

Employing Consecutive Interpreting Techniques through Task-based Approach: A Case of Iranian Learners

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Abstract

This paper investigated the effectiveness of teaching consecutive interpreting techniques on Iranian trainees' performance quality through task-based teaching approach. The participants of the study were 50 B.A English translation students from two universities who participated in a quasi-experimental research design. They were assigned to experimental and control group. The experimental group went through a twelve-week treatment, that is to say, consecutive interpreting techniques through task-based teaching approach. The results indicated that the participants in the experimental group showed greater achievement in their performance. The result has some implications for interpreting instructors and practitioners as well as educational policy-makers.

Key words: consecutive interpreting; task-based teaching, sight translation; note-taking; public speaking skills; memory retention skills.

1. Introduction

Reviewing the literature indicates that translation teaching complacently has continued with the prevailing and powerful traditional approaches which are well established and difficult to shake off (Rezvani, Riazi and Sahragard 2011). According to Li (2013), translator training remains largely dominated by the traditional transmissionist model of teaching in most training institutions. The most commonly-practiced approaches have been the “read and translate” directive, and “search-and-replace” method by Colina (2002). Baer and Koby (2003) hold that in these approaches the act of translation has been considered as a linguistic activity that might fail to provide opportunities for learners to enhance their translation skills and strategies and more importantly promote their translation quality. This might lead, not surprisingly, to the misconception perpetuated among translation teachers that translation comprised of the mechanical replacement of linguistic elements as pointed out by Nubert and Shreve (1992).

It was in 1974 that translation as an academic field was established in Iran. In the curriculum offered for B.A English translation, there are 3 courses on interpreting; Interpreting 1, 2 and 3 which equal to six credits. Interpreting as an academic discipline does not exist in Iran, and this has been resulted in some major problems. The limited courses on interpreting in academic curriculum along with some other problems related to the understanding of the true objectives of such courses have been led to a kind of chaotic situation in interpreting teaching. Absence of interpreting specific techniques and clear teaching and rating procedures in these courses deteriorates the situation of interpreting training. Mobasheri (2015) conducted a survey on Iranian English translation students with the focus on their interpreting skills and knowledge. The results indicated that out of six Iranian universities studied only the students of two universities were

aware of some skills and techniques of consecutive and simultaneous interpreting. Mousavi Razavi (2015) believes that trainers in Iranian academic settings seem to mistake interpreting courses with other superficially similar but actually different courses such as ‘laboratory courses’, where the students are taken to a language lab to improve their listening-speaking skills in their English, or ‘audiovisual translation courses’ where they are taught about the translation of movies and the like. There is also no knowledge on interpreting modes and their specifications (the issue has been investigated by the authors through a survey the results of which will be released soon) as well as on specific interpreting teaching approach in the universities offering such courses.

It is believed that consecutive interpreting training should precede the simultaneous mode in interpreting training programs. According to Janzen (2005) only after consecutive interpreting has been mastered do students begin to move toward simultaneous interpreting. It is believed that by learning consecutive you learn how to interpret and that consecutive is a useful stepping stone to learning how to do simultaneous interpreting. One of the major problems in teaching interpreting courses alongside with the absence of clear teaching methods is the negligence of the importance of consecutive mode. Thus, the present study tried to apply a task-based teaching (TBT) approach to consecutive interpreting teaching.

2. TBT approach

Task-based Language Teaching (TBLT) is a method initiated by Prabhu in teaching English as a second language in Bangalore in Southern India (Candlin 1987). In this learner-centered approach, the focus is on the learners, the process of learning, the reflective practice of learning, and the use of real world authentic tasks. Many researchers have called for authentic translation training (Pagano 1994, James, Heulwen, Roffe and Thorne 1995; Klaudy 1995, Li 2000). From their stance, all texts given to students for practice should be authentic, unedited, up-to-date and selected because they present real-life translation problems (Dollerup 1994).

Task is an activity “where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome” (Willis 1996:23). It is “an activity in which meaning is primary, there is some sort of relationship to the real world, task completion has some priority, and the assessment of task performance is in terms of task outcome” (Skehan 1996:38).

As the learners are active in learning process in a learner-centered approach, they are held responsible for their own learning and they usually develop an enhanced sense of ownership for their achievements. Li (2013) summarizes the characteristics of a learner-centered teaching context as follows:

- (1) the focus is on the learner as well as the teacher;
- (2) learners construct knowledge of their own through experiencing and reflection. The focus is more on learning than teaching; emphasis is placed on the development of learners’ critical and problem-solving abilities. learners interact with peers as well as the teacher;
- (3) the teacher facilitates
- (4) students learn (construct knowledge) through interactions with peers, the teacher and the materials. Students take responsibility for their learning, which leads to

a heightened sense of ownership and strengthened motivation about learning. Authentic (or simulated) materials and contexts are adopted in teaching.

TBT emphasizes the process rather than the product. This is in line with researchers (e.g. Gile 1993, 1995, Massey 2005, Lee-Jahnke 2011) who have called for the adoption of a process-oriented translation teaching and it seems it can be applicable to interpreting teaching as well. In addition to this merit, the reasons behind the adherence to TBT approach to interpreting teaching in the present study are the following premises classified by Li (2013):

- *process-centered*: the focus of teaching should be the process rather than the product, in an attempt to enable students to acquire professional expertise (Gile 1995);

- *profession-oriented*: students are to be exposed to authentic materials and real world work conditions in the training (Mossop 2003);

- *task-based*: activities should be designed to facilitate learning (González-Davies 2003, Hurtado Albir 1999), whether they are tasks previously performed by the teachers (Vienne 1994), simulated translation tasks (Gouadec 2004, Kiraly 2000), or authentic translation projects (Kiraly 2005, Li 2000, Lee-Jahnke 2011);

- *learner-centered*: the focus should be shifted from the teacher and teaching to students and learning (Nord 1991, González-Davies and Scott-Tennent 2005);

2.1. TBT and translation

The development and implementation of new methods in the area of language teaching have impact on the development of translation pedagogy, leading it into new directions and helping teachers to re-conceptualize the role of translators and address the acquisition of new practical capabilities (Baer and Koby 2003; Bernardini 2004; Gonzalez Davis 2004) . Baer and Koby (2003 :226), report that task-based teaching, an encouraging approach in language teaching and learning, is “an effective method of addressing student needs to acquire the skills and information necessary to be a component translator”. In the same line, Stark (2005) holds that in TBT, students work in groups writing, rewriting and editing their translations, and accordingly they are creating opportunities for collaborative learning. According to Long and Norris (2000), task-based instruction was developed in reaction to teacher-dominant classes. Based on Rezvani and Askari Bigdeli (2013), a substantial number of proposals (e.g., Gonzales Davies 2004 , 2005; Baer and Koby 2003; Nunan 1989; Stark 2005; Rezvani and Akari Bigdeli 2012) were put forth underlining the effectiveness of using TBT approaches to teach translation.

Since a limited time is devoted to interpreting courses in local universities, trainers cannot cover all the nuances of interpreting. Therefore, they should aim to develop their students’ ability to learn by themselves. According to the literature, TBT seems to be promising in this regard. The present study was motivated by the aforementioned advantages of task-based approach and aimed at applying this approach to consecutive interpreting teaching in Iranian undergraduate context.

3. Gile’s effort model for consecutive interpreting

One of the famous models in interpreting studies is Gile's (1997) effort model for consecutive interpreting (See figure 1). According to his model, consecutive interpreting consists of two phases: a *Listening or reception* phase, and then, a *reconstruction or reformulation/production* phase: In the first phase of consecutive interpreting (CI), listening (L) and analysis, short term memory (M), note-taking (N) and coordination (C) of ideas are important (p.167):

$$CI = L + M + N + C$$

In the second phase which is the reformulation or reconstruction or production phase, recalling from memory and notes (Rem), reading of notes and production are important (p.168):

$$CI = Rem + Read + P$$

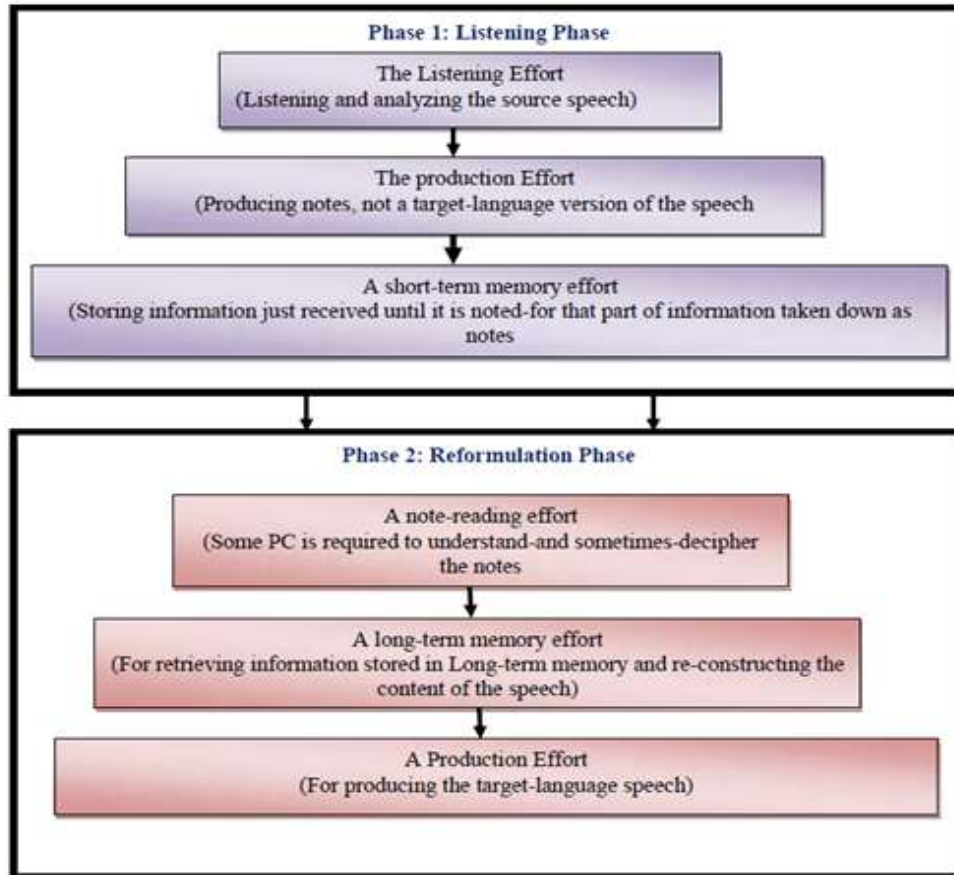


Figure 1 Giles' model for consecutive interpreting

In her M.A thesis, *Thuy Duong* (2006) applied the Gile's model for consecutive interpreting to raise the student's awareness of the importance of short-term memory. She designed different activities for her students to enforce their short-term memory and consequently showed the effectiveness of fostering short-term memory and its effect on consecutive interpreting performance. The major difference between translation and interpreting as Mahmoodzadeh (1992) points is time factor. An interpreter's success depends on his/her memory to recall information in a very short time. Therefore, memory-retention skills seem to be important aids in an interpreter successful performance. However, he believes that short-term memory alone cannot possibly keep all the necessary details and fulfill the intermediate process of decoding in the act of interpreting. Notes are therefore suggested as a means or an aid to assist the interpreter in retaining and retrieving the information. Note-taking technique is a filter helping sift through meaningless or unimportant messages (Mackintosh 1990). Note taking, if employed, can 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 (Hanh 2006).

Another technique or skill which is repeatedly has been suggested as a useful technique in consecutive interpreting which are both helpful in two phases of consecutive interpreting is *sight*

translation (ST). Viaggio (1992: 45), holds that “Interpreter I became by dint of *sight translation* (emphasis mine) and empiric.” According to Martin (1999, as cited in Shunnaq 2006: 20), sight translation “has all the characteristics of a translation whereas the final product has the demands of an interpretation, namely instant understanding and reformulation of cognitive content”. Sight translation is an interesting type of interpreting, a combination or hybrid of interpreting (oral input) and written translation (written input) (Angrifoglio 2004: 43). Lambert (2004) argues that due to time stress factor as well as the oral nature of the production, ST seems to have more in common with interpreting rather than written translation. For many scholars, ST is a pedagogical exercise for getting started in the techniques of consecutive interpreting and simultaneous interpreting, an exercise by which interpreter trainees can learn to react quickly and improve their oral skills (Weber 1990; Viaggio 1995). ST requires rapid text analysis, rapid conversion of information from one language to another while avoiding word for word translation, and public speaking techniques (Weber 1990: 50). Reading may be self-paced, but ST delivery speed may not be entirely at the discretion of the interpreter (Brady 1989: 142). Angelelli state that “ST should sound as if the interpreter were reading a document in the target language, which implies smooth delivery devoid of hesitations and pauses”(1999: 27). Albir 2001(as cited in Sampaio 2015) emphasizes that the essential characteristics of sight translation are immediacy in terms of reading comprehension and oral re-expression, combined with the ability to shift from the written to the oral register. Weber (1984) considers ST to be one of the basic ingredients of interpreting. He believes that the instructor should closely observe the skills of the students in the areas such as: public speaking quality, poise, presentation and voice, speed, clarity and conciseness of the rendition. It is obvious that sight translation is important in both reception and production phases of consecutive interpreting.

According to Mahmoodzadeh (2010) public-speaking skills are another area of concern in interpreting performance. Public speaking skills are related to the reformulation or production phase, the last phase of consecutive interpreting model by Gile (1997). Based on Lee (2012), one relevant feature of public-speaking is delivery. He asserts that delivery has three sections, namely, delivery time, average delivery rate and fluency. Delivery time refers to the duration of target text production and fluency the smooth flow of target language rendition without interruptions or hesitations. Dissiliency on the other hand includes hesitations, corrections, false starts, repetitions, stuttering and slips of tongue (Garnham 1985:206). Hesitations may be marked by silent pauses and voiced pauses. Silent pauses are defined as “any interruption in the flow of speech which is manifested in silent form” (Macías 2006). It seems that for providing a successful production in the second phase of consecutive interpreting proposed by Gile (1997), the interpreter should be aware of norms of interaction and rules of speaking. Meaning is situated and the hearers infer speakers’ meaning based on their knowledge of the context, contextualization cues such as prosodic and paralinguistic features, facial expressions and pauses, expectations about the thematic progression of the interaction and by drawing on cultural presupposition (Schiffrin 1996, Gumperz 1997). Examples of contextualization cues include intonation, (e.g. Pitch, rhythm and intonation; body positioning (e.g. standing close or faraway from a speaker; leaning forward or against an inanimate object, etc., (Schegloff 1998); head and eye movement (nodding, eye gaze ,etc) (Heath 1992). Therefore it seems crucial not to neglect such important factors which lead to a successful public speaking and a good interaction in consecutive interpreting.

4. The Study

Given the importance of consecutive interpreting as a stepping stone in interpreter training which is absent in interpreting training courses in Iranian universities, the present study designed to investigate the effectiveness of teaching consecutive interpreting techniques through a TBT approach. The major techniques that are compatible to Gile's (1997) two stages of reception and production were selected by the researchers. These techniques, as mentioned in previous section, have been emphasized in consecutive interpreting teaching literature. Accordingly, the present study addressed the following research question:

4.1. Research question and hypothesis

The present study sought to answer the following question:

Does the application of consecutive interpreting techniques through TBT approach have any effect on Iranian trainees' performance quality in consecutive interpreting?

Following Rezvani and Askari Bigdeli (2013) and Li (2013), it was predicted that applying TBT approach has positive effect on the trainees; nevertheless, due to the paucity of research and local empirical evidence on *interpreting training* it would be statistically safer to formulate null-hypotheses (Hatch and Lazarson 1994). Thus, the following null hypothesis was formulated:

H₀: Application of consecutive interpreting techniques through TBT approach has no effect on the trainees' performance in consecutive interpreting.

4.2. Methodology

4.2.1. Participants

Since, in practice, having access to all members of the entire population is often impossible due to time and financial constraints, the present study utilized participants from the population that was readily available. For the purpose of this study, therefore, convenience sampling was used. A sample of 65 B.A trainees majoring in English translation who have passed the same amount of courses on translation and one course on interpreting took part in the study. After homogenization, 50 students remained in the study. They were selected from two universities, a State-run and an Azad university. Students, 25 in each group, were male and female and varied in age from 22 to 28. They were homogenized based on the amount of courses passed on translation and interpretation and a mock TOEFL Test.

4.2.2. Design of the study

A quasi-experimental design which is quantitative in nature was applied in this study. It went through a conventional assessment of the abilities in question (pre-test), an intervention targeting trainee's performance on the task of consecutive interpreting (twelve week), and a final

assessment that parallels the initial one (post-test). Pre- and posttest (administration of a 7-minute audio-visual English speech for consecutive interpreting) results were compared, and the difference were regarded as an indicator of the impact of applying the consecutive interpreting techniques through TBT approach as an intervention on promoting trainees' performance in the experimental group in comparison with those in the control group. The trainees' performances in each group in pre- and post-test were videotaped and assessed by two raters holistically.

4.2.3. Treatment

Task-based interpreting teaching will follow the same processes mentioned for TBLT. Present study utilized Willis (1996) task cycle in teaching approach which is composed of three stages, i.e. pre-task, task-cycle and post-task described as follows:

Pre-task: Willis (1996:40) states that "the pre-task phase introduces the class to the topic and the task, activating topic-related words and phrases.

Following Skehan (1996), there are four alternatives for teachers in this stage:

1. Supporting learners in doing a task similar (in form and content) to the actual one they are going to perform
2. Asking learners to observe a model of how to perform the task
3. Engaging learners in activities (such as searching for the vocabulary needed for doing the task) that prepares them for the actual task
4. Strategic planning of the main task performance, i.e to give time to learners to plan how they will perform the task.

Task-cycle: This stage is the actual task performance and includes different options on the part of learners or teacher. Yuan and Ellis (2003 as cited by Ellis 2003:249) have found "if teachers want to emphasize accuracy in a task performance, they need to ensure that the learners can complete the task in their own time. However, if they want to encourage fluency they need to set a time limit".

It is a common belief that in TBT, texts, discursive practices, and the social practices of the classroom should resemble those in real world. To this end, Ellis (2003:251) suggested that pair and group work be used so the learners interact among themselves. This could guarantee the discursive and social practices which alongside a real-world authentic text make up the necessary conditions of a task-based course.

Post-task: This stage includes the follow-up activities. It can be used for the purpose of conducting a feedback on the success of the task and considering suggestions for improving it. Furthermore, learners together with the teacher examine and discuss specific features of the task. It is also an evaluation and reflection phase in which the learners reflect on their performance and evaluate their own performance of the task. According to O'Malley and Chamot (1990), reflection on the task could improve development of strategies of planning, monitoring and evaluation. Teacher can takes notes of the learners' possible errors during the task cycle and then attracts their attention towards them and offers corrections. The correction could be made by the learners themselves.

The general guidelines for pre-task, task cycle and post-task in *interpreting training* are summarized in Table 1. Since there is a word limitation policy in the present journal, the authors present the phase 2 of task cycle in interpreting teaching by giving an example for each technique.

Table 1 *Task cycle in interpreting training*

Pre-task	<p>The instructor:</p> <ul style="list-style-type: none"> - introduces the technique and its supporting strategies and presents related articles and books on this skill - provides the learners with relevant resources - familiarizes the learners with how of the doing the task to have a successful performance <p>The learners:</p> <ul style="list-style-type: none"> -study the resources and make themselves familiar with the intended concepts -ask the instructor about any problems and difficulties they have encountered in understanding the instructions
Task-cycle	<p>The instructor:</p> <ul style="list-style-type: none"> -provides the simulated (preferred for the preliminary sessions) and authentic tasks for the class - divides the learners into pairs or groups -monitors and facilitates the learners’ activities -encourages the learners to do the task in a stress-free collaborative manner -takes notes of learners’ performance for future evaluation and guidance <p>The learners:</p> <ul style="list-style-type: none"> -do the requested task collaboratively -observe the team-work requirements -ask for any clarification needed to do the task completely and successfully
Post-task	<p>The instructor:</p> <ul style="list-style-type: none"> -gives feedback on the tasks done by the learners -encourages peer- assessment <p>The learners:</p> <ul style="list-style-type: none"> -do self- and peer- assessment -reflect on the process of managing the technique, main task interpreting and the final product -share with the class their viewpoints on the difficulties and problems they have encountered in doing the task -share with the class any solutions or innovation they have tried during the task completion

Examples:

(1) Sight translation (Task-cycle stage): An example of *analytic reading strategy* used in sight translation training

Objective: Developing skimming, scanning and question generation which are helpful for reception phase.

Read the following passage and then answer the Part A questions:

One way to increase the planet's food supply is for people to start eating different plants. There are more than 350000 kinds of plants in the world. Of these, approximately 20000 are suitable for humans to eat. But today, over 50 percent of our food supply comes from just three kinds of plants: corn, wheat, and rice. In fact, it is common in developing countries for people to depend on only one or two plants for their food. A disease or bad weather can destroy these crops, leaving people with nothing to eat.

Part A:

1. What is the passage about?
2. What are the sources of food supplies?

Read the passage again and answer the part B questions?

Part B:

1. How many kinds of plants are there in the world? How many of them are suitable for humans to eat?
2. Which plants make the most supply of human foods?
3. What are the reasons of the crops destruction?

Part C: Sight translate the passage into Persian.

(2) Public speaking (Task-cycle stage): An example of *Improvisation* strategy used in public speaking training

Objective: Developing the imagination and dynamics of the performance which is helpful for production phase

The learner is encouraged to improvise a speech on a specific subject matter in language A. Next sessions the learners are asked to improvise in language B, at the same time another student is asked to interpret his/her speech into language A in front of the other learners.

(3) Memory retention skills (Task-cycle stage): An example of *intensive listening* used for memory retention

Objective: Developing deep concentration on specific information which is helpful for comprehension phase

Ask the learners to listen to an audio/audio-visual text and try to remember the numbers mentioned in the text *without taking notes*, this can be repeated for the dates, proper names and etc. The learners can also be assigned to different groups and asked to focus on specific details mentioned in the texts.

(4) Note-taking (Task-cycle stage)

Objective: Learning the note-taking as an intermediate step bridging the gap between reception and production phases

The learners are asked to listen to an audio/ audio-visual text, say, political. They are asked to take note of the main ideas of the text, the numbers, proper nouns and etc respectively. Based on the strategies they have been introduced to in the pre-task stage, such as, using abbreviations, source or target language coding, symbols and etc. They are encouraged to develop their own system of note-taking besides the prescriptive trends (e.g. Rozan' principles 1956) introduced in the pre-task stage.

Note. Major topics in note-taking studies include: note-taking systems and principles, didactics, cognitive and linguistic aspects of note-taking, choice of form and language, and the relationship between note-taking and interpreting quality, may be introduced in pre-task stage.

4.2.4. Text selection criteria

A test of consecutive interpreting was administered to both experimental and control groups. The audio-visual text was selected from among English speeches suitable for learners of English. Text selection criteria for the tasks and test:

a. The text has to have almost a reasonable degree of difficulty in order to be used as a tool to measure the possible result in students' performance. Expert judgment should be utilized.

It has to be born in mind that we are not dealing with professional interpreters; that is to say, by no means do we expect the trainees at the end of the experiment to have turned into totally competent interpreters capable of dealing with interpreting a text with all the natural delicacies and complexities (Mousavi Razavi 2015). Therefore, care was taken to ensure that the text would not pose such difficulties at all. In preliminary sessions, simulated interpreting texts can be utilized which carry all the characteristics of an authentic interpreting project except that they do not have a real client

b. Another criteria is the authenticity, general topic with little specialized terminology and length.

c. Authentic text (here a socio-political speech) which its topic is common in real world interpreting experience. The reason for choosing a political text for the test was its importance in consecutive interpreting. Miremadi (2004) holds that consecutive interpreting is preferred at high level political talks, welcoming addresses, press conferences, speeches delivered on different occasions and court interpreting. Mahmoodzadeh (1994) also considers the political text among the most important types of texts which interpreters deal with.

4.2.5. Raters

To ensure optimal reliability, rater characteristics and rater training need to be considered in the assessment process. Rater variability can be mitigated by clear definitions of assessment

criteria, careful rater training, and ongoing monitoring of rater performance (McNamara 1996, 2000). Rater training often takes the form of a moderation meeting, where raters are introduced to the test purpose, construct, content, assessment criteria, and assessment tools such as rating scales and rubrics. However, because of the limitations the raters in this study received the same individual training from the researcher, where they were introduced to the assessment criteria. Two male raters of the same educational and professional background were recruited to assess the interpreting tests.

4.2.6. Data collection instruments

For the purpose of the study, a number of instruments were prepared and used which will be introduced briefly:

4.2.6.1. *A mock TOEFL Test.* A test of general English (the two modules of Listening comprehension and Reading comprehension) were administered to the students, both in the experimental and control group, in a classroom setting at the beginning of the experiment period. The test papers were scored by the researcher using their corresponding answer key. This served as a proficiency language test for subject selection and homogenization.

4.2.6.2. *Audio-visual English text.* A 7-minute audio-visual English text served as a consecutive interpretation test. The test takers were watched it and interpreted it into Persian. The English text was divided to meaningful chunks based on reasonable pauses and meaningfulness of the speaker's saying. This was done in order to homogenize the length of the chunks of the text for all the participants who were in the first stages of interpreting learning.

4.2.6.3. *Audio and Video recorders.* Participants were filmed while interpreting tests. These recordings helped us to see a more in depth understanding of the trainees' performance while doing the task. Filmed interpreting test has this advantage over transcriptions that extra-linguistic factors which have contribution in interpreting also can be assessed. Another reason is that the present study tried to compensate for the lack of audience in a real situation, and the filming is one of the ways to simulate at least a stressful situation for the trainees to see their reactions and performances. Each participant was filmed simultaneously interpreting the source text. During the test, the researcher sat next to the camera as the participant's audience, coordinating the filming and controlling the source text pauses by another computer.

4.2.6.4. *Computers and high quality speakers.* To play the audio-visual English speech, the computer and high quality speakers were used.

4.2.6.5. *Method of scoring.* The 50 video-taped tests were scored by two raters holistically. The assessment criteria were *content* (including accuracy and faithfulness) and *presentation* (including fluency and conduct). Ten points were allocated to content and ten points to presentation.

4.2.6.6. *Data analysis procedure.* The video-recorded data were meticulously assessed by two raters through a holistic approach. To see any significant difference in the pre- and post-test of the

two groups of the trainees, the statistical procedure of t-test was used and the inter-rater and intra-rater reliability were measured through Pearson correlation coefficient. The quantitative analyses were performed using SPSS version 22.

4.3. Results and discussion

4.3.1. Pre- test results for the two groups

Experimental group underwent its treatment for twelve weeks that was teaching of consecutive interpreting techniques through a TBT approach, while control group was taught based on a common teaching practice in the most Iranian universities that is mere listening-speaking activities. The descriptive statistics for the performances of each of the two groups on the pre-test have been given in the following table.

Table 2 *Descriptive Statistics for Pre-test- Experimental and Control Group*
Group Statistics

Group	N	Mean	Std. Deviation	Std. Error Mean
control	25	3.9000	3.26917	.65383
experimental	25	3.9200	3.00929	.60186

In order to see if there was any significant difference between the two groups at the outset, an independent t-test was used. The results are presented in Table 3.

Table 3 *Independent samples t-test for the performances of both groups on the pre-test*

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
score	Equal variances assumed	.023	.879	-.023	48	.982	-.02000	.88867	-1.80679	1.76679
	Equal variances not assumed			-.023	47.674	.982	-.02000	.88867	-1.80710	1.76710

As the results of an independent t-test for the pre-test shows, there is no significant difference between experimental and control group (Sig.= 0.87). This result is desirable since there should be no difference in their pre-test to start the intervention.

4.3.2. Pre-test – post-test results for the two groups

After giving the treatment to the experimental group, that is teaching consecutive interpreting techniques, the same test of consecutive interpreting was given to the two groups. The interval between pre-test and post-test was three months. In order to find if treatment had any significant effect on the Iranian learners, the learners' scores on both pre-test and post-test were compared for each group by using paired t-test.

4.3.3. Pre-test post-test results for experimental group

The descriptive statistics for the performance of the control group is given in the following table. As it can be seen the mean score for the pre-test is 3.9200 with a standard deviation of 3.00929, but the mean score for the post-test is 9.8600 with a standard deviation of 3.007720.

Table 4 *Descriptive Statistics for Experimental Group- Pre-Post Test*
Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pre	3.9200	25	3.00929	.60186
post	9.8600	25	3.07720	.61544

To see any significant difference, the paired t-test was used. The results are provided in Table 5.

Table 5 *Paired sample t-test for the performances for Experimental Group- Pre-Post Test*
Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre - Post	-5.94000	1.76965	.35393	-6.67048	-5.20952	-16.783	24	.000

As the results of a matched t-test for the pre-test and post-test of the experimental group shows, there was a significant difference between pre-test and post-test scores among the experimental group participants in (Sig.= 0.000).

4.3.4. Pre-test post-test results for control group

The descriptive statistics for the performances of control group is given in the Table 6.

Table 6 *Descriptive Statistics for Control Group- Pre-Post Test*

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pre	3.9000	25	3.26917	.65383
post	6.2200	25	4.46766	.89353

As it can be seen the mean score for the pre-test is 3.9000 with a standard deviation of 3.26917, while the mean score for the post-test is 6.2200 with a standard deviation of 4.45766. again an observed difference can be seen between the performances of control group on the pre-test post-test.

Table 7 Paired sample t-test for the performances for Control Group- Pre-Post Test

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre - Post	-2.32000	2.47437	.49487	-3.34137	-1.29863	-4.688	24	.000

As the results of a paired t-test for the pre-test and post-test of the control group shows, there was a significant difference between pre-test and post-test scores among the control group participants (Sig.= 0.000). Hence, by comparing the mean of pre-test post-test of control group (3.9000-6.2200) to those of experimental group (3.9200- 9.8600), it is clear that the difference is more in experimental group and the participants in this group have outperformed those of control group. So, the null hypothesis of the study was rejected and it was concluded that teaching consecutive interpreting techniques through TBT approach is effective on learner's performance.

4.4. Assessing the Reliability of Rating Data

To assess the reliability of ratings by two raters the inter-rater reliability was checked through Pearson correlation coefficient. The results are as follows:

Table 8 Inter-reliability check

Tests		N	Reliability Indexes
Pre-test	CG	25	.957
Pre-test	EG	25	.985
Post-test	CG	25	.823
Post-test	EG	25	.895

As the Table 8 shows, the inter-rater reliability for the pre-test and post-test indicates a high degree of agreement between the two raters.

5. Conclusion

According to Baker and Maier (2011), classroom activities should provide opportunities for engaging the students with issues such as conceptual tools which they need to reason critically about the implications of any decision, a range of potential strategies that may be deployed to deal with ethically difficult or compromising situations, and finally educators need to develop a set of pedagogical tools that can be used to create an environment in which students can make situated ethical decisions, rehearse the implications of such decisions, and learn from this experience. Following such a pattern, the major objective of this study was to apply TBT approach to consecutive interpreting in undergraduate program in Iranian context. As for the pedagogical implications for trainees, this study might provide evidence that the application of such techniques and teaching approach can be successfully integrated with interpreting courses of B.A English translation as a pre requisite for the possible simultaneous interpreting techniques and activities in the following courses. Awareness of specific techniques of interpreting pave the way of learning for trainees and set objectives for them that distinguish these courses for other similar courses as mentioned before. It also gives the trainers a kind of framework to the how of teaching of consecutive interpreting. The results of this study also may be useful for other similar contexts in which the interpreting teaching has been limited to a few courses.

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