

METHODS OF SIMULTANIOUS INTERPRETATION TRAINING

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The target of the theses is to survey the present-day methods and techniques of transferring from letters to numbers/figures in the course of simultaneous interpretation. It is necessary to mention that any numerical code suggests the semantics of quantity, the latter being independent of the context. The appliance of a visual image is possible only for enumerating small quantities of objects, which can be mentally and materially imagined – up to 7 or 10.

Consequently, an interpreter should be trained to perceive numerical information with high speed and quality. The process is regarded to be quite long as we need to form a habit of memorizing figures in verbal environment. Being unstable due to its nature, this habit must be constantly practised. At the initial stage students are usually trained to remember large and volumetric numerical information without any specific context, later on – in combination with other aggravating components (anthroponyms, toponyms, units of measurement etc.). It is worth mentioning that human memory is rather choosy as the best numbers to be memorized are first, second and last, all the rest being in a weaker, unfavourable position for the memory.

The tempo of such training should be higher than that of a usual class in a foreign language. To maintain the tempo it is advisable to use various tasks, which a trainer should have in store. While a trainee is doing a drill they must be neither interrupted nor corrected; there should be no help on the part of the other participants. Once the task has been completed, the discussion over the mistakes begins (the trainer notes all the errors down in the pad). This correction work is conducted very speedily with the involvement of all the trainees.

At the initial stage of training the mechanisms of competitiveness and mutual responsibility should be applied. The tasks for this stage may be as follows.

Task 1. Repeat or/and translate the line of numbers, words and word-combinations. Pauses are inadmissible.

1) 5689, 438, 136, 9796,1020;

2) 12 of April 1991, 26 of May 2003, 31 of January 1662, 25 of September 1772.

Task 2. Chain-work. Listen to the text and reproduce it one by one: each student utters one sentence following and observing the logic of the previous phrase. Pauses are strictly prohibited.

Bora Bora is an island in the Pacific Ocean. The island, located about 230 km northwest of Papeete, is surrounded by a lagoon and a barrier reef. In the centre of the island are the remnants of an extinct volcano rising to two peaks, the highest point at 727 m. According to the census performed in 2008, the permanent population of Bora Bora is 8,800. James Cook sighted the island in 1770 and landed the same year. The London Missionary Society arrived in 1820 and founded a Protestant church in 1890. The territory is a major international tourist destination, famous for its aqua-centric luxury resorts.

At the main stage of training chronometrized interpretation should be actively practised. Each student is given an equal fragment, and the amount of time spent on its interpretation is accurately fixed. The way of performing this task may be reversed: the span of time is strictly limited and the amount of text, that has been interpreted, is assessed. All the mistakes must be noted down by the trainer. At the same time the student is being taught the skill of adjusting the tempo of their speech to that of the speaker. The examples to illustrate the possible tasks are given below.

Task 3. Echo-repetition of the speaker/recorded speech with a variable tempo during a set span of time.

Task 4. Echo-repetition of numbers/place-names with gradual speeding-up up to the unnatural speed during 1 or 2 minutes.

At this stage exercises should include figures in the general context of interpretation (as it is shown in Task 2). During several initial classes students are proposed to interpret separate sentences, gradually passing over to coherent texts. The latter may at first be interpreted consecutively and only after that – simultaneously, with the required speed variation.