



A Survey-Based Taxonomy for Interpreting Types and Modes in an Interpreter Training Curriculum

Naser Janani¹, Alireza Ameri^{2*}

¹Ph.D. Candidate, Department of English Language, South Tehran Branch, Islamic Azad University, Tehran, Iran

^{2*}Assistant Professor, Department of English Language, South Tehran Branch, Islamic Azad University, Tehran, Iran

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Abstract

There is no clear-cut, universal consensus on the nomenclature and essence of interpreting types and sub-types, modes, settings and modalities, and the sequence of presentation of modes in the curriculum because different authors and practitioners in the field view these concepts and their hierarchy from various angles and vistas. The uppermost objective of this study was to taxonomize interpreting types and modes to befit a standardized curriculum in the Iranian academia in the light of qualitative research conducted within the ethnography of the Islamic Azad University South Tehran Branch. To this end, 243 books, 126 articles, 36 websites, 19 clips and 12 podcasts were qualitatively scrutinized as the source materials for content analysis. Moreover, 15 interpreters, 18 interpreter trainers, 32 M.A. and 86 B.A. English Translation Studies students participated by filling out a 5-item researchers-designed open-ended questionnaire. Based on the findings, the inventory of interpreting types and modes was taxonomized and the order of modes was sequenced to be used in an interpreter training discipline in Iranian higher education.

Keywords: Interpreting Modes, Interpreter Training Discipline, Interpreting Types, Taxonomy

INTRODUCTION

Interpreting modes are “generally defined concerning the temporal relationship between the interpretation (target text) and the source text” (Pochhacker, 2015, p. 268). Before the advent of the technology-assisted mode of simultaneous interpreting in the 1920s at the Nuremberg Trial, the default interpreting mode referred to as ordinary interpreting was consecutive. In this mode, the interpretation begins after the end of the original speech or parts of it which is of two kinds; long consecutive, also known as classic consecutive or true consecutive and short consecutive. In the former state, the interpreting process usually lasts for several minutes with the aid of notes, whereas the

latter refers to interpreting a short passage, possibly a word to a few sentences, either with or without note-taking. However, the advances in new technologies and new community settings led to the emergence of new modes.

Moreover, there is no categorization to provide a comprehensive and insightful description of all types and sub-types of interpreting in the existing literature. Other points to be taken into account include language modality, working mode, directionality, technology use, and professional status (Pochhacker, 2016). Another critical factor is the sequence and hierarchy of presentation of modes in a standardized curriculum, i.e. the order of modes to be taught as one of the significant issues in curriculum design.

*Corresponding Author’s Email:
a_ameri@azad.ac.ir

Furthermore, there are three types of *modality*: spoken, signed, and tactile interpreting. In spoken interpreting the interpretation is between two or more spoken languages. Signed language interpreting originally refers to the interpretation between signed and spoken language users, and it may also occur between different signed languages or even between two or more spoken languages and a signed language (Bontempo, 2015). There is also an extraordinary modality with deafblind people referred to as tactile interpreting performed using fingerspelling (Shaw, 2011).

Another categorization is the social context of interaction or what is technically referred to as the *setting* in which the interpreting activity is performed. Accordingly, there are two main settings, namely, inter-social setting and intra-social setting. The former refers to the contact between social entities, i.e., linguistic and cultural communities such as international settings between politicians, economists, diplomats, entrepreneurs, scientists, etc. The latter, however, happens within heterolingual, multicultural, multi-ethnic societies, for instance, the empires of Roman times or Spain's Golden Age (Pochhacker, 2016).

Consequently, based on globalization processes, the need for competent interpreters is a *sine qua non* for facilitating more effective communication between two parties with different languages. Therefore, the call for a more collectively academic notion of interpreter training education, as a less talked-of tenet and a fast-developing discipline in Iran, has arisen. Concordantly, the study's paramount focus is twofold in that it encompasses both taxonomic and sequential inventory of interpreting types and modes. Educationally, not only does it aim to add to and enrich the present thin interpreting literature concerning interpreting types, sub-types and modes, but also to contribute to the promotion of customized interpreter training curriculum. The researchers reviewed the related literature meticulously and thoroughly, yet except for Harris (1995) in University of Ottawa who conducted a taxonomic survey on interpreting modes and partially on types, there is a paucity of information concerning taxonomy of interpreting types and modes in

the literature. One reason may be that there is no general consensus over a number of issues regarding modes and types in interpreting training programs.

Therefore, the present study aimed to answer the following research questions:

RQ1. *What can be the taxonomy of interpreting types, sub-types and modes in the interpreter training curriculum?*

RQ2. *What can be the role of the translation course and sequence of modes in the interpreter training curriculum?*

METHODS

Participants

The participants in this study were 15 professional interpreters, both national and international, 18 interpreter trainers both from Azad and non-Azad (i.e. State, Payam Noor, Applied Science and Technology) universities and 7 other countries. The justification for the limited number of professional interpreters and interpreter trainers in this study is the dearth of interpreters and interpreter trainers available and willing to participate significantly in Iran. In addition, 32 M.A. and 86 B.A. students studying English Translation at the Islamic Azad University South Tehran Branch were non-randomly chosen to participate in the study since randomization was impossible for the researchers.

Instrumentation

In order to conduct this study, the researchers utilized two instruments of content analysis and a 5-item researchers-designed questionnaire to delve into the complicated nature of interpreting types, sub-types and modes in an interpreter training curriculum as well as the sequence of modes to be delivered to students. What comes below is the rationale behind each instrument's selection, procedure, and use.

Content Analysis

Qualitative data analysis is concerned with transforming raw data, in this study written texts and documents, by searching, evaluating, recognizing, coding, mapping, exploring and describing patterns, trends, themes and categories in the raw data, in order to interpret them

and provide their underlying meanings (Ngulube, 2015). In this case, “texts are referred to as any written communicative materials which are intended to be read, interpreted and understood” (Krippendorp, 2004, p. 30). In content analysis 243 books, 126 articles, 36 websites, 19 clips and 12 podcasts in the field of interpreter training were thematically analyzed as the source materials. In the process of qualitative content analysis, the researcher moved from the original text to analysis of the information extracted from it, concentrating on the meanings of texts and their constituent parts (Gläser & Laudel, 2013).

Questionnaire

In order to develop the questionnaire, first, the researchers review the related and relatable literature. Then through content analysis, the data-driven themes were obtained and transformed into a pool of questions. Then, the 5-item questionnaire used in this study was derived out of a pool of 20 open-ended questions developed by the researchers and reviewed by the experts, i.e. professional interpreters and interpreter trainers. Initially, the questionnaire was piloted with 35 students and then based on obtained findings, it was modified and finalized. Finally, the researchers-designed 5-item open-ended questionnaire was administered among 15 interpreters, 18 interpreter trainers, 32 M.A. and 86 B.A. English Translation students.

Procedure

What comes below is the process of data collection in this research.

Phase one

1. Two hundred forty-three books, 126 articles, 36 websites, 19 clips and 12 podcasts in interpreter training were selected as the source materials.
2. The source materials were read and codes were extracted.
3. The extracted codes were thematized and analyzed.
4. The themes were organized and taxonomized.
5. The inventory of interpreting types, sub-types and modes was proposed.

Phase Two

1. The 5-item researchers-designed questionnaire was piloted and the results were reviewed by experts, i.e. five professional interpreters and five interpreter trainers (expert validation).
2. 15 interpreters, 18 interpreter trainers, 32 M.A. and 86 B.A. English Translation students were to fill out a 5-item researchers-designed open-ended questionnaire.
3. The answers were considered raw data organized and prepared for analyses. The data were coded and themes were extracted, labeled, described and finally interpreted.
4. Codes were both inter-rated and intra-rated (2 cases).

RESULTS

Codification Process

The researchers utilized a systemic approach to coding the data derived from the interpreters', interpreter trainers' and students' questionnaire and content analysis of source materials. Coding can be defined as the analytical process through which data is fractured, conceptualized, and integrated to form theory. (Corbin & Strauss, 2008). In this process, the researchers used inductive coding i.e. to fathom the codes developed from raw data derived from the questionnaire and source materials. In doing so, first, the researchers meticulously transcribed and categorized the themes and then codified the language-driven data, i.e. they symbolically assigned a summative, salient, essence-capturing, and evocative attribute to them. In order to wear the analytic lens and heighten the codification reliability the extracted themes were both inter-rated and intra-rated (2 cases) to reach unanimous agreement upon theme-driven codes.

Investigating Research Question Number One

The first research question deals with the taxonomy of interpreting types, sub-types and modes of interpreting in the interpreter-training curriculum.

Next is the taxonomy of interpreting types, sub-types and modes of interpreting extracted and coded from the obtained data via the content analysis of source materials conducted in this study. To do this, the researchers utilized a taxonomic

inquiry and ramified the types and sub-types, and the modes of interpreting that are not elsewhere classified (NEC) in this format, i.e.

there is a dearth of available taxonomies, and the literature is relatively thin concerning this issue.



Figure 1
Taxonomy of Interpreting Types

To better elaborate on each of the above-outlined types and sub-types, the researchers provide a brief explanation of each as below.

1. Court Interpreting/Legal Interpreting/Judicial Interpreting/Forensic Interpreting

In its narrowest sense, Court interpreting is the oral rendition of speech from one language to another in a legal setting.

1.1. Asylum Interpreting

Asylum interpreting is used for asylum proceedings applied for refugees who seek asylum in a host country to not be prosecuted for several reasons including race, religion, nationality, membership of a particular social group or political opinion.

1.2. Tribunal Interpreting

The term tribunal in interpreting studies refers to an ad hoc court established including multilingual tribunals either in international or domestic settings for a specific purpose such as war criminals, for instance, the internationally-known tribunal of Nuremberg Trial in 1945.

1.2.1. Truth and Reconciliation Commissions

Truth and Reconciliation Commissions can be viewed as a subfield of tribunal interpreting. South African Truth and Reconciliation Commission (TRC) founded in 1996 by President Nelson Mandela after the abolishment of apartheid, is considered the first to attract public attention. Simultaneous interpreting has been widely used in TRCs as a multilingual process with English as the pivot language of the proceedings to deal with the testimonies of thousands of victims of human rights violations (Wallmach, 2002).

1.3. Police Interpreting

Police interpreting is another sub-category of legal interpreting which has gained increased currency since late 1990s. This type of interpreting requires the interpreter to be involved in pre-trial stages from interrogation to investigative interviewing with suspects, victims, witnesses and experts (Perez & Wilson, 2011).

1.4. Prison Interpreting

This type of interpreting is conducted inside correctional facilities for foreign language speaking inmates. The interpreting is needed for prisoners to be able to communicate with prison officers, security staff, treatment staff,

prison management board members and admission procedures, healthcare, mental health and legal consultations, training courses, job opportunities, internal hearings, security processes, treatment program session, attorney-client interviews, etc. (Martinez-Gomez, 2014).

1.5. Medicolegal Interpreting

This type of interpreting, proposed by Ameri & Janani (2019), is about medical law, i.e. it deals with the cases in the court of law which are relevant to medical or medicinal issues and needs the involvement of the interpreter for the defendant, witnesses, etc. who are foreigners speaking another language. In other words, this is a combination of court and medical interpreting.

2. Community Interpreting/Public Service Interpreting/Dialog Interpreting

Shlesinger (2011) asserts, “community interpreting serves to enable individuals or groups in society who do not speak the official or dominant language to access essential services and communicate with service providers.

2.1 Educational Interpreting

Educational interpreting is concerned with the education-related communication with those who have limited proficiency in the language of instruction, including refugees, displaced and immigrant children and their families, and the educational sub-settings like contributing to research involving multilingual research teams.

2.1.1 Peer Interpreting

If the educational interpreting is carried out by partially trained or natural (ad hoc) interpreters, it is called peer interpreting.

2.2. Social Care Interpreting

Social care interpreting explores interpreting in social work services and social care-related settings in the statutory, non-profit and voluntary sectors. Statutory services can be either clinical or non-clinical and encompass a variety of activities ranging from support for the elderly and children in troubled families, adoption and fostering, housing and access to government financial support, to work in hospitals and other institutional settings as well as educational settings, health care settings, detention and correctional settings.

2.2.1. Volunteer Interpreting/Civic or Spontaneous Interpreting

Interpreting in the voluntary and non-profit sectors that occurs in public and community services is rooted in civil society and faith-based organizations such as charities, charitable organizations, foundations, community organizations and social enterprises, NGOs, and activism and civic engagement processes. In line with the features mentioned above, there is a volunteer interpreting process performed “on a pro bono basis by professional/non-professional, trained/untrained interpreters” (Tipton & Furmanek, 2016) to as civic or spontaneous interpreting.

2.3 Faith-related/-based Interpreting/Religious Interpreting/Church Interpreting

Tipton and Furmanek (2016, p. 232) define faith-related interpreting to refer to “oral translation provided during religious liturgies, ceremonies and prayer meetings, as well as interpreting for preachers and religious and lay missionaries, interpreting during pilgrimages and other faith-related gatherings such as congresses, synods and religious orders’ chapters”.

2.3.1. Liturgical Interpreting

As Tipton and Furmanek (2016, p.242) state, “Liturgical interpreting refers to interpreting sermons, homilies and prayers when the source language used in the liturgy differs from that of the congregation’s majority language or when a minister/preacher from a different country is visiting”. The interpretation of congregational (Friday) Prayer in Iran could fall into this category.

2.3.2. Missionary Interpreting

“Missionary interpreting occurs in the streets, during processions and evangelization events. It can be person-to-person interpreting or person-to-group interpreting” (Tipton & Furmanek, 2016, pp. 245-246).

2.3.3. Pilgrimage Interpreting

“Pilgrimage interpreting, which is linguistic assistance to those travelling for religious motives, may appear similar to tourist interpreting. It would likely fall under business interpreting, but it could also be considered as community interpreting.” (Tipton & Furmanek, 2016, p. 249).

2.3.3.1. Fusion Interpreting

The mode is escort interpreting, and while the interpreter happens to be the guide as well, interpreters are usually either members of the

pilgrimage group or a linguistic specialist hired in addition to the pilgrimage guide/director”. In this process, the interpreter has a multi-role function, i.e. interpreter/tour guide, which is technically called fusion interpreting. The pilgrimage of Haj to Mecca and Arbaeen to Karbala are two examples of this type of interpreting.

2.3.4. Interpreting for Formation

“Interpreting for formation, most common in the Catholic Church, refers to interpreting used in congresses, meetings and other religion-related gatherings such as international meetings for missionaries and ongoing formation for religious congregations. The formation is understood as a process of educating the whole person using the harmonious fusion of spiritual, doctrinal and practical elements. It can include catechesis, priestly or religious preparation (initial and continuous) or charism-specific training for various communities of life.” (Tipton & Furmanek, 2016, p. 251).

2.4. Sans Frontières Interpreting

To add a contemporaneous flavor, there are also emergency cases like a bomb blast in an airport that are likely to fall into the category of community interpreting, which covers a number of people speaking different languages who need medical care, resulting in a sort of medical care plus community interpreting. Accordingly, the authors humbly propose the notion of *Sans Frontiere interpreting to refer to interpreters without borders* who volunteer humanely in national or international crises which demand interpreting services to show their community spirit (proposed by Ameri & Janani, 2019).

3. Medical Interpreting/Healthcare Interpreting/Hospital Interpreting

Medical interpreting, also known as healthcare interpreting, refers to interpreting activities that take place during provider-patient interactions related to health care (Hsieh, 2006).

3.1. Medical Tourism Interpreting

The tourism industry has recently witnessed the emergence of a newly developed type called medical tourism. The goal for such an industry is to enable people from around the world to be benefitted from the medical treat-

ment available in the destination country because either such medical specialty does not exist in the country of origin or convenience, cost-effectiveness and quality are not comparable to that of the destination country. The medical packages offer various healthcare services including consultation, medical and psychological surgery (mostly cosmetic), various therapies such as physical, massage, spa and wilderness (proposed by Ameri & Janani, 2019).

Consequently, the packages offer tourist excursions that encompass accommodation and visiting tourist attractions, including sight-seeing and planning safaris as in the case of country of South Africa, which is mostly called “surgeon and safari package”. In most cases, however, the presence of a medical interpreter is necessary for the betterment of quality offered by the providers and received by the patients.

3.2. Mental Healthcare Interpreting

Mental healthcare interpreting is viewed as a subcategory of healthcare or medical interpreting. As Bot (2005, cited in Mikkelson & Jourdenais, 2015, p. 254) declares, an overlap may happen between mental health interpreting and judicial setting in legal interpreting “when patients are admitted to mental health institutions against their will, and a judge has to hear the patient and his lawyer in order to make his judgement.”

This type of interpreting is mainly administered in a consecutive mode with the interpreter mediating between the patient and therapist, psychiatrist, nurses, psychologist, social workers, psychotherapist, or other healthcare practitioners.

3.2.1. Psychotherapy Interpreting

As Bot (2005) posits, psychotherapy is a treatment method used in mental healthcare for psychic disorders and problems. Therefore, psychotherapy is essentially a ‘talking cure’. However, interpreting is required when the psychotherapist and patient do not speak the same language.

3.3. Speech Pathology Interpreting

When the speech pathologists who deal with aspects of communication such as swallowing and the client do not share a common lan-

guage, a professional interpreter is required (Clark, cited in Pochhacker, 2015).

3.4. Pediatric Interpreting

Pediatric consultations focus on the psychosocial development and wellbeing of the child in which multiple individuals including the child, the parents, and the practitioner are present and interact. However, when they do not share a common language, the need for an interpreter is vital (Leanza, 2011).

4. Conference Interpreting

Conference interpreting, as Pochhacker (2013) defines, “is generally understood to be the communication of messages which have been delivered in one language into another at formal and informal conferences and conference-like settings in either the simultaneous or consecutive mode”.

4.1. Parliamentary Interpreting

The emergence of parliamentary interpreting for assemblies is interrelated with the evolution of conference interpreting, especially simultaneous interpreting. In most multilingual parliaments in the Western world, symmetrical language combination is being used since multilingualism is viewed from the notion of equality between languages, for instance, 23 languages into 23 in the European Parliament plenary (Marzocchi, 2005).

5. Conflict Zones Interpreting

This type of interpreting is administered in conflict and post-conflict contexts, including war zones, post-war situations, proxy wars, asymmetric wars, conflict resolution, civil and ethnic wars, ethnic cleansing, genocide, anti-colonial struggles, secessionist and autonomous movements, insurgency and counter-insurgency, terrorism and counter-terrorism, territorial conflicts, etc. Consequently, these conflicts involve some national or/and international military or humanitarian intervention during which language barriers should be overcome using interpreting (Ramsbotham, Woodhouse & Miall, 2011).

5.1. Military Interpreting

Military interpreters perform a variety of tasks such as interviewing prisoners of war, enemy deserters, and civilian informers, translating

foreign documents and materials including battle plans, personnel records and operation manuals (Meyer, 2007).

5.2. Disaster Relief Interpreting

This type of interpreting is performed as an emergency management plan in disaster relief contexts. The example for DRI is the Syrian conflict of 2011 which resulted in a massive influx of refugees led to contingency community interpreting plans involving Turkish citizens of Arab origin (Bulut & Kurultay, 2001).

6. Media Interpreting/Broadcast Interpreting/TV Interpreting

There has been a massive growth of interpreter-mediated broadcasts, either live or mainly recorded administered in simultaneous remote interpreting in our globalized world for the coverage of international news and events as well as new-related talks such as press conferences, news interviews, multi-party debates, advice shows, audience participation programs, etc. (Castillo, 2015).

6.1. News Interpreting

This type of interpreting, which tends to be strictly simultaneous and there is no time for prepared interpreting or preparation, began in the 1960s. News interpreting as a form of media interpreting is typically administered in interpreting booths at TV stations and broadcast in voice-over mode, i.e. the interpreter's voice is heard over the original and in case of signed language interpreting, the interpreter is shown in a part of the screen (Tsuruta, 2011).

6.2. Talk Show Interpreting

Talk show or TV talk show interpreting is administered either with the interpreter on the set, sitting next to the guest(s) and interpreting the host's statements or questions in chuchotage, simultaneous or consecutive mode depending on the situation, or from a booth off-screen and off-stage rendering the guest's speech into the audience's language in voice-over mode audible to the public (Dal Fovo, 2012).

6.3. Film interpreting

As defined by Russo (2005, cited in Pochhacker, 2015, p. 163), "film interpreting is an oral mode of audiovisual translation used when films are neither dubbed nor subtitled (or

when foreign language subtitles are shown), as is often the case at film festivals."

6.4. Theater Interpreting

As the name suggests, theatre interpreting is used to make live performances accessible in another language, either a spoken or a signed language typically at theater festivals or for visiting performances (Bondas, 2013).

6.4.1. Performance Interpreting (for the Deaf)

In case the theater interpreting is performed into signed languages, it is referred to as performance interpreting (Bontempo, 2013).

6.4.1.1 Platform Interpreting

This is a particular type of theater interpreting in which the interpreter(s) "can follow the actors on the stage ('shadowing'), place themselves in an assigned zone on the stage or the platform before the stage (Kilpatrick & Andrews, 2009).

6.4.1.2. Sightline Interpreting

In this type of theater interpreting, the interpreter(s) stand on the stage or the back of the stage to follow the actors who are on the stage (Kilpatrick & Andrews, 2009).

7. Signed Language Interpreting/Visual Language Interpreting

As Bontempo (cited in Mikkelson & Jourdenais, 2015, p. 112) puts it, "signed languages are visual-gestural languages [which] evolve naturally in Deaf communities and signers use conventional and mutually-agreed-upon symbols i.e. (signs) to communicate with each other".

7.1. Voice-to-Sign Interpreting/Bimodal Interpreting

The rendition of a spoken language into a signed language is referred to as 'signing' or 'voice-to-sign interpreting' (Pochhacker, 2016).

7.2. Sign-to-Sign Interpreting

The rendition of a signed language, for instance, Persian, into another signed language like American English is referred to as 'sign-to-sign interpreting' (Pochhacker, 2016).

7.3. Sign-to-Voice Interpreting

The rendition of a signed language into a spoken language is called 'voicing', 'voice-over interpreting' or 'sign-to-voice interpreting' (Pochhacker, 2016).

7.4. Tactile Interpreting/Interpreting for Deafblind People

There is also a special modality with deafblind people referred to as tactile interpreting performed by using tactile or non-tactile techniques including lightening and a variety of methods such as one-handed or two-handed methods, print-on-palm, tactile braille, tactile lip-reading and fingerspelling (Shaw, 2011).

7.5. Speech-to-Text Interpreting

This type of interpreting, also known as captioning or real-time speech-to-text services, is used mainly in educational settings to provide communication access for the deaf or hard of hearings and hearing students with a particular learning disability. The mechanism is that the interpreter or provider sits next to the interpretee to coin a word, i.e. the deaf or hard of hearing in the classroom or another educational setting like a meeting or a seminar and types the text as it is being uttered by the speaker(s) intera-lingually and displays it on a portable electronic device so that the individual can understand the procedures and events. The service can also be provided remotely (Stinson, 2009).

7.6. Close-Vision Interpreting

This particular type of interpreting is performed when the client is both visually impaired and deaf so that the interpreter must be visible for the interpretee (Kilpatrick & Andrews, 2009).

8. Technology-Aided Interpreting/Digital Interpreting

Technology-aided interpreting is referred to as any form of interpreting in which technological equipment facilitates or accelerates the process of rendition (Braun, 2013).

8.1. Remote Interpreting

Braun (2015, p.352) defines remote interpreting as “the use of communication technology for gaining access to an interpreter in another room, building, city or country and who is linked to the primary participants by telephone or videoconference.”

8.1.1. Telephone/Telephonic Interpreting/Over-the-Phone Interpreting

Telephone or telephonic interpreting can be performed via telephone either by a telephone

interpreting provider, which is an organization that provides telephone interpreting services or by work-at-home interpreters who provide interpreting services remotely from their residence (Kelly, 2008).

8.1.2. Web-Based Interpreting

The advent of new technological advances including high-speed internet and computer software, makes web-based interpreting or computer-aided interpreting such as Skype, Google Hangouts, Adobe Connect, WebEx, GoToMeeting, etc., possible (Olsen, 2012).

8.1.2.1. Videoconference Interpreting

According to Braun (2015), this is a type of remote interpreting via videoconference for spoken-language interpreting.

8.1.2.2. Video Remote Interpreting

As Braun (2015) puts it, this is a type of remote interpreting via videoconference for signed language interpreting.

8.1.3. Web-Telephone Interpreting

This type of the interpreting is performed via the utilization of both web (internet) and telephone.

8.1.3.1. Teleconference Interpreting

It is possible to have a setting in which there is a three-way telephone or videoconference connection when the two parties who do not share the same language and the interpreter are at different sites. The term used for this type of interpreting is teleconference interpreting to cover both telephone and videoconference communication (Braun, 2015).

8.1.3.2. Video Relay Service Interpreting

When the three-way telephone or videoconference connection mentioned in 8.1.3.1 above is performed in the case of signed language interpreting, the term video relay service is frequently applied.

8.1.4. Machine Interpreting/Automatic Interpreting

The technology-driven types of remote interpreting as a process of dehumanization of this profession are following *automatic interpreting* systems utilizing machine translation software and technologies for speech recognition and synthesis, which have been unsuccessful in delivering high-quality interpreting.

8.1.4.1. Computer-Based Support to Human Interpreting/Computer-Aided Interpreting

This refers to any forms of interpreting in which the use of computer can facilitate the process of interpretation.

9. Natural Interpreting

According to Harris (1977) natural translation (NT) is “the translation done by bilinguals in everyday circumstances and without special training for it”. He claimed that “the translating is coextensive with bilingualism” and that “translatology” should prioritize the study of natural translation as a paradigm shift in translation studies.

9.1. Non-Professional Interpreting

Antonini (2010) defines non-professional interpreting as “interpreting and linguistic mediation activities performed by people who have had no formal training and who are often not remunerated for their work as interpreters.”

The term non-professional interpreting is relatively new in the literature, however, there are other names given to this type of interpreting such as *ad hoc interpreting*, *family interpreting*, *informal interpreting*, *language brokering* and *lay interpreting*.

9.2. Child Language Brokering

According to Antonini (2010), child language brokering refers to “interpreting and translation activities carried out by bilingual children who mediate linguistically and culturally in formal and informal contexts and domains for their family and friends as well as members of the linguistic community to which they belong.”

Moreover, it is also performed by children belonging to specific minority groups, e.g., deaf adults.

10. Diplomatic Interpreting

Diplomatic interpreting as one of the oldest types of interpreting, is performed in meetings of heads of states and government, dignitaries, high-ranking national representatives usually organized by the foreign ministries.

11. Business Interpreting

Business interpreting is considered as a primeval type of interpreting since “some of the first mediated contacts between communities speaking different languages will have served the purpose of trading and exchanging goods, of doing business.” (Pochhacker, 2016, p. 14).

11.1. Tourist/Tourism/Tour Guide Interpreting

This type of interpreting involves accompanying a group of travelers who do not share a common language with the visiting destination.

12. Sports Interpreting

As the name speaks, this type of interpreting refers to a situation in which the coach of either a sport team or an individual athlete does not speak the language spoken in a given country.

What comes below is the taxonomy of interpreting modes as presented in the following figure.



Figure 2
Taxonomy of Interpreting Modes

The researchers briefly explain each of the modes outlined above to portray the issue better.

1. Simultaneous Interpreting (SI)

Simultaneous interpreting (SI) is the mode of interpreting in which the interpreter renders the speech or sign as it is being delivered by a speaker or signer into another spoken language

or signed language with a minimal time lag of a few seconds.

1.1. Booth Interpreting

Booth interpreting is a mode in which the interpreter is positioned inside an interpreting booth either alone or with a boothmate and performs the interpretation using technology-assisted equipment, including headphones/microphones or headsets (Diriker, 2004).

1.2. Hybrid Mode Interpreting

Hybrid mode refers to sight interpreting/translation due to the combination of written and spoken/signed medium of expression (Pochhacker, 2015).

1.2.1. Sight Translation (ST)

Sight translation is the spontaneous oral or signed rendition of a written text from one language into another (Qin & He, 2009).

1.2.1.1. Sight Translation Proper/Unrehearsed ST

Sight translation proper or unrehearsed ST is a mode in which the interpreter is given no or negligible time for preparation and provides the rendition of the first-time seen text (Jimenez Ivars, 1999).

1.2.1.2. Prepared Sight Translation/Rehearsed ST

Prepared sight translation or rehearsed ST is a mode in which, as the name suggests, some time is given to the interpreter to prepare before rendition (Jimenez Ivars, 1999).

1.2.1.3. Consecutive Sight Translation

Consecutive sight translation is when the interpreter provides an explanatory oral summary of a written text commonly used for short and instructional texts (Jimenez Ivars, 1999).

1.2.1.4. Text-to-Sign Interpreting

Text-to-sign interpreting is a mode in which “the interpreter may need to alternate between reception (reading) and production (signing), thus bringing sight translation closer to the (short) consecutive mode.” (Pochhacker, 2016, pp. 20-21).

1.2.2. Sight Interpretation

Sight interpretation refers to a scenario in which interpreters receive a text to be delivered, allowing them to read along (or ahead) in the text while listening to the speech, which can be performed simultaneously or consecutively (Lambert, 2004).

1.2.2.1. Simultaneous Interpreting with Text (SIT)

Simultaneous interpreting with text (SIT) entails the oral rendition of an orally presented text in a different language available in writing (Chernov, 2004).

1.2.2.2. Consecutive Interpreting with Text (CIT)

Consecutive interpreting with text (CIT) entails the oral rendition of a written text that is presented aloud. The interpreter uses the text instead of taking notes to make possible reformulations such as additions and omissions to fit the target language (Jimenez Ivars, 1999).

1.3. Whispered Interpreting/Chuchotage

Whispered interpreting or chuchotage is a mode in which the interpreter sits either next to or behind one or maximum two participants and provides the oral rendition simultaneously in a quiet yet audible voice into their ears (Dirikier, 2004).

1.4. Mobile Interpreting System (bidule)

Mobile interpreting system (bidule) is a mode in which the interpreter is in the same room with the participants and quietly interprets the incoming speech into a hand-held microphone that transmits the rendition to listeners who are wearing headsets (Dirikier, 2004).

1.5. Semi-Simultaneous/Voice-Over Interpreting

Semi-simultaneous or voice-over is a mode in which the interpreter’s voice is heard over the original (Tsuruta, 2011).

1.6. Relay Interpreting

Simply put, relay means interpreting between two languages via a third. Supposedly, if the speaker speaks Russian and French interpreter does not know Russian, the interpreter presses the relay button in the booth to be connected to another booth with the language the interpreter knows like English, i.e. the interpreter takes the relay of that language.

1.6.1. Double Relay Interpreting

Double relay refers to when the interpreter interprets the speaker's language after three successive interpretations.

1.7. Retour Interpreting/Into-B Interpreting

Retour (A-to-B interpreting), a French word for return, is a type of interpretation where the interpreter works into an active language other than their mother tongue, i.e. second active language or B language, provided that they know a second language well enough to work into it (into-B interpreting).

2. Consecutive Interpreting

Russell (2005) defines consecutive interpreting as the “process of interpreting after the speaker

or signer has completed one or more ideas in the source language and then pauses while the interpreter transmits that information.” This could take from a few seconds to several minutes.

2.1. Long/Classic/True Consecutive Interpreting

In this mode interpreting process lasts for several minutes usually with the aid of notes, as Phelan (2001) states, as long as 15 minutes nowadays but used to be up to 30 minutes in the past.

2.2. Short Consecutive Interpreting

It refers to interpreting a short passage, possibly a word to a few sentences, either with or without the aid of notes.

2.3. Technology-Assisted Consecutive Interpreting

Technology-assisted hybrid mode of interpreting refers to the use of technology to facilitate the rendition process.

2.3.1. Simultaneous Consecutive (sim-consec)

Simultaneous consecutive (sim-consec) mode of interpreting (Hamidi & Pochhacker, 2007) is also a form of consecutive interpreting since the interpretation is delivered after the speaker has stopped speaking. In this process, the interpreter simultaneously interpret the replay of the voice which he has already recorded via portable recording device such as a digital pen.

2.3.2. Real Time Transcription System

Real time transcription system is used in legal settings where the court reporter records and transcribes everything being said in the court and then the exact transcription is shown in real-time on a computer screen available in front of the interpreter. The interpreter can use the transcription and perform a sight translation instead of using memory and notes (Rus-

sell and Takeda, cited in Mikkelson & Jourdenais, 2015).

2.4. Escort/Travel Interpreting

Escort or travel interpreting is a kind of consecutive interpreting performed when the interpreter accompanies the interpretee(s) for example in exhibitions, tours, site visits, etc.

2.5. Liaison/Bilateral/Bidirectional

Another noteworthy point to be mentioned regarding directionality is what comes to be known as liaison or bilateral/bidirectional interpreting in which the interpreter works in both directions between two parties that speak different languages.

2.6. De Facto

Another consecutive mode is de facto which deals with summarization in emergencies or the situations when several people speak at once/together or in dangerous situations like drug addicts, psychotic patients, or the arrest of violent criminals (Bancroft, 2005).

Investigating Research Question Number Two

The second research question of this study delved into the role of translation and sequence of modes to be taught in the interpreter training curriculum. The results below illustrate the findings of the 5-item questionnaire administered among interpreters, interpreter trainers, B.A. and M.A. students.

Question 1: To what extent do you agree with the inclusion of translation course as a prerequisite to interpreting?

The results of the first questionnaire question that dealt with the extent the interviewees agree with the inclusion of translation courses as a prerequisite to interpreting are demonstrated in Table 1 and Figure 1.

Table 1

Frequencies and Percentages for Participants' Views about Inclusion of Translation as a Prerequisite to Interpreting

Participant	Frequency	Percentage
Interpreters	9/15	60%
Interpreter Trainers	10/18	56%
M.A. Students	21/32	66%
B.A. Students	63/86	73%

The results of the first question are represented in Table 1 and Figure 1. They indicated that the largest proportion agreement gained by the *B.A. students* (63 out of 86, 73%), fol-

lowed by the *M. A. students* (21 out of 32, 66%), *interpreters* (9 out of 15, 60%), and then *interpreter trainers* (10 out of 18, 56%) respectively.

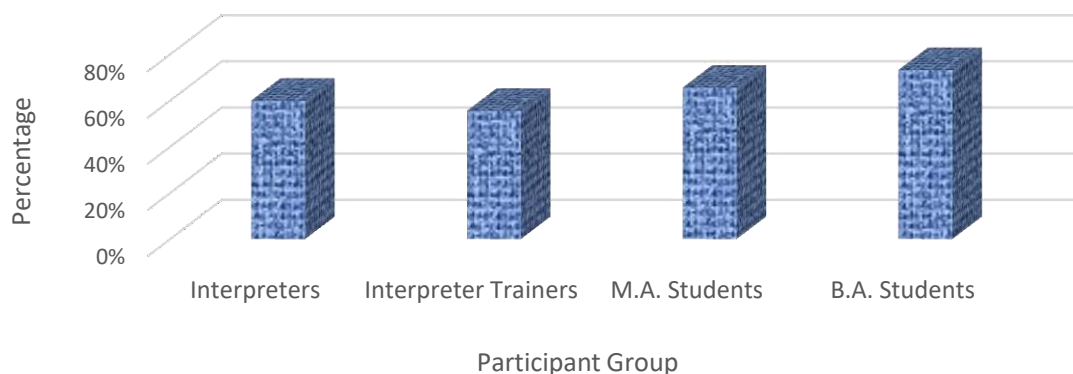


Figure 3

Bar graph of percentages for participants' views about inclusion of translation as a prerequisite to interpreting

Question 2: Which mode of interpreting should be taught first (consecutive, sight translation, simultaneous, etc.)?

Analyzing the responses to the second questionnaire question showed how the

mode of interpreting should be taught first. As depicted in Table 2 and Figure 2, the results revealed that the following steps should be taken to teach the modes of interpreting.

Table 2

Order of Mode of Interpreting to be taught

Step No.	Mode
Step 1	Prepared sight translation/rehearsed
Step 2	Sight translation Proper/unrehearsed
Step 3	Consecutive without notes/short consecutive
Step 4	Consecutive with notes/long consecutive
Step 5	Sight interpretation
Step 6	Simultaneous interpreting
Step 7	Whispered interpreting
Step 8	Booth interpreting

As seen in Figure 2, the results showed that prepared sight translation/rehearsed was the first step, followed by Step 2: sight translation proper/unrehearsed, Step 3: Consecutive without notes/short consecu-

tive, Step 4: Consecutive with notes/long consecutive, Step 5: Sight interpretation, Step 6: Simultaneous interpreting, Step 7: Whispered interpreting, and Step 8: Booth interpreting.

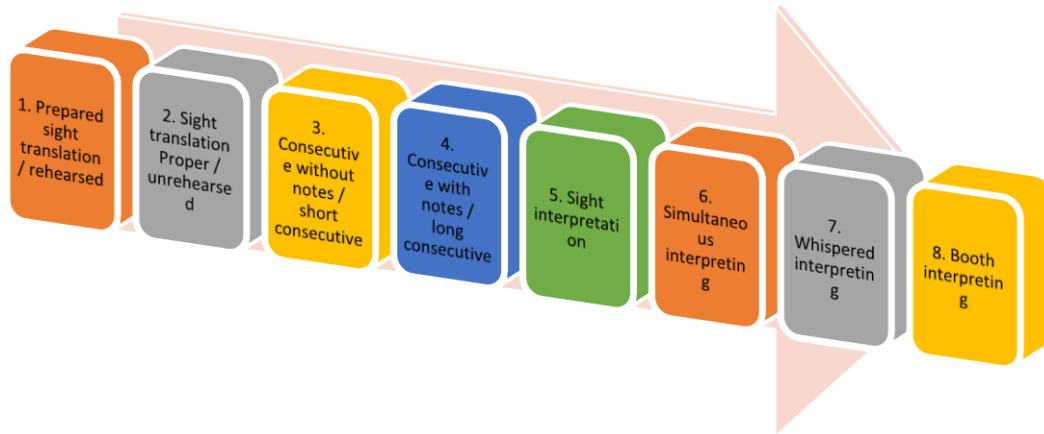


Figure 4
Representation for order of teaching mode of interpreting

Question 3: Which direction of interpreting should be taught first, English to Persian, vice versa or both at the same time?

The results of the third questionnaire question that concerned with the direction of interpreting, are provided in Table 3 and Figure 3.

Table 3
Frequencies and Percentages for Participants' Views about Direction of Interpreting

Participant	English to Persian		Persian to English		Both at the same time	
	f	%	f	%	f	%
Interpreters	2/15	13%	0/15	0%	13/15	87%
Interpreter Trainers	3/18	11%	0/18	0%	16/18	89%
M.A. Students	4/32	13%	2/32	6%	26/32	81%
B.A. Students	17/86	20%	10/86	12%	59/86	69%

According to the results portrayed in Table 3 and Figure 3, both *at the same time* was preferred by the most of the interpreter trainers (16 out of 18, 89%), followed by the interpreters (13 out of 15, 87%), M.A.

students (26 out of 32, 81%), and finally B.A. students (59 out of 86, 69%). Besides, the results indicated that *English to Persian* ranked the second preferred choice, then *Persian to English* came at last.

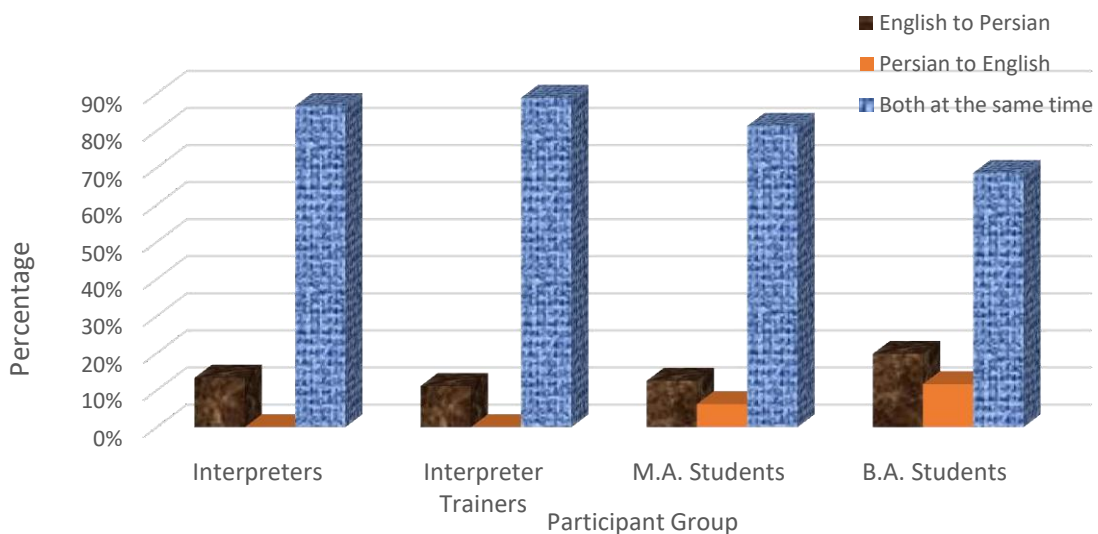


Figure 5
Bar graph of percentages for participants' views about direction of interpreting

Question 4: Which mode of interpreting (sight translation, consecutive, simultaneous etc.) do you think is the most applicable in terms of job opportunities?

The purpose of the fourth questionnaire

question was to investigate the applicability of interpreting modes in terms of job opportunities. Table 4 and Figure 4 represent the results of analyzing the participants' responses to this question.

Table 4

Frequencies and Percentages for Participants' Views about Applicability Mode of Interpreting in terms of Job Opportunities

Participant	Sight translation		Consecutive		Simultaneous	
	f	%	f	%	f	%
Interpreters	2/15	13%	3/15	20%	10/15	67%
Interpreter Trainers	1/18	6%	3/18	17%	14/18	78%
M.A. Students	0/32	0%	3/32	9%	29/32	91%
B.A. Students	4/86	5%	12/86	13%	71/86	83%

As evident from Table 4 and Figure 4, simultaneous mode of interpreting was adopted as the most applicable mode in terms of job opportunities by most of the M.A. students (29 out of 32, 91%), followed by B.A. students (71 out of 86, 83%), interpreter trainers (14 out of

18, 78%), and then interpreters (10 out of 15, 67%). In addition, the results showed that consecutive and sight translation modes of interpreting ranked the second and third applicable mode of interpreting in terms of job opportunities.

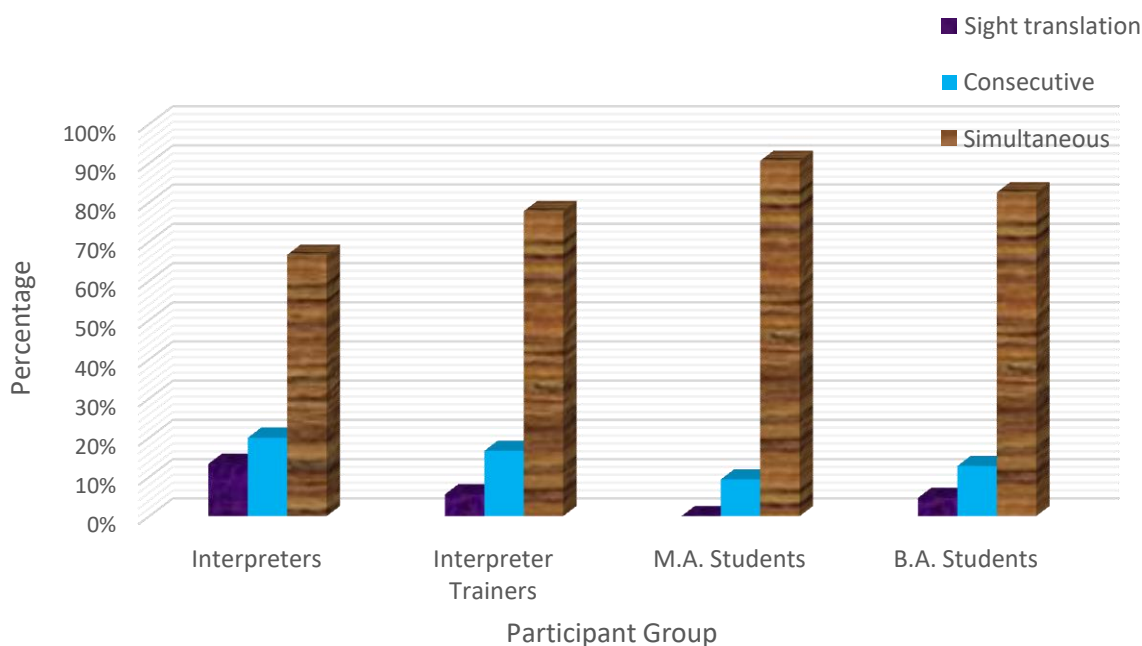


Figure 6

Bar graph of percentages for participants' views about applicability mode of interpreting in terms of job opportunities

Question 5: Which mode of interpreting do you think is the most difficult one to perform?

The fifth questionnaire question of the current

study inquired the most difficult mode of interpreting to perform. The results of analyzing the four groups of participants are demonstrated in Table 5 and Figure 5.

Table 5
Frequencies and Percentages for Participants' Views about Performance Difficulty of Mode of Interpreting

Participant	Sight translation		Consecutive		Simultaneous	
	f	%	f	%	f	%
Interpreters	1/15	7%	3/15	20%	11/15	73%
Interpreter Trainers	0/18	0%	2/18	11%	16/18	89%
M.A. Students	1/32	3%	1/32	3%	30/32	94%
B.A. Students	1/86	1%	3/86	3%	82/86	95%

As it is obviously observable in Table 5 and Figure 5, simultaneous mode of interpreting revealed to be the hardest mode to perform. As seen in Table 5 and Figure 5, the highest proportion of the B.A. students (82 out of 86, 67%) expressed that the most challenging mode of

interpreting to perform was simultaneous mode, followed by M.A. students (30 out of 32, 94%), interpreter trainers (16 out of 18, 89%), and then interpreters (11 out of 15, 73%). Moreover, as indicated in Table 5, the second most challenging mode was Consecutive and sight translation.

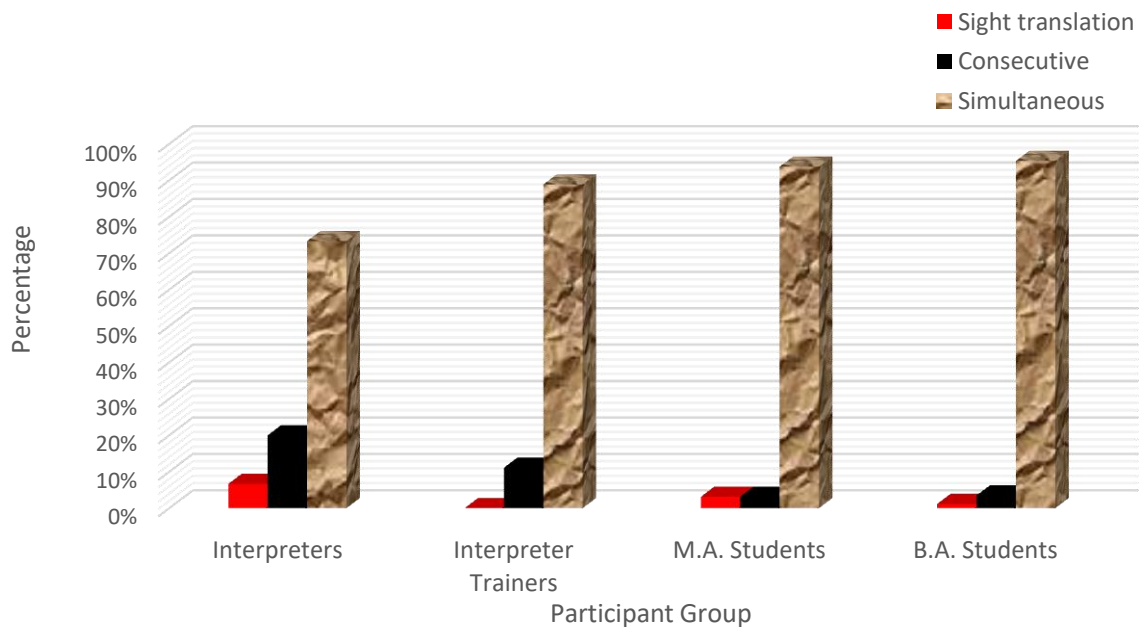


Figure 7

Bar graph of percentages for participants' views about performance difficulty of mode of interpreting

DISCUSSIONS

This research aims to propose an exhaustive taxonomy of interpreting types, sub-types and modes to be included in an interpreter training curriculum and the role of translation and the order of modes to be addressed in such a discipline. As stated earlier, two qualitative research questions were raised in this study.

A comparison can be made between the findings of this study and those conducted by Haris (1995), which are relatively aligned with each other, in that both regarded types, sub-types and modes of interpreting as significant in terms of both teaching in practice and inclusion in the curriculum. Accordingly, all the

stakeholders, namely curriculum designers and trainers, need to consider these, the former to include them in the interpreter training curriculum and the latter to teach taxonomy in general and the required types and modes in particular.

The obtained findings of this research are also reasonably compatible with those of the study performed by Floros (2004) which concentrated on introducing the interpreting modes specifically for conference interpreting M.A. program. He posits that most institutions with interpreting programs begin their courses with either translation or consecutive interpreting and translation at the same time and then predominantly focus on conference interpreting

and simultaneous mode as the primary type and mode, respectively. Although he dealt only with conference interpreting, the inclusion of translation and the sequence of interpreting modes in the program may be rendered as similar with this study.

Furthermore, Gile (2009) favors the inclusion of translation in an interpreter training program not for the sake of learning but for its applicability in terms of candidates' future jobs. The reason is most graduates may not be able to find a financially-rewarding job at least early after their graduation, in which case they can do translation in this competitive atmosphere.

In the same vein, most institutions, schools and universities in the world choose the title of "Translation and Interpreting" to cover both fields of study at the same time. In addition, they begin their interpreting programs with consecutive or sight translation and then continue with simultaneous mode since the latter's difficulty is quite more than the former and that the consecutive mode provides the essential requirement as a prerequisite to simultaneous mode. This holds for at least 17 members of European Masters in Conference Interpreting (www.emcinterpreting.org).

Finally, the results of this study could be rendered as significant since it has taken the ideas of three groups of stakeholders, i.e. interpreters, interpreter trainers and students into account; in other words, the perspectives of those who deal finally with the curriculum. Although the number of participants specifically in terms of interpreters and interpreter trainers seems limited, the results may still be generalized as in reality also there is a dearth of experts in the field even in academic settings. Therefore, this study could reflect the necessity to taxonomize the interpreting types and modes to be included in the interpreter training curriculum. Additionally, the inclusion of translation is of significance and the sequence of modes to be presented in the interpreting program is like sight translation first followed by consecutive and simultaneous modes.

CONCLUSION

Based on the findings of this study, the researchers proposed a comprehensive taxonomy of

both interpreting types and sub-modes to be included in an interpreter training curriculum. Concordantly, the main objective is that although interpreter trainees indeed and usually do not study and practice all interpreting types and modes during their study, as a professional practitioners of the field and profession, they need to be familiar with the inventory of all types and modes of interpreting. Moreover, the existing literature is relatively thin regarding a comprehensively-compiled taxonomy of interpreting types, subtypes and modes to be, firstly, included in the curriculum and subsequently, familiarize both trainers and trainees with the inventory and nomenclature of the modes and types in an interpreter training program.

Furthermore, as the findings of this study suggest, the inclusion of translation is a *sine qua non* for an interpreter training program. It is, therefore, safe to claim that although the mechanisms and procedures of translation and interpreting are different, most interpreter trainers, professional interpreters and students prefer to start the interpreter training program with a course in translation for several reasons. As expressed mainly by the students, one is to gain enough self-confidence as some have no experience in rendering a text, either written or spoken. Another reason is the market demand and the competitive job atmosphere. In today's globalised world, especially for freelancers, there may not be sufficient job opportunities for all graduates and, therefore, they may have to do translation at least temporarily or even to the end of their life.

In addition, as this research proposes, the sequence of modes to be presented in the interpreter training program should be like prepared sight translation/rehearsed, sight translation proper/unrehearsed, consecutive without notes/short consecutive, consecutive with notes/long consecutive, sight interpretation, simultaneous interpreting, whispered interpreting and booth interpreting. This order is in line with the level of difficulty of modes as expressed by the participants of this study to be simultaneous, consecutive and sight translation from the most to the least difficult one.

Finally, in terms of employability and job opportunities, the simultaneous mode is ranked first, followed by consecutive mode, and the least applicable mode is sight translation.

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Biodata

Naser Janani is currently a Ph.D. candidate studying TEFL at Islamic Azad University, South Tehran Branch in Iran. He is an interpreter, translator, university lecturer and curriculum developer. His research interests are interpreting studies, interpreting didactics, interpreter training and curriculum development. Email: naser.janani@gmail.com

Alireza Ameri is an assistant professor of English Language Studies at Islamic Azad University, South Tehran Branch in Iran. He is a published poet, translator, interpreter, lexicographer, and an applied linguist. As a researcher, he is interested in qualitative interdisciplinary studies. His art-based Ph.D. dissertation on improvisational teaching has entitled him the Improptutor. Email: a_ameri@azad.ac.ir

