

# Speak While They Speak

Tips to enhance your simultaneous interpreting skills

## Handout

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## Speaking While They Speak

Tips to enhance your simultaneous Interpreting Skills

**GABRIELA ESPINOZA SIEBACH**

M.A. Translation and Interpretation, MIIS  
Cesco Conference Interpreting Services Manager  
NCIHC Policy, Education & Research, Chair  
AAITE Job Task Analysis, Co-chair  
ATA & ASTM, Member

Although the codes of ethics and standards of practice that guide and direct our practice advise us to "[disclose] skill limitations with respect to particular assignments" and to "accurately represent [our]... training and pertinent experience," stakeholder expectations and market needs have forced many of us to attempt simultaneous interpreting using our instinct and consecutive skills to guide our practice. In this interactive presentation, participants will have an opportunity to explore the mysteries of simultaneous interpreting and learn new ways to continuously develop and enhance their skills in one of the most challenging modes of interpreting.

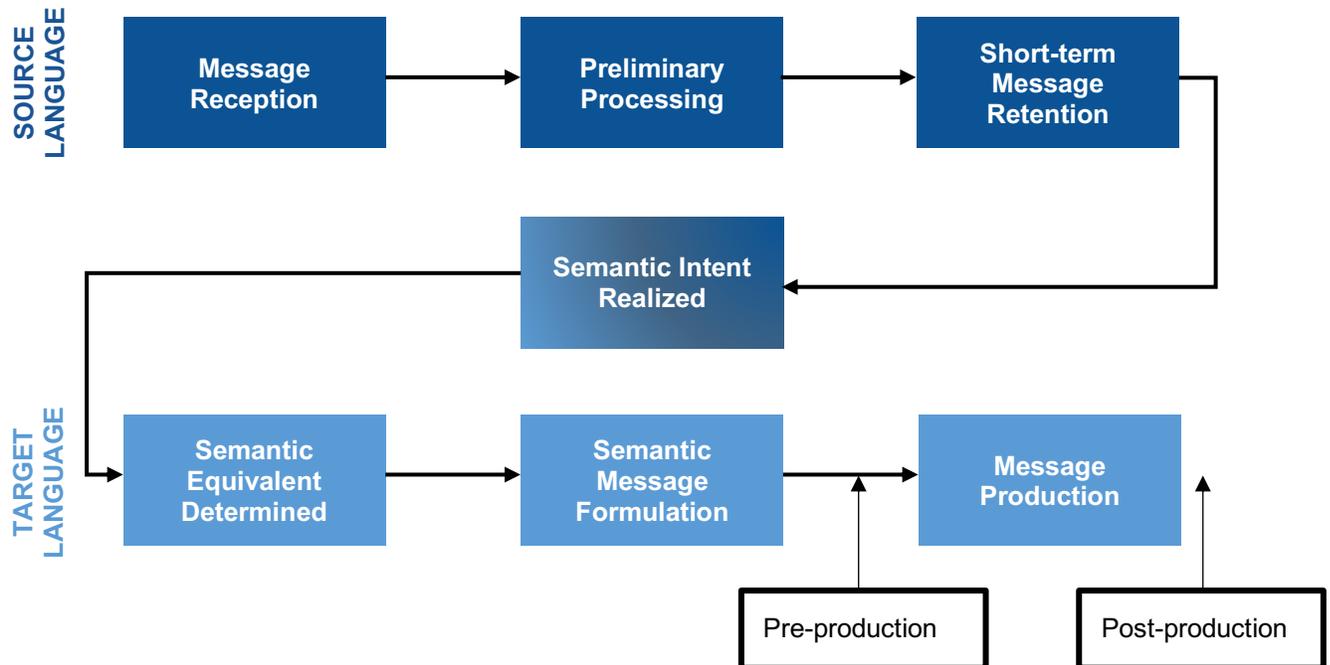
Participants will be able to...

- Describe the primary elements of simultaneous interpreting that distinguish this mode from other modes of interpreting;
- Identify the area in which their simultaneous interpreting technique needs the most improvement; and
- Apply one strategy to enhancing and/or developing their simultaneous interpreting skills.

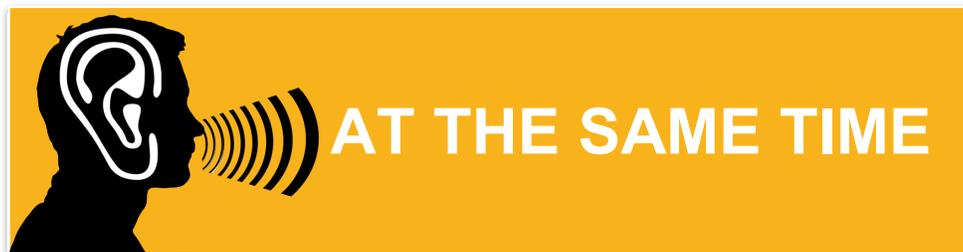
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## The Interpreting Process

Interpreting is rendering information from a source language to a target language and conveying both the meaning and register of the content (ISO 18841:2018). As describe below, one must first receive (hear) the message, understand it, remember it, decipher its meaning, find equal meaning in the target language, put it together in the target, think before you speak, speak, and hear what you just said to ensure there are no errors.



Sociolinguistically-sensitive Process Model, Cokely. 1992



In the simultaneous mode of interpreting, this process is carried out at the same time. Interpreters must follow the original message and deciphering meaning, while interpreting what was previously heard, and monitoring their own interpretations (Camayd-Freixas, 2011)... all at the same time.

## Reflexive & Deliberate Practice

**Step 1:** Record yourself interpreting in the simultaneous mode for at least 15 minutes.

**Step 2:** Listen to your recording and compare it to the original (a script is very helpful). Utilize the table below to document each error in the appropriate box based on the type of error (rows) and cause for that error (column).

*Table 1: Self-Evaluation*

	Did I...	<b>ERROR CAUSE</b>				
		Message reception	Short-term Memory	Semantic Intent	Semantic Equivalent	Message Formulation
<b>ERROR TYPE</b>	Omission	...hear it?	...forget it?	...understand it?	...know how to say it?	
	Addition	...hear it?		...understand it?		...hear myself?
	Substitution	...hear it?	...forget it, follow too close?	...understand it?	...know how to say it?	...hear myself?
	Intrusion				...know how to say it?	...hear myself?
	Anomaly	...hear it?	...forget it, follow too close?	...understand it?	...know how to say it?	...hear myself?

**Step 3:** Identify what your most common type of error (row) is as well as the most frequent cause for that error (columns).

**Step 4:** Engage in the deliberate practice that is best suited for the most common type of error (row) and cause (column) by utilizing the Table 2 below.

*Table 2: Deliberate Practice*

ERROR TYPE/CAUSE	DESCRIPTION	PRACTICE RECOMMENDATION
Any error because of <b>Message Reception</b>	Could you hear the original clearly?	Source Language Shadowing
Any error because of <b>Short-term Memory</b>	Were you forgetting information you had already heard?	Decalage + dual task
Substitutions or Anomalies because of Short-term Memory	Were you following too close?	Decalage
Any error because of <b>Semantic Equivalent</b>	Did you get stuck on how to interpret a word or phrase?	Intralingual
Any error because of <b>Message Formulation</b>	Was your interpretation littered with source language intrusions?	Target Language Shadowing
Any error because of <b>Semantic Intent</b>	Was there information in the source that you did not understand?	Research
Any error because of <b>Semantic Equivalent</b>	Were there terms that you know you could have interpreted better?	Glossary

**Shadowing** – record yourself repeating a reliable video/audio, in the same language, as the video/audio plays. Listen to the recording and repeat until the exercise has been mastered.

**Decalage** – record yourself repeating a reliable video/audio, in the same language, as the video/audio plays with a 3-5 second delay. Listen to the recording and repeat until you are able to accurately shadow with a full meaning unit delay throughout.

**Dual task** – record yourself as you simultaneously write down numbers, names, or addresses while conducting another exercise. Listen to your recording and repeat until your recording is accurate and you have mastered the task.

**Intralingual** – record yourself substituting words and phrases, in the same language, of a reliable video/audio file. Listen to your recording and repeat until you have mastered the task.

**Research** – thoroughly investigate the speaker(s) and topic in the source language, and then the native language. Pay particular attention to word choice, expressions, collocations, and specialized terminology.

**Glossary** – Prepare a one-page, easy-to-read, bilingual list of proper names, key terms, and turns of phrase. Include pronunciation as needed.

## Language Competence

	<u>CEFR</u>	<u>ILR</u>	<u>ACTFL</u>
	A1	0	NL, NM
	A1	0+	NH
	A2	1	IL, IM
	B1	1+	IH
	B2	2	AL, AM
<b>C</b>	<b>B2</b>	<b>2+</b>	<b>AH</b>
<b>B</b>	<b>C1</b>	<b>3/3+</b>	<b>S</b>
<b>A</b>	<b>C2</b>	<b>4/4+</b>	<b>D</b>

**A Language** – the language you have the most command of and are completely fluent in. Your primary active language for interpreting.

Can **understand with ease virtually everything heard or read**. Can summarize information from different spoken and written sources, **reconstructing arguments and accounts in a coherent presentation**. Can **express him/herself spontaneously, very fluently and precisely**, differentiating finer shades of meaning even in more complex situations.

CERF, C2

**B Language** – the language you are perfectly fluent in (General professional/ near-native). This may also be your active language for interpreting.

Can **understand a wide range** of demanding, longer texts, and recognize implicit meaning. Can **express him/herself fluently and spontaneously** without much obvious searching for expressions. Can use **language flexibly and effectively** for social, **academic and professional purposes**. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.

CEFR, C1

**C Language** – any other language you understand perfectly. This is a passive language you interpret from but never into.

Can **understand the main ideas of complex** text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes **regular interaction with native speakers quite possible without strain** for either party. Can **produce clear, detailed text** on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

CEFR, B2

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