



Volume 10, Issue 2, March 2023, p.130-140

**Article Information**

***Article Type: Research Article***

***This article was checked by iThenticate.***

**Article History:**

Received

27/02/2022

Received in revised  
form

08/03/2022

Available online

15/03/2023

## **THE APPLICATION OF INTERPRETATION STRATEGIES IN TEACHING ENGLISH AS FOREIGN LANGUAGE**

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### **Abstract**

Interpretation is the act of explaining, reframing, or otherwise showing person's own understanding of something. Interpretation enables effective communication between people all across the world. It reflects culture, society, and beliefs.

The major advantage of language interpretation is comprehension. The ultimate purpose of language interpretation is to bridge linguistic differences. It builds a bridge that smooths out any potential friction between skills such as speaking, listening and promotes mutual comprehension.

Interpretation is a language skill that a student can acquire consciously or unconsciously through an intensive process of learning, training, and experiencing in a formal classroom, in a set-up situation, or in a real-life situation.

The three basic interpretation modes are simultaneous interpretation, consecutive interpretation, and whispered interpretation.

The paper aims at finding out the strategies of interpretation that are effective in the class of English as a foreign language.

**Key words :** interpretation , strategies, Teaching English as a foreign language.

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## 1. Introduction

The notion of interpretation and its significance can be unclear. Language is so much more than just a tool for communication. It reflects culture, society, and beliefs. It is necessary to know how to translate a text and developing a method to translate it. Both of these tasks are determined by various factors: cultural, economic, and political. Strategies of translation involve the basic tasks of choosing the foreign material that cope with the learners' potential abilities.

The fundamental difference between technique and strategy is that the former is related to the result, while the latter is related to the process. While method affects the text as a whole, technique affects small text units.

The present paper aims to understand strategies of interpretation that EFL teachers use in the classroom.

Many teachers are struggling to get their students to speak more English and less as a first language. So instead of wasting students' time in their first language, to which they are exposed outside the classroom all the time, teachers should focus on encouraging the use of a second language. Using a learning tool is one of the cognitive learning strategies. Interpretation can be regarded as a phenomenon of transfer of one's language to another language. Using their first language beside their limitation in learning a foreign language is a basic resource which students of English as a foreign language develop their skills through using interpretation to the English Language beside their first language.

### 1.2 Aim of the Paper :

The paper aims at finding out the strategies of interpretation that effect on teaching and learning English as a Foreign language.

## 2. Theoretical Background

The following section deals with presenting the theoretical aspect of interpretation focusing on its meanings, types, techniques, strategies and the difference between interpretation and translation

### 2.1 What is Interpretation ?

Interpretation has different meanings and definitions according to dictionaries and other sources.

The basic definition of interpretation according to the Webster Dictionary is the "action of explaining the meaning of something; the way something is explained or understood".

Cambridge Dictionary, 2022:100, defines interpretation as "it is an explanation or opinion of what something means :

1. The dispute is based on two widely differing interpretations of the law.
2. The rules are vague and open to interpretation.
3. It is difficult for many people to accept a literal interpretation of the Bible

It is also a particular way of performing a piece of music, a part in a play ,etc.:

Her interpretation of Juliet was one of the best performances I have ever seen.

Interpretation is an explanation of opinion of what something means:

We had different interpretations of the survey results”

Definition of interpretation by (Tilden,2009:8 ) is still the yardstick by which others measure their own understanding of interpretation:

1. An educational activity”: A recent study by the Welsh assembly Government found that there was a generally special reaction to the term “education”. People associated it with school, a place that for many memories and experiences.
- 2.“ An educational activity ”:The other side of this coin is the interpreter’s attitude that this evokes. The term “education” suggests a one-way process: from the learned ( the teacher ) to the learner. One knows, the other doesn’t.

The next definition of interpretation must come from the National Association of Interpretation who can claim to be the oldest association of interpretation worldwide. They write :

1. “Interpretation is a mission-based communication process that forges emotional and intellectual connections between the interests of the audience and the meanings inherent in the resource.”
2. “Mission-based”: this places interpretation in the wider context of heritage management where it belongs. It also hints at the fact that interpretation serves a purpose, and this purpose will depend on the organization’s mission and goals.
3. “ Communication Process”: by introducing the term 'communication' this definition acknowledges that interpretation is subject to all the laws that govern any other communication. Using the term also makes the receiver visible, although it could go further in suggesting two-way activity. Finally, the term “process” makes it clear that interpretation doesn’t happen in one piece. It is an ongoing event that involves the audience.
4. ‘Emotional’’: hurrah for the acknowledgment that we value heritage not simply for its factual merit but also for the emotional meaning it has for us.
5. “Connections’’: beside the term “communication’ this is the crucial improvement on Tilden’s definition. “Connections” imply a lasting relationship that has been forged between the visitor and the resource.

## 2.2 Types of Interpretation

The primal essence of interpretation is conveying information from a source language into a target language. This relay of knowledge can be achieved in multiple ways and depend upon the needs of the speakers and listeners.

Devanagri, 2022 claims that interpretation has the following types :

1. Simultaneous Interpretation: In this interpretation, the interpreter listens to spoken content through headphones and speaks the interpreted words into a microphone. As soon as the interpreter grasps the general meaning of the statement, they begin their interpretation process. Simultaneous interpretation can be easily seen in award shows and beauty pageants. Interestingly, the first use of simultaneous interpretation using electronic pieces of equipment was a part of the Nuremberg Trials.
2. Consecutive Interpretation : In consecutive interpretation, the speaker speaks for a while and then pauses for five minutes or so. The interpreter takes notes within the paused time and then forwards the communication. A crucial skill required in consecutive interpretation is note-taking.
3. Whispered Interpretation: It is a variant of simultaneous interpretation, which entails the interpreter addressing a small target language audience by whispering a simultaneous interpretation. This type of interpretation is viable when a few audience members do not speak the source language.
4. Relay Interpretation : Relay interpretation involves a small number of participants. A source language interpreter transfers the message to a group of interpreters who speak the source and the different target languages. After that, these interpreters convey or “relay” the message to their respective audiences, For example, an English text is interpreted in Hindi by a group of interpreters, who then interpret it into Kannada, Bengali, etc., to their respective clientele.
5. Liaison Interpretation : Alternately known as escort interpreting, Liaison interpretation depends upon an interpreter who translates into and out of the source and target languages while the conversation is going on. This interpretation type is suitable for small and informal situations.

## 2.3 Techniques of Interpretation :

There are four steps involved in the techniques of interpretation:

1. Assemble the information you'll need,
2. Develop findings,
3. Develop conclusions, and
4. Develop recommendations. ( See Diagram 1 )

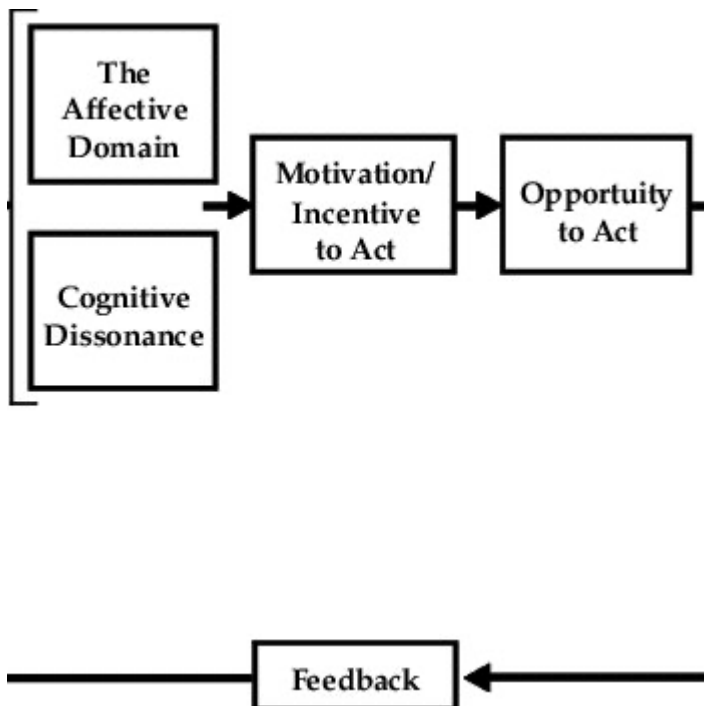
Interpretation is a technique for enhancing information, so that the audience gain more from the experience than a list of unrelated facts.

Sight translation is also a technique that requires the interpreter to render the content of a written document in the source language orally into the target language. This technique of interpretation is often used during legal and medical interpretation.

Interpretation has four important categories: a. The text of the statute; b. Legal interpretations of the statute, c. the context and structure of the statute; and d. The purpose of the statute.

There is also what is called image interpretation . It includes five elements : color, texture, pattern, shape, size, and location.

( Diagram 1 / Interpretation Steps )



## 2.4 Interpretation Strategies :

An interpreting strategy is a method that is used deliberately to prevent or solve potential problems in interpreting or to enhance interpreting performance( Bartłomiejczyk, 2006:32 ).

Interpreting strategies are re-categorized into three main types: problem-solving, problem-preventing, and message-enhancing. Strategies are streamlined, adjusted,

renamed, and understands grouped under four catchy principles: BE FLEXIBLE, ONE CHUNK AT A TIME, BE CLEAR, and BE CONCISE.

The most important job for an educational interpreter is to ensure the student and comprehends the information being given to them by the instructor team. If they do this, the student will have the best educational experience regardless of the language barrier they have.

There are six phases to use interpretation in the classroom mentioned by (Morin 2007 :57).

1. PHASE-ONE: Teacher-Student acting as Speaker-Interpreter
  - a. Teacher's preparation outside the classroom
  - b. Preparation in the classroom before the presentation
  - c. Interpreting Practice ( the first 10 topics in descriptive form are from English into the target language and the next 10 topics are in the opposite direction )
2. PHASE-TWO (a) : Student-Student acting as Speaker-Interpreter (giving a presentation from a normally set up table )

PHASE-TWO (b): Student-Student acting as Speaker-Interpreter ( standing on a podium and delivering a speech )
3. PHASE-THREE :Tape Player/CD Player-Student acting as Speaker-Interpreter.
4. PHASE-FOUR : VCD player-student acting as Speaker-Interpreter
5. PHASE-FIVE : Radio- Student acting as Speaker-Interpreter
6. PHASE-SIX : TV News Broadcasting- Student acting as Speaker-Interpreter

## 2.5 The Difference Between Interpretation And Translation

Translation and interpretation are needed to enable communication between cultures and across languages. In a world where communication is key, it is necessary to use the help of interpreters and translators to effectively communicate. The difference between translation and interpretation is confusing. So, what is the real difference between the two ?

On a general level, the difference between interpretation and translation is that interpretation does not focus on literary aspect only, but also a range of other issues, including form, register, style, and idiom. This is not easy, deals with spoken language in real time while translation focuses on written content. Another difference is that translation happens over a period of time with extensive access to external resources, compared to interpretation which occurs on the spot during a live scenario.

Interpretation is a specialized form of translation that deals with speech and communication rather than content. Interpretation plays an important role in non-verbal communication, such as interpreting sign language or the spoken word for deaf and hard-of-hearing audiences.

The spoken language translation and interpreting program is designed to educate bilingual students who wish to develop professional interpreting skills and prepare for careers in our increasingly diverse communities.

### 3. Methodological Framework

Interpretation teaches learners about language, but not how to use it. Interpretation does not help learners develop their communication skills.

1. Interpretation encourages learners to use a first language, often for long period of class time, when the aim of modern teaching is to remove it from the classroom.
2. The skills involved in interpretation may not be suitable for all kinds of learners. It may, for example, be best for learners who are more analytical or have preferences for verbal-linguistic learning strategies. It may not be suitable either for young learners or lower levels.
3. Learners may not see the value of interpretation as an activity to help them learn English, and instead see it as a specialized, and difficult, activity.

Interpretation is a difficult skill which must be done well in order to be productive and rewarding. Learners and teachers not only have to take into account mean but too many interpretation activities rely on it being done well.

The main aim of this paper is to consider the use of interpretation strategies in EFL classroom. Basically, it looks into some benefits of using interpretation in improving students' abilities by closely examining the nature of students' experiences.

The researcher adopts Consecutive Interpreting mode to be applied in the classroom. It involves rendering a message from the source language to the target language after the speaker has paused.

The paper uses a communicative-cognitive approach, which allows to consider students' individual characteristics and cognitive preferences. Communicative-cognitive approach to teaching consecutive interpretation in Arabic-English language pairs involves learning foreign languages in a virtual environment.

Experimental teaching was organized under the Department of English/ College of Education-Ibn Rushd. It is implemented in natural conditions within the



framework of a profession-oriented course “ Consecutive Interpretation”. The experiment training involved 20 students from 2nd stage for the academic year 2021-2022. The subjects are allocated to one experimental group.

To determine the effectiveness of strategies used for consecutive interpretation, Students are exposed to tests and assignments at initial and final stages of training, which include :

1. Translations of precise vocabulary
2. Consecutive interpreting of paragraphs and texts
3. Note-taking skills
4. Conversations within oral bilingual discourse
5. Cooperative assessment between a teacher and students

Assessment reveals the extent to which students have mastery over basic skills, knowledge and competence as teacher’s assessment of assignments and exercises. Students’ assessments are conducted using google forms, allowing us to comment on each other’s translation.

The researcher carries out assessment of tasks and exercises implementation inside and outside the classroom.

The results of the assignment are analyzed . Qualitative and quantitative indicators are taken into account in the assessing the performance of assignments in the initial and final stages. The results of each task are assessed using a ten-point grading scale as follows:

$$K = X / n * a * 10,$$

The following table shows the results of initial and final performance concerning the five tasks :

Table 1 The Differences Between Students’ Performance

Task	Initial Test	Final Test
1	2.3	7.9
2	3.0	7.4
3	4.7	8.3



4	2.6	6.4
5	1.5	6.0

The results show a difference concerning the achievements of students regarding the five tasks.

The first, the second, and the fifth tasks show significant development. The third and the fourth task have an acceptable development as shown in chart 1 . This means that translation of vocabulary, paragraphs and texts with cooperative assessment are the most effective strategies . Note-taking and conversation with bilingual discourse are less effective.

### Points scored

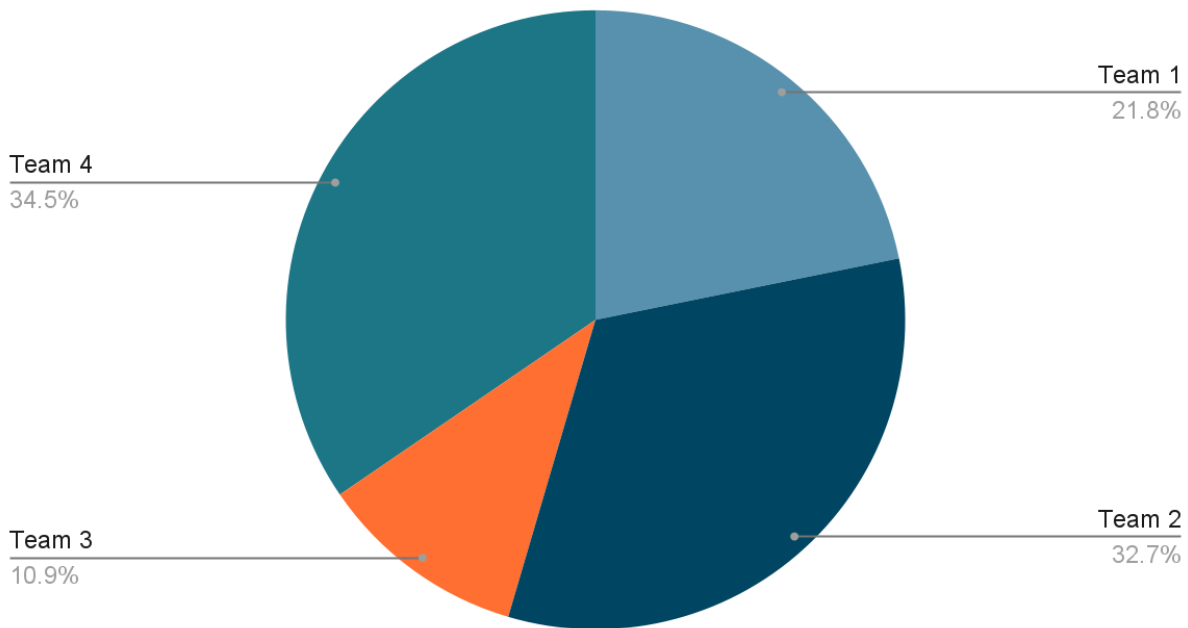


Chart 1 Percentage Estimate

#### 4. Conclusion

Interpretation is one of those words that pays attention to every educator. When students are struggling, but moving them beyond ideas that put them in the safe side

Interpretation in simple words is the process of first fully understanding, analyzing, and processing a spoken or signed message and then faithfully rendering it into another spoken or signed language.

Interpretation refers to the task of drawing inferences from the collected facts after an analytical and/ or experimental study. In fact, it is a search for a broader meaning.

Interpreting strategies include:-

1. Making inferences: listening/reading closely,
2. Using Words we know and the context itself to guess meanings of new words
3. Identifying a words' function in a sentence ( subject/ action word/ description ) and inferring meaning from context.
4. Managing our own learning.
5. Making lists,
6. Taking notes,
7. Asking questions,
8. Writing summaries: pacing ourselves.

By applying interpreting strategies in EFL Classroom, we help students to acquire the competences required for proficient use of interpretation and enable them to make progress in skill sequencing.

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