Using Simultaneous Interpretation in Enhancing the English Language University Students' Listening Skill

Hadia Ibrahim Yousif Mohammed[1], Dr. Ahmed Mukhtar Elmardi[2]

PhD scholar, King Saud University, Riyadh, Saudi Arabia[1]. Sudan University of Science and Technology, Sudan [2]

Abstract: **The study aims at investigating the possibility of using simultaneous interpretation in learning listening skill for EFL students at Sudanese universities. The study is intended to examine the impact of interpretation in developing learners listening sub skills and the use of learner's awareness of (L2) lexical items. The data were gathered through experimental method, where experimental group (A) which exposed simultaneous interpretation tasks and control group (B) were used, listening five scale rubrics were used to measure students' performance. As well, the researcher used a questionnaire to elicit English language teacher's views on the use of simultaneous interpretation in EFL classes. In this study, statistical method has been used for data analysis. (SPSS), the results have shown a significant difference between the two groups, it is found that when the students are exposed to a simultaneous interpretation their listening skill have been noticeably increased. The findings show teachers positive attitudes towards using simultaneous interpretation in EFL classes. It improves students' self-confidence in listening; and also using L1 helps learners become more familiar with (L2) the target language culture, lexical items.**

Keywords: **Consecutive Interpreting (CI). Simultaneous Interpretation (SI). Working Memory Model (WMM). Dubbing. First language (L1). Second language (L2).**

I. INTRODUCTION

Interpreting is a mode of translation that involves orally translating the message heard in one language immediately and continuously into another language while the message is still being produced. It is a complex cognitive activity that requires the interpreter to listen to what the speaker says and render it immediately into another language, listen to the speaker's next message, store the message in memory before retrieving it again for translation, and monitor his or her own output, all at the same time.

The interpreter, while trying to render the preceding message into another language, has to continue to listen to the incoming message. This concurrent comprehension of the source language and production of the target language is perhaps the most amazing characteristic of the interpretation task. Studies show that the interpreter's speech overlaps with the speaker's speech time significantly (Lee, 1999b). This demand for concurrent listening and speaking has also made performing interpretation different from other communicative activities such as speaking or listening alone in at least two ways: First, unlike normal listening activities, the comprehension process of the source message is incremental (Frauenfelder & Schriefers, 1997). Second, the interpreter needs to give selective attention to both speaking and listening tasks.

When learners rely on their L1 to process L2 and L2 to process L1 later they become able to have direct conceptual processing of L2 language, consequently their language proficiency will improved. The researcher, therefore, is intended to use interpretation of L1 to L2 as a tool to develop learners listening skills, because the process of L1 to L2 and L1 to L2 interpretation involve conscious cross-linguistic attention to syntactic structure and lexical gaps; besides attention to prosodic features of L2 production and listening sub-skills, which in turn will develop students listening skills.

The study will explore the efficiency of using Interpreting in developing student's language proficiency, accordingly the following questions are immerged:

1. Does interpretation of L1 to L2 and L2 to L1 develop learners listening skill?

2. What are the teachers' perception about the effect of using interpretation in Foreign Language Teaching?

3. What type of Listening sub-skills does interpretation develop?

4. Does interpretation develop learner's awareness (consciousness) of (L2) lexical items as in the predominant L2 conventions?

II. THEORETICAL FRAME WORK

1. The History of Simultaneous Interpreting

The literature about the history of interpreting tends to associate simultaneous interpreting with the development of conference interpreting, and in particular with the Nuremberg trials, after World War II (e.g. Baigorri Jalón, 2004). It is definitely the Nuremberg trials which gave high visibility to simultaneous interpreting, which had been experimented with at the ILO (International Labor Organization) and at the League of Nations with limited success (Baigorri Jalón, 2004, chapter III), perhaps to a large extent because of resistance by leading conference interpreters who were afraid that this development would reduce their prestige and be detrimental to working conditions (Baigorri Jalón, 2004, p. 148). In signed language interpreting, in all likelihood, simultaneous interpreting became a popular interpreting mode, perhaps even a default mode early on. It allowed faster communication than consecutive. Moreover, whereas in spoken language interpreting, there is vocal interference between the source speech and the interpreter's speech, in signed language interpreting, there is none. Ball (2013, p. 4-5) reports that as early as 1818, Laurent Clerc, a deaf French teacher, addressed US President James Monroe and the Senate and Congress of the United States in sign language, and "while he signed", Henry Hudson, an American teacher, "spoke the words". After World War II, simultaneous was used mostly in international organizations where fast interpreting between several languages became necessary and where waiting for several consecutive interpretations into more than one language was not an option. But it soon extended to other environments such as multinational corporations, in particular for Board of Director meetings, shareholders meetings, briefings, to press conferences, to international medical, scientific and technological conferences and seminars, and to the media. Television interpreting, for instance, has probably become the most visible form of (mostly) simultaneous interpreting, both for spoken languages and for signed languages, and there are probably few people with access to radio and TV worldwide who have not encountered simultaneous interpreting on numerous occasions. Professional conference interpreter organizations such as AIIC (the International Association of Conference Interpreters, the most prestigious organization, which was set up in Paris in 1953 and has shaped much of the professional practices and norms of conference interpreting) claim high level simultaneous interpreting as a major conference interpreting asset, but simultaneous interpreting is also used in the courtroom and in various public service settings, albeit most often in its whispered form. All in all, it is probably safe to say that besides signed language interpreting settings, where it is ever-present, simultaneous interpreting has become the dominant interpreting mode in international organizations and in multi-language meetings of political, economic, scientific, technical and even high-level legal meetings as well as in television programs, while consecutive interpreting is strong

in dialogue interpreting, e.g. in one-on-one negotiations, in visits of personalities to foreign countries, and in encounters in field conditions where setting up interpreting equipment is difficult.

2 The Phenomenon of Simultaneous Interpreting

2.1 Concurrent Listening and Speaking

A simultaneous interpreter, while trying to render the preceding message into another language, has to continue to listen to the incoming message. This concurrent comprehension of the source language and production of the target language is perhaps the most amazing characteristic of the SI task. Studies show that the interpreter's speech overlaps with the speaker's speech time significantly (Chernov, 1979; Gerver, 1974, 1975; Lee, 1999b). This demand for concurrent listening and speaking has also made performing SI different from other communicative activities such as speaking or listening alone in at least two ways: First, unlike normal listening activities, the comprehension process of the source message is incremental (Frauenfelder & Schriefers, 1997). Second, the interpreter needs to give selective attention to both speaking and listening tasks in order to do the job well.

However, despite the heavy demand on working memory imposed by the task of simultaneous interpreting, research has shown that interpreters do not necessarily have a larger working memory than non-interpreters but instead have learned to use their working memory more efficiently (Liu, 2001). Neither is it that interpreters divide their attention during simultaneous interpreting. Rather, they selectively attend to important information (Cowan, 2000).

3. Theoretical Models of Interpreting

3.1 Gile's Effort Model

The difficulty posed by simultaneous interpreting is evidenced by the fact that even experienced interpreters produce errors when interpreting. It shows that there is an intrinsic difficulty in interpreting and Gile's (1995) Effort Model for simultaneous interpretation sought to capture this difficulty. The basic notion underlying this model is that the interpreter's processing capacity is limited, thus when the processing demands exceed processing capacity, interpretation performance will deteriorate.

There are a number of information processing models that have been proposed to account for the SI process (Moser-Mercer 1997). One of most cited models is the Effort Model proposed by Gile (1995, 1997).

The Effort Model describes the process of SI as a combination of four concurrent efforts—SI = Listening and Analyzing (L) + Production (P) + Memory (M) + Coordination (C). When the total processing requirements for these efforts (or any individual process requirement) exceed the interpreter's available cognitive resources, errors or omission of speech segment during or following the "cognitive breakdown" is likely to occur, even if that segment *perse* is not problematic.

Based on his observation of simultaneous interpretation, Gile modeled simultaneous interpretation as consisting of three major Efforts: the listening and analysis effort, speech production effort, and short-term memory effort. A fourth component of the model is the coordination effort. The three major effort components are thought of as being active at the same time while each possesses limited capacity. Depending on the tasks involved, each effort is given specific processing capacity requirements. Further, because the incoming speech flow varies widely and each interpreter segments processing units differently, processing capacity requirements for each effort may vary to a great extent over a matter of just a few seconds. For the interpretation to proceed smoothly, at any given point during interpretation, the capacity required for each of the four efforts must be tantamount to or greater than its requirements for the task at hand (Gile, 1997).

Gile (1995) noted that processing capacity requirements for each effort sometimes are further burdened by interaction between the individual requirements for the separate efforts. Interference from source language to target language is one instance, which is why the interpreters are often taught to make every effort to not use words and sentence structures that resemble those in the source language speech (Gile, 1995).

3.2 Baddeley's Working Memory Model

Baddeley developed one of the most influential models of working memory (Baddeley, 1986; Baddeley & Hitch, 1974). Working memory, based on this model, is composed of three subsystems: a) the central executive, b) the phonological loop, and 3) the visuospatial sketchpad. Baddeley (2000) added a fourth component, the episodic buffer, which is assumed to be capable of "storing information in a multi-dimensional code" (p. 421) and serves as an interface between long-term memory and the phonological loop and visuospatial sketchpad. The central executive coordinates the processes of the episodic buffer and two other subsidiary slave systems and acts as an attentional control mechanism. The visuospatial sketchpad processes visual images while the phonological loop is responsible for storing verbally coded information and is therefore most relevant for simultaneous interpretation. The central executive is involved in "general" processing but does not have storage capacity, but this gap was filled by the addition of episodic bufferto Baddeley's (2000) working memory model.

According to Baddeley (2000), the phonological store and the sub vocal rehearsal process are the two subparts of phonological loop. The phonological store temporarily holds acoustically perceived verbal information that quickly decays after about 1.5 to 2 seconds unless the information gets refreshed by the sub vocal rehearsal process.

Memory traces of verbally coded messages are fed back into the articulatory control processes through sub vocal rehearsal, thereby prolonging their presence within the working memory.

Studies examining the relation between working memory and simultaneous interpretation have found that when participants were subjected to articulatory suppression, i.e., when they were asked to perform recall tasks and utter a string of irrelevant syllables or words, the interpreters outperformed the other groups (e.g. Bajo et al., 2000; Padilla, Bajo, Cañas, & Padilla,1995; Padilla, Bajo, & Macizo, 2005). The condition of articulatory suppression poses difficulty in verbal recall tasks mainly because it disrupts the process of sub vocal rehearsal that is necessary for refreshing verbal information and maintaining the information in the phonological store (Baddeley, 1996). Since the articulation of output material in simultaneous interpretation resembles articulatory suppression (Padilla et al., 2005), simultaneous interpreters are viewed as being more resistant to its negative effects and are consequently considered to have a larger working memory.

3.3 Just and Carpenter's Theory of Working Memory Capacity

Based on Baddeley's (1981, 1986) working memory model in which he emphasized the processing and temporary storage functions of this system, Just and Carpenter (1992) developed the working memory capacity model. According to Miyake, Just, and Carpenter (1994), working memory is capable of both processing and storing information and is considered to be the site for both carrying out various language processes and holding intermediate and/or final products of comprehension. The processing and storage functions of the working memory compete for a shared limited capacity, and the ability to process and store information simultaneously is often used to distinguish skilled and unskilled speakers (Daneman, 1991).

Although being of limited capacity, working memory is not the same between two individuals. Those who are more "efficient"in executing the cognitive tasks at hand are regarded as having a larger working memory capacity. A good reader, for example, may need fewer processes than the poor reader to process the same material and therefore be considered more efficient as well as possessing a larger working memory capacity (Daneman & Carpenter, 1980). Working memory also plays an important role in verbal fluency (Daneman & Green, 1986) and can be used as an index for choosing or training individuals in professions that require a lot of speaking such as simultaneous interpretation. In ordinary speaking, all speakers have to plan what to say, temporarily store the plans, and finally implement them in the form of words or sentences. As such, speakers who have small working memory capacities have been found to be slower and less fluent at producing words, sentences, and phrases that are context-appropriate than speakers who have larger working memory capacities (Daneman, 1991). In simultaneous interpretation, the interpreter is continuously engaged in online processing and storing of information and having a large working memory capacity is therefore crucial (e.g., Christoffels et al., 2003; Christoffels et al., 2006). The reading span test developed by Daneman and Carpenter (1980) is frequently used as a measure to assess or predict an individual's performance in tasks that involve concurrent processing and storage of information such as language comprehension. In the reading span test, participants read sentences that increase in set sizes and recall sentence-final words. The total number of successfully recalled words (e.g., Daneman, 1991) or the largest set size in which the majority of the sentence-final words are recalled (e.g., Daneman & Carpenter, 1980) represents the participants' working memory capacity.

4. Simultaneous Interpretation Activities

Teachers can give the students different strategies to interpret messages in different languages such as discussions about translation in film-subtitling, dubbing or interpreting so that they may be able to take part in communicative activities of dubbing or simultaneous interpretation. Although film-subtitling may not seem as communicative as the other activities, it is essential to mention that the introduction of an activity in which students have to listen what other people say in one language and write it into their mother tongue is an entertaining activity which makes students improve their ability to interpret messages in different languages, their listening skills and their capacity to think in both the FL and the L1. Consequently, their ability to speak also improves.

Dubbing or interpretation activities also contribute to this improvement of the speed of interpretation of messages. Despite depending on the level, this type of activities should be developed from the FL into the L1, given the difficulty of inverse interpretation. One practical example could be the following: one student says one sentence or speaks freely in the FL, while the other student has to say the same in his/her mother tongue. The rest of the class can assess the interpretation of the student in the L1 and can ask questions. Any other type of simultaneous interpretation could be developed within the foreign language classroom: interpreting an advert, a scene of a film, a conversation; all these kinds of activities would involve a large number of benefits for the students.

This type of activity also allows students to acquire skills for being focus on their work and concentrated when there is noise, since they have to translate at the same time as another person is speaking. Consequently, they realize how much effort interpreters and translators have to make to fulfill this task.

III. MATERIALS AND METHODS

The study aims at examining the use of interpretation as an aid of developing students' listening skill, therefore, an experimental research method is used, the researcher used two groups, experimental group (A) and Control group (B), then group (A) exposed an intensive   interpretation task   L1 to L2   to develop students listening skill and L2 to L1 to develop their listening skills based on the research hypothesis and the teachers questionnaire items,   guessing the meaning from the context., awareness of (L2) lexical items and understanding collocations. Then the both groups were asked to again do other interpretation tasks to measure their performance using   listening skills rubrics **(Appendices (A, B).**

A Questionnaire was administrated for the teachers to elicit their perspectives about using interpretation as an aid for learning   listening skills. **(Appendix (B).**

Students' groups

No	Groups	Frequency	Percentage
1	Experimental Group (A)	20	50%
2	Control Group (B)	20	50%
Total		40	100%

 Teachers:

The respondents also consist of (37) English language teachers who work for different universities in Sudan. They have different English language qualifications and they have different years of experience.

IV. DATA ANALYSIS AND DISCUSSIONS

1. The result of students' Listening Performance (T-Test)

Group Statistics					
	Group Type	N	Mean	Std. Deviation	Std. Error Mean
Overall result	Experimental Group	20	66.45	7.715	1.725
	Control Group	20	56.30	3.975	.889

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
								95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Overall result	Equal variances assumed	7.372	.010	5.230	38	.000	10.150	1.941	6.221	14.079
	Equal variances not assumed			5.230	28.423	.000	10.150	1.941	6.177	14.123

As can be seen from the above table, the value mean calculated to signify the differences between the numbers of individuals of the study for listening performance was (.000) which is lower than the level of significant value (5%). These refer to the existence of differences statistically between both groups.

2. Attitudes toward Using Interpretation in EFL Classes

	N	Mean	Std. Deviation
Interpretation, using Arabic Language (L1) to learn English Language (L2) is interesting	37	3.08	1.441
Interpretation is beneficial for language learning	37	3.14	1.357
Interpretation from L1 to L2 makes faster development in L2 speaking	37	2.97	1.166
Interpretation from L2 to L1 makes faster development in L2 listening	37	3.19	1.221
Interpretation improves students' self-confidence in speaking.	37	3.24	1.461
Using L1 helps learners become more familiar with (L2) the target language culture.	37	3.08	1.479
Interpretation could be used as an ideal learning strategy in foreign language classes.	37	2.86	1.337

The value of 'mean' and 'standard deviation' were calculated to signify the differences between the numbers of individuals of the study. It is apparent from the above table and graph, the statement 'interpretation improves students' self-confidence in speaking' was account for the higher 'mean 'which is equal to (3.24) with standard deviation (1.461). These refer to the existence of differences statistically.

For the statement 'Interpretation from L2 to L1 makes faster development in L2 listening', the mean is ranked number two with the value (3.19) and the standard deviation is (1.221). These refer to the existence of differences statistically.

Regarding the value of mean calculated to signify the variances between the numbers of individuals of the study for the statement 'interpretation is beneficial for language learning was (3.14) with standard deviation (1.357) which is lower than the level of significant value (5%) These refer to the presence of differences statistically.

Concerning the mean value calculated to show the differences between the numbers of individuals of the study for the statement 'interpretation, using Arabic Language (L1) to learn English Language (L2) is interesting' was (3.08) with std deviation value (1.441) which is lower than the level of significant value (5%). These refer to the existence of differences statistically.

The value of mean calculated to indicate the differences between the numbers of individuals of the study for the statement 'Using L1 helps learners become more familiar with (L2) the target language culture' was (3.08) with std deviation value (1.479) which is lower than the level of significant value (5%). These refer to the existence of differences statistically.

The statement 'Interpretation from L1 to L2 makes faster development in L2 speaking' is ranked number six with the mean value of (2.97) and std deviation (1.166), followed by the least statement in rank 'Interpretation could be used as an ideal learning strategy in foreign language classes with mean value (2.86) and std deviation value (1.337) which is lower than the level of significant value (5%). These refer to the existence of differences statistically.

3. The effect of interpretation in developing learners listening skills

	N	Mean	Std. Deviation
L2 to L1 simultaneous interpretation helps students to predict what the speakers' main theme (idea).	37	3.22	1.377
L2 to L1 simultaneous interpretation allow students to guess the speakers' next word.	37	3.30	1.244
Interpretation serves in understanding the collocation of words	37	3.43	1.094
L2 to L1 interpretation help students to identify the meaning implied by stress, intonation, and rhythm.	37	3.22	1.315
Simultaneous interpretation fosters the interpreters guess the meaning from the context.	37	3.41	1.322
Students identify shortened forms of words and phrases.	37	3.08	1.115
Students can learn how to give feedback using facial expressions, smile, laugh, frown or silent.	37	3.16	1.385

As can be seen from the above table (3), the value mean calculated to signify the differences between the numbers of individuals of the study for the statement 'Interpretation serves in understanding the collocation of words' was (3.43) with std deviation (1.094) which is lower than the level of significant value (5%). These refer to the existence of differences statistically.

Similarly, the value of mean calculated for the statement 'Simultaneous interpretation fosters the interpreters guess the meaning from the context.' was (3.41) with std deviation (1.322) which is lower than the level of significant value (5%). These refer to the existence of differences statistically.

Again, the value of mean calculated to signify the differences between the numbers of individuals of the study for the statement 'L2 to L1 simultaneous interpretation allow students to guess the speakers' next word.' is the third in rank and the mean was (3.30) with std deviation value (1.244) which is lower than the level of significant value (5%). These refer to the existence of differences statistically.

The mean values of statements 'L2 to L1 simultaneous interpretation helps students to predict what the speakers' main theme (idea)' and 'L2 to L1 interpretation help students to identify the meaning implied by stress, intonation, and rhythm.' were (3.22) with std deviation values (1.377) , (1.315) correspondingly, which are lower than the level of significant value (5%). These refer to the existence of differences statistically.

It is obvious from the above table, the mean values for the statements 'Students can learn how to give feedback using facial expressions, smile, laugh, frown or silent.' and 'Students identify shortened forms of words and phrases.' were account as the least items with the mean values (3.16) and (3.08) and std deviation values (1.385) and (1.115) respectively which are lower than the level of significant value (5%). These refer to the existence of differences statistically.

4. Interpretation Develops Learners Awareness of Language Items

	N	Mean	Std. Deviation
Students will be aware of the exact meaning of vocabulary items	37	3.49	1.325
Students will use idiomatic expressions appropriately and accurately	37	2.97	1.301
Students' awareness of the sense of time (present, past, perfect. Etc.) will be raised into (Tenses)	37	3.05	1.290
Students improve their consciousness about Articles, qualifiers and quantifiers.	37	3.00	1.179
Students will be aware of the syntagmatic relationship between the word patterns (Collocations) and their exact meaning.	37	3.22	1.377
Students will be aware of the semantic meaning of English prepositions.	37	2.89	1.370

The above table (4) shows the mean values calculated to signify the differences between the numbers of individuals of the study under the branch 'Interpretation Develops Learners Awareness of Language Items'. The statement 'Students will be aware of the exact meaning of vocabulary items' got the first rank among the other items in this table. The mean value was (3.49) with std deviation (1.325) which is lower than the level of significant value (5%). These refer to the existence of differences statistically.

Likewise, the mean value calculated for the statement 'Students will be aware of the syntagmatic relationship between the word patterns (Collocations) and their exact meaning.' got the second rank. The mean value was (3.22) with std deviation (1.377) which is lower than the level of significant value (5%). These refer to the existence of differences statistically.

Again, the value of mean calculated to signify the differences between the numbers of individuals of the study for the statement 'Students' awareness of the sense of time will be raised' is the third in rank and the mean was (3.05) with std deviation value (1.290) which is lower than the level of significant value (5%). These refer to the existence of differences statistically.

The mean values of statements 'Students improve their consciousness about Articles, qualifiers and quantifiers' is ranked number four under the branch language item awareness. The mean value was (3.00) with std deviation values (1.179) which is lower than the level of significant value (5%). These refer to the existence of differences statistically.

The mean value calculated to signify the differences between the numbers of individuals of the study for the statement 'Students will use idiomatic expressions appropriately and accurately' was (2.97) with std deviation value (1.301) which is lower than the level of significant value (5%). These refer to the existence of differences statistically.

It is obvious from the above table, the mean values for the statements 'Students will be aware of the semantic meaning of English prepositions.' was account as the least items with the mean values (2.89) and std deviation values (1.370) which are lower than the level of significant value (5%). These refer to the existence of differences statistically.

V. CONCLUSION

The results show significant differences between the experimental group (A) and control group (B), It was found that when the students are exposed to an simultaneous interpretation in teaching the experiment group the their listening skills has been apparently improved. They scored higher marks than students who were in the control group.

The results also depicts teachers' positive attitudes towards using simultaneous interpretation in EFL classes. They believe that 'interpretation is beneficial for language learning. Interpretation from L2 to L1 makes faster development in L2 listening' and also using L1 helps learners become more familiar with (L2) the target language culture. Therefore, interpretation could be used as an ideal learning strategy in foreign language classes.

The result also indicates some significant finding related to teachers perception about the effect of interpretation in developing students listening skills. It is found that 'L2 to L1 simultaneous interpretation helps students to predict what the speakers' main theme (idea)' and help students to identify the meaning implied by stress, intonation, and rhythm.' Moreover, the finding tells that interpretation help students to understand the collocation of words and guess the meaning from the context. Furthermore, students can learn how to give feedback using facial expressions, smile, laugh, frown or silent and identify shortened forms of words and phrases.

The finding also shows some significant finding related to the influence of interpretation on learning language syntactic structures. It is found that students can use word order within a sentence. They are able to structure simple sentence easily.' and 'Students can master different types of sentences based on the function, declarative and imperative. It is important to mention that students can build up compound sentence(s); split between the sentences constituents and generate complex sentence(s).

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APPENDIX (A): TEACHERS QUESTIONNAIRE

No	Statements	1	2	3	4	5
Attitudes Toward Using Interpretation In Foreign Language Learning						
1	Interpretation, using Arabic Language (L1) to learn English Language (L2) is interesting					
2	Interpretation is beneficial for language learning					
3	Students can use word order within a sentence.					
4	Interpretation from L2 to L1 makes faster development in L2 listening					
5	Students can master different types of the sentence based on the function, declarative and imperative.					
6	Using L1 helps learners become more familiar with (L2) the target language culture.					
7	Interpretation could be used as an ideal learning strategy in foreign language classes.					
The effect of interpretation in developing learners listening skills						
8	L2 to L1 simultaneous interpretation helps students to predict what the speakers' main theme (idea).					
9	L2 to L1 simultaneous interpretation allow students to guess the speakers' next word.					
10	Interpretation serves in understanding the collocation of words					
11	L2 to L1 interpretation help students to identify the meaning implied by stress, intonation, and rhythm .					
12	Simultaneous interpretation fosters the interpreters guess the meaning from the context.					
13	Students identify shortened forms of words and phrases.					
14	Students can learn how to give feedback using facial expressions, smile, laugh, frown or silent.					
Interpretation Develops Learners Awareness of (L2) Language Items						
15	Students will be aware of the exact meaning of vocabulary items					
16	Students will use idiomatic expressions appropriately.					
17	Students' awareness of the sense of time (present, past, perfect. etc.) will be raised into (Tenses)					
18	Students improve their consciousness about articles, qualifiers and quantifiers.					
19	Students will be aware of the syntagmatic relationship between the word patterns (Collocations) and their exact meaning.					
20	Students will be aware of the semantic meaning of English prepositions.					