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Exploring Students' Attitudes towards Teaching Methods of Consecutive Interpreting

Abstract

This paper investigates students' attitudes towards the teaching methods of consecutive interpreting. This mode of interpreting requires systematic teaching methods to show students the significant aspects needed in improving their performance. The first problem of this study is that most of translation departments ignore the theorization about consecutive interpreting. The second one is that there is no systematic teaching method for this challenging mode. This paper hypothesizes that the students prefer to learn consecutive interpreting due to clear teaching method. 15 close-item questionnaire will be distributed to seventy students from Department of translation/ College of Arts/ University of Tikrit whom participate as subjects to elicit their attitudes towards the current teaching methods. Their selections will be analyzed statistically.

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استكشاف وجهات نظر الطلبة نحو طرائق تدريس الترجمة التعااقبية

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المستخلص:

تدرس هذه الورقة البحثية وجهات انظر الطلبة حول طرائق تدريس الترجمة التعااقبية . يتطلب هذا النوع من الترجمة طرائق تدريس منظمة لغرض اظهار الجوانب المهمة و المطلوبة لتطوير اداء الطلبة. ان المشكلة الاولى للبحث تتمثل بإهمال اقسام الترجمة للجانب النظري حول هذا النوع من الترجمة. و المشكلة الثانية عدم وجود طريقة تدريس منظمة لهذا النوع المحفوف بالتحديات. اذ تفترض هذه الورقة البحثية بان الطلبة يفضلون تعلم الترجمة التعااقبية وفق طريقة تدريس واضحة. يتم توزيع استبيان ذو عشرون فقرة مغلقة على طلبة قسم الترجمة / كلية الآداب/ جامعة تكريت للعلم الدراسي 2024-2025 كعينات لمعرفة وجهات نظرهم حول طرق التدريس الحالية و ان خيارتهم سيتم تحليلها احصائياً .

الكلمات المفتاحية: وجهات نظر, تدريس, ترجمة تعااقبية, أداء

Introduction

This paper focuses on an important aspect of the educational process through which practical material is presented scientifically and accurately in the classroom. Teaching a particular subject requires some important aspects that must be taken into consideration by the teacher, including integrating theoretical and scientific aspects together. This step is therefore considered very important in order to enable students to know what is required of them to successfully complete their task efficiently.

Teaching interpreting requires extensive experience in aspects that contribute to developing students' skills and raising their performance level. Due to the multiple types of interpreting, consecutive translation has special requirements that distinguish it as a type of oral translation that requires great attention in presenting the scientific content to students, both theoretically and scientifically. Student performance levels are directly related to the teaching method used in the classroom, which has a significant impact on this performance.

The teacher cannot be the only one who manages educational activities in the classroom. This process is not limited to the teaching staff alone; the student plays a significant role and must be actively involved. When students are given the opportunity to draw and frame the scientific content they will be allowed to identify the aspects that can be benefited from and develop their skills in an organized academic method. Since the students are part of the educational system their attitudes are needed to build up the syllabus and curriculum in which the teaching methods fit to their levels and knowledge. Therefore, they have to be a part of the selecting process of an appropriate teaching method inside the classroom and understand what are the significant strategies used in this mode.

2. Historical Overview of Interpreting

The concept of communication between people is very important, as it is the only means by which meaning is transmitted from one person to another. There are multiple forms of communication, including written and oral communication, and sometimes through gestures. Therefore, these forms have been studied in detail because of their significance to the continuity of life and the activities between people.

Angelelli (2004:8) states that there were power differentials among communicating individuals as they use the language to communicate and that language is considered as a determiner of that communicative acidity. Thus, in Ancient Egypt the only Egyptians were enjoyed with the title of human being and others seen as foreigners or specifically races were considered “wretched barbarians”. Whereas, the interpreter was believed of as “the speaker of strange tongues”. These tongues through which people communicate and interpreters played significant roles since that time. Thus, interpreters played a significant role in the early life during Ancient Egypt and facilitated the communication among people from different countries.

In the same context, Roy(2018:17) asserts that the early references of interpreting came from Egypt as a group of people take the responsibility of interpreting task as they work in ancient Egypt during the third millennium BC. The references show that the interpreting activities occurred during the Egyptian Empire where the kings used individuals to communicate and interact with other who do not share the same language from other tribes and nations especially the region bordering Nubia. Moreover, there are several writings that taken from Theban tombs which belongs to (1500 BCE) represent people who work as interpreter among Egyptians and Nubians people. It is also mentioned that the interpreters are called " mouth-openers" as they use the language to facilitate the trade , war and diplomacy.

Additionally, Shua'aib(2021:13) explains that all historical and archaeological evidences point to the superiority of the people of the ancient Near East in establishing the cognitive and professional foundations for translation and interpreting. Trade relations and the accompanying cultural contacts between the civilized nations of the ancient Near East necessitated the presence of prominent translators to facilitate communication and understanding and strengthen bridges of cooperation in various fields. Furthermore, the first bilingualisms based on the translation and interpreting of cultural, intellectual, and spiritual heritage from one language to another emerged in Mesopotamia, with Sumerian texts being translated into Akkadian.

3. Consecutive Interpreting

Interpreting is considered one of the most difficult types of translation because it is closely linked to the cognitive activities through which the process of converting the meaning from one language to another one. This type of communication is categorized into three main modes such as simultaneous interpreting, consecutive interpreting and sight translation that need exceptional skills and competencies to be conducted successfully. This study focuses on consecutive interpreting and it is

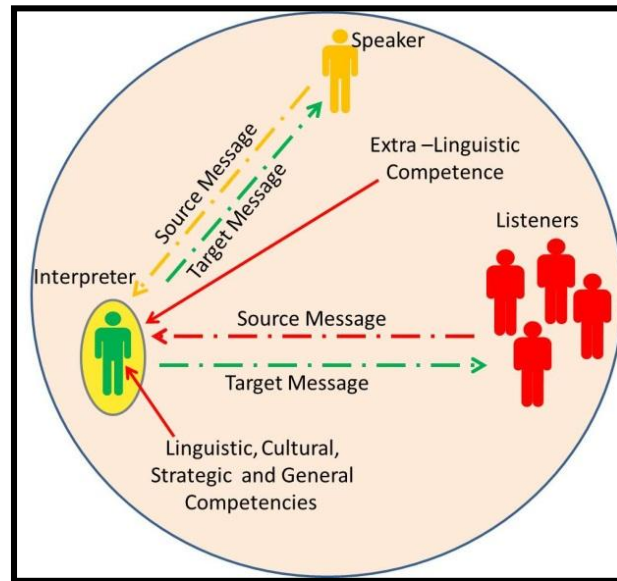
taught inside the classroom by employing certain approaches that clarifying the most significant strategies of this mode. Therefore, it requires a systematic teaching methods to facilitate the learning process for the students.

Arumí Ribas(2012:2) asserts that consecutive interpreting involves a large number of practically synchronized cognitive, psychomotor and affective processes, all of which create major challenges for the interpreter who is pledged to deal with them concurrently. The interpreter is regularly confronted with unexpected situations that must be dealt with while he/she is already working at the limits of his/her available processing capacity.

Suaib *et.al* (2020:1) mention that consecutive interpreting is defined as an oral translation of the speaker's words into the second language when the speaker accomplish or pause for interpreting. It's mean that the interpreter can take notes while listening to source message, then does his or her rendering during pauses. For them, this mode requires skills and wide knowledge of both languages to create a comprehensible message in the TL.

For Quoc (2022:3) , consecutive interpreter listens to the totality of a speaker's speech, or at least a significant stretch of the discourse, and then reconstructs the discourse with the help of notes taken while listening; the interpreter is consequently speaking consecutively to the original speaker.

Furthermore, Hussein *et. al*(2023:5) define consecutive interpreting as one of the most broadly employed modes of interpreting during which the interpreter receives the source message from a speaker and renders it into a message in TL within a specific time frame. This challenging task necessitates several skills and strategies to assist the interpreter in rendering the message from one language into another, considering the linguistic and cultural differences between the two languages. Figure(1) shows the mechanism of consecutive interpreting .



Figure(1): The Mechanism Of Consecutive Interpreting(cited from Hussein *et. al*,p.6)

3.1 Stages of Consecutive Interpreting

Consecutive interpreting has unique circumstances that set it apart from other types of interpreting. This type of interpreting requires specific conditions and steps that the consecutive interpreter must follow to achieve a clear rendition in the target language. To conduct this mode, the interpreter has to perform three significant stages including:

1. Comprehension:

Comprehension is the first stage that the interpreter needs to master because in this stage the source message is understood and he/she initiate the cognitive processing. For Grbic and Pochhacker(2015:70), state that comprehension is the major prerequisite in the process of interpreting, considered as re-expressing in another language what one has understood. It is seen as the most significant cognitive stage through which the meaning of the source message is understood by the interpreter.

Andrada(2020:2) mentions that comprehension in interpreting means the decoding process of a message that was heard and understood. It also represents a deeper cognitive process which is directly related to ideas, messages, aims and

intentions behind a word or phrase. Thus, It is necessary for the interpreter to achieve full comprehension and put meaning into the message received or heard that may enable the interpreter to comprehend the message. So, comprehension does not only include the ability to grasp the literal meaning of each word but it also involves the ability to grasp their references within a given context.

Moreover, Butterfuss et. al(2022:2) explain that comprehension necessitates the construction of a coherent mental depiction of the information in a discourse. In comprehension, the interpreter has to activate all the cognitive processing abilities because without full comprehension he/she is unable to produce an comprehensible message in the TL.

2. Analysis:

In this stage, the message is analyzed by the interpreter in order to know what is the meaning of that message in the TL. This stage is a must and the interpreter has to analyze the message perfectly. Witter-Merithew(2002:2) states that to analyze a spoken discourse is distinguish and consider the components a source message in order to understand the whole of the message. It is a systematic process of identifying the different parts of what is said and how we said to realize some of the effects and views that frame our viewpoints and impact the meaning of our messages. In interpreting, the interpreter can analyze the accurate content (themes, topics, and events), appropriate context (setting, participants, purpose/goals), and appropriate linguistic form (discourse structure, coherence, transitions, vocabulary, etc.) to be conveyed comprehensibly in the TL.

For Ageli(2003:20), the interpreter must have the ability to analyze the SM and find its meaning explicitly and implicitly because s/he might face problems in the first phase and does not catch its meaning directly. It is important to pay attention to the following types of speech, locating the main ideas, reference to previous knowledge, memory and interpreter's stance.

Furthermore, Ma(2013:3) highlights that the logical analysis of the source message helps interpreter to manage the interpreting task successfully. This logical analysis facilitates the comprehension stage and leads to create a comprehensible message in TL. Thus, the interpreter is seen as a logical analyzer in two ways to make a logical analysis including the first one is cognitive analyzing, in which interpreters relate the speaker's speech to their own knowing and understanding. The second one is analyzing according to position, in which interpreters make analysis based on their positions.

3. Reformulation:

The process of reproducing the source message is important because this stage is the final step in the translation process. Therefore, the translator must pay attention to the final product and its acceptability in the second language. Ageli(2003:21) shows that there are certain aspects needs to be taken into account in this stage in order to produce the message in the TL perfectly. These aspects including :

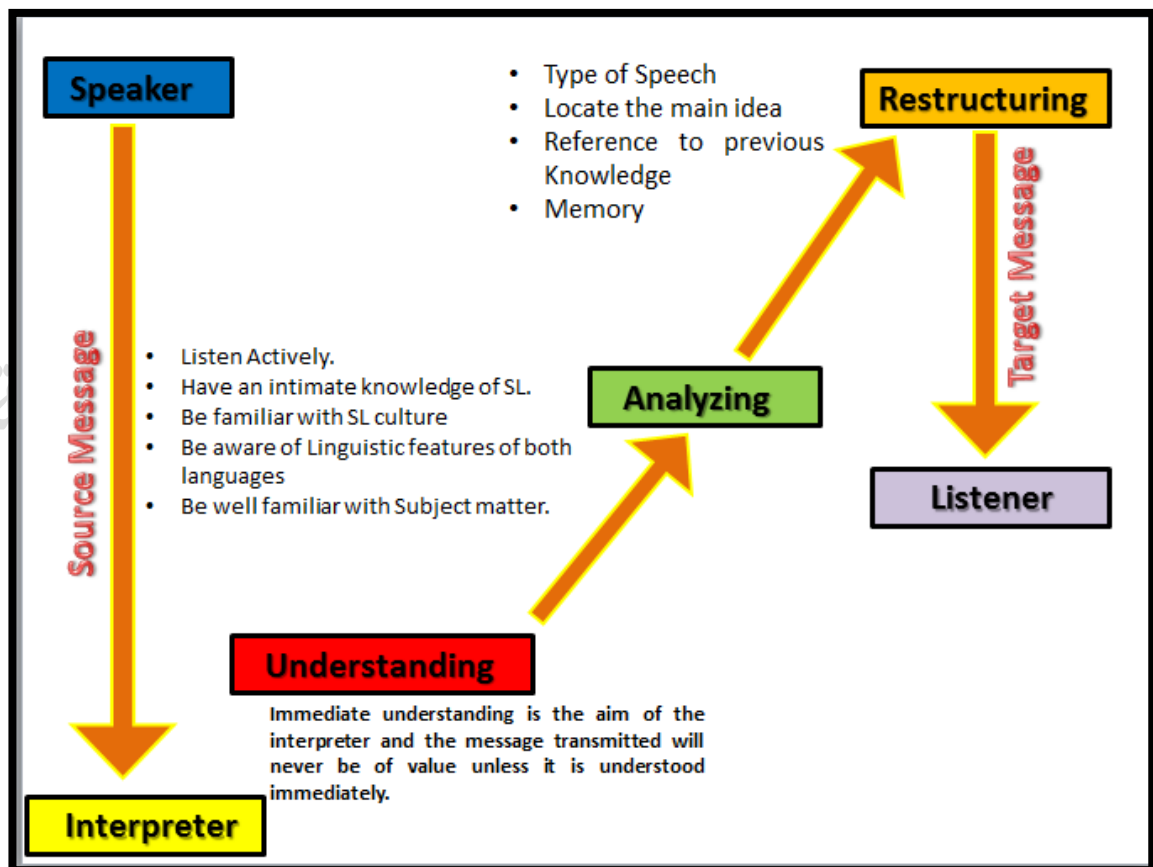
1. **Restructuring:** Interpreter should feel free to change and modify the structure of SM as long as speaker's intended meaning is preserved.
2. **Mistakes made by the speaker:** The interpreter is allowed to correct the speaker when mistakes are identified. Such as export = import etc.
3. **Public Speaking :** Good interpreter needs to be trained well for public speaking in order to interpret clearly and with confidence.
4. **Style:** Interpreter is required to use the same style of the speaker.
5. **First and Third Person Singular:** Each system has its pros and cons. Third person singular makes the sentence clumsy and creates overload. It is preferred to use First person singular.

Alhiyari(2013:26) highlights that time is an significant restriction in interpreting task, this means that the interpreter has to manage the source message during reformulation process professionally because in this stage the outcome is perceived

by the recipients of the TL. Thus, time is a critical factor during this stage and the message needs to be rendered from one language into another accurately. For Alhiyari, it is important to manage the time in interpreting tasks to establish well-organized turns between the participants.

The conceptual framework in Figure(2) shows how Ageli(2003) represents the consecutive interpreting process and how its conducted in three significant stages.

Figure(2) Consecutive Interpreting Process designed by researchers



3.2

Strategies of Consecutive Interpreting

One of the steps a translator relies on to manage the translation process sufficiently is the use of strategies that are directly related to ensuring the translation process is well-organized. Using these strategies helps the translator significantly improve their performance because they serve as a means to overcome problems they may encounter. The concept of strategy has been introduced by different

scholars who put emphasis on its significant in in translation and interpreting studies. This concept was first presented in the field of translation by **Hönig and Kussmaul (1982)**, who defined translation strategies as processes which lead to an ideal solution to a translation problem.

For Hurtado (2001: 246), interpreting strategies are seen as the individual procedures, both conscious and unconscious, verbal and nonverbal, used by the translator and interpreter to solve the problems encountered in the course of the translation and interpreting process, depending on the particular requirements involved.

1. Turn-taking Strategy

Communication between two people requires an organized exchange of vocabulary so that the meaning is understood and conveyed in accordance with the communicative context. Therefore, role exchange in translation is extremely important and is an essential strategy for conveying meaning smoothly and clearly between the two parties.

For Knapp and Wiemann (1975:4), turn-taking is seen as a mechanism during which the participants of the conversation speak to each other systematically and openly. During the turn-taking, the participants are helped to be on the same floor of the subject and maintain the relationship with others. The essence of this strategy is to make pauses and let others start in a smooth, synchronized manner. Thus, this strategy is viewed as the most significant feature of face-to-face conversation.

Roy (2000:36) defines this strategy as a vital and supportive tool in interpreting and it helps the researchers to analyze the interpreters' performance because it helps to organize the roles in interpreting systematically. This strategy leads to shape and guide the flow of the interpreting in selecting an appropriate equivalent in the target language. For Roy, this strategy help interpreters make decisions as they determine

the meaning. The same context, Roy (2000:37) this strategy is manifested by certain turn in interpreting when the turns are made between two participants.

These steps need to be followed perfectly to perform the interpreting task efficiently but the following notes must be taken into account during these turns as:

1. Overlapping is a common feature in turn but brief.
2. Transitions with gap and overlapping happen.
3. Order of turns varies.
4. Length of turn varies.
5. The distribution of turns is not specified in advance.

Briefly, this strategy is regarded as supportive tool in interpreting process in which the exchange of speech is well organized and it is used to analyze the interpreter's performance.

2. Note-taking Strategy

Note-taking is a strategy that an interpreter needs in the consecutive translation process in order to make the interpreting process more professional, restore vocabulary in the target language, and also reduce the cognitive load on the interpreter's mind. For Chuang(2008:2), emphasizes that it is strategic significance to develop this strategy to perform consecutive interpreting successfully and efficiently. These notes support interpreter's performance by reinforcing memory, providing visual cues, and accessing difficult essentials beyond recall at a later stage. Thus, if a simplistic mode of note-taking system is not well developed encoding and decoding the notes are probably to complicate the processing efforts when the message is rendered into the second language. Chuang(2008:3) suggests six guidelines on note-taking steps during consecutive interpreting:

- Keep meaning in focus

- Move from sentences to connected discourse
- Use homophones as well as simplified written input for symbols and abbreviations
- Jot down readable codes for interpreting output
- Use consistent written chunking device
- Map semantic input to syntactic output

In this perspective, Meifang (2012:4) defines note-taking as the notes which are taken down during consecutive interpreting in the form of original comments by the speaker used at once and for one-time, comprise the shift between meaning and two languages which record the intention, feeling of the speaker. For him, note-taking represents a part of the comprehension stage. Consequently, when this strategy is employed by the interpreter it contributes in the process of encoding the information

Windiari(2012:4) states that there are specific advantages of note-taking when it is used in consecutive interpreting . These advantages as follows:

1. Notes increase awareness; prevent interference, thus facilitating the reception and analysis of the speech.
2. Notes aid the interpreter to relieve the memory.
3. Notes activate the memory of the interpreter with cues or signals that call up the information in the speech. With notes, the main ideas, the secondary elements and the links among them become clear and easier for the interpreter to visualize.
4. Notes highlight missing details, discrepancies within the speech and anything unbelievable that needs attention latter. Thus notes show an vital part in consecutive interpreting.

Gillies(2017:20) stresses that when the notes are well taken the interpreter reads them back this help him/her to manage the consecutive interpreting task effectively.

So, to reduce the efforts essential to take good notes will have a positive effect on interpreter's performance. This make the task of interpreter less efforts and the reformulation of the source message is conducted successfully. In Figure(3) different forms of these notes which can be used during the interpreting task.

←	come from, derive
↗	rise, increase, grow, climb etc.
↘	fall, decline, slide, slip, drop, shrink
↔	exchange, relations
→	lead to, consequence of, therefore
↪	continue
↩	return, come back, reverse, regress

Figure(3) different forms of these notes

4. Teaching of Consecutive Interpreting

Teaching interpreting requires specific steps that must be taken into account by the teacher systematically in order to improve students' performance gradually. Teaching consecutive interpreting is not an easy task because teacher has to focus on the significant aspects related to what are needed to accomplish the task successfully. This mode of interpreting requires strategies that support interpreter's outcome sufficiently. In this context, Gile (2009:10) describes this mode as two phases: listening and note-taking, followed by reformulation stage in the target language. Specifically this mode of interpreting includes listening attentively, taking concise notes, and reproducing the message fluently in the target language.

For Russell(2010:4), when the students learn this mode they have to be aware of the theorization and practice. They also need to master the basic skills and

strategies needed to perform this mode perfectly then they apply the needed phases successively. Thus, this initial steps make them ready to practice interpreting and understand what support their performance to produce a comprehensible outcome in the target language. Accordingly, when the teacher and students share the same thoughts and aims the final results of the teaching method will be fruitful.

Furthermore, Russell(2010:5) emphasizes the significance of the most effective decision-making strategies in which the interpreter is able to manage the interpreting task perfectly. The dynamics of the interactions between the participants must be taken into account by the interpreter to see how the speech flow impacts the interaction. Moreover, students needed to focus on strategies such as turn-taking, note-taking, omission and addition and cultural adaptation that help them to create accurate and clear message in the target language. All these aspects help them to convey the meaning in the target language perfectly.

Russell and Takeda(2015)explain that consecutive interpreting is a preferable mode among other modes of interpreting and flexible during the communicative activity because during which the interpreter can clarify messages, manage the dialogical discourse and analyze the meaning. Thus, consecutive interpreting is generally considered as the appropriate mode when the number of participants is small and face-to-face dialogues predominate, as in doctor-patient sessions.

5.Data Collection and Procedure

In this study, a questionnaire is used as a tool to elicit the students' attitudes towards teaching methods of consecutive interpreting. The questionnaire contains 15 closed-items and the students are asked to answer them. The data of the current study are analyzed statistically, and the scoring scheme used in analyzing the data is conducted 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".

Consequently, the frequency of each response will be determined. According to the frequency of each response, the data collected are analyzed to get the "coefficient midst" and "percentage weight". Table(1) shows the frequencies of each choice made by students.

In the perspective, 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:

$$\text{Coefficient midst} = \frac{1r \times 5 + 2r \times 4 + 3r \times 3 + 4r \times 2 + 5r \times 1}{\text{Total number of repetitions}}$$

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:

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

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

Data Analysis and Discussion:

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

Item	Frequency of 1 st option (Strongly Agree)	Frequency of 2 nd option (Agree)	Frequency of 3 rd option (Neutral)	Frequency of 4 th option (Disagree)	Frequency of 5 th option (Strongly)	Coefficient Midst CM	Percentage Weight PW
1	60	7	3	0	0	4.8	96
2	11	50	9	0	0	4	80
3	35	10	15	10	0	4	80
4	58	7	0	5	0	4.6	92
5	46	17	4	3	0	4.5	90
6	30	37	3	0	0	4.3	87
7	20	7	15	20	8	3.1	63
8	58	10	2	0	0	4.8	96
9	60	0	1	6	3	4.8	96
10	59	3	3	5	0	4.6	92
11	40	23	6	1	0	4.4	89
12	56	8	2	4	0	4.6	92
13	44	0	20	4	0	4.1	83
14	52	0	10	8	0	4.3	87
15	56	10	3	1	0	4.7	94

Item 1 :

This item ranks 1st with value (4.8), and percentage (96). This items shows that the students need to master both languages as they learn the basics of consecutive interpreting. The command of both languages is a perquisite in the process of teaching and learning consecutive interpreting because students face different

language systems and they need enough knowledge and skills in different language levels. When they lack that knowledge, the communicative barriers are created which affect the final outcome in the target language.

Item 2 :

This item takes the rank 8th with value (4), and percentage (80). In this item, students see that the settings are highly required to know during the interpreting task. This means that the students or even the professional interpreter should be ready to manage the task of the consecutive interpreting wherever he is tasked to. This item shows that settings are not important to be taken into account because sometimes interpreter is tasked to manage interpreting mission suddenly.

Item 3:

This item takes the rank 8th with value (4) and percentage (80). This item shows that the students need to comprehend the source message perfectly because during this stage the interpreter makes the initial steps of the task. Therefore, students see that during comprehension stage they need to link between the words in the source language and their reference in the target language according to context they are uttered in. Comprehending the meaning of the lexical items is strongly related with their context . Context is highly needed during consecutive interpreting task.

Item 4:

This item has the rank 3rd with value (4.6) and percentage (92). This item clarifies that the students tend to employ their cognitive abilities to manage this challenging task efficiently. This means that the students need these cognitive abilities to manage the task perfectly.

These abilities include comprehension the source text, employing working memory, focusing of the speaker and analyzing the message structures. These aspects are

recommended to comprehend the source message and create a comprehensible message in the target language

Item 5:

This item takes the rank 4th with value (4.5), and percentage (90). In this item, students consider the analyzing of the source message is not only to determine the type of the speech but there are several steps must be taken. This item refers that the analysis stage should include main and supporting aides. To reach a good quality of interpreting, the students need to analyze the message received exactly what it is. Moreover, this stage involves analyzing the messages based on previous and general knowledge.

Item 6:

This item takes the rank 6th with value (4.3) and percentage (87). This item necessitates the logical analysis during the consecutive interpreting because it helps students to understand, organize and reconstruct the meaning of the source message. This means that logical analysis is to identify the logical structure of the message and reconstruct its meaning based on its components not its surface wording.

Item7:

This item takes the rank 9th with value (3.1) and percentage (63). This item explains that the students prefer to stick into the original structure of the source message because when the language structure are changed the meaning is going to jeopardized. Therefore, in reformulation stage the students need to follow the translation rules precisely because translating freely sometimes changes the meaning. This item shows that students tend to reformulate the original structure.

Item8:

This item takes the rank 1st with value (4.8) and percentage (96). It is clear that this items emphasizes the significance of training of public speaking. This means that students prefer to improve their performance as they interpret publically. This helps

them to increase their self-confidence as they render the messages into the second language. Public speaking during consecutive interpreting can enhance students' ability to express the ideas clearly and strongly engage the audience to the source message.

Item9:

This item takes the rank 1st with value (4.8) and percentage (96). This items shows that the students need to learn the basic skills and strategies to perform consecutive interpreting properly. When the they know the skills and strategies, they will be able to manage the task successfully. The strategies help them to improve their performance and decrease the cognitive load that may face in rendering the messages. Therefore, teaching these two aspects are significant to enhance their performance remarkably.

Item10:

This item has the rank 3rd with value (4.6) an percentage (92). This items emphasizes the significance of the taking turns during the task of consecutive interpreting. This strategy is important because it gives the students an opportunity to organizes the speech flow and makes it smooth. Moreover, this strategy helps to reduce the cognitive load during interpreting because it works on synchronizing the speech and makes it clearly understood. Students see that this strategy organizes that interactions between the people involved in the interpreting task including speaker, interpreter and listener. When the task is highly organized, the final produce will be clearly understood.

Item11:

This item takes the rank 5th with value (4.4) and percentage (89). This items shows the pedagogical significance of speech exchange and to what extent is needed to analyze the student's performance. The students see that this exchange indicates into what extent they are self-confident as they render the source message into the target

language. This helps them to identify their interactive participation as they interpret and how they can take their turns successively.

Item12:

This item takes the rank 3rd with value (4.6) and percentage (92). This items shows the strategic importance of taking notes during consecutive interpreting. This strategy is the basic stone of the this mode of interpreting because it reinforces interpreter's memory and organizes the outcome logically. It reduces the cognitive load that the students may face when he is rendering the source message. It also helps students to capture the key points during interpreting and enhance their performance.

Item13:

This item takes the rank 7th with value (4.1) and percentage (83). This item shows how teaching and learning note-taking strategy is important during consecutive interpreting classes. Students see that note-taking helps them to increase their awareness of the speech and facilitates the comprehension of the text. It also plays a significant role in analysis stage as the interpreter analyze the speech into symbols, numbers and letters. This step makes the interpreting process well-organized for the target audiences. This strategy is seen the most reliable one in consecutive interpreting because during which the interpreter can feel more secure under possible cognitive load.

Item14:

This item has the rank 6th with value (4.3) an percentage (87). In this item, students prefer to know the main aspects related to consecutive interpreting. To know the dynamics of this process is significant for students to perform perfectly. This means that they have to understand what are the main perspectives needed during this task and how the interpreter can interact with others to convey the right meaning.

Therefore, teaching the basics is required in order to give the students what needed to know and how to perform during the task.

Item15:

This item has the rank 2nd with value (4.7) an percentage (94). This items shows the highly significance of teaching consecutive interpreting according to a systematic teaching methods. This means when this mode is taught based on clear plan, students will be able to understand what is needed to enhance their performance in the target language. Therefore, selecting a teaching method helps both teachers and students because both of them need something clear and sold which built on a comprehensive plan.

مجلة لارك للفلسفة واللسانيات والعلوم الاجتماعية

Coefficient Midst and the Percentage Weight of the items in the Students' Questionnaire
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Rank	Item Number in the Questionnaire	Items	Midst Coefficient	Percentage Weight
1 st	1	Consecutive interpreting requires knowledge and exceptional skills in both languages to produce a clear message	4.8	96
	8	Interpreter has to be trained well for public speaking in order to interpret clearly and with confidence.		
	9	Teaching the basic skills and strategies is significant to improve students' performance		
2 nd	15	Teaching consecutive interpreting according to a systematic teaching methods is important to improve students' performance in general.	4.7	94
3 rd	4	In comprehension, the interpreter has to activate all the cognitive processing abilities.	4.6	92
	10	It is important to train students how to make pauses and let others start in a smooth, synchronized manner		
	12	It is strategic to teaching students how take notes to reinforce memory and decrease cognitive load.		
4 th	5	To analyze the message, the interpreter has to pay attention types of speech, locating the main ideas, reference to previous knowledge, memory and interpreter's stance.	4.5	90
5 th	11	Teaching students the significance of speech exchange in analyzing their performance is required in CI.	4.4	89

6 th	6	Interpreter has to conduct a logical analysis to facilitate comprehension stage and create a comprehensible message in TL.	4.3	87
	14	It is important to know the dynamics of the interactions between the participants during consecutive interpreting		
7 th	13	Taking notes increases awareness; prevent interference and facilitates the reception and analysis of the speech	4.1	83
8 th	2	Interpreter needs to be aware of the interpreting settings	4	80
	3	To comprehend the source message perfectly, the interpreter has to know the reference of each word within a context.		
9 th	7	In reformulation stage, interpreter is free to change and modify the structure of the message as long as speaker's intended meaning is preserved.	3.1	63

6.Conclusion

This paper concludes that teaching consecutive interpreting needs to be conducted according to a systematic plan that covers all aspects needed by the interpreter. The importance of the teaching method is not only for the teacher, but also for the student, as the student needs to be a part of this process. Taking the student's opinion into account is crucial in designing and selecting a teaching method appropriate to their academic level. When the subject matter is presented according to a systematic and

organized approach, there is a greater likelihood of understanding the subject matter and understanding related aspects.

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