

## عنوان مقاله:

Learning needs analysis at different stages of an undergraduate course in consecutive interpreting

## محل انتشار:

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## خلاصه مقاله:

This study reports on an extended learner needs analysis carried out at different stages of course progress in the undergraduate course Consecutive Interpreting. The participants were ۳۲ undergraduate translation students. Two questionnaires were used to identify the initial- and final-stage lacks and wants, and learners' reflective diaries served as the tool to gain ongoing insight into their lacks. At each stage, after the identification of lacks and/or wants, the required adaptations were decided on and implemented, and their effect was traced in learners' views. The ongoing lacks were mainly related to L۲ listening comprehension and note-taking from L۲. The final stage investigation of the lacks revealed that although the majority of the learners reported progress in note-taking, listening comprehension, and consecutive interpreting, almost half of them did not feel confident to be active members in class. Moreover, the investigation of wants revealed that a high percentage of the learners believed the class materials and activities were effective in their progress. However, activities in which interaction and cooperation were essential were least preferred. This together with the final-stage investigation of lacks revealed that the course curriculum needed to work more toward creating a non-threatening atmosphere for interaction. Although the study was conducted in a specific setting, it bears implications for different settings since it is a practical example of how an extended needs analysis could be done. Besides, the nature of the problems the learners reported and the measures taken to address them could be almost the same in other contexts.

## کلمات کلیدی:

Needs Analysis, consecutive interpreting, lacks, wants, note-taking

## لینک ثابت مقاله در پایگاه سیویلیکا:

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