

The Impact of Instructing Interpretation Specific Strategies on Interpretation Performance of Undergraduate Translation Students

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Abstract : The problem with interpretation courses arises from the fact that Interpretation Courses at University levels are presented by most of the instructors based on listening activities and testing listening performance while interpretation strategies have been underrated. The data are gathered from 30 students majoring in Translation Studies to fulfill the major aims of the study including. The study aimed at: 1) examining the significant relationship between specific interpretation strategies and interpretation performance of translation students in interpretation courses, 2) investigating the significant difference between males and females in their interpretation performance, and 3) exploring the interpretation strategies which are more effective for the translation students to improve their interpretation performance from students' opinions. The results of the study revealed that there was a statistically significant difference in the mean scores for the two groups. The experimental group outperformed the control group in their interpretation performance and the effect size was large. However, there was no significant difference between male and female with respect to their cognition [$t(28) = .79, p < .05$]. As for the results obtained from the interviews with the students, the commonalities emerged from the students' responses were analyzed and reported by the researchers.

Keywords : anticipation, interpretation performance, interpretation strategy, shadowing

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