

## To Probe Employed Consecutive Interpreting Strategies of One Equivalent Terms among Iranian Translation Learners

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### ABSTRACT

In the third millennium, the role of interpretation seems vital for several purposes like education, politics, commerce, healthcare, and so on. So, the performance of interpreters would definitely influence on further success in above mentioned objectives. In the present study, the researchers tried to investigate employed strategies in Persian to English consecutive interpreting of medical and healthcare terms with only one equivalent word by interpreting learners across gender. To this end, twenty four male and female interpreting learners were selected based on the obtained scores in a proficiency test and an interpreting exam. Then, they were asked to listen and interpret consecutively a Persian medical audio file. All interpreters were free to take notes or any kind of techniques they deemed necessary. While they were involved in the process of interpreting consecutively, their voices were recorded for further analysis. Next, the collected data were analyzed thoroughly to identify the employed strategies by consecutive interpreters as they were encountered with terms with only one word equivalent in English. As the results indicated, among six common employed strategies, both male and female interpreting learners employed *approximation/ attenuation* as the most frequent strategy and *transcodage/ calque* as the least one. Also, further statistical analysis showed no difference between male and female interpreting learners in strategy employment. The results of the present study could be helpful for novice interpreters, interpreting training courses, interpreting syllabus design, and workshops.

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## 1. INTRODUCTION

Now a days due to the fact of globalization, i.e., “a process which makes national borders more transparent or even eliminates them completely, with restrictions on many kinds of exchanges becoming rapidly obsolete” (House, 2018, p.129), the growing necessity to translate seems inevitable. Interpreting as a form of translation is commonly described as oral or spoken translation and it is viewed as a more or less mechanical activity consisting of a series of encoding and decoding operations (Petrescu, 2014). In the activity of interpreting, “the interpreter translates oral discourse in various communicative situations, where messages are exchanged, through the interpreter, between people” (Niska, 1999, p.2). In other words, “interpreting is a form of translation in which a first and final rendition in another language is produced on

the basis of a one-time presentation of an utterance in a source language” (Pochhacker, 2016, p.11).

Despite the rich findings from previous researches; however, little effort has been devoted to studying different features to interpreting activity and its related employed strategies in technical terms in Iran. This study had the propensity to fill the gap in literature. In fact, the aims of this study were to investigate the employed strategies in Persian to English consecutive interpreting of medical/healthcare terms with merely one English equivalent by Iranian interpreting learners in one hand, and to find out any possible difference in employed consecutive interpreting strategies between male and female interpreters in rendition of medical terms with one English equivalent.

## **2. LITERATURE REVIEW**

### **Translation vs. Interpreting**

“In layperson’s terms, interlingual communication, interpreting (oral) and translating (written) are activities whereby words in one language are expressed in another language” (Mulayim & Lai, 2017, p.31). As interpreting and translating are kinds of activities which inevitably include at least two languages and cultural traditions, cause anyone to arrive at this misconception that the two practices are the same. It means both the translator and the interpreter must have “a thorough mastery of the target language, as well as a very good passive understanding of the source language or languages with which they work” (Nolan, 2005, p.3).

Pochhacker (2016) asserts, “Translation could be considered as an activity consisting mainly in the production of utterances (texts) which are presumed to have a similar meaning and/or effect as previously existing utterances in another language and culture” (p.13). On the other hand, he considers interpreting differently as the interpreter’s task is mainly a target-oriented production rather than source-dependent transfer. He continues to mention if the word activity changes to service; however, there would be some differences between them like communication skills required (oral vs. written), as well as timing and preparation (Shuttleworth & Cowie, 1997). In the same vein, Mahmoodzadeh (2003) considers the time factor as the major difference between the two disciplines specifically in interpreting. In addition, interpreting an utterance in a language requires “not only knowledge of the code, but also the inferential abilities that will allow the hearer to make sense of it in context to access the speaker’s intention” (Dicerto, 2018, p.42). Also, Gerver (1971, as cited in Pochhacker, 2007, p. 16) considers interpreting as “a fairly complex form of human information processing involving the reception, storage, transformation and transmission of verbal information” which highlights its nature of performing multiple cognitive tasks concurrently.

Furthermore, the differences between translation and interpreting can be looked at from two different angles: “the viewpoint of the conduct and the viewpoint of the characteristics they have” (Mahmoodzadeh, 2010, p.42). In terms of the conduct, the translation has certain advantages over the interpretation. For instance, in any translatorial

activity; the translator can read and re-read the passage as much as he wants in order to understand the text and even to revise his work. Also, he has ample time to analyze the text if he does not understand a certain part (Mahmoodzadeh, 2010). However, in interpreting activity, interpreters must rely on getting it right on their first attempt; they will not have a second chance. Also, they need to use their own knowledge and background information (Mahmoodzadeh, 2010). Finally, Nolan (2005) states, “A translator studies written material in SL and reproduces it in written form in TL, while an interpreter listens to a spoken message in the source language and renders it orally in the target language” (pp.2-3).

### **Simultaneous and Consecutive Interpreting**

Different modes or types of interpreting have been evolved through time for the purpose of communication in different settings like social context and institutional setting (Pochhacker (2017) and orientations like time-based and conduct-based orientation (Mahmoodzadeh (2000). Simultaneous and consecutive interpreting are two types of time-based orientations which have been utilized by interpreters. According to Christoffels and de Groot (2005), in simultaneous interpreting (SI), one

has to listen to and comprehend the input utterance in one language, keep it in working memory until it has been receded and can be produced in the other language, and produce the translation of an earlier part of the input, all of this at the same time (p.454).

In other words, in SI, language comprehension and production happens in different languages at the same time. In addition, when the interpretation is delivered simultaneously, it is performed under severe time pressure (Tommola & Hyönä 1990). The simultaneous interpreter- usually sitting in a soundproof booth, or at a table which faces the audience listens to the speaker through earphones and, speaking into a microphone-reproduces the speech in the target language as it is being delivered in the source language (Issa, 2018). Because the simultaneous interpreter cannot fall too far behind, this method needs considerable and sustained practice and presence of mind.

According to Gillies (2017) consecutive interpreting (CI) involves “listening to what someone has to say and then, when they have finished speaking, reproducing the same message in another language” (p.5). In CI, the interpreter relies on “a combination of notes, memory and general knowledge to recreate his or her version of the original” (Gillies, 2017, p.5). This form of consecutive is sometimes called long consecutive to distinguish it from short consecutive, which usually involves a speaker stopping after each sentence (or a couple of sentences) for the interpreter to translate. Moreover, as Nolan (2005, pp. 3-4) asserts, “In CI, the interpreter listens to the speaker, takes notes, and then reproduces the speech in the target language. Depending on the length of the speech, this may be done all at one go or in several segments”. The consecutive interpreter relies mainly on memory, but good note-taking technique could be an essential aid for them. “Some interpreters see consecutive interpreting as having a processing time so as to stay several seconds behind the speaker, while others view it as a form that requires the speaker to stop speaking in order for the interpreter to deliver the message” (Russell, 2005, p.136). Either simultaneous or consecutive interpreting is “a highly complex discourse-interchange where language perception, comprehension, translation and production operations are carried out virtually in parallel” (Russell, 2005, p.136).

### **Consecutive Interpreting Steps, Problems, and Strategies**

It is believed that CI entails a large number of almost “concurrent cognitive, psychomotor and affective processes, all of which pose major challenges for the interpreter who has to deal with them simultaneously” (Ribas, 2012, p.813). Gile (1995) asserts, the interpreter is constantly confronted with unexpected circumstances which must be dealt with as he is already working at the limits of his available processing capacity.

The process of CI consists of three steps as understanding, analyzing, and re-expression (Jones, 2002). According to Jones (2002), understanding does not refer to the understanding of words but of ideas. He believes understanding of ideas requires yet another skill rather than linguistic knowledge which every interpreter needs to learn. He has named this

skill as “active listening” (p.12), which he differentiates from other forms of listening. Also, it is necessary for the interpreter to make “an analysis of the speech type as this will influence both the fine-tuning of their listening and most certainly the style and content of their interpretation” (Jones, 2002, p.15). Finally, in re-expression, the interpreter becomes the speaker and establishes contact with the audience, speaking up clearly and articulating. In other words, “the interpreter must know exactly what they want to say and how they want to say it as soon as they start speaking, meaning that repetition of a word or phrase in order to find a better equivalent must be avoided” (Jones, 2002, p.33).

Furthermore, Nosratzadegan (2014) provides three sources of problem in consecutive interpreting. Note-taking problem happens when the interpreter is not “able to write as fast as the speaker delivers his/her speech and not being able to read what one writes” (p.57). Memory problem takes place as the interpreter cannot recall all portions of the speech delivered. And finally, when the interpreter is unable to “make pace with the speaker’s speech delivery” (p.57), speed problem arises.

Considering CI strategies, Hurtado (1999, p. 246) defines translation strategies as “the individual procedures, both conscious and unconscious, verbal and non-verbal, used by the translator to solve the problems encountered in the course of the translation process, depending on the specific requirements involved”. Lörcher (1991 as cited in Ribas, 2012, p.815) considers a translation strategy to be “a conscious and individual process used to solve a translation problem. Therefore, translation strategies are individual; they entail an element of planning, pursue certain objectives and are associated with a series of actions taken in the pursuit of achieving those objectives”. He organizes strategies into three global ones as exploring, controlling, and paraphrasing strategies. Interpreting strategies are termed differently as “coping tactics” (Gile, 1995, p. 191) or “techniques” (Jones, 2002, p. 101). In addition, by considering different problems a consecutive interpreter may face, Ribas (2012) proposes a series of strategies based on the problems an interpreter may face which is depicted in Table 1.

**Table1.** *Proposed Interpreting Strategies (Ribas, 2012, p.826)*

<b>Problem</b>	<b>Listening and Understanding</b>	<b>and Note-Taking</b>	<b>Decoding Notes</b>	<b>Expression and Reformulation</b>
	Generalizing	Omitting	Adding wrong	Adding wrong
	Omitting	Generalizing	information,	information,
	Using common sense	Summarizing	Omitting,	Trying to calm down,
	Adding wrong	Adding wrong	Using common	Trying to avoid calques,
	information	information	sense,	Choosing the right
	Summarizing	Resorting to	Repeating,	vocabulary,
<b>Strategy</b>	Paying greater attention to the source speech	memory	Resorting to	Summarizing,
	Leaving in English (source language)		memory,	Omitting,
	Paraphrasing		Speeding up the reformulation,	Using common sense,
			Changing the order	Paying greater attention
			Ignoring	

In the same vein, Li (2013) categorizes thirty strategies based on those presented in the literature by different

scholars, or even with different terms but similar concepts. Table 2 illustrates these strategies.

**Table2.** *Proposed CI Strategies by Li (2013, pp.110-113)*

<b>CI Strategy</b>	<b>CI Strategy</b>
Compression/condensation/summarizing/filtering	Omission/skipping/ellipsis/message abandonment
Text expansion/addition/ elaboration	Delaying response/stalling
Approximation/attenuation	Paraphrasing/explaining
Morpho-syntactic transformation	Transcodage/ transcoding/calque
Parallel reformulation/ substitution	Restructuring/changing order
Inferencing	Repair
Evasion/neutralization	No repair
Incomplete sentence	Repetition

Recently, a lot of researchers and scholars have intended to achieve a deep view and opinion about the effective factors in maximal use interpreters' professional characteristics, interpreting strategies on the success of this form of widely utilized translation. For instance, several researches have been conducted on different factors affecting on interpreting activity like the speed of interpreting and its relationship with interpreters' speed in mother tongue (Amini, 2016), the effect of note-taking strategy in success of CI (Marani & Heidari Tabrizi, 2017), interpreting quality related features (Asgari,2015), interpreting and solutions in cultural gap (Vasheghani Farahani & Najafabadi Farahani, 2016), teachers' and students' opinion regarding note taking strategy in CI (Marani & Heidari Tabrizi, 2018), and CI techniques through task-based instruction (Shafiei, Tavakoli, & Vahid Dastjerdi,2019).

With respect to the review of literature, the researchers of the present study were convinced the interpreting

strategies for Persian to English consecutive interpreting of technical terms with one English equivalent has not been explored yet; hence the present investigation was undertaken to initially explore employed strategies in Persian to English consecutive interpreting of medical/healthcare terms with one English equivalent across interpreting learners' gender. Also, the researchers intended to investigate whether there is any difference between Iranian male and female interpreting learners in employed CI strategies in rendition of medical terms with only one English equivalent. To reiterate, the suggested research questions in this study were as following:

**RQ1:** What are the employed strategies by male and female interpreting learners in Persian to English consecutive interpreting of medical terms with one equivalent?

**RQ2:** Is there any difference between male and female interpreting learners in employed

consecutive interpreting strategies in medical terms with one equivalent?

### 3. METHODOLOGY

#### 3.1 Design

The present study aimed to investigate the different strategies employed by consecutive interpreting learners when encountering terms with one-equivalent word from Persian to English. The study was descriptive in nature, and for the gathering of the data one audio file was played and voices were recorded. Methods of descriptive data analysis, as well as Chi-Square and Fisher Exact test were used for the analysis of the gathered data.

#### 3.2 Participants

**Table 3.** *Participants of the Study*

Teachers	N	Age range	Educational Degree
Female	12	21-27	Undergraduate students in Translation
Male	12	20-25	Undergraduate students in Translation

#### 3.3 Instruments and Materials

In order to investigate the research questions some instruments were utilized including, a voice recorder for recording the interpreters' voices during the process of an unplanned CI, a Persian audio file with the general medical topic containing twenty three terms which have only one English equivalent term, a lap top computer for playing the audio file, and offering some papers and a pen to participants for note taking during their performance. Also, a TOEFL exam and an interpreting test were utilized to check the homogeneity of all participants regarding language proficiency and interpreting skill. Finally, in order to identify the employed CI strategies by interpreting learners, the researchers considered the categories compiled by Li (2013).

#### 3.4 Procedure

This research aimed at investigating different employed consecutive interpreting strategies in rendition of Persian medical and healthcare terms with only one English equivalent word. For this purpose, 35 male and female university students enrolling in a CI course were chosen at two universities in Tehran. Next, All learners took part in a TOEFL exam, as well as an interpreting test. Considering the obtained scores, those who got more than 490 in TOEFL exam and one standard deviation above and below the mean

The participants of the present study were 24 out of 35 male and female undergraduate university students in CI and SI courses held at two universities of Tehran. All were enrolling in English to Persian and vice versa CI interpreting course. They were selected based on a standardized English proficiency test, i.e., TOEFL and an interpreting test. Also, they were all Persian native speakers. The participants were selected based on convenient sampling, i.e. a sample of non-probability sampling where the participants are chosen based on their accessibility, availability, and proximity to the researcher (Goddard & Melville, 2004) and their willingness to participate in the present study. Table 1 summarizes the demographic information about the participants.

interpreting test were considered as the homogeneous participants of the present research. Accordingly, 24 male and female interpreting learners were selected. During the course of study, the researchers instructed different techniques and strategies of CI to learners and all participants did tasks and practices in CI for different situations and fields. When the course finished, each individual participant was asked to listen to a Persian audio file contained twenty three medical and healthcare terms with only one English equivalent word and interpreted them (See Appendix A for Persian transcription). The researchers played and paused when a sentence was finished and waited for the interpreter to take notes and consecutively interpret what s/he heard. Meanwhile, the participants' voices were recorded for further analysis. After the data were collected, the researchers analyzed them thoroughly to identify employed CI strategies when each individual CI learner encountered with terms with one English equivalent word (See Appendix B for twenty three Persian medical and health care words with their English equivalences).

### 4. RESULTS AND DISCUSSION

The first driving force of the present study was to investigate the employed strategies by male and female CI learners in Persian to English consecutive interpreting of one-equivalent terms in medical field.

When the researchers analyzed the data they came into six strategies which all participants utilized including:  
**1. Compression/ condensation/ summarizing/ Filtering:** This strategy happens when “the original meaning is rendered by the interpreter in a more

general and concise way, usually with all repetitive, unimportant, or redundant information deleted or omitted” (Li, 2013, p.). The examples by female and male interpreters are depicted in Table 4.

**Table 4.** *Examples of Compression/ condensation/ summarizing/ Filtering*

Interpreted Term	Correct English Equivalence	Persian Term
Vomit	Nausea & vomiting	حالت تهوع و استفراغ
Omit	Toxic elimination	حذف سموم
Losing weight	Acute weight loss	کاهش وزن ناگهانی

**2. Omission/skipping:** When the interpreter uses “periods of silence and pauses in which certain messages are not interpreted at all due to comprehension, note reading, or memory failure”(Li,

2013, p.), s/he utilizes omission or skipping strategy. Table 5 depicts some instances of this strategy by both female and male interpreters.

**Table 5.** *Examples of Omission/skipping*

Interpreted Term	Correct English Equivalence	Persian Term
-	sedimentation	رسوب کردن
-	symptom	علائم (علائمی که مریض اشاره میکند)
-	inflammation	التهاب

**3. Text expansion:** In this strategy, the interpreter “adds information or expands the source discourse, so as to better convey or clarify the message and avoid

unclear information in the target discourse” (Li, 2013, p.). Table 6 shows some instances of this strategy by both female and male interpreters.

**Table 6.** *Examples of Text expansion*

Interpreted Term	Correct English Equivalence	English	Persian Term
Liver Cirrhosis	Cirrhosis		سیروز کبدی
Energy storing	store		ذخیره کردن انرژی

**4. Approximation/ attenuation:** “When the interpreter is not able to retrieve the ideal equivalent of a lexical element in the source discourse, she or he provides a near equivalent term, a synonym, or a less

precise version of it in the target discourse”(Li, 2013, p.), s/he employs approximation or attenuation strategy. Table 7 depicts some examples of this strategy by both female and male interpreters.

**Table 7.** *Examples of Approximation/attenuation*

Interpreted Term	Correct English Equivalence	Persian Term
save	store	ذخیره کردن انرژی
Omit poison	Toxic elimination	حذف سموم
accumulation	storage	انباشتگی شدن چربی

**5. Paraphrasing/ explaining:** When “the interpreter explains the intended meaning of a source speech term or wording when the suitable target correspondent is hard to retrieve at the moment” (Li, 2013, p.),

paraphrasing strategy is utilized. Table 8 depicts some instances of this strategy by both female and male interpreters.

**Table 8.** *Examples of Paraphrasing/explaining*

Interpreted Term	Correct English Equivalence	Persian Term
Being active and do exercises	Physical activity	تحرک
Enter phase 2	progress	پیشرفت بیماری

6. **Transcodage/ calque:** This strategy refers to one with which “the interpreter selects the word-for-word translation method because the interpreter is not able

to grasp the overall meaning of the source text” (Li, 2013, p.). Table 9 shows some instances of this strategy by both female and male interpreters.

**Table 9.** *Examples of Transcodage/calque*

Interpreted Term	Correct English Equivalence	Persian Term
Sudden losing weight	Acute weight loss	کاهش وزن ناگهانی
Yellow color of skin	icter	زرد شدن رنگ پوست

It should be mentioned that some interpreters utilized more than one strategy for a single term for finding the equivalence. The results of frequency of employed

strategies which were employed by each individual male and female interpreter are depicted in Table 10.

**Table 10.** *The Frequency of Employed CI Strategy by Individual Participant in Both Groups*

Group	Compression/ condensation/ summarizing	Omission / skipping	Text expansion	Approximation / attenuation	Paraphrase/ explain	Transcodage/ claque	Correct employed term
Male 1	0	1	0	7	1	1	13
Male 2	1	3	0	11	0	1	8
Male 3	1	10	0	6	0	0	6
Male 4	1	0	3	10	0	1	8
Male 5	0	2	3	8	5	1	7
Male 6	0	6	2	5	5	0	4
Male 7	1	3	2	11	2	0	5
Male 8	0	2	2	8	4	0	8
Male 9	1	2	0	9	4	0	8
Male 10	0	2	0	12	4	0	6
Male 11	0	3	0	15	3	0	3
Male 12	1	0	1	8	4	0	10
Group	Compression/ condensation/ summarizing	Omission / skipping	Text expansion	Approximation / attenuation	Paraphrase/ explain	Transcodage/ claque	Correct employed term
Female1	1	1	0	8	4	0	9
Female2	1	1	1	7	4	0	9
Female3	0	1	0	4	5	0	12
Female4	0	2	1	7	2	0	13
Female5	2	1	1	7	1	0	11
Female6	1	0	1	8	1	0	10
Female7	0	3	1	8	4	0	8
Female8	1	0	1	8	3	0	11
Female9	2	2	0	3	5	0	11
Female 10	1	0	1	7	4	0	11
Female 11	1	3	0	10	2	0	7
Female 12	0	2	0	8	3	0	9

In order to answer the first research question, total frequency and percentage of all six employed IC

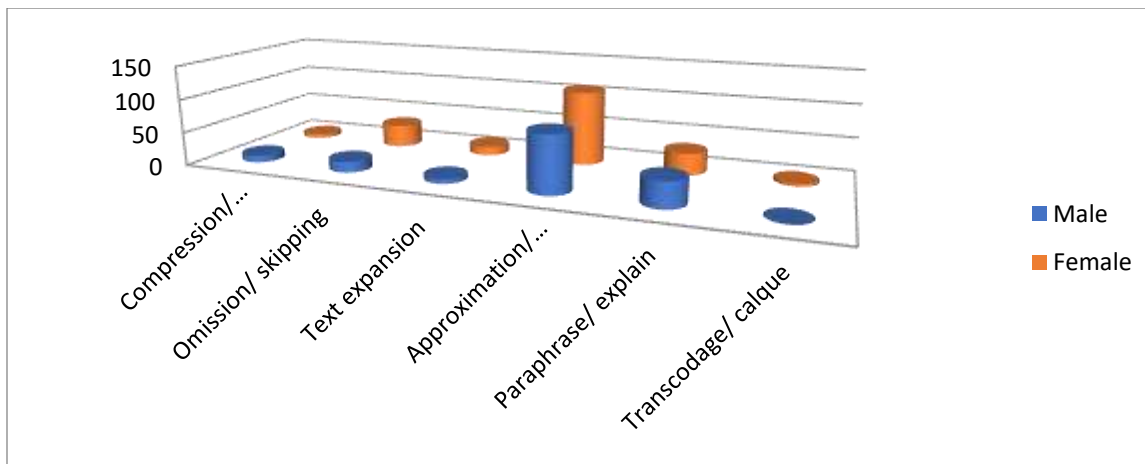
strategies were calculated. The results are depicted in Table 11.

**Table 11.** Frequency and the Percentage of Employed IC Strategies by Two Groups of Interpreters

Type of Strategy	Female Frequency	Female %	Male Frequency	Male %
Compression/ condensation/ summarizing	6	3.01	10	6.41
Omission/ skipping	34	17.08	16	10.25
Text expansion	13	6.53	7	4.48
Approximation/ attenuation	110	55.27	85	54.48
Paraphrase/ explain	32	16.08	38	24.35
Transcodage/ calque	4	2.01	0	0
<b>Total</b>	199	100	156	100

As the results showed, all female and male interpreting learners employed approximation/ attenuation as the most frequent strategy. In other words, more than 50% of employed strategies were related to this strategy for both groups. As omission gained the second rank in employed CI strategies among female interpreters with 17.08%, male interpreters preferred to use paraphrase/explain strategy as their second choice

with 24.35%. For two groups, the strategy of transcodage/ calque was the least employed one, i.e. 4 cases for the female group and no case for the male group. Also, it should be noted female group employed omission and paraphrasing strategies with almost a similar percentage, i.e. 17.08 % and 16.08%, respectively. Finally, compression strategy was employed by male interpreters twice as much as the female ones. Figure 1 shows the employed strategies by two groups.



**Figure 1.** The frequency of employed strategies in interpreting medical terms with one equivalence



The second driving force of conducting this study was to check any statistically significant difference between male and female interpreting learners in employed CI strategies of Persian medical and healthcare terms with only one English equivalent

word. In order to find the answer, the researchers utilized *Chi-square statistical analysis* for those strategies with more than 5 cases and *Fisher Exact Test* for the strategy fewer than 5 cases. The results are depicted in Table 12 and 13, respectively.

**Table 12.** *Chi-square Test Statistics for Medical and Healthcare CI*

Strategy Type	Chi-square	df	Asymp. Sig
Compression/ condensation/ summarizing	0.083	1	0.77
Omission/ skipping	0.392	1	0.53
Text expansion	0.033	1	0.85
Approximation/ attenuation	0.012	1	0.91
Paraphrase/ explain	0.715	1	0.39

**Table 13.** *Fisher Exact Test for Calque strategy*

	Value	Df	Asymptotic (2-sided)	Significance	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.000 <sup>a</sup>	1	.157			
Continuity Correction <sup>b</sup>	.000	1	1.000			
Likelihood Ratio	2.773	1	.096			
<b>Fisher's Exact Test</b>					1.000	.500
N of Valid Cases	2					

a. 4 cells (100.0%) have expected count less than 5. The minimum expected count is .50.

b. Computed only for a 2x2 table

The results indicated that there was no statistically significant difference between male and female interpreting learners in employing CI strategies as the  $p$  value in chi square test and fisher exact test was higher than 0.05. The researchers in this study inspected employed strategies in Persian to English consecutive interpreting of medical terms with only one equivalent word in English among Iranian male and female interpreting learners. Also, the researchers investigated the possible difference between female and male interpreting learners in their employed CI strategies in rendition of medical and healthcare terms with one equivalent word in English. The results of the present research revealed in both groups, approximation/attenuation enjoyed more than 50% of whole employed strategies. Whereas, male and female consecutive interpreters utilized calque strategy as the least employed one. For male interpreters, paraphrasing received the second ranked employed strategy whereas female interpreters employed omission strategy as their second choices.

As Ribas (2012) reports, the cause of using a specific strategy in interpreting activity has a direct relationship with the possible problem an interpreter

faces during CI. Accordingly, he believes employed strategies like approximation could be related to problematic areas like understanding, note-taking, and reformulation phases and omission strategy could be related to possible problem an interpreter faces in understanding, note-taking, decoding notes, and reformulation phases. The findings of the present study are in line with his study as he concluded interpreting learners employed generalizing and omission strategies as the first and second ranked strategies as well. One reason that both groups employed omission strategy could also be related to the problem of memory which is one of the most common barriers in interpreting activity (Gile, 2009).

In the same vein, Wang (2012) asserts interpreters not only assume the role of linguistic mediator, but also act as communicative mediator and cross-cultural mediator. Accordingly, his findings showed interpreters employed expansion and omission strategies for preserving their roles. Also, the researchers speculate as CI learners were not medical students, they tended to omit those terms which were unfamiliar for them as a type of avoidance communicative strategy.

On the other hand, the results of the study revealed both groups employed calque or loan translation as the least employed strategy. As Jones (2002) asserts, calque “reproduces source language (SL) forms in the target language (TL) in situation where those forms are not normal in the TL; reformulation or paraphrasing strategy is designed to reduce calque” (p.131). It could be concluded both groups did not face this situation in their CI activity. Paraphrasing strategy was the second employed strategy by male and the third employed one by female CI learners. This could be due to the nature of medical texts which are mostly complicated to understand (Leroy, Eryilmaz, & Laroya,2006)

Finally, the results revealed no difference between male and female CI learners in their strategy employment. In other words, gender was not affective in choosing a CI strategy. It could be related to the same sociocultural and background knowledge all participants shared with each other.

## 5. CONCLUSION

In today’s world, communication among people from different nations with different languages seems undeniable due to different personal, political, educational, and other purposes. So, the role of interpreters and their performance cannot be underestimated at all. Despite many researches done in the field interpreting, several aspects of this form of translation have not been investigated in Iran yet. The present study probed the different employed strategies by male and female CI learners in interpreting Persian medical and healthcare terms with only one English equivalent word. The second objective of this research was to find out any possible difference between male and female CI learners in their strategy employment. The results showed both male and female CI learners had tendency to employ similar strategies and no statistical difference was found between two groups in their strategies.

Considering the results of the present study, the importance of the findings lies not only in their contribution to the literature but also in their prominent educational importance for interpreting learning programs in general, and CI learners in special. Moreover, the results can help both practitioners and CI teaching course designers to highlight the importance of common strategies employed in CI to help the novice or professional interpreters understand and practice these strategies

for their ultimate goal, i.e. interpreters’ success in different settings.

## ABOUT THE AUTHOR(S)

**Pantea Pahlavani** is a PhD holder in TEFL. She is the faculty member of English department at QIAU, Iran. She has published and presented several papers on the effect of CALL in English teaching and translation, psycholinguistics, and teacher education in various occasions/journals. Her major areas of interest include Artificial Intelligence in SLA and translation, Psycholinguistics, Teacher education, and translation training.

**Reza Kazemi** is an M.A holder in translation studies. He is currently teaching interpreting courses at different workshops in Canada. His major areas of interest include consecutive interpreting, translation and culture, and translation training.

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Appendix A. Persian Transcription of Audio file

کبد بزرگترین عضو داخلی بدن است، که به ذخیره کردن انرژی و حذف سموم کمک می کند، همچنین نقش مهمی در فرآیند گوارش به عهده دارد. اما انباشته شدن چربی در سلول های کبدی میتونه به التهاب این سلول ها منجر بشه و چربی در کبد رسوب کنه و موجب بروز بیماری به نام کبد چرب بشه. بیماری کبد چرب 3 مرحله دارد: در مرحله اول فقط کمی چربی دور کبد جمع میشه، اما در صورت عدم توجه بیماری پیشرفت میکنه و در مرحله دوم التهاب در کبد مشاهده میشه و در صورت پیشرفت بیماری در مرحله سوم فرد دچار سیروز کبدی می شود. ضعف، بی اشتها، بی اشتها، زرد شدن رنگ پوست، کاهش وزن ناگهانی، خون ریزی بینی و لته ها، و حالت تهوع و استفراغ از جمله علائمی است که در مراحل حاد این بیماری بروز پیدا میکنه. با تغییر شیوه زندگی، کاهش وزن و تحرک میتونیم از بروز بیماریهای کبدی پیشگیری کنیم.

Appendix B. Precise medical terms of the medical/healthcare audio file

English Equivalence	Persian Term
liver	1. کبد
store	2. به ذخیره کردن انرژی
Toxic elimination	3. حذف سموم
gastrointestinal	4. گوارش
storage	5. انباشته شدن چربی
inflammation	6. التهاب
sedimentation	7. رسوب کنه
disease	8. بیماری
Fatty liver	9. کبد چرب
accumulate	10. جمع میشه
progress	11. پیشرفت بیماری
Cirrhosis	12. سیروز کبدی
weakness	13. ضعف
anorexia	14. بی اشتها
icter	15. زرد شدن رنگ پوست
Acute weight loss	16. کاهش وزن ناگهانی
Gingivitis and epistaxis	17. خون ریزی بینی و لته ها
Nausea & vomiting	18. حالت تهوع و استفراغ
symptom	19. علائم
acute	20. حاد
Life style	21. شیوه زندگی
Weight loss	22. کاهش وزن
Physical activity	23. تحرک