

# Novice Interpreters: Competencies and Training Needs

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**Abstract**—The lack of practical training in interpreting courses at universities represents considerable challenges. Many university interpretation students suffer from inadequate training that prepares them for the interpretation market. Graduates will not be hired as interpreters unless they have high-quality interpretation skills. In spite of the crucial role of consecutive and simultaneous interpreting training in preparing well-qualified interpreters, researchers have not treated this role in much detail. The present study investigates the impact of consecutive and simultaneous interpreting training on fostering EFL learners' interpretation competencies. The study sample consists of 26 students from the fourth level in the Translation Department, UST, Yemen, who are studying consecutive and simultaneous interpreting. The students will be exposed to extensive training in interpreting courses, including many practical activities such as role-playing, focus group discussion, simulation, pairs work, discussion, and interaction. A smart screen, PowerPoint presentation, live videos, and EU Interpretation training toolbox will be used. To evaluate the impact of this intensive training on developing interpreters' competencies, the students' interpretation performance will be mid-assessed during training and post-assessed at the end of the training, using standard criteria in evaluating interpreters. The study will pave the way for addressing the weakness of interpretation students in the interpreting field.

**Index Terms**—training, consecutive, simultaneous, interpreting, assessment

## I. INTRODUCTION

Translation departments in many universities seek to develop their programs and design course descriptions for new subjects that language experts see as crucial for undergraduate students, but most of these courses focus on the theoretical part with little attention paid to the practical training side. According to Johnson (2016), an interpretation training program aims to generate qualified interpreters capable of participating in professional work in the field. Wong (2007) suggested that if the Chinese people had given the Opium War interpreter training more consideration, the outcome might have been very different. Training new interpreters will improve their skills, help them build their vocabularies and improve their ability to analyze what they hear. It will also help them develop a good memory, which will help them remember things and give the right message. These abilities may be developed through specific training or previous experience in simultaneous interpretation.

The study will be limited to investigating the competencies novice Arab interpreters should have and identifying the training needs according to these competencies. The findings of this study will be helpful as guidelines for interpreters engaged in translating interviews, conferences and other kinds of simultaneous translation. The competencies investigated in this study can be used in courses designed for teaching interpretation. The recommendation of study will serve as a vital starting point for studies in the interpretation area and will be instructive for translation departments at various universities.

To summarize, the current study aims to:

- 1) investigate the impact of consecutive interpreting training on fostering EFL learners' consecutive interpretation competencies.
- 2) investigate the impact of simultaneous interpreting training on fostering EFL learners' simultaneous interpretation competencies.

It tries to answer the following two questions:

RQ1: What is the impact of consecutive interpreting training on fostering EFL learners' consecutive interpretation competencies?

RQ2: What impact does simultaneous interpreting training have on fostering EFL learners' simultaneous interpretation competencies?

## Literature Review

Before going forward, it is necessary to comment on the exchangeable use of the terms "translation" and "interpreting." "Translation" refers to the written translation, whereas "interpreting" refers to the oral translation. However, this study uses the term "interpreting" to specify the verbal work of the interpreters because this study will address the nature of interpreting work. As per Mikkelsen and Jourdenais (2015, p. 1) "Interpreting is an activity that has been practiced since time immemorial, but only recently has it been viewed as a field of academic study in and of itself". A constantly growing area of study, the theory of interpreting examines many aspects of oral, written, and sign language translating in various scopes and fields. During the interpreting process, a spoken or signed message is translated into another spoken or signed language while preserving the original language's register and the meaning of the content. According to Pöchhacker (2010), interpreting relates to a specific type of translational action. It is thus both incorporated into the more general concept of translation and distinguished by its particular characteristics.

Before that, interpreting was described as a form of writing, Pöchhacker (2004), in his *Introducing Interpreting Studies* book, indicated that translation is a type of writing process, and therefore the translation process preceding writing is distinguished from other types of translation by its immediacy. Following the research of the German scholar Otto Kade, the source text is typically provided only once and cannot be retrieved. On the other hand, the target language is typically produced under time constraints, preventing interpreters from editing or revising their work as they might be able to do with different types of (written) translation.

Pöchhacker (2016) defines interpreting as a type of translation in which a first and final rendition in a different language is created based on the presentation of an utterance in the source language only once. While interpreting may be considered a certain type of "translation," he stressed that "interpretation" generally refers to all activities that involve translation.

### *Historical Background of Interpretation*

Human beings first used the discipline of interpreting long before writing and translation (in writing) were developed; according to Pöchhacker (2016), the concept of interpreting is articulated by words in several Indo-European languages whose etymologies are substantially independent of those of (written) translation. Ferreira and Schwieter (2022) indicated that research in translation and interpreting studies (TIS) has advanced rather quickly, mostly as a result of borrowing from fields with longer, more established histories.

Some researchers and translation scholars argue that the science of interpretation started in the middle of the last century, which supports their argument. However, other researchers and translation scholars disagree with this argument. They were supported by Gile (2009) indicated that the study of interpreting had been studied for nearly half (50 years). It evolved into a viable entity in the 1980s and 1990s from an embryonic state in the 1950s and 1960s. It now depends on the work of a community of a few dozen regular actors and hundreds of scattered research authors, including many students who write graduation theses every year. It also reaps the benefits of translation studies energy, which has grown dramatically over the past three decades.

According to Garzone and Viezzi (2002), interpreting was connected to various subjects and perspectives. In the past, research in interpreting was characterized by various trends due to the interdisciplinary effort frequently required to handle its varied dimensions. According to others, the period in which simultaneous translation developed and began to be viewed as a science with its foundations and objectives began in the 1990s of the past centuries. Gile (2009) asserts that the 1990s marked a new era in the study of interpreting in various ways. The 1990s saw the birth of interpreting studies, which marked the true beginning of those studies.

### *Consecutive and Simultaneous Interpreting*

Consecutive interpreting involves interpreting in a conference context and requires the interpreter to listen to a speech passage, jot down any important points, and then repeat the speech in the target language once the original speaker has completed speaking. Alkhaldy and Alduhaim (2019) stated that the oldest and most challenging style of interpreting is known as consecutive interpretation, in which the interpreter waits until the speaker has finished speaking before translating what they have just said into the target language. This kind of interpretation necessitates certain abilities from interpreters, such as intense listening and understanding abilities, note-taking strategies, good knowledge, and a trained memory.

According to Mikkelsen and Jourdenais (2015), interpreting has made communication between people of different languages and cultures more smoothly throughout human history. Before the development of particular simultaneous Interpreting (SI) equipment and subsequent simultaneous Interpreting (SI) practice in the middle of the 20th century, what is now known as consecutive interpreting and whisper interpreting in the simultaneous mode were the most common types used in spoken language. Consecutive Interpreting (CI) is the process of interpreting after the speaker has completed one or more ideas in the source language and then pauses while the interpreter transmits that information (Russell, 2005). According to Mikkelsen and Jourdenais (2015), in terms of allowing the interpreter to interact and clarify with participants, control the dialogical discourse, and assess the participants' physical circumstances and their surroundings, consecutive Interpreting (CI) is more flexible than simultaneous Interpreting (SI).

Simultaneous interpretation was developed in the 1990s and quickly extended to conferences and other public meetings. Pöchhacker (2016) confirms that simultaneous interpretation has been a practice since ancient times and is connected to writing, interpreting, and understanding words. It is the most frequently used mode of interpreting in

conference settings and involves the interpreter sitting in the booth and listening through the headset to what is going on in the meeting room and simultaneously interpreting into a microphone what the delegates are saying in their microphones. The representatives can hear the interpreter with the help of their headsets. According to Gillies (2019), an interpreter interprets verbally in real-time while a speaker speaks in a meeting room microphone. The interpreter listens through headphones from a soundproof booth, and the listeners in the room can hear the interpretation through headphones. Mikkelsen and Jourdenais (2015) stated that the first simultaneous interpreting system was developed by Edward Filene and A. Gordon-Finlay in the early 1920s utilizing primitive telephone technology. This system was known as telephonic interpreting equipment. However, it was not until the Nuremberg Trials in the fall of 1945 that simultaneous interpretation was broadcast internationally. Interpreters had to take notes while a speech was being delivered to reconstruct it in a different language after the speaker had completed it. Until then, interpreting at multilingual conferences was often offered in consecutive modes.

#### *Assessment of Novice Interpreters Scale (Panis)*

To the best of the researchers' knowledge, there was no approved assessment available for novice interpreters. Therefore, the researchers developed their criteria for evaluating novice interpreters based on their experiences as senior interpreters and broad consultation with several other international professional interpreters. The development of the scale's components also benefited from a few skills mentioned by Jones (2002) in his book "Conference Interpreting Explained" and Gillies (2019) in his book "Consecutive Interpreting: A short course".

In the first semester of 2021, level four undergraduate students taking interpretation courses were the ones who utilized the scale for the first time. This scale was used for a pre-and post-test, and based on the test's findings, the researchers concluded that it effectively addressed novice interpreters' needs and competencies. The following year, several dimensions were changed, and the second edition of this scale was developed. The Department of Translation at the University of Science and Technology has approved the final scale as the evaluation tool to evaluate novice interpreters in the profession.

In this study, ten key concepts for evaluating consecutive and simultaneous interpreters' performance are broken into the following.

#### *Consecutive Interpreters*

For class (A), consecutive interpreters were evaluated by five key concepts. Accuracy, Knowledge, Concentration, Note-Taking, and Intonation, which are chosen based on approved criteria in the interpretation field, have been chosen as the criteria for evaluating interpreting performance.

#### *Accuracy*

The process of interpreting should get as close as possible to the original message of the speaker in terms of capturing the text's essence and explaining what it means. Most codes of conduct for public service interpreting prioritize accuracy above all other considerations (Gil-Bardaj, 2020). Indeed, when interpreting in consecutive mode, interpreters should pay close attention to and ensure linguistically complete comprehension of thoughts or sequences of concepts before speaking on their own (Gile, 2009). Consecutive interpreters must keep the original text's meaning without changing or destroying essential parts of speech. Following Lee (2008), the degree of accuracy may be indicated by the number of variations, such as omissions, additions, reasonable alterations, or incorrect interpretations of the speaker's meaning and purpose, that is noticed while interpreting performance.

#### *Knowledge*

Understanding the core of meaning is a fundamental skill for any consecutive interpreter. Interpreting professionally and in the classroom requires a solid understanding of the speaker's speech. Novice interpreters may transfer into professional practice by grasping text nuances and understanding speech flow. Knowing the essential parts of speech content will facilitate the interpreting process. The interpreter should be seated or standing near the speaker to interpret what they are saying (Morin, 2005). Interpreters require a lot of knowledge and a diverse range of intellectual interests. They should constantly adhere to the most recent information.

#### *Concentration*

Understanding the significance of making connections between the notes and what the speaker is saying is crucial for novice interpreters. It is a sort of concentration. The concentration process may be broken down into two phases, which interpreters should follow when providing their services; the most important of which is analyzing. Analyzing is one of the best ways to build a logical connection between speech parts is to analyze the speech while one is interpreting. In terms of Lie (2015), looking at the purpose of each speech segment might help the interpreter analyze it more thoroughly and, as a result, better interpret it. Gillies (2019) asserts the performance evaluation of another interpreter. It may also simplify your grasp of how interpreting works in advantageous ways. When it comes time to interpret, look at the structure and logical flow to see what makes sense.

#### *Note-Taking*

Consecutive interpretation requires note-taking, but it is not the only component. According to Gillies (2019), taking notes is a critical part of consecutive interpreting. Professional interpreters use this method to jot down information when they attend lengthy meetings or speeches where it is necessary to record information and focus on political contexts where it is essential to record every single detail. However, for accurate interpreting, note-taking was advised to be used. Taking notes sometimes involves using symbols, numbers, abbreviations, phrases, and other symbols. Interpreters take notes to analyze and remember the material they are hearing, record things they cannot remember, and appropriately present the speech (Gillies, 2019).

#### *Intonation*

The methods employed to produce more melodic and cohesive speech are known as "naturalization of sound speech". According to Li (2015), interpreters resort to paralinguistic cues, such as the rising or falling of intonation, to achieve speech cohesion and help listeners disambiguate the utterance's intended meaning. In view of Gillies (2019) indicates that the interpreter's voice should seem natural and fluid. Their listeners will feel more confident as a result. Avoid sounding anxious and unsure, as this will have the opposite impact. Try to be communicative as one straightforward approach to accomplish this. Therefore, interpreters should remember that the talent they are learning is communication when they need to pay additional attention to it.

#### *Simultaneous Interpreters*

For class (B), Simultaneous interpreters are evaluated by five key concepts. Confidence, anticipation, recalling information, using memory, and paraphrasing are chosen based on approved criteria in the interpretation field for evaluating interpreting performance.

#### *Confidence*

It entails confidence in the interpreter's abilities and capacity to carry out their duties. This is the first and most important talent, particularly for novice interpreters. With more self-confidence, one could raise his talents and devote himself to achieving goals that he could only imagine, establishing bigger goals, and creating bigger plans. As a result, most individuals have low self-confidence, while many others have none (Tracy, 2012). The bulk of novice interpreters at the start of their professions experienced this. The effects of psychological variables on their performance might be either positive or negative. Therefore, at every point of their lives, interpreters must have a strong sense of self-confidence. Many students need public speaking training, and the main motivation virtually all of them cited was that they wished to overcome their anxiety, be able to think on their feet, and talk in front of any size group with confidence and ease (Carnegie, 2021).

#### *Anticipation*

The interpreter anticipates the incoming text and creates a target text segment before it is uttered by the speaker, especially when the two working languages have asymmetrical structures SOV vs SVO languages Li (2015). According to Gillies (2019), anticipation is the process through which the interpreter anticipates the spoken text and prepares the target text before it is delivered. This is done by exploiting linguistic cues. In other words, the interpreter anticipates the input text by producing the target language first. Create a sense of anticipation by attempting to guess what the speakers will say based on the circumstances in which they will speak. As per Al-Salman and Al-Khanji (2002), anticipation is the ability to anticipate what will happen next and modify the information to present it in the TT in the most relevant manner.

#### *Recall Information*

Reformulating is a term used to represent a means of recalling information already in the interpreter's head. To make speech more coherent and understandable, the interpreter tries to reformulate the speech's substance using specific words and signs. It is used when interpreters cannot comprehend a speech segment or reformulate it in the target language. It is good to reformulate the message in a less precise manner by using a superordinate in the case of a single word or by creating a more general segment in the case of a whole. According to Gillies (2019), if one has not documented the original words or cognates, it will also encourage reformulation, decreasing language interference. Reformulating is synonymous with paraphrasing and refers to expressing the same message using alternative words.

#### *Using Memory*

Echoic memory, short-term or working memory, and long-term memory are the three categories of memory that Setton and Dawrant (2016) propose for the interpreter task. The interpreters should work on it since it only takes the memory a few seconds to process each one. Therefore, one of their responsibilities is to develop the memory's ability to function well under pressure. According to Kriston (2012), training short-term memory must be continually practised for the interpreter to understand the source language better because the first stage of recalling information involves short-term memory, which retains speech for a few seconds before transmitting it to long-term memory or ignoring it. Consequently, the degree of interpretation will rise, and the outcomes will likely be very satisfying. Understanding is the first step in effective interpreting; as a result, memory training should be offered early in the interpreter training

process. Because consecutive interpreting uses memory for longer than simultaneous interpreting, memory behaves differently in each case (Zhong, 2003).

### *Paraphrasing*

By bringing the speech's content to its essence and rephrasing it in the interpreters' own words, paraphrasing is a technique that is frequently used to make speeches more understandable and logical while avoiding repetition and being lost in translation. In conference interpreting, paraphrasing has evolved to mean describing a notion for which one does not know the exact word translation, even if one exists. For instance, if one does not know the correct word, one might paraphrase the fairing on a satellite launch vehicle to mean protective cover. As a result, paraphrasing represents a coping technique and carries a marginally unfavourable meaning (Gillies, 2019).

### *Interpretation and Training*

A large and growing body of literature has investigated the role of training in developing interpretation. Orlando (2010) addressed the guidelines for taking notes and the different kinds of notes during consecutive interpreting training. It was highlighted that nothing had been done to develop proper methods for evaluating the progressive development of such systems and note-taking abilities. The study concluded that using technology is crucial in teaching interpretation students note-taking techniques during concurrent interpreting instruction, was advised.

In the same vein, Ribas (2012) investigated the subject of strategic competency in interpreting. It evaluates the students' perspective of whether and how they have successfully finished the work by describing and categorizing the solutions used to overcome the challenges. The findings claim that the more knowledge we have about the interpretation processes that are gained and developed, the better a foundation we will have for developing training parameters that address strategic competency and reflective practice.

Furthermore, Hill et al. (2014) provide an overview of the rationale, methods, and analyses used in common across three studies conducted to teach insight skills (immediacy, challenges, and interpretation, respectively) to undergraduate students in helping skills courses. The three presented studies were reviewed and examined to conclude that although supporting skill development seems vital for building the groundwork for future practice, there is a lack of solid research to support this claim.

In a unique approach to teaching and learning exploration skills for interpretation students, Jackson et al. (2014) trained 128 undergraduate students in helping skills to apply the insight skill of interpretation. The findings of the study indicated that students with the least self-efficacy gained the greatest beginning self-efficacy, but they had the highest levels of self-efficacy by the conclusion of training. However, the students with more experience assisting others had the greatest increases in self-efficacy.

In view of that, Dong et al. (2019) examined the issue of interpreting strategy acquisition. The study focused on the acquisition of interpreting strategies. According to data analyses of interpreting performance, students in interpreting training continued to use the strategies that their instructors recommended more frequently than those they were advised to use cautiously or not at all and less frequently than those they were not advised to use at all. These findings imply that strategy training is efficient and that credible strategy acquisition may occur.

## II. METHODOLOGY

The study used a quantitative methodology to gather and analyze data. It is an experimental study intended to determine how applying specialized training affects teaching level four students in interpreting courses. Those courses are trained by a senior interpreter who has broad experience in the interpreting field.

### *Sample*

Students at the Level 4 Translation Department in the Faculty of Human and Social Sciences of the University of Science and Technology in Al Hudaydah, Yemen, made up the sample of the study. The training occurred during the second semester of the academic year 2022/2023. The total population of the study is 26 students who form the sample of the study. Students at level four are selected because they have taken several interpreting courses and are expected to graduate soon.

### *Treatment*

In the first semester of the academic year 2022–2023, Level four students in the interpreting course at University of Science and Technology (UST) participated in the experimental study. During the two-month training, the participants attended (10) workshops that included extensive practical training, including role plays, video stimulation, focus groups, and discussion. The teacher conducted a pre-test in the first workshop to evaluate the students' performance before training. The post-test was conducted at the end of training to evaluate how well the training program works and how participants' interpretation abilities improved after training. The teacher used a unique training scale recognized by professional interpreters to assess students' performance. Data were analyzed and scored after the post test.

### *Strategies and Methods of Training*

Several strategies were used to develop students' performance as follows.

- Simulations: Students ask to simulate the video speaker and conduct an interpretation
- Shadowing: students listen to the speaker and count from one to hundred descended and ascended
- Role play: students act as speakers and interpreters and present before their partners.
- Performance: students prepare the same condition and view as shown in T.V.
- EU Interpretation training toolbox: useful tools and practical training resources to help interpreters develop their simultaneous and consecutive interpreting abilities were prepared by the European Commission has developed
- Group work: students work in a group to discuss and swap information.
- Discussion: students have a broad discussion about each detail of the content.
- Debate: students freely put their own opinion and make arguments.

#### *Instruments of the Study*

In this study, the checklist assessment was used. The observation checklist included ten scale items to evaluate the performance of interpretation students during pre-and post-training. The Performance Assessment of Novice Interpreters Scale (PANIS) was used twice pre and after training. The data was collected through the above instrument and analyzed quantitatively; the students' scores analyzed and compared using the SPSS program.

#### *Procedures of the Study*

During ten weeks, a number of 26 students received extensive training in consecutive and simultaneous interpreting. The teacher used many techniques and strategies in training interpretation, and the training was conducted in two phases as follows:

##### *Phase I*

The first five workshops were signified for consecutive interpreting training; each workshop lasted four hours. A pre-test was conducted to evaluate the performance of students before training. Then, the teacher gave an overview of the training's content, strategies, methods, activities, and process and split the students into two groups to share the activities. The teacher gave each pair of group members a task, which included choosing a short video clip and putting on a role play about consecutive interpreting. Students practised consecutive interpreting daily. There were a lot of role-plays, simulations, workshops, talks, presentations, dialogues, virtual EU training classes, debates, and competitions. After five workshops, a post-assessment was conducted to evaluate the students' performance using the same scales and content as the pre-assessment.

##### *Phase II*

The second round of training consisted of five training workshops in simultaneous interpreting, each lasting four hours. Before the training, a pre-test was conducted to evaluate how well the students performed. Then, an overall presentation was made to the class outlining the topics, exercises, and distribution methods that will be applied. Furthermore, each student had the opportunity to practice performing regularly and role-playing during the second and succeeding workshops. At the end of the training, a post-program assessment was conducted to evaluate the student's performance.

### III. RESULTS AND DATA ANALYSIS

This section presents the analysis of the data collected from the study participants to answer the study questions. It deals with two main points: the effect of the Assessment of Consecutive and Simultaneous Interpreters' performance and the significant differences in the means dimension between the pre-test and post-test.

Twenty-six students were subjected to pre-post assessments, and the students were trained for two months (10 workshops) were conducted. The trainees were tested in the first program to identify the needs and challenges of training in the interpretation field and to evaluate the trainees' ability to conduct the interpretation in the field. Another post-assessment was conducted in the final of training to evaluate trainees' performance and to evaluate students understanding and skills in simultaneous and consecutive interpretation. After correcting and scoring the tests, data were inserted into SPSS and manipulated using the paired-sample t-test.

This section compares the mean dimensions between the pre-assessment of consecutive and simultaneous interpreters' performance and the post-assessment of consecutive and simultaneous interpreters' performance.

Rq1: What Is The Impact Of Consecutive Interpreting Training On Fostering Efl Learners' Consecutive Interpretation Competencies?

To answer the first question, the mean dimensions of the pre-assessment of consecutive interpreters' performance were compared with those of the post-assessment of consecutive interpreters' performance.

#### *A Pre-Role Play of Consecutive Interpreters*

TABLE 1  
FREQUENCY DISTRIBUTION– PRE- A ROLE PLAYS OF CONSECUTIVE INTERPRETERS

Pre-Role Play of Consecutive Interpreters	Accept		Good		V. Good		Outstanding	
	N	%	N	%	N	%	N	%
Accuracy	9	34.6%	13	50.0%	4	15.4%	0	0%
Knowledge	6	23.1%	15	57.7%	4	15.4%	1	3.8%
Concentration	12	46.2%	13	50.0%	1	3.8%	0	0%
Note-Taking	21	80.8%	5	19.2%	0	0%	0	0%
Intonation	23	88.5%	3	11.5%	0	0%	0	0%

Table 1 shows that the trainees ranged in the first dimension, "Accuracy" in (good scale), according to pre-assessment (50%). Also, in the second dimension, "Knowledge" gained (57.7%), and in the third dimension "Concentration" gained (50.0%). While in the fourth dimension, the trainees range in (acceptable scale) with (80.8%) and in the fifth dimension ranging in (88.5%).

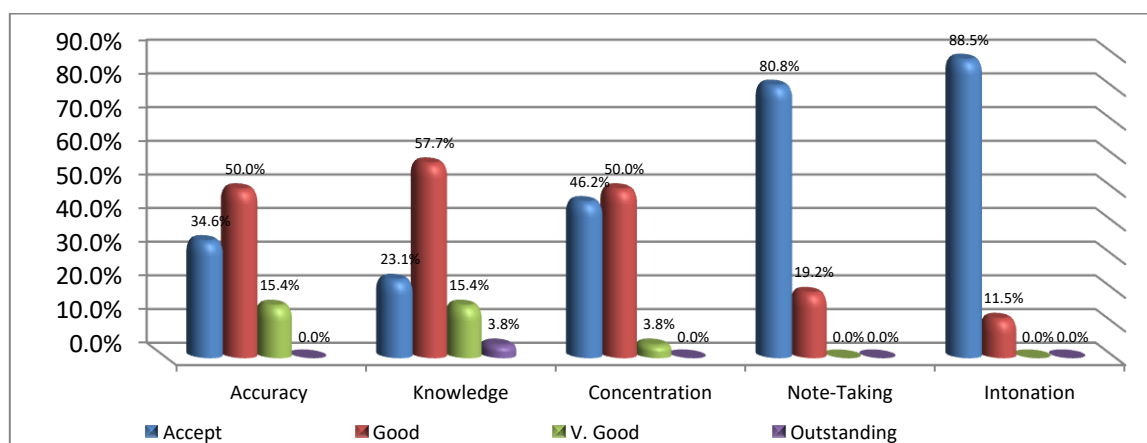


Figure 1. Frequency Distribution– pre- a role Plays of Consecutive Interpreters

TABLE 2  
DESCRIPTIVE STATISTICS OF PRE- A ROLE PLAY OF CONSECUTIVE INTERPRETERS

Pre-Role Play of Consecutive Interpreters	Mean	SD	Percent
Accuracy	1.81	.694	45.3%
Knowledge	2.00	.748	50.0%
Concentration	1.58	.578	39.5%
Note-Taking	1.19	.402	29.8%
Intonation	1.12	.326	28.0%
<b>Consecutive 20</b>	<b>7.81</b>	<b>1.470</b>	<b>39.1%</b>

The pre-role play of consecutive interpreters designed by five dimensions. The results of the descriptive statistics of the pre-role play of consecutive interpreters are presented in table (2) and figure (2). The results show that (Knowledge) got the first rank with a mean of 2.0 and a standard deviation of (0.748), the highest percentage (50%) of respondents agreed. The intonation ranked last with a mean of (1.12) and standard deviation of (0.326) with a degree of 28%. The overall average of the variables is (7.81), and the standard deviation is (1.470) with a degree of 39.1%.

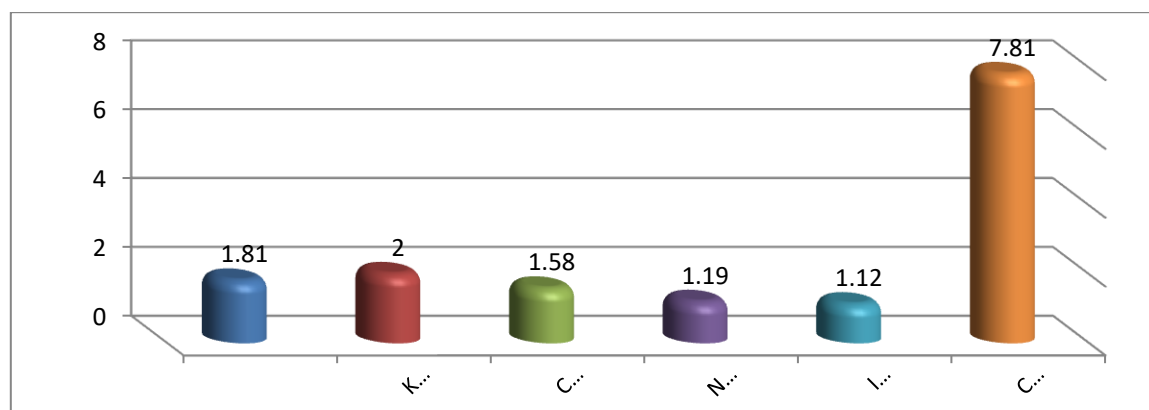


Figure 2. Descriptive Statistics of pre- a role Play of Consecutive Interpreters

### Post Role Play of Consecutive Interpreters

TABLE 3  
FREQUENCY DISTRIBUTION– POST- A ROLE PLAY OF CONSECUTIVE INTERPRETERS

Post- Role Play of Consecutive Interpreters	Accept		Good		V. Good		Outstanding	
	N	%	N	%	N	%	N	%
Accuracy	1	3.8%	6	23.1%	9	34.6%	10	38.5%
Knowledge	2	7.7%	1	3.8%	15	57.7%	8	30.8%
Concentration	0	0%	4	15.4%	10	38.5%	12	46.2%
Note-Taking	1	3.8%	4	15.4%	8	30.8%	13	50.0%
Intonation	0	0%	4	15.4%	9	34.6%	13	50.0%

Table 3 revealed that most of participants in "Accuracy" item scored (38.5%) for outstanding dimension, and (57.7%) in "Knowledge" item for V. Good dimension, and (46.2%) in "Concentration "for outstanding dimension. Similarly, in "Note-Taking" and "Intonation" items scored (50.0%) for outstanding dimension.

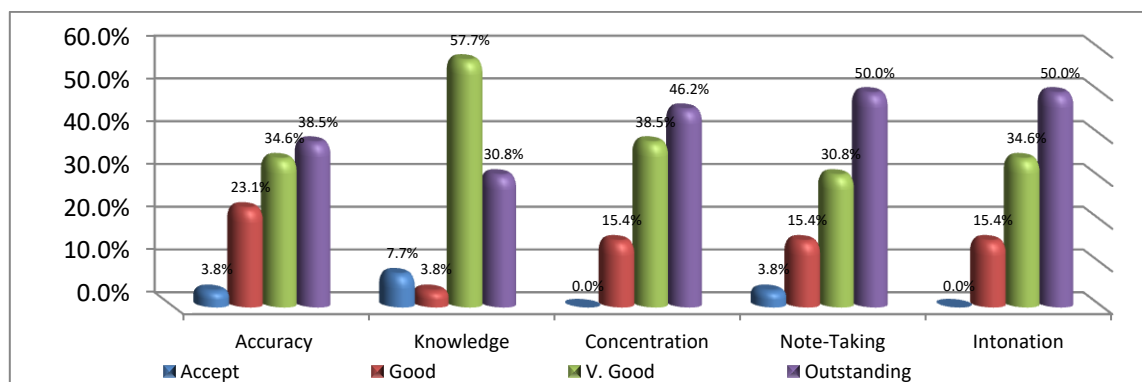


Figure 3 Frequency Distribution– post- a role Play of Consecutive Interpreters

TABLE 4  
DESCRIPTIVE STATISTICS OF POST- A ROLE PLAY OF CONSECUTIVE INTERPRETERS

A Role Play of Consecutive Interpreters	Mean	SD	Percent
Accuracy	3.08	.891	77.0%
Knowledge	3.12	.816	78.0%
Concentration	3.31	.736	82.8%
Note-Taking	3.27	.874	81.8%
Intonation	3.35	.745	83.8%
<b>Consecutive 20</b>	<b>16.04</b>	<b>3.053</b>	<b>80.2%</b>

The post-role play of consecutive interpreters has five dimensions. The results of the descriptive statistics of the post-role play of consecutive interpreters are presented in table (4) and figure (4). The results show that (Intonation) got the first rank with a mean of 3.35 and a standard deviation of (0.745) and the highest percentage (83.8%) of respondents agreed. The accuracy ranked last with a mean of (3.08) and a standard deviation of (0.891) with a degree of 77%. The overall average of the variables is (16.04), and the standard deviation is (3.053) with a degree of 80.2%.

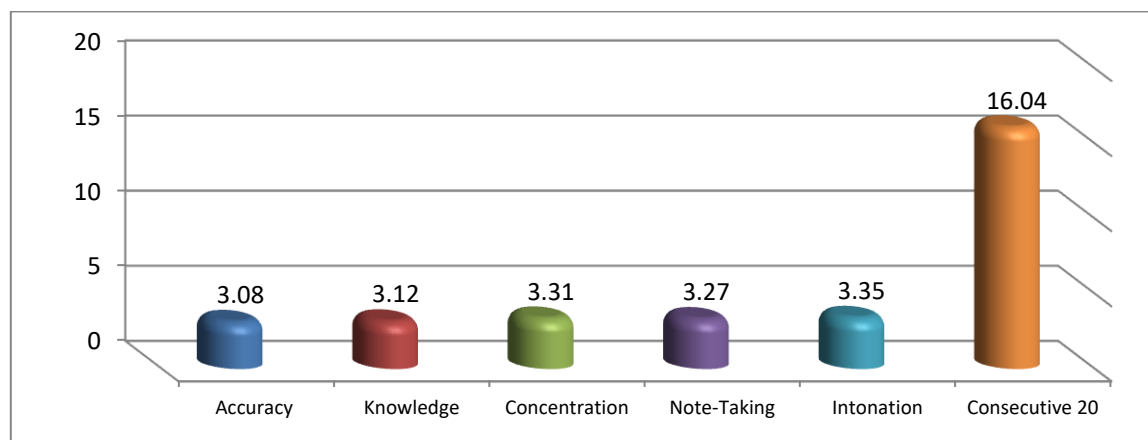


Figure 4. Descriptive Statistics of post- a role Play of Consecutive Interpreters

#### Mean Dimensions for the Role-Play of Consecutive Interpreters in the Pre-Test and Post-Test



TABLE 5  
DESCRIPTIVE STATISTICS OF ROLE PLAY OF CONSECUTIVE INTERPRETERS IN THE PRE-TEST AND POST-TEST

Role play of consecutive interpreters		Mean	T-test	P-value
Accuracy	Pre	1.81	5.312	0.000**
	Post	3.08		
Knowledge	Pre	2.00	5.975	0.000**
	Post	3.12		
Concentration	Pre	1.58	10.093	0.000**
	Post	3.31		
Note-Taking	Pre	1.19	10.415	0.000**
	Post	3.27		
Intonation	Pre	1.12	16.013	0.000**
	Post	3.35		

\*\* Statistically significant at the level of 0.01

The Paired Samples Statistics test was used to determine whether there were differences between the pre and post-tests. Because the percentages were higher in the post-tests for all dimensions, there was a significant difference between the pre and post-tests, with a significance level of less than 0.000. This indicates that the training program played a major role in these differences.

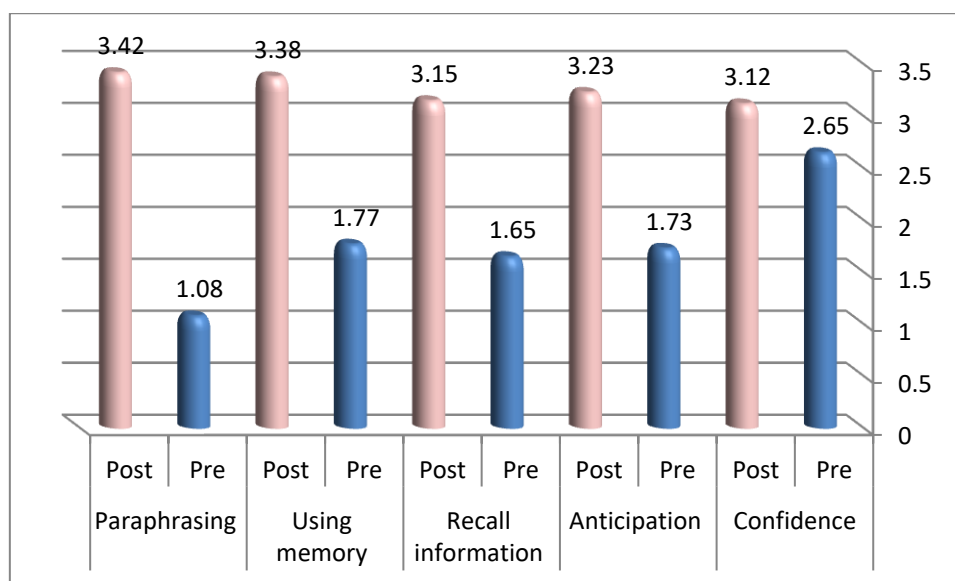


Figure 5. Descriptive Statistics of Role Play of Consecutive Interpreters in the Pre-test and Post-test

TABLE 6  
T=TEST PAIRED SAMPLES STATISTICS OF ROLE PLAY OF CONSECUTIVE INTERPRETERS IN THE PRE-TEST AND POST-TEST

Consecutive interpreters	N	Mean	Std. Deviation	T	Sig.
Pretest	26	7.81	1.470	13.203	0.000*
Posttest	26	16.04	3.053		

\*\* Statistically significant at the level of 0.01

In order to determine whether there were differences between the pre and post-test concerning consecutive interpreters, the Paired Samples Statistics test was used. The results revealed a significant difference between the pre and post test, where the significance level was less than 0.000. This indicates that the training program has a role because the percentages were higher in the post-test. The average score on the post-test in successive interpreters was 16.04, compared to 7.81 on the pre-test.

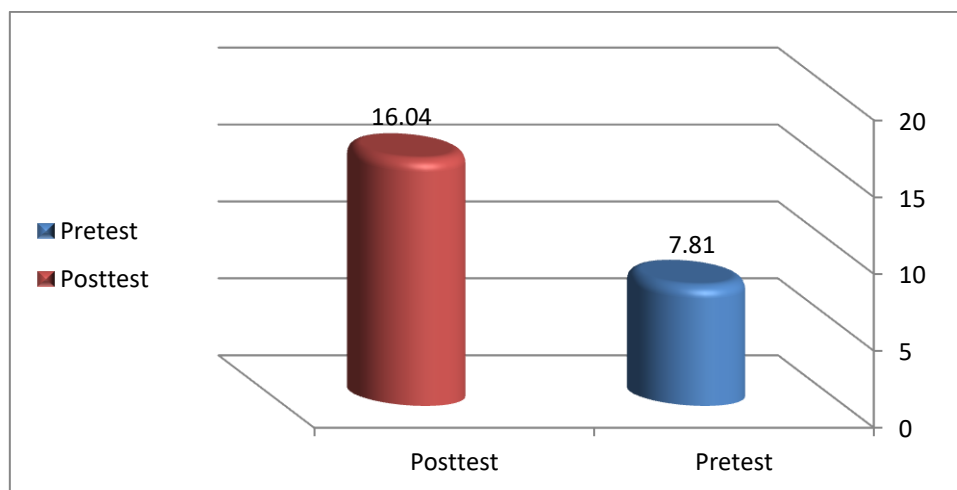


Figure 6. T-test Paired Samples Statistics of Role Play of Consecutive Interpreters in the Pre-test and Post-test

What impact does simultaneous interpreting training have on fostering EFL learners' simultaneous interpretation competencies?

To answer the second question, the mean dimensions of the pre-assessment of simultaneous interpreters' performance were compared with those of the post-assessment.

#### *A Pre-Role Play of Simultaneous Interpreters*

TABLE 7  
FREQUENCY DISTRIBUTION– PRE- A ROLE PLAY OF SIMULTANEOUS INTERPRETERS

Pre-Role Play of Simultaneous interpreters	Accept		Good		V. Good		Outstanding	
	N	%	N	%	N	%	N	%
Confidence	9	34.6%	17	65.4%	0	0%	0	0%
Anticipation	8	30.8%	17	65.4%	1	3.8%	0	0%
Recall information	9	34.6%	17	65.4%	0	0%	0	0%
Using memory	11	42.3%	10	38.5%	5	19.2%	0	0%
Paraphrasing	24	92.3%	2	7.7%	0	0%	0	0%

Table 7 shows that (Confidence), according to most of the participants, scored (65.4%) in Good dimension; similarly, for (Anticipation) and (Recall information). In comparison, most participants scored (42.3%) in the acceptance dimension for (using memory) and (92.3%) for (Paraphrasing).

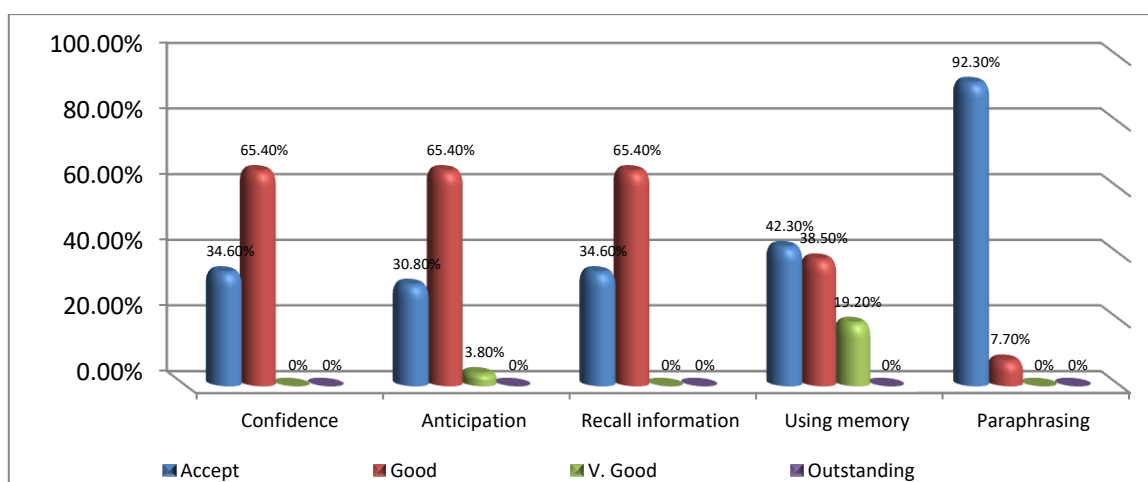


Figure 7. Frequency Distribution– pre- a role Play of Simultaneous Interpreters

TABLE 8  
DESCRIPTIVE STATISTICS OF PRE A ROLE PLAY OF SIMULTANEOUS INTERPRETERS

A Role Play of Simultaneous interpreters	Mean	SD	Percent
Confidence	2.65	.485	66.3%
Anticipation	1.73	.533	43.3%
Recall information	1.65	.485	41.3%
Using memory	1.77	.765	44.3%
Paraphrasing	1.08	.272	27.0%
<b>Simultaneous 20</b>	<b>8.88</b>	<b>1.275</b>	<b>44.4%</b>

The pre-role play of simultaneous interpreters has five dimensions. The results of the descriptive statistics of the pre-role play of simultaneous interpreters are presented in table (8) and figure (8). The results show that (Confidence) got the first rank with a mean of 2.65 and a standard deviation of (0.485); the highest percentage (66.3%) of respondents agreed. The paraphrasing ranked last with a mean of (1.08) and standard deviation of (0.272) with a degree of 27.0%. The overall average of the variables is (8.88), and the standard deviation is (1.275) with a degree of 44.4%.

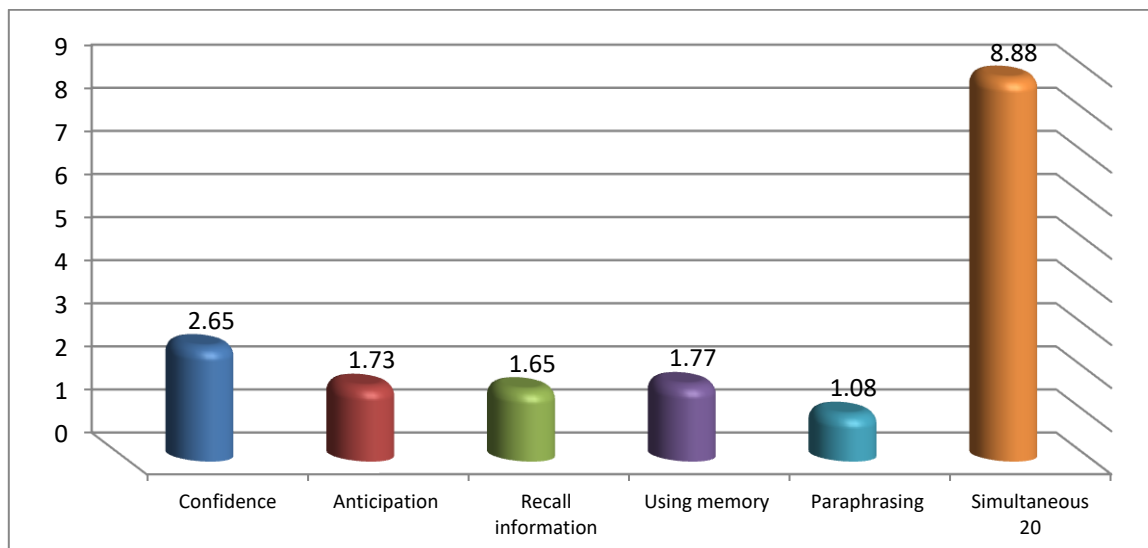


Figure 8. Descriptive Statistics of pre- a role Play of Simultaneous Interpreters

### Post Role Play of Simultaneous Interpreters

TABLE 9  
FREQUENCY DISTRIBUTION- POST- A ROLE PLAY OF SIMULTANEOUS INTERPRETERS

Post-Role Play of Simultaneous interpreters	Accept		Good		V. Good		Outstanding	
	N	%	N	%	N	%	N	%
Confidence	1	3.8%	2	7.7%	16	61.5%	7	26.9%
Anticipation	0	0%	4	15.4%	12	46.2%	10	38.5%
Recall information	0	0%	6	23.0%	10	38.5%	10	38.5%
Using memory	0	0%	4	15.4%	8	30.8%	14	53.8%
Paraphrasing	0	0%	3	11.5%	9	34.6%	14	53.8%

Table 9 shows that most of the participants scored (61.5%) in "Confidence" and (46.2%) in "Anticipation "for V. Good dimension, and (38.5%) in "Recall Information" for V. Good and outstanding dimensions. While "using memory" and "Paraphrasing" scored the same percentage (53.8%) in outstanding dimension.

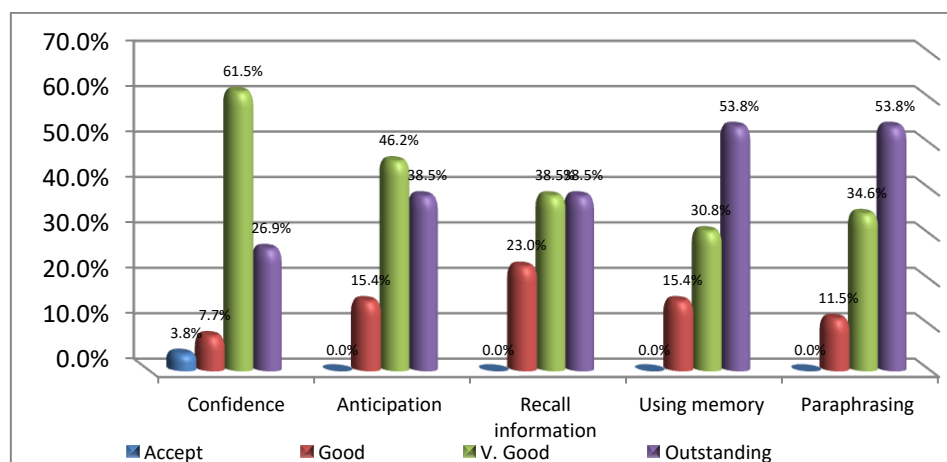


Figure 9. Frequency Distribution- post- a role Play of Simultaneous Interpreters

TABLE 10  
DESCRIPTIVE STATISTICS OF POST- A ROLE PLAY OF SIMULTANEOUS INTERPRETERS

A Role Play of Simultaneous interpreters	Mean	SD	Percent
Confidence	3.12	.711	78.0%
Anticipation	3.23	.710	80.8%
Recall information	3.15	.784	78.8%
Using memory	3.38	.752	84.5%
Paraphrasing	3.42	.703	85.5%
<b>Simultaneous 20</b>	<b>16.31</b>	<b>2.936</b>	<b>81.6%</b>

The post-role play of simultaneous interpreters by five dimensions. The results of the descriptive statistics of the post-role play of simultaneous interpreters are presented in table (10) and figure (10). The results show that (Paraphrasing) got the first rank with a mean of 3.42 and a standard deviation of (0.703) the highest percentage (85.5%) of respondents agreed. The confidence ranked last with a mean of (3.12) and a standard deviation of (0.711) with a degree of 78.0%. The overall average of the variables is (16.31), and the standard deviation is (0.936) with a degree of 78.0%.

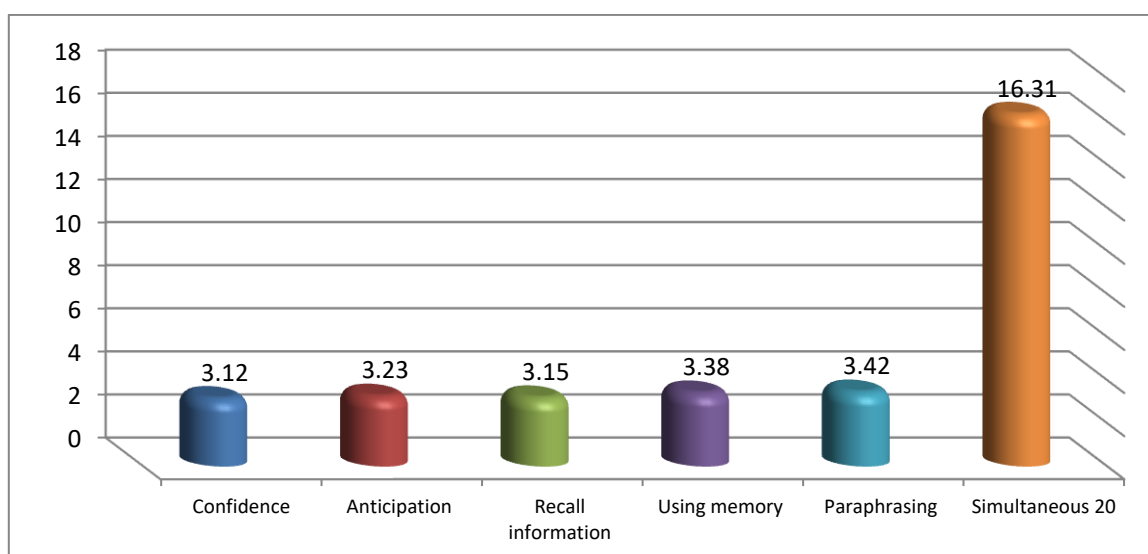


Figure 10. Descriptive Statistics of post- a role Play of Simultaneous Interpreters

#### Mean Dimensions for the Role-Play of Simultaneous Interpreters in the Pre-Test and Post-Test

TABLE 11  
DESCRIPTIVE STATISTICS OF ROLE PLAY OF SIMULTANEOUS INTERPRETERS IN THE PRE-TEST AND POST-TEST

Role play of simultaneous interpreters		Mean	T-test	P-value
Confidence	Pre	2.65	2.739	0.011*
	Post	3.12		
Natural intonation	Pre	1.73	8.446	0.000*
	Post	3.23		
Recall information	Pre	1.65	7.164	0.000*
	Post	3.15		
Using memory	Pre	1.77	8.380	0.000*
	Post	3.38		
Paraphrasing	Pre	1.08	16.053	0.000*
	Post	3.42		

\*\* Statistically significant at the level of 0.01

The pre and post-tests were compared using the Paired Samples Statistics test to determine whether there were any differences. The results revealed a significant difference between the two tests, with a significance level of less than 0.000. This indicates that the training program played a role, as all dimensions had higher post-test percentages.

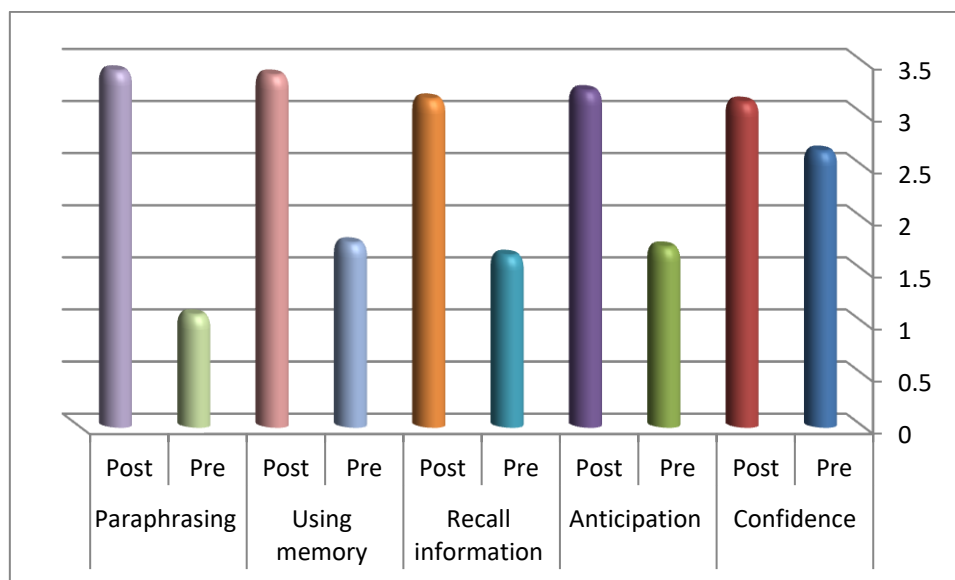


Figure 11. Descriptive Statistics of Role Play of Simultaneous Interpreters in the pretest and pos

TABLE 12  
T=TEST PAIRED SAMPLES STATISTICS OF ROLE PLAY OF SIMULTANEOUS INTERPRETERS IN THE PRE-TEST AND POST-TEST

Simultaneous interpreters	N	Mean	Std. Deviation	T	Sig.
Pretest	26	8.88	1.275	12.107	0.000*
Posttest	26	16.31	2.936		

\*\* Statistically significant at the level of 0.01

The Paired Samples Statistics test results were used to determine whether there were differences between the pre and post-test with regard to simultaneous interpreters. The results showed that there is a significant difference between the pre and post-test, where the significance level was less than 0.000, and this means that the training program has a role to play because the percentages were higher in the post-test, the simultaneous interpreters averaged 16.31, while in the pre-test, they were 8.88.

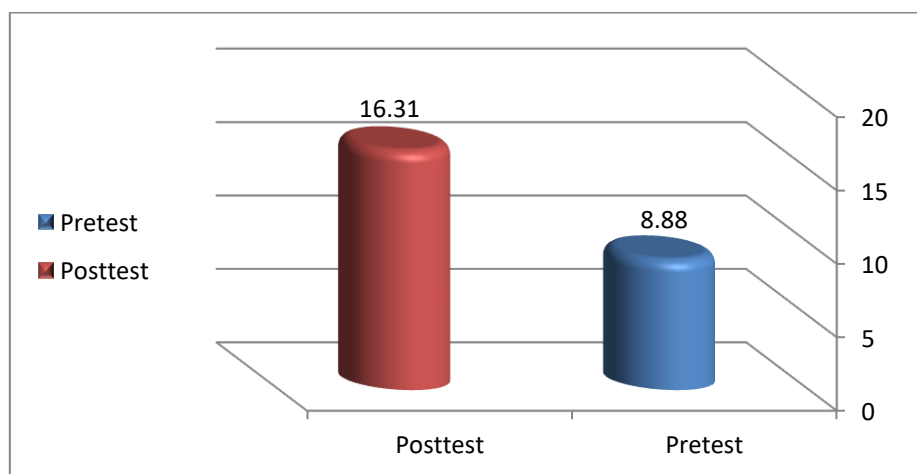


Figure 12. T=Test Paired Samples Statistics of Role Play of Simultaneous Interpreters in the Pre-test and Post-test

#### IV. DISCUSSION

The present study was designed to explore the role of training EFL learners in consecutive and simultaneous interpreting in promoting their interpretation competencies.

The first question in this study sought to determine the effect of consecutive interpreting training on fostering EFL learners' consecutive interpretation competencies; the consecutive interpreters' competencies targeted in this study were: Accuracy, knowledge, concentration, note-taking, and intonation. The results revealed that students showed a better performance of the five competencies in the post-assessment when compared to their performance in the pre-assessment. For example, out of the 26 participants (23) students were marked as "accept" and (0) student was given "outstanding" in the pre-assessment of 'intonation', whereas (0) student was given "accept" and (13) students were marked as

"outstanding" in the post-assessment of this competency. This result indicates that the training sessions have a crucial role in improving the five consecutive interpretation competencies. This result supports the idea of Ribas (2012), who reported better interpretations for interpreters with better knowledge of the strategies and competencies of interpretation. The results also showed that none of the participants was given "v.good" or "outstanding" in the pre-assessment of both 'note-taking' and 'intonation', whereas, in the post-assessment, these two competencies were marked as "v.good" or "outstanding" for most of the participants. In contrast to the earlier findings, no evidence of development is found in learners' note-taking abilities due to interpretation training, as stated in Orlando's (2010) study.

The second question in this study tried to identify the impact of simultaneous interpreting training on fostering EFL learners' simultaneous interpretation competencies; the simultaneous interpreters' competencies considered for this study were: Confidence, anticipation, recalling information, using memory, and paraphrasing. The results indicated that students' performance of the five competencies in the post-assessment is much better than in the pre-assessment. For example, no one of the 26 participants was marked as "outstanding" in the pre-assessment of the five competencies (confidence, anticipation, recalling information, using memory, and paraphrasing), whereas (7, 10, 10, 14, 14) students were given "outstanding" in the post-assessment of these competencies, respectively ordered. This result indicates that the training sessions helped develop the five simultaneous interpretation competencies. Besides, it also showed that training sessions were more effective in improving students' abilities to paraphrase and use their memories than promoting their self-confidence.

This improvement in both consecutive and simultaneous interpretation competencies may be attributed to the variation in the training activities. The participants went through a lot of activities, including role plays, video stimulation, focus groups, and discussion. The observed improvement could also be due to the nature of the training program, its valuable content, and its various methods. The students' weak performance in 'note taking' and 'intonation' in the pre-assessment of consecutive interpretation can be explained in terms of the difficulty of these two competencies. In the case of simultaneous interpretation, the low improvement in self-confidence can be due to the focus of the training. Throughout this training, the researchers focused on the practical aspects, not the psychological ones, though they included them to some extent.

The above results indicate the importance of training to have better interpretation versions. The present findings seem consistent with other research, which assures the importance of training to achieve better interpretation (Jackson et al., 2014; Hill et al., 2014).

## V. CONCLUSIONS

This investigation aimed to determine the effect of interpretation training on fostering the students' consecutive and simultaneous interpretation competencies. The findings of this investigation suggest that the interpretation training program has affected the participants positively and enhanced their interpretation abilities with regard to the targeted competencies of both consecutive and simultaneous interpretation. There is a statistically significant difference between the pre and post-assessments of the participants' consecutive and simultaneous interpretation competencies in favour of the post-assessment.

The results of this study support the idea that both consecutive and simultaneous interpreters still need some interpretation training. In spite of their good performance in general, interpreters could benefit from the training program of this study in improving their consecutive and simultaneous interpretation competencies. Moreover, the findings of the study enhance the readers' understanding of the most important competencies for consecutive, as well as simultaneous, interpretations. They draw an obvious way for those serious about developing such skills.

## ACKNOWLEDGEMENTS

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