

## **INTEGRATED INTERPRETING SKILLS TRAINING: SPECIFIC PRINCIPLES AND TOOLS**

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### **Abstract**

The paper strives to shape the practical grounds for implementation of the integrated paradigm for interpreter's skills training. The paper rests on the understanding that the modern world requires from the interpreter the mastery of various modes, formats, tools for interpreting in specific contexts.

The study focuses on the key features and tools for interpreting skills training under the mentioned paradigm.

The research object covers the process of integrated interpreting skills training.

The present research goal is to introduce the learning management toolkit for the above training and operational components.

The materials cover empirical data that was used by the author and her colleagues within the design of the course for the integrated interpreter's skills training in legal administrative settings, with Russian-English working language pair.

The research methodology rests on major provisions of contemporary didactics for interpreting skills training. The methodology rests on the concept of integrated training and provides consistent description of stages for training, learning skills, materials, types of assignments.

The study findings have made it possible to conclude on specificity of major didactic principles for integrated interpreting skills training. They comprise the following provisions.

First, all three major interpreting areas, namely sight, consecutive and simultaneous interpreting are subject to integrated and not isolated training.

Second, it is the concept of the gradual development of interpreting skills that starts with visual-support-based training, which moves to time- slot- for- perception interpreting skills training and further turns to simultaneous interpreting skills development.

**Keywords:** language, linguistics, Interpreting, Didactics, Interpreter's training

## **1 INTRODUCTION**

The contemporary world develops as a strongly multilingual community where both written and oral kinds of communication matter in terms of collaboration and partnership development.

This attains a vital role of interpreting (Arjona, 1978, Hwa-Froelich, & Westby, 2003) within multifaceted international community activities (Niska, 2005).

Therefore, training interpreting skills is an important tool for the above activities enhancement within the framework of practice, research, and didactics (Orlando, 2016).

Moreover, scholars consistently underline the needs based analysis of interpreters' practice (Powell et al

2017), which reveals the importance of integrated training of skills that specify various modes of interpreting due to new emerging challenges and needs (Atabekova, 2017).

This argument is currently under confirmation through studies within various angles that include the following:

-interpreters' training practice within diverse language pairs, i.e. Turkish-English (Ünlü, & Şimşek, 2018), Korean-English (Nam, 2016), Farsi-English (Yenkimaleki, et al 2017), Japanese – English (Morizumi, 2018), indigenous language (de Pedro Ricoy, et al, 2018).

-interpreters' training practice within different domains, including healthcare (Hadziabdic, & Hjelm, 2016), law (Preziosi, & Garwood, 2017), politics (Guo, 2018), humanitarian contexts (Delgado Luchner, & Kherbiche, 2019), etc.

-interpreters' work specifics within different modes, i.e. remote telephone interpreting (Wang, 2018),

- various ICT tools (Atabekova 2015, Sandrelli, & Jerez, 2007), virtual classes (Biernacka 2018), materials (Atabekova et al 2018), and modes

-specific aspects of interpreters' training, i.e. memory (Chmiel, 2018, Yenkimaleki, van Heuven, 2017), paraphrasing and re-speaking (Chmiel, et al 2018), cognitive procedures (Plevoets, & Defrancq, 2018), self-control (Dean, & Pollard Jr, 2001).

The author relies on her long standing experience in university-based training of interpreters and translators and specifies the system of integrated training to enhance skills in various types of interpreting. Proposed learning management toolkit is part of theoretical and applied school on integrated legal interpreter and translator's training that has been shaped at RUDN Law Institute Foreign Languages Department under the head of Prof. Atabekova (Atabekova, 2018).

The conceptual framework rests on the understanding that major interpreting activities combine sight, consecutive and simultaneous interpreting practice, though variations hereof do exist.

The theoretical background is formed by major provisions of Interpreting Studies as a research subject area within interdisciplinary language studies (see, for instance the research publications by Sawyer, et al ., 2019).

The research object covers the process of integrated interpreting skills training.

The present research goal is to introduce the learning management toolkit for the above training and operational components.

The research methodology rests on interpreting didactics and focuses on the target training objectives, learning skills, materials, stages, types of assignments. The analysis rested on major academic provisions and empirical activities to design the system and respective course and check it in teaching practice.

## **2 LEARNING MANAGEMENT TOOLKIT FOR INTEGRATED INTERPRETING SKILLS TRAINING**

The applied research resulted in the development of an educational kit for integrated interpreting skills training. The section describes specific assignments for each stage mentioned above, provides reasonable explanations for their preferred sequence, focuses on particular skills that are in the focus at different stages of training.

The overall course comprises a number of thematic modules on high profile cases from Russian and English-speaking legal environment. The materials are taken from the real-world situations that is repeatedly underlined by scholars as one of key prerequisites for interpreter training (Li, 2019).

Each module comprises four stages of training. Particular emphasis is laid to flipped model training whose efficiency has been proved in a number of research works (Atabekova, 2013).

The tasks of each stage are supposed to provide an opportunity for the practice of sight interpreting, consecutive interpreting, and simultaneous interpreting of authentic materials. The sequences of respective tasks seem to be critical as meets the model of interpreting models formation (Dong, & Zhao, 2019).

Each stage is designed according to the following structure that paves the way from general introduction into a particular semantic content theme toward a consecutive and simultaneous interpreting through drilling exercises.

First, the list of sources used for interpreting practice on the topic of the module is provided. Students can get general insight into the problem under study.

Stage one comprises assignments for sight interpreting. This part starts with the task to read an English text which offers an initial introduction to the topic of the module. The task requires the pre-interpreting compilation of a bilingual glossary, practice of sight interpreting of an English text from into Russian.

The next task shifts into sight interpreting of a Russian-language text for further familiarization with the topic of the module. The pre-interpreting activity also requires the bilingual glossary with further interpreting of a Russian-language text f into English.

These two assignments of stage one introduce the general thematical framework and help to develop background vocabulary within bilingual interpreting practice.

Stage two comprises the assignments for the practice of bilateral consecutive interpreting.

This part includes exercises to activate lexical and grammatical constructions, syntactic deployment of sentences in Russian and English, material for the practice of bilateral consecutive interpreting on the topic of the module.

The training tasks of this stage are developed on the basis of authentic texts in English and Russian on the subject of the module (given in two columns of the coordinated texts in English and Russian at the final assignment of the part.

Pre-interpreting assignments are aimed at drilling lexical and grammatical material on a specific topic in bilingual mode. The exercises develop automation of transformation skills in interpretation, foster memory; train the information processing speed and speech production communicative correctness in interpretation.

The first two tasks suggest a search for Russian-language and English-language matches of units taken from the basic text.

The third task is aimed at developing the skill of switching from one language to another in the process of two-way interpretation, the language material of the task is developed on the basis of the main text for consecutive interpreting mentioned above.

The fourth task is aimed at developing the skills of consecutive interpreting from the level of phrases to the level of utterance with a gradual complication of the syntactic structure of the corresponding language units; the language material of the assignment is developed on the basis of the main text for consecutive interpreting aforesaid.

The fifth task includes content-identical texts in Russian and English, which are structured in two columns and divided into semantic-syntactic paragraphs.

The language material of this assignment can be used both for consecutive interpreting from one language to another, and for consecutive shift within two-way interpreting mode. In both cases, in order to consolidate skills in the field of interpreting transformations, the material can be used for educational activities twice. One-way interpreting: the direction of the translation in paragraphs from Russian to English, then from English to Russian (or in reverse order). Therefore, two-way consecutive sight interpreting is implemented in opposite directions with paragraph-by-paragraph rendering of the content, with the shift from the English-Russian mode to the Russian-English mode.

The third part includes video materials on the topic of the module for simultaneous interpreting. At this stage students are familiar with the topic, data, vocabulary, key actors. The tasks focus on paraphrasing, memory tools and speech quality and speed.

Part four covers assignment for students' search with the aim of independent development of training materials on the module subject for consecutive interpreting.

### **3 CONCLUSION**

The paper has introduced an integrated system of training sight interpreting, consecutive interpreting and simultaneous interpreting skills in the administrative legal settings.

The article reveals that the designed system views students as participants to training process and implies that students are part to training materials development. Respective tasks are also included in the educational kit.

The study findings have made it possible to conclude on specificity of didactic principles for integrated interpreting skills training.

First, it is comprehensive training that means the skills in all three major interpreting areas are subject to integrated and not isolated training.

Second, it is the concept of the gradual development of interpreting skills that starts with visual-support-based training, which moves to time- slot- for- perception interpreting skills training and further turns to simultaneous interpreting skills development.

The outcomes bear theoretical relevance for Interpreting studies and practical value in terms of the learning management system design and implementation.

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