LECTURE 1

What is Interpreting ?

Conceptual roots of Interpreting

- Interpreting is normally regarded as a *translational activity*, as a special form of 'Translation'.

- Interpreting is an *ancient human practice* which clearly predates the invention of writing- and (written) translation.

- The activity of interpreting could be traced back to Akkadian, the ancient Semitic Language of Assyria and Babylonia around 1900BC.

- The Akkadian root *targumanu*, via an etymological sideline from Arabic, also gave rise to the 'autonomous' English term for interpreter, *dragoman.*

- The English Word '*interpreter'*, in contrast, is derived from Latin *interpres* (in the sense of 'expounder', 'person explaining what is obscure'), the semantic root of which are not clear.

- Nevertheless we can say that the Latin term *interpres,* denoting someone 'explaining the meaning', 'making sense of what others have difficulty understanding, is a highly appropriate semantic foundation for '*interpreter'* and *'interpreting'* in our current understanding.

Defining Interpreting

- What distinguishes interpreting from other types of 'translational activity is its immediacy.

- In principle, interpreting is performed 'here and now' for the benefit of people who want to engage in communication across barriers of language and culture.

- In contrast to common usage of 'interpreting ' as an oral translation' or 'the oral rendering of spoken message', Otto Kade, a self-taught interpreter and translation scholar at the University of Leipzig and as early as the 1960s defined **interpreting as a form of translation** in which

- The source-language text is presented only once and thus cannot be reviewed or replayed, and

- The target-language text is produced under time pressure, with little chance for correction and revision.

- Based on the above, interpreting could be characterised as an *immediate type* of *translational activity*, performed *'in real time'* for *immediate use*.

- So it could be defined "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.

LECTURE 2
Interpreting as Translation

Interpreting as Translation

- Different scholars tend to define and characterise their object to study in accordance with particular aims, experiences and interests. As for translation, the following definitions of translation have been identified.

Translation is :

A. **a process** by which a spoken or written utterance takes place in one language which is intended or presumed to *convey the same meaning* as a previously exisDng uEerance in another language (Rabin, 1958)

- This definition foregrounds the defining relationship between the source and target utterances and stipulates *'sameness of meaning'* as an essential ingredient. It also introduces, albeit implicitly, *human agents and attitudes in terms of 'intention' and 'expressions'*

B. the transfer of thought and ideas from one language (source) to another (target), whether the language are in wriEen or oral form.. or whether one or both languages are based on sign (Brislin 1976a)

- This definition describes translation as a process of *'transfer' acting on 'ideas'* in the medium of *'language'*.

C. a ***situation-related and function-oriented*** complex series of acts for the production of a target text, intended for addressees in another culture/language, on the basis of a given source text (Salevsky, 1983)

- This definition introduces a number of descriptive features such as '*situation'* *,'function', 'text'* and *'culture'*, and stresses the target orientation of the translational product.

D. any utterance which is presented or regarded as a '*translation' within a culture*, on no matter what grounds (Toury 1995)

_ The target orientation is carried to the extreme in this **definition,** in which the theorist relinquishes any prescriptive authority and accepts as Translation whatever is treated as such in a given community.

A Few Comments

- All four definitions accommodate interpreting , but each foregrounds different conceptual dimension. And whatever is stipulated as an essential feature of Translation (i.e. notions like **transfer, ideas, sameness, intention or culture**) will carry over to our definition of interpreting.

- Translation is *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*.

- **These terms can be adapted** and refined in different ways. The notion of *'activity'*, for instance, could be specified as a *'service'*, possibly qualified as '*professional'*, for the purpose of '*enabling communication'* and for the benefit of *'clients' or 'users'.*

- Similarly, we could specify '***production' (and communication***) as taking place in a ***given 'situation' and 'culture'*** and we could elaborate and differentiate such key concepts as ***'culture' , ' a language', ,' utterance' and 'meaning'***.

Interpreting theoretical framework

So interpreting could have the following key areas of theoretical framework:

_ The scope of the interpreter's task (mainly ***production***);

_ The perspective on the translational process (***target-oriented 'production'*** rather than source-dependent 'transfer; and

_ The normative specification of the translation product (the assumption of ***'similarity' in meaning or 'effect).***

LECTURE 3
Interpreting Settings

Interpreting inter-social and intra-social Settings

- From a historical perspective, interpreting is carried out in a social context of interaction or setting where communities of different languages and cultures have entered in contact for some particular purpose.

The following are the most prominent ones:

1. **Business interpreting** where communities speaking different languages get in contact with each other for the purpose of trading and exchanging goods, or doing 'business'.

2. **Liaison Interpreting** is a form of interpreting practiced mainly in commercial negotiations.

3. **Diplomatic Interpreting** where the representatives of different linguistic and cultural communities came together with the aim of establishing and cultivating political relation.

4. **Military interpreting** is when relations turn sour between two conflicting armed communities, as when it happens in talks with allies forces in during World War II, truce negotiations or the interrogation of prisoners.

5. **Court Interpreting** : includes task like the certified translation of documents as well as interpreting in quasi-judicial and administrative hearings. One can therefore distinguish between the broader notion of legal interpreting, or judicial interpreting , and courtroom interpreting in its specific , prototypical setting.

6. **Sign language interpreting where it normally takes place in educational settings (educational interpreting)**

7. *Community interpreting* or *public Service interpreting* *(in the UK) and Cultural interpreting (in Canada) i*s where interpreting services are established to help immigrants function in the host society as it is an important intra-social communication need. This has led to the emergence of interpreting practice, with *Health Care interpreting* (*medical interpreting, hospital interpreting*) and *legal interpreting* as the most significant institutional domains.

8. *Media interpreting* or *Broadcasting interpreting* which is mainly focused on *TV interpreting.* This is obvious with *sign Language interpreting* or even in case of war crime tribunal.

Comments

_ As indicated above , the activity of interpreting has evolved throughout history in a variety of setting, from firsttime

encounters between different tribes to institutionalised inter-social 'dealings' as well as in intra-social (community) relations.

LECTURE 4
Interpreting Constellations of Interaction

◻ **Constellations of Interaction**

In addition to the categorization of interpreting types by social context and institutional setting, the following distinction can be derived from the situational constellations of interactions:

1. **Bilateral interpreting or dialogue interpreting** is where interpreting is modelled as 'three-party interaction' with a (bilingual) interpreter assuming the pivotal mediating role between two (monolingual) client. While the former foregrounds the (bi)directionality of mediation, the latter highlights the mode of communicative exchange. Either term seems to be closely associated with what is called **Liaison Interpreting**.

2. **Multilateral Communication Interpreting** is as in conferences attended by delegates and representatives of various nations and institutions, mainly called Conference Interpreting..

3. **Conference Interpreting** (for national or international organisation) is the most prominent manifestation in our time. It emerged during World War I when negotiations were held in French. But later on during the War some American and British negotiators did not speak French, which made official French-English bilingualism in the League of Nations usher in de facto multilingualism in international conferences. Since the First World War, interpreting has generally been attached to conference meetings and has internationally been known as "conference interpreting". What is distinctive about conference interpreting is that it takes place

within a particular format of interaction ('conference'). It is often set in an international environment, though there is usually a significant 'local' market for conference interpreting services mainly between English and the national language.

◻ **The Definition of a conference interpreter**

As far as the definition of a conference interpreter is concerned, it is worth mentioning that the seminar on Interpreters and Interpreting held by the European Forum at Alp Bach, Austria, in 1969 agreed on the following definition: "**a conference interpreter is one whose office it is to translate orally the speech of participants in meetings conducted in the two or more languages. His office may be performed simultaneously or consecutively, in the participants presence".**
Walter Keiser (Gerver 1977

We can conceive of interpreting as a conceptual spectrum extending from international (**conference**) to intra-social (**Community Interpreting**). While It is good to juxtapose **conference** and c**ommunity** interpreting, it is important understand the difference between focusing either on the level of socio-cultural communities and their **members/representatives** or on the *format of interaction* (e.g. a multilateral conference or face-to-face dialogue).

Lecture 5

Interpreting Typological Parameters

◻ **Interpreting Typological Parameters**

Apart from the broad classification of interpreting types by settings and constellation, there are additional and rather clear-cut criteria for more systematic inventory of types and subtypes of interpreting, among them is the following:

1. **Language Modality**: interpreting is used a generic term to indicate to the use of **spoken language** in particular, but due to the emergence of the *sign language Interpreting*, it is now used as *spoken-language interpreting* to be distinguished from **signed Language interpreting** or '*interpreting for the deaf.* Signing could refer as well to (**voice-to-sign interpreting'** or **sign-to-sign interpreting**) as

opposed '**voicing' or voice-over interpreting'** (**sign-to-voice interpreting**). A special modality is used in communication with the **deaf-blind,** who monitor a signed message, including **finger spelling**, by resting their hands on the signer's hands (**tactile interpreting**)

2. **Working Mode:** It was only in the 1920, when transmission equipment was developed to enable interpreter to work simultaneously, that it became meaningful to distinguish between **consecutive interpreting** (after the source-language utterance) and **simultaneous interpreting** (as the source-language text is being presented. It must be interesting to note that simultaneous interpreting was initially implemented as **simultaneous consecutive** that is , the simultaneous transmission of two or more consecutive renditions in different output languages.

Since **consecutive interpreting** does not presuppose a particular duration of the original act of discourse, it can be conceived of as a continuum which ranges from the rendition of utterances as short as one word to the handling of entire speeches, or more or less lengthy portions thereof, ' in one go'. Subject to the individual interpreter's working style- and memory skills- and a number of situational variable (such as the presentation of slide), **the consecutive interpretation** of longer speeches usually involves **note-taking** as developed by the pioneers of conference interpreting in the early 20th century. Hence, **consecutive interpreting** with the use of **systematic note taking** is sometimes referred to as '**classic consecutive** in contrast to **short consecutive whiteout notes**, which usually implies **a bidirectional** mode in a liaison constellation.

Only where the interpreter works right next to one or more than a couple listeners can he or she provide a rendition by **whispered interpreting or whispering**.

Simultaneous interpreting with full technical equipment is so widely established today that the term simultaneous interpreting SI is often used as a shorthand for 'spoken language interpreting with the use of simultaneous interpreting equipment in a sound proof booth.

3. **Directionality** : in the prototype case of mediated **face-to-face dialogue**, the interpreter will work in both directions, that is , '**back and forth'** between the two

languages involved depending on the **turn-taking of the primary parties**. **Bilateral interpreting** is thus typically linked with the notions of '**liaison interpreting'** and **dialogue interpreting'** but it may equally occur in conference type interaction, where interpreters may work in a '**bilingual booth'** or said to provide '**small router'** (i.e. interpret questions and comments back into the language chiefly used on the floor).

4. **Use of technology**: Technical equipment is essentially used to **avoid the mixing of source-and target-language** messages in the acoustic channel. In conference halls or noisy conditions, the **electro-acoustic and audiovisual** transmission systems are therefore employed in particular to reach far beyond a given location. In what is generally called **remote interpreting**, the interpreter is not in the same room as the speaker or listener or both, **telephone interpreting** is an example or (**over the phone interpreting**) which is used in **intra-social setting** (healthcare, police, etc.) There is also videophone interpreting for the deaf)

5. Professional status: Distinction between interpreting types could be related to the level of skills and expertise which the human agent performs the task. This profession requires a professionality as it is very demanding. That is why it is called professional interpreters with special skills **and lay interpreting or natural interpreting.**

Lecture 6

What is consecutive interpreting

☐ While no hard and fast line can be drawn between **short consecutive** (as used in *dialogue interpreting*) and **the 'classic form'** of consecutive implying the **rendition of at least five to ten minutes** of uninterrupted discourse, consecutive interpreting skills are usually taken to be synonymous with the latter and thus **closely linked to note-taking skills.**

☐ Although teaching consecutive interpreting is mainly concerned with **note-taking**, there are certain approaches which usually stress on **preliminary exercises to enhance** 'active listening', message analysis, and recall, including such technique as 'clozing', 'chunking' and visualization.

 The interaction between **memory and note-taking** stands out as a focus of investigation. Interpreter use different systems when taking notes, mainly **'symbol-based system**.

 Another area of emphasis has been **public speaking skills** for the production phase of consecutive interpreting. Didactic suggestion include **sight translation exercises, and the use of videotapes** for feedback on student performance.

 Focusing on frequent faults of presentation, for example, one can realize that specific training in **public speaking** (including breathing, voice control, eye contact) could raise student's awareness of their delivery and enhance their presentation in consecutive interpreting.

Interpreting after the speaker has finished.

The interpreter sits with the delegates, listens to the speech and renders it, at the end, in a different language, generally with the aid of notes. In the modern world consecutive interpreting has been largely replaced by simultaneous, but it remains relevant for certain kinds of meetings (e.g. highly technical meetings, working lunches, small groups, field trips).

Well-trained interpreters can render speeches of 10 minutes or more with great accuracy.

Interpreting while the delegate is speaking.
The interpreter works in a soundproofed booth with at least one colleague. The speaker in the meeting room speaks into a microphone, the interpreter receives the sound through a headset and renders the message into a microphone almost simultaneously. The delegate in the meeting room selects the relevant channel to hear the interpretation in the language of his/her choice.

Whispered Simultaneous Interpreting.
The interpreter is seated or standing among the delegates and interprets simultaneously directly into the ear of the delegates. Whispered interpretation can be used only for very few delegates sitting or standing close together. It is used mainly in bilateral meetings or in groups where only a few delegates do not share a common language.

Whispering is often used instead of consecutive in order to save time. Sometimes, the whispering interpreter will use a headphone in order to get the best possible sound from the original speaker.

Consecutive Interpretation

In consecutive interpretation, the interpreter waits for the speaker to finish a sentence or an idea, and then renders the speaker's words into the target language. Generally speaking, the more formal the setting, the longer the segments should be. Interpreters should be trained in special note-taking and memory techniques that enable them to render passages as long as 6-8 minutes faithfully and accurately.

Consecutive interpretation is best suited for situations involving a small number of people, or where a personal touch is required. Examples would be business meetings, press conferences, interviews, teleconferences, or any type of one-on-one exchange.

Simultaneous Interpretation

In simultaneous interpretation, the participants wear headphones, and the interpreter renders the speaker's words into the target language as he or she is speaking. Owing to the tremendous level of concentration required to perform this type of interpretation, simultaneous interpreters always work in teams of two. Usually, the interpreters work in a sound-proof booth that enables everyone involved to focus on their work without the distraction of hearing another language.

Because this mode of interpreting saves time, it is preferred for conferences and meetings in which a great deal of information has to be conveyed. The use of audio equipment also means that there is no limit to the number of people who can participate.

Lecture 7

What is simultaneous interpreting?

The term 'simultaneous interpreting' (as the source-language text is being presented) (SI) is often used as a shorthand for 'spoken language interpreting with use of simultaneous interpreting equipment in a sound-proof booth.

It is **preliminary exercises** that command prime attention in introducing students to the crucial task demand of simultaneity, perceived as the *skill of listening and speaking at the same time*, by way o f '**dual-task' exercises**. This involve a listening task in combination with a second, different task, such as simultaneously counting backwards or reading aloud.

A specific exercise in simultaneous verbal processing is **shadowing**, which is the immediate repetition of auditory input in the same language with either minimal delay ('phoneme shadowing) or at greater lateness ('phrase shadowing').

Much less controversial than s**hadowing** have been **preliminary exercises** with a focus on **content processing**, such as **simultaneous paraphrasing**, shadowing tasks combined with **cloze exercise**, or simultaneous interpreting of **well-known fairy tales.**

Beyond the first stage of training designed to familiarize students with the technique of SI, it is important to emphasise the need to **focus on the process rather than the product**, to teach **strategies** particularly for **coping with lexical and structural difficulties**, and to create a training environment that is as close to real-life condition as possible.

Sight translation is a special form of interpreting that can be used as **a preliminary exercise**, or even an **aptitude test.** There is no doubt that **sight translation** is an integral part of an interpreter's **translational competence** Indeed , **interpreting at sight** in combination **with SI**, as in the case of a speaker reading a text that the interpreter has available in the booth, involves a high degree of complexity. The same hold true for **spoken- language** simultaneous interpreting practised in the whispering and the relay mode as well as in remote conferencing**.**

Lecture 8

Interpreting Domains and Dimensions

Based on translation studies, the discipline of interpreting studies, with theoretical subdomains based on a list of situational variable. **Varieties of interpreting** (consecutive Vs simultaneous); **the medium of interpreting** (human, machine, computer aided interpreting); **language combinations**; **culture combinations**; **area/institution interpreting** (interpreting in court, in the media, etc..) **text relations** (text-type, degree of specialization , etc.); and **partner relations** (source-text producer Vs target-text addressee)

The following set of eight dimensions could be adopted to map out the theoretical territory of interpreting studies (i.e. Domains and dimensions of interpreting Theory, Pochhacker, 20011):

1. **Medium**: human, machine, computer aided interpreting

2. **Setting:** international (multilateral conference, int. Organisation, media, court, police, health care, etc...)

3. **Mode**: consecutive , simultaneous whispered, sight,

4. **Language** (culture) Spoken→ conference language → migrant language

5. **Discourse:** speeches →debates→ face-to face

6. **Participants**: equal representatives ↔individual vs. institutional representatives

7. **Interpreter**: professional interpreter ↔semi-professional↔ natural or layman interpreter

8. **Problem:** simultaneity ↔ memory ↔ quality ↔ stress↔ effect↔ role

Lecture 9

Interpreting Approaches

For most of the twentieth century, nearly all training programme and institutions were geared top spoken-language interpreting in multilingual international settings.

With the clear goal of developing professional skills in consecutive and simultaneous interpreting, first generation teachers of interpreting , themselves accomplished professionals, established a lasting tradition of training by **apprenticeship**, that *is transfer of know-how and professional knowledge from master to student, mainly by exercise modelled on real life tasks.* This was promoted by the Paris School of AIIC and reaffirmed that Apprenticeship was a good one for training interpreter especially at University level.

As the certainties of the Paris School paradigm came to be questioned in the 1980s, calls for **a more scientific approach** were also made for interpreter training. Representatives of the *cognitive process-oriented paradigm* have applied their models to *skill training* for interpreters, highlighting aspects such as *component skills, strategies, processing capacity management and the development of expertise.*

Alongside a scientific approach centred on processing-skill components and stages of expertise, **a humanistic approach** to curriculum foregrounds the personal and social aspects of instruction interaction and the process of socialising student into a 'community of professional practice'.

Thus concepts such as 'situated cognition' 'reflective practice, and 'cognitive apprenticeship can be used to underpin a more student-oriented and interaction-oriented refinement of established interpreter training practices.

Lecture 10

Selection Criteria for Training Interpreters

☐ **General entry requirements for training interpreters**

Depending on the level and duration of a given training programme, candidates for interpreter training are expected to have a competence profile of the following traits:

1. **Knowledge** (of languages and the world),

2. **Cognitive skills** (relating to analysis, attention and memory)

3. **Personality traits** (including stress tolerance and intellectual curiosity)

Although there is some uncertainty about the level of written language skills as an entry requirement in interpreting training, in many university-level programmes, ***the acquisition of translation skills prior to interpreter training remains built into the curriculum.***

☐ **Aptitude testing for training interpreters**

A variety of procedures have been adopted by different institutions to test candidates for knowledge, skills and personal qualities which are considered necessary to successfully acquire professional competence in interpreting.

For conference interpreting, for example, traditional examination methods include **holistic communicative task s**uch as :

☐ bilingual or multilingual interview,

☐ impromptu speech production,

☐ and oral summary rendition in another language.

These procedures have been criticised for being quite subjective and lack of validity and reliability.

Another type is the use of translation tasks such as

☐ written translation,

☐ sight translation

☐ and written summary in another language

Personality traits could be summarised as follows:

☐ motivation and learning style

☐ coping with physical as well as emotional stress.

☐ the ability to grasp rapidly and to convey the meaning of spoken discourse

☐ doing well at Recall, Cloze and Error detection tests as well as 'subskills-based

text of verbal fluency and comprehension

A Screening procedure for training interpreters could be as follows; a five part

written test for language proficiency and general knowledge, series of oral test,

including written recall of a recorded passage, error detection and sight translation

Lecture 11
Globalization and Interpreting

There is a close relationship between globalization and interpreting studies. For

international conference interpreting, itself an early example of a 'global profession',

globalization is a mixed blessing. While the trend to carry out transaction in business,

politics, arts, and science on a world-wide scale could be assumed to boost the role of

interpreters in international communication, **the spread of English** as a *lingua*

franca largely offsets this potential need. As much as the official language policy,

and interpreting policy, of the EU will preserve Europe's heritage as the heartland of

multilateral conference interpreting, the spread of international English is likely to

shrink the market for conference interpreters there as well.

At the same time , the related trend of 'localisation' makes more international

(usually English) informational input available to more local and diverse recipients

(as in the case of 'glocalized' training of sales personnel). This trend tends to sustain

the need for conference interpreting services, either in bilingual meetings involving

English and the local language, or in events with asymmetrical (one-to-many)

language arrangement. The former case highlights the role of *bilateral interpreting*, not only in the **tradition liaison** mode but especial in the **simultaneous mode** (including simultaneous dialog interpreting) for which the implications of A-to-B interpreting have yet to be addressed more fully. In the case of meetings with only English spoken on the floor and interpreted into a range of languages, more fundamental issues **of power relations and cultural adaptation** where interpreters may be 'relegated to mere localisers of dominant ideologies'.

The increasing presence of China and other Asian countries on the international stage and diverse developments in these countries tend to have some broader implications for interpreting practice and interpreting studies. These include the enormous quantitative growth potential for the profession, and hence of training (and research); more pronounced cross-cultural, and not least ideological, differences, and particularly cross-linguistics challenges which are likely to give rise a more prominent role in interpreting research to specialists in linguistics, foreign language teaching and bilingual studies.

Globalization is also applied to movement or migration of people which manifests itself in increasingly multi-ethnic and linguistically diverse societies. Public institutions in host countries, for example, tend to need intercultural communication or polices to ensure access regardless of language or cultural background. The role of interpreting and interpreters could be manifested in identifying new **training needs , developing new policies and carrying out 'action research' on issues such as student selection and assessment as well as new methods of instruction**.

Lecture 12
Technologization and Interpreting

The role of technology is no less a long-standing issue in interpreting than globalization. Indeed, the field might not exist as such if it had not been for the use of electro-acoustic transmission equipment to allow for simultaneous interpreting in the 1920. Half a century later , advances in telecommuinations and digital data processing technology began to usher in development which stand profoundly

transform the way interpreting is practised in the twenty-first century. **The most visible manifestation of 'the technologizing of interpreting', is to remote interpreting in international conference settings and videoconferences.** Its effect on simultaneous interpreters' working conditions and on the profession in general will be a focus of research for years to come, with issues such as **stress, visual access and psycho-social factors** requiring particular attention.

In communication involving **deaf** and **hearing-impaired people**, the increasing availability of **audiovisual telecommunications** equipment is likely to facilitate remote interpreting arrangement, whereas more efficient technologies for converting speech to text, and written input into spoken output, may favour the use of script-based communication and make interpreters redundant. In the long term, advanced prosthetic technology (cochlear implant) made available to- or imposed on- deaf people may well make the community of signed-language users even more heterogeneous, and the market for sign language interpreters more fragmented.

The role of technology tend to have strong repercussions on interpreter **training,** including the need to introduce would-be interpreters to the efficient use of state-of-the-art electronic equipment in and outside the booth; the need to prepare trainees for various types of remote interpreting arrangements; and the deployment of digital training stations and web-based source-text archives for classroom instruction as well as self-study.

Furthermore, interpreting researchers will also benefit from the availability of new equipment and tools to enhance the efficiency of **empirical data collection and analysis**. **Survey research,** for instance, may increasingly be done over the internet, and powerful software facilitates the processing of quantitative as well as qualitative data. Fieldwork involving **discourse data can rely on digital,** and less obtrusive, **recording equipment**, and subsequent **transcription** will be aided by specialised software and speech recognition systems. This will also enhance the feasibility of applying corpus-linguistic methods to large corpora of source, target and parallel texts from authentic interpreted events.

Lecture 13

Orientation of Interpreting Studies

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

☐ Getting started

For those would-be researchers in interpreting, there is no 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 paradigm makes it impossible to compile a systematic and balanced research agenda and methodological inventory.

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

1. You need to gain **an overview** 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". You 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 **research question and consider ways in which might be addressed.** The purpose you have set yourself for your study will shape your methodological orientation and strategy.

7. Making your basic stance **as explicit as** 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 o 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, 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 **how to evaluate and interpret your findings** in relation to the research question and the underlying theoretical framework

12. And **how to report on you study in an appropriate way**, be in the form of a conference presentation. A journal article or an academic thesis.