

The Comparison between Executive Interpreting and Simultaneous Interpreting in Learning Vocabulary by EFL Learners

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Interpreting is a Language Skill

Interpreting 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. In consecutive interpreting the interpreter listens to a speech while taking notes. When the speaker has finished, the interpreter stands up and delivers the speech in his or her native language. In simultaneous interpreting the listener hears the interpretation at the same time as the speech is made.

Focus of This Study

In this study the effect of teaching executive interpreting in comparison to simultaneous interpreting on vocabulary acquisition in respect of gender of the subjects was investigated. To meet the aim, sixty four Iranian EFL students (32 males and 32 females), majoring in translation English as a Foreign Language at the Arak University participated in this study. Up to this level, students are exposed to a semi-real life situation where they are listening to different English native speaker dialects through the prepared tapes/CDs and VCDs. After that one group which has written notes about their listening, spoken based on their notes and another group spoken about what they are heard. Then on the basis of special vocabulary which both group listened, the researchers have taken vocabulary test. By employing t-test, students differed significantly in their vocabulary scores. It means students who are exposed to executive interpreting gained better score than another group. On the other hand, female had better scores in vocabulary test rather than male students.

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Key terms: Executive Interpreting, simultaneous interpreting ,vocabulary acquisition, English as a foreign language.

1. Introduction

Translation is a two-way device because it involves a comparison between two languages. Different approaches have been taken to Translation Studies, from the earlier workshop approach, the philosophical and linguistic approach, the functionalist approaches, to Descriptive Translation Studies, the post- structuralism and post-modernist approaches, and the cultural studies approach (Munday,2001; Richard Xiao,2008). Translation theories develop quickly, but practice, especially the translation teaching, is lagging far behind the theories. (Dai Guangrong, 2009). Today, interest in the field has never been stronger and the study of translation is taking place alongside an increase in its practice all over the world. Translators Through History (1995), Margareta Bowen, David Bowen, Francine Kaufmann and Ingrid Kurz provide fascinating and detailed account of interpreters down through the ages (Mary Phelan,2001).

Translation demands attention to detail and a complete mastery of language. If you have these attributes, translation is a rewarding and varied career choice. It simply involves translating a text from one language into another language. The source material may range from subtitles for an advert, to a death certificate, and everything in between (Ben Davies,2010).

Interpreting takes place when one person translates orally what he or she hears in another language. Many people are confused about the difference between translating and interpreting. The difference is quite simple: a translation is written down whereas interpreting is spoken. There are two types of interpreting which are as given below:

1.2.Simultaneous Interpreting

In simultaneous interpreting the listener hears the interpretation at the same time as the speech is made. The interpreter sits in a booth wearing headphones with a microphone. There is a booth for each language and two or sometimes three interpreters in each booth.

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The interpreter hears the speech through the headphones and simultaneously interprets. In some cases interpretation is recorded but the interpreters' permission is required for this. The booth contains a button for volume control, a mute button and a relay button. If the interpreter needs to cough he or she presses the mute button so that the audience will not hear. Meanwhile the listeners are equipped with headphones that they can switch to the language they require. The relay button is switched on to listen to an interpretation from another booth. Simultaneous interpreters need to have a clear view of the speaker and of any slides, transparencies or videos that may be shown at the conference. Laptop computers are being used more and these allow the interpreter to access terminology bases very quickly (Mary Phelan, 2001).

1.3. Consecutive Interpreting

In consecutive interpreting the interpreter listens to a speech while taking notes. When the speaker has finished, the interpreter stands up and delivers the speech in his or her native language. The speech could be as long as fifteen minutes nowadays although in the past thirty minutes was not unusual. The interpretation is not a summary; it is a complete rendition of the original speech in another language. Obviously this method is time consuming as the time element is almost doubled.

In consecutive interpreting, a clear division of the skills involved in interpreting can be seen. Apart from knowledge of the language, memory, concentration and understanding are important factors (Mary Phelan, 2001).

Margareta Bowen *et al.* relate how in the 1920s another milestone was reached with the invention of equipment for simultaneous interpreting by Edward Filene, a businessman, Gordon Finlay, an electrical engineer and Thomas Watson, the president of IBM. Simultaneous interpreting was first used at the International Labour Organization Conference in Geneva in 1927. However, technical difficulties meant that almost twenty years would elapse before

simultaneous interpreting was provided in English, French, German and Russian at the Nuremberg Trials, which lasted from November 1945 to October 1946.

1.4. Focus of This Study

This study is trying to find out the different effect of two types of interpreting on enhancing the process of learning vocabulary in EFL learners .There fore, the following hypotheses are suggested:

H1:There is significance difference between Executive interpreting and Simultaneous Interpreting vocabulary scores of EFL learners.

H2:Learners who use Executive interpreting can gain better score in vocabulary test rather than learners who use Simultaneous Interpreting.

H3:By regarding to teaching vocabulary by Executive interpreting and Simultaneous Interpreting, female learners have better score in vocabulary test than male learners.

2. Method

2.1. Participants

The subjects of this study were sixty-four Iranian EFL students (32 males and 32 females), majoring in translation English as a Foreign Language at the Arak University .

2.2. Instrumentation

The following instruments were used in this study:

a) Language Proficiency Test

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In order to make sure of the homogeneity of both groups in terms of their English language knowledge, Nelson test of proficiency was employed. The time allotted was 45 minutes. The reliability of the test scores according to the KR-21 formula turned out to be 73.75.

b) A background questionnaire

In order to elicit subjective information about participants, a background questionnaire was developed by the investigator. It covered issues such as the subjects' age, their parents' socio-educational background and occupation.

c) Tape Player / CD Player

In order to check the effect of Executive and Simultaneous Interpreting, students are exposed to listening different English native speaker dialects through the prepared tapes/CDs and VCDs.

d) Vocabulary test

After listening to CDs and VCDs based on different English native speaker dialects, the researchers took vocabulary test. So, the vocabulary was taken from the tape which learners have listened to before the test.

2.3. Procedure

In the process of carrying out the study, the researchers took the following procedures to achieve the objectives of the current study. So, the whole study was completed in five phases as given below:

Phase 1: In this phase the Nelson Proficiency Test (Series 400B) was administered to 95 male and female students who have studied English translation in university. They answered questions in 30 minutes. Out of this number 64 of students whose scores were above the mean were selected for the purpose of this study.

Phase 2: In order to know some main characteristics of participants , the researchers first have used background questionnaire which was included some questions about age , their parents' socio-educational background and occupation. On the basis of their answers, they divided into two groups that each group was consist of 32 students , half of each group were male and other half were female.

Phase 3: All subjects were exposed to a semi-real life situation where they are listening to different English native speaker dialects through the prepared tapes/CDs and VCDs .This part took for 25 minutes.

Phase 4: Half of the subjects have spoken after their listening and others also spoke but by using their notes.

Phase 5: In next stage, the researchers administered vocabulary test which based on special content in tapes and CDs.

2.4. Results and discussions

Independent samples 't' test was employed to compare the mean scores of subjects who were exposed to Executive and Simultaneous Interpreting. As represented in table1, the mean score for vocabulary test for students was 21.02 and also standard deviation was 3.689, but in table2, the difference in score between two groups was clear.

T-Test

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Value	64	21.02	3.689	.476

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Table1:Mean vocabulary scores for all students.

In general, for test value of 20 because Mean difference was 1.017 , so $\text{sig}=.037<.05$ which shows that there is significance difference between score of two groups .Therefore the hypothesis

Table2:One-Sample Test for each group who were exposed to executive and Simultaneous Interpreting.

1 was accepted . on the other hand, as its clear in table2, students who were exposed to executive interpreting could get better score than another group who were exposed to Simultaneous interpreting.

As its clear in table3,females score in vocabulary test was better than males score. So $t_1=9.179$ was belong to female and $t_2=8.643$ was belong to male. The researchers concluded that:

, so hypothesis3 was accepted because female could get better result in vocabulary $|t_1| > |t_2|$ test than male students.

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Value	32	20.60	3.549	.648

One-Sample Test						
	Test Value = 15					
	t	df	Sig. (2-tailed)	Mean Difference	95% Interval of the Difference	
					Lower	Upper
Value	8.643	29	.000	5.600	4.27	6.93

Table3 :T-Test for male

$$|t| = 8.643$$

$$\text{Sig}=.000<.05$$

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One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Value	32	21.43	3.839	.701

One-Sample Test

	Test Value = 15					
	t	df	Sig. (2-tailed)	Mean Difference	95% Interval of the Difference	
					Lower	Upper
Value	9.179	29	.000	6.433	5.00	7.87

Table4:T-Test for Female

$$|t| = 9.179$$

$$\text{Sig}=.000<.05$$

3. Conclusions and implications

This study was intended to increase awareness about two types of interpreting method and difference between executive and simultaneous interpreting. So, there were three hypotheses which all of them were accepted.

First hypothesis has shown the significance difference between learner's vocabulary scores by regarding to their teaching vocabulary by executive and simultaneous interpreting. The researchers have used t-test for measuring interval scores between two groups. As table 1 indicated this distinction was clear .In second hypothesis, the researchers have emphasized the priority of executive interpreting than simultaneous interpreting in vocabulary scores of learners. This claim was verified by vocabulary test after learners were exposed to two types of interpreting which it's obvious in table 2. So, writing main points can improve learning

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vocabulary in learners. In third hypothesis, the researchers have focused on gender of learners. They assumed that female can get better mark than male in vocabulary test. As its clear in table 3, female could get better score than male , so the third hypothesis was accepted too.

By considering three hypotheses, it has been found that through executive interpreting, students could learn more vocabulary than simultaneous interpreting. However, the interesting thing in this study is that females had better score in vocabulary test than male learners.

It is concluded that when learners have this opportunity to write down main points and vocabularies while they are listening to tapes or VCDs, they could memorize materials better than when they express materials simultaneously.

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