementation of teaching and learning consecutive interpreting.

H1: Teachers and students at the Department of English Language, University 08 Mai 1945, Guelma, hold positive attitudes towards the implementation of teaching and learning consecutive interpreting.

H0: Traditional lecture-based methods are equally effective in increasing student engagement and motivation in learning consecutive interpreting compared to interactive teaching methods.

H1: Interactive teaching methods significantly increase student engagement and motivation in learning consecutive interpreting compared to traditional lecture-based methods.

H0: Active listening and note-taking are not primary skills that enhance students' performance in consecutive interpreting practices.

H1: Active listening and note-taking are the primary skills that enhance students' performance in consecutive interpreting practices.

H0: Students do not face significant challenges related to stress about performance during consecutive interpreting practices.

H1: Students face significant challenges related to stress about performance during consecutive interpreting practices.

H0: Teachers' feedback does not play a crucial role in enhancing the learning process of consecutive interpreting for students.

H1: Teachers' feedback plays a crucial role in enhancing the learning process of consecutive interpreting for students.

H0: Enhancing the curriculum and providing better technological resources and materials will not improve the teaching and learning experiences of consecutive interpreting for third-year students.

H1: Enhancing the curriculum to allow more time for consecutive interpreting and providing better technological resources and materials will improve both the teaching and learning experiences of consecutive interpreting for third-year students of the department of English language at University 08 Mai 1945, Guelma.

These hypotheses reflect various aspects of teaching and learning consecutive interpreting, proposing assertions that can be tested and validated through research or practical studies within the specified academic setting.

5. Research Methodology Design:

5.1. Research Methodology:

Given that this study aims at exploring teachers' and students' views about teaching

and learning consecutive interpreting, the quantitative method is adopted in order to gather in-depth information aiming at answering the research questions and confirming the above hypothesis, through administrating two questionnaires one for translation teachers and another for third-year students at the Department of Letters and English Language at University 08 Mai 1945, Guelma.

5.2. Research Population and Sampling:

The sample consists of third-year students and their translation teachers at the Department of Letters and English Language at University 08 Mai 1945, Guelma. Since this research is concerning teaching and learning consecutive interpreting, this sample has been the best-fitted one. Sixty-five (65) students out of the whole third-year students' population were chosen randomly to answer the questionnaire, alongside the only available four (4) translation teachers at University 08 Mai 1945, Guelma.

5.3. Data Gathering Tools:

This research relied on administrating two questionnaires, one for teachers and the other for students at the Department of Letters and English at University 08 Mai 1954, Guelma. The students' questionnaire was dedicated to the third-year students to provide us with information about learning consecutive interpreting at the Department of Letters and English Language at University 08 Mai 1945, Guelma in the academic year 2023/2024, the challenges, and the skills used by them. While, the teachers' questionnaire was dedicated to the teachers of translation to collect their views, attitudes, and methods of teaching consecutive interpreting. Hence, the questionnaire is appropriate for our research because it allows us to collect data about the subject matter for the aim of analyzing information and reach good results and findings.

6. Significance of the Study:

This study explore teaching and learning consecutive interpreting among third-year students at the Department of Letters and English Language at University 08 Mai 1945, Guelma. This study inquires into two main aspects. From one hand, it investigates teachers' perspectives on teaching consecutive interpreting at University 08 Mai 1945, Guelma. This including the effective methods and strategies employed to enhance the students' interpreting skills, as well as the challenges encountered by teachers throughout the process of teaching consecutive interpreting. From other hand, the study aims to explore knowledge and attitude of third-year students when learning and practicing consecutive interpreting on the classroom settings and apply its techniques.

7. Structure of the Research:

The research is structured into two main parts: theoretical and practical. The theoretical segment, comprising two chapters, the first chapter provides an overview of translation and interpreting, covering definitions, historical backgrounds, and distinctions between the two fields. It examine major types of interpreting, such as consecutive interpreting and simultaneous interpreting and explores their differences along with secondary types of interpreting. Chapter two focuses on teaching translation and interpreting techniques, particularly emphasizing consecutive interpreting skills like active listening, memory retention, and note-taking. Transitioning to the practical part in the third chapter, a practical approach is adopted to deliver deeper into the subject matter. This involves fieldwork that mainly concerns with the description, analysis, and interpretation of data collected from students and teachers questionnaires tailored for teachers and students at the Department of Letters and English Language at University 08 Mai 1945, Guelma, along with summary of the results and conclusion. The general conclusion contain the positive attitude towards learning and teaching consecutive interpreting, highlighting the needs for practical methods like role-playing, active

listening skills, and addressing challenges like performance anxiety and resource limitation in addition to presenting new findings derived from both questionnaires.

8. Literature Review

8.1. Introduction

Consecutive interpreting, a vital skill in the realm of language services, involves the interpreter rendering a spoken message into another language after the speaker has finished. This skill is distinct from simultaneous interpreting, where the interpreter translates the message in real-time. Despite its significance, research on consecutive interpreting remains limited in the Algerian context, particularly in the educational setting. This literature review aims to provide an overview of existing research on consecutive interpreting, focusing on pedagogical approaches, challenges, and methodologies. It highlights the uniqueness of this study as the first comprehensive investigation into the teaching and learning of consecutive interpreting in Algeria, specifically at the University 08 Mai 1945, Guelma.

8.2. Definitions and Distinctions

Consecutive interpreting requires a range of skills, including active listening, note-taking, memory retention, and quick decision-making. Gile (2009) outlines these key skills, emphasizing their importance for ensuring accuracy and fluency in the interpreted message. This process involves the interpreter listening to the speaker, taking notes, and then delivering the message in the target language, maintaining the original meaning and context.

8.3. Pedagogical Approaches

Several studies have explored pedagogical approaches to teaching consecutive interpreting. Sawyer (2004) emphasizes the importance of practical exercises, such as role-playing and mock conferences, to simulate real-world interpreting scenarios. Pöchhacker (2016) advocates for an

integrated approach that combines theoretical knowledge with practical application, ensuring students are well-versed in both the conceptual and practical aspects of interpreting.

8.4. Challenges in Consecutive Interpreting

Research highlights numerous challenges faced by students and professionals in consecutive interpreting. Moser-Mercer (2008) points to performance anxiety and stress as significant barriers to effective interpreting. The cognitive load required to process and recall spoken messages accurately exacerbates these challenges. Additionally, Russo (2011) identifies the lack of sufficient training resources and materials as a common issue, particularly in developing regions.

8.5. Teaching Methods

The literature indicates a shift towards more interactive and student-centered teaching methods in interpreting education. Riccardi (2002) suggests that interactive methods, such as peer feedback and collaborative learning, enhance student engagement and improve learning outcomes. González et al. (2012) highlight the efficacy of technology-assisted interpreting tools, such as digital recording devices and interpreting software, in providing students with real-time feedback and self-assessment opportunities.

8.6. The Algerian Context

While extensive research exists on consecutive interpreting in various global contexts, there is a noticeable gap in studies focusing on Algeria. This research is pioneering in its exploration of consecutive interpreting at the University 08 Mai 1945, Guelma. It provides a dual perspective by investigating both teachers' and students' attitudes, methodologies, and challenges associated with teaching and learning consecutive interpreting in an Algerian university setting.

8.7. Conclusion

The literature underscores the importance of combining theoretical knowledge with practical application in consecutive interpreting education. It highlights the challenges faced by students, such as performance anxiety and resource limitations, and emphasizes the need for interactive teaching methods to enhance learning outcomes. This study is unique in its focus on the Algerian context, making it a significant contribution to the field of interpreting studies. It provides valuable insights into the specific needs and challenges of teaching and learning consecutive interpreting in Algeria, paving the way for future research and curriculum development in this area.

8.8. References

- Gile, D. (2009). *Basic Concepts and Models for Interpreter and Translator Training*. John Benjamins Publishing.

- González, L. A., Vásquez, V. C., & Mikkelson, H. (2012). *Fundamentals of Court Interpretation: Theory, Policy, and Practice*. Carolina Academic Press.

- Moser-Mercer, B. (2008). *Prolonged turns in interpreting: Effects on quality, physiological and psychological stress*. Interpreting, 10(2), 123-142.

- Pöchhacker, F. (2016). *Introducing Interpreting Studies*. Routledge.

- Riccardi, A. (2002). *Interpreting Research: Selected Papers from the First Forli Conference*. John Benjamins Publishing.

- Russo, M. (2011). *The role of training and experience in interpreting.* Interpreting, 13(2), 139-168.

- Sawyer, D. B. (2004). *Fundamental Aspects of Interpreter Education: Curriculum and Assessment*. John Benjamins Publishing.

Chapter One

Understanding Translation and Interpreting

Introduction

In a world characterized by interconnectedness, effective communication is crucial. Language serves as the vital connector for human beings' communication. It is the cornerstone through which ideas, cultures, and emotions are transmitted and understood. Given this imperative, translation and interpreting play fundamental roles in understanding content, yet they are frequently underestimated and often not considered aspects of human interaction. In most people's minds, the difference between translation and interpreting is often blurred. These two fields are mistakenly thought of as interchangeable, with subtle distinctions between them often overlooked. In fact, even the terms "interpreting" and "interpretation" fall under this same misconception.

"Without a clear context, 'interpreter' would generally be assumed to mean a person who interprets from one language to another. Similarly, if someone said, 'she is interpreting,' we would assume that it was language interpretation. However, outside of specifically linguistic situations, the word is more likely to mean some kind of comment, explanation, or adaptation" (Wordreference, 2006).

Although both translation and interpreting entail the mediation of meaning between languages, they function in completely different settings and call for different skills.

1. Translation and interpreting Definition

1.1 Etymology and Historical Significance

The word "translation" originates from the Latin word "trānslātiō," which means to carry over or to bring across (Kruželák, 2021). This provides insight into the definition of translation as it stands today. Over millennia, translation has facilitated human contact and the interchange of ideas, information, and thoughts by removing barriers that have long divided people into

separate entities governed by different languages. Thanks to translation, texts, papers, and even spoken messages can now exist in other languages.

"While translation scholars dispute the first documented translation, many claim that it was the monumental Epic of Gilgamesh. Since then, innumerable literary translations have been produced. In the western world, translation also fueled Christianity's spread. From St. Jerome's Vulgate to the King James Bible, the biblical word permeated the world thanks to millions of translations in dozens of languages" (Kruželák, 2021).

The goal of disseminating ideas—whether political, religious, philosophical, or scientific—gave rise to the democratization of translation even with technological advances. Today, translations are more common than ever, linking cultures around the globe in real-time. The contemporary definition of translation remains consistent with its ancient meaning, though it encompasses more thorough explorations in the upcoming sections.

1.2 Translation Definition

Nida and Tiber (1974, p. 12) define translation as reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style. This definition implies that maintaining stylistic coherence ensures that the message, tone, and overall style of the original message are all preserved. Additionally, understanding the core ideas and intentions to find the appropriate linguistic equivalents while considering the cultural factors. Both meaning and style are essential for conveying the message effectively.

Translation can also be defined as follows "translation is a craft consisting in the attempt to replace written message or statement in another language" (Newmark, 1988, p. 27). In his book "*About Translation*", Newmark gives a basic definition of the act of translating. It is the process of translating a language's meaning—a word, phrase, or entire unit—from one language to

another. Moreover, Newmark thinks that translating creatively turns into a craft and an art. According to him, translation is an art form that entails attempting to substitute a written statement and message in one language for the identical statement and message in another language.

While it was described by Mildred L. Larson, (1984, p. 51) as "translation is basically a change of form, the form of a language is the actual words, phrases, clauses, sentences, paragraphs, etc. which are spoken or written." This means that the translator should transfer the form of the source language into the form of the target language.

Due to its prominence, translation has been viewed differently. According to Ghazala (1995, p. 1), "translation is generally used to refer to all the processes and methods used to convey the meaning of the source language into the target language". This implies that translation includes every step of the process of faithfully and successfully translating a text's content into another language while making sure the intended meaning is understood by the intended audience. That is to say, meaning is translated in connection to syntax, style; while understanding the meaning of the source text is vital to have the appropriate equivalent in the target text.

All the latter mentioned definitions, come to the agreement that translation is understood as both linguistic and cultural practices. This includes the complete process of accurately expressing the intended message and transferring the meaning from one language to another- from source to target language-, while maintaining the same content, context, and style of the original work. Translation, is an act of interpretation and recreation rather than the procedure of word-by-word replacement.

The main purpose of translation or interpreting is to correctly convey the exact meaning of source language message to target language message, while maintaining the closest equivalence

on terms of both style and meaning. The former part focused on translation, while the coming part will be about interpreting from its history to modern definitions.

1.3 The History of Interpreting

The practice of interpreting did not originate in the contemporary era; instead, it is believed to have emerged in ancient Egypt during the millennium B.C. the Egyptian low-relief artworks of sculptures are the very first instances of interpreting to ever exist. The interpreting meant here is not the one where spoken message is interpreted, but rather interpretation of the meaning of artworks and sculptors. However, other civilizations such as ancient Greece and the Roman empire and even though did not show much interest in learning other languages and about other cultures outside their owns, yet they learned some languages to help them in their lives especially in trade, politics and militarily wise, also to develop their civilizations and strengthen their alliances and partnerships. (Dutt, 2016).

Records of interpreting are present in the Greek literature and date back to the times of Alexander the Great, who used interpreters to facilitate communication with the conquered people during his campaign in Asia, the same case scenario happened with the Romans under the rule of Caesar and his campaigns on the frontiers. Hellenistic, Greek, byzantine, Talmudic, Jewish texts, late Latin, and medieval Arabic literatures are all testimonies where translation and interpreting appeared repeatedly. (Roditi, 1982, pp. 3-4).

Interpreting involves verbally translating spoken language to facilitate the communication between speakers of different languages. The coming part will deal with more in depth definitions of interpreting.

1.4 Interpreting Definition

Due to lack and the blurred information that people formed through the years, the search of the term "interpreting" is almost unavailable, yet definitions, examples, and even detailed

explanations of the term "interpretation" is rather what the one finds when looking for the word interpreting. Therefore, this section will include a selection of carefully collected definitions.

The interpreting action can be defined by defining the interpreter job "we can broadly define an interpreter as a linguist whose job is to translate (or, more accurately, *'render'*) **oral text** from one language to another." (translationandinterpreting, 2022). Another definition is as follows "interpreting is the act of converting meaning between two languages in real-time, orally, or as in the case of sign language, visually. Most interpreters work either simultaneously with the speakers or consecutively after the speaker has spoken. While working, they cannot interject their opinion and must focus on conveying the meaning and tone as accurately as possible." (Bennet, 2020). In the former definition it was mentioned that interpreting takes place only when transferring or translating an oral text from the source language to the target language accurately and fluently; Thereby, fostering mutual understanding between both parties. However, in the latter definition what can be understood is that interpreting involves actively listening to spoken message in one language and verbally translating or signing, which indicates that interpreting does not only include orally spoken texts, but even sign language can be interpreted into another language maintaining linguistic proficiency, cultural sensitivity, and rapid cognitive processing skills to ensure the smoothness of the communication.

Alternatively, when the term 'interpretation' is used in isolation, it does not necessarily relate to the specific practice of interpreting. According to the Merriam-Webster's Dictionary, interpretation is "a particular adaptation or version of a work, method, or style" (Merriam-Webster, n.d., Definition 2). Now that both translation and interpreting are defined, this opens the door to the question of, then what the main differences and types of both?

2. Differentiating Translation and Interpreting

The linguistic disciplines of both translation and interpreting are intertwined together. However, they can rarely to almost never be performed by the same individuals due to different required skills, language proficiency levels, aptitude, and even training. (Language Scientific, 2020).

Judging from the outer skin the only difference that can be noticed is in avenue whether it is orally for interpreting or written for translation, yet when delving and taking a thorough examination of the hearts of both, other differences would float to the surface.

There are significant differences between the two, particularly in terms of how they are presented, their precision, and how smoothly they flow. To begin with, interpreters ensure that the channel between the two communicators is strong and working effectively by interpreting at the same time the source language speaker is speaking, meaning the interpreting is happening as the conversation or message is being delivered. Interpreting can take various forms such as conferences, phone, video remote, virtual, and on-site interpreting. (indeed , 2023).

Translation delivery nevertheless, takes another form due to the different subject matters and project sizes, this is mainly why translators depend on project management tools and industry-specific knowledge to create the final deliverable material. (Bennet, 2020).

Translations should be accurate. "Accuracy here means that a quality translation is a translation that conveys information or messages from SL correctly, precisely, and honestly in accordance with the intent of the SL author." (McDonald, 2020, p. 25). From this quote we can come to the conclusion that translation is more accurate than interpreting, and this can relate to the time translators are given and the privilege of rechecking and rereading their productions to edit sand correct any mistakes before handing the final product.

Meanwhile interpreting should have fluency. To interpret in both directions, an interpreter needs to be proficient in both the source and target languages. Although a translator must be

proficient in the target language, their level in the source language does not necessarily have to be on the same level. Nevertheless, there are numbers of situations such as translating books and websites where translation services call for fluency in both the source and target languages. (Bennet, 2020).

Another distinction exists in how translation is oriented, where interpreting goes both ways from source to target language and vice versa, translation goes into one direction from source to target language only. Tools and technology can be also highlighted as another difference, it is true that interpreting relay on videos and some other technological tools, but still not as heavily as translations' use of them. (translateplus, 2022).

3. Exploring the Difference between Translation and Interpreting

The main differences between translation and interpreting lie in the mediums they work with. Interpreting involves immediate spoken language contexts, whereas translation is the conversion of written content over time with access to resources like glossaries, dictionaries, and translation software. This section details specific aspects such as accuracy, proficiency, speed, and tools used in each field.

3.1 Accuracy and Proficiency

Gile (1995), in his book Basic Concepts and Models for Interpreter and Translator Training, noted, "Interpretation takes up almost all of this mental energy, and sometimes requires more than is available, at which times performance deteriorates" (p. 161). To clarify further, the process of interpreting needs a considerable amount of mental energy. In some cases, if you need more mental energy than you have, your performance will get worse. Essentially, when an interpreter struggles with a particular challenge, it may lead them to struggle to keep the same level of accuracy. This highlights the mental effort required for interpreting and the obstacles that interpreters face with hard or prolonged interpreting tasks.

3.2 Speed and Real-Time Communication

Kroll and De Groot (2005) stated, "It then refers to text-to-text translation and contrasts with interpreting which typically involves the verbal rephrasing of source language utterance into a target language utterance" (p. 454). In other words, interpreting is all about spoken communication while translation involves written context. Translators look at the text's words, analyze it, and then write down the translation of the target text. In contrast, interpreters need to listen to the speech and translate it orally into the target language in real-time situations. Interpreters explore the subject beforehand, and then perform spontaneously in person, over the phone, or via video conferences using verbal language. Additionally, they work in both directions, from the source language to the target language and vice versa, in real life.

3.3 Tools and Technology

Both translators and interpreters rely on technology, but their tools differ significantly. Translators use a variety of resources such as dictionaries, thesauruses, glossaries, and translation software. They may also use computer-assisted translation (CAT) tools that help manage and streamline the translation process, ensuring consistency and efficiency.

Interpreters, on the other hand, use technology to facilitate real-time communication. This includes equipment for simultaneous interpreting, such as headsets, microphones, and interpreting booths, as well as video conferencing tools for remote interpreting. The focus for interpreters is on tools that support live communication and help maintain the flow of conversation.

3.4 Contexts and Applications

The contexts in which translation and interpreting are used also highlight their differences. Translation is commonly applied to written texts such as books, articles, manuals, legal documents, and websites. It is essential in fields like literature, academia, law, business, and technology.

Interpreting is crucial in spoken communication contexts such as conferences, meetings, legal proceedings, medical appointments, and live broadcasts. It plays a vital role in international diplomacy, business negotiations, healthcare, and community services, where immediate and clear communication is necessary.

Understanding the distinctions helps clarify the unique demands and skills required for translation and interpreting, underscoring their importance in fostering effective communication across languages and cultures.

4. Types of Translation and Interpreting

Translation and interpreting encompass various types, each catering to specific needs and contexts. This section explores the diverse forms of translation and interpreting, highlighting their unique characteristics and applications.

4.1 Types of Translation

Translation is not a one-size-fits-all process; it involves different methods depending on the content and purpose of the text. Here are the primary types:

4.1.1 Literary Translation

Literary translation involves translating novels, poems, plays, and other literary works. This type requires a deep understanding of both the source and target languages' literary nuances,

cultural references, and stylistic elements. The translator must capture the original text's tone, voice, and artistic qualities while making it accessible to the target audience.

4.1.2 Technical Translation

Technical translation deals with texts that contain specialized terminology and require specific knowledge of the subject matter. This includes manuals, user guides, scientific papers, and technical documentation. Accuracy and clarity are crucial in technical translation to ensure that complex information is conveyed correctly.

4.1.3 Legal Translation

Legal translation involves translating legal documents such as contracts, agreements, court documents, and legislation. This type requires a thorough understanding of legal terminology and concepts in both the source and target languages. Legal translators must ensure that the translated documents are legally accurate and maintain the same legal force as the originals.

4.1.4 Medical Translation

Medical translation encompasses translating medical documents, including patient records, clinical trial reports, pharmaceutical instructions, and medical research papers. Medical translators need specialized knowledge of medical terminology and practices to ensure that critical health information is communicated accurately and safely.

4.1.5 Commercial Translation

Commercial translation focuses on business-related documents such as marketing materials, advertisements, financial reports, and corporate communications. The goal is to adapt the content to the target market while maintaining the original message's intent and effectiveness.

4.1.6 Audiovisual Translation

Audiovisual translation includes translating content for films, television shows, video games, and other multimedia. This type often involves subtitling, dubbing, and voice-over work. Translators must consider timing, synchronization, and cultural adaptation to ensure that the translated content resonates with the target audience.

4.2 Types of Interpreting

Interpreting also comes in various forms, each suited to different scenarios and communication needs. Here are the main types:

4.2.1 Simultaneous Interpreting

According to Koll and De Groot (2005, p. 454), simultaneous interpreting involves listening to the speaker's language, understanding the message, remembering it, and then translating it into another language_ all of these operations are done simultaneously with the speaker. In other words, simultaneous interpreting is where the interpreter immediately transfers the meaning just a few seconds behind the speaker's words to the target language while still in the process of speaking, as well as listening and paying attention to the coming sentence that the speaker is delivering. This method of interpreting is common at large gathering like international conference, seminars, or television broadcasts. Simultaneous interpreting requires specific materials. Anne Q (2021) mentioned that throughout the process, interpreter take meticulous notes to ensure accuracy. Specialized equipment, such as soundproof booths headphones and microphones play a crucial role in facilitating smooth communications during conferences, meetings, and trade shows. This method is best for communication when there will be one primary speaker with limited dialogue.

4.2.2 Consecutive Interpreting

According to Kroll and De Groot (2005), consecutive interpreting occurs when the interpreter begins to interpret after the speaker finished speaking (p. 455). In other words, consecutive interpreting is listening and talking technique where the interpreter hears the message and translates it from the source language to the target language after the speaker stops delivering the speech or takes a break. According to Gillies (2019, p. 16), the interpreter relies on memory, note-taking, and general knowledge to transfer the equivalent meaning between the two texts. To clarify, the interpreter relies on three main actions: listening attentively, taking notes, and sharing the interpreting. As a result, the interpreter is supposed to be an active listener and take notes effectively. Additionally, they should develop their linguistic and cultural nuances of the target culture to deliver a professional interpreting. Gillies (2019) mentioned, "public speaking is more difficult for the consecutive interpreter" (p. 16). To put it in another way, consecutive interpreter has to speak in public, therefore; they must master speaking skills because they need to effectively manage their time between taking note and listening to the speaker. Consecutive interpreting is frequently utilized in smaller gatherings or legal settings when someone is giving testimony. Anne Q (2021) mentioned that CI could be conducted through various mediums such as telephones, video calls, or in-person interaction. With the COVID-19 case, for instance scheduled video calls for consecutive interpreting have become more popular. Consecutive interpreting is a convenient and safe way to ensure effective communication during these challenging times. Consecutive interpreting has two main forms: short-term (discontinuous) and long-term (continuous) (Kroll and de Groot, 2005). In short-term interpreting, the speaker pauses after a few sentences, allowing the interpreter to translate in segments, which is common in negotiations and brief visits. Long-term interpreting involves the speaker delivering a complete speech of 5 to 20 minutes before the interpreter translates it as a whole.

4.2.3 Whispered Interpreting (Chuchotage)

Whisper interpreting, also known as Chuchotage (a French term), is a form of simultaneous interpreting where the interpreter works without equipment and used with a combination with consecutive interpreting. It employs in settings where the majority of the group speaks the source language and the minority does not, or when there is no simultaneous interpreter to interpret the message to the source language of that specific person. The whisper interpreter sit close to one or few audience and interpreting the message that is delivered by the speaker in whispering operation (Setton and Dawrant, 2016, p. 18). However, this method remains as not very proficient for many reasons including: there would be many people speaking at the same time, which create noise that interrupt the channel which lead to the lack of accuracy in interpreting the message from ST to TT, in addition it can lead to incomplete transformation of the message.

4.2.4 Liaison (Ad Hoc) Interpreting

Liaison interpreting, also known as ad hoc or bilateral interpreting is used in informal settings such as business negotiations, site visits, and social services. The interpreter facilitates communication between two parties, interpreting back and forth as needed. This type requires flexibility and strong interpersonal skills.

4.2.5 Sign Language Interpreting

Sign language interpreting is the process of transmitting spoken language into sign language. According to Setton and Dawrant (2016, p. 18), sign language interpreting plays a crucial role in facilitating communication between deaf and hearing individuals, ensuring equal access to information and participation in various settings. In other words, interpreters work closely to the speaker they need a higher audio feed to insure clear quality of interpreting, in addition, interpreter must be proficient in both sign and spoken language and maintain a good memory

skills to fill the communication gaps between deaf individuals from diverse linguistic background.

5. The Role of Cultural Competence

Both translators and interpreters must possess strong cultural competence to succeed in their fields. Cultural competence involves understanding and respecting cultural differences, being aware of cultural contexts, and effectively bridging cultural gaps in communication. This section explores the importance of cultural competence and how it enhances translation and interpreting.

5.1 Cultural Adaptation in Translation

Translators must navigate cultural nuances to ensure that the translated text is culturally relevant and resonates with the target audience. This involves adapting idioms, humor, references, and other cultural elements to fit the target culture. Cultural adaptation helps avoid misunderstandings and ensures that the message is conveyed effectively.

5.2 Cultural Sensitivity in Interpreting

Interpreters must be culturally sensitive to facilitate smooth communication between speakers from different cultural backgrounds. This involves being aware of cultural norms, values, and non-verbal cues that may affect communication. Cultural sensitivity helps interpreters avoid potential miscommunications and build trust with their clients.

5.3 Challenges and Strategies

Both translators and interpreters face challenges related to cultural competence. These challenges include understanding cultural contexts, handling cultural differences, and avoiding cultural biases. Strategies to enhance cultural competence include continuous learning, cultural immersion, and seeking feedback from native speakers and cultural experts.

Conclusion

Interpreting and translation require a deep understanding of language, culture, and context; however, they differ in their techniques and skills. Translation is the process of communicating the meaning of a source language text by producing an equivalent target language text. This involves rendering the message, ideas, or meaning of a text from one language to another in a written format. Interpreting, on the other hand, is the act of transferring speech orally from one language to another while preserving the exact meaning of what is expressed in the source language in real-time. It can be done simultaneously or consecutively, while maintaining the speaker's tone. Its aim is to bridge language and cultural barriers in intercultural communication. Interpreting demands fluency in both languages, quick thinking, and the ability to work under pressure. Although interpreters work with spoken communication and translators work with written communication, they both convert information from one language to another. Recognizing the unique skills required for each role helps us appreciate their contribution to facilitating communication, promoting cultural exchange, and fostering international cooperation.

Chapter Two

Importance of Effective Teaching in Translation and Interpreting

Introduction

Teaching translation and interpreting at the university is complex and demanding, requiring proficiency in theoretical concepts, practical expertise, and cultural awareness to ensure effective language comprehension and facilitate communication. University programs provide students with essential tools to navigate diverse language encounters. These programs encompass a broad range of courses, including linguistics, literature, and communication theories, which foster multilingual skills, cultural awareness, critical thinking, and problem-solving abilities.

This chapter provides an in-depth exploration of teaching translation and interpreting at the university level and its preparation of future translators and interpreters to meet the demand of their profession.

1. Teaching Translation

Teaching translation in university settings requires addressing multiple objectives, combining theoretical understanding with practical skill development. By imparting knowledge of translation theories and methods, instructors aim to deepen students' comprehension of the intricate nature of language mediation. Notably, teaching translation is closely related to teaching consecutive interpreting, as both disciplines necessitate a profound grasp of linguistic structures, cultural nuances, and effective communication strategies.

1.1. Historical Overview of Teaching Translation

The teaching of translation has a lengthy history marked by continual changes and evolutions, influenced by the rapid transformations occurring within the field. That is why a lot of theories and methodologies occurred through time and helped form the teaching of translation to the shape we know today.

Ancient civilizations and societies, like Egyptians, Greeks, and the Romans, learned and utilized translation only for the sake of facilitating their communication with other nations during trade for cultural exchange affaires. Meanwhile, in Medieval and Renaissance times, and due to scholars, such as St. Jerome who developed principles of translation that emphasized faithfulness to the source text. Translation was given a glorious role of helping the church communicate religious knowledge and other secondary roles were helping to transmit both philosophical and scientific matters (Gu, 2021). The contemporary era witnessed significant advancements in linguistics and translation theories have been driven by dynamic research and discoveries, thereby including the teaching of translation pedagogy.

Today's teaching of translation is shaped and guided by specific theories and methodologies. On one hand, we have the very famous approach, the communicative translation strategy that its goal is to maximize the impact of the message rather than only it is content. It does this by emphasizing the social context and communication environment, which include elements like the author, recipients, and translator. This method makes the translation process more intimate and customized by prioritizing human contact over linguistic accuracy (Sdobnikov, 2011, pp. 1444-1453).

 The functionalist approach on the other hand, influenced by Skopos theory, which highlights the functional components of translation. Translators ought to employ tactics that optimize the TT's objective, disregarding conventional approaches. This method releases translators from the constraints of literal translation and promotes greater freedom and creativity (Vermeer, 1989, p. 42). Depending on the circumstances, the translator selects whether translation, paraphrase, or re-editing technique to use with the target readers in mind.

 The process-oriented approach however, highlights the need for "optimization and harmonization of translation strategies and of quality standards with respect to experiential learning and professional development, and individual accountability, translated as (self-)

monitoring, (self-) assessment and strategic planning." Vîlceanu (2013, as cited in Vîlceanu, 2017, p. 145). This approach focuses on cognitive processes, encouraging reflective practice and problem-solving strategies. Therefore, this approach emphasizes the importance of understanding how translators think, analyze, and make decisions during the translation process.

These approaches have help develop metacognitive awareness and self-regulation skills, for making effective translators. By keeping students aware of the factual insights and updated about today's theories. Teachers help create a combination between past and present that will equip the students with more in depth understanding of translation as a dynamic and multifaceted discipline.

1.2. Theoretical Foundation of Teaching Translation

Teaching translation follows certain theoretical frameworks that center on the essence of translation and the instructional methods expected to occur within the classroom setting. However, until today scholars have not agreed on a unified theory of translation leaving us with linguistic and sociolinguistic theories of translation.

On one hand, Nida (1976) asserts that the linguistic theories of translation place more emphasis on linguistic structure comparisons between source and target texts than they do on literary genres or stylistic elements. (Nida, 1976, p. 69). These theories, which sought to apply linguistic results to fields like language instruction and translation, sprang from the development of contemporary linguistic theories. However, because they frequently disregarded the issue of meaning, their usefulness was constrained. "Later, linguists such as Firth, Bloomfield, and Malinowski reaffirmed the significance of meaning, which gave rise to the idea that translation theory is essentially a semantics-related field". (Newmark, 1981, p. 5). Linguistic theories, in

contrast to prescriptive philological theories, are descriptive in nature; they seek to illustrate human translation behavior rather than to prescribe translation practices.

Nida and Taber (1969, p. 134) stressed the significance of reader response in evaluating translation correctness. Therefore, translators chose their approaches according to their own opinion and the type of text, even though there are theoretical classifications

1.3. Methodologies in Teaching Translation

Teaching translation effectively calls for variety of strategies and methodologies to be introduced and applied by students in the classroom that can be done by including the direct method, structural approach, and the contrastive analysis method.

To begin with, the direct method aims at the students' need to immerse in the target language, encouraging them to directly translate without the need for procedures such as analysis or linguistic theory. According to Robert Lado (1964) "the direct method assumed that learning a foreign language is the same as learning the mother tongue, that is, that exposing the students directly to the foreign language impresses it perfectly upon his mind" (Lado, 1964, p. 5). This method encourages the language acquisition through practice and helps the students develop an intuitive understanding of the target language's structures and idioms.

Next is the structural approach, also known as, the grammar approach, this one aims at equipping the students with both linguistic knowledge and analytical abilities. "Translation is essentially a structural operation. It is the process of transmitting certain cognitive structures (conceptual structures) from one language to another" Benmostefa, N. (2020-2021, p. 8). This highlights that the structural approach to teaching translation involves a thorough analysis of linguistic elements in both source and target languages, focusing on grammatical, syntactical, and lexical structures.

Finally, the contrastive analysis approach which cannot be separated from translation study, According to Baker (1998, p. 49), there existed a reciprocal relationship between translation and contrastive analysis. On the one hand, translating particular passages of text could yield the information needed for a contrastive analysis. Conversely, contrastive analysis could explain the challenges that arise during the translation process. Additionally, James (1980, p. 3) stated that the study of how a text from one language was changed or transformed into a comparable text in another language, or the first and second (target) languages dealing with the translation activity from one language to another, involved both those two different languages.

These methods nevertheless place more emphasis on teaching outcomes than on process and do not provide a thorough methodological framework for teaching translation.

It is important to highlight the strong relationship between translation and interpreting as we come to the end of the discussion concerned with teaching translation. Whereas, interpreting deals with spoken language, translation works with written words. Despite their differences, they both require similar abilities such as proficient language skills, cultural awareness, and efficient communication.

The upcoming part will deal with teaching interpreting in depths sharing methods, strategies, and some of its unique needs.

2. Teaching Interpreting

Seleskovitch (1989) stated, "Interpretation is communication, i.e., analysis of the original message and its conversion into a form accessible to the listener" (p. 5). Interpreting involves not only translating words but also conveying meaning, context, and tone to the listener. Seleskovitch outlines three stages in the interpreting process: comprehension of the original message as a whole, transformation of the message into the target language, and the coherent

expression of the message in the target language (Seleskovitch & Lederer, 1989, as cited in Petrescu, 2014, p. 3266).

Teaching interpreting should prioritize the development of listening skills as foundational (Seleskovitch & Lederer, 1989, as cited in Petrescu, 2024, p. 3267). The interpreter must understand and convey the original message accurately and adapt it to suit the recipient (Seleskovitch, 1989, p. 9). Unlike written communication, oral interpreting requires managing challenges such as incomplete phrases, repetition, and informal language, while maintaining fidelity to the message.

Harris (1981) emphasized that interpreters must navigate omissions, ambiguities, and vague references, which are tolerated less in interpreting compared to written translation (p. 160). Interpreters must improvise when they miss a passage, ensuring the overall message remains intact (Harris, 1981, p. 157). Gile (1995) further elaborates on the challenges interpreters face, managing comprehension, production in the target language, and memory simultaneously (Gile, 1995, p. 52). Interpreters often encounter lexical and grammatical differences between languages, which can complicate conveying precise meanings and idiomatic expressions (Gile, 1995).

2.1. Teaching Interpreting Techniques

There are various authors in the field of interpreting who emphasize different types of techniques in teaching interpreting. Mikkelson (2000) in her book Introduction to Court Interpreting, provided comprehensive guidance in developing interpreting techniques including practice application that encourage for role-play and simulations to enhance interpreting skills in real-life context, structured curriculum which covers techniques such as note-taking, visualizing, and shadowing, and individualized feedback which motivate participation to know students' strength and flexibility.

Pöchhacker and Shlesinger (2002), in their book Introducing Interpreting Studies, explored theories of cognition, communication, and sociolinguistics. These theories help students to understand the foundational principles of interpreting, and promoting critical thinking, which does aids in analyzing complex linguistic and cultural aspects during interpreting. Additionally, the book integrates interpreting research into teaching, encouraging students to use scholarly literature to make evidence-based decisions and stay up-to-dated.

Gile (1995) introduced the effort models, which suggest breaking down the interpreting task into smaller, manageable parts. Through training exercise, students can enhance their prediction of upcoming content, reformulating the speaking content, and monitoring self-assessment during the interpreting process. Furthermore, students learning note-taking techniques, manage cognitive load, improve Language proficiency, and develop cultural competence. Gile also highlighted that interpreting is a challenging task requiring self-assessment and long-term professional development through lifelong learning.

2.2. Developing Language Proficiency in Interpreting

Language proficiency is essential for interpreters to effectively bridge linguistic and cultural gaps in communication. Interpreters must master both source and target languages to accurately convey complex ideas, idiomatic expressions, and cultural nuances. Language competency encompasses vocabulary building, grammar proficiency, listening comprehension, and speaking skills, which are critical for interpreters to perform their role effectively (Gile, 1995)

3. Teaching Consecutive Interpreting

Gile (1992-1995) delineates consecutive interpreting into two phases: listening and note-taking, followed by reformulation in the target language. Consecutive interpreting involves listening attentively, taking concise notes, and reproducing the message fluently in the target language (Gile, 1992-1995, as cited in Al Ougaili, 2021, p. 6).

3.1. Skills of Teaching Consecutive Interpreting

3.1.1. Active Listening Strategies

According to Gile (1992) in "Basic Concepts and Models for Interpreter and Translator Training," students tend to listen less attentively when they do not understand, impacting their performance in consecutive interpreting (CI). Gile (1992) asserts that effective consecutive interpreting hinges on active listening, which facilitates thorough analysis, concise note-taking, and accurate short-term memory management.

Ma (2013, p.113) suggests critical listening skills for interpreters such as anticipation, psychological preparation, and redundancy. Anticipation helps interpreters reduce cognitive load by predicting speaker intentions based on grammatical rules and contextual clues. Effective listening requires full concentration, calmness, and confidence, even when ideas are missed. Repetition, tone, and style provide additional clues, helping interpreters capture the main idea.

3.1.2. Memory Techniques

Gile (1995) categorizes memory into sensory memory, short-term memory, and long-term memory. Short-term memory is especially vital in consecutive interpreting, lasting only 15 to 30 seconds, and involves managing information from listening to note-taking.

Zhong (2003) suggests memory-training exercises such as retelling in the source language, shadowing exercises, and mnemonics to enhance interpreters' memory capacity and retrieval speed.

3.1.3. Note-taking

Note-taking is integral to consecutive interpreting, aiding concentration and supporting memory recall during interpreting (Kohn & Albl-Mikasa, 2002). In other words, understanding the skill

of note taking enhance the consecutive interpreting. Effective note-taking involves capturing main ideas rather than word-for-word transcription, using abbreviations and symbols to streamline the process (Gile, 1995; Rozan, 1956).

Effective note-taking in consecutive interpreting involves capturing main ideas rather than exact words, prioritizing understanding and re-expression of the message (Rozan, 1956; Gile, 1995). Notes should be clear, concise, and organized, utilizing techniques like abbreviation, symbols, and vertical layout (Gillies, 2019) to enhance efficiency. Interpreters must select key details such as names and technical terms while disregarding non-essential information, noting promptly to facilitate accurate interpreting without waiting for the speaker to finish fully.

3.1.4. Automatization

Automatization in note-taking refers to the process of internalizing note-taking skills through practice, enabling interpreters to focus on comprehension and reformulation rather than note-taking mechanics (Gillies, 2005, p. 11). To simplify further, when students learn new language, they first focus on mastering grammar rules before speaking. By practicing to those rules extensively, they become second nature automatically. As a result, they can speak fluently without having to stop and recall every detail. In interpretation

3.1.5. Reformulation

Reformulation in consecutive interpreting involves transforming the source message into the target language while preserving its content, style, and intended meaning (Gile, 1995). Effective reformulation requires interpreters to adjust for linguistic and cultural differences, ensuring clarity and fidelity to the original message (Gile, 1995).

3.1.6. Delivery Techniques

Delivery techniques encompass the fluency and naturalness with which interpreters convey messages in the target language. Techniques such as voice modulation, intonation, and pacing contribute to effective communication and audience engagement (Gillies, 2005; Gile, 1995).

3.1.7. Ethical Considerations

Ethical considerations in interpreting include impartiality, confidentiality, and cultural sensitivity. Interpreters must uphold professional standards by maintaining neutrality, respecting client confidentiality, and navigating cultural nuances without bias (Gillies, 2005).

4. Teaching Simultaneous Interpreting

Simultaneous interpreting requires advanced cognitive and linguistic skills, involving real-time listening, processing, and speaking simultaneously (Gile, 1995). Teaching simultaneous interpreting focuses on managing these complexities through specialized training techniques.

4.1. Cognitive Load Management

Cognitive load management strategies in simultaneous interpreting include chunking information, predictive processing, and managing attentional resources effectively (Gile, 1995; Pöchhacker & Shlesinger, 2002). These strategies optimize interpreter performance by reducing mental strain and enhancing efficiency.

4.2. Technology Integration

Technology integration in simultaneous interpreting includes the use of soundproof booths, microphone systems, and specialized software for real-time translation. Training interpreters to utilize these tools effectively enhances their technical proficiency and facilitates seamless communication in diverse settings (Pöchhacker & Shlesinger, 2002).

4.3. Assessment and Evaluation

Assessment in interpreting education encompasses evaluating students' language proficiency, interpreting accuracy, and performance in simulated and real-world settings (Mikkelson, 2000; Pöchhacker & Shlesinger, 2002). Formative assessments, such as peer feedback and self-assessment, complement summative evaluations to foster continuous improvement and reflective practice among interpreters (Gillies, 2005; Mikkelson, 2000).

4.4. Performance Metrics

Performance metrics in interpreting include accuracy in message comprehension and delivery, linguistic proficiency in both source and target languages, and adherence to ethical standards. Evaluating these metrics provides insights into interpreters' strengths and areas for development (Gillies, 2005; Pöchhacker & Shlesinger, 2002).

4.5. Professional Development

Professional development in interpreting involves ongoing training, certification, and participation in conferences and workshops to enhance skills and stay abreast of industry trends (Gillies, 2005). Continuous learning fosters professional growth and ensures interpreters maintain high standards of performance and ethical conduct (Gile, 1995; Pöchhacker & Shlesinger, 2002).

5. Pedagogical Approaches and Methodologies

Pedagogical approaches and methodologies in interpreting education play a crucial role in shaping the learning experiences and outcomes of students. This section explores various approaches that instructors can employ to effectively teach interpreting skills.

5.1. Communicative Approach

The communicative approach emphasizes the development of communicative competence through authentic and interactive language use (Littlewood, 1981). In interpreting education, this approach promotes active engagement in interpreting tasks, simulations, and real-world scenarios to enhance students' linguistic proficiency and interpreting skills (Angelelli, 2004).

5.2. Task-Based Learning

Task-based learning (TBL) focuses on learning through the completion of meaningful tasks that reflect real-life interpreting challenges (Ellis, 2003). Instructors design tasks that require students to interpret various texts or dialogues, fostering language acquisition and problem-solving skills essential for effective interpreting (Angelelli, 2004).

5.3. Content-Based Instruction

Content-based instruction (CBI) integrates language learning with subject matter content, immersing students in interpreting tasks related to specific fields such as law, medicine, or business (Snow, 1991). This approach enhances students' domain knowledge and specialized vocabulary while developing their interpreting abilities in professional contexts (Angelelli, 2004).

5.4. Constructivist Approach

The constructivist approach emphasizes active learning, critical thinking, and knowledge construction through interpreting tasks and collaborative activities (Vygotsky, 1978). In interpreting education, instructors facilitate student-centered learning environments where learners engage in interpreting practice, receive feedback, and reflect on their experiences to construct meaning and improve skills (Angelelli, 2004).

5.5. Experiential Learning

Experiential learning integrates theory and practice by immersing students in real or simulated interpreting situations (Kolb, 1984). Through observation, interpreting, and reflection, students develop practical interpreting skills, enhance their understanding of cultural nuances, and refine their professional conduct (Angelelli, 2004).

6. Technology in Interpreting Education

Advancements in technology have revolutionized interpreting education, offering innovative tools and platforms to enhance learning experiences and interpreter training. This section explores the integration of technology in interpreting education and its impact on teaching and learning.

6.1. Computer-Assisted Interpreting (CAI)

Computer-assisted interpreting tools support students in practicing and refining their interpreting skills through interactive exercises, virtual simulations, and feedback mechanisms (Setton & Dawrant, 2016). CAI programs enable students to work on vocabulary acquisition, syntax, and interpreting strategies in a controlled and supportive environment (Setton & Dawrant, 2016).

6.2. Virtual Reality (VR) Simulations

Virtual reality simulations immerse students in realistic interpreting scenarios, replicating diverse environments such as conferences, legal proceedings, or medical consultations (Joscelyne, 2018). VR technology enables students to practice simultaneous and consecutive interpreting in interactive and immersive settings, enhancing their confidence and performance (Joscelyne, 2018).

6.3. Online Learning Platforms

Online learning platforms provide flexible and accessible avenues for interpreting education, offering courses, resources, and interactive modules tailored to students' learning needs (Liu, 2019). These platforms facilitate self-paced learning, collaboration among students and instructors, and real-time feedback, optimizing the effectiveness of interpreter training programs (Liu, 2019).

Conclusion

In summary, teaching translation and interpreting at the university level is a complex and dynamic task that requires proficiency in theoretical concepts, practical skills, and cultural awareness. This chapter explored the historical evolution and theoretical foundations of teaching both disciplines, highlighting their interconnectedness and the diverse pedagogical approaches used to develop students' language proficiency and interpreting abilities. By integrating historical insights with contemporary theories and leveraging technological advancements, educators prepare future translators and interpreters to effectively navigate linguistic challenges and contribute meaningfully to cross-cultural communication.

Chapter Three

Investigating the Perspectives of both Teachers and students in the Field of teaching and Learning Consecutive Interpreting

Introduction

This chapter represents the practical part of the current study that aims to explore teaching and learning consecutive interpreting. The chapter provides a summary of the main findings, detailed description, and analysis of the data collected through teachers' and student's questionnaires, which were distributed among translation teachers and third-year students at the Department of Letters and English Language at University 08 Mai 1945, Guelma. The information is reported and interpreted for better understanding the view and the attitude of teachers' and third-year students on teaching and learning consecutive interpreting.

3.1. Methodological Approach

The examination of exploring teachers' and students' knowledge, attitudes and views about teaching and learning consecutive interpreting calls for adopting a quantitative design which involved a *teachers' questionnaire alongside students' questionnaire*. This tool allowed us to collect reliable data and to elicit in-depth information about the investigated phenomena.

The quantitative research is "a formal, objective, systematic process in which numerical data are used to obtain information about the world (Patton, 2002)." The quantitative research is a research strategy that deals with collecting and analyzing numerical data. Quantitative research provides a way to quantify behaviors, opinions, and other variables, which can be used to develop and test hypotheses, predict outcomes, and make informed decisions based on empirical evidence. Therefore, the quantitative research design played a crucial role in the completion of this dissertation due to its reliability.

3.2. Population and Sampling

According to Richards and Schmidt (2010), on the one hand, 'population' in statistics

Refers to "any set of items, individuals, etc. that share some common and observable characteristics and from which a sample can be taken" (p. 343). On the other hand, the term 'sample' is defined according to them as "any group of individuals that is selected to represent a population" (p. 506). Therefore, third-year students at the Department of Letters and English Language at University 08 Mai 1945, Guelma, enrolled for the academic year 2023-2024 are the selected population for this study. Sixty-five students were chosen randomly based on the reason that third-year students are the only grade, which study the consecutive interpreting in the translation module.

In addition, the current study is directed to teachers at the Department of Letters and English Language at University 08 Mai 1945, Guelma. In order to ensure a diverse representation and to fully serve the aim of this research. The sample consisted of the only four (04) translation teachers available at University 08 Mai 1945, Guelma.

3.3. Teachers' Questionnaire

3.3.1. Aims of Teachers' Questionnaire

The purpose of this questionnaire is to examine teachers' perspectives concerning teaching consecutive interpreting. Initially, it aims at gathering information about teachers' perspectives on teaching consecutive interpreting at University 08 Mai 1945, Guelma, and the challenges they encounter during the process. Furthermore, it seeks to explore the strategies employed by translation teachers to enhance their students' interpreting skills. Finally, it concludes by investigating teachers' attitudes towards the curriculum of teaching consecutive interpreting at University 08 Mai 1945, Guelma.

3.3.2. Description of Teachers' Questionnaire:

Teachers' questionnaire is theoretically organized according to the research layout. It consists of thirteen (13) questions; arranged from general to specific. Most questions are close-ended such as multiple-choice and dichotomous, followed-up by some others devoted to provide further additions, explanations, justification, and comments.

Section One: Teachers' Background and Methodologies (Q1-Q3)

This section contains three (03) questions. It aims at collecting data about whether Teachers received training before teaching interpreting, how do they manage to teach consecutive interpreting without training, and the methodologies they employ when teaching consecutive interpreting.

Section Two: Techniques, Resources, and Challenges (Q4- Q6)

This section aims at investigating consecutive interpreting techniques the teachers use inside the classroom to help students engage during consecutive interpreting practices. The resources teachers tend to find most efficient in the classroom for developing students' consecutive interpreting skills, and the common challenges students face while learning consecutive interpreting based on the teachers' point of view.

Section Three: Teaching Strategies and Feedback (Q7-Q13)

This section is designed to focus on the strategies used to balance language proficiency with consecutive interpreting techniques. It also addresses how feedback is given to students. Furthermore, this section covers how key skills such as note-taking, memory retention, and active listening are incorporated into the curriculum, and it concludes with discussing any curriculum challenges and recommendations for enhancing the process of teaching and learning consecutive interpreting.

3.3.3. Administration of Teachers' Questionnaire:

The questionnaire was administered to EFL translation teachers at the Department of Letters and English Language at University 08 Mai 1945, Guelma. It was contended online and sent to four (04) translation teachers from the 23th May to the 5th of June 2024, who were promised that their answers will remain confidential and will only be used for the sake of research validity.

3.3.4. Data Analysis and Interpretation of Teachers' Questionnaire:

Question one: Have you ever had training in teaching interpreting?

Table 3.1

Teachers' Training Experience

Option	Number (N)	Percentage (%)
Yes	2	50%
No	2	50%
Total	**4**	**100%**

The results in Table 3.1 show that half of the teachers' population (50%) did not receive any training before teaching interpreting. However, the other half (50%) claim that they had training. By having teachers without interpreting training teach interpreting at University 08 Mai 1945, Guelma, can negatively influence the quality of education, student preparedness, and the institution's reputation.

Question two: If not, how do you manage to teach consecutive interpreting without formal training?

Table 3.2

Teachers' Management to Teach Consecutive Interpreting

Option	Number (N)	Percentage (%)

Self-study and research	3	75%
Learning from colleagues	1	25%
Professional experience in interpreting	0	0
Other	0	0

Table 3.2 demonstrates that more than half of the teachers' population (75%) did not have any training in teaching translation tend to learn from conducting research and self-study on their own. While 25% of the population opt for learning from their colleagues. By these results it is clear that teaching interpreting at University 08 Mai 1945, Guelma, calls for specific teacher training which is crucial for delivering high-quality interpreting education that prepares students for the demands of the profession and upholds ethical standards.

Question three: What methodologies do you employ when teaching consecutive interpreting? (Select all that apply).

Table 3.3

Methodologies Employed When Teaching Consecutive Interpreting

Option	Number (N)	Percentage (%)
Role-playing	3	75%
Shadowing	0	0
Note-taking exercises	4	100%
Memory training	4	100%
Other	0	0

According to the data displayed in Table 3.3, 75% of the teachers' population tend to

rely on role-playing. While, 100% of the teachers' population rely on note-taking exercises, and memory training as the methodologies they employ in the classroom while teaching consecutive interpreting. These results suggest that teachers are more focused on practical, interactive methods that equip students with essential, real-world skills with the aim of producing competent and confident interpreters.

Question four: can you share any consecutive interpreting techniques or tips that you focus on in the classroom to engage students in consecutive interpreting practices? (Select all that apply).

Table 3.4

Consecutive Interpreting Techniques to Help Students Engage in Practices

Option	Number (N)	Percentage (%)
Chunking	2	50%
Anticipation	2	50%
Active listening	4	100%
Use of pauses	2	50%
Other	0	0%

As indicated in table in Table 3.4, half of the population (50%) of the teachers use

Chunking, anticipation, and use of pauses as techniques while teaching consecutive interpreting to engage the students in the practices. Meanwhile, the whole population of teachers (100%) opt for active listening. Therefore, the use of active listening, chunking, anticipation, and pauses are essential techniques for teaching consecutive interpreting and

the varying percentages might refer to the styles of learning and the practices that work best with different students and teachers.

Question five: What resources do you find most efficient in the classroom for developing student's consecutive interpreting skills? (Select all that apply)

Table 3.5

Efficient Resources for Developing Students' Consecutive Interpreting Skills

Option	Number (N)	Percentage (%)
Recording devices	4	100%
Speech banks (online databases of speeches)	4	100%
Note-taking apps	2	50%
Simultaneous interpreting equipment	2	50%
Other	0	0%

The data collected in Table 3.5, indicate that 100% of the teachers' population find that recording devices alongside speech banks as the most efficient resources for developing students' consecutive interpreting skills, and half of the teachers' population (50%) uses note-taking apps and simultaneous interpreting equipment. This shows that recording devices, speech banks, note-taking apps, and simultaneous interpreting equipment are the resources which teachers use to provide a more comprehensive interpreting experience for the students.

Question six: Based on your experience, what are the common challenges that students face when learning consecutive interpreting? (Select all that apply)

Table 3.6

Common Challenges that Face Students When Learning Consecutive Interpreting

Option	Number (N)	Percentage (%)
Memory retention	3	75%
Effective note-taking	1	25%
managing stress and performance anxiety	4	100%
Balancing language skills with interpreting skills	2	50%
Other	0	0%

As shown in Table 3.6, the option "memory retention" was chosen by 75% of the population, and 25% of the teachers chose effective note-taking as the students' most common challenge when learning consecutive interpreting. However, half of the population (50%) opt for balancing language skills with interpreting. In contrast, the option of managing stress and performance anxiety was chosen by 100% of the teachers' population. This indicates that usually students face a lot of difficulties to manage their stress and anxiety which leads to having troubles with their memory retention and therefore balancing language skills and interpreting skills. In order to overcome these challenges teachers should try to provide a welcoming and calming environment for the students to feel encouraged.

Question seven: How do you balance teaching language proficiency with teaching consecutive interpreting techniques?

Table 3.7

Balancing of Teaching Language Proficiency and Consecutive Interpreting

Option	Number (N)	Percentage (%)
Integrated approach (combining language and interpreting lessons)	3	75%
Skill-specific sessions (altering between language and interpreting practice)	0	0%
Using authentic texts and speeches	1	25%
Other	0	0%

The results deduced from Table 3.7, show that more than half of the teachers' population (75%) chose integrated approach, while 25% chose using authentic texts and speeches when asked about the methods to balance their language proficiency with teaching consecutive interpreting strategies. The option of skill-specific sessions was not chosen. This indicates that teachers prefer methods that integrate language proficiency with interpreting practice, either through an integrated approach or by using authentic texts and speeches.

Question eight: How do you provide feedback to students on their interpreting performance (select all that apply)

Table 3.8

Teachers' Feedback to Students

Option	Number (N)	Percentage (%)
Reviewing recorded sessions	3	75%
Peer assessments	1	25%
Using rubrics with clear criteria	1	25%
Other	0	0%

Concerning the results shown in table 3.8, 75% of the teachers' population chose reviewing recorded s their way to provide feedback to students concerning their interpreting performance. However, 25% of the teachers' population uses peer assessment, and rubrics with clear criteria to provide feedback to their students. This indicates that teachers find those approaches valuable and utilize them to help students improve their interpreting skills since these approaches can offer structured, transparent, and consistent criteria for evaluating student performance.

Question nine: How do you incorporate the development of key skills such as active listening, note-taking, memory retention, and public speaking into your curriculum? (Select all that apply).

Table 3.9

Teachers' Incorporation of Key Skills into the Curriculum

Option	Number (N)	Percentage (%)
Practice listening exercises (e.g., dictation, summarization)	4	100%
Structured note-taking practice	2	50%
Memory games and repetition exercises	2	50%
Public speaking exercises and presentations	2	50%
Other	0	0%

Results of Table 3.9 illustrates that, 100% of teachers incorporate the development of key skills into the curriculum by utilizing listening exercises. 50% of teachers prefer to

incorporate it by using structured note-taking practices, 50% of teachers chose memory games and repetition exercises, and another 50% of teachers opt for public speaking exercises and presentations as their ways for incorporating the development of key skills into the curriculum, while no teacher (0%) chose the option "other". These results show that teachers know the importance of listening skills in interpreting and value memory development and public speaking to help smoothen the interpreting process, the absence of teachers who chose the option "others" indicates the sufficiency of listed methods but also a potential gap in exploring new techniques.

Question ten: Do you face any challenges with the curriculum that hinder or facilitate the teaching of consecutive interpreting?

Table 3.10

Challenges Faced by Teachers with the Curriculum

Option	Number (N)	Percentage (%)
Yes	1	25%
No	3	75%
Total	4	100%

Table 3.10, highlights that among the whole teachers' population, 25% of Teachers face challenges with the curriculum that hinder the teaching of consecutive interpreting, while 57% of teachers claim that they do not face any challenges. These results show that some teachers find the curriculum sufficient for effective teaching. Meanwhile, others encounter obstacles that could be related to various factors from the curriculum design, lack of resources, to the students' preparedness.

Question eleven: If yes, please specify.

25% of the teachers justified their answers by saying the lack of materials and resources limits both the teaching and learning of interpreting.

Question twelve: Do you have any recommendations that could enhance or facilitate the teaching of consecutive interpreting and the student learning process? (Select all that apply)

Table 3.11

Teachers' Recommendations to Enhance Teaching of Consecutive Interpreting

Option	Number (N)	Percentage (%)
More curriculum flexibility	1	25%
Increased access to technology resources	1	25%
More interactive and immersive learning experiences	2	100%
Opportunities for professional exposure (e.g., observing professional interpreters)	1	25%
Other	0	0%

Regarding the results of Table 3.12, 25% of teachers chose "more curriculum flexibility" when asked about recommendations that could enhance or facilitate the teaching of consecutive interpreting and the student learning process, while another 25% of teachers chose "increased access to technology resources" and "opportunities for professional exposure". While, 100% of teachers chose "more interactive and immersive learning experiences". However, no teacher (0%) chose "other". The results indicate that teachers prioritize technological resources, professional exposure, and interactive learning

experiences to enhance the teaching and learning of consecutive interpreting. These preferences reflect a focus on practical and technologically supported methods to improve educational outcomes in this field.

Question thirteen: If you have any further suggestions, recommendations, or comments please feel free to mention them.

Teachers recommended that the teaching of consecutive interpreting should not be limited only to one semester. This reflects a desire to ensure that students receive a thorough, well-rounded, and effective education in this critical skill. By allowing more time for instruction, practice, and integration with other learning experiences, students can achieve higher levels of proficiency and readiness for professional interpreting challenges.

3.3.5. Summary and Discussion of the Results and Findings from Teachers' Questionnaire:

The data previously examined and analyzed data have collaborated largely to perceive the teachers' views concerning the teaching and learning of consecutive interpreting at University 08 Mai 1945, Guelma. The first section entitled "Teachers' Background and Methodologies", revealed that half of the teachers' population (50%) have received interpreting training before teaching consecutive interpreting, and that the other half who did not receive a training manage their consecutive interpreting classroom by learning from their colleagues and conducting a self-study and research. Additionally, it revealed that the methodologies employed when teaching consecutive interpreting chosen by the majority of teachers are role-playing, note-taking exercises, and memory training.

The analysis of the second section entitled "Techniques, Recourses, and Challenges" revealed that 100% of translation teachers' population at the Department of Letters and English Language at University 08 Mai 1945, Guelma, use techniques such as active

listening in the classroom to engage students in consecutive interpreting practices, while 50% of the population uses chunking, use of pauses, and anticipation. Teachers has been also asked about resources they find most efficient in the classroom for developing student's consecutive interpreting skills to which 75% of the teachers' population chose recording devices and speech banks, while 50% chose note-taking apps, and simultaneous interpreting equipment. However, students still face some challenges; according to 100% of the teachers, the most common challenge for students is managing their performance anxiety and stress. While 75% of teachers saw that students struggle with memory retention, 50% of teachers saw that students struggle with balancing their language skills with interpreting skills. In addition, 25% of the teachers' population claim that students struggle managing effective note-taking. The different types of learning students follow can influence this.

The third section, titled "Teaching Strategies and Feedback", shows how teachers manage to balance teaching language proficiency with teaching consecutive interpreting in which there was noticeable difference. While 75% of teachers prefer to use integrated approach by combining language and interpreting skills, while 25% of teachers' population prefer using authentic texts and speeches. Meaning that according to teachers the methods that provide students with practical and real-life encounter practices are the best strategies for balancing teaching language and consecutive interpreting. Through the analyzation of this section if was deduced that the all the population (75%) of teachers opt to review recorded sessions for giving students feedback, and 25% chose peer assessment, and the use of rubrics with clear criteria as their way for giving feedback to students. Another aspect this section covers is how teachers incorporate the development of key skills into their curriculum in which 50% of teachers do it by organizing structured note-taking practices, administrating memory games and repetition, and using public speaking exercises and presentations. However, 100% of teachers tend to incorporate key skills into their curriculum of teaching consecutive

interpreting by using listening practices. Therefore, teachers focus more on listening, memory and note-taking skills to develop students' consecutive interpreting performance.

In another side, 75% of the teachers claimed that they face no struggles with the curriculum while t 25% of the population found some struggles concerning the lack of equipment and resources, and suggested recommendations that could enhance or facilitate the teaching of consecutive interpreting with 100% of the teachers opting for including more interactive and immersive learning experiences and 25% suggested more curriculum flexibility, increasing access to technological resources, and opportunities for professional exposure. This highlights the importance of the technological resources to facilitate the teaching and learning of consecutive interpreting.

3.4. Students' Questionnaire:

3.4.1. Aims of the Students' Questionnaire

The questionnaire is designed to meet with the students' both theoretical and practical parts of their current studies regarding the translation module. Therefore, the questionnaire is conducted to explore and investigate students' knowledge, attitudes and views about teaching and learning consecutive interpreting. This whole research tool was designed with the aims of:

- To assess the overall effectiveness of the teaching methods and learning experiences in consecutive interpreting.

- To identify specific areas of strength and weakness in students' understanding and application of consecutive interpreting techniques

- To gauge student engagement levels and motivation towards learning consecutive interpreting.

3.4.2. Description of the Students' Questionnaire

A student's questionnaire is administered in the purpose of electing perspectives, opinions, and attitude of third-year students toward teaching and learning consecutive interpreting at University 08 Mai 1945, Guelma. The questionnaire starts with a brief introduction that clarify and explain the purpose of this questionnaire to students. The student's questionnaire consists of fourthly (40) questions that are arranged from general to specific, and differing from close-ended questions (multiple choices and yes/no questions) and open-ended questions. The questionnaire is composed of seven (7) sections that can be described as the following:

Section One: this section includes four (4) questions aiming at obtaining general information about the student including: gender, age, years of studying English, and their English language level.

Section Two: Knowledge and understanding. This section includes five (5) questions that seeks to discover students' knowledge about translation and interpreting, the relationship between the two, and types of interpreting.

Section Three: Experience with consecutive interpreting. This section includes seven (7) questions and the major aim behind it to observe the students' familiarity, experiences, and practices of consecutive interpreting in outside the classroom.

Section Four: Skills and training. This section includes ten (10) questions that analyses students' consecutive interpreting skills and methods inside the classroom or in workshop, in addition to their importance.

Section Five: Motivation and self-assessment. This section includes ten (10) questions that points out the main challenges faced by the students when they practice consecutive interpreting and prepare for it either inside or outside the classroom.

Section Six: Feedback and improvement. This section includes three (3) questions in the purpose of exploring the teacher feedback and its affection on the learning process.

Section Seven: Additional comments. In this last section, we stated an open question for students to give any further suggestions, recommendation, or comments about the subject.

3.4.3. Students' Questionnaire Administration

The questionnaire was administered by third-year students were chosen randomly, at the Department of Letters and English Language at University 08 Mai 1945, Guelma. The questionnaire was distributed as hard copies, to 65 students that were chosen randomly, and was responded by all of them in a short period (15 minutes as maximum) on the 5th and the 6th of May, 2024. The data were collected with confidentiality.

3.4.4. Analysis of Results and Findings from the Students' Questionnaire

Section One: Demographic Information

Question One: what is your gender?

Table 3.12

Students' Gender

Option	Number (N)	Percentage (%)
Male	17	26.15 %
Female	48	73.84 %

Total	65	100 %

It can be deduced from Table 3.12 that the majority of students (73.84) who answered the questionnaire are females, whereas the minority (26.15%) is males. This indicates that females are more interested in studying English as a foreign language in particular.

Question Two: what is your age?

Table 3.13

Students' Age

Option	Number (N)	Percentage (%)
Under 18	00	00 %
18-24	62	95.38%
25-34	3	4.61%
35-44	00	00%
45-54	00	00%
55-64	00	00%
65or over	00	00%
Total	65	100%

According to the statistics of Table 3.13, the greatest majority of the population (95.38%) are aged between eighteen and twenty four years. This entails that these students had

a natural educational course and failed no year before they have reached the university, or maybe there are who failed few years before or during university. While 4.61% reported they are aged between twenty-five and thirty-four, probably because they failed some years at high school or middle school, or at the level of the university itself and this is not there first time being third-year students.

Question Three: how long have you been studying English?

Table 3.14

Students' Experience in Studying English

Option	Number (N)	Percentage (%)
Less than one year	00	00 %
1-3 years	4	6.15 %
3-5 years	2	3.07 %
More than 5 years	59	90.76 %
Total	65	100 %

Table 3.14 demonstrates that the majority of students (90.76) reported that they have been studying English for more than five years. This entails that they have studied English in higher school, middle school and at University 08 Mai 1945, Guelma, or not succeeded in some academic years. While, 6.15 assumed that they studied English from one to three years. This explained that they only counted their university years and they have not failed any year throughout their academic journey However, 3.07 have been studying English for three to five

years, which means that their experience with learning English is exclusively limited to High
school or the University.

Question Four: what is your English language level?

Table 3.15

Students' Level of Proficiency in English

Option	Number (N)	Percentage (%)
Beginner	00	00 %
Intermediate	27	41,53 %
Advanced	35	53,84 %
Fluent	3	4,61 %
Total	65	100 %

As it is indicated in Table 3.15, the majority of students' level varies from advanced
(53.84%), intermediate (41.53%), and fluent (4.61%). This implies that students acquire a
sufficient amount of English language structures at University 08 Mai 1945, Guelma. However,
this does not counteract that all students are in the same English level. For instance, 4.61% of
students states that their level in English is fluent. This might be related to students' efforts
outside the classroom. Whereas none of the students choice beginner level. Over all, the results
show that the larger part of the population are satisfied with their English level and would not
need much effort on the part of teachers to help them.

Section Two: Knowledge and Understanding

Question One: what do you know about translation?

Table 3.16

Students' Familiarity with Translation

Option	Number (N)	Percentage (%)
It involves converting text from one language to anther	15	23.07 %
It requires understanding cultural nuances	5	7.69 %
Both (a) and (b)	41	63.07 %
I am not sure/ I do not know	4	6.15 %
Total	65	100 %

The Table 3.16 represent that more than a half of the participants (63.07%) are familiar with the concept of 'translation'. This indicates that they understand the process of transferring text from one language to another while preserving its meaning. Whereas, 23.07% of the population think that translation mainly focused on converting a text from a language to another. In addition, some students (7.69%) recognize that language is deeply intertwined with culture. While 6.15% of the students claimed that, they are not sure or do not know, which demonstrates that they do not attend translation classes.

Question Two: what do you know about interpreting?

Table 3.17

Students' Familiarity with Interpreting

Option	Number (N)	Percentage (%)
It involves orally translating spoken language.	19	29.23 %
It requires quick thinking and language skills.	7	10.76 %
Both (a) and (b)	38	58.46 %
I am not sure/ I do not know	1	1.53 %
Total	65	100 %

Table 3.17, illustrate that more than half of the population (58.46%) are familiar with the concept of 'interpreting'. This stressed that students understand the process of orally translating a text to another language in a real-time with its meaning. While 29.23% of students viewed that interpreting is translating orally a spoken text, and 10.76% of the population claimed that interpreting require quick thinking and language skills, they might be neglecting the boarder aspects of interpreting. However, one student declared that he/she is not sure, or do not know which proposed that he/she do not attend interpreting class.

Question Three: do you know types of interpreting?

Table 3.18

Students' Familiarity with Interpreting Types

Option	Number (N)	Percentage (%)
Yes	58	89.23 %

No	7	10.76 %
Total	65	100

According to the data displayed in the Table above, 89.23 % of the research sample claimed that they know types of interpreting. While, 10.76% said that they do not know any. The results show that the majority of the population are familiar with types of interpreting because they have studied it in the classroom, which enable them to develop many skills and adapt to diverse situations where interpreting is required.

Question Four: if yes, mention them.

Table 3.19

Students' Knowledge of Interpreting Types

Option	Number (N)	Percentage (%)
Consecutive interpreting	46	70.76 %
Simultaneous interpreting	10	15.38 %
Liaison interpreting	2	3.07 %
Others	00	0 %

When students were asked to mention the types of interpreting they know, more than half of the population who answered with 'yes' (70.76%) approved that they know consecutive interpreting. However, 15.38% of the students who answered with 'yes' claimed they know

simultaneous interpreting. While 3.07%, declared that they are familiar with liaison interpreting. This may suggest that they have explored various modes or methods of interpreting.

Question Five: do you know the difference between translation and interpreting?

Table 3.20

Students' Differentiation of Translation and Interpretation

Option	Number (N)	Percentage (%)
Yes	50	76.92 %
No	15	23.07 %
Total	65	100 %

According to the findings that is clear in Table 3.20, 23.07% of the population affirmed that they do not know the difference between interpreting and translation. It suggests they luck clarity on differing between the two. However, a considerable percentage of students (76.92%) admit that they know the difference between translation and interpreting. This indicates that students understand the differentiations between these two language processes; they illustrate their cognizance between translating a written text and interpreting a spoken message, which demonstrate their awareness of the diverse skills and strategies

Section Three: Experience with Consecutive Interpreting

Question one: have you ever come across the term consecutive interpreting?

Table 3.21

Students' Familiarity with Consecutive Interpreting Term

Option	Number (N)	Percentage (%)

Yes	58	89.23 %
No	7	10.76 %
Total	65	100 %

This question particularly was asked to find out whether third-year student are aware of the type of interpreting that they are practicing in the classroom. A great number of participants (89.23%) confirmed that they come across the term consecutive interpreting. This summarize that the teachers succeed in teaching consecutive interpreting. However, 10.76% of the population claimed that they do not know consecutive interpreting. This result shows that either the participants did not attend the classes, or they seemed disengaged during the class.

Question Two: If yes, give a brief definition.

89.23% of the research population who answered with 'yes' on the previous question gave a small definition of consecutive interpreting. Twenty-one answer was mainly define consecutive interpreting as:

- It is a type of interpreting where the interpreter listen to an audio or a speaker than translate what have been said after the speaker stop speaking.

Question Three: have you ever encountered a situation where you perform consecutive interpreting?

Table 3.22

Students' Performing Consecutive Interpreting

Option	Number (N)	Percentage (%)
Yes	56	86.15 %
No	9	13.84 %

Total	65	100 %

As shown in Table 3.22, 86.15% of the students argue that they experience a situation where they performed consecutive interpreting. This refer to they have practiced consecutive interpreting and they orally translated a spoken text after a speaker stop delivering his message, it can also highly suggest that they have practice it in the classroom. However, small number of the population (13.84%) claimed that they did not encounter a situation where they performed consecutive interpreting. This may suggest either that those students are not interested in consecutive interpreting, or did not face such a situation.

Question Four: how often were you provided with the opportunities to practice consecutive interpreting?

Table 3.23

Students' Opportunities to Practice CI

Option	Number (N)	Percentage (%)
Rarely	18	27.69 %
Occasionally	23	35.38 %
Frequently	15	23.07%
Always	9	13.84 %
Total	65	100 %

As demonstrated by Table 3.23, 27.69% of the participants indicated that they rarely practice consecutive interpreting. This could happen due to their less interesting on this field or

not having a rich background of the English language. However 35.38% of the participants reported having occasionally the opportunity to practice CI. This suggest that they had occasional exposure to such practice even though they were not been provided with consistent occasions. In addition, 23.07% of the participants stated that they had frequent opportunities to practice CI. This predicted that they had regular access to a situation where they use this type of interpreting could be in classroom or outside. However, 13.84% assumed they were consistently provided with the opportunity to practice CI. This declared that they have persistent engagement in such situation, and probably they have efficient skills and great experience in this field.

Question Five: how frequently do you engage in real-life practice sessions for consecutive interpreting outside of the class?

Table 3.24

Students' Usage of CI Outside of the Classroom

Option	Number (N)	Percentage (%)
Daily	7	10.76 %
Several times a week	7	10.76 %
Once a week	15	23.07 %
Rarely	28	43.07 %
Never	8	12.30 %
Total	65	100 %

Table 3.24, indicates that 43.07% of the students are rarely engaging in real-life practice of CI. This explains that they probably deal with the subject mostly in the classroom. While 23.07% of the participants practice it once a week. We can suggest that they have organized time designed to practice consecutive interpreting. However, 12.30% of the population announced they never deal with it inside the classroom, which clearly means that they only practice CI in the formal academic session. Finally, there is equal percentage (10.76%) between participants who engage in CI daily and those who engage in it several times a week. This shows that those participants are high chances that they are skillful and aware of consecutive interpreting effective methods.

Question Six: what resources do you typically use to practice consecutive interpreting outside of class?

Table 3.25

Resources Used by Students Outside the Class to Practice CI

Option	Number (N)	Percentage (%)
News articles	12	18.46%
TED Talks or similar presentations	9	13.84%
Podcast or audio recordings	35	53.84%
Conversations with native speakers	6	9.23%
Others	3	4.61%

Total	65	100%

As stated in Table 3.25, more than half of the population (53.84%) chose podcast and audio recording as the main resources to practice consecutive interpreting outside the classroom. This suggests that these materials are readily accessible, and this category of participants are audio students. However, 18.46% of the population chose news articles. This indicates that they prefer to consume news through audio format. Moreover, 13.84% of the population agree on TED Talk and similar presentations as their resources to practice consecutive interpreting. This remarks that they are consider as audiovisual students. 9.23 % of the students selected to practice their CI with making conversations with native speakers. We can claim that this type of students like to be in real-time situation. In addition, very few participants (4.61%) of the population chose other resources including documentaries, movies and video games, and conversation with EFL students. These results shows that each student prefer to practice on particular resources according to his learning style

Question Seven: how do you typically prepare for consecutive interpreting tasks? (Select all that apply)

Table 3.26

Students' Preparation for CI Tasks

Option	Number (N)	Percentage (%)
Familiarizing yourself with the subject matter	31	47.69 %
Researching specialized terminology	25	38.46 %

Engaging into pre-interpreting exercises, such as shadowing or paraphrasing	15	23.07 %
Practicing active listening skills	46	70.76 %
Others	00	00 %

Looking at results represented in Table 3.26, we notice that practicing active listening skills before engaging in the CI tasks, was selected by the majority of students (70.76%) as the most suitable preparation style . This proclaimed that active listening help students retain information more effectively, enhance comprehension, and deliver the information more fluently and confidently. While, 47.69% of the students answered with familiarizing myself with the subject matter. This stressed that student chose to comprehend the context, in addition to developing their vocabulary and cultural nuances. 38.46 % of students announced researching specialized terminology. We can state that it help them in accuracy, clarity and confidence. However, the last selected choice (26.07%) goes to engaging into pre-interpreting exercises such as shadowing and paraphrasing. This claims that students want to ensure smooth and more accurate communication between languages. This results shows that students prepare for consecutive interpreting tasks by divers types that suit their learning style better.

Section Four: Skills and Training

Question One: which of the following consecutive interpreting methods do you apply in the classroom?

Table 3.27

Consecutive Interpreting Methods Applied by Students in the Classroom

Option	Number (N)	Percentage (%)
Active listening	29	44.61 %
Memory recall	6	9.23 %
Taking notes	17	26.15 %
Rendering	5	7.69 %
Repetition	8	12.30 %
Total	65	100 %

According to the results found in Table 3.27, most of students (44.61%) classified active listening as their most applied method in the classroom. This confirms that student receive, interpret, and respond while listening critically and focusing and fully understanding what the speaker is delivering in a short period of time. However, 26.15% of the population suggested that they use notetaking method. We can illustrate that students chose to write down the information will be more effective for them to facilitate memory support when producing the TL. While, 12.30% of students confirmed repetition method. This indicates that students repeat the speaker message in the TL after the speaker fished delivering his speech or took a break. In addition, 9.23% of the population stressed memory recall as their preferable method. This suggests that they reply more on their memory to save guard the spoken message. The very last population (7.69%) view rendering is their suitable method. We can say that students reproduce the message as faithfully as possible. As a result, we can confirm that with the diverse methods

of interpreting each students have different consecutive method that help him/her comprehend the message clearly and correctly according to his abilities.

Question Two: what areas of consecutive interpreting do you feel most comfortable with

Table 3.28

Consecutive Interpreting Areas that Students Feel Most Comfortable With

Option	Number (N)	Percentage (%)
Legal	15	23.07 %
Media	43	66.15 %
Religion	7	10.76 %
Other	00	00 %
Total	65	100

The results of the Table 3.28, demonstrate that, 66.15% of the population stated that media is their comfortable area to using CI. We can comment that media enable accessibility, immediacy and ability to reach diverse users and platforms. While, 23.07% illustrate that legal areas. It is clear that legal interpreting is very difficult because it require the consecutive interpreter a critical importance of accurate communication a deep understanding of both TL and SL. While 10.76% of the students chose religion as their comfort area of CI. We can suggest that using CI in religion make the population feel honor and preserve their cultural heritage, or it can build a bridge between two cultures.

Question Four: Do you think developing consecutive interpreting skills is necessary for EFL students?

Table 3.29

The Importance of Developing Consecutive Interpreting Skills for EFL Students

Options	Number (N)	Percentage (%)
Yes	19	29.23%
No	27	41.53%
Not sure	19	29.23
Total	56	100%

As indicated in Table 3.29, less than half of the participants (41.53%) believe that developing consecutive interpreting skills is not important for EFL students. However, 29.23% of students think the opposite in which the development of consecutive interpreting skills is important for EFL students. While, 29.23% of students were not sure whether it is important or not. This indicates that students are still unaware completely of the consecutive interpreting skills.

Question Five: If yes, justify your answer, please.

29.23% of students that chose yes justified their answer by saying that developing consecutive interpreting skills is important for EFL students since it will enrich the students' vocabulary, develop their thinking and cultural understanding, motivates them and teach them how to use their memory; also, it helps the students be better listeners and it can help then even with real-life encounters or work later on.

Question Six: Rank the following consecutive interpreting skills according to their importance to you.

Table 3.30

The Level of Importance of Different Consecutive Skills According to Students.

Options	Percentage (%)	Rank

Active listening	53.25%	1
Long-term memory	52.5%	2
Short-term memory	50.25%	3
Note taking	49%	4

The findings of Table 3.30 indicates that the average ranking of "active listening" is 53.25% making it ranked the first as the most important skill according to students. The second ranked skill is "long-term memory" with 52.5%, in third "short-term memory" with the ranking of 50.25%, and "note taking" with the average ranking of 49% making it chosen as the least important skill, coming in fourth. This can mean that teachers are usually using audio tasks during the consecutive interpreting practices.

Question Seven: How often do you approach note-taking during consecutive interpreting?

Table 3.31

Frequency of Students' Approach of Note Taking During Consecutive Interpreting

Options	Number (N)	Percentage (%)
Always	35	**53.84%**
Often	16	**24.61%**
Sometimes	9	**13.84%**
Rarely	3	**4.61%**
Never	2	**3.07%**
Total	56	**100%**

The results of Table 3.31 show that more than half of the participants (53.84%) always approach note-taking during consecutive interpreting, while 24.61% often approach it. However, 13.84% of the students said that they sometimes approach note-taking. While, only 4.61% of the students chose that they rarely approach it, and a minority of 3.07% of students never approach note-taking during consecutive interpreting practices. From the results shown only a minority does not approach note taking and this indicates that the majority of students are aware of the importance of note-taking as a skill in consecutive interpreting practices.

Question Eight: In a scale from 1 to 5, how much would you rate your current skills in consecutive interpreting?

Table 3.32

Rating of the Students' Current Skills in Consecutive Interpreting

Options	Number (N)	Percentage (%)
Poor	4	6.15%
Fair	11	16.92%
Average	40	61.53%
Good	10	15.38%
Excellent	0	0%
Total	56	100%

As mentioned in Table 3.32, 4 students (6.15%) state that their skills are poor, while the majority of students' level of current consecutive interpreting skills ranges from fair (16.92%), average (61.53%), and good (15.38%). This indicates that the majority of students are taught consecutive interpreting successfully within sufficient period of timing, yet students' levels differences play a major role and this can be the main reason behind the 4 students (6.15%)

with poor skills. Whereas no student chose excellent and this can be due to the fact that it is the first-time students are taught about consecutive interpreting.

Question Nine: Have you ever received formal training or attended workshops specifically focused on consecutive interpreting?

Table 3.33

Students' Attendance of Workshops or Formal Trainings Focused on Consecutive Interpreting

Options	Number(N)	Percentage (%)
Yes	33	50.76%
No	32	49.23%
Total	56	100%

Table 3.33, indicate that half of the participants (50.76%) received a formal training or attended workshops that focused on consecutive interpreting, while less than half of the participants (49.23%) opt for "No". Accordingly, most students are interested in consecutive interpreting aiming to develop their skills.

Question Ten: If yes, how would you rate the effectiveness of the training or workshops in enhancing your consecutive interpreting skills?

Table 3.34

Students' Rating of the Effectiveness of the Training or Workshops in Enhancing Their Consecutive Interpreting

Options	Number(N)	Percentage (%)
Very effectively	5	7.69%
Somewhat effectively	13	20%
Neutral	13	20%
Not very effective	1	1.53%

Not effective at all	1	1.53%

As it is pointed out in Table 3.34, regarding the effectiveness of the formal training or workshops that the students attended in enhancing their consecutive interpreting skills, 5 students (7.69%) said that it is very effective, meanwhile 20% of students chose somewhat effective, while another 20% of students remained neutral by choosing "Neutral". However, 1 student (1.53%) selected "Not very effective" and another 1 student chose "Not effective at all". these results could stem from various factors such as: the quality of training, individual learning styles, participation, and cultural and linguistic factors.

Section Five: Motivation and Self-assessment

Question one: What motivates you to improve your consecutive interpreting skills? (Select all that apply).

Table 3.35

Students' Motivators to Improve Their Consecutive Interpreting Skills

Options	Number(N)	Percentage (%)
Career advancement opportunities	27	41.53%
Personal interest in language and communication.	44	67.69%
Desire to help others bridge language barriers.	18	27.69%
Academic requirements	26	40%
Others	0	0%

According to the results obtained in Table 3.35, less than half of the population (41.53%) chose "career advancement opportunities". However, more than two-thirds of the population (67.69%) chose the second option "Personal interest in language and communication". In

addition, 27.69% of the population's desire to help others bridge language barriers is what motivates them to improve their consecutive interpreting skills, and 26 students (40%) of the population chose "academic requirements" as their motivator. No student chose the option of "others". Regarding these results it can be seen that the majority of students are interested in improving their consecutive interpreting skills either for personal of for career opportunities, which means that the majority of students are interested in pursuing consecutive interpreting as a career.

Question two: If other, please specify

Since no student chose the option "others" this question has no answers.

Question three: How do you typically assess your own progress in consecutive interpreting? (Select all that apply)

Table 3.36

Students' Assessment of Their Progress in Consecutive Interpreting

Options	Number(N)	Percentage(%)
Comparing recordings of past interpretations.	33	50.76%
Soliciting feedback from peers or mentors.	30	46.15%
Keeping a journal of challenging interpreting experiences.	20	30.76%
Participating in mock interpreting sessions	17	26.15%
Others	0	0

From the Table 3.36, half of the participants (50.76%) chose "Comparing recordings of past interpretations" as their method of assessment for their progress in consecutive interpreting. Nevertheless, 30 participants (46.15%) use "Soliciting feedback from peers or mentors" as their assessment method, while 30.76% of participants tend to keep a journal of challenging

interpreting experiences they encounter. In addition, a number of 17 participants (26.15%) prefer to participate in mock interpreting sessions to track their progress in consecutive interpreting, and none of the participants chose the option of "others". These findings show us that students choose different assessment methods to track their progress in consecutive interpreting according to their level and preferences.

Question four: If other, please specify

This question has no answers, for no student chose the option of "others".

Question five: Have you ever encountered cultural challenges while performing consecutive interpreting?

Table 3.37

Students' Encounters of Cultural Challenges While Interpreting Consecutively

Options	Number (N)	Percentage (%)
Yes	7	10.76%
No	58	89.23%
Total	65	100%

The Table 3.37, indicates that majority of students (89.23%) have not encountered any cultural challenges while interpreting consecutively. However, only 7 students (10.76%) answered with "Yes". This means either that the teachers are avoiding any challenging cultural topics, or that the students are very interested in the targeted culture that they familiarized themselves.

Question six: If yes, please describe a specific example

The 10.76% of students that answered "Yes" gave the examples which follows:

- Interpreting idioms

- Interpreting idioms and proverbs

- Interpreting terms of specific cultures

- Interpreting native slangs

- Interpreting inside jokes of native speakers

- Interpreting conversations related to their cultural background

Question seven: How do you handle unfamiliar or culturally sensitive topics during consecutive interpreting tasks? (Select all that apply)

Table 3.38

Students' Handling of Unfamiliar or Culturally Sensitive Topics during Consecutive Interpreting Tasks

Options	Number(N)	Percentage(%)
Researching cultural norms and practices beforehand	35	53.84%
Seeking clarification from the speaker or audience when necessary.	19	29.23%
Adapting your interpretation to ensure cultural sensitivity.	39	60%
Consulting with a cultural expert or mentor.	15	23.07%
Other	0	0%

The data collected in Table 3.38, show that 53.84% of students handle unfamiliar and culturally sensitive topics during consecutive interpreting by researching cultural norms and practices beforehand. While, 19 students (29.23%) seek clarification from the speaker or audience when necessary. However, less than two-thirds of the students (60%) chose "adapting your interpretation to ensure cultural sensitivity" as their method to handle unfamiliar and culturally sensitive topics while interpreting consecutively, and minority of 15 students (23.07%) rather consult with cultural expert or mentor. The option "other" marked a percentage

of 0%. These results illustrate that students tend to rely on different methods according to their needs and level.

Question eight: If other, please specify

This question has no answers, since "others" was not chosen

Question nine: How do you cope with the pressure and stress often associated with consecutive interpreting? (Select all that apply)

Table 3.39

Students' Coping Methods with Pressure and Stress when Interpreting Consecutively

Options	Number(N)	Percentage(%)
Engaging in relaxation techniques, such as deep breathing or meditation.	23	35.38%
Practicing mindfulness to stay focused during interpretation tasks.	41	36.07%
Setting realistic expectations for yourself and accepting imperfections	23	35.38%
Seeking support from peers, mentors, or mental health professionals.	17	26.15%
Other	0	0%

The results in Table 3.39 show that 35.38% of participants cope with stress and pressure when interpreting consecutively by engaging in relaxation techniques, such as deep breathing or meditation. Whereas, 41 participants (36.07%) chose "Practicing mindfulness to stay focused during interpreting tasks" as there go coping method. In addition, 35.38% of participants tend to set realistic expectations for themselves and accept imperfections. While, number of 17

participants (26.15%) seek support from peers, mentors, or mental health professionals, and the option "other" was not chosen. These results show that practicing mindfulness to stay focused during interpreting tasks is the best coping method for stress and pressure during consecutive interpreting practices according to a high number of the participants.

Question ten: If other, please specify

This question has no answers, since "others" was not chosen

Section Six: Feedback and Improvement

Question one: Does teacher feedback affect your learning process?

Table 3.40

The Effect of Teacher's Feedback on the Students' Learning Process

Options	Number (N)	Percentage (%)
Yes	44	67.69%
No	7	10.79%
Sometimes	14	21.53%
Total	65	100%

Table 3.40, indicates that more than two-thirds of the students answered "yes" teachers' feedback does affect their learning process. On one hand, 7 students (10.79%) of whom teachers' feedback does not have any effect on their learning process. However, on the other hand, 21.53% of students answered that the teachers' feedback sometimes does affect their learning process. According to these findings teacher feedback has indeed a major role on the students' learning process.

Question two: If yes, how do you incorporate the feedback to enhance your consecutive interpreting abilities?

Table 3.41

Students' Incorporation of the Feedback to Enhance their Consecutive Interpreting Skills

Options	Number(N)	Percentage (%)
Reflect on specific areas highlighted in the feedback and work on improving them during practice sessions.	23	35.38%
Seek clarification or further guidance from the instructor or **mentor to better understand the feedback received**	14	21.53%
Engage in self-assessment by comparing previous interpretations with the feedback provided to identify areas for improvement.	15	23.07%
Utilize online resources or additional materials recommended **in the feedback to supplement learning.**	4	6.15%
Other	0	0%
Total	65	100%

Table 3.41 show that 35.38% of students incorporate the teachers' feedback to enhance their

consecutive interpreting skills by Reflecting on specific areas highlighted in the feedback and

work on improving them during practice sessions. Whereas, 21.53% of students seek clarification or

further guidance from the instructor or mentor to better understand the feedback received. While, 23.07%

of students chose "Engage in self-assessment by comparing previous interpretations with the feedback

provided to identify areas for improvement" as how they incorporate the teachers' feedback, and a small

number of 4 students (6.15%) incorporate the feedback by utilizing online resources or additional materials

recommended in the feedback to supplement learning and enhance their consecutive interpreting skills. The option "others" was not chosen by any learner.

Question three: If other, please specify

This question has no answers, because no students opt for the "other" option.

Section Seven: Additional Comments

Question one: If you have any further suggestions, recommendations, or comments about the subject matter under inquiry, please feel free to share.

Out of (65) students, only a minority of (4) students provided their comments concerning their consecutive interpreting learning experience. Captivatingly the four comments highlighted the lack of technological materials at University 08 Mai 1945, Guelma, which form an obstacle in the face of the accomplishment of the consecutive interpreting tasks and the overall interpreting experience smoothly. Precisely, these students highlighted the absence of materials such as Computer-Assisted Translation Tools, interpreting booths, and headphones.

Their feedback stresses the important role that modern technological aids play in facilitating effective interpreting learning and teaching.

3.4.5. Summary and Discussion of the Results and Findings from Students' Questionnaire:

The statistics that have already been looked at and evaluated have greatly helped to understand how students feel about consecutive interpreting teaching and learning at the Department of Letters and English Language, University 08 Mai 1945, Guelma. The first section entitled "Demographic Information", revealed that the majority of students (73.84%) who answered the questionnaire are females, whereas the minority (26.15%) is males. Which

indicates that females are more interested in studying English. With the greatest majority of students (95.38%) being between eighteen to twenty-four years old, with variation of how many years they have studying English, (90.76%) have been studying English for more than five years, 6.15% assumed that they studied English from one to three years, and, 3.07% have been studying English for three to five years. This variation of how many years they have been studying English explains the variation of age answers. Additionally, it revealed that the level of English among the majority of students is either advanced or intermediate.

The analysis of the second section entitled "Knowledge and Understanding", revealed that 63.07% of students are familiar with the term "translation" and are familiar with the concept of translation, 23,07% think that the process of translation is only converting texts from one language to another, while 7,69% of the students relate the process of translation to the necessity of understanding of cultural nuances, and only 6.15% of students weren't sure or did not know anything about translation. After this student were asked about their familiarity with interpreting, to which the results were close to the previous question about translation. 58.46% of students answered that interpreting involves quick thinking, language skills, and orally translating spoken language, while 29.23% chose that it only involve orally translating spoken language, while 10.76% of the students chose that it only require quick thinking and language skills. However, minority of (1.53%) of the students' population were not sure or did not know what interpreting is. Despite this, the majority of students were familiar with types of interpreting and the most known type is consecutive interpreting followed by simultaneous interpreting. The reason behind the students' familiarity with these two specific types can refer back to the fact that they have a module of consecutive interpreting. The next question was set to know if students know the difference between translation and interpreting to which most of the students (76.92%) answered with yes and only 23.07% of students did not know the difference between the two terms.

The third section under the title of "Experience with Consecutive Interpreting", shows the students experience with consecutive interpreting. A noticeable difference was seen when students were asked about their familiarity with consecutive interpreting to which 89.23% of students answered yes and 10.76% of the students' population answered with no, this can be due to the students' neglect of studies, or lack of attention inside the classroom. Although, (58) fifty-eight students answered with yes only (21) twenty-one wrote definition of consecutive interpreting when asked about it. All the answers provided were: "It is a type of interpreting where the interpreter listen to an audio or a speaker than translate what have been said after the speaker stop speaking". The following question attempted to know if students had any situation in which they performed consecutive interpreting the majority of students answered with yes while 13.84% answered with no. Which indicates that not all the students participate in consecutive interpreting practices in the classroom, this is confirmed by the results of the following question that was about how often students participate in the consecutive practices inside the classroom to which 35.38% of students occasionally take parts in the practices of consecutive interpreting, 23.07% frequently participate, and only 13.84% said that they always participate. Yet, 27.69% of the students never took part in the consecutive interpreting practices inside the classroom. However, the results are totally the opposite for practicing CI outside the classroom, the majority of the students opt for rarely and once a week. In addition to their resources to practice CI outside the classroom, the majority chose podcasts and news articles as their go to resources, while some chose others and mentioned documentaries, movies and video games. These results can show that the students are interested in consecutive interpreting not only for the educational purposes but they have also managed to relate it to their daily life practices. Moreover, for their classes the majority of students 70.76% practice active listening skills, 47.69% of the students prefer to familiarize themselves the subject matter, while 38.46% of the students tend to research specialized terminologies to facilitate the understanding, and

23.07% of students prefer to practice exercises such as shadowing or paraphrasing. This disparity is due to the types of learning styles each student prefers.

The fourth section entitled "Skills and Training", aimed at finding the methods students use inside the classroom while practicing CI, the preference for active listening among nearly half of the students (44.61%) indicates a strong emphasis on comprehension and immediate processing of information. This method's popularity suggests that students value the ability to understand and interpret messages accurately and quickly. Notetaking, the second most preferred method, was chosen by 26.15% of the students, highlights its role in supporting memory and ensuring accuracy, particularly for complex or lengthy messages. The lower preference for repetition, memory recall, and rendering suggests that these methods, while useful, may be seen as supplementary rather than primary strategies in consecutive interpreting.

This section also indicated that students prefer to work on specific areas of consecutive interpreting; the majority 66.15% opt for the area of media because of its practical and dynamic nature, where immediacy and broad accessibility are crucial. The significant number peof students comfortable with legal interpreting underscores the challenges and importance of accuracy in legal contexts, while the smaller preference for religious contexts indicates that most students are uninterested in this field. These results can be due the familiarity of students with media and their interest with it, while they would avoid legal and religious areas due to their unfamiliar and specific terminologies. The mixed responses regarding the importance of developing CI skills for EFL students reveal a divide in perception. The substantial portion of students who view it as unimportant (41.53%) or are unsure (29.23%) may reflect a lack of awareness or exposure to the benefits of CI. Conversely, those who recognize its importance (29.23%) cite comprehensive benefits, indicating that increased awareness and education on CI could shift perceptions positively.

The ranking of skills shows a clear preference for active listening among students with 53.25%, which aligns with its high usage rate. The close rankings of long-term (52.5%) being ranked the second, and short-term memory (50.25%) ranked the third, as well as note-taking being the fourth with (49%), suggest that while these skills are all valued, active listening is considered slightly more critical in CI practices. This preference may indicate that teaching strategies should focus more on enhancing active listening skills. However, the coming results contradict with these results as they show a high usage frequency of note-taking among students. This discrepancy suggests that although students recognize active listening as crucial, in practice, they frequently rely on note-taking to support their interpreting. It indicates that while active listening is perceived as essential, the practical challenges of consecutive interpreting necessitate a significant reliance on note-taking to ensure accuracy and effectiveness, and means that both skills are vital.

In this section also, students were asked about their current level in consecutive interpreting to which the majority of students (61.53%) rated their skills as average indicates that while students feel competent, there is room for improvement. The absence of any students rating their skills as excellent suggests that further training and practice are needed to achieve higher proficiency levels. This result is underscored by the nearly equal split between the students who have (50.76%) and have not (49.23%) received formal training, highlighting a potential area for educational development. Increasing access to training and workshops could help bridge this gap, enabling more students to elevate their skills from average to excellent. Enhanced training opportunities could provide the necessary practice and instruction to boost overall skill levels and address the current proficiency limitations among students.

In section five entitled "Motivation and Self-assessment", results reveal that the primary motivation for most students to improve their consecutive interpreting skills is personal interest in language and communication (67.69%), followed by career advancement opportunities

(41.53%). This indicates a strong intrinsic motivation among students, suggesting that they find personal fulfillment and passion in the field of language and communication. Additionally, the desire to help others bridge language barriers (27.69%) and academic requirements (40%) are also significant motivators. These motivations indicate that students are likely to pursue consecutive interpreting both as a career and as a means of personal growth and contribution to society. And students use students use various methods to assess their progress in consecutive interpreting, with comparing recordings of past interpretations (50.76%) and soliciting feedback from peers or mentors (46.15%) being the most common. This demonstrates an active engagement in self-improvement and peer learning. The use of journals (30.76%) and mock interpreting sessions (26.15%) also highlights the students' efforts to reflect on and refine their skills systematically. The diversity in assessment methods suggests that students are tailoring their learning approaches based on their individual needs and preferences.

This section also tackled that, the majority of students (89.23%) have not encountered cultural challenges while interpreting consecutively, which could indicate either effective teaching methods that avoid culturally sensitive topics or students' familiarity with the target culture. The 10.76% of students who did face cultural challenges identified specific difficulties, such as interpreting idioms, proverbs, native slang, and cultural-specific terms. In addition, tend to overcome these challenges by employing various strategies to handle unfamiliar and culturally sensitive topics, with a significant number researching cultural norms and practices beforehand (53.84%) and adapting their interpreting to ensure cultural sensitivity (60%). This proactive approach shows that students are aware of the cultural dimensions of interpreting and are taking steps to mitigate potential misunderstandings. Seeking clarification from speakers or audiences (29.23%) and consulting with cultural experts or mentors (23.07%) further illustrate their commitment to accuracy and cultural sensitivity. This highlights the complexity of language and the importance of cultural competence in consecutive interpreting. All of this

unfamiliarity with culturally sensitive topics and the process of the consecutive interpreting practice, have a hand in forming some challenges and stress for the students, and to cope with it students use multiple techniques to cope with stress and pressure during consecutive interpreting. Practicing mindfulness (36.07%) and engaging in relaxation techniques like deep breathing or meditation (35.38%) are the most popular methods, indicating a focus on mental well-being and concentration. Setting realistic expectations and accepting imperfections (35.38%) also suggest a healthy approach to managing performance anxiety. Seeking support from peers, mentors, or mental health professionals (26.15%) underscores the importance of a supportive community in managing stress.

The sixth section under the title of "Feedback and Improvement", finding of this section demonstrates the influence of teachers' feedback on students' learning processes in consecutive interpreting. It reveals that more than two-thirds (67.69%) of students perceive teachers' feedback as impactful, affirming its crucial role in shaping their learning experiences. Conversely, a minority either do not acknowledge this influence or find it sporadic. This section also further elucidates how students actively incorporate feedback into their learning strategies: a notable percentage of 35.38% reflects on specific feedback to target areas for improvement during practice sessions, while 21.53% of the students' population seek clarification or guidance from instructors to deepen their understanding. Additionally, engaging in self-assessment and utilizing recommended resources highlight proactive approaches to integrating feedback for skill enhancement. These findings emphasize the importance of tailored and constructive feedback in interpreting education, fostering reflective practices and continuous improvement among students. They also emphasize the need for teachers to provide comprehensive feedback that supports diverse learning styles and encourages self-directed learning in interpreting teaching and learning programs.

Section seven entitled "Additional comments", revealed that some students are aware and identified major difficulties in their subsequent interpreting learning experiences. Due to the lack of necessary technology resources like headphones, interpreting booths, and computer-aided translation tools (CAT tools). These resources are essential for raising the level of interpreting practices' general quality, efficiency, and accuracy.

In conclusion, the analysis of student perspectives on consecutive interpreting at the Department of Letters and English Language, University 08 Mai 1945, Guelma highlighted several key findings. The majority of students are female and young adults aged eighteen to twenty-four, with a strong interest in English study and varying levels of proficiency. They demonstrate solid theoretical knowledge in translation and interpreting, particularly in consecutive interpreting, but their practical experiences vary. Active listening and note-taking are favored methods during interpreting practices, emphasizing comprehension and accuracy. Motivations for improving skills range from personal interest to career advancement and academic requirements. Students address challenges like cultural sensitivity through proactive strategies, supported by constructive feedback from teachers. However, technological limitations present obstacles that hinder optimal learning experiences. These insights stress the need for tailored approaches in consecutive interpreting education to effectively support student learning and development.

Conclusion

In conclusion, the comprehensive analysis of both students and teachers' perspectives on consecutive interpreting at the Department of Letters and English Language, University 08 Mai 1945, Guelma, reveals a multifaceted understanding of the current state and challenges of the program. The majority of students, predominantly young females, show strong interest and varying proficiency in English, with a significant theoretical grasp of translation and

interpreting. Despite this, practical experience and engagement in consecutive interpreting vary, with active listening and note-taking emerging as key skills. Students are motivated by personal interest, career advancement, and academic requirements, and address cultural and practical challenges through proactive strategies. Teachers, split between those with formal interpreting training and those learning through self-study, employ methodologies like role-playing, note-taking, and memory training. They highlight performance anxiety, memory retention, and balancing language and interpreting skills as major student challenges. Effective feedback and practical, immersive teaching methods are crucial, yet the lack of technological resources hinders optimal learning. These insights underscore the need for tailored, resource-supported educational approaches to enhance the teaching and learning of consecutive interpreting.

General Conclusion

  The conducted research was carried out to investigate teachers' and students' attitudes towards learning and teaching consecutive interpreting. This study dealt with third –year students at the Department of Letters and English Language, University 08 Mai 1945, Guelma. More importantly, the research focused on raising awareness about the difference between translation and interpreting and how both of them are taught and learned. In addition to highlighting the pivotal role of teaching and learning consecutive interpreting.

  The study is divided into three main chapters; the first two chapters are the theoretical parts and the third chapter marks the practical part. The first chapter holds a comprehensive framework and general overview about translation and interpreting. It introduced their most basic concepts including their definitions, their types, the main differences between translation and interpreting, forms of interpreting, skills an interpreter needs to master, and challenges of interpreting. The second chapter introduced the difference between translation and interpreting in much more details focusing on the consecutive interpreting, and stressing the theoretical foundation of teaching both.

  The third chapter, however, represents the practical part of this research. It has dealt with the data gathering tools- two questionnaires for both teachers and students were administered - as well as the analysis and interpretation of the obtained results.

  The obtained data from teachers' and students questionnaires on consecutive interpreting education at University 08 Mai 1945, Guelma, revealed key findings and recommendations, and answered the research questions that aimed to figure how teachers and students perceived the implementation of teaching and learning consecutive interpreting. According to the results both of them perceived it positively and both were open to teach and learn, in fact students showed more interest for learning consecutive interpreting than translation. The second

question was set to investigate which methods help students engage into the consecutive interpreting practices. Hence, both teachers and students asserted that the practical and interactive methods such as role-playing are what motivates the students best. The third question sought to investigate the skills students use in the consecutive interpreting practices that help enhance their performance, to which it was concluded that active listening is the most used skill by students during consecutive interpreting practices. The fourth and fifth questions were set to examine the difficulties students face, and to test whether the resources and materials available at the university are beneficial to the teachers and students during the process of teaching and learning consecutive interpreting. The results showed that both teachers and students agreed that the challenges faced by students are performance anxiety and stress control during consecutive interpreting practices, this can be due to the insufficient time dedicated to the teaching of consecutive interpreting as teachers expressed their concerns about teaching the whole course of consecutive interpreting during one semester is clearly insufficient for both students and them, and the lack of materials and resources at the university makes it even more harder to teach and learn consecutive interpreting.

To conclude, according to the findings deduced in the present research both the teachers and the students at the Department of Letters and English Language, University 08 Mai 1945,Guelma are fully aware of the importance and need of both teaching and learning consecutive interpreting, and know that it needs updated strategies and interactive methods, time, skills that engage students, a flexible curriculum, feedbacks from teachers to help calm the students' stress, and technological materials for the mastery of teaching and learning consecutive interpreting. In spite of that, the timing dedicated to teach consecutive interpreting, the curriculum, and the technological materials and resources are at the Department of Letters and English Language, University 08 Mai 1945, Guelma. Therefore, adjustments for the

mentioned points would enhance both teaching and learning of consecutive interpreting at the University 08 Mai 1945, Guelma.

Pedagogical Recommendations and Implications

The learning and teaching of consecutive interpreting can play a significant role in the journey of EFL students. It provides them with cultural understanding, boosts their communication skills and vocabulary, develops their language proficiency, and opens doors to career opportunities. Therefore, there are some pedagogical recommendations and implications for students, teachers, and university that need to be addressed:

1. For teachers

- Teachers need to establish classroom activities such as role-play exercises to expose students to English linguistic nuances and cultural norms.

- Teachers should regularly review the curriculum to reflect in updates in the consecutive interpreting and add in practices and topics that interest the new generation.

- Teachers should provide constructive feedback to the EFL students by focusing on both strengths and areas of improvements when practicing consecutive interpreting.

- Teachers should organize seminars and meetings about consecutive interpreting with native speakers.

- Teacher need to integrate authentic materials, such as recorded speeches, press conference, and interviews into the curriculum. This help students familiarizes themselves with various speaking styles, accents, and terminologies, better prepare them for real-life interpreting tasks.

- Teacher may establish formal programs with experienced Algerian consecutive interpreters, where they provide guidance and real-life experience to students that will help in developing their consecutive interpreting skills and build confidence in their abilities.

2. For students

- Students should focus on developing efficient note-taking techniques such as using abbreviations and symbols.

- Students should practice regularly, both in and out of class, to build fluency and accuracy.

- Students need to engage actively in the classroom activities such as role-playing exercises that help in developing confidence and practical skills for consecutive interpreting.

- Students need to seek feedback from teachers or peers, and view it as an opportunity for growth and act on it.

3. For university

- University should offer diverse resources like audio, audio-visual, and real-life experiences, so that students can explore and choose the methods that best fit their learning styles, to enhance their consecutive interpreting abilities.

- University should invest in providing access to technological resources, which can facilitate real-time practice, feedback, and analysis, enhancing students' proficiency and confidence in consecutive interpreting.

- University should provide training for teachers to effectively teach consecutive interpreting

- University must design a curriculum that provides ample time for both theoretical and practical exercises, and extend the time dedicated to teach consecutive interpreting to be more than one semester, to ensure the proper transfer and teaching / learning process.

- Universities should offer internships, practicums, or field experiences that allow students to apply their consecutive interpreting skills in real-world settings.

Research Obstacles and Limitations

Research is a complex process that frequently runs into a number of challenges and restrictions. These difficulties might be caused by a variety of factors, such as methodological limitations, a lack of resources, and ethical issues. This section discusses the obstacles and limitations that were faced during the conduct of this research. These challenges are set as follows:

- Some difficulties occurred during the administration of teachers' questionnaire, where we emailed them yet only few responded.

- Furthermore, some students did not answer the questionnaires seriously leaving incomplete answers, blank answers, and contradicting responses.

- Lastly, results cannot be generalized to all students because the sample was restricted to third-year students.

References

Al Ogaili, A. A. (2021). *A guide to consecutive interpreting* (1st ed.). Basrah: University of Basrah.

Angelelli, Claudia V. (2004). *Revisiting the Interpreter's Role: A Study of Conference, Court, and Medical Interpreters in Canada, Mexico, and the United States*. John Benjamins Publishing Company.

Anne Q. (2021, May 27). *3 key types of interpretation*. Retrieved from https://www.gtelocalize.com

Baker, M. (1998). *Routledge encyclopedia of translation studies*. TJ International Ltd.

Benmostefa, N. (2020-2021). Methods and approaches. In *University of Tlemcen, Department of English, MASTER 2: DAELE*.

Bennet, D. (2020, October 29). What is the difference between translation and interpreting? *Luna*. Retrieved from https://luna360.com

Dutt, S. (2016, October 5). History of interpretation. *LinkedIn*. Retrieved from https://www.linkedin.com/pulse/history-interpretation-sanjoy-dutt

Ghazala, H. (1995). *Translation as problems and solutions* (4th ed., p. 1). Dar Elkalem ElArabi.

Gile, D. (1992). The Effort Models of Interpreting as a Didactic Construct. In R. Muñoz Martín, S. Sun, & D. Li (Eds.), *Advances in Cognitive Translation Studies* (pp. 139-160). Singapore: Springer Nature Singapore Pte Ltd.

Gile, D. (1995). *Basic concepts and models for interpreter and translator training* (Revised edition). Amsterdam/Philadelphia: John Benjamins Publishing Company (pp. 161).

Gillies, A. (2005). *Note taking for consecutive interpreting: A short course* (pp. 9-13).

Gillies, A. (2019). *Consecutive interpreting: A short course* (pp. 5-100).

Gu, S. (2021, January 25). *LinkedIn.com*. Retrieved from https://www.linkedin.com

Harris. (1981). Prolegomenon to a study of the differences between teaching translation and teaching interpreting. In *Cahiers de Traductologie, No. 4* (pp. 157-160). Editions de l'Université d'Ottawa.

James, K. (1980). *Contrastive analysis*. Longman Group Limited.

Jones, C. (1998). Interpreting the perceptions of past people. *Archaeological Review from Cambridge, 15* (1), 7-22.

Joscelyne, Andrew. (2018). Global Localization Industry Trends. Ultimate Languages. Available at: https://ultimatelanguages.com/latest/global-localisation-industry-trends/

Kohn, K., & Albl-Mikasa, M. (2002). Note-taking in consecutive interpreting: On the reconstruction of an individualized language. *University of Tübingen, Applied English Linguistics*.

Kolb, David A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Prentice Hall.

Kroll, J. F., & de Groot, A. M. B. (Eds.). (2005). *Handbook of bilingualism: Psycholinguistic approaches* (pp. 454-455).

Kruželák, D. (2021, November 19). lexika. Retrieved from https://www.lexika-translations.com

Lado, R. (1964). Language teaching, a scientific approach. *The Modern Language Journal, 48*(3), 5.

Language Scientific. (2020). Retrieved from https://www.languagescientific.com

Larson, M. (1984). *Meaning-based translation*. New York: University Press of America.

Littlewood, J. (1981). *Linguistic criticism*. Methuen.

Liu, J. (2019). *The Form of Consecutive Interpreters' Notes: Its Effect on Interpreting Quality*. Ph.D. Thesis, Beijing Foreign Studies University.

Ma, J. (2013). *A study of interpreting skills from the perspective of interpreting process*. Journal of Language Teaching and Research, 4(6), 1232-1237. Academy Publisher.

McDonald, S. V. (2020). Accuracy, readability, and acceptability in translation. *Applied Translation, 14*(2).

Merriam-Webster. (n.d.). Interpretation. In *Merriam-Webster.com dictionary*. Retrieved March 10, 2024, from http://www.merriam-webster.com/dictionary/interpretation

Nida, E., & Taber, C. (1969). *The theory and practice of translation*. Leiden: Brill.

Nida, E., & Taber, C. (1974). *The theory of translation*. Stanford University Press.

Nida, E. A. (1976). A framework for the analysis and evaluation of theories of translation. In R. W. Brislin (Ed.), *Translation application and research*. New York.

Newmark, P. (1981). *Approaches to translation*. Pergamon: Oxford.

Newmark, P. (1988). *A textbook of translation*. London: Prentice Hall.

Patton, M. Q. (2002). *Qualitative research & evaluation methods* (3rd ed.). Sage Publications Inc.

Petrescu, C. (2014). *Teaching interpreting*. Politehnica University of Timisoara. Retrieved from www.sciencedirect.com, pages 3266-3270.

Richards, J. C., & Schmidt, R. W. (2010). *Longman dictionary of language teaching and applied linguistics*. Routledge.

Roditi, E. (1982). *Interpreting: Its history in a nutshell* (pp. 3-4). Washington, D.C.: National Resource Center for Translation and Interpretation, Georgetown University.

Rozan. (1956). *Note Taking in Consecutive Interpreting*.

Sdobnikov, V. V. (2011). Translation strategy revised: The communicative-functional approach. *Journal of Siberian Federal University. Humanities & Social Sciences, 10*, 1444-1453.

Seleskovitch, D. (1989). *The interpreter*. Paris: Didier.

Seleskovitch, D., & Lederer, M. (1989). *Pédagogie raisonnée de l'interprétation* (Collection "Traducologie" 4). Paris: Didier.

Setton, R., & Dawrant, A. (2016). *Conference interpreting: Complete course* (pp. 16, 18). Benjamins Translation Library.

Translationandinterpreting. (2022, July 26). Retrieved from https://translationandinterpreting.com

translateplus. (2022, November 14). Retrieved from https://www.translateplus.com

Vermeer, H. J. (1989). Skopos and commission in translational action. In A. Chesterman (Ed.), *Readings in translation theory*. Helsinki: Finnlectura.

Vilceanu, T. (2017). Quality assurance in translation: A process-oriented approach. *Romanian Journal of English Studies*.

WordReference.com. (2006, May 15). Retrieved from https://forum.wordreference.com

Zhong, W. (July 3). Memory training in interpreting. *Translation Journal, 7*(3).

Appendix A

Teachers' Questionnaire

Dear teachers,

This questionnaire aims at finding out teachers' views about teaching and learning consecutive interpreting. We would appreciate your collaboration if you could answer this questionnaire. Please, cross (x) (or tick (☑)) the appropriate answer or make a full statement when necessary. The collected data will be utilized for our master's dissertation. Your responses will remain anonymous and your information will not be disclosed. Thank you in advance for your cooperation, time, and efforts.

Chettioui, Nawal and Djetten, Norhane

Department of Letters and English Language

University 08 Mai 1945, Guelma

Section One: Teachers' Background and Methodologies

1. Have you ever had training in teaching interpreting?

a- Yes ☐

b- No ☐

2. If not, how do you manage to teach consecutive interpreting without formal training?

a- Self-study and research ☐

b- Learning from colleagues ☐

c- Professional experience in interpreting ☐

Others

………………………………………………………………………………………………

3. What methodologies do you employ when teaching consecutive interpreting? (Select all that apply)

a- Role-playing ☐

b- Shadowing ☐

c- Note-taking exercises ☐

d- Memory training ☐

Others

………………………………………………………………………………………………..

Section Two: Techniques, Resources, and Challenges

4. Can you share any consecutive interpreting techniques or tips that you focus on in the classroom to engage students in consecutive interpreting practices? (Select all that apply).

a- Chunking ☐

b- Anticipation ☐

c- Active listening ☐

d- Use of pauses ☐

Others

…………………………………………………………………………………………

5. What resources do you find most efficient in the classroom for developing student's consecutive interpreting skills? (Select all that apply)

a- Recording devices ☐

b- Speech banks (online databases of speeches) ☐

c- Note-taking apps ☐

d- Simultaneous interpreting equipment ☐

Others

………………………………………………………………………………………………….

6. Based on your experience, what are the common challenges that students face when learning consecutive interpreting? (Select all that apply)

a- Memory retention

b- Effective note-taking ☐

c- Managing stress and performance anxiety ☐

d- Balancing language skills with interpreting skills ☐

Others

………………………………………………………………………………………………

Section Three: Teaching Strategies and Feedback

7. How do you balance teaching language proficiency with teaching consecutive interpreting techniques?

a- Integrated approach (combining language and interpreting lessons)

☐

b- Skill-specific sessions (altering between languages and interpreting practice)

☐

c- Using authentic texts and speeches ☐

Others

…………………………………………………………………………………………….

8. How do you provide feedback to students on their interpreting performance (select all that apply)

a- Reviewing recorded session's ☐

b- Peer assessments ☐

c- Using rubrics with clear criteria ☐

Others

………………………………………………………………………………….

9. How do you incorporate the development of key skills such as active listening, note-taking, memory retention, and public speaking into your curriculum? (Select all that apply)

a- practice listening exercises (e.g., dictation, summarization)

b- Structured note-taking practice ☐

c- Memory games and repetition exercises

☐

d- Public speaking exercises and presentations

☐

Others

………………………………………………………………………………….

10. Do you face any challenges with the curriculum that hinder or facilitate the teaching of consecutive interpreting?

a- Yes ☐

b- No ☐

11. If yes, please specify.

…………………………………………………………………………………….

12. Do you have any recommendations that could enhance or facilitate the teaching of consecutive interpreting and the student learning process? (Select all that apply)

a- More curriculum flexibility ☐

b- Increased access to technology resources ☐

c- More interactive and immersive learning experiences ☐

d- Opportunities for professional exposure (e.g., observing professional interpreters) ☐

Others

………………………………………………………………………………………..

13. If you have any further suggestions, recommendations, or comments please feel free to mention them.

....

Appendix B

Students' Questionnaire

Dear students,

This questionnaire aims at finding out learners' views about teaching and learning consecutive interpreting. We would appreciate your collaboration   if you could answer this questionnaire. Please, cross (x) (or tick (☑)) the appropriate answer or make a full statement when necessary. The collected data will be utilized for our Master's dissertation. Your responses will remain anonymous and your information will not be disclosed.

Thank you in advance for your cooperation.

<div align="right">

Chettioui, Nawal and Djetten, Norhane

Department of Letters and English Language

University 08 Mai 1945, Guelma

</div>

Section one: Demographic Information

1. Gender:

    a. Male   ☐

    b. Female   ☐

    c. Others   ☐

2. Age:

    a.   Under 18   ☐

    b.   18-24   ☐

    c.   25-34   ☐

    d.   35-44   ☐

    e.   45-4   ☐

    f.   55-64   ☐

    g.   65 or over   ☐

3. How long have you been studying English?

    a.   Less than 1 year   ☐

    b.   1-3 years   ☐

    c.   3-5 years   ☐

    d.   More than 5 years   ☐

4. What is your English language level?

    a.   Beginner   ☐

    b.   Intermediate   ☐

    c.   Advanced   ☐

    d.   Fluent   ☐

Section two: Knowledge and Understanding

1. What do you know about translation?

    a.   It involve converting text from one language to another   ☐

    b.   It requires understanding cultural nuances   ☐

   c.   Both (a) and (b)   ☐

   d.   I am not sure/ I do not know   ☐

2.   What do you know about interpreting?

   a.   It involves orally translating spoken language.   ☐

   b.   It requires quick thinking and language skills.   ☐

   c.   Both (a) and (b).   ☐

   d.   I am not sure I do not know.   ☐

3.   Do you know any types of interpreting?

   Yes   ☐   No   ☐

4.   If yes, mention them.

   a.   Consecutive interpreting   ☐

   b.   Simultaneous interpreting   ☐

   c.   Liaison interpreting   ☐

   d.   Others (please specify)   ☐

   ………………………………………………………………..…

5.   Do you know the difference between translation and interpreting?

   Yes   ☐   No ☐

Section Three: Experience with Consecutive Interpreting

1.   Have you ever come across the term of consecutive interpreting?

   Yes   ☐   No   ☐

2.   If yes, give a brief definition.

………………………………………………………………………………

3. Have you ever encountered a situation where you perform consecutive interpreting?

    Yes ☐   No ☐

4. How often were you provided with the opportunities to practice consecutive Interpreting in the class?

    a. Rarely   ☐

    b. Occasionally   ☐

    c. Frequently   ☐

    d. Always   ☐

5. How frequently do you engage in real-life practice sessions for consecutive interpreting outside of the class?

    a. Daily   ☐

    b. Several times a week   ☐

    c. Once a week   ☐

    d. Rarely   ☐

    e. Never   ☐

6. What resources do you typically use to practice consecutive interpreting outside of class?

    a. News articles   ☐

    b. TED Talks or similar presentations   ☐

    c. Podcast or audio recordings   ☐

    d. Conversations with native speakers   ☐

    e. Others (please specify)   ☐

…………..……………………………………………………………………

7. How do you typically prepare for consecutive interpreting tasks? (Select all that apply)

a. Familiarizing yourself with the subject matter. ☐

b. Researching specialized terminology ☐

c. Engaging into pre-interpreting exercises. Such as shadowing or paraphrasing ☐

d. Practicing active listening skills ☐

e. Others (please justify) ☐

……..………………………………………………….………………

Section Four: Skills and Training

1. Which of the following consecutive interpreting methods do you apply in the classroom?

a. Active listening. ☐

b. Memory recall. ☐

c. Taking notes. ☐

d. Rendering. ☐

e. Repetition. ☐

2. What areas of consecutive interpreting do you feel most comfortable with?

a. Legal. ☐

b. Media. ☐

c. Religion. ☐

d. Other ☐

3. If other, please specify.

……………………………………………………………………………………

4. Do you think developing consecutive interpreting skills is necessary for EFL students?

Yes   No   Not sure

☐   ☐   ☐

5. If yes, justify your answer, please.

……………………………………………………………………………………………….

6. Rank the following consecutive interpreting skills according to their importance to you.

Level of importance.	1	2	3	4
a. Active listening.	☐	☐	☐	☐
b. Note taking.	☐	☐	☐	☐
c. Short-term memory.	☐	☐	☐	☐
d. Long-term memory.	☐	☐	☐	☐

7. How often do you approach note-taking during consecutive interpreting?

Always   Often   Sometimes   Rarely   Never

☐   ☐   ☐   ☐   ☐

8. In a scale from 1 to 5, how much would you rate your current skills in consecutive interpreting?

Poor   Fair   Average   Good   Excellent

☐   ☐   ☐   ☐   ☐

9. Have you ever received formal training or attended workshops specifically focused on consecutive interpreting?

Yes   ☐

No   ☐

10. If yes, how would you rate the effectiveness of the training or workshops in enhancing your consecutive interpreting skills?

Very effectively	Somewhat effectively	Neutral	Not very effective	Not effective at all
☐	☐	☐	☐	☐

Section Five: Motivation and self-assessment

1. What motivates you to improve your consecutive interpreting skills? (Select all that apply)

   a. Career advancement opportunities. ☐

   b. Personal interest in language and communication. ☐

   c. Desire to help others bridge language barriers. ☐

   d. Academic requirements. ☐

   e. Other ☐

2. If other, please specify.

……………………………………………………………………………………………

3. How do you typically assess your own progress in consecutive interpreting? (Select all that apply)

   a. Comparing recordings of past interpretations. ☐

   b. Soliciting feedback from peers or mentors. ☐

   c. Keeping a journal of challenging interpreting experiences. ☐

   d. Participating in mock interpreting sessions. ☐

   e. Other ☐

4. If other, please specify.

……………………………………………………………………………………………

5. Have you ever encountered cultural challenges while performing consecutive interpreting?

   Yes ☐

   No ☐

6. If yes, please describe a specific example.

……………………………………………………………………………………………….

7. How do you handle unfamiliar or culturally sensitive topics during consecutive interpreting tasks? (Select all that apply)

   a. Researching cultural norms and practices beforehand. ☐

   b. Seeking clarification from the speaker or audience when necessary. ☐

   c. Adapting your interpretation to ensure cultural sensitivity. ☐

   d. Consulting with a cultural expert or mentor. ☐

e.   Other   ☐

8.   If other, please specify.

…………………………………………………………………………………………….

9.   How do you cope with the pressure and stress often associated with consecutive interpreting? (Select all that apply)

a.   Engaging in relaxation techniques, such as deep breathing or meditation.   ☐

b.   Practicing mindfulness to stay focused during interpretation tasks.   ☐

c.   Setting realistic expectations for yourself and accepting imperfections.   ☐

d.   Seeking support from peers, mentors, or mental health professionals.   ☐

e.   Other   ☐

10.   If other, please specify.

....

Section Six: Feedback and Improvement

1.   Does teacher feedback affect your learning process?

Yes   No   Sometimes

☐   ☐   ☐

2.   If yes, how do you incorporate the feedback to enhance your consecutive interpreting abilities?

a.   Reflect on specific areas highlighted in the feedback and work on improving them during practice sessions.   ☐

b.   Seek clarification or further guidance from the instructor or mentor to better understand the feedback received.   ☐

c.   Engage in self-assessment by comparing previous interpretations with the feedback provided to identify areas for improvement.   ☐

d.   Utilize online resources or additional materials recommended in the feedback to supplement learning.   ☐

e.   Other   ☐

3.   If other, please specify.

……………………………………………………………………………………………

Section Seven: Additional Comments

1.   If you have any further suggestions, recommendations, or comments about the subject matter under inquiry, please feel free to share.

…………………………………………………………………………………..

Résumé

La présente étude explore les perceptions et les pratiques des enseignants et des étudiants concernant l'enseignement et l'apprentissage de l'interprétariat consécutif. Il met en lumière les attitudes, les défis et les compétences associés à l'interprétariat consécutif, visant à comprendre comment elle est enseignée et apprise au Département de Lettres et de Langue Anglaise, Université 08 Mai 1945, Guelma. L'étude adopte une conception descriptive quantitative, utilisant un questionnaire administré à 4 professeurs de traduction et un autre questionnaire administré à 65 étudiants de troisième année choisis au hasard dans le même département. L'analyse des données a répondu aux questions de recherche, confirmant plusieurs hypothèses : les enseignants et les étudiants ont une attitude positive à l'égard de la mise en œuvre de l'enseignement et de l'apprentissage de l'interprétariat consécutif, et les méthodes d'enseignement interactives augmentent considérablement l'engagement et la motivation des étudiants par rapport aux matériaux traditionnels de l'enseignement de l'interprétariat consécutif. De plus, l'écoute active et la prise de notes ont été identifiées comme des compétences principales qui améliorent les performances des étudiants dans les pratiques d'interprétariat consécutif. Les résultats ont également souligné que les étudiants sont confrontés à des défis importants liés au stress lors des pratiques d'interprétariat consécutif, et que les commentaires des enseignants jouent un rôle crucial dans l'amélioration du processus d'apprentissage. Enfin, il a été démontré que l'amélioration du programme et la fourniture de meilleures ressources et matériels technologiques améliorent à la fois les expériences d'enseignement et d'apprentissage. Les résultats ont révélé une forte reconnaissance parmi les enseignants et les étudiants de l'importance de l'enseignement et de l'apprentissage de

l'interprétariat consécutif. Cependant, des défis tels que l'anxiété liée à la performance, le temps d'enseignement insuffisant et le manque de matériel et de ressources adéquats ont été identifiés. Donc, résoudre ces problèmes en ajustant les programmes scolaires et en améliorant les ressources pourrait améliorer considérablement l'expérience éducative.

Mots clés : Interprétariat Consécutif, Apprentissage, Enseignement, Etudiants de Troisième Année, Département de Lettres et Langue Anglaise, Université 08 Mai 1945, Guelma.

الملخص

تستكشف الدراسة الحالية تصورات وممارسات المعلمين والطلبة فيما يتعلق بتدريس وتعلم الترجمة الشفوية التتابعية. ويسلط الضوء على المواقف والتحديات والمهارات المرتبطة بالترجمة الشفوية التتابعية، بهدف فهم كيفية تدريسها وتعلمها بقسم الآداب واللغة الإنجليزية في جامعة 08 ماي 1945 بقالمة. اعتمدت الدراسة تصميمًا وصفيًا كميًا، وذلك باستخدام استبيان تم إجراؤه على 4 من مدرسي الترجمة واستبيان آخر تم إجراؤه على 65 طالبًا تم اختيارهم عشوائيًا من طلبة السنة الثالثة في نفس القسم. أجاب تحليل البيانات على أسئلة البحث، مما يؤكد عدة فرضيات ومنها كل من المعلمين والطلبة لديهم اتجاهات إيجابية نحو عمليتي تدريس وتعلم الترجمة الشفوية التتابعية، وطرق التدريس التفاعلية تزيد بشكل كبير من مشاركة الطلبة وتحفيزهم مقارنة بالطرق التقليدية القائمة على القاء المحاضرة. بالإضافة إلى ذلك، تم تحديد الاستماع النشط وتدوين الملاحظات كمهارات أساسية تعزز أداء الطلبة اثناء ممارسة للترجمة الشفوية التتابعية. أبرزت النتائج أيضًا أن الطلاب يواجهون تحديات كبيرة تتعلق بالتوتر أثناء ممارسة الترجمة الشفوية التتابعية وأن التغذية الرجعية التي يقدمها المعلمون تلعب دورًا حاسمًا في تعزيز عملية التعلم. وأخيرًا، تبين أن تعزيز المناهج الدراسية وتوفير أفضل الموارد والوسائل تكنولوجية يؤدي إلى تحسين خبرات التدريس والتعلم. الى جانب ذلك كشفت النتائج إدراك المعلمين والطلبة لأهمية تدريس وتعلم الترجمة الشفوية المتتابعة بالرغم من وجود تحديات مثل قلق اثناء أداء الطلبة للترجمة الشفوية التتابعية وعدم كفاية وقت التدريس ونقص المواد والموارد الازمة لذلك. لذلك إن معالجة هذه المشكلات من خلال تعديل المناهج الدراسية وتحسين الموارد يمكن له أن يعزز التجربة التعليمية بشكل كبير.

الكلمات المفتاحية: الترجمة الشفوية التتابعية، التعلم، التدريس، طلاب السنة الثالثة قسم الآداب واللغة الإنجليزية، جامعة 08 ماي 1945، قالمة.