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Linking Coaching To Interpreting Classes: Using TGROW

Koçluğu Sözlü çeviri derslerine entegre etmek: TGROW'u kullanmak

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Abstract: Coaching plays a crucial role in interpreting training and practice. In training the interpreters at the undergraduate level, a course design integrating a well-scaffolded coaching tool into the classes may prove useful. Given that interpreting requires constant and deliberate practice, it is paramount to equip the students with a coaching tool they may use on their own. However, there is a paucity of research looking into coaching and interpreter training. In light of this gap, the paper reports on the findings from a study in a conference interpreting class in Istanbul 29 Mayıs University, taken by the students passing the aptitude test to be admitted to the interpreting module. In this study, TGROW model, a model widely employed in coaching, was integrated into the deliberate interpreting practice in the classroom. Accordingly, the students set up a goal each and every week and used the TGROW (topic, goal, reality, opportunities, will-wrap-up) coaching model to pursue their goals. The article reports findings from semi-structured interviews, surveys and an independent observer's performance assessment, with a focus on the qualitative analysis conducted after the 14-week study period. Showcasing the potential benefits of integrating active coaching skills to interpreting classes, the paper contends that the skills introduced to the students through the course may help them gain self-assessment, self-awareness and self-reflection skills. Findings of this study point to the way coaching tools may be integrated into interpreter training. The findings are discussed in light of the literature on coaching and are hoped to be instrumentalized to advance the practical implications for the interpreter training.

Structured Abstract: Conference interpreting is considered to require a high amount of cognitive processing. The interpreter is expected to find a balance between different cognitive efforts required by the process of interpreting. The interpreter, in light of the efforts that need to be maintained in the process, is likened to a tight rope dancer (Gile, 2005). The interpreter, in trying to maintain a balance, needs to be fully aware of the cognitive efforts and be in the moment fully. It is against this background that the study attempts to find out how a particular coaching model, namely TGROW, could support students in their journey to become full-fledged interpreters.

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Despite the growing body of literature using coaching in interpreter training (Kellay, 2016), the TGROW method so far has not been instrumentalized in interpreter training. The study, attempting to fill this gap, reports the findings of a study in which TGROW was employed in a conference interpreting class. The choice of TGROW as a coaching tool was conditioned by the fact that it is a tool that may easily be adapted to interpreting class and is easy to communicate. The purpose of the study, thus, is to reveal the ways in which TGROW may help the students develop self-awareness, self-assesment and self- reflection. Secondly, the ways in which TGROW could help the students in furthering their interpreting competencies is also explored.

TGROW, the coaching model on which the study is based, is made up of the first letters of topic, goal, reality, options and will-wrap up respectively. It is instrumentalized in increasing the intrinsic motivation of the coachee, unleashing the previously unthought of options to the coachee and finding a way forward. It has so far been employed in various forms of coaching such as health, group, and executive as well as higher education (Devine et al., 2013; Short et. al., 2021, amongst others). In one such study, Devine et al. (2013) concluded that the use of TGROW in educational settings helped to increase development of students' coping skills, resilience, personal learning goals, and study skills as well as their well-being.

The study, showcasing the potential benefits of TGROW, was conducted by recruiting the conference interpreting students in their senior year in Istanbul 29 Mayıs University, in the undergraduate program of English Translation and Interpreting. After introducing the concept of TGROW to the students, they were encouraged to work on their TGROW before and after the deliberate interpreting practices over a period of 14-weeks. Throughout the process, the students set up a certain goal for each and every week, followed by an assessment of where they are in relation to this specific goal. Then, they took stock of their options and determined a certain way forward. In an attempt to explore the ways in which the students benefitted from this practice with regard to self-awareness, self-reflection and self-assessment and interpreting competencies, semi-structured retrospective interviews were conducted with the students and an independent instructor assessed the performance of the students, comparing it with a control group.

The findings of the study suggest that TGROW may be used in advancing self-assessment, self-reflection and self-awareness skills. Moreover, the students appear to have become more aware of the interpreting competencies required in interpreting. Thirdly, the interpreter candidates seem to have gained more insight into the interpreting techniques to be used, such as chunking.

The study makes contribution in a number of ways. First, it offers a significant venue to advance our understanding of the interpreter training. Secondly, it enables us gain insight into the way in which specific coaching methods can be integrated into interpreter training. Thirdly, since TGROW offers a well-scaffolded framework to use in interpreter training, it offers a new lens through which interpreter training may be designed.

In light of the findings of the study, it may be argued that there is abundant room for the use of coaching models in translator and interpreter training. This study, using TGROW model, is one single example of the ways in which coaching models may be embedded into translator and interpreter training. More research on this topic can be undertaken to gain insight into different models of coaching and the benefit they may create in translator and interpreter training. It could prove useful to shed light onto the several benefits that may be created by different coaching models.

The implications of the study are manifold. By incorporating the coaching models into curriculum, the students may gain further insight into the way that they may develop interpreting skills when they study on their own. The study, thus, could have both practical and theoretical implications.

Keywords: Interpreting studies, coaching, curriculum, professional development, TGROW, conference interpreting

Öz: Koçluk sözlü çeviri eğitimi ve uygulamasında önemli bir rol oynamaktadır. Lisans seviyesinde sözlü çeviri eğitiminde iyi yapılandırılmış bir koçluk aracının derslere entegre edilmesi fayda yaratabilir. Sözlü çevirinin sürekli ve bilinçli pratik gerektirdiğinden yola çıkıldığında öğrencilere kendi başlarına kullanabilecekleri bir koçluk aracının temin edilmesi önem taşımaktadır. Ancak, literatürde koçluk ve sözlü çeviri eğitimini bir araya getiren araştırma sayısı azdır. Makale, literatürdeki bu açığı kapamak amacıyla

İstanbul 29 Mayıs Üniversitesi'nde sözlü çeviri modülünde eğitim alan öğrencilerin almaya hak kazandığı konferans çevirmenliği dersinde 14 hafta boyunca yapılan bir çalışmanın sonuçlarını raporlamaktadır. Bu çalışmada, koçlukta yaygın olarak kullanılan TGROW adlı model dersteki sözlü çeviri pratiklerinde kullanılmıştır. Öğrenciler her hafta bir amaç belirlemiş ve bu amaç doğrultusunda Konu- Amaç- Gerçeklik- Fırsatlar- Kapanış aşamalarından oluşan TGROW koçluk modelini kullanmışlardır. Makale, 14 haftalık çalışma sonrası yapılan yarı- yapılandırılmış geriye dönük mülakat, anket ve bağımsız bir eğitmenin deney grubu ile kontrol grubunu karşılaştırdığı performans değerlendirme sonuçlarından oluşan bulguları sunmakta ve esasen kalitatif analize dayanmaktadır. Aktif koçluk becerilerini sözlü çeviri sınıflarına entegre etmenin potansiyel faydalarını gösteren makale, öğrencilere sunulan koçluk becerilerinin onların öz değerlendirme, öz farkındalık ve öz yansıtma becerilerini artırabileceğini savunmaktadır. Çalışmanın bulguları koçluk araçlarının sözlü çeviri eğitimine nasıl entegre edilebileceğini aydınlatmaktadır. Bulgular, koçluk literatürü ışığında değerlendirilmekte ve bulguların sözlü çeviri eğitimini geliştirmede kullanılması umulmaktadır.

Anahtar Kelimeler: Sözlü çeviri, koçluk, müfredat, profesyonel gelişim, TGROW, konferans çevirmenliği

Introduction

Continuous deliberate practice is key for interpreting students to become full-fledged interpreters and gain expertise (Setton and Dawrant, 2016a; Sawyer, 2015). As the interpreting students need to engage in deliberate practice in order to keep improving continuously, it would be worthwhile to equip these students with some self-awarness and self-coaching to include in their individual practices. This was the goal of the study on which this paper is based. As both a professional conference interpreter with the English-Turkish language pair and an associated certified coach (ACC) accredited by the International Coaching Federation (ICF), and thus qualified to introduce coaching and interpreting skills to the students, the question the researcher asked herself was how her students could benefit from coaching tools. The reason why TGROW was preferred over the other methods stemmed from the fact that it is easy to introduce and use in each and every class and offers a general framework for interpreting practices. Further, previous research carried on undergraduate psychology students demonstrated that peer coaching intervention utilizing TGROW model could help students increase their well-being (Short et. al., 2021).

The study targeted a small sample of students in their senior year in the undergraduate program of the Istanbul 29 Mayıs University in an attempt to explore the perceived impact TGROW had on the students in relation to self-awareness and interpreting competencies.

The paper begins with a description of the TGROW model and a review of the coaching literature. Subsequently, coaching and its utilization in interpreting classes is assessed. This assessment is followed by an explanation of the methodology of the study. Lastly, the findings of the study are discussed, incorporating the semi-structured interviews, a follow up questionnaire on the impact of coaching on students' perceived interpreting skills, and the assessment of a real interpreting performance performed by an independent instructor. The benefits of the TGROW process for the students are identified and recommendations are made as to how this understanding may be used with a larger student population in subsequent years.

Coaching and TGROW model

Coaching, a concept introduced in the field of sports by Gallwey in 1974, suggests attending to the strengths of the coachees and the way they can leverage their strengths in an attempt to reach the desired action/future (Clutterbuck, 2007; Passmore and Fillery Travis, 2011). ICF, the International Coaching Federation, maintains that coaching denotes "partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential". The process, therefore, is expected to tap into "imagination, productivity and leadership." Overarching goal of coaching is to bridge the gap between the goals

the clients would like to reach and their current state. There is a confluence of data supporting the fact that coaching may play a positive role in one's professional and personal life (Passarelli, 2015; Whitworth et al., 2007, amongst others). Coaching fosters critical thinking and has ramifications in business life, particularly in executive coaching (Brown, 2010; Clutterbuck, 2007; Passmore, 2007, 2011; Whitmore, 2009).

Coaching is expected to help the client by offering clear and immediate feedback, increasing mindful focus on the present, merging commitment to action, awareness, and sense of control, and guiding them to take responsibility (Whitmore, 2002, 2009; Whitworth et al., 2007). Coaching, moreover, is conducive to increasing intrinsic motivation in identifying and using the strengths and striking a balance between the skills and the challenges to be undertaken. In brief, it helps coachees gain effective coping skills, strengthening an individualized sense of 'I can' feeling (Kauffman, 2006; Whitworth et al., 2007). Coaching also helps clients maintain a hopeful state that is grounded in reality so that the individuals will have higher academic performances, enjoy better self-regulation and physical health, develop the inner strength to tackle obstacles, and have a realistic sense of agency (Kauffman, 2006).

In an attempt to materialize these goals, there are certain duties that fall upon the shoulders of both the coachee and the coach. The coach, first, needs to understand the context, skills, and techniques that could help the coachee attain specific goals (Downey, 2014; Whitmore, 2002). The coach, therefore, resorts to personal inquiry and discovery by asking the coachee a set of questions. The coachee, in turn, is to set a goal, come up with options/ideas to attain that goal, review the options, take action, and consider the way forward. Coaching, drawing on the understanding that people have potential and they can tap into this potential, backs up lifelong learning and empowers the coachees (Grant, 2011; Whitmore, 2002).

There are a number of tools that are employed in coaching. One of these, TGROW, a future-oriented coaching tool, emerged as an extension of the GROW (goal, reality, options, will) model coined by Whitmore in 2002. It is a 5-step approach model that is highly solution oriented, aiming to increase the coachee's sense of responsibility. Each letter in this model stands for a step in the coaching conversation:

Table 1: TGROW model (adapted from Brown and Grant, 2010; Downey, 2014; Grant, 2011; Jenkins, 2009; Spence and Grant, 2007)

Acronym	Description
T- Topic	the issue to be discussed with the coachee; the exploration of the topic
G- Goal	identifying an achievable outcome
R- Reality	understanding the current state, with a focus on the limitations and restrictions to overcome, generating the clearest understanding of the topic
O-Options	exploring the alternative options and possibilities
W-Will/wrap-up	options turning into actions, way forward with proper commitment; what to do, when to do, by whom, and the will to do it; gaining commitment to action

These steps, however, do not need to be followed linearly. As the process is iterative, the coach may intermingle these steps (Brown and Grant, 2010; Clutterbuck, 2007; Downey 2014). Secondly, the coaching sessions instrumentalizing this model open by evaluating the 'between-

session action steps' – review and evaluation are added prior to the employment of GROW or TGROW (Brown & Grant, 2010; Greene & Grant, 2003).

The goal of the model, in a nutshell, is to catalyze insight within and increase the motivation of the coachee, revealing the options available to realize the specific goal and unleash potential by asking open-ended questions with a view to sharpening the coachee's focus. The model structures feedback to materialize intrinsically motivated learning.

Since its inception, some of the fields in which TGROW has been instrumentalized include health coaching (Davies et al., 2020; Elliott et.al., 2017; Viney and Paice, 2012), executive coaching (Ranjan and Nair, 2020), group coaching (Brown & Grant, 2010), and higher education (Barrington, 2008; Devine et al., 2013; Green, 2007; Short et. al., 2021). In a recent paper, TGROW was applied in response to both COVID-19 and the climate crisis as part of transpersonal coaching in co-creating a purposeful future (Law & Buckler, 2020). Barrington (2008), exploring the potential benefits of TGROW coaching in educational settings, concluded that the model increased students' awareness and confidence, and made them more productive. She, however, underscored the fact that the tutors themselves need to be coached in the first place so that they can grasp the coaching's value and see its various applications in action. Secondly, she argued that student participation in classroom coaching should be voluntary. In another study, Devine et al. (2013) found that coaching in educational settings increased students' well-being and supported the development of students' coping skills, resilience, personal learning goals, and study skills.

Coaching in interpreting curriculum

Interpreting literature suggests that coaching and feedback are to be integrated into interpreting classes both prior to the practice and afterwards (Setton & Dawrant 2016b, pp. 43-45). In the chart drawn by Setton and Dawrant adapted from Shadrick and Lussier (2009, p. 293-294), active coaching is defined as 'monitoring performance, assessing adequacy, and controlling the structure of the training.' (2016b, p. 48). They suggest that intrusive coaching might be welcome in interpreting classes if appropriate (2016b, p. 75). However, though feedback is an integral and vital part of interpreting classes, the way coaching needs to be integrated into curriculum seems missing in the literature. For instance, when one makes research in Translation Studies Bibliography, four records that come out related to "coaching" are in relation to translation, not interpreting.[1] In one of the rare studies integrating coaching to interpreting, Kállay included a Stress Management and Coaching course for first- and second-year students as Babeş- Bolyai University, The European Masters in Conference Interpreting program. The goal was to enable students develop strategies to control their reactions to stressful events and develop abilities to further improve their skills such as maintaining motivation (2016, pp. 46-48). The students taking these courses reported an increase in their professional and personal life. This being one of the rare studies attempting to include coaching into interpreting curriculum, no measurement methods have been suggested.

Not only is the coaching offered by the instructor but also self-coaching is required in interpreting classes. It was in the early years of the profession that self-coaching was discussed as a tool in interpreting literature. Herbert (1952) noted that self-coaching in interpreting could occur by listening to lectures and radio, performing interpreting exercises, and combining interpreting with written translation in an attempt to improve one's style. In today's interpreting literature, understanding one's interpreting performance insightfully is considered under meta-cognition or meta-reflection. Meta-reflection is either a para-process skill alongside business know-how and lifelong learning (Albl-Mikasa, 2013) or a component of interpreting competence alongside knowledge, skills, and abilities (Grbic & Pöchhacker, 2015). Meta-cognition, in turn, involves an individual's monitoring and guiding their learning process to enable them to control and understand

[1] https://benjamins.com/online/etsb/publications

their cognition. The students, thus, can clarify their objectives, assess their performance and be more open to constructive comments (Motta, 2016).

A case of TGROW introduced in interpreting class

Setting

The present case involved a 42-hour one-semester compulsive SI course in the undergraduate program assigned in the interpreting module for 4th year students. The study for this paper was undertaken within the course entitled Interpreting in Conference Situations, offered in the 2019-2020 Spring semester at Istanbul 29 Mayıs University. The goal of the course was defined as helping students become full-fledged interpreters. This course covered a wide range of issues and debates in conference interpreting and offered interpreting practices on various topics (politics, finance, law, and medicine, amongst others). The speeches used in this program were recordings from authentic interpreting situations. All course materials, including the video recordings for the in-class exercises, the students' assignments, and the reading materials were shared with the students prior to the beginning of the term. The course design included students' interpreting the speeches listed in the syllabus (see Appendix 1).

A total of 3 students passed the Aptitude Exam at the end of their third year and thus became eligible to take this course. The mean age of the subjects was 22 and two were female, one male. By the time this study was conducted they had already taken consecutive interpreting, simultaneous interpreting, and community interpreting classes. The study spanned the entire spring term, a period of 14 weeks. All students had Turkish as their A language and English as their B language. The course, 3 hours per week, was taught face-to-face during the first five weeks. In the fifth week of the term the first COVID-19 case in Turkey appeared and the rest of the term was carried out online over Zoom. Formal approval to carry out the research project was obtained from Istanbul Atlas University, Social Sciences and Humanities Research and Publishing Ethics Board, with the document number two. Informed consent of the participants was received both orally and in signature.

Study design

As an ICF (International Coaching Foundation) accredited practitioner coach, the instructor chose TGROW since it would offer a structured-process to the students. First, the instructor described TGROW to the students, explaining what each letter stands for. Then the procedure of the study was explained to them. The students were asked to elaborate on their TGROW in the beginning of each class, before each practice session. Subsequent to the practice session, students were asked follow-up questions, inviting them to reflect on where they stood in relation to the goal they mentioned prior to the practice. They were also asked to evaluate their performances and set a goal for self-practice. Their opinions around TGROW were elicited throughout this 14-week period to check whether the study needed any updates. In this way, the instructor monitored their process and kept note of their improvement.

The students were encouraged to generate a goal pertinent to the related week's topic in each class. A wide range of options that could help them attain that goal were generated through open-ended questions such as 'what else could help you?' By the end of the deliberate interpreting practice, the participants re-evaluated themselves and reflected on their performance. Then, a classmate reviewed their performance.

Table 2: Sample use of TGROW in the study

Topic	Industry 4.0
Goal	To focus on my output rather than the input
Reality	I generally focus on listening and do not watch my performance closely. My performance, therefore, is not as good as it could be.
Options	I could listen to my output more attentively.
Will	In an attempt to coordinate the listening and interpreting efforts, I could uncover one of my ears to listen to my performance. I could strike a balance between listening and interpreting. I will do it in the deliberate practices we will have in today's class.

Materials and methods

English-Turkish language combination students who passed the aptitude test for admission to the interpreting classes in their senior year were recruited for the study. First, the concept of TGROW was introduced to the students. Subsequently, over the following 14-week period the students were guided to work on their TGROW for each class before and after the deliberate practice. The students stated their goals for the particular practice, assessed where they stood in relation to their goal, examined their options as to how they could reach that particular goal, and considered the way forward for each class. The research was carried out in the aftermath of the study.

Based on the coaching related research reviewed above, it is proposed that TGROW has the potential to help students develop their interpreting competencies. The study, therefore examines the effectiveness of TGROW on interpreting competencies and reveals the potential benefits of the use of TGROW in the course entitled Interpreting in Conference Situations interpreting classes.

In an attempt to reach this goal, the study surveyed students' TGROW experiences and reported the results of open-ended retrospective interviews made with the students. The study additionally reports the students' interpreting performance assessed by an independent observer (interpreting instructor).

This study relies on opinion data from the students, the instructor, and one independent observer. A multiple-choice questionnaire and semi-structured interviews and were conducted in English. The questionnaire asked students to react to various statements about the TGROW experience, such as 'TGROW helped me in self-assessment' or 'TGROW sharpened my self-coaching skills' (Appendix 2). A 5-point Likert scale was employed: 1 = not at all helpful; 2 = not so helpful; 3 = somewhat helpful; 4 = very helpful 5 = extremely helpful. The students indicated the extent to which TGROW assisted them in their interpreting practice and assessed the use of TGROW. The questionnaire was administered after obtaining the oral and written consent of the students.

Secondly, semi-structured interviews were conducted. The interview guide and questionnaire were developed based on the research question, the context, and the literature review.[2] The interviews lasted 30 minutes average and were conducted between June 10 and August 2, 2021. Subsequently, the interviews were partially transcribed and anonymized. Open-

[2] Formal approval to carry out the research project was obtained from Istanbul Atlas University, Social Sciences and Humanities Research and Publishing Ethics Board, with the document number two.

ended questions, complementing the questionnaire and allowing for granular explanations, enabled the participants to articulate their reflection on the study (Appendix 3).

Thirdly, an independent observer (an experienced interpreting instructor) compared the performance of the participants against a control group. The control group was comprised of students who took the same course one year later in the 2020-2021 Spring term. Coincidentally, the number of students who passed the aptitude test at the end of their third year in 2020-2021 Spring term was three, equal to the number of the students who had done the same the previous year. The criteria against which the students were rated were borrowed from Zwischenberger, 2010. The criteria were grouped under content, form, and delivery (Appendix 4).

Triangulation is employed in the present study as "a validity procedure where researchers search for convergence among multiple and different sources of information to form themes or categories in a study" (Creswell & Miller 2000, p. 126). Most importantly, as triangulation of tools (questionnaire, interview and assessment of the students' performance against a control group by an independent observer for the purposes of this paper) strengthens the study by combining different methods, it may be argued that the theoretical framework one single researcher brings to his/her research has been avoided to the extent possible. However, readers should bear in mind that as Crotty argues (1998, p. 93) "all knowledge, and therefore all meaningful reality as such, is contingent upon human practices, being constructed in an out of interaction between human beings and their world, and developed and transmitted within an essentially social context". Thus, although multiple methods have been used to collect data, the role of the researcher as the instructor introducing TGROW to the students has not been isolated.

As for the validity of the research, the appropriateness of the tools, process and data was ensured via the use of different tools, questionnaires and interviews. The reliability of the data was maintained through inter-rater reliability in that the dependent observer went over the data alongside the principal researcher, offered their opinions and contributed to the analysis of the qualitative data. Secondly, internal consistency was observed across the survey and the interview results as the same students offered similar answers to both. To cite an example, if Student1 found TGROW useful because it helped them self-reflect on their performance in the survey, it was cross-checked in the interview answers. Consequently, it was found that the answers offered by the respondents were stable and consistent across different tools. The accuracy of the answers, moreover, was verified via constant comparison with the peer researcher, joining the study as independent observer.

The mean, mode, and standard deviation of the questionnaire results will be presented quantitatively, and the interview results will be presented thematically below. Semantic approach was used and the themes were identified based on the statements of the subjects. Subsequently, the theme strings that emerged from the data were coded manually on word. The themes were identified based on repetition and recurrence.

Results

Results of the questionnaire

Table 3 presents the most beneficial elements offered by TGROW in the classroom. Participants of the study tended to agree that TGROW made the class more purposeful (Mean=5, Mode=5, SD=0), made the practice serve a certain goal. The elements receiving the highest scores are self-assessment, self-awareness, self-reflection, and meta-cognition.

Table 3: Benefits of TGROW in interpreting class

Question	Mean	Mode	Standard deviation
TGROW made me self-reflect on my performance	5	5	0
TGROW helped me in meta-cognition – meta-reflection	5	5	0
TGROW enabled me to reflect on my performance	5	5	0
TGROW helped in self-assessment	5	5	0
TGROW helped me in assessing where I stand in relation to my goal	5	5	0
TGROW increased my awareness	5	5	0

In addition to these, they all tend to agree that TGROW has led to greater effectiveness in the interpreting class (Mean=5, Mode=5, SD=0) and TGROW as a self-assessment tool could be instrumentalized in interpreting classes (Mean=5, Mode=5, SD=0).

Table 4 presents the results that received the second highest ratings. The average scores are generally good with means and modes above 4, however, the standard deviation .57 indicated that the results are not spread over the scale.

Table 4: Secondary benefits of TGROW in interpreting class

Question	Mean	Mode	Standard deviation
Thanks to TGROW I improved myself as an interpreter	4.66	5	.57
TGROW helped me merge action and awareness	4.66	5	.57
TGROW helped me use effective coping skills	4.66	5	.57
TGROW helped me increase my motivation	4.66	5	.57
TGROW helped me have a realistic sense of agency, meaning ability to act and make decisions	4.66	5	.57
TGROW helped me in finding out what I can do to reach my goal	4.66	5	.57
TGROW helped me prioritize the competencies I aimed to reach	4.66	5	.57
TGROW helped me in revising the topic of that specific week	4.66	5	.57
TGROW helped me prior to the practice	4.66	5	.57
TGROW helped me in attaining a goal after the practice	4.66	5	.57
TGROW sharpened my self-coaching skills	4.66	5	.57

It is noteworthy to note that it was Student2 who rated all the elements 4 apart from two statements “TGROW helped me prior to the practice” and “TGROW helped me to prioritize the competencies I aimed to reach”. Therefore, the reasons behind his/her rating were worth probing into in the interviews. Overall, the results seem to suggest that TGROW increased student

motivation and helped them prioritize a goal before and after the practice, thereby enabling them to self-coach. However, whether this skill will turn into a life-long learning skill is a far-fetched question and the statement 'TGROW imbued me with a life-long learning skill' received a high standard deviation 2.30 (Mean=3.66; Mode=5).

Whereas the statements concerning the benefit of TGROW prior to and after the practice received high rankings, the statement 'TGROW helped me in self-practice' had a standard deviation of 2.08 (Mean=3.33). The difference between TGROW's benefit in self-practice and in-class practice may be accounted for by the presence and guidance of the instructor as a coach.

Overall, students seem to recognize that TGROW increased their awareness, made them self-reflect in understanding their present state, made them reflect on their performance, and increased their meta-cognition.

Results of the open-ended interviews

The researcher invited students to participate in semi-structured open-ended interviews (in English), conducted over Zoom. Students' responses were recorded in an attempt to elicit detailed information on their approach towards TGROW.

All participants agree that increased self-awareness, self-assessment, and self-reflection are the major contributions of TGROW.

> Student1The most positive part of TGROW was that it created self-awareness of my interpretation. Where I stand, how good I am, and what I could do to further improve my skills. For example, I ask myself how my performance was, and what the next goal should be in terms of interpretation. Probably my self-assessment was a result of using TGROW in the past.
>
> Student2 As we were able to monitor ourselves and see what we could do better in the following practice in the class, I think we were able to detect what we did not do right. We were able to observe our growth and improvement so it had a positive impact on classes. So, we pinpointed the points that could be improved and addressed them accordingly.
>
> Student3 It helped me to identify my weaknesses and the obstacles that I had. And how to focus to tackle them. It really guided me to self-reflection and self-improvement. It makes it easy for you to understand what you lack and helps you to come up with ways to improve. It was much easier to tackle the challenges after identifying them. When you get a chance to understand what you are lacking and when you have the opportunity to improve, overall, it makes you improve your interpreting skills. And I can tell you that I really benefitted from TGROW in terms of my interpreting skills.

It appears that a secondary learning opportunity arose from watching the classmates dwelling on their TGROW and observing their improvement.

> Student3 I also had the opportunity to assess my friends as well. Because they also elaborated on their TGROW, and their skills, I could assess their improvement. It gave me some kind of indirect feedback. I could see their growth. I was learning from them as well.

One theme that emerged from the analysis is that the role of the instructor as a coach is particularly paramount.

> Student1 I took other interpreting classes as well in which we did not use the TGROW method. In those classes I felt the professor was not aware of my improvement in terms of interpreting. I think the connection between you and myself as a trainee and a coach… probably this connection was the most important point because I knew that you were keeping track of my development in interpreting.
>
> Student3 The coach is an integral part in this process because without someone guiding you through this process, it wouldn't be that efficient.

Being able to receive feedback is another potential benefit the participants acquired as the excerpt below attests.

> Student2 There is constant improvement. And it opens us to feedback. It is something positive because we as interpreters need to be open to feedback. But it can also be challenging because feedback can come as rather discouraging for some people.

All participants argue that TGROW was helpful in mastering the interpreting competencies during both class practice and individual practice. Student1 maintains that employment of TGROW was positive, scoring it 8 on a scale of 1-10; Student2 scores 9, Student3 scores 9. 'I could detect the skills I lacked and how I could improve them further in the upcoming classes', all the participants attest. The participants maintain that TGROW enabled them to focus on interpreting strategies such as chunking and anticipating.

> Student1 Before the application of the TGROW method, I was not concentrated on the technique. I focused on the content of the interpretation, rather. If I knew enough terminology, if I could give the message, then things would be ok. I was not aware of the fact that I missed some methods like chunking. Through pointing out those methods, I became more aware of the techniques and different kinds of methods.
>
> Student2 It has allowed me to see what I could do better. It has helped me to improve my performance. It has allowed me to see myself more objectively and improve day by day.
>
> Student3 It mostly helped me in identifying what I lack in cognitive processes. One more thing it helped me with was interpreting strategies when I did not know how to tackle the interpreting related difficulties.

It appears that all participants report that it is a skill they could employ in their future life as well.

> Student2 I am not interpreting full time but if I were to interpret full time, I would use the TGROW techniques, which are assessing myself, and listening back to what I do in my recordings and see what I can do better and improve that accordingly. That way I would take what we did in classes and apply it to my own practice in my professional life.
>
> Student3 Before we started using this method, I was not aware of my obstacles. I was not aware of the fact that there were ways to improve these weaknesses. After understanding how you need to approach, things get clear and the process becomes inherent in you.

Though the interpreters state that the impact of TGROW will extend beyond their in-class experience, we should approach these reports with a caveat since the study presents the results of self-reports.

Overall, the interview statements indicate that with the appropriate support extended by the coach, the students may benefit from TGROW in interpreting classes. By observing the classmates using TGROW, they get the chance to learn from each other. Their classmates, thus, serve as role models for them. The interview results seem to support the survey findings in that increased self-reflection, self-awareness, and self-assessment are the major benefits of TGROW.

Marks in the assessment activities

Students' performance on the final test was assessed by an independent observer. The interpreting performance of the subjects was assessed against a control group, made up of the same number of students. The most significant variable in this study was the subjects' having taken the Interpreting in Conference Situations course with the TGROW component. The control group, conversely, took the same course from another instructor in 2020-2021 Spring Term, without the integration of TGROW into the course design.

In content related criteria, composed of sense consistency with the original, logical cohesion, and completeness, the experimental group performed slightly better than the control group (M=7.4 and SD=0.57 for the experimental group, and M=7.0 and SD=1 for the control group). In form related criteria, comprised of correct terminology, correct grammar, and appropriate style, there was no significant difference between the experimental group and control group (M=7.0 and SD=0.71 for the experimental group, and M=7.0 SD=1.22 for the control group). In delivery related criteria, comprising fluency of delivery, lively intonation, pleasant voice, synchronicity, and native accent, the experimental group performed slightly better than the control group (M=7.60 and SD=0.96 for the experimental group, and M=7.33 and SD=0.96 for the control group).

The results seem to suggest that the use of TGROW in interpreting classes does not positively correlate with participants' interpreting performance. Although the participants of the study performed slightly better than the control group, there is not ample evidence to suggest TGROW accounts for this difference, since no confounding variables have been isolated.

Discussion and conclusion

The paper intended to report on the findings of a study conducted in the course entitled Interpreting in Conference Situations in which the coaching tool TGROW was used. This exploratory study presented original data demonstrating several benefits of employing TGROW within interpreting classes.

The study provides preliminary evidence that participants perceived TGROW as a useful instrument in their interpreting class. The study also illustrates how TGROW can be integrated into interpreting classes, adding to the understanding of what might be included in interpreting programs designed to enhance self-awareness. The findings in this exploratory study appear to support the findings of Whitmore (2002), that coaching catalyzes insight and enables the coachees — students for the purposes of this research — to tap into their potential, thereby empowering them. The use of TGROW in the setting of an interpreting class seems to have helped students come to grips with the options to materialize their interpreting related goals and gain more self-awareness, revealing that TGROW could be used as a robust self-awareness tool in interpreting classes. From the research results, a positive impact was identified across all three key areas: self-awareness, self-reflection, and self-practice.

Secondly, the findings also suggest that TGROW contributed to an increase in meta-reflection and meta-cognition among the students. It appears that following the study, the subjects felt increased confidence in their interpreting skills. Attendees found TGROW to stimulate productive reflection on their interpreting skills. These findings align with Motta's (2016) findings on meta-cognition in that the constructive comments of the instructor play an important role in students' pursuit of expertise in interpreting. Transferring this expertise from the study to new experiences, it seems, is something that the students are willing to do. The extent to which this willingness turns into reality may be problematized in upcoming studies.

Thirdly, the findings indicate that the usefulness of TGROW seems to reside in the role of the instructor as a coach. This consideration concurs with the coaching literature in that the two most determinant contributors to success in coaching are the skill of the coach in shaping the questions and the relationship between the coach and the client (Lai & Passmore, 2019; Passsmore, 2011).

The study contributes to interpreting literature by revealing that TGROW as a training tool may be especially pertinent when training interpreters. The study, instrumentalizing TGROW for the first time in an interpreting context, provides insight into how coaching tools may be gauged in interpreting classes. Pan (2016) argues there is a paucity of research on situated pedagogical design in interpreter training at the undergraduate level. This paper, presenting the findings from the study

at the undergraduate level, thus taps into a relatively unexplored area. It is hoped and believed that the study, lying at the intersection of interpreter training and coaching, may give rise to different methodologies and these, in turn, might be embodied in several interpreting classes.

This exploratory study raises further questions. Future research could explore the link between the use of TGROW and specific interpreting competencies by looking further into the students' exam results. Secondly, although this study has examined the students' perception of TGROW effectiveness, it would be useful to assess the instructor's perception of the students' readiness to engage with the coaching tools. Further work is also required to examine the benefits of coaching on student well-being and academic performance, in addition to the extent to which any benefits are maintained over time.

There are limitations to this study. One major limitation lies in its sample size. Additionally, as the researcher herself is the instructor, this insider view may cause researcher bias. The researcher bias, however, was reduced by having an observer compare the performance of the students who took the same class (control group) with the subjects of this study (study group) one year after the study was conducted. The interpreting performances did not indicate any meaningful difference between two groups. Further research is thus required to explore the impact of coaching tools in interpreting classes.

There is good reason to recommend the continued use of TGROW in interpreting classes. The research on coaching may have significant implications for teaching interpreting. First, coaching may play a role in the trainer's ability to offer positive feedback to the students. Second, the trainer may pinpoint the weaknesses in the performance of the students. Since the goal of coaching is to further deep learning and action, the third way to instrumentalize coaching in interpreting classes could be to turn the students into coaches themselves. The use of coaching and how it could be instrumentalized in training the interpreters, however, remains understudied in literature and this paper attempts to bridge this gap.

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Appendix 1. Weekly schedule of the course Interpreting Conference Situations

Week	Topic
1	Introduction to the course &Anticipation exercises
2	Conference Interpreting Exercises: 4th Industrial Revolution
Homework from James Nolan's Interpretation: Techniques and Exercises-Preparation/ Anticipating the Speaker	
3	Conference Interpreting Exercises: Davos 2020
4	Conference Interpreting exercises: Digital Transformation in Turkish Industry
Homework from James Nolan's Interpretation: Techniques and Exercises-Preparation/Complex/Syntax compression	
5	Conference Interpreting exercises: Psychology
Enhancing the plasticity of the brain: Max Cynader at TEDxStanleyPark	
Everything is Connected-Here's How: | Tom Chi | TEDxTaipei	
6	Conference Interpreting exercises: Politics
60th Anniversary of Treaties of Rome: speech by European Council President Donald Tusk	
Homework from James Nolan's Interpretation: Techniques and Exercises-Word order/Clusters	
7	Conference Interpreting exercises: Finance
IFGS 2018 Panel: Financial Inclusion-Will Digital Decrease Disparity?	
IFGS 2018 Panel: ICOs and Crypto-Can We Move Beyond the Wild West?	
Homework from James Nolan's Interpretation: Techniques and Exercises-Figures of Speech	
8	Mid-Term Exam
9	Conference Interpreting Exercises: Art
4th Istanbul Design Biennial Press Conference	
Homework from James Nolan's Interpretation: Techniques and Exercises-Diction/ Register	
10	Conference Interpreting Exercises: Landmark Speeches
Malala Yousafzai Nobel Peace Prize Speech	
Emma Watson HeForShe Speech on International Women's Day 2016	
Michelle Obama speaks on International Women's Day	
11	Conference Interpreting: Marketing
Homework from James Nolan's Interpretation: Techniques and Exercises-Formal style and policy address	
12	Conference Interpreting Exercises: Law

Conference on Turkey's today and tomorrow from Law, Finance and International Relations perspective

13 Conference Interpreting Exercises: Industry

TÜSİAD (Turkish Industrialists' and Businessmen's Association) Global trade: Conference on from politics to action

14 Conference Interpreting Exercises: Journalism

TRT (Turkish Radio and Television Association) World Full conference

15 Concluding Remarks and the Final Exam

Appendix 2. Questionnaire on TGROW

Please use the Likert scale to evaluate the statements below where

1 = true

2 = not so true

3 = somewhat true

4 = very true

5 = extremely true

TGROW did not help me at all in my interpreting practice

TGROW helped me in my interpreting practice

TGROW helped me in self-assessment

TGROW sharpened my self-coaching skills

TGROW helped me in self-practice

TGROW helped me in in-class practice

TGROW helped me prior to the practice

TGROW helped me in attaining a goal after the practice

TGROW helped me in assessing where I stand in relation to my goal

TGROW helped me in assessing what my options are

TGROW helped me in finding out what I can do to reach my goal

TGROW helped me in revising the topic of that specific week

TGROW helped me in becoming a better interpreter

TGROW helped me in making deliberate practice

TGROW increased my awareness

Without TGROW the class would not serve its purpose

Without TGROW my interpreting skills would not improve that much

TGROW helped in honing my interpreting skills

The use of TGROW was beneficial

TGROW made the class more appealing

TGROW made the class more purposeful

TGROW made the practice serve a certain goal

Thanks to TGROW I improved myself as an interpreter

The class would be the same even though the instructor did not introduce TGROW

The class would be the same even though we did not use TGROW in our practices

I consider TGROW as a self-assessment tool that could be instrumentalized in interpreting classes

I consider TGROW as a useless tool in interpreting classes

TGROW imbued me with a life-long learning skill

TGROW made me self-reflect on my practice /performance

TGROW helped me in meta cognition – meta-reflection

TGROW helped me to have inner strength

TGROW helped me focus on the probabilities

TGROW helped me eliminate the hurdles in front of my performance

TGROW helped me gain intrinsic motivation in terms of identifying and using the strengths

TGROW helped me enjoy better self-regulation

TGROW helped me have a realistic sense of agency, meaning ability to act and take decisions

TGROW helped me in my academic performance

I was able to use TGROW in other fields of my academic life

I was able to use TGROW in my personal life

TGROW helped me focus on the present

TGROW helped me merge action and awareness

TGROW helped me use effective coping skills

TGROW helped me strengthen an individualized sense of I can feeling

TGROW helped me become more hopeful

TGROW helped me to get a clear sense of options

TGROW helped me increase my motivation

TGROW helped me increase my engagement in the class

TGROW helped me increase my performance in interpreting overall

TGROW helped me increase my performance in interpreting class

TGROW helped me align my thoughts with my emotions

TGROW helped me prioritize the competencies I aimed to reach

TGROW facilitated my learning

TGROW increased the quality of my interpreting

TGROW enabled me reflect on my performance

TGROW empowered me

TGROW lead to greater effectiveness in interpreting class

TGROW has the potential to enable students and trainees to be more independent

TGROW has potential to improve colleague's sense of well-being.

TGROW enabled me to recognize and identify 'the elephant in the room'

Appendix 3. Interview questions

How positive was the employment of TGROW for you on a scale of 1-10? Why?

Could you comment on the impact of TGROW in your classes?

Could you comment on the impact of TGROW in your interpreting performance overall?

What impact does TGROW have on your interpreting now?

How coaching might be developed in interpreting classes –the perceived and potential benefits and challenges?

What were the benefits of using TGROW in yourmn interpreting class?

Which competences have been / could be supported through the use of TGROW in interpreting classes?

Appendix 4. Evaluation forms for assessment of the interpreting practice

Evaluation criteria (borrowing it from Zwischenberger, 2010:135)

Please rate each student out of 10 for the following criteria

Content-related criteria

- Sense consistency with the original
- Logical cohesion
- Completeness

Form-related criteria

- Correct terminology
- Correct grammar
- Appropriate style

Delivery-related criteria

- Fluency of delivery
- Lively intonation
- Pleasant voice
- Synchronicity
- Native accent