Orientation of Interpreting Studies

☑ Having studied some basic issues in Interpreting studies as a discipline, it is now important to consider some future plans if you want to specialise in interpreting studies.

☑ For those would-be researchers in interpreting, there <u>is no</u> list of particular research questions, no a description of the methods to be adopted.

The field is indeed wide **open** and the plurality of **domains** and paradigms makes it impossible to compile a systematic and balanced research agenda and methodological inventory.

Therefore, **to take** one's <u>first steps</u> towards the goal of **completing an interpreting research project**, one needs to follow the following steps:

- 1-You need to gain <u>an overview</u> of the territory of interpreting. In other words, you should by now have had some kind of basic understanding and broad overview of the map of the interpreting studies landscape.
- 2-It is vital to find your bearings and reflect on your 'position'; that is, where you stand with regard to both your professional and you institutional (academic) environment.
- 3-These contextual factors, including the prevailing research paradigms as well a your relevant personal experience, will largely determine underlying 'model', or theory, or interpreting.
- 4-You should be able to choose a research **topic** that interests you. There are many additional and related concepts and issues on which you may want to build a research idea of your own.
- 5-Having found the place you want **to explore in depth**, you need to 'dig deeper' that is, "read, read, and read". Your reading is designed to establish, in detail, the state of the art in your topic area.
- 6- The reading process will help you formulate a specific <u>research question and consider ways in which</u> <u>might be addressed.</u> The purpose you have set yourself for your study will shape your methodological orientation and strategy.
- 7-Making your basic stance <u>as explicit as</u> possible for yourself, and for others, is an important step after all because it largely informs the way you will design and implement your study.
- 8- Deciding on a **research design**, for instance, may not mean the same to someone testing a **causal hypothesis in a laboratory** as it does to someone wishing to understand how participant **behave in a real-life event**. In the former case, a number of standard designs with certain types of experimental conditions, subjects, materials and methods may be available to **choose** from . In the latter, preparing to 'go into the field' may require a complex process to **develop** an appropriate design under a particular set of (often unknown) circumstances and constraints. **The context of research includes a** number of **factors** which may have significant influence on the design of a study. These factor are: **personal goals, ethical concerns,**

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research skills, personal experience, and prevailing paradigms. The contextual factors influencing research design: The purposes- that is the object and goals of a study, including pragmatic consideration and personal motivations- and the conceptual context —that is the theoretical assumptions and frameworks informing or guiding the study. Are linked up to the research questions as the central component, which is in turn closely related with the methods and techniques to be used and the validity issues hearing on the study.

- 9- It is important to know how to plan and organise your study,
- 10-And **how to implement** your research design by collecting , processing and analysing various types of data
- 11-And <u>how to evaluate and interpret your findings</u> in relation to the research question and the underlying theoretical framework
- 12-And <u>how to report on you study in an appropriate way</u>, be in the form of a conference presentation. A journal article or an academic thesis

The end

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