

Research paper

Comprehending Political Terms from English into Persian Through Using Receptive Skills Instruction

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Abstract

Training interpreters to render political texts effectively, particularly in terms of using appropriate equivalents in political discourse, can be demanding. Training translators at the academic level can be very challenging, as trainers must be proficient in both English and Persian languages and cultures. Politics is both a linguistic and cultural issue, and Iranian students should be aware of both; however, translational studies often fail to do so effectively. This research focused on using receptive skills (i.e., listening and reading) in training university students to render political texts. In doing so, 30 students, majoring in Translation, were selected in two intact classes in their eight semesters. They were assigned to two experimental groups (i.e., the oral and written modes of translation). Treatment sessions were in oral and written translation tasks. The participants translated 10 lectures from Barack Obama and Mrs. Moghreini in 10 sessions. They used Weber's criteria for a good interpreter. The criteria for translation evaluation included not only linguistic-based factors, but also extra-linguistic factors in the processing of interpreting the meaning. Finally, they took a translation test on two lectures other than the ones that had been translated in the classes. Results revealed that the written tasks more significantly affected the quality of translation than the oral ones. Implications suggest that written courses in training translators should be held first. In addition, if they need to translate the tasks orally, the teachers may work on oral interpretation in the second phase.

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Introduction

Translation is a very important part of universal relations in terms of Science, Law, Economics, Technology, Politics, etc. It seems politics is one of the problematic areas of translation. Translating political texts from one language into another is a difficult and demanding task, and one reason for this difficulty lies in the cultural differences between languages. Thus, translators not only need to know the translation techniques, but also need to be familiar with both the source language (SL) and the target language (TL), as well as with the subject itself, to perform the translation successfully. Without such requirements, the translator may encounter difficulty (Newmark, 1991).

The word "political" needs some consideration. In the English language, the sentence "Be careful! He may be taking up your case for political reasons, proposing that the individual's motives have nothing to do with the rights and wrongs of the matter; he/she is only using you for his own goals (Pourmohammadi et al, 2021). International politics is largely in the works of translation. Interpreters participate in the most crucial political events to facilitate the work of international institutions such as the European Union, the United Nations Organization, etc.

According to Kaviani and Mashhadi Heidar (2020), receptive metalinguistic knowledge helps learners to acquire the gist of reading or listening cues within the context that boosts their metalinguistic knowledge. Receptive metalinguistic knowledge assists learners in understanding the fundamental aspects of reading or listening signals within a specific context, thus improving their metalinguistic knowledge. As stated by Kaviani and Mashhadi Heidar (2020), receptive metalinguistic knowledge aids learners in grasping the essence of reading or listening cues within a context that enhances their metalinguistic understanding. Receptive metalinguistic knowledge

supports learners in comprehending the essential elements of reading or listening signals within a particular context, thereby advancing their metalinguistic knowledge.

Gile (2009) believes that in the interpretation of political speeches, a critical point is that, translators and interpreters should know about political discourse (Vasheghani Farahani & Kazemian, 2021). In conference interpreting, experts must have the capacity to react quickly to spoken language. In addition, they must comprehend particular language registers used in international organizations, in politics, in science, as well as literary, in different domains of technology, musical, and other artistic and social circles. They must understand specific language registers utilized in international organizations, politics, science, as well as literature, across various fields of technology, music, and other artistic and social spheres.

Conference interpreters are required to have the capacity to make discourses at a language quality level anticipated from the personalities they interpret, be they diplomats, scientists, politicians, artists, or intellectuals, and suitable for the related situations such as public interviews, political talks, scientific presentations, intellectual discussions, and so on (Gile, 2009). Conference interpreters must possess the ability to deliver speeches at a linguistic quality that meets the expectations of the individuals they interpret, whether they are diplomats, scientists, politicians, artists, or intellectuals, and appropriate for the relevant contexts such as public interviews, political discussions, scientific presentations, intellectual debates, and similar scenarios.

Most researchers who deal with political translation and interpreting consider the linguistic and cultural aspects of translation and interpreting. They do not pay much attention to the aspects that have an effect on the process of translation and interpretation. Interpreting political texts needs special processes. Therefore, in this study, the researcher focuses on the processes that are performed during interpretation and their effects. The listening and reading skills are the missing

links in the process of interpreting. The lack of these skills may have important effects on interpreting. For example, listening is important in analyzing the source language and transferring accurately, and reading skill helps the interpreter to grasp the main idea of the text and render it.

Taking into consideration the great importance of the interpretation of political expressions in political texts and speeches, and difficulties that may arise in the process of interpreting them, this study aims to find out solutions and strategies that may help to limit or avoid difficulties and help interpreters interpret political speeches rapidly and accurately. The findings, if presented to translators and interpreters, could make them more aware of their problematic areas. If interpreting institutions, interpreter trainers, and trainees are aware of the processes that affect their proficiency (i.e., processes that they do not pay attention to), they may revise their attitude toward interpreting.

Literature Review

Translation is defined as the transformation of the meaning from SL to TL. Translation refers to something that takes place, or at least seems to take place, between two languages. According to Allen and Bernofsky (2013), "the English word 'translation' has meaning only because we know there are other languages besides English from which one might translate into English, or into which one might translate from English" (p. 44). The word "translation" indicates the actuality of other languages. Although it also shows that other languages can be linked to English, it points to itself as the bridge, the carrying across that occurs between languages. In the first place, "translation" is defined, through its own translatability. "Translation" can also be described by its difference from the French word *traduction*. More important is the way that to mean what it does, "translation" should also be a translation of *traduction*, just as *traduction* is a translation of "translation". This convergence describes "translation" (Allen & Bernofsky, 2013).

What is Interpreting?

Tassini (2012) defined interpreting or interpretation as "the intellectual activity that consists of facilitating oral language communication, either simultaneously or consecutively, between two or among three or more speakers, who are not speaking, the same language" (p. 50). Accordingly, not all languages employ, as the English language does, two separate words to denote the activities of written and oral language translators. Even the English language does not always make the distinction, frequently using translation as a synonym of interpreting, especially in nontechnical usage (Tassini, 2012). "An interpreter interprets the spoken word and does not have the luxury of time nor a second chance to revise the result of the interpretation" (Samuelsson-Brown, 2010, p.7)

A Brief History of Interpreting

Phelan (2001) said that, based on the fact that at many times there is no written record of the spoken word, little research has been carried out on interpreting throughout history. It may be clear from the context that an interpreter is not particularly named or mentioned in historical documents. The interpreter may have been a language specialist or a diplomat who was asked or offered to interpret. Interpreting has existed since the time people met someone who spoke another language; they tend to use sign language or find someone who could speak both languages. Many factors increase the chance of growing up bilingual, including living in a bilingual environment, such as borderlines, being raised by bilingual parents, and immigration.

Phelan (2001) added that, by accident, the first conference interpreters became interpreters. Interpreting is advancing with new courses in different universities. Universities of Geneva and Vienna were established respectively in 1940 and 1943 for interpreting and in 1949 Georgetown University Divisions of Interpreting and Translation, and in 1953, the International Association of

Conference Interpreters were established. In addition, other universities were Westminster Zurich in 1967, Monterey Graduate School of Translation, and Interpreting in 1938. Because of personal judgment, the early research was not very scientific and did not produce verifiable results. In the 1960s, research was done on the time lapse between what the speaker says and when the interpreter speaks which is called Ear-Voice Span. Studies on interpreting errors and their causes were carried out in the 1970s. What happens in the brain during the interpretation was the subject of research in the 1980s and 1990s. Systematically, an important body of studies was carried out in different areas; for example, in the United States, on court interpreting. Some researchers were interested in community interpreting at the end of the 1990s and they tried to show the problems that were related to this type of interpreting.

Phelan (2001) also believes interpreting is a very hard job, and the bad performance of the interpreter can ruin a conference. The interpreter needs good short-term memory to keep in mind what he or she has heard and also to put the information into a new context, and needs good long-term memory. The ability to analyze and process what is heard requires the ability to concentrate. The key for an interpreter is readiness. For this, the main work is to get ready data about the specific circumstances. At this point, when access to up-to-date references is important, the interpreter will set about organizing a terminology glossary that corresponds to the task and reading around the subject area.

Differences between Translating and Interpreting

Nolan (2005) said that the interpreter depends primarily on the capacity to get the central meaning of the message across to the target listener on the spot. Nolan (2005) continued that "The translator relies mainly on thorough research with background materials and dictionaries to

produce the most accurate and readable written translation possible" (p. 3). McKay (2006) said that one major distinction between interpreting and translation is that interpreters frequently work in both "directions" of their language pair, so they must be extremely capable of speaking their non-native language; many high-level conference interpreters consider themselves to have two native languages, instead of one native language and at least one second language. "Interpreters are paid by the hour or by the day, and pay varies widely" (McKay, 2006, p. 33).

The Relationship between Language and Politics

According to Kuhiwczak and Littau (2007), "politics is viewed as a struggle for power or as the political institutions and practices of a state, the associated social interactions are kinds of linguistic action, types of discourse (e.g., parliamentary debates, broadcast interviews, written constitutions or manifestos of political parties)" (p. 134). All these types of discourse have particular distinguishing parts and carry out particular communicative functions, for example, persuasion, rational argument, threats, and promises. Consequently, "politics and language are closely related" (Kuhiwczak & Littau, 2007, p. 134). They believe "the relationship between language and politics has seen increasing interest within the last two decades, especially in the linguistic disciplines of critical linguistics, critical discourse analysis, and political discourse analysis and in the neighboring disciplines of rhetoric, philosophy, and sociology" (Kuhiwczak & Littau, 2007, p. 135). Researchers concentrate on the textual or discursive demonstration of power structures and ideologies and their particular linguistic realizations at lexical and syntactic levels, with the goal of making noticeable the ideological loading of a specific method for utilizing language and the relations of power that underlie them. In a progressively globalized world, processes of text production and reception are no longer limited to one language and one culture.

This applies to practically all fields of human interaction, especially to politics. The comprehensiveness of political discourse has results for intercultural communication, and therefore for translation. Political communication depends on translation; it is through translation (and through interpreting) that information is made accessible to addressees beyond national borders.

Translation of Political Texts

Kuhiwczak and Littau (2007) indicated that researchers in translation who focus on political themes have investigated the specific features of political language, individual political texts and/or genres, as well as the socio-political causes and consequences of particular translation choices. Cited in both Kuhiwczak and Littau (2007) and Newmark (1991), the latter dedicates an entire chapter to the translation of political language, placing particular emphasis on lexical perspectives. For example, he characterizes political concepts as "partly culture-bound, primarily value-laden, historically conditioned, and [...] abstractions despite ongoing attempts to make them more concrete.

Newmark (1991) identifies pronouns, political jargon, euphemisms, metaphors, neologisms, acronyms, euphony, and collocations as distinctive features of political language, and offers guidance to translators on how to address these challenges, asserting that the notion of translator neutrality in political texts is a fallacy. They also noted that political concepts have frequently been the subject of scrutiny, as these concepts not only develop over time but also cannot be comprehended without relating them to the broader historical context. In reference to political texts from the former Soviet Union, Markstein refers to a "propagandistic linguistic nomenclature." (Markstein, 1994, p.105).

Kuhiwczak and Littau (2007) noted that transitioning from the broader term "political language" to the more specific term "political text" introduces the challenge of definition. The term "political text" is best understood as an overarching category that encompasses various types of texts or genres, each serving distinct functions in relation to different political activities. The subjects of these texts are fundamentally tied to politics, including political activities, ideas, and relationships. While a distinction can be made between institutional politics and everyday politics, the focus has predominantly been on institutional politics and its associated forms (such as parliamentary debates, speeches by politicians, and political documents) from a translation perspective. Studies of political texts have examined specific phenomena, whether within a single text or across a collection of interconnected texts. Translated political speeches represent one genre that has been the foundation for such analyses. (Sahhaf, 2015).

Perez (2001) employs a three-tiered model to analyze translated speeches in the European Parliament (Spanish/English). Her study, conducted through surface description, illocutionary clarification, and (sociopolitical) perlocutionary clarification, reveals a broad classification of translational shifts that were suggested to enhance the readability of target texts. The research questions of this study are as follows:

To what extent do reading or listening skills affect EFL learners' interpretation of political texts?

Methodology

Participants

The participants of this study were male and female students who were selected from two intact classes of undergraduate students majoring in Translation Studies in the Islamic Azad University of Abadan who had passed Advanced Translation II and Oral Translation II. They were 30 learners

who were non-randomly divided into two equal experimental groups. Non-random selection was adopted since both groups were in two intact classes with homogeneous educational background. The group that had access to the written text of the speeches and translated orally, and the group translated orally from an oral source without any access to the written text of the speech. Each group included 15 participants.

Instrumentation

As the researcher intended to conduct this research, he considered the speech of President Obama on the Iran nuclear deal as the pre-test and Mogherini's speech on the final joint of the comprehensive plan of action for the post-test. The materials' level of difficulty was normal, as the addressees of these speeches are usually both politicians and the general public. The researcher based his judgment on Weber's (1984) most crucial criteria for a good interpreter, all approved by the EU, UN, NATO, and George Town University, as follows: Intelligence, ability to summarize and interpret, reaction time, memory, preparation and presentation, voice, comprehension of foreign languages. The researcher applied these criteria to assess the performance of students on interpretation, with each criterion carrying 20 marks.

Materials

Regarding the teaching materials, participants from both groups engaged with the text *Translating Political Text* (Birjandi et al, 2011) as introduced by their instructor. The pre-test material consisted of President Obama's political speech on the Iran Nuclear Agreement, which the students were tasked with interpreting to assess their initial level of understanding of political texts. Both groups listened to the speeches and provided oral translations; however, one group

received the written text of the speeches, while the other group only listened and translated orally without any written support.

At the conclusion of the course, the researcher conducted a post-test where participants from both groups were asked to interpret Mogherini's lecture on the Final Joint of the Comprehensive Plan of Action. This was done to evaluate which group demonstrated superior performance in interpreting political texts. It is important to note that neither group had access to the text of the speeches during both the pre-test and post-test. The scoring for both tests was conducted using Weber's criteria, which allocated a total of 20 marks for the entire assessment. Two raters evaluated Weber's criteria to determine the inter-rater reliability of the scoring for both the pre- and post-tests, utilizing Pearson Correlation Analysis. The reliability correlations for the pre-test and post-test were found to be ($r = .823$) and ($r = .811$), respectively.

Data Collection Procedure

Both groups studied the same political textbook introduced by their teachers. The teachers permitted the use of the last 30 minutes of each session for the treatment of the study. In the first session, the researcher explained the process of the treatment for the participants and played the speech of President Obama as the pre-test. Then, students were divided into two groups for 10 sessions, and the researcher played different political speeches for them. The researcher provided one group with the written texts of the speeches, so they listened and translated orally, while another group just listened. For this, the researcher played the video of a political speech sentence-by-sentence to the participants, and after each pause, the participants translated orally .

After 10 sessions, as the post-test, the researcher asked the participants of the study to listen to Mogherini's speech on the Final Joint of the Comprehensive Plan of Action and translate it orally

to check which technique (i.e., having or not having access to the text) led to better results in terms of interpreting of the political speech. The scoring criteria were extracted from Weber's (1984) criteria. For this, the participants came to the class one by one, and the researcher played two minutes of the speech for them. Then, he paused the video sentence-by-sentence, and the participants translated orally right after each pause. The voice of the participants was recorded for further analysis.

Data Analysis

The scores obtained from the two experimental groups were analyzed using SPSS version 23. To assess the impact of each technique, data were gathered through both the pre-test and post-test. Descriptive statistics, which included means, standard deviations, and variances of the scores, were computed. The collected data were examined using an Independent Sample t-test to determine the influence of two independent variables (namely, written sources and oral sources) on the dependent variable (interpreting). Subsequently, a Paired Samples t-test was conducted to ascertain whether the differences between the pre-test and post-test scores of the two groups are statistically significant.

Ethical Considerations

The researcher provided a form of consent in which he informed the participants of the objectives of the research study, the time, and the place of the research. He also mentioned that their identity and their voice records would be kept locked up so that no one else can access them. The participants were asked to sign this form showing they would participate in this study voluntarily.

Results

The scores obtained from the two groups were analyzed using SPSS version 23. To assess the impact of each technique, data were gathered from both the pre-test and post-test. Initially, the researcher compared the sentences from the original text of the test with those from the renditions submitted by the participants. Given that the number of participants is fewer than 15, the normality of the data was evaluated, and the results of the normality test are presented in Table 1.

Table 1.
One-Sample Kolmogorov-Smirnov Test

	Pre-test No access to Text	Post- test No access to Text	Pre- Access to Text	Post- test Access to Text
N	15	15	15	15
Kolmogorov-Smirnov Z	.775	.683	.974	.802
Asymp. Sig. (2-tailed)	.586	.740	.299	.541

- a. Test distribution is Normal.
- b. Calculated from data.

Table 1 shows that the test distribution is normal and which means that the parametric data analysis, like the t-test, can be used in the present study. Then the descriptive statistics were run to show how much the mean of both groups was at the beginning of the research.

Table 2.
Descriptive Statistics (Pre-test, no Access vs. Access)

Groups	N	Mean	Std. Deviation	Std. Error
Pre-test of no access	15	11.93	3.10	.80
Pre-test of access	15	12.86	2.98	.76

Table 2 shows that the mean of the pre-test of the no access group was 11.93 and the mean of the pre-test of the access group was 12.86. However, the mean cannot show a significant statistical

difference, as the independent t-test was run to compare the pre-test of the two groups. The results are presented in Table 3.

Table 3.
Independent Samples Test (Pre-test, no Access vs. Access)

	Levene's Test for Equality of Variances		t-test for Equality of Means				
	F	Sig.	<i>t</i>	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal variances assumed	.0	.	-	2	.4	-.93	1.10
Equal variances not assumed			-	2	.4	-.93	1.10
			.844	7.9	06		

Table 3 shows the significant value (.406), which is greater than ($p < 0.05$). Thus, the difference is not significant and reveals that the two groups are homogeneous. Again, the descriptive statistics were run to show how much the mean of both groups was at the end of the research. Table 4 shows the results.

Table 4.
Descriptive Statistics (Post-test, no Access vs. Access)

Groups	N	Mean	Std. Deviation	Std. Error Mean
Post-test of no access	1	12.93	2.76	.71
Post-test of access	1	16.00	2.44	.63

Table 4 indicates that the average score of the no access group in the post-test was 12.93, while the average score of the access group was 16. Nevertheless, the mean alone does not demonstrate statistical significance; therefore, an independent t-test was conducted to compare the pre-test scores of both groups. The results are presented in Table 5.

Table 5.
Independent Samples Test (Post-test, no Access vs. Access)

			Levene's Test for Equality of Variances		t-test for Equality of Means		
			F	Sig.	t	df	Sig. (2-tailed)
Post-test of no access	Equal variances assumed		.142	.709	-.3216	8	.003
Post-test of access	Equal variances not assumed				-.3216	7.6	.003

Table 5 indicates that the significant value (.003) is less than ($p > 0.05$). Therefore, the difference between the two groups is significant. In order to compute the paired samples t-test, the data were examined using descriptive statistics to compare the pre-test and post-test results of the groups. The results are presented in Table 6.

Table 6.
Descriptive Statistics (Groups' Pre vs. post-test)

			Levene's Test for Equality of Variances		t-test for Equality of Means		
			F	Sig.	t	df	Sig. (2-tailed)
Post-test of no access	Equal variances assumed		.142	.709	-.3216	8	.003
Post-test of access	Equal variances not assumed				-.3216	7.6	.003

Table 6 shows the descriptive statistics of the pre- and post-test in each group. The pair 1 refers to the group with no access to text, but the pair 2 refers to the one with access to the text during

the oral performance on the interpretation. The paired samples t-test was run to calculate the progress of each group in Table 7.

Table 7.
Paired Samples Statistics (Groups' Pre vs. post-test)

		<i>t</i>	df	Sig.	(2-
Pair 1	Pre-test and Post-test of no Access to Text	-1.732	14	.105	
Pair 2	Pre-test and Post-test of Access to Text	-3.639	14	.003	

Table 7 shows that the significant value of the no access group (.105) is not significant, and the significant value of the access group (.003) is significant. The conclusion is that if access is possible, the performance can be better.

Discussion

Regarding the first research question addressing the effect of reading skill on EFL learners' interpretation of political texts, the results of the study showed that the group with reading activities outperformed the listening activities in oral interpretation of the political speeches and lectures. Results also showed that the training of the translators for the political genres should be textual first, and then it could be aural for the second step. The findings of the study indicated that the group engaged in reading activities surpassed the group involved in listening activities in their oral interpretation of political speeches and lectures. Additionally, the results suggested that the training for translators specializing in political genres should prioritize textual comprehension initially, followed by a focus on aural skills in the subsequent phase. The results of the study contribute to practicing oral interpretation through the following guidelines:

Linguistic variables: These factors refer to the interpreter's capability in source and target language structures and utilization. The interpreter should be in high control of both the Source and Target Language structures so as to be able to convey a specific message. The translator's high command of both Source and Target Language and vice versa. It will likewise enable the interpreter to avoid applying wrong etymological structures, which may bring about wrong interpretation. Weakness in such a manner will decrease the capability of understanding a message in a source Language and communicating it to a specific person by the interpreter. A deficiency in this regard will diminish the ability to comprehend a message in the source language and convey it accurately to a particular audience by the interpreter.

Extra-linguistic variables: These factors refer to the translator's dominance over issues that do not rely upon the interpreters' capability in Source and Target Languages, but mostly on their mastery of situational strategies and techniques. In interpreting, the interpreter is managing language structures, as well as managing the best approach to deal with a specific message, to fight the issue of time, to make a picture of the Source Language message in the brains of the group of audiences, the way the Source Language speaker requires them to do. By looking at these variables, it could be understood that such variables are of much higher importance in interpreting, proving that in addition to being a simple SL-to-TL transferring process, interpreting is a touchy process of understanding various situations, always on the watch-out for upcoming problems around the bend, and strategy and skill. Analyzing these variables reveals their significant role in interpretation, demonstrating that interpreting is not merely a straightforward SL-to-TL transfer process. Rather, it is a nuanced endeavor that requires an understanding of diverse situations, constant vigilance for potential challenges ahead, as well as strategic thinking and skill.

The necessity of training in interpreting: At first, the researcher thought the participants were able to partially do the interpreting, but not the way a professional, fully-trained interpreter does. Training proved to be one of the key characteristics of a good interpreter; without that, the interpreter cannot perform well. By probing into the collected data, we can see that the variable “memory” for novice interpreters is of the highest frequency; this proves an essential need for the interpreter’s prior training, since memory training is one of the essential programs in the process of training interpreters. Training for an interpreter will definitely be a variable that guarantees their success to the maximum point. Examining the gathered data showed that the variable "memory" for novice interpreters appears with the highest frequency; this highlights a critical requirement for the interpreter's prior training, as memory training constitutes one of the fundamental components in the training process for interpreters.

Text analysis and comprehension: As Gish (1987) suggested, an approach that gives the interpreter techniques for text analysis, comprehension of the meaning and structure of the message, and the reading skill technique. This covers these factors, and at the end of the present study, the researcher will answer the first question of the study and conclude that reading skill shows that this technique is more useful than listening skill in interpreting training. This encompasses these elements, and by the conclusion of the current research, the investigator will address the initial inquiry of the study and determine that reading proficiency indicates that this method is more beneficial than listening proficiency in training for interpretation.

To answer the second question that addresses the effect of listening skill on EFL learners' interpretation of political texts, results showed that reading skill can improve the text analysis and comprehension for the interpreting training more than listening skill. The results showed that participants are not really able to interpret in a perfect way, though they may have a good command

of the two languages. This agrees with Tassini (2012) who believes a trained interpreter knows how to confront the difficulties on the way to communicate a certain message, how to manage the situation to make the most of it by use of interpreting strategies, skills, and techniques, and finally, how to be “the fully-understood messenger”. Besides, a trained interpreter will have a well-trained memory, which is proven to be the most important variable in interpreting by the present study.

A skilled interpreter understands how to tackle the challenges involved in conveying a specific message, how to handle the circumstances to optimize the communication through the application of interpreting strategies, skills, and techniques, and ultimately, how to serve as "the completely comprehended messenger". Furthermore, a proficient interpreter will possess a well-developed memory, which this study demonstrates to be the most crucial factor in interpreting. These findings are in line with Sahhaf et al's (2015) ideas that emphasized reading proficiency could enhance text analysis and comprehension in interpreting training more effectively than listening skills. The results revealed that participants are not fully capable of performing and interpreting tasks flawlessly, despite having a strong command of both languages. Furthermore, the researcher discovered that reading proficiency can have a greater impact on both linguistic and extra-linguistic knowledge of the participants; consequently, the performance of the group that employed this strategy was superior.

Results revealed that reading proficiency plays a crucial role in enhancing text analysis and comprehension, particularly in the context of interpreting training. This enhancement is observed to be more significant than the influence of listening skills. The results revealed that, despite the participants possessing a strong command of both languages, they were not fully capable of executing and interpreting tasks flawlessly. This suggests that proficiency in a language does not automatically translate to effective performance in practical applications, such as interpreting.

Furthermore, linguistic knowledge encompasses the understanding of vocabulary, grammar, and language structure, while extra-linguistic knowledge refers to the contextual and cultural nuances that are essential for effective communication. This is consistent with Nolan (2005), who highlighted that the role of reading strategies can enhance readers' performance, indicating that their ability to analyze and comprehend written texts provides them with a deeper understanding and a more robust framework for interpreting spoken language.

The importance of integrating reading skills into interpreter training programs is not only that it aids in the development of linguistic abilities, but also enriches the interpreters' overall understanding of the content they are tasked with conveying. Consequently, the performance of the group that utilized reading strategies was markedly superior, showcasing the necessity for future training approaches to prioritize reading proficiency as a foundational component of interpreter education. By doing so, training programs can better equip aspiring interpreters with the skills needed to navigate the complexities of language interpretation effectively.

Conclusion

The researcher was determined to find out the way leading to “good interpretation”. Therefore, he started the present study. At first, the researcher supposed that interpreting was mainly or mostly a linguistically-based process, in a way that anyone in full control of linguistic structures would be able to handle the process and communicate a certain message without any serious problem. After the researcher put the results of the study into the analysis, some new facts were revealed to him. The results displayed the common variables leading to a wrong interpretation by participants. In addition to Weber's variables for a good interpreter, psychological factors are effective in interpreting. These factors include stress, anxiety, fear of a situation, etc. What was most surprising

about the findings was the fact that these variables were beyond simple linguistic structures. These variables were divided into three cases: Linguistic variables, Extra-linguistic variables, and Necessity of training.

The results proved that besides linguistic-based mastery, the interpreter is obliged to be in high control of extra-linguistic variables that are involved in the process of interpreting. Training and its necessity for the interpreter were proved in the results, too. Memory, as the variable with the highest frequency, and one of the essential variables involved in the process of interpreting, was emphasized, and it was proved that training is a process an interpreter must undergo to be able to guarantee complete communication, which is the main goal of interpreting. Moreover, the researcher found that reading skill can be more effective on linguistic and extra-linguistic knowledge of participants; therefore, the performance of the group, that used this strategy, was better.

Pedagogical Implications

The results of this study can provide interpreters and those who are engaged with the concept that interpreters must not just focus on linguistic bases, but also should be concerned with factors that may be unexpected sources of difficulty on their way to transforming a special message. The findings can also be beneficial to interpreter trainers. Those who are in charge of training interpreters will find these findings useful in preparing novice interpreters to become professional interpreters. This study will also help them deal with interpreting difficulties in interpreting courses. Furthermore, those who engaged will make plans for the findings of the study in planning comprehensive interpreter-training courses for novice interpreters.

The findings will also guide novice interpreters to improve their weaknesses in reading skills regarding their performance in interpreting. The discoveries will open another window to interpreting and its complexities for interpreters, with the goal that they can have another view of the process of interpreting, and along these lines, they can have an alternative thought of what truly occurs in interpreting.

Suggestions for Further Directions

Like many other studies, this research has many imperfections, too. Although interpreting has a wide scope and is challenging, and since interpretation plays an important role in political interactions at this time, unfortunately, interpreters are not well-trained. Undertaking more scientific studies in this area will certainly improve interpretation and interpreters' status. The researcher would like to have some suggestions for future studies. Interpreters, as well as those involved in the process of teaching and investigation of interpreting, are encouraged to do more study on the following areas: (1) The effect of time limitation on the quality of interpretation; (2) The effect of memory training on the quality of interpreting; (3) The effect of intelligence on interpreting; (4) The effect of the variable of stress on interpreting; (5) The effect of political ideology on the final result of political interpreting.

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