

**THE IMPACT OF TEACHING TURN-TAKING
TECHNIQUE ON STUDENTS' PERFORMANCE IN
CONSECUTIVE INTERPRETING: A CASE STUDY**

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Abstract

This paper aims at investigating the impact of turn-taking technique in consecutive interpreting and to what extent teaching such technique improves on students' performance. Teaching this type of interpreting requires certain strategies and techniques to overcome the difficulties that students may face in interpreting task. Most of the interpreting students face many problems as they interpret consecutively because this type of communication requires unique skills and knowledge in order to perform this task successfully. Turn-taking is a core and specific spoken discourse characteristic that can be observed, described and analyzed in interpreting. Turn-taking is considered as unique and complex features that actively include the interpreter in determining, managing compelling and guiding the flow of the talk. Moreover, in turn-taking interpreters make decisions to manage and arrange turns due to and because of the surface linguistic meanings and social meanings vital in the situation and its expectations. This technique supports the students' memory by decreasing the cognitive load when the students take the turns as they interpret and increase their self-confidence. Forty students from Department of Translation/ College of Arts / University of Tikrit have used as participants in this study. A ten- closed items questionnaire has been distributed to the participants to see their perspectives on this technique in such consecutive interpreting. The analysis of their responses to the questionnaire's items refers to their tendency to adopt such technique in performing such task.

Keywords: Interpreting, Consecutive Interpreting, Turn-Taking, Students' Performance, Cognitive Load

أثر تدريس تقنية تبادل الادوار على اداء الطلبة في الترجمة المتعاقبية: دراسة حالة

المستخلص:

تهدف هذه الدراسة للتحري عن اثر تقنية تبادل الادوار في الترجمة المتعاقبية و لأي مدى هذه التقنية تساعد على تحسين اداء الطلبة في الترجمة المتعاقبية. أن تدريس الترجمة يتطلب استخدام استراتيجيات و تقنيات محددة للتغلب على الصعوبات التي قد يواجهها الطالب خلال ادائه الترجمة. حيث ان هذه التقنية تساعد على

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تقوية ذاكرة الطلبة من خلال تقليل العبء الذهني عن طريق تبادل الادوار بين الطلبة عند القيام بالترجمة و ايضا تزيد من ثقة الطلبة بنفسه من خلال الاداء المتبادل. تم استخدام اربعون طالباً في المرحلة الثالثة من قسم الترجمة / كلية الآداب/ جامعة تكريت كنماذج لهذه الدراسة و توزيع استبيان ذو عشر فقرات على الطلبة لرؤية وجهة نظرهم اتجاه هذه التقنية. ان تحليل اجاباتهم دليل على ميولهم لاتباع مثل هذه التقنية عند اداء مثل هذه النوع من الترجمة و التغلب على الصعوبات.

1.Introduction

1.1 Overview

Interpreting is a process of reformulating the oral source message into oral target message. It is also considered as a face to face communicative activity which requires complex tasks to be performed properly. Interpreting whether consecutive or simultaneous necessitates specific skills and strategies in order to overcome difficulties arisen during the task of interpreting. When the interpreter relies on the strategies, s/he will be able to listen carefully to the speaker's message, comprehends its meaning then s/he would be able to render it into the target language accurately.

Interpreting students face certain problems as they conduct consecutive interpreting because this type of communication requires unique skills and knowledge in order to perform this task successfully. The purpose of this study is to see to what extent teaching specific technique such as " Turn-taking Technique" improves the students' performance and overcome the interpreting difficulties.

1.2 Statement of the Problem

There are many problems faced by students as they are learning interpreting because this process is regarded as highly cognitive one and it necessitates a special training course in order to facilitate the task. So, this study is an attempt to identify the problems raised during the teaching a traditional CI course when the students perform this type of interpreting which requires good standard of a self-confidence and working memory.

1.3 Aims of the Study

There are many aims in this study to be studied :

Investigate the students' performance when this technique is applied in teaching them.

Clarify the importance of teaching methods in CI courses.

Identify the problems that may face when they interpret without this technique.

Put forward recommendations and suggestions for curriculum designers, teachers and students in order to develop the teaching process and overcome the interpreting difficulties.

1.4 Questions of the Study

There are many questions can be summarized in this study according to the problems raised in teaching CI with turn-taking technique.

What is the difference between students' performance as they are taught with this technique or according to the traditional teaching method?

What is the significant impact of teaching such technique in order to overcome the interpreting difficulties?

Dose this technique give the students an opportunity to enhance their self-confidence in managing such task?

1.5 Hypotheses

This study tests two important hypotheses :

The performance of the students according to the traditional teaching methods is low.

There are certain obstacles when the students learning CI without certain teaching methods.

1.6 Significance of the Study

The findings of this study refer to unique significance in following such technique to teach CI, this study may:

Help interpreting teachers to facilitate this process which requires good knowledge and skills.

Shed a light on the importance of a selected teaching method during a training course.

Play an essential role in enhancing the students' performance as they develop their self-confidence.

Increase the students' awareness of the proper steps to improve their linguistic and cultural knowledge.

2. Consecutive Interpreting

Consecutive interpreting (CI) is a form of oral communication which is widely used in different occasions such as (Questions and Answers sessions, Press Conferences, High Level Political Talks, Welcome Addresses and Dinner speeches). The most appropriate and operational definition adopted by the researcher is:

Consecutive interpreting (CI) is a process through which the interpreter receives the source message from a speaker and renders it into the target audience within a very limited period of time.

The interpreter must follow the appropriate steps in consecutive interpreting in order to produce clear message for the audience. The interpreter must vigorously listen to the speaker and properly comprehends and logically analyzes what is being said and then restructures this message in an appropriate equivalent message in the TL. Generally speaking, interpreting needs a wide cultural awareness of both operating languages because culture plays an important aspect that must be taken into account by the interpreter during the interpreting task.

The consecutive interpreter is required to reformulate a faithful and an accurate target text. In this respect, Phelan (2001: 9) clarifies that this kind of interpreting is not a summary; it is a complete interpretation of the original speech in another language. Apparently this method is time consuming as the time factor is almost doubled. Some practitioners feel that this extra time is useful because it gives people time to think.

Kalina (2002:174) says that CI is changing professionally and in the mass media as a main mode of interpreting because in certain speech, the speakers tend to use CI phrase by phrase rather than an extended formal sentences with turns from 15 to 20 minutes). Moreover, this mode is highly required in meetings because it gives the interpreter to manage the task of interpreting enough time to process the information in order to reach well understood message.

For Pochhacker (2004:19) CI does not assume a particular duration of the original act of dialogue, it can be considered of as a continuum which ranges from the rendition of utterances as short as one word to the handling of entire speeches, or more or less lengthy portions thereof. He also differentiates between two types of consecutive interpreting "classic consecutive" and "short consecutive". Classic consecutive involves systemic note-taking as developed by pioneers of conference interpreting, in contrast to short consecutive without notes, which usually implies a bidirectional mode in a liaison constellation (ibid).

Moreover, Gharib(2011:12) explains that this type of interpreting necessitates that the interpreter has to deliver the message in the TL after the speaker delivers his message or gives a portion of it. Primarily the speaker pauses after every portion to let the interpreter reformulates what has been said in the SL into the TL. In this mode, the interpreter usually takes notes during the delivery of the TL.

In this aspect, Rebas(2012:1) points out that CI involves a large number of almost synchronized cognitive, psychomotor and affective processes, all of which pose major challenges for the interpreter who has to deal with them simultaneously. The interpreter is continually confronted with unexpected situations that must be dealt with while he/she is already working at the limits of his/her available processing capacity.

Setton and Dawrant (2016:134) emphasize that there are several reasons make the CI widely used compare with other types of interpreting in meetings and conferences. This mode of interpreting gives enough time for the interpreter to think and find an appropriate equivalent in the TL. These reasons are:

Cost: consecutive can be done by a single interpreter, and involves no equipment rental charges.

Mobility and convenience: consecutive is portable, and can be done anywhere and anytime – down a coalmine, in a moving limo, on an aircraft, etc.

Privacy or intimacy: consecutive provides person-to-person(-to person) communication without the intervention of machines and with fewer people involved.

Accuracy and/or monitorability: consecutive is believed by many to be more accurate than SI because the interpreter has enough time to think.

Slowness: paradoxically, consecutive may be preferred in negotiation or diplomacy for its temporizing potential, giving principals extra time to think; on occasion it has even been used as a pure formality, or deliberately to waste time.

To sum up, the process of CI includes three main and basic principles (Comprehension, Analysis, Reformulation) which must be followed by the interpreter to render the source message into a meaningful message for the target audience. All interpreters who intend to learn the interpreting task they must practice these steps sequentially. When the interpreting teachers follow a teaching methods the students will overcome all the difficulties they might face during the task. When these three principles can followed precisely according to certain teaching method the students will cooperate each other in order to render the SM successfully.

3.The Main Principles of Consecutive Interpreting

The task of CI is characterized with certain principles that can followed in learning this mode of interpreting. These principles are complementary of each other through which the interpreter will have the ability to manage the interpreting task even when s/he suffers from a degree of hesitation. The confusion and hesitation s/he might face in this task could be overcome as they are taught according to clear and comprehensive method in order to increase their self-confidence and knowledge.

3.1 Comprehension

Several studies have been carried out in the field of cognitive processing of information during the interpreting task. This step is regarded as the most important one in the chain of conducting CI because through which the SM is comprehended and its meaning is analyzed a to be rendered successfully into the listeners.

Pochhacker (2004:57) refers that the conceptual result of the interpreter's comprehension process which considered as a crucial stage in the interpreting/ translational process. In this stage, the interpreter receives the SM and comprehends it based on the previous knowledge which combined with perceptual input to form a conceptual mental representation.

Al-Zahran (2007:38) explains that comprehension is as a dynamic process that clearly depends on what the interpreter already know. Thus, processing new information requires the build-up of a mental representation resulting from the interaction between the input and already existing information whether lexical, semantic, syntactic, pragmatic, encyclopedic, etc. or linguistic and extra-linguistic knowledge.

3.2 Analysis

The second principle in teaching CI is analysis. In this stage, the interpreter must have the ability to analyze the SM and find its meaning explicitly and implicitly because s/he might face problem in the first phase and does not catch it meaning directly. As far as analysis is concerned, Bell (1991:45) emphasizes that this step is crucial whether in interpreting or translation, and it requires word recognition system in order to process these words in finding an appropriate equivalent in the TT. Moreover, this analysis will help the interpreter organize the meaning at the level of the clause or segment of the a spoken discourse.

More recently there has been extensive research on the analysis of the spoken message and to what extent this step is needed by the interpreter to have broad knowledge in rendering the SM. In this prospect, Gile(2009:160)explains that the word to be recognized the interpreter has to analyze the message especially the acoustic features of the segment and compare them with the stored in the long-term memory.

Reformulation

Reformulation is fundamental to interpreting task and it must be taken into account precisely. This principle is the final step in interpreting, thus the interpreter has to reformulate the SM carefully taking into account all the linguistic, pragmatic, semantic and cultural in the segment. Briefly, this step is the final effort that the interpreter dose in order to reach a message understood by the listener.

Jones(2002:81) highlights that the interpreter must reformulate the words of the SM in order to reach a clear meaning easily realized by the listener. Additionally, the interpreter has to break down the long and complicated sentences in to series and make shorter sentences taking into account relative and subordinate clauses must be shifted within the message. Moreover, Jones (ibid) adds that the interpreter must grasp upon reformulation as a tool that enable him/her to deal with all kinds of interpreting difficulties. It is difficult to underestimate the importance of this step in the task of interpreting because it is regarded as final and essential step.

4.Students' Performance in Interpreting

Students perform interpreting in different settings ,therefore it is clearly that their performance is different according to the conditions of that setting and the interpreting mode each of which are critical in determining the quality of their performance.

Campbell (1998:8-9) says that in interpreting and translation process, student's performance can be measured at the end of this process and how the student managed this task successfully, also it is used to as the translation/ interpreting quality which is regarded as an indicator of competence because this performance is the image of the translator/ interpreter's competence in this process. Moreover, he asserts that all debates over the translation quality assessment center on student's performance and the translational efforts made by her/him to translate the ST taking into account acceptability of the output and the models used in teaching translation.

Hajazi and RazaNaqvi (2006,cited in Hussein and Salih,2018:8) highlight that student's performance is always affected by certain factors such as learning abilities which have an significant effect on their outcome in this reaching the goals of the process of leaning. Moreover, student's performance depends on different socio-economic, psychological, environmental factors that affect it directly or indirectly whether negatively or positively.

In this context, Mohmoodzadeh (1992:233) states that to perform an interpreting task successfully a skillful interpreter must possess have some characteristics which enable his/her to manage this task sufficiently in order to render the SM properly. These characteristics are:

- To have a knowledge of the two operational languages.
- To have a cultural awareness of both languages.
- To have a prior knowledge of the subject matter s/he is interpreting.
- To have the ability to speak different accents of the SM.
- To possess broad knowledge vocabularies.
- To have a powerful memory
- To possess good note-taking skill.

To be calm

These are the most important skills that the interpreter has to possess in order to perform successfully and render the SM efficiently in the interpreting task. All these skills are important for the interpreter in order to process this SM and make it clear as much as possible for the listener.

5. Effect of Memory Training in Interpreting

Within the interpreting training programs, the interpreter needs sort of support for her/his performance in order to manage the interpreting task properly. Memory is one of the most important instruments used by interpreters because most of them find this task is challenging therefore, the interpreter requires memory to place the information into context. Moreover, he has possesses of ability to focus which more than the ability to analyze and process what is heard. Memory is classified into two types based on the period of storing the information " Short-Term Memory (STM) and Long-Term Memory (LTM)". Both types are important in the process of interpreting because in some task the interpreter might face some interpreting difficulties in rendering the SM.

Seleskovitch (1977:22) emphasizes that the LTM retrieves maximum of conceptual contents and the interpreters needs to divide their attention between conceptual processing of input and taking notes. For Seleskovitch STM is a system of storing and managing information which needed to carry out complex cognitive processing for the information received from the speaker. Both types have direct impact on the interpreting task because the interpreter sometimes has problem in finding a proper equivalent in the TM therefore, memory has a direct effect in solving such a problem.

Gile (1992:191) puts the effort model of CI in which memory plays an important role in retrieving the information this memory is required between the time information is heard and the time is written down in a notes. For Gile, memory includes all the conceptual operations related to storing in memory of heard segments of spoken discourse until either their restitution in the target language.

For Guo (2012:23) memory is relevant to interpreting activities and it can be categorized into STM and LTM which are both regarded as a vital skill component for the consecutive interpreter as s/he retrieves information when as an interpreting difficulty arises during the interpreting task.

6. Teaching Turn-Taking in CI

The growing need for interpreters in different fields demands specific courses to teach and train how to master the process of interpreting. There are many teaching and training programs of interpreting especially in community , conference and consecutive courses suggested by theorists.

For Ilg and Lambert (1996: 73-75), teaching CI is seen as a step in a chain of successive learning situations designed to improve the oral communication skills between two languages. This introductory phase in teaching CI gives a chance to assess the student's ability and to concentrate on the comprehension and reformulation phases. This phase consists of memory drills without notes which help the students , see how his/her memory operates, how the strategies play a vigorous role to improve retention and recall and how the incoming message is rendered into a meaningful output.

Pochhacker (2004:183) stresses that on the teaching of CI takes into account the interaction between memory and note-taking also the need for introductory exercises to enhance 'active listening', message analysis, and recall the final message.

CI and normal conversation have characterized with a feature that gives the participants a chance to take her/his role in uttering the sentence. This feature is called turn-taking in which the speaker knows when he can speak and stop in order to give the opportunity for the second speaker to take the turn. All scholars consider turn taking as a system that establishes speaker change and its recurrence because these turns give the speaker and the hearer a specified time to manage the conversation and make the speakers how manage the sequences of their talk in face-to-face communication..

Knapp and Wiemann (1975) define turn-taking as the mechanisms by which people take turns speaking in a conversation are both spoken and nonverbal, open and subconscious. They add that turn-taking in conversations not only helps us allocate the floor, but also serves a symbolic function of helping the interactants to define their relationship with others. During this technique one participant stops talking and another starts in a smooth, synchronized manner is considered the most salient feature of face-to-face conversation by some researchers.

For Roy (2000:36) turn-taking is a basic and specific spoken discourse feature that can be observed, described and analyzed in interpreting. Turn-taking is characterized with unique and complex features that actively involve the interpreter in shaping, handling compelling and guiding the flow of the talk. Moreover, in turn-taking interpreters make decisions to manage and arrange turns due to and because of the surface linguistic meanings and social meanings essential in the situation and its expectations.

Roy (ibid:37) adds that it is possible a gap might happen in the conversation (a between-turn silence) which is transformed into a pause (an in-turn silence) if that silence is finished by further talk by the same speaker. Generally speaking, Roy specifies some points regarding turns in interpreting:

One Participant talks in time.

Overlapping is a common feature in turn but brief.

Transitions with gap and overlapping happen.

Order of turns varies.

Length of turn varies.

The distribution of turns is not specified in advance.

In brief, turn-taking is a spoken discourse process which can support us understand how the exchange of spoken message actually takes place. Turn-taking is also a feature of discourse that allows for both a structural and functional analysis.

7. Practical Field of Study

7.1. Design of Questionnaire

In this study, the practical aspect involves an analysis of data collected from a ten-closed items questionnaire which distributed into thirty participants in this study as samples. They are studying CI at Department of Translation/ College of Arts / University of Tikrit. The data have been analyzed statistically in this study according to Fisher's method.

The questionnaire contains (10) closed- ended items that each participant is asked to answer with one of the four options: strongly agree, agree , neutral, disagree and strongly disagree. The questionnaire has been administered after the applying the turn-taking technique in the classroom in order to check students' performance when they translate two journalistic texts consecutively

ForBrown(2007:6) questionnaires as any written tools that given to respondents with a series of questions or statements to which they are to respond either by writing out their answers or selecting from among existing answers". The questionnaire has significant benefit by enabling quantitative data to be collected in a standardized way so that the data are internally consistent and coherent for analysis.

7.2. Data Analysis

The data of the study have been analyzed statistically, and the scoring scheme in this analysis has been done by giving numbers for each option in the questionnaire (1-5): 5 for "strongly agree" , 4 for "agree", 3 for "neutral", 2 for "disagree" and 1 for "strongly disagree". Based on this distribution, the frequency of each response will be determined.

Statistically, the data are analyzed based on the frequency of each response " coefficient midst " and " percentage weight ". Consequently, Fisher (1956 :327) suggests a formula through which the average of each item in the questionnaire can be found and to obtain knowledge of strength and weakness of each item, the following special formula can be adopted:

$$1r \times 5 + 2r \times 4 + 3r \times 3 + 4r \times 2 + 5r \times 1$$

$$\text{Coefficient midst} = \frac{\text{Total number of repetitions}}$$

Where:

- 1r = repetition of the first answer (strongly agree) and its value (or degree) is 5,
- 2r = repetition of the second answer (agree) whose value is 4,
- 3r = repetition of the third answer (neutral) whose value is 3,
- 4r = repetition of the third answer (disagree) whose value is 2
- 5r = repetition of the third answer (strongly disagree) whose value is 1; and the total number of repetitions means the sample size which is (30 students).

To change the ‘coefficient midst’ of each item into percentage or what is called percentage weight, as stated by Al-Ghareeb(1970:77), the researcher made use of the following formula:

$$\text{Percentage Weight (PW)} = \frac{\text{Coefficient Midst (CM)}}{\text{Maximum value}} * 100$$

Maximum value = Maximum degree in the questionnaire is (5).

Table (1) The Frequency of each Option in the Students' Questionnaire.

#	Frequency of 1st option (Strongly Agree)	Frequency of 2nd option (Agree)	Frequency of 3rd option (Neutral)	Frequency of 4th option (Disagree)	Frequency of 5th option (Strongly Disagree)	Coefficient Midst	Percentage Weight
1	4	21	10	4	1	3.5	71.5
2	29	10	0	1	0	4.6	92
3	6	16	10	7	1	3.4	68
4	19	19	2	0	0	4.4	88
5	29	11	0	0	0	4.7	94
6	2	6	17	14	1	2.8	56
7	16	17	4	2	1	4.1	82
8	18	15	3	4	0	4.1	82
9	16	20	3	0	1	4.2	84
10	1	1	9	22	7	2.1	42

Item 1

This item ranks 6th with value (3.5), and percentage (71). This percentage refers that students prefer to learn CI according to teaching method by which they can develop their skills and knowledge. They consider CI is difficult task without a clear outlines they can follow to manage this task successfully.

Item 2

This item takes the rank 2nd with value (4.6), and percentage (92). In this item, the majority of the students agreed strongly that their skills need to be developed according to clear and comprehensive training program. Thus, curriculum designers have to take into account to cover everything related to such as types of communication which requires a highly cognitive processing of the information in a very limited period of time. Such percentage is promising because it refers that the students need to improve their skills to interpret sufficiently.

Item 3

This item ranks 7th with value (3.4), and percentage (68). This percentage refers that students have the ability to manage interpreting task without prior knowledge, but this refers that they are not convinced because they feel that they in need of the title in order to have a solid background regarding the subject and the whole segment. Without title the students will face a problem of identifying all the vocabularies, because they will have the ability to recognize the other vocabularies by extracting them from context and the title of the segment.

Item 4

This item has the rank 3rd with value (4.4) an percentage (88). This refers that note-taking is regarded an important strategy that plays an essential role in supporting the students' performance. It is seen as a personal skill in which the students can retrieve the basic information that must not be neglected in interpreting task. This strategy has a direct effect on the students' performance positively.

Item 5

This item has the rank 1st with value (4.7) an percentage (94). This percentage is the highest one in this study because the students agree strongly that listening into a native speaker helps them strengthen their Ear-Voice Span (EVS) and fluency. In this process, the students have ability to receive the SM and analyze it with no problem because they are accustomed listening into a native speaker. In addition to that they will tend to listen into different accents through which their self-confidence will be increased gradually.

Item 6

This item has the rank 8th with value (2.8) an percentage (56). This percentage is low but it is a logic response because the majority of the respondents were neutral and disagree. This means that the interpreting teachers have to find an appropriate teaching methods for CI in order to facilitate it. Moreover, the teaching methods are based on certain models, strategies and techniques which have effective impact on the students' performance and their productivity. For the curriculum designers, it is important to identify a comprehensive teaching method for each type of interpreting in order to help the students overcome the interpreting difficulties.

Item 7

This item has the rank 5th with value (4.1) an percentage (82). This percentage is good and it refers that employing such a technique helps them develop their interpreting skills because it helps the students shape his performance according to the his colleague's performance as they take the turn when they manage the interpreting task. This will help both of them to take decisions to manage turns based on the surface linguistic meanings and social meanings that are regarded as essential part of the task.

Item 8

This item ranks 5th with value (4.1), and percentage (82). This percentage indicates that the turn-taking technique is seen as factor by which the students can increase their self-confidence as they monitor his colleague's performance. During turn-taking, the students tries to improve his performance and make use of the mistakes committed during his colleague's turn. This is an important step to increase their confidence and develop their interpreting knowledge by bridging the gap created as they interpret without a clear technique.

Item 9

This item ranks 4th with value (4.2), and percentage (84). As the students take turns while interpreting SM s/he will be able retrieving the information whether he/her colleagues successes in rendering SM or not. This turn helps students to think and find the meaning of the message and gives them a time frame to retrieve the information. Thus, this technique is an important tool to support their memory and decreasing the cognitive load that occurs during interpreting.

Item 10

This item has the rank 9th with value (2.1) an percentage (42). This value is the lowest one in the questionnaire despite that their responses were logic because the students' performance is not enhanced and improved without theoretical concepts. This means that the students realize the importance of the theory in interpreting and its impact of the final product in reformulating the SM. Therefore, their responses

Table (2) Coefficient Midst and the Percentage Weight of the items in the Students' Questionnaire

Rank	Item Number in the Questionnaire	Items	Midst Coefficient	Percentage Weight
1st	5	Do you think that recorded segments of native speakers improve language skills of students?	4.7	94
2nd	2	Do you think that students need clear and comprehensive training program to improve their skills?	4.6	92
3rd	4	Do you find that students' performance has developed with note-taking?	4.4	88
4th	9	Do you believe that turn-taking technique works as a tool to support student's memory in retrieving information?	4.2	84
5th	7	Do you think that turn-taking technique helps students to increase their interpreting skills?	4.1	82
5th	8	Do you find that that turn-taking technique increases self-confidence of students?	4.1	82
6th	1	Do you find consecutive interpreting is difficult to practice without specific teaching method?	3.5	71
7th	3	Do you believe that students suffer from cognitive load when they have no idea about the subject or the title of the segment?	3.4	68
8th	6	Do you believe that teaching CI is productive according to traditional teaching methods?	2.8	56
9th	10	Do you believe that the students' performance is enhanced without theoretical concepts on interpreting?	2.1	42

7.3. Discussion:

The data have been analyzed statistically according to Fisher equation. The questionnaire is characterized with validity because it has been valid by specialists in different fields such as (teaching methods, linguistics, discourse and translation) which are directly related to the study. It also reliable because it refers to the accuracy or precision of the measuring instrument through the researcher reaches into a final analysis to each item selected by the students.

The importance of this study has been reflected by the analysis of the data in order to elicit the students opinion in determining the impact of such technique. All responses in this questionnaire are logic and clear because they refer to the to the point of views the students have towards the such a teaching method.

7. Conclusion

In this study, important aspects have been taken into account by the researcher in teaching consecutive interpreting which is regarded is the basic step for preparing students for more difficult type of interpreting (Simultaneous interpreting) which requires a highly cognitive processing and concentration during interpreting.

Teaching methods are important for the disciplines that requires a an exceptional efforts and cognitive processing in order to reach good rendering. Selecting truing-taking technique in teaching CI helps the students to overcome interpreting difficulties and increase their self-confidence as they take turns in interpreting. The researcher recommends to follow specific teaching methods whether in translation or interpreting in order to decrease the cognitive load and explain all the theoretical aspects related to that discipline because this help the students to have good insights about the task they manage and renders the source message whether written or spoken successfully.

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Appendix 1 : Students' Questionnaire

No	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Do you find consecutive interpreting is difficult to practice without specific teaching method?					
2	Do you think that students need clear and comprehensive training program to improve their skills?					
3	Do you believe that students suffer from cognitive load when they have no idea about the subject or the title of the segment?					
4	Do you find that students' performance has developed with note-taking?					
5	Do you think that recorded segments of native speakers improve language skills of students?					
6	Do you believe that teaching CI is productive according to traditional teaching methods?					
7	Do you think that turn-taking technique helps students to increase their interpreting skills?					
8	Do you find that that turn-taking technique increases self - confidence of students?					
9	Do you believe that turn-taking technique works as a tool to support student's memory in retrieving information?					
10	Do you believe that the students' performance is enhanced without theoretical concepts on interpreting?					