

**ATILIM UNIVERSITY**  
**GRADUATE SCHOOL OF SOCIAL SCIENCES**  
**DEPARTMENT OF TRANSLATION STUDIES PROGRAMME**

**REQUIREMENTS OF THE SIMULTANEOUS INTERPRETATION  
FOR THE UNDERGRADUATE LEVEL IN SYRIA**



**Master's Thesis**

**Qutaiba Naji**

**Ankara- 2020**



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**Supervisor**

**Asst. Prof. Dr. Gökçen Hastürkođlu**

**Ankara- 2020**

## ACCEPTANCE AND APPROVAL

This is to certify that this thesis titled “REQUIREMENTS OF THE SIMULTANEOUS INTERPRETATION FOR THE UNDERGRADUATE LEVEL IN SYRIA” and prepared by Qutaiba Naje meets with the committee’s approval unanimously as Master’s Thesis in the field of School of Social Sciences, Department of Translation and Interpretation following the successful defense of the thesis conducted in June, 19, 2020.

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## ETHICS DECLARATION

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- I prepared this thesis in accordance with Atilim University Graduate School of Social Sciences Thesis Writing Directive,
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- I presented all information, documents, evaluations and findings in accordance with scientific ethical and moral principles,
- I cited all sources to which I made reference in my thesis,
- The work of art in this thesis is original,

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[ 19 / 6 /2020]

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[Qutaiba Naji]



## ÖZ

NAJI, Qutaiba.

Süriye’de Lisans Düzeyinde Simultane Çevirinin Gereklilikleri, Yüksek Lisans Tezi, Ankara, 2020.

Simultane çeviri çok dilli uluslararası ortamlarda iletişimi sağlayan bir köprü olarak kabul edilmektedir. Suriye içinde ve Suriye hakkında gerçekleşen bu uluslararası ortamların sayısının artması çok sayıda simultane çevirmen ihtiyacı doğurmuştur. Suriye’de asıl ihtiyaç duyulan nitelikli simultane çevirmen ve nitelikli simultane çeviri eğitimidir. Ancak Suriye’deki üniversitelerde bu eğitim verilmemektedir. Bu nedenle simultane çeviri programlarının hazırlanması için gerekliliklerin belirlenmesi gerekmektedir. Bu tezin amacı, Idleb Üniversitesi İngilizce Bölümü’nde simultane çeviri dersi için kur tanımı önerileri sunmaktır. Bu amaçla, İngilizce Bölümü’ndeki 50 akademisyen ile açık uçlu sorulardan oluşan yapılandırılmamış görüşme gerçekleştirilmiştir. Sonuç olarak, simultane çeviri dersinin iki dönem sürmesi, ilk dönemin kuramsal altyapı sunulan bir giriş niteliğine sahip olması, ikinci dönemin ise ileri düzeyde simultane çeviri eğitiminin verilmesi gerektiği belirtilmiştir. Değerlendirmelerin ödevler ve sınavlarla yapılabileceği öneri sürülmüştür. Çeviri dilleri olarak Arapça ve İngilizce seçilmiştir. Son olarak, ders içeriğinde psikoloji, iletişim becerileri, profesyonel ve etik davranışlar gibi çeşitli konuların ele alınması gerektiği vurgulanmıştır.

**Anahtar Kelimeler:** Sözlü çeviri, simultane çeviri, simultane çevirmen, iletişimsel edinç, simultane çeviri eğitimi

## ABSTRACT

NAJI, Qutaiba

Requirements of The Simultaneous Interpretation For The Undergraduate Level in Syria, Master's Thesis, Ankara, 2020.

Simultaneous interpretation is considered as a bridge that facilitates communication in multilingual international events. At the moment, Syria needs a good number of simultaneous interpreters due to the increase in the number of international events that have been held in and about the country. The real demand is for qualified interpreters and the adequate quality of education on simultaneous interpreting. However, Syrian universities lack providing education on simultaneous interpretation. There is a need to define the requirements and skills that can be used in the creation of programs for simultaneous interpreting. The purpose of this thesis is to come up with suggestions for course descriptions for the requirements of simultaneous interpreting in the English department, Idleb University. The study is conducted by using unstructured interviews with the guidance of open-ended questions and the study population is fifty academic lecturers in the English department. The results demonstrate that the SI course is thought to cover two semesters with the first semester covering introductory sections and the second involving advanced simultaneous interpreting training. Assessment is carried out using assignments and examinations. The working languages for the course include Arabic and English. The curriculum includes various topics of interpretation on psychology, communication skills, relevant skills required for the simultaneous interpretation such as using technology, and professional and ethical behavior, etc.

**Keywords:** Interpretation, Simultaneous Interpreting, Simultaneous Interpreters, Communicative Competence, Simultaneous Interpretation Training

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## CHAPTER I. INTRODUCTION

### 1.1 Introduction

Simultaneous interpretation (SI) plays an important role in mediating especially in multilingual environments. Setton (1999) states that the SI has been practiced in its modern acoustically-assisted form for about fifty years, and has become the standard medium of multilingual communication in international organizations, both intergovernmental and private (p. 1). Christoffels (2004) asserts that in daily life, we encounter simultaneous interpretations of live broadcasted statements or interviews on television news channels, and may be intrigued by this capacity to verbally transform online a message from one language, the source language, into another language, the target language (p. 1).

At present, more and more important and large-scale international conferences are held in and about Syria and increasing political relationships are concluded which means that Syria needs a large number of simultaneous interpreters who are the bridge among different languages.

To a large extent, the quality of simultaneous interpretation directly affects whether the two sides can exchange and communicate smoothly. As Chen and Dong (2010) point out that simultaneous interpreting is a tough job which requests the interpreters to possess high comprehensive quality and wonderful professional skills. How can a person effectively improve the quality of simultaneous interpreting? It is crucial for the interpreters to master the relevant principles and skills about simultaneous interpreting (p. 714).

It is known that the Syrian universities suffer from a lack of such type of interpreting courses. From this respect, it is essential to specify the requirements of SI that should be involved in the SI course for Syrian Universities mainly at Idleb University that the fourth-year English department students should possess to keep up with the international requirements and developments. What is also needed in the field of SI for the fourth-year English department students at Idlib University should be organized by a course description.

In order to achieve the aim of this study, the researcher conducts some interviews which contain some open-ended questions with 50 academic lecturers to assign the foremost requirements of SI to be included in a course. After then, the findings are be extracted from the collected and analyzed interviews in order to determine the requirements needed for the fourth-year English department students at Idleb University by also providing some samples from other universities: Atilim, Hacettepe, Zagreb, and Manchester.

## **1.2 Background of The Study**

Fugen, Kolss, and Waibel (2008) mention that with increasing globalization, communication across languages and cultural boundaries is becoming an essential requirement of doing business, delivering education, and providing public services (p. 1). For Chen and Dong (2010), language interpreting or interpretation is the intellectual activity of facilitating oral and sign-language communication, either simultaneously or consecutively, between two or more users of different languages (p. 714). They add that a simultaneous interpreter is - as you can tell by looking at the words - someone who interprets for someone in another language while the speaker speaks without interruption. Simultaneous interpreting is one of the most common kinds of interpreting, but also the most difficult one. Very few translators can do it, and not even all interpreters can do it professionally. SI has efficiency in conducting international events in which several languages are used (p. 714). Chen and Dong (2010) explain that SI requires a kind of mental miracle, and that is why it is an unusually demanding and complex activity to carry out, one that requires an unusual level of concentration, which tires out the interpreter rather soon which affects his concentration, which in turn, affects his performance (p. 714).

Setton (1999) highlights that in its short fifty-year history, SI has shown that listening and speaking coherently in different languages can be learned given native-like competence in both SL and TL, but the SI task involves a concentrated experience of unfamiliar material, situations and speaker styles and intentions, requiring fast and efficient mental modelling (p. 1). Cui and Zhang (2015) state that SI is the most difficult translation type with the strictest time limit and the highest requirements for language transformation speed and response speed in the oral

interpretation field. As mentioned by Gui and Zhang (2015), simultaneous interpreters need to own sufficient professional knowledge foundation and excellent flexibility in order to make sure they can adapt this job and offer superior interpretation services for important conferences (p. 503).

Cui and Zhang (2015) highlight that simultaneous interpreters need to own sufficient professional knowledge foundation and excellent flexibility in order to make sure they can adapt this job and offer superior interpretation services for important conferences and events (p. 503).

Interpretation plays an essential role in different communication situations. The foremost aim of interpretation is to help people overcome language barriers, and serve as a bridge in intercultural communication by the interpreter. From this perspective, Richards (1992) defines the interpreter as "someone who provides an oral translation of a speaker's words from one language to another" (p. 296). Therefore, the interpreters who work in the SI industry or students who want to work in SI should possess specific skills and requirements and follow some important relative principles.

According to Cui and Zhang (2015), simultaneous interpretation is the most difficult among all translation forms. Such a translation form not just has strict requirements for interpreters' response and language transformation time, and has high requirements for translation accuracy (p. 503). Thus, simultaneous interpretation specialists should rapidly listen to, remember, digest, organize, transform, and completely express the contents when both parties of a conference begin to speak. In other words, interpreters have to process all contents in their minds immediately and narrate the contents with the most accurate and proper language. So, one can imagine the complexity and difficulty (p. 503).

As it is the case all over the world, there is an urgent need in Syria, especially Idleb to train and educate its students in the field of interpreting to compensate for the gap of this industry in the country. As there are no departments for interpreting, the study aims to reveal the requirements of SI that should be involved in a curriculum and prepare a course description is to make the requirements clear for the

fourth-year English department students at Idleb University only. Students should own these skills to be qualified simultaneous interpreters and achieve academic success in order to keep up with the international requirements.

Thus, the determination of the requirements of SI is a necessity for students to acquire the proper competence and act skillfully as simultaneous interpreters in the different various situations in which they are involved. So, this study is thought to be a step for establishing a good SI curriculum for improving the performance of Syrian students' interpreting Involved in Idleb University.

### **1.3 Statement of the Problem**

Despite the need for SI education, there is no such a course at Idleb University. This study intends to shed light on the SI requirements that are needed for that field at Idleb University in Syria, the undergraduate level, by conducting interviews with 50 academic lecturers of the English department at Idleb University and providing some of the course descriptions of four universities.

### **1.4 Purpose of the Study**

In this study, the researcher aims to reflect the requirements of SI through and develop a course description for the fourth-year English department students that is thought to improve and help students to keep up with the international requirements of SI.

### **1.5 Hypotheses**

In this study, the following hypotheses are formulated:

- 1 It is hypothesized that students who study English at the undergraduate level are not aware of the significance of SI for their future careers.
- 2 It is hypothesized that students who study this course will improve and become qualified to pursue their careers as interpreters.
- 3 By explaining and describing the requirements, the targeted students and instructors of Idleb University will be able to acquire the proper information and knowledge to become aware of the importance of the SI course.

## **1.6 Scope of The Study**

This study focuses on the necessity of providing a SI course at Idleb University and presents a course description that can be interjected into the curriculum for the fourth-year English department students.

The interviews with 50 academic lecturers in the field of interpretation and translation are conducted and analyzed which are necessary to identify the lack of requirements of SI to increase the senior students' awareness and competence of the SI significance and use.

## **1.7 Method**

This study explains and describes the requirements of the SI that can be included in a course using the qualitative approach. It depends on doing interviews of open-ended questions with 50 academic lecturers in the field of interpretation about the educational aspect only of SI and comparison of course descriptions with four universities. The researcher uses interviews to get views about the applicable and needed requirements of the SI. The study also uses the random sampling method to pick a group of fifty academic lecturers at Idleb University for the interviews as a population. The SI course content for senior students at Idleb University is set in comparison with four universal universities that are teaching the same subject such as University of Zagreb, Croatia; Master of Arts in Conference Interpreting, The University of Manchester, Master of Arts in Conference Interpreting, Atilim University, Translation and Interpretation Studies in Turkey and, Hacettepe University, English Translation and Interpretation program in Turkey.

## **1.8 Assumptions and Limitations**

-The research study will focus on the educational aspect of SI.

-The SI course is conducted to the senior students.

## **1.9 Duration of the Study**

There is a 12 months operational plan starting from June 2019 and will end in June 2020.

In June 2019, the introduction and background are prepared to collect information about the title, and some appropriate ways are used to make the research better without any gaps.

In July and August 2019, it is the stage of writing the literature review and preparing some open-ended questions for interviews with 50 academic interpreting lecturers about the requirements of the SI to see what are useful and effective for them.

In September 2019, the researcher presents the questions of interviews with some professionals in the interpreting industry to have their views on the questions and preparing the final form.

In October, November and December 2019, the last stage of completing the final version of the questions of interviews is determined. The tool is applied to the sample search (academic interpreting lecturers of the English department).

In January 2020, the contents of the interviews are analyzed and written in the final form in the research.

In February 2020, the data is being gathered from the whole analysis and put in order to make the final shape of the thesis.

In March 2020, the conclusion and last views on the topic then references are prepared in the APA format and presented in the thesis.

In April 2020, the thesis is handed to the proofreader to take notes about the gaps and possible mistakes to be rectified.

In May 2020, it is dedicated to correcting the mistakes mentioned by the proofreader.

In June 2020, the thesis can be handed in.

### **1.10 Basic Definitions**

*Interpretation:* Pöchhacker (2002) defines the interpretation as "a form of translation in which the first and final rendition in another language is produced based on a one-time presentation of an utterance in a source language" (p. 11).

*Interpreters:* Gaiba (1998) identifies the interpreter as the person who hears the message in the source language understands it and formulates the same message in the target language. He is required to be precise and accurate (p. 16).

*Simultaneous interpreting:* (Knowledge Centre on Interpretation, n.d.) defines simultaneous interpreting as a model in which the interpreter recreates the speech of the speaker into a language which can be understood by his audience at the same time of utterance.

*Simultaneous interpreter:* Chui and Dong (2010) identify a simultaneous interpreter as someone who interprets for someone in another language while the speaker speaks without interruption (p. 714).

*Booth:* Seeber (2015) identifies booth as a small compartment in the meeting venue where interpreters are located; that is soundproof and has a clear view of the meeting room (p. 80).

*Working memory:* Wei (2011) points out that working memory is a mental structure that stores information momentarily and controls the information that is used to accomplish difficult mental tasks including reasoning and learning (p. 121).

*Synchronicity*: Wei (2011) highlights that synchronicity is the phenomenon where the interpreter listens to the source message while uttering the message in the target language with a minimal time range in between (p. 2).



## **CHAPTER II. LITERATURE REVIEW**

### **2.1 Literature Review**

In this section, the available literature that is related to the interpretation, educational aspects of SI, and the principles of SI are provided. The first section provides an outline of the literature on the interpretation concept and process, the second section provides an introduction to SI, challenges in the simultaneous process, interpreter education, the impact of the communicative competence on the SI, and the last section is dedicated to the principles of SI.

According to Chen and Dong (2010), interpretation is a mental activity that involves communication either oral or sign and can be done simultaneously or consecutively (p. 714). Interpreters serve as a bridge for people from different cultures and have language barriers that prevent them from communicating. According to Cerezo (2014), interpretation is the act of communicating the meaning of the source message through the use of the desired text (p. 313). Cerezo (2014) views the target language as the means through which meaning is communicated not a conversion of the message from one language to another (p. 313). Ma (2013) states that the interpreter should have exceptional skills to do interpretation successfully, thus special attention should be given for developing interpreting skills (p. 1232).

### **2.2 The Concept of Simultaneous Interpretation**

According to Gile (2018), simultaneous interpreting was conceived in the early 1920s through the development of the telephonic interpreting equipment that was made by Edward Filene and Gordon Finlay. However, it made its first televised appearance at the Nuremberg Trials. Before this, interpreters at multilingual events had to take notes when the speech was being made and then, reconstructed the information into another language when the speaker was done (p. 532).

SI involves the interpretation from one language to another at the same time with the speaker. Russell (2015) defines simultaneous interpretation as the practice of interpreting the message into another language at the same time with the other one

(p. 136). Christoffels (2004) points out that simultaneous interpreting is a complicated task where the interpreter is naturally involved in comprehending, translating and producing language at the same time. This concept assessed two components that are likely to be major sources of complexity in SI: The simultaneity of comprehension and production, and transformation of the input (p. 227).

Russell (2015) also adds that there exists a restrictive definition of SI that states that SI is when an interpreter is located in a booth and has a perfect view of the event venue and the presenter; the interpreter pays attention and gives interpretation at the same time as the speaker gives the speech. SI is extensively used in international events for instantaneous and reliable translation. There is no interruption with the interpretation and what the speaker says; they take place at the same time. The interpreter can be in a booth where he or she speaks onto a microphone or can whisper to the target listener. Unlike the consecutive interpretation where the speaker provides an opportunity for the interpreter by pausing what he or she is speaking of to allow interpretation (p. 136). According to Milcu (2012), simultaneous interpretation is the hardest form of interpretation. There is a limited number of professionals who have the required skills to make simultaneous interpretations (p. 4254).

Milcu (2012) clarifies that "SI is characterized by rendering a message from a source language into a target language almost simultaneously and slightly behind the speaker. It is defined as the interpretation of an utterance while in progress. The speaker does not stop talking, and the interpreter must not stop either" (p. 4254).

Simultaneous interpretation can be conducted with the use of electronic equipment or sometimes with no at all. In conference interpreting, the speaker's microphone is usually electronically transferred to an interpreter's booth. The interpreter can see the speaker through clear views and then hears the source message through earphones and renders her or his interpretation of the target audience. The interpretation is then electronically transferred to the headsets of the listeners.

### **2.3The Interpretation Process**

According to Ma (2013), the interpretation process has five procedures. The first is the perception procedure. An interpreter can identify a message through the means of audio and visual means. The listening capability of the interpreter and the surroundings such as noisy listening conditions affect the quality of the interpretation. Listening while interpreting is also very complex. For example, in situations where limited time is allocated to the speaker, the speaker has to deliver their speech rapidly hence making listening difficult (p. 1232).

Ma (2013) explains that the second procedure is the decoding of the message. At this stage, the interpreter tries to understand the message from the source. The interpreter, then excerpts crucial information that is necessary for the creation of the message. The quality of the interpretation is affected by the source of the message, familiarity of the interpreter with the subject of the message, and the language proficiency of the interpreter (p. 1232).

Then, Ma (2013) shows that the third procedure is recording. In this procedure, the interpreter's memory plays a crucial role, and is a decisive factor in whether this procedure is successful or not or at least in how much the interpreter can get from the source's speech. It can be concluded that the recording stage in the interpreting process must be achieved with the combination of effective mental memorization and necessary notes (p. 1233).

According to Ma (2013), the fourth procedure is the encoding of the message. At this stage, the interpreter uses the knowledge that he or she has about the target language to rephrase the source message in the target language. At this stage, the quality of the interpretation is dependent on the interpreter's competency of the second language, and his mastery of understanding techniques (p. 1233).

Ma (2013) adds that the terminal procedure of the interpretation process is the expressing procedure. An effective expression can be achieved if the first stages of the process are successfully achieved. The expression also affects the final result and is, therefore, very important. For effective expression, the interpreter should be loud

enough for the audience to hear, the intonation of the words should be accurate, and the voice should be smooth and uniform (p. 1234).

Russell (2015) describes a model in which he clarifies the steps that are followed by an interpreter during the interpretation process. The first step defined in the model is the assessment of circumstantial factors. The interpreter needs to continuously access the contextual factors throughout the interpretation process. The context assists the interpreter in determining the intended meaning of a speaker's message. The context includes the connection between the speaker and the audience, and the connection between the background and experience of the speaker and the audience (p. 144).

The second stage in the Russell (2015) model involves the comprehension of the source language. At this stage, the interpreter uses his or her knowledge of the source language and the two cultures. The interpreter is required to use the following; syntactic knowledge, semantic knowledge, background knowledge of the subject, and the circumstantial knowledge to process and understand the source message.

In the third stage, the interpreter's linguistic ability and the cross-linguistic experience that they have come into a factor. Processing of the source message is done using lexical, sentential, and cultural background information. After processing, the interpreter frames the components that would be used to convey a message that is like the one in the target language. Finally, the interpreter produces the source message in terms of the target language (p. 145).

## **2.4 Types of Interpreting**

There are different various types of interpretation that are thought to be essential to show and mention.

### **2.4.1 Conference interpreting**

As Munday (2009) mentions, conference interpreting thrived after the Second World War and as an outcome of the growth of the societies. It takes place in a particular format of interaction such as a conference speech or a high-level governmental meeting, where a highly polished paper, full of information, is read out non-stop and the interpreter is not allowed to interact with the speaker (p. 157).

### **2.4.2 Business interpreting**

According to Pöchhacker (2004), this type is implemented in business negotiations and management meetings. In any situation, interpreters are required to have a broad knowledge base in addition to mastery of the languages they work in. This is especially true for business situations. Interpreters should be equipped with a good understanding of the economy and business practices as well as cross-cultural communication in order to be successful facilitators of business. Interpreters are generally evaluated on their accuracy, speed, and delivery. Besides, the interpersonal skills of interpreters play a major role in business meetings, since interpreters are directly involved in the proceedings (p. 14).

### **2.4.3 Court interpreting**

According to Pöchhacker (2004), trials, discoveries, witness preparation at law firms are involved in this type. Accuracy and completeness are the most important attributes for interpreters working with the law. Training and experience are crucial since court procedures are formal and the language is specialized. Generally speaking, only those interpreters who have obtained a court interpreting certificate can work in court (p. 14).

### **2.4.4 Community interpreting**

Pöchhacker (2004) highlights that no technical expertise is required in this type of interpreting, and the interpreter is welcome to have free interactions to facilitate communication. Community interpreting includes a variety of situations,

such as personal interpreting for visits to a family doctor or dentist, driver exam's tests, and meeting with immigration officers (p. 15).

## **2.5 Models of Interpreting**

All interpretation relies on conveying information from a source language into a target language, but there are multiple modes this is achieved and the best method for interpretation depends upon the needs of the speakers and listeners. Models of interpreting briefly are Consecutive Interpreting (CI), Simultaneous Interpreting, Sight Interpreting, and Whisper Interpreting (WI). First, according to Russell (2005), consecutive interpreting is defined as the process of interpreting after the speaker or signer has completed one or more ideas in the source language and then pauses while the interpreter transmits that information (p. 136). Secondly, Russell (2005) states that simultaneous interpreting is defined as the process of interpreting into the target language at the same time as the source language is being delivered (p. 136). Then, according to Pöchhacker (2004), whispered (simultaneous) interpreting is well identified when the interpreter, who sits next to the listener who does not understand the speaker's language, interprets the speech into the listener's ears (p. 19). Finally, Pöchhacker (2004) shows that sight translation is the rendering of material written in one language into spoken speech in another language (p. 19).

## **2.6 The Advantages of Doing Simultaneous Interpretation**

SI has considerable benefits. The benefits are mainly observed during international occasions where the language barrier is the main hindrance of communication between the speaker and the target audience.

First, according to Chen and Dong (2010), the use of SI has improved international occasions that have participants from numerous diverse countries that are divided by a language barrier (the parties involved normally come from diverse countries that speak different languages). Through simultaneous interpretation, people from many different countries can keep up with what the speaker is saying simultaneously. The result is improved efficiency in the manner in which the events

are carried out; the language barrier is broken at a real-time, thus improving the required responses can be gotten using the least time as possible (p. 714).

Secondly, according to Cui and Zhang (2015), expenditure on time is reduced drastically throughout the event. Through simultaneous interpretation, communication is made faster since no extra time is allocated for the interpretation. Using consecutive interpretation means that extra time used in allowing the interpreter to interpret what the speaker said. Consequentially, extra time is required for the event or even the extension of the event in some cases, resulting in more expenditure in resources that are used to cater for the event (p. 28).

Third, Wei (2011) states that SI is convenient for the participants since they can follow what the speaker talks about in the language they can understand without any interruptions because of interpretations. Using SI means fewer disruptions to the event because the interpreters are located in compartments that are far from the participants who receive the translations through receivers. Thus, the participants can give full attention to the event resulting in more success of the event (p. 34).

## **2.7 Challenges in Simultaneous Interpretation**

According to Degueldre and Angelelli (2015), despite many benefits, acquiring the resources required for the successful use of SI is an expensive and difficult process. SI requires exceptional equipment which is costly (p. 256). To use SI, for Seeber (2015), a simultaneous interpreter console has to be set up each of the interpreter meaning that the more the interpreters the more of these consoles are required making (p. 86). Thus, a good amount of funds is required for one to buy this equipment.

Secondly, according to Gile (2018), the equipment of SI requires skilled experts to install and ensure smooth running. The costs of hiring such technicians are usually relatively high. Moreover, the interpreters required for the process are also expensive. The interpreters have to be sufficiently trained, qualified and have

sufficient background information on the subject to get the required results (p. 533). Thus, employing such interpreters who fulfill such requirements can be expensive.

## **2.8 Simultaneous Interpretation and Memory**

According to Russell (2015), one of the primary justifications of the complexity of SI is that it requires multiple dissimilar intellectual tasks to be performed in parallel. The tasks are linked to understanding language, for example; word recognition, making sense of words and encoding of words (p. 144). Seeber (2015) states that SI is composed of three processes; comprehending, transformation, and delivery (p. 81). Seeber (2015) also identifies three principles for the interpretation process that link to the processes mentioned before consisting of understanding, deverbalization, and communication (p. 81). According to Russell (2015), these tasks are supposed to be carried out concurrently with the tasks that link to the production of language such as the selection of the vocabulary and encoding of the sentence structure (p. 143). The limitations in the interpreter's working memory arise.

Gile (2018) adds that simultaneous interpreters are conscious of the challenge in cases where the source message is delivered fast. The capacity of the working memory to store sensory information is limited, so simple tasks will compete for processing properties if done concurrently. The simultaneous interpreter gets unable to make the precise interpretations due to the high load that overwhelms the intellectual resources; the process is slowed down and hence, each process is less vigorous (p. 536). According to Gile (2018), the overall effect is the presence of mistakes in the interpretation, exclusions, and awkward wording in the interpretation process (p. 536).

## **2.9 Interpreter Education**

Following the overview of the concept of SI in the previous section, this section concentrates on the curriculum content and the issue around the constituents of the education scheme for the interpreters. The section also looks at the various concerns about the composition of the education program. The review of literature in

this section concentrates on the relevance of the components in the curriculum, the gaps that exist in the curriculum, the skills that are essential to the students at the real-life situations, and how the curriculum can be improved to impart more interpretive skills to the students. Additionally, the section discusses the concerns that Gile (2018) raises in relation to the contents of the interpreters' education (p. 545).

There is a limited number of studies on the way the interpreters' curriculum should be developed in the discipline of interpreting studies. According to Ma (2013), researches in training interpretation are at a basic level and just a few theories have developed a guide on what skills interpreters require (p. 1232).

The limitations are being experienced in research related to how effective teaching and training interpreters have led to gaps in education. Therefore, the students who get qualified from such programs are not fully equipped to catch up with the industrial requirements that are expected for them. Cerezo (2014) agrees with these concerns and recommends that researchers should study the reliability of various educational schemes with consideration of including technology and modifying the structure of the curriculum (p. 316).

According to Camelia (2013), conceptualizing is the core process in SI. This refers to the interpreter processing the meaning of the source message. Students have to be aware that the process is meant to achieve communication between the speaker and the audience possible. The training of the students should manipulate words to enhance communication and not just "deverbalization" (p. 3267). Camelia (2013) also states that the training programs for the interpreters should be based on ways and practices that would improve the retention and the processing of meaning in the source speech. In SI, it is difficult to separate the source language from the target language (p. 3267). According to Camelia (2013), students have to undergo vigorous exposition to the target language so that he or she can translate to that language almost at an instance (p. 3266).

Camelia (2013) proposes that students should go through a regular process where speeches are read out or played on a media player. This should be done after students have been provided with a considerable amount of information related to the subject and occasion. The tape or reading of the speech is occasionally paused and students attempt to deduce what will be said next. The pronunciation by the speaker is important for the interpreter to properly comprehend the message and translate it (p. 3270). She adds that the first requirement in teaching SI is to link students with the pronunciation of words in the target language (p. 3269). Camelia (2013) points out that this training is built upon developing skills that will allow students to have listening skills that enable them to identify the meaning in the speech and not in the words (p. 3273). Therefore, the interpreter can fill in the gaps due to verbal losses that occur in interpretation.

According to Kassymova (2014), psychology should be taken into consideration in the training of interpreters. He states that psychology provides the interpreter with an inferred understanding of the diverse individuals that he or she is in contact with. The individuals come from diverse social class and cultural backgrounds (p. 730). Kassymova (2014) adds that a course that covers psychology should be introduced into the education program for interpreters. The justification provided includes that translation is a unique human commitment to enable interpreters to familiarize the interpretation process they have to gain the required psychosocial traits such as: imagination, processing, intelligence, and memory, so the interpreters can easily cope with the various aspects of the translation process. Thus, considerations of including a course that covers psychology in the course description of interpreters are paramount (p. 735).

But, Gile (2018) identifies certain gaps in the curriculum of interpreters and recommends that it is vital for research to find solutions for those gaps. The gaps include the connection regarding translator and interpreter training (p. 545). According to Gile (2018), there is no appropriate evidence from research that proves any useful relationship in learning one skill to the other. In the graduate conference, interpretation schemes are not normally taught due to a high focus on improving the students' verbal skills (p. 546).

According to Gile (2018), educational objectives for interpreters include having comprehensive knowledge of the topics and subjects of discussions in industrial situations, being well acquainted with the vocabulary, terms, and customs that are common to the discipline (p. 545). According to Ma (2013), an interpreter should be familiar with new words, slang, and jargon (p. 1334). Ma (2013) says that even though, being familiar with these vocabularies does not assure the success of the process, failure to do so can pose a challenge in building background knowledge on the subject area and ultimately results in failure of the entire interpreting process. students should be in constant learning conditions to allow the development of more skills even after completion of the program, and finally, the training should cover the manipulation of human and scholarly resources. In practice, all interpreter training is based on interpreting activities. The training includes both consecutive and simultaneous interpretation with complementation from sight translation and other side activities (p. 1234).

The interpretation program should include schemes that give priority to interpreting skills, ethical behavior, and domain-specific knowledge. These skills and techniques are essential in ensuring that the interpreter gets technical skills to complete their role and be able to make the appropriate moral decisions within the place of work. Ma (2013) states that early exposure to the importance of interpreting skills has a tremendous impact on the probability of students' achievement in interpreting. The practical skills cover interpretation skills and simultaneous interpreting, consecutive translation, and developing vocabulary. Familiarity with the subject area is essential since the interpreter is familiar with the terminologies hence he or she can provide the right interpretation in the context (p. 1233).

The education structure defined for interpreters has some gaps. Gile (2018) proposes that having the education scheme should be a mapping of the hypothetical models that have been practically derived and tested (p. 532). According to Gile (2018), the current catalogs of skills, practices, and knowledge in publications on interpreter education is deficient in providing the required practically tested model that will be used as the foundation of formulating the curriculum (p. 532). SI is

viewed by students as the peak of their training. SI provides students with the concluding technical skills that are essential for the industry because it is taught after consecutive interpretation. This means that the program should allow the student to first learn consecutive interpretation before they proceed to SI studies. SI is found in the second year of studies in the academic scheme of Paris. This is done parallel to consecutive interpretation learning activities. The arrangement is made to examine the students' progress and fill any gaps that are observed in the skills and knowledge of the student. This also allows a smooth shift from consecutive to simultaneous interpretation. However, Cerezo (2014) argues that consecutive interpretation does not necessarily assist in building up skills in simultaneous interpretation since the two modes require different training and skills (p. 313).

The shift is an important factor in the progress of the student because there are remarkable differences between the teaching methods of both. In simultaneous, the pace is based on the frequency in which the source speech is provided, and the mental load is higher because both languages are presented in the interpreter's working memory. The consequence of this is a decrease in the linguistic value of the interpretation, and the desire to lessen the cognitive burden by ignoring content scrutiny. On the discovery of such faults, students should be taken through thorough exercises in consecutive interpretation to align them back to the course (p. 1).

### **2.10 Active Listening Skills**

According to Hairuo (2016), students who learn to interpret should be taught active listening to develop interpreting skills. He adds that having skills in active listening allow students to actively analyze the source message and make anticipations of what the speaker will say next. Studies on Master of Translation and Interpreting at the North China Electric Power University show that having skills in active listening improves the ability to actively comprehend the source speech hence improving interpretation. The findings showed that despite having a rational familiarity with the English language, students were unable to effectively interpret an English message into Chinese at the early stages of the course. The limitation in students was discovered to be on comprehension of the source message. In the later

stages of the course, it was discovered students' ability to comprehend the source message improved. The study found out that students had higher comprehension abilities after they learned the skills of active listening (p. 20). Ma (2013) adds that interpreting needs discriminative listening. Interpreters should shun any form of distractions and have to be attentive. Thus, active listening is an important skill in improving the quality of interpretation (p. 1233).

Hairuo (2016) identifies six signs that students can listen actively. The signs include; the ability to comprehend messages in a general form without knowing a word or words in the message, the ability to summarize the message while maintaining the original idea, the ability to draw conclusions from the information given, the ability of students to add starting or closing sentences, ability to identify the implied logic from the message, and having the ability to make empirical translation (p. 24).

## **2.11 The Communicative Competence and Interpretation**

### **2.11.1 Strategic competence**

Celce-Murcia, Dörnyei, and Thurrell, (1995) describe strategic competence as a communicative competence aspect that describes a person's ability to overcome communication challenges when communication breakdown arises (p. 8). For instance, Celce-Murcia, Dörnyei, and Thurrell (1995) propose strategies that can be used to respond to difficulties that could arise due to communication breakdowns such as avoiding to discuss unfamiliar topics. Therefore, specialists can prepare language patterns to repair and prevent breakdown hence sharpening the learner's interpretation (p. 8).

Also, Erton (2007) assures that strategic competence copes with the knowledge of the language and the capacity to use this knowledge successfully and adequately to goal to act vigorously in conversational interaction. In another sense, it is the bond that connects everything together (p. 63).

### **2.11.2 Discourse competence**

Celce-Murcia, Dörnyei, and Thurrell, (1995) describe discourse competence as the language used in social contexts. They point out that coherence and cohesion are the key aspects of discourse competence. For instance, in interpretation, cohesion would assist the learner to link to expressions such as adverbial and conjunctions phrases to connect to ideas (p. 10).

### **2.11.3 Sociolinguistic competence**

"Sociolinguistic competence is the ability of a person to choose the right topics for a communicative event or social context. Therefore, this type of competency focuses on the behavioral patterns of culture, beliefs, values, and norms" (Alptekin, 2002, p. 58). Therefore, SI should consist of materials in English that are both in local and international contexts.

Moreover, Erton (2007) says that sociolinguistic competence is the capacity to clarify the social meaning of a linguistic item and to determine and put language in use in an adequate social meaning for communicative aims (p. 61).

### **2.11.4 Linguistic competence**

According to Celce-Murcia, Dörnyei, and Thurrell (1995), linguistic competence refers to the knowledge of vocabulary and grammar. There is a need for learners to learn through the introduction of topics and themes, other than learning vocabulary and grammar in isolation (p. 16).

## **2.12 Types of a Working Language**

Gile (2018) gives an overview of three language categories that exist in interpreting. The first language is the 'A' language which is normally the native language of the interpreter. (A) language is the one in which the interpreter speaks finest and explains complex concepts more easily. The second category is labeled 'B', which are languages that interpreters have is fluent and can also use in interpretation. The final category is category 'C', which is languages that interpreters

can easily comprehend but do not use in translation (p. 540). According to Cui and Zhang (2015), the category 'A' and 'B' languages are referred to as active languages while the 'C' languages are called passive ones (p. 127).

According to Gile (2018), a conference interpreter requires at least an 'A' language and a C language. However, the jobs available for interpreters with such qualifications are limited. A vast majority have a minimum of one 'A' language and one 'B' language (p. 540). In other cases, according to Cerezo (2014), interpreters can have two 'A' languages (p. 320). In general, to be marketable, an interpreter should have at least two active languages.

## **2.13 Self-Training Methods in Simultaneous Interpretation**

### **2.13.1 Shadowing exercise**

According to Cui and Zhang (2015), the shadowing method involves students reciting a message at the same rate in which it is delivered. This technique aims to train students on how to divide their concentration and be able to speak and listen at the same time. It is advisable that the student starts with his or her native language and then proceed to other languages. In this training, the learners are required to listen, speak, and think at the same time. Even after repeating for 10 minutes, they can still retell the main idea. Thus, after 2 or 3 months, they can step into the next stage (p. 138).

### **2.13.2 Outlining exercise**

This method, according to Cui and Zhang (2015), is the continuing stage of shadowing exercise. Reading a paragraph after a speaker or someone else, learners should pause to outline its main idea, firstly in the mother tongue, then in foreign languages (p. 138).

### **2.13.3 Simulation training**

According to Chen and Dong (2010), simulation training involves the creation of real-life situations and the environment for learning. The students create a topic, prepare source messages, and interpret simultaneously using the required equipment. This training not only imparts interpreting skills to students but also enables them to familiarize themselves with public speech (p. 716).

### **2.14 Using Technology in The Teaching of Interpreting Skills**

According to Degueldre and Angelelli (2015), in sessions for simultaneous interpretation, students are taught to attentively listen to speech and speak concurrently as they listen to the speech that requires interpretations (p. 254). Wei (2011) highlights that the skills and techniques that are required to do this are taught in expert laboratories where students carry out the assigned tasks and the instructor gets real-time feedback, without any disruptions in the performance of the group (p.32). According to Degueldre and Angelelli, the challenge is that access to such facilities may be limited and thus using technological solutions to carry out these tasks is feasible (p. 257). An example of such equipment is using videos so that students can watch and listen at the same time.

### **2.15 Basic Principles of Simultaneous Interpretation**

Chen and Dong (2010) point out that for simultaneous interpretation, to be successful, certain fundamental principles should be followed in the process. The principles are guidelines for achieving the objectives of the interpretation reliably and efficiently. In this section, these foundational principles are going to be discussed. These principles mainly follow the sequential model of interpreting (p. 715). The model views interpretation as a two-phase system, with the phases occurring in succession. The source text has to go through these two phases that consist of the comprehension and the reformulation phase.

According to Krajček (2015), in the comprehension phase, the interpreter gets the source message and then creates a general idea of the message using his or her

background knowledge. If the interpreter is satisfied with the message then goes to the next phase of interpreting. After the interpreter is satisfied with the meaning of the source message, he uses his linguistic skill and knowledge of the target language to express the target message. The interpreter first checks if the translation of the source message is suitable and consistent with the process until he gets satisfied. Part of the considerations includes the cultural sufficiency of the target message (p. 15). Chen and Dong (2010) state that the following principles can be employed to guide our simultaneous interpreting: syntactic linearity, adjustment, anticipation, reformulation, simplification, and faithfulness (p. 715).

### **2.15.1 Syntactic linearity**

According to Milcu (2012), when conducting simultaneous interpretation, the interpreter splits the entire sentence from speech into several parts. Splitting is done with consideration to the original organization of the sentence (p. 4254). Cerezo (2014) states that the interpreter later combines the divisions using the interpretive skills in a way that captures the whole meaning of the source sentence. In SI, it is required that the interpreter provides the target sentence at almost the same time as the source speech (p. 324). Chen and Dong (2010) state that the interpreter has to use the minimal time from the interpreting to speaking. Therefore, the method, to interpret based on the original structure, is an important feature in simultaneous interpreting (p. 715).

### **2.15.2 Adjustment**

According to Chen and Dong (2010), the adjustment means modifying the structure, fixing errors, and addition of omitted information with the new information that is received. In English, adverbs that describe time and place are normally located at the end of the sentence. However, in Chinese, the case is different since the sentences have a different structure. Therefore, a simultaneous interpreter should be able to adjust the structure of the original sentence to fit in with the structure of the target language (p. 716).

### 2.15.3 Anticipation

Accurately predicting what speech would be before the speaker utters them is defined as anticipation. Ma (2010) defines anticipation as the act where a simultaneous interpreter predicts the word or a group of words in the desired language before the speaker expresses them (p. 1235). Sarka (2014) states that in anticipation, the interpreter would predict what the speaker would say next in the source language (p. 142). Seeber (2015) says that the ability to do anticipation can save a good amount of time and give the interpreter an edge in keeping up with the speed of the source speech (p.87). For example, the interpreter can anticipate clichés that are used in a certain situation, for example; "Thank you for this opportunity to."

According to Ma (2013), anticipation enables the interpreter to release the memory burden allowing that capacity to be used reserved for other tasks. From the view of language, anticipation can be created from three points of consideration; a linguistic view, a syntactical view, and the circumstantial view. In the grammatical viewpoint, anticipation may come in through noticing signs that offer hints of what will be next (p. 1235). Seeber (2015) assures that the accuracy in which an interpreter can successfully predict a speech is, however, limited to the speed in which the message is received. For example, rates of averagely over 160 words per minute are found to reduce the accuracy in which one can predict the source message (p. 85).

According to Christian and Caludia ( 2015), at the syntactical point of view, meaning can be predicted by the interpreter by focusing on some of the indicators that come up from having conjunctions that suggest some forms of relationship between several sections of the sentences (p. 254). In the circumstantial view, anticipation is extended into a link of multiple sentences and or paragraphs. The connections are made by considering the terminologies, syntax, and the logical associations within the circumstance. Ma (2013) concludes that having background knowledge of the specific subject area is the center point for anticipation. The conclusion is because the meaning of the language is derived from a link to the grammatical and situational meaning (p. 1233).

#### **2.15.4 Reformulation**

Seeber (2015) states that reformulation is the general tactic in SI. Different languages usually have a lot of differences that do not allow interpretation word for word. Reformulation allows the interpreter to restructure the source information following the guidelines of the target language (p. 90). Ma (2013) shows that the restructuring is required because the interpreter has limited cognition and may fail to get some information from the speaker's speech. As discussed earlier, having information on the subject area is fundamental. This aspect comes handy when one tries to reformulate the information from the source to the target language because the interpreter reformulates the message in a way that is general to the subject of discussion (p. 1237). The interpreter uses the background information to understand and recognize the source information concerning the target language to maintain the meaning. The interpreter, therefore, does not just change the word directly from the source to the target language. The interpreter has to deliver the meaning of the source speech to the target language.

Milcu (2012) concurs with this by stating that it is the responsibility of the interpreter to make sure that the two parties communicate, and not just convert each word that is said (p. 4257). Milcu (2012) thinks that in addition to being familiar with the languages, the interpreter needs to be acquainted with the cultures relating to the languages (p. 4253).

According to Ma (2013), the ability to analyze the source speech logically eases the understanding of speech. The interpreter, thus, should learn how to carry out logical analysis of speech from the source language. Several strategies exist that allow logical analysis (p. 1233).

#### **2.15.5 Simplification**

Chen and Dong (2010) conclude that the principle of simplification guides the simultaneous interpreter to use words that are more comprehensive to the target audience. If the information is complex in the source language, or the target

language is limited in giving the desired meaning of some technical terms and concepts, the interpreter is required to provide a general outline of the source content without changing the original information that was being relayed (p. 715).

### **2.15.6 Paraphrasing**

According to Ma (2013), it is not practical to generate an equal target language from the source language in a short span. The equivalent target message may not be reliable for the audience to comprehend the meaning of the speaker's message (p. 1237). Ma (2013) adds that in such situations, the interpreter is supposed to paraphrase the source message (p. 1237). Paraphrasing should be done concerning the set rules and guidelines. Ma (2013) states that the rules include; inclusion of facts that are relayed by speech, the concepts of the source text should not be changed, and finally, the tone and attitude of the speakers should be maintained in the target message. The interpreter uses some tactics such as; modifying the parts-of-speech, modifying the sentence organization, and dividing of lengthy sentences into multiple small sentences (p. 1237). According to Ma (2013), in addition to tracing the speaker's main message, the interpreter should attempt to identify the tone in the message (p. 1233). Ma (2013) concludes that through this, the interpreter can identify distinct stylistic features that the speaker has used to get the context of the message, which can provide hints to the interpreter if he or she misses some words from speech (p. 1234).

### **2.16 Principle Requirements of Simultaneous Interpretation**

Milcu (2012) states that there are three requirements that an interpreter needs to fulfill, this includes; overall literacy in one language and an understanding of cultural aspects that surround people who speak the language, expertise in a second language and familiarity to the customs of the group that speaks the language. Finally, the interpreter needs to know the subject area in which the clients require the translation to be done (p. 4254). In this section, other skills of interpreters are going to be discussed. Chen and Dong (2015) refer to some basic requirements of SI that

are requested: solid bilingual knowledge foundation and excellent flexibility, excellent psychological quality, and teamwork concept (p. 504).

### **2.16.1 Firm multilingual knowledge foundation and versatility**

Wei (2011) states that a qualified simultaneous interpreter should have solid language and possess a firm foundation on both the native (also referred to as a mother tongue) and the target language. Interpreters should have the desire to discover new things concerning the language and the subject area (p. 33). Having the exploratory desire ensures that the interpreter keeps up with trends and changes in the subject area and the language to perform accurate interpretation.

According to Cui and Zhang (2015), the interpreter requires this because in interpretation, there is restricted time for thinking and reforming the source speech. Hence, without a firm foundation of the language and rigidity in the part of the interpreter, he or she will not be able to reform and communicate at the same pace as the speaker (p. 274). Ma (2013) says that the interpreter should also possess a firm verbal expression competence and linguistic capability. In the process of simultaneous interpretation, the personnel has to guarantee the validity, rationality, and precision of the contents (p. 1233). The expression of words should be flawless and normative in harmony with the regular and fluent pitch.

According to Ma (2013), differences in environmental situations, cultural history, and education levels people have diverse stress, articulation, and way of speaking (p. 1235). Milcu (2012) concludes that the interpreter thus has to be familiar with these differences to easily understand what the speaker is saying. For example, one has to work extra to comprehend the speech of a non-native language speaker, because their articulation of words is influenced by how they talk in their native languages (p. 4253). The professional interpreter has familiarized himself or herself with the diverse tongues and intonations and thus can do the interpretation better.

### **2.16.2 Outstanding psychological ability**

According to Ma (2013), in the usual setting, speech contains expansive information ranging from political, cultural, to technological material. In most cases, this kind of interpretation is done in extensive events. If the interpreter has a deficient psychological ability, he may have faults in the target language (p. 1234). Chen and Dong (2010) add that the interpreter may be knowledgeable about the subject area, but due to tensions, errors can occur. For successful interpretation, the personnel should maintain calmness and be composed in all of the situations. The composure of the personnel has a high impact on the quality of the interpretation and the level in which he or she will comprehend the source speech (p. 715). Therefore, the psychological quality is essential for the interpreter to competently interpret speech to the target language.

According to Ma (2013), when the interpreter is uneasy when they are listening to speech, they reduce their ability to concentrate and critically understand what is being said (p. 1234). Gile (2018) states that interpreters are thus required to have a defined comprehension of who they are and attempt to get composure early enough before they can undertake the interpretation process (p. 535).

### **2.16.3 The use of teamwork**

Cui and Zhang (2015) highlight that simultaneous interpretations are normally done by groups that compose a minimum of two or three personnel. Interpreters take turns in the interpretation process, each working for a predetermined time frame, for example, twenty minutes (p. 238). According to Seeber (2015), this implies that collaboration among the team members and having a coherent surrounding between the individuals in the team guarantees a smooth running of the entire process. The team should have a clear guide on what the job entails and have the opportunity to prepare (p. 89).

According to Chen and Dong (2010), when one interpreter is on break, he or she should be attentive to his partners' work and offer assistance to the one who is interpreting. This implies that one person is a passive interpreter as the

other is an active interpreter (p. 716). Sarka (2014) clarifies that the passive interpreter is usually in a better condition to listen and comprehend any difficulty in speech because he or she has dedicated all the attention to listen to the speech (p. 162). The passive interpreter can, therefore, look through the available documents easily and then provide information to the active interpreter if there are any difficulties.



## CHAPTER III. METHODOLOGY

### 3.1 Methodology

This section of the paper discusses the research design, the research population, the sample design, the sampling technique, and procedure, the instruments of data collection, the procedures to do in the study, and the tools of analysis for the study.

To achieve the purpose of this thesis, the researcher carries out qualitative research. The use of this way is thought to influence the selection of data collection and data analysis methods. The approach focuses on the examination of attitudes, opinions, comparison of course descriptions of other specific four universities and conducts from a personal experience perspective of each one. Moreover, the results were analyzed both qualitatively and quantitatively. Besides, the qualitative approach allows the researcher to develop observations and thus make suggestions. The study is meant to come up with descriptions for a SI course, thus the opinions of the respondents and providing a comparison of course descriptions of some other universities are the major factors to get suggestions (Kothari, 2004, p.36).

Using a qualitative research approach gives the researcher the option to use methods that allow open-ended questions in data collection. The researcher can, therefore, discover information that may be unnoticed when using rigid methods. Using the qualitative approach enables the researcher to convert individual experiences and knowledge into significant data. The qualitative research approach provides comprehensive explanations and analysis of the research question based on the unstructured type of interviews and open-ended questions with the academic lecturers that ensures a good environment for all to respond effectively and freely. The respondents are composed of 50 academic lecturers who have a wide range of experience in the curriculum; therefore, the qualitative approach will allow the researcher to utilize this to come up with a suitable description of the course.

## **3.2 The Research Population**

In this study, the research population refers to academic lecturers in the English department at Idleb University. This group is the target population because the lecturers instruct the course that the study intends to describe and offer. The academic lecturers are thought to be the main contributors because of their experiences and knowledge in the subject of the study. They are considered to be a crucial source of classroom experiences. A combination of views of the lecturers can ensure that the instructors' requirements are included in the course description in order to fulfill the needs of the students. On the other hand, the senior students are the ones who will be taught the course and thus would benefit if the course is well defined to equip them with the relevant skills that are required in the real world.

### **3.2.1 The eligibility criteria**

An eligibility criterion outlines the qualities that were used to discriminate those who qualify to be included in the study from those who do not (Kothari, 2004, p. 60). This section specifies these qualities that are desired. The characteristics that one has to have as mentioned above to be considered included in this study are:

- To be a member of the Idleb University in Syria
- To be involved in the English department
- To be an academic lecturer in the department

## **3.3 Sample of the Study**

### **3.3.1 Random sampling**

Since the population in this study is finite, random sampling without replacement ensures that each sample grouping has the same opportunity of being selected. The sample, in this case, has to be a representative of the whole population because the course will affect the entire English department, so a general view has to be taken from the study. The selection is done by writing down fifty names of all the

academic lecturers, then the names are numbered from one to the final number. A random point is selected in the source list to act as the starting point.

### **3.4 Instruments of the Study**

#### **3.4.1 Research approach**

The inductive research approach is used in this study. By using this approach, the researcher starts from a particular observation, then uses this observation to make general theories and inferences that are generated from the research (Langkos, 2014, p. 36). Inductive research is important in this study because the observations that are made by the researcher from the data collected is used in proposing descriptions of the SI course. With the approach, the researcher is not limited in possibilities since several theories can be drawn from the research. The researcher has to make more observations to determine which of the theories is true (Kothari, 2004, p. 5).

#### **3.4.2 Data collection method**

The study involves the collection of primary data. The data is the opinions of the respondents who are 50 academic lecturers of the English department at Idleb University on what they feel to be included in the course description for SI. Several data collection instruments exist for the collection of primary data. The data is collected using the interviewing method based on open-ended questions since the nature of the study is qualitative. The method involves collecting data by verbal means, where the interviewer asks questions and then get verbal responses from the respondent. The interviews are done through in-depth interviews. In-depth, interviews involve personal and unstructured interviews. In personal interviews, the interviewer asks the questions with direct communication with the respondents and then records the information. The interviewer can meet the respondents and then collect the information on a personal level. The interviews are also done in an unstructured way to allow flexibility in the interviewing process. The questions are open-ended allowing the flexibility that enables the interviewer to get in-depth details from the respondents.

By using interviews, the interviewer can get in-depth information from the respondents. This is significant in this study because creating course description requires a good amount of information to be provided. The respondents are thought to give their opinions on the development of the SI course descriptions and the best way to implement them. This requires that the respondent gives specific descriptions since the course has a variety of components. The respondents are required to give opinions regarding the majority of the components due to the diversity and flexibility of questions. Interviews provide this opportunity to get enough details and explanations. The interviewer can collect information about social indications such as intonations, and body language. These cues are important in supplementing the oral information that is provided. Thus, the interviewer can get information regarding the subject from multiple angles and details that are relevant to the development of the course.

Secondly, using unstructured interviews allows for flexibility in the interviewing process. The interviewer can restructure the questions to suit the respondent level and get extra information or clarification. The interviewer has the liberty to order the questions in any way and freely use terms that he desires.

In this study, the interviewer has one group of respondents that is the academic lecturers of the English department at Idleb University. The interviewer can take benefit from all questions that are asked to the lecturers. This is because the lecturers have different levels of qualifications and experiences. Also, the lecturers have diverse knowledge and experiences, therefore the interviewer can restructure and choose the questions to suit a respondent's area of specialty. Consequently, unstructured interviews are suitable for getting more details and flexibility to suit the respondents.

The interviewer holds the interviews with the lecturers when they are available and comfortable. This reduces the probability of any of them refusing to take part in the study. The interviewer can also give clarifications to issues that the respondents do not understand thus preventing any misinterpretations that would lead

to erroneous responses by providing them with the points related to SI and its various subtitles and definitions when necessary.

#### **3.4.2.1. Open-ended questions used in the interview**

The interview utilizes the use of open-ended questions to get the opinions of the respondents. The nature of the study requires an in-depth description of the aspects of the course and justifications on the responses that are given by the respondents. Several questions are prepared to be used as a guide for the interviewing process to achieve the purpose of the study. Also, extra questions are derived based on the responses to get more details. The predefined questions include the following:

- What title do you feel is appropriate for the course and why? The purpose of this question is to get suggestions about the course title from the respondents, which is important for the respondents to feel part of the course. The respondents are expected to justify the choice of the title.
- What modules should the course have? The respondents give the number of modules that they feel is important for learning SI.
- What relevance does the introduction of the course have on the student concerning the skills and qualifications required by the industry?
- What relevance do the modules above have on the imparting interpretation skills of the student? The respondents are thought to justify the choice of modules made in the previous question.
- What sequence should the module follow and why should they follow such an arrangement?
- What forms of assessment methods can be used in evaluating the students and why?
- What theoretical content do you feel is required and need to be included in the course to reach success?
- What topics should be the core topics of the course where utmost sensitivity should be placed upon by the instructors?

- What type of academic materials should be incorporated as course materials for the instructors in teaching the course?
- What skills do you think are relevant for the students to be experts in the field of simultaneous interpreting?
- What kinds of practical activities do the students require to gain the competencies that you have stated?
- How can the above activities be organized to allow maximum practice?
- How does the course relate to the existing courses in the English department and how do the courses affect the implementation of the simultaneous interpreting course?
- What are the teaching strategies that can be adopted by the instructors to ensure the utmost performance of the course?
- What forms of technological tools should be incorporated into the course training?
- What schedule of subjects should the teaching of the course assume to ensure success? This question is for taking into consideration the arrangement of subjects in the syllabus systematically.

### **3.4.3. Ethical considerations**

The first process of the research is the acquisition of authorization from the English department office. A written request for authorization is forwarded to the English department at Idleb University. The request states the purpose of the study, the schedule, and the participants that take part. After receiving approval from the department, the study is progressing as planned.

The participants of this study are human beings thus ethical issues have to be put into consideration. Ethical considerations are a critical part of a research study. In qualitative research maintaining confidentiality possess special challenges because it focuses on the social views of the respondents. The ethical issues that emerge in this study include; voluntary participation, informed consent, confidence, and privacy.

Full consent is obtained from the selected participants before the study is conducted. The respondents that are selected as a representation of the entire department are provided with adequate information regarding the study. The respondents can be informed that the study has the purpose of getting descriptions for a SI course. The respondents are fully informed that the responses are thought to be the basis of the structuring of the course. The respondents are free to decide on whether they take part in the study. Also, the respondents are free to withdraw from participating in the study at their will. In addition, their names are not be provided in the study, they are kept in secret.

### **3.5 Procedures of the Study**

The selection of participants that are described in the sampling section is the first step. The selected respondents are informed about the study and voluntarily agreed to take part in the study. The respondents also come into agreement with the researcher on the time and place where they want to have the interview. In this process, the researcher creates a rapport with the respondents and can clear any doubts and resistance that may come up at an early stage.

Interviewing is selected as the method for data collection. The open-ended questions are made and revised to make them appropriate for the study. Then, the interviews are conducted with the academic lecturers in the English department at Idleb University. The responses of the participants are recorded using voice recorders and brought to a central location for further processing. The data is revised and analyzed using data analysis tools. After that, the recordings are disposed of using an appropriate method.

## **CHAPTER IV. DATA ANALYSIS**

### **4.1 Data Analysis**

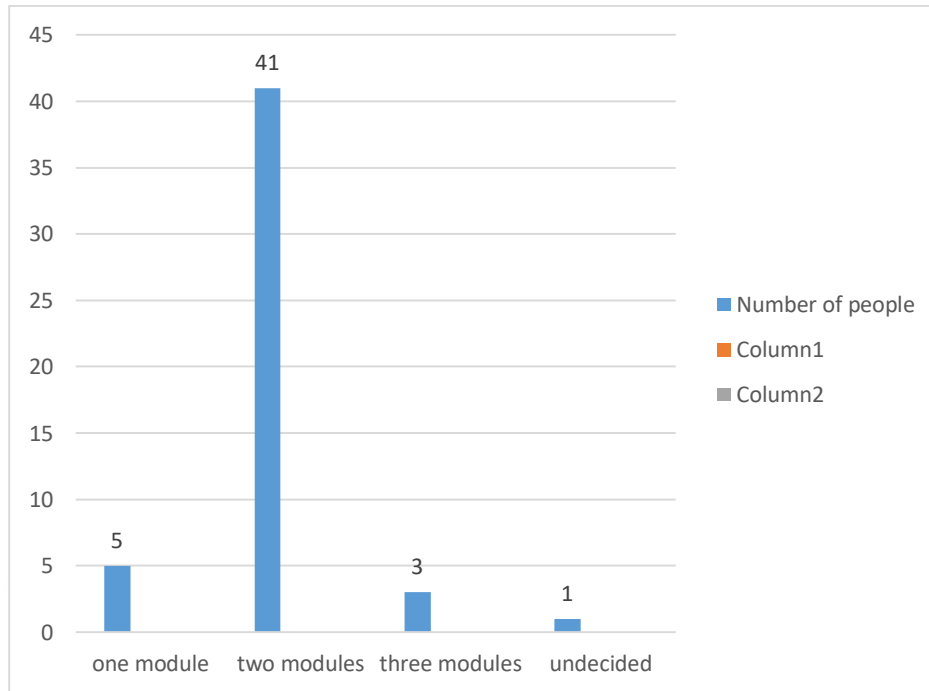
This section discusses the analysis of data that is being collected in the study using interviews and the next section is the discussion of the research findings. The findings, that are discussed, are linked to the purpose of the study mentioned in the section. The analysis of the data is done to identify and get descriptions of the SI course for the English department students at Idled University. Data is obtained from unstructured interviews that are thought to utilize open-ended questions that are answered by 50 academic lecturers. This is an eighty-nine percent response rate.

The interview has three general sections and data that is produced can be presented as follows:

- The first part is composed of general information about the course.
- The second section focuses on the practical and theoretical training programs that would be incorporated in the course.
- In the third section, the data, largely, inclines in the teaching strategies and materials that is supposed to suit the course.

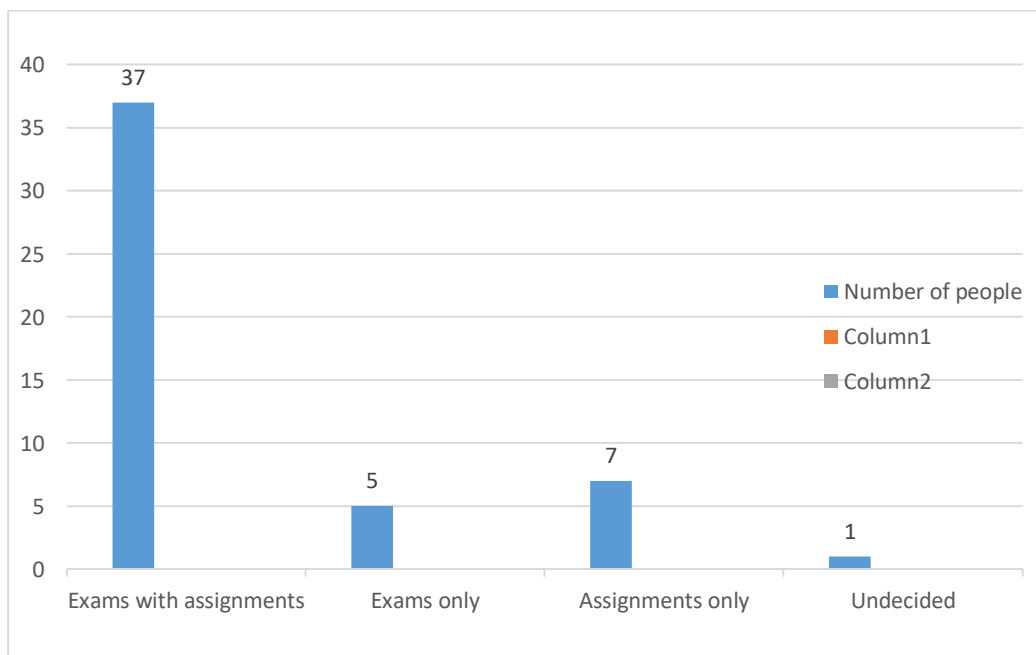
### **4.2 Presentation and Analysis of Results and Clarifying Their Reasons**

This section discusses the analysis and the representation of the results of the analysis. The data are analyzed and the descriptions of the courses are discovered and the results are presented using graphs. This section contains graphs and detailed descriptions of the results.



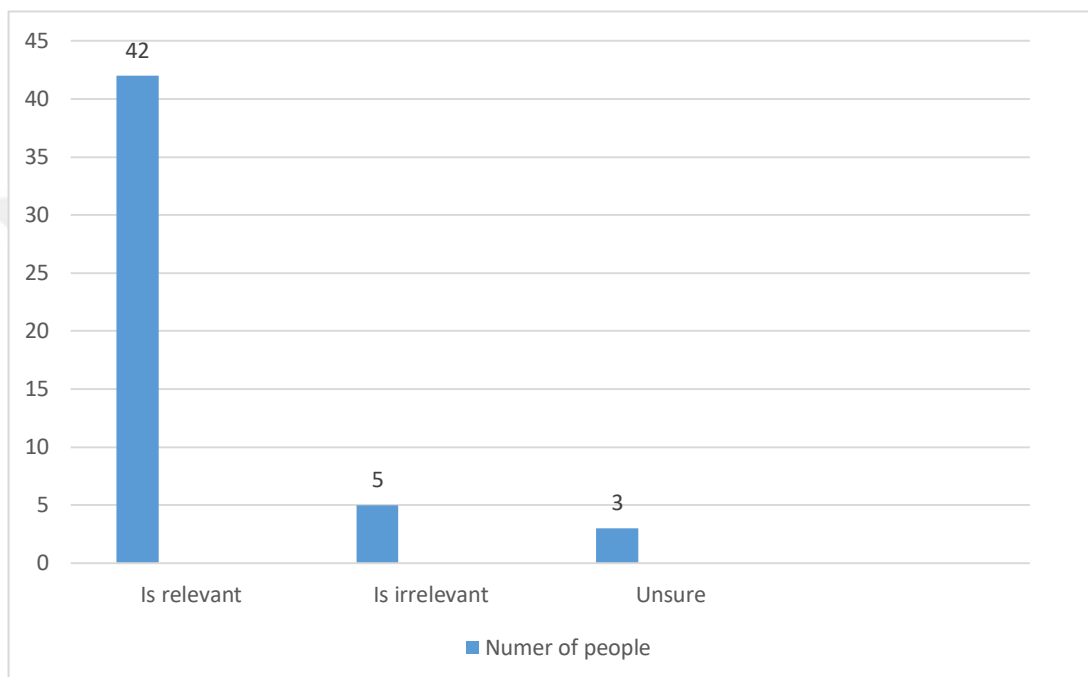
**(Fig. 1)** The number of academic lecturers versus several modules that they want for the course in the whole academic year

From the graph, it can be observed that only ten percent of the academic lecturers want the course to have a single module, six percent want the course to have three modules, eighty-two percent want the two modules, while two percent are undecided.



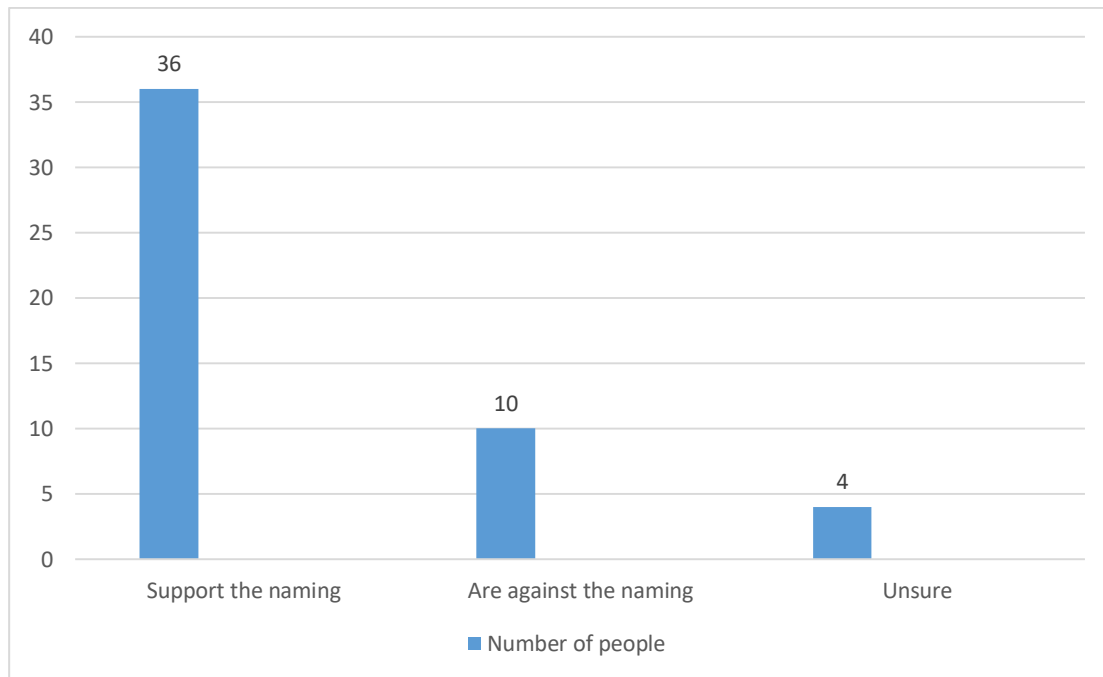
**(Fig. 2)** The number of academic lecturers versus the assessment methods that they proposed

It is found out that, seventy-four percent of the academic lecturers want the assessments to be done with a combination of assignments and examinations. Ten percent want the assessment to be done using examination only. Two percent are undecided, and fourteen percent want assessments to be done using assignments only.



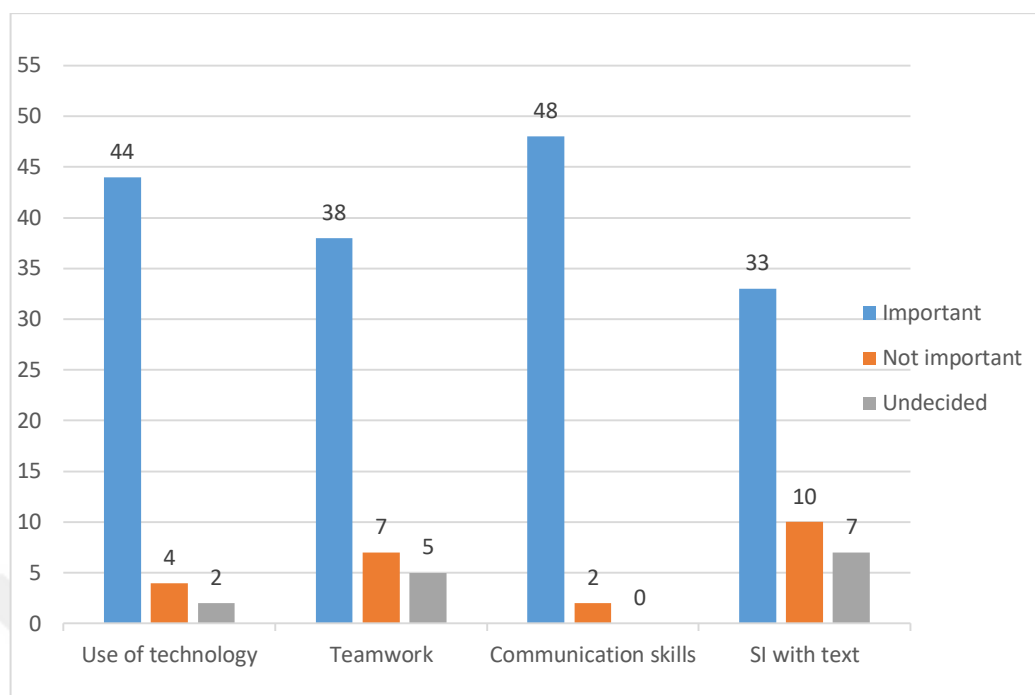
**(Fig. 3)** The number of academic lecturers versus their opinion on the relevance of the simultaneous interpreting course on the student in the industry

From the analysis, eighty-four percent of the academic lecturers feel that the simultaneous interpreting course is important for the students in the labor market. Ten percent feel that the course is not relevant for the student in the labor market and the other six percent is unsure of its relevance.



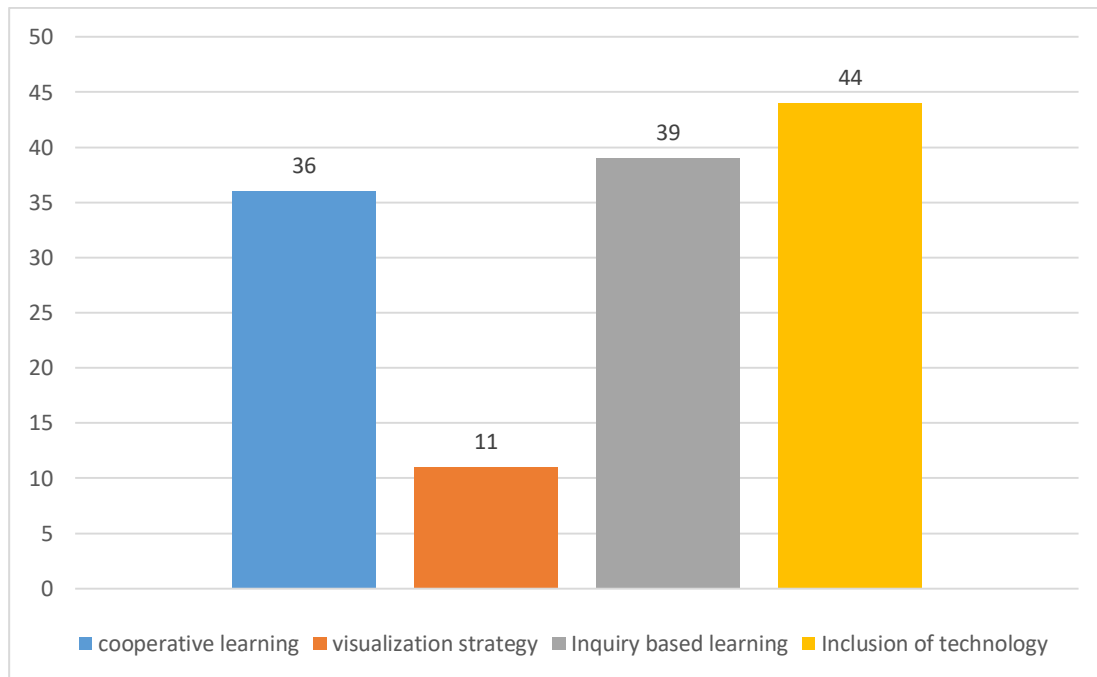
**(Fig. 4)** The number of academic lecturers versus their view on naming the course “SI 401” and “SI 402”, for the modules of the first and second modules respectively

It is obvious that seventy-two percent of academic lecturers want the courses named "simultaneous interpretation 401" and "simultaneous interpretation 402" for the first semester and second-semester modules for the fourth year respectively. Twenty percent is not with this opinion, and eight percent are unsure.



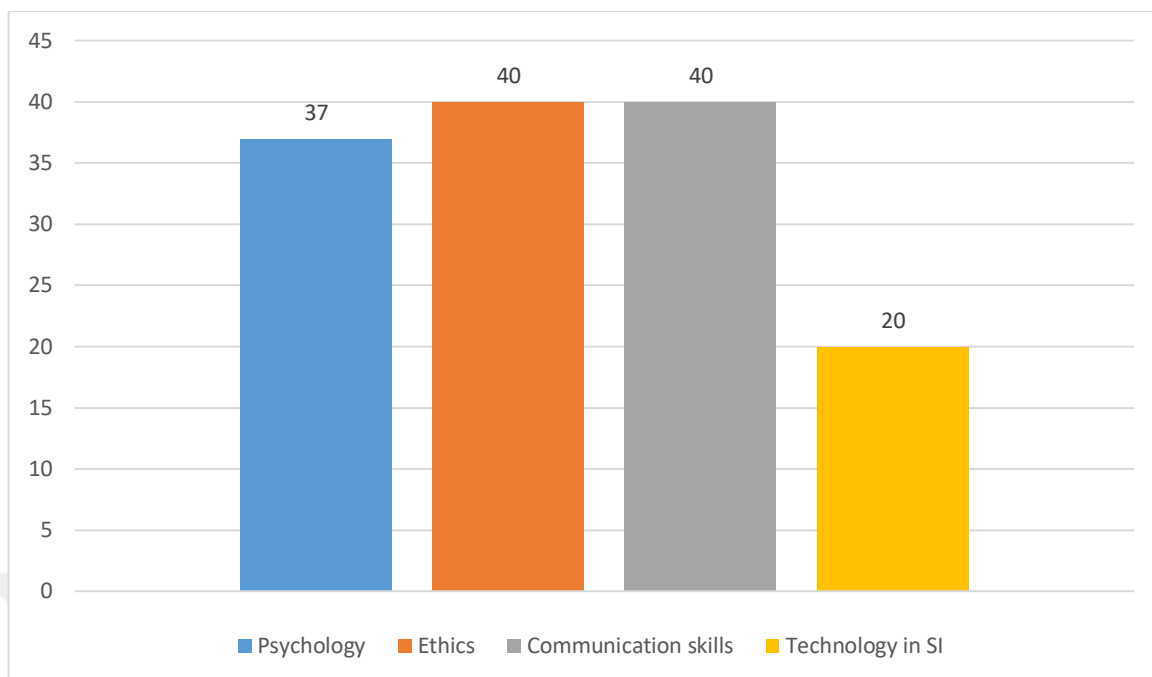
**(Fig. 5)** The number of academic lecturers and their views on the skills that are relevant for the students in the simultaneous interpreting course

On the relevant skills that the students should possess, eighty-eight percent state that having skills in using technology is important, eight percent feel the skill is not useful to the students, and four percent are unsure of its relevance. Seventy-six percent view that teamwork is a core skill for the students should possess, fourteen percent feel that teamwork is not essential for the students while ten percent are undecided. On communication skills, ninety-six percent feel it is a key component of the interpreter's skill set, four percent feel that the skill is not important. Finally, sixty-six percent feel that skills in simultaneous interpreting using text are relevant to the students. Fourteen percent are undecided and twenty percent feel it is not relevant to the students.



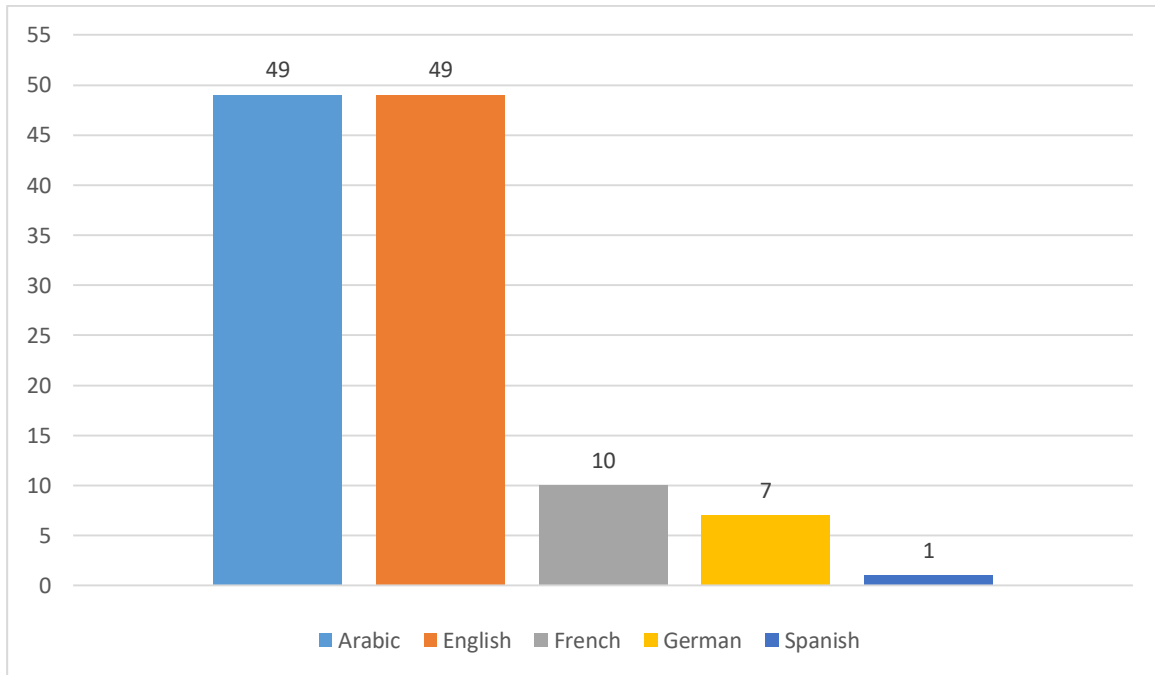
**(Fig. 6)** The number of respondents against the teaching strategies that are proposed for teaching the course

On the teaching strategy, a large percentage of academic lecturers support having several strategies used. Seventy-two percent of them support incorporation on cooperative learning teaching strategy. Eighty-eight percent of the respondents want the use of technology to be included in the learning process. Seventy-eight percent of the respondents think that incorporating inquiry-based instruction approaches and twenty-two percent propose having visual learning strategies being part of the course teaching strategies.



**(Fig. 7)** The number of respondents against the proposals for core topics for the course

On the core topics that should be included in the course; eighty percent of academic lecturers propose having a communication skills topic included as a core topic. Seventy-eight of the respondents propose ethical behavior as a core topic of the course. Seventy-four percent of the respondents feel that psychology should be considered as a core topic for the course. Only forty percent of the respondents propose having simultaneous interpreting technology being a core topic of the course.



**(Fig. 8)** The number of respondents against the proposals for working languages that should be included in the course structure

Ninety-nine percent of the respondents propose that Arabic should be a compulsory “A” language for the course. Ninety-nine percent of the respondents support the inclusion of English as a working language for the course. Twenty percent of the respondents believe that French should be included too, fourteen percent support inclusion of German, and only two percent propose for the inclusion of Spanish.

## 4.3 Findings

### 4.3.1 Modules

The findings show that a majority of the respondents of the English department at Idleb University want a course that is comprised of two modules. The first module is to be an introductory module to SI. The students are thought to be taught basic simultaneous interpreting skills. The syllabus composition of this first module is a proportional mix of both theoretical and practical sessions. The module is taught in the first semester of the fourth academic year of the students. Through the module, the students are taught the prerequisites about the course so that they

become familiar with the world of SI. The majority of the academic lecturers want the first module to have the title of "Simultaneous Interpretation 401" since it is in the first semester of the fourth year of study.

The second module is thought to be part of the second semester. A large percentage of the respondents want the module to be an advanced form of the first module. Since the students can have an idea of the course from the introductory module, they are believed to fit for the module. The students are engaged in rigorous practical training activities which are little complementation of theoretical content. The module encompasses activities that cover active listening, analysis of the context of the interpretation, and the improvement of the cognitive capabilities of the students. The academic lecturers desire that this module is given the title of "Simultaneous Interpreting 402" because it is in the second semester in the fourth year of the academic calendar.

#### **4.3.2 Assessment methods**

On the assessment criteria, a majority of the academic lecturers want a combination of assignments and paper examinations. The assignments compose a mix of practical and theoretical activities. For the first module, assignments should compose a proportional mix of theoretical assessments. The assignments for the second module should have more practical work compared to the theory since the module is composed of more practical than theoretical activities. The assignment is considered to make up forty percent of the total marks that the student may earn from the course. The assignments should be well distributed throughout the semester; with at least one practical assignment for each topic. The other sixty percent are thought to be covered by the examination is administered twice with one at the end of the semester and the other in between.

#### **4.3.3 Relevant skills required for simultaneous interpreting**

The academic lecturers feel that the following are the skills in simultaneous interpreting that the senior students require to be relevant in the industry. First, the

ability to use the electronic and software equipment (such as the simultaneous interpreting console) that are used in a real-life SI setting. Secondly, teamwork is an important skill that is identified by the respondents as a vital skill in simultaneous interpreting. The third skill is communication competencies, the respondents feel that the students have to properly communicate to make the interpretation successful. Stress is put on active listening skills that allow the students to comprehend the source speech as soon as it is delivered as well as principal ones such as shadowing, simulation, and anticipation. Finally, a majority feels that it is essential for the students to know how to interpret simultaneously while having a copy of the speaker's message.

#### **4.3.4 Core topics for the course**

It is evident that the academic lecturers incline to have ethical behavior in the workplace because the students have to make ethical decisions continuously while at the workplace. Thus, topics on ethical behavior have to be at the core of the course syllabus. Secondly, a topic on psychology is reiterated since it enables the students to assess the context of the interpretation setting and the relationship that exists between the speaker and the target audience. These factors are important in comprehending the speaker's message for the setting. Another topic identified is communication skills, which encompass listening, because the main purpose of interpreting is communication and hence the interpreter should be able to communicate effectively. The listening part is included for its important role because the interpreter has to be a good listener so that he or she can easily grasp and comprehend the speaker's message.

#### **4.3.5 Teaching strategies**

A majority of the academic lecturers want a teaching strategy that combines cooperative learning, incorporation of technology, and inquiry-based instruction approaches. The cooperative learning approach is to enhance the skill of teamwork among the students since SI is not done by a single person. The students enhance their communication skills since they work in groups. Students can also learn from

colleagues hence developing new interpreting abilities. The purpose of introducing technology is to provide the students with hands-on experience in using the technological tools that are used in industrial situations. Inquiry-based instruction is to allow the student to think independently. The approach encourages the students to be exploratory, thus they can learn better on their own. So, using a combination of these teaching strategies will be an integral part of assuring the success of the course.

#### **4.3.6 The relevance of the course**

The academic lecturers at the English department at Idleb University feel that simultaneous interpreting is relevant to the students. The students have a competitive advantage over other people in the industry who lack such skills considering the limited number of expert simultaneous interpreters. Also, they feel that the course integrates properly with the other courses that are offered by the department. Finally, due to the complex nature of simultaneous interpreting, the course is considered important in opening up the mind of the students during their final year. Therefore, the introduction of simultaneous interpreting is thought to give the students an advantage by acquiring skills that are required in the labor market.

#### **4.3.7 Comparison of the course descriptions to that of specific four universities**

##### **4.3.7.1 University of Zagreb, Croatia; Master of Arts in Conference**

###### **Interpreting**

The interpretation course in the university was set up in 2005/2006 and provides a program for SI. The foundational curriculum was developed regarding the European Master in Interpreting programs (Krajček, 2015, p. 38). The program covers two semesters just like the proposed course. Having a course title of “Master in Arts in Conference Interpreting” (Krajček, 2015, p. 38). For entry, students are required to have skills in consecutive interpreting and at least one active language or 2 C languages. The working languages are limited to Croatian, English, French, German, Italian, and Spanish. In the proposed course, the working language considerations are English, Arabic, Spanish, French, and German (Krajček, 2015, p.

38). The possible language combinations should include Croatian as the “A” language in combination with the other languages. Simultaneous interpreting is taught throughout the year which is similar to the proposed course (Krajček, 2015, p. 25). The course is, however, a postgraduate program, unlike the proposed course that is to be an undergraduate program.

#### **4.3.7.2 Atilim University, Translation and Interpretation Department in**

##### **Ankara/ Turkey**

The program is designed to go for eight semesters, the simultaneous interpreting course can be found as an elective course with the code of ETI413 in the seventh or eighth semester unlike the proposed course which is compulsory and divided into two for the seventh and eighth semesters. The course aims to prepare the students for simultaneous interpreting and enable them to improve analytical thinking skills to understand the message of any kind of speech. The working languages include Turkish and English. The foundational curriculum is developed regarding the European Standards in Interpreting. The course includes theoretical and practical activities covering many skills like analytical thinking, listening, and memory working as well as basic simultaneous interpreting strategies. It enables students to manage the stress during the process of SI and how to cooperate with each other in the booth which is similar to the proposed course. Above, there is an aptitude test at the end of the third grade. Students who pass the exam take elective ETI 413 (Simultaneous Interpreting) and ETI 414 (Simultaneous Conference Interpreting) courses in the university laboratory as an integral part of intense conference interpreting training. The weekly subjects of the course of simultaneous interpreting with the course code ETI413 are the following:

| <b>Week</b> | <b>Subjects</b>   |
|-------------|---|
| 1           | The history of interpreting and simultaneous interpreting in the world and Turkey |

|    |  |
|----|--|
| 2  | A General outlook to simultaneous interpreting, the characteristics, and skills of good simultaneous interpreter strategies in simultaneous interpreting |
| 3  | Listening comprehension skills, active listening   |
| 4  | Listening comprehension skills and paraphrasing  |
| 5  | Memory exercises   |
| 6  | Memory exercises   |
| 7  | Interpreting exercises on speeches for special occasions such as inauguration speeches, press conferences, etc.  |
| 8  | Interpreting exercises on speeches for special occasions such as inauguration speeches, press conferences, etc.  |
| 9  | Midterm Exam   |
| 10 | Simultaneous interpreting exercises  |
| 11 | Simultaneous interpreting exercises  |
| 12 | Simultaneous interpreting exercises  |
| 13 | Simultaneous interpreting exercises  |
| 14 | Simultaneous interpreting exercises  |
| 15 | Simultaneous interpreting exercises  |
| 16 | Final Exam   |

#### **4.3.7.3 Hacettepe University, English Translation and Interpretation program in Turkey**

It is remarkable that the simultaneous interpreting is divided into two courses: the first one with the code of IMT435 and the name of Simultaneous Interpreting I, which is a must one taught in the seventh semester and the other one is named as

Simultaneous Interpreting II with the code of IMT436 which is an elective one and taught in the eighth semester. The first one aims to enable students to develop basic skills for the SI. So, it is a preparatory and introductory course just like the proposed course. The other one incorporates the theoretical and practical skills to enable students to develop knowledge and understanding of SI that is similar to the other proposed course but not compulsory. Both undergraduate and graduate courses for consecutive and simultaneous interpretation are conducted in a fully equipped laboratory environment in accordance with the latest technology and requirements for international congress and conferences. The working languages include Turkish and English like Atılım University. At the end of the 5th term, students are divided into the fields of translation and interpreting. Students who would like to specialize in interpreting have to successfully complete the Introduction to Interpreting course and succeed in an Aptitude Test in Interpreting. The Interpreting Aptitude Test is held in the second general exam week. Students who do not take or fail the exam continue with their studies in translation.

The weekly subjects of the course of Simultaneous Interpreting I with the course code IMT435 are the following:

| <b>Week</b> | <b>Subjects</b>   |
|-------------|---|
| 1           | Basic knowledge and understanding of simultaneous interpreting and its relation with cognitive, affective and psychomotor abilities as well as memory |
| 2           | Basic entry practices such as shadowing exercises, dual and multitasking exercises, elevator exercises  |
| 3           | Memory exercises for acoustic recalling, auditory retention, visual representations, immediate recall, delayed recall, rapid response to stimuli      |
| 4           | Analytical listening for mind mapping   |
| 5           | Practices with speeches of various fields   |

|    |  |
|----|--|
| 6  | Midterm Exam   |
| 7  | Practice with successive Latin words, numbers, long titles overloading the brain   |
| 8  | Make use of world knowledge, shared knowledge, etc.  |
| 9  | Simultaneous interpreting practices of the authentic conference texts, moving from familiar cliché expressions to harder structures. |
| 10 | Practices  |
| 11 | Midterm Exam   |
| 12 | Practices  |
| 13 | Practices  |
| 14 | Final Exam   |

The weekly subjects of the course of Simultaneous Interpreting II with the course code IMT436 are the following:

| <b>Week</b> | <b>Subjects</b>  |
|-------------|--|
| 1           | Introduction to simultaneous interpreting in theory and practice, and overall warm-up and activation           |
| 2           | Practices to keep pace with the speaker( from relatively simple and slower speeches, to harder and faster ones |
| 3           | Practices to keep pace with the speaker( from relatively simple and slower speeches, to harder and faster ones |
| 4           | Practices to make use of anticipation, mnemonic techniques   |
| 5           | Practices to cultivate prosody   |
| 6           | Midterm Exam   |

|    |  |
|----|--|
| 7  | Booth-partner relationship during the interpreting process |
| 8  | Simultaneous without text                                  |
| 9  | Simultaneous with text                                     |
| 10 | Simultaneous with/without text                             |
| 11 | Midterm Exam   |
| 12 | Practice   |
| 13 | Practice   |
| 14 | Final Exam   |

#### **4.3.7.4 The University of Manchester, Master of Arts in Conference**

##### **Interpreting**

The program intends to have students acquire skills in advanced interpreting skills. The program provides special training for simultaneous interpreting. Also, there are sessions on professional behavior and ethical behavior, which are considerations for the proposed course to guide the students on workplace behavior. The program covers four semesters (Krajček, 2015, p. 35). The working languages include; English, French, German, Arabic, and Chinese. The learning sessions include; course work, seminars, and lessons on particular language combinations (Krajček, 2015, p. 35). The curriculum covers the simultaneous interpreting that is divided into two with a first and second module (Krajček, 2015, p. 35) like the proposed course.

## CHAPTER V. CONCLUSION

### 5.1 Conclusion

The department of English at Idleb University should set up a course for SI for the senior students. A possible course title is “SI 401” and “SI 402”. They are based on the academic year and the semester in which the module is taught in the department. The course is relevant to the students because it is considered to ensure that they are ready for the interpretation industry. In Syria, the number of multilingual events is increasing that entails creating a demand for simultaneous interpreters who are significantly few, thus setting up the course would provide a good avenue to sort out this problem.

The students, who want to study these two subjects, must pass a proficiency exam prepared by the English department similar to that of Atilim and Hacettepe. The SI course should be composed of two modules, the first module is offered in the first semester of the final academic year. The second module for the course should be offered in the second semester. This allows the first module to be an introductory part of the course that has theoretical content and fewer practical activities. In the first module, the students are thought to be introduced to foundational theories in SI. The students are also new to SI; therefore, it is rational to start with simple concepts then progressively proceed to advance parts of the course like shadowing exercises as effective activities. The second module should compose more practical activities and the theoretical part reduced. The module involves applications of the theories learned in the first one. The students are thought to have an opportunity to remind themselves of what they learned through practical sessions. The practical sessions should be supervised by the instructor who offers guidance to the students and identifies gaps that exist for proper responses to be made. The module should include topics on advanced interpreting skills that would prepare the student for real-life interpreting situations.

The course should have an assessment method that combines assignments and examinations. The assignments should include a mix of practical and theoretical

assessments. The distribution of the assignments should be even to allow progressive monitoring of the students. Each topic should have at least one practical assignment so that the students can apply what they have learned on that topic. This can ensure that people have more practical skills rather than a lot of theoretical knowledge that is less applicable in the industry. The assignments are believed to keep the students up to date with relation to concepts learned in class and be a follow up of students' levels of understanding. The assignments are set to cater to forty percent of the total marks earned by the students. The examination is arranged to be an aggregation of the concepts that have been taught. The examination should be scheduled at the end of the semester and one after half of the course has been covered. The first examination is planned to gauge the abilities and concepts that the students have gained in the first half of the module and allow the instructor to spot the areas that the students have difficulty understanding. The sum of the marks earned in these examinations should make up sixty percent of the total marks that the students could get.

Priorities should be placed on the topics of ethics, psychology, and communication skills. The topic of psychology allows students to analyze and comprehend the context of the interpretation process. Through psychology, the student can deduce the relationship between the speaker and the target audience. The topic can improve the psychological ability of the students allowing them to compose themselves and maintain calmness in the events which are usually full of tensions. The interpreter is the only means that the speaker and the audience can communicate. The interpreter faces significant ethical dilemmas such as the inclusion of their opinions in the interpretation, taking part in subjects where he or she has a biased view, and whether to offer explanations of the source message to the audience. Thus, the students have to make proper choices that are supposed to make the interpretation successful. Having a topic on ethical issues is therefore essential to provide the students with the skills on how to approach such situations. Since the interpreter is the only link between the speaker and the audience, they have to properly communicate the message to the audience. Proper communication involves clear and accurate wording and pronunciation. Communication in interpreting also entails

listening keenly to the speaker to get the message. Teaching active listening is thought to be vital for the students to be an expert simultaneous interpreter through including basic principles as shadowing, outlining exercises, simulation training, and anticipation.

A teaching strategy that has a combination of several teaching strategies should be adopted. Several teaching strategies exist; each has its unique advantage to the program. A combination of these strategies means that the final strategy has to be a combination of the benefits of the individual strategies that it comprises. The combination that should be employed should include; use of technology, inquiry-based instruction, cooperative learning. Currently, technology holds an important position in learning. In interpretation, the students can be able to do practical simulations of real-world situations, easily do research, and get supplementary materials.

Technology will ease the practical part of the learning process because the students are doing what is being done in real life at a classroom set up. Secondly, the inquiry-based instruction approach allows the student to be exploratory by carrying out critical analysis and research on information to satisfy the tasks that are provided by the instructor. Analytical skills are expected to allow the students to easily analyze the source message and assess the context of the interpretation to accurately make interpretations. Thus, the students learn to work and achieve goals independently which is important in interpreting. Finally, having a cooperative learning approach allows students to learn how to work with colleagues. Teamwork is very important in SI because a single interpreter does not work alone. Inculcating the skill of teamwork in the interpreter early enough improves the probability of the success of the interpretation process. They can enter the SI cabin with a friend and help each other while interpreting. This study proposes further studies in the following areas;

- i. An analysis of the acquired skills of SI through English courses among university students.

- ii. An investigation of the impact of SI on students in their final year of study.
- iii. The investigation of other types of interpretation to get knowledgeable and make use of them in the real-life situations.



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## ANNEXES

### INTERVIEW GUIDE

- i. What title do you feel is appropriate for the course and why? The purpose of this question is to get suggestions about the course title from the respondents, which is important for the respondents to feel part of the course. The respondents justify the choice of the title.
- ii. What modules should the course have?
- iii. What relevance does the introduction of the course have on the student concerning the skills and qualifications required by the industry?
- iv. What relevance do the modules above have for the imparting interpretation skills on the student?
- v. What sequence should the module follow and why should they follow such an arrangement?
- vi. What forms of assessment methods can be used in evaluating the students and why?
- vii. What theoretical content do you feel is required and need to be included in the course to guarantee success?
- viii. What topics should be the core topics of the course where utmost sensitivity should be placed upon by the instructors?
- ix. What type of academic materials should be incorporated as course materials for the instructors in teaching the course?
- x. What skills do you think are relevant for the students to be experts in the field of simultaneous interpreting?







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