

Examining the Possibility of Using Simultaneous Interpretation in Enhancing the English Language University Students' Speaking Skill

Hadia Ebrahim Yousif Mohammed

Abstract

The study aims at investigating the possibility of using simultaneous interpretation in learning speaking skill for EFL students at Sudanese universities. The study is intended to examine the impact of interpretation in developing learners' speaking sub skills, and the use of language prosodic features. The data were gathered through experimental method, where experimental group (A) which exposed simultaneous interpretation tasks and control group (B) were used, then a speaking 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, the statistical method (SPSS) has been used for data analysis. The results have shown a significant difference between the two groups, It is found that when the students are exposed to an simultaneous interpretation their speaking skill have been noticeably increased. The findings show teachers positive attitudes towards using simultaneous interpretation in EFL classes. It improves students' self-confidence in speaking; and also using L1 helps learners become more familiar with (L2) the target language culture. The researcher recommend that it is important to use interpretation as a teaching aid to develop learners' different speaking skill. Besides, she suggest a training program for using interpretation in EFL classes.

Key Word: Simultaneous Interpretation (SI). Re-verbalizing (RV). Interpretative Analysis (IA).

المستخلص:

تهدف هذه الدراسة الى بحث امكانية استخدام الترجمة الفورية لتعزيز مهارات التحدث للطلاب الدارسين اللغة للإنجليزية كلغة أجنبية بجامعة السودان. الغرض من الدراسة هو معرفة أثر الترجمة الفورية في تطوير مهارات التحدث الفرعية وتحديد اثر الترجمة الفورية علي ادراك الطلاب لعناصر اللغة الانجليزية. كوسيلة لجمع البيانات الاولية تم استخدام الطريقة التجريبية حيث تم تحديد مجموعة تجريبية (المجموعة أ) حيث تم تعريضها للترجمة الفورية ومجموعة اخرى قياسية (المجموعة ب) من ثم تم اخضاع المجموعتين لاختبار مهارة التحدث وتم قياس النتيجة باستخدام اداة التقييم المستمر وتعرف باسم (روبرك). وأيضا استخدم الباحث استنباطا لاستنباط آراء معلمي اللغة الإنجليزية حول استخدام الترجمة الفورية في فصول اللغة الإنجليزية كلغة أجنبية. ولقد تم استخدام برنامج تحليل الحزم الاحصائية لتحليل البيانات. وقد اظهرت النتائج اختلاف ملحوظ بين المجموعتين حيث وجد أن مهارة التحدث لدى الطلاب في المجموعة التجريبية في تطور ملموس مقارنة بالمجموعة القياسية وهذا يعود الى تعرضهم للترجمة الفورية. كما اظهرت النتائج اراء ايجابية من المعلمين تجاه استخدام الترجمة الفورية في تدريس اللغة الانجليزية كلغة اجنبية حيث يرون ان الترجمة الفورية مفيدة لتعلم اللغة. وأيضا تشير النتائج ان الترجمة الفورية

تعمل على تعزيز الثقة بالنفس في مهارة التحدث. كما يساعد استخدام اللغة الام علي رفع الادراك بثقافة اللغة الاجنبية. اوصت الباحثة باهمية اسخدام الترجمة الفورية في تدريس اللغة الانجليزية كلغة اجنبية. وايضا قامت الباحثة باقتراح برنامج تدريبي يساعد في استخدام الترجمة الفورية في دروس اللغة الاجنبية.

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

Drawing on several linguistic theories, Schweda-Nicholson (1992) provided two justifications for the standard practice of interpreting only into the L1 language. First, the interpreters need to pay more attention to syntactic structure and lexical gaps when speaking L2 language; and second, they also need to put more attention to prosodic features of L2 production and speaking sub-skills, such as fluency, discourse markers, accuracy ...etc.).

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 speaking and 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 when speaking L2 language; besides attention to prosodic features of L2 production and speaking sub-skills, which in turn will develop students speaking and skill.

Statement of the Study Problem

During the recent years, it has been noticed that Sudanese students have low proficiency in speaking skill. The research attribute this phenomenon to students' lack of practice and nonexistence to a suitable language environment that allow students to speak naturally. The research, therefore, is intended to use interpretation as a tool to create fertile room for the students so that they are able to practice speaking naturally. Using interpretation for this purpose will develop students' linguistic conscious and develop their performance in L2 speaking skill.

The Study Questions

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

- 1) What are the Teachers' perception about the effect of using interpretation in Foreign Language Teaching?
- 2) Does interpretation from L1 to L2 and from L2 to L1 develop learners speaking skill
- 3) What type of speaking sub-skills does interpretation develop?
- 4) What type of the prosodic features (patterns) does interpretation develop?

Hypotheses of the Study

The researcher hypothesizes the following:

1. Teachers' have positive attitudes towards using interpretation in Foreign Language Teaching.
2. Interpretation of L1 to L2 and L2 to L1 can develop learners speaking skills.
3. There are different types of speaking sub-skills which can be developed using interpretation.
4. There are different types of the prosodic features (patterns) which can be developed using interpretation develop.

Objectives of the Study

The emphasis will be in the following objective:

- 1) determining teachers' perception about the effect of using interpretation in Foreign Language Teaching.
- 2) exploring the effect of interpretation in the developing of learners speaking skills.
- 3) determining speaking sub-skills which can be developed through interpretation.
- 4) identifying prosodic features (patterns) which can be developed through interpretation.

The study might be significant for the teachers because they will be able to use interpretation as a teaching aid to develop learners' different speaking skill. In addition to that the study will create a suitable language practice environment for the students so that they are able to practice speaking skill at any time. The study might be significant for the curriculum designers to incorporate interpretation in the future syllables and also for the authorities to use interpretation for interpreters training programs.

Definitions and Applications of Interpretation

Interpreting (SI) 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. Being highly proficient in at least two languages is a prerequisite for performing the act of simultaneous interpreting. Although interpreters are often assumed to have achieved perfect command of their working languages, second language and psycholinguistic studies have shown that, even for advanced learners of a second language, the comprehension and production processes in the second language (L2) often differ from the first language (L1), lending support to the hypothesis that simultaneous interpreting from L1 to L2 and from L2 to L1 may involve different processes and result in different products.

This distinction is the basis for a debate on directionality in SI, that is, whether interpreters should work from an L2, or a weaker language, into their L1, or a dominant language (referred as *B-to-A1* interpreting), or vice versa (referred as *A-to-B* interpreting or *detour* interpreting) (Pochhacker, 2003).



Proponents of B-to-A interpreting assert that interpreters are at a disadvantage cognitively when interpreting from the A language into the B language due to the extra effort required to find corresponding expressions in their B language (e.g., Donovan, 2003; Seleskovitch, 1999). Supporters of A-to-B interpreting, on the other hand, contend that interpreters' better comprehension of their native language may help them produce a more complete and reliable interpretation (Williams, 1995).

While earlier debates about directionality in SI were based only on interpreters' personal experience or research findings extrapolated from other fields, increasingly more attention has been paid in recent years to providing evidence for either position through empirical studies of interpreters (Russo and Sandrelli, 2003). A review of this still limited pool of available research seems to support both ends of the directionality debate. For example, interpreters made more language use errors, but less meaning errors when interpreting from A to B (Lee, 2003). In terms of propositions correctly rendered from the source language to the target language, language direction did not produce results that were statistically different, although when interpreting difficult text, slightly more propositions were successfully rendered in the B to A direction (Tommola & Heleva, 1998). Regarding strategy use, interpreters seemed to use more transformation and generalization when interpreting from A to B (Janis, 2002).

The characteristics of the language pairs involved in the interpreting also appeared to affect interpreters' experience of interpreting from A to B and from B to A (Al-Salman & Al-Khanji, 2002).

2. Approaches of Translation in Teaching

Looking at approaches to translation in teaching indicates that not all translation theories are suitable to guide translator training. This section will examine some representative approaches or applied theories of translation which are frequently used and quoted in translation teaching, though they may not often be well understood. These approaches are: the interpretive approach, translation as cultural communication, translation strategies, the integrated approach to translation studies, and functionalist approaches. The purpose of this examination here is to introduce their main contents, models, assumptions and contributions to teaching – besides considering some of their limitations.

3. The Interpretive Approach

A manifesto of the interpretive approach to translation can be seen in the Canadian scholar Delisle's (1988) *Translation: An Interpretive Approach*. He regarded translation as an intellectual activity located in the process of thinking, language and reality: teaching students how to translate meant teaching the intellectual process by which a message is transposed into another language, i.e. the meaning or sense of a message is transferred from one language to another.



Establishing a link between theory and practice, Delisle proposed a model which is intended to provide teachers of translation with an original method for training students to translate pragmatic texts² from English to French. His basic premise was that 'translation is an art of re-expression based on writing techniques and a knowledge of two languages' (1988: 3). This model worked via two logical routes: an interpretive approach to discourse analysis with emphasis on the manipulation of language; and pedagogical objectives and exercises that are directly related to this approach and its theoretical basis. In his model, two complementary aptitudes of comprehension (to extract the author's intended meaning from the original text [interpretive analysis]) and re-expression (to reconstruct the text in another language [writing techniques]) were required. To train his students to develop them, he provided a heuristic process of intelligent discourse analysis for translation, which involves three stages of comprehension, reformulation and verification. Comprehension requires decoding the linguistic signs of the source text with reference to the language system. Reformulation involves re-verbalizing the concepts of the source language by means of the signifiers of another language, realized through reasoning successive associations of thoughts and logic assumptions. Verification can be described as a process of comparison of the original and its translation. Notably, Delisle emphasizes is that it is important to differentiate between

professional translation and academic (or pedagogical) translation in order to set specific goals for an introductory course. His point in expounding academic and professional translation and the qualities of the translator is that pedagogical translation cannot be equated with the pedagogy of translation: he limits translation pedagogy to 'the manipulation of language' (1988: 81). This raises a fundamental question in translation pedagogy: how the teaching of translation should be structured so that the student emerges mindful of how to go about translating rather than with a mind full of facts. What sounds coherent in Delisle's theory of translation pragmatically is the assumption that the novice translator should focus on the manipulation of language by making use of pragmatic texts before dealing with more complex processes of translation. This limits his model to training novice translators in the stage of understanding the manipulation of language.

4. Translation as cultural communication

Hatim and Mason (1990, 1997) look at translation as cultural communication by incorporating research in sociolinguistics, discourse studies, pragmatics and semiotics. They view discourse in its wider context and define it as 'modes of speaking and writing which involve social groups in adopting a particular attitude towards areas of socio-cultural activity (e.g. racist discourse, bureaucratise, etc.)' (1997: 216).

They limit their texts to three categories - argumentative, expositive and instructional text types (1990: 155-159) - in order to train translation students to pay attention to the realization in translation of ideational and interpersonal functions (rather than just textual functions). In their opinion, texts function as socio-cultural 'signs' within a system not merely of linguistic expression but also of socio-textual conventions. They particularly concentrate on identifying 'dynamic' and 'stable' elements in a text (1997: 27-35), because they use these two key notions to analyse the translation process and the role of the translator as communicator. Accordingly, from the point of view of pedagogy they relate the notion of text type to the actual process of translation and to the translator at work. For this consideration, they put forward a set of the relevant criteria for text selection, evaluation and assessment. This is useful for training students how to relate an integrated account of discourse processes to the practical concerns of the translator; it promotes translation teaching from a linguistic to a communicative perspective. To attain this, Hatim and Mason propose that 'what is needed is systematic study of problems and solutions by close comparison of the source text and the target text procedures. Which techniques produce which effects? What are the regularities of the translation process in a particular genre, in particular cultures and in particular historical periods?' (1990: 3). From this viewpoint, translation is regarded not as

a sterile linguistic exercise but as an act of communication. The translator is viewed as an intercultural mediator who incorporates notions of culture and ideology into their analysis of translation.

Looking at translators as communicators provides translation students with a situation in which they can know that a translator who works in a particular socio-cultural situation is likely to have an ideological background, and acts in a social context and is part of that context. However, Hatim and Mason's (1990) three categories of text type are narrow. There is no consideration of any hybrid text type. Furthermore, the approach to the analysis of texts starts from source language and text, which leads to a linguistic centred focus, both in its terminology and in the phenomena investigated ('lexical choice', 'cohesion', 'transitivity', 'style shifting', 'translator mediation', etc.). Besides, this textbook has numerous concepts which easily shift attention from understanding translation, at least for non-European language learners.

Materials and Methods

The study aims at examining the use of interpretation as an aid of developing students' speaking 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 speaking skills based on the research hypothesis and the teachers questionnaire items, such as fluency, discourse markers, accuracy, prosodic features, awareness.

Then the both groups were asked to again do other interpretation tasks to measure their performance using speaking and listening skills rubrics (Appendices (A&B)).

Table 1.

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 and schools. They have different English

Results and Discussions

This section deals with the analysis of students result on speaking performance after conducting the experiment. The tables and graphs shows the comparison between the Experimental group (A) and

A Questionnaire was administrated for the teachers to elicit their perspectives about using interpretation as an aid for learning speaking skill. (Appendix (B).
Students' groups

language qualifications graded from B.As to PHD, and they have different years of experience.

Control Group (B). The analysis was run through independent T-Test using SPSS to show if there is significant different between Group (A) and (B).

Table 2. The result of students' Speaking Performance (T-Test)

Group Statistics					
	Group Type	N	Mean	Std. Deviation	Std. Error Mean
Overall result	Experimental Group	20	64.90	10.498	2.347
	Control Group	20	47.80	8.218	1.838

Independent Samples 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	
Overall result	Equal variances assumed	1.685	.202	5.736	38	.000	17.100	2.981	11.065	23.135
	Equal variances not assumed			5.736	35.930	.000	17.100	2.981	11.054	23.146

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 speaking performance was (.000)

which is lower than the level of significant value (5%). These refer to the existence of differences statistically between both groups.

Table 3. Attitudes toward Using Interpretation in EFL Classes

	N	Mean	Std. Deviation
Using interpretation in EFL classes to learn English Language 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 improves students' self-confidence in speaking.	37	3.24	1.461
Using interpretation allow learners become more familiar with 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.

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 'using interpretation, to learn English Language 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 interpretation in EFL classes helps learners become more familiar with 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.

Table 4. Interpretation enhances the following Speaking sub-skills:

	N	Mean	Std. Deviation
Interpretation from L1 to L2 develops students' L2 fluency.	37	2.86	1.417
Interpretation from L1 to L2 refines students' L2 accuracy.	37	2.97	1.213
Interpretation fosters students' use of cohesion (Transitions).	37	3.08	1.233
Interpretation enhances students' use of Coherence.	37	3.19	1.266
Interpretation allows students to account for Turn - taking.	37	3.08	1.320
Simultaneous interpretation helps students for circumlocution i.e. indirect way of saying something.	37	3.22	1.134

The statistical analysis shows mean value calculated to signify the differences between the numbers of individuals of the study. The statement ‘Simultaneous interpretation helps students for circumlocution i.e. indirect way of saying something’ is the first in mean rank. The mean value was (3.22) with std deviation value (1.134) which is lower than the level of significant value (5%). These refer to the existence of differences statistically.

The mean value of the statement ‘Interpretation enhances students’ use of Coherence.’ is counted as the second rank item among the six items under the domain interpretation enhance speaking sub-skills. The value of the mean was (3.19) with std deviation value (1.266) which is lower than the level of significant value (5%). These refer to the existence of differences statistically.

As indicated in the above table, the values of mean calculated for the statements ‘Interpretation allows

students to account for Turn - taking.’ and ‘Interpretation fosters students’ use of cohesion (Transitions).’ were (3.08) with std deviations value (1.320) and (1.233) one-to-one which are lower than the level of significant value (5%). These refer to the existence of differences statistically.

The value of mean calculated to signify the differences between the numbers of individuals of the study for the statement ‘Interpretation from L1 to L2 refines students’ L2 accuracy.’ was (2.97) with std deviation value (1.213) which is lower than the level of significant value (5%). These refer to the existence of differences statistically.

The least mean value in this set was calculated for the statement ‘Interpretation from L1 to L2 develops students’ L2 fluency’ was (2.86) with std deviation value (1.417) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

Table 5. Using Interpretation on developing language prosodic features

	N	Mean	Std. Deviation
Simultaneous interpretation improves students’ use of intonation, the rise and fall of the voice to convey meanings.	37	2.84	1.259
Interpretation helps students to send the correct meaning by placing stress on the right syllables with in a word or a sentence.	37	2.95	1.104
Student learn where to tune the volume of voice (pace).	37	2.92	.983
Students learn the use of rhythm i.e. patterns of sound movement to sound like a native.	37	2.84	1.280
Students express different feelings or thoughts by changing their tones (The quality of voice).	37	3.16	1.302
Students can pronounce words correctly.	37	2.89	1.265
Students learn where to pause i.e. to stop sound before starting again.	37	2.76	1.211

The mean value was calculated to signify the differences between the numbers of individuals of the study. It obvious from the above table and graph, the statement ‘Students express different feelings or thoughts by changing their tones (The quality of voice).’ was account for the highest in rank in the domain ‘interpretation develop language prosodic features’. The value of ‘mean’ is equal to (3.16) with standard deviation value (1.302). These refer to the existence of differences statistically.

The result shows the mean value (2.95) of the statement ‘Interpretation helps students to send the correct meaning by placing stress on the right syllables with in a word or a sentence’, in the second rank with std standard deviation value (1.104).

This part describes the mean value calculated to signify the variances between the numbers of individuals of the study of the item ‘Student learn where to tune the volume of voice (pace).’ This item is in third in the ordinance. The mean value for this item was (2.92) with standard deviation (.983) 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 ‘Students can pronounce words correctly.’ was (2.89) with std deviation value (1.265) which is lower than the level of significant value (5%).

As shown in the above table, the values of mean calculated for the statements ‘Simultaneous interpretation improves students’ use of intonation, the rise and fall of the voice to convey meanings.’ and ‘Students learn the use of rhythm i.e. patterns of sound movement to sound like a native.’ were (2.84) with std deviations value (1.259) and (1.280) correspondingly which are lower than the level of significant value (5%).

The least statement in rank is ‘Students learn where to pause i.e. to stop sound before starting again.’ with mean value (2.76) and std deviation value (1.211) which is lower than the level of significant value (5%).

Conclusion

This study investigates the possibility of using simultaneous interpretation in learning speaking skill for EFL students at Sudanese universities. The study aim at examining the impact of interpretation in developing learners’ speaking sub skills, and the use of language prosodic features. The data were gathered through experimental method, where experimental group (A) which exposed simultaneous interpretation tasks and control group (B) were used, and then a speaking 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. The research has subjected the collected data to an analysis using SPSS program to examine the research hypothesis.

The result shows that interpretation of L1 to L2 and L2 to L1 can develop learners speaking skills, the result shows a significant difference between the experimental group (A) and the control group (B). Similarly, for the descriptive phase of the research, the result shows positive attitudes from the EFL teachers towards using simultaneous interpretation in developing speaking sub skills; language prosodic features; promoting language lexicology and syntactic structures.)

Findings

1. The findings 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 speaking has been apparently improved. They scored higher marks than students who were in the control group.
2. The findings show teachers strong positive attitudes towards using simultaneous interpretation in EFL classes. They believe that 'interpretation is beneficial for language learning. It improves students' self-confidence in speaking; besides; 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.
3. Regarding the impact of using simultaneous interpretation in EFL classes to enhance speaking sub-skills, the findings shows that interpretation from L1 to L2 develops students' L2 fluency and accuracy. In addition to that interpretation fosters students' use of cohesion (Transitions) and coherence where students can organize speech smoothly and

logically. Another point is that, interpretation helps students for circumlocution i.e. indirect way of saying something.

4. Concerning the roles using interpretation on developing language prosodic features, the findings shows that simultaneous interpretation improves students' use of intonation, the rise and fall of the voice to convey meanings and students learn the use of rhythm i.e. patterns of sound movement to sound like a native. Moreover, interpretation helps students to send the correct meaning by placing stress on the right syllables with in a word or a sentence. Also, students can pronounce words correctly; learn where to pause and adjust their volume of voice (pace).

Recommendations

Some recommendations are suggested based on the findings of this study.

1. The purpose of this study was to investigate the effects of simultaneous interpretation in EFL classes to promote students use of speaking skill. The high-achievement of the experimental group is manifestation of incorporating simultaneous interpretation in EFL class rooms.
2. The findings of the teacher's questionnaire may be used to suggest teachers use simultaneous interpretation in their courses since it has a high impact in developing the speaking skill.
3. It is important to use interpretation as a teaching aid to develop learners' different speaking skill because it creates a suitable language practice environment for the students so that they are able to practice speaking skill at any time.

4. The curriculum designers should incorporate interpretation in the future syllables as well as, the authorities should use interpretation for teaching EFL students and for interpreters training programs.

Suggestions for Further Studies

Several suggestions for further research emerge from the main findings:

1. First of all, teachers training program should be carried out to familiarize them with the use of simultaneous interpretation in EFL classes.

2. Another suggestion is related to novice translators training program, having more experimental studies in which translators can implement simultaneous interpretation to enhance different language skills.

3. Future study to be carried out on relatively larger scales as to include a number of universities in order to come out with novel insights.

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