

Teaching consecutive interpretation by means of “Dialog Nibelung” software

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The article deals with an urgent problem of computer software implementation in professional interpretation competence formation. The article is aimed at describing “Dialog Nibelung” software facilities that can contribute to interpretation skills formation and match them to the system of relevant exercises. The system of computer-mediated exercises for teaching interpretation was developed.

Key words – translation, professional competence, consecutive interpretation, source text, target text, skill, translation shorthand, computer-mediated exercise, skills formation exercises, skills development exercises.

I. Introduction

In the era of globalization, strengthening and expansion of international relations, interstate and inter-cultural cooperation the demand for professionals, able to provide bilateral interpretation and translation, is increasing. Therefore today the content, methods and means of interpreters training are being reviewed.

Formation of professional interpretation competence includes teaching consecutive interpreting – a complex activity, based on synchronization of different parallel processes.

According to I. V. Korunets' the oral form of a non-oral matter interpreting is a regular oral sense-to-sense rendering of a speech/radio or TV interview, or recording which can proceed either in succession (after the whole matter or part of it is heard) or simultaneously with its sounding. This consecutive interpreting is a piece-meal performance and the interpreter can make use of the time, while the speech/recording is proceeding, for grasping its content and selecting the necessary means of expression for some language units of the original matter. There is also a possibility to interrupt (stop) the speaker/recording in order to clarify some obscure place. As a result, consecutive interpreting can take more or a little less time than the source language speech/recording lasts. When it takes quite the same amount of time as the source language matter follows and the interpreter faithfully conveys its content, it is referred to as simultaneous interpreting/translation. Otherwise it remains only a consecutive interpreting [1, pp. 28-29].

Consecutive interpreting incorporates two distinct phases:

- during the first phase an interpreter perceives the source text (ST) by ear, analyses and stores it normally with the help of shorthand;

- the aim of the second phase is interpretation of the notes and reproduction of the original text information in the target text (TT) by means of target language.

Informatization of education requires information technologies implementation in the process of formation of professional interpretation competence, and consecutive interpreting skills in particular.

II. “Dialog Nibelung” educational facilities

“Dialogue Nibelung” is a software package tailored for creating multimedia learning environment in a computer lab. A wide range of language laboratory capabilities, significantly distinguishing it from other educational software products, can be used for training Philology students consecutive interpretation within the discipline “Translation and Interpretation Practice”.

The software system belongs to the type of shell programs that the teacher can fill with content of various formats (text, video, audio, tests), depending on the education objectives. “Dialogue Nibelung” uses the local network (LAN) to provide communication between the lab computers. Audio and video materials, and text documents can be streamed via the LAN. Personal computers may be controlled from the teacher's desktop.

Audio and video, often accompanied by assignments, developed with help of tests constructor, can be used to create the groups of exercises: preparatory, skills formation, and skills development. Let us examine them in detail.

III. System of computer-mediated exercises

According to L. M. Chernovaty [2] the *preparatory* exercises are those that do not involve any translation, but are necessary for the formation of certain qualities required for the relevant type of translation. These exercises include:

- monolingual paraphrasing of ST sentences and its supra-phrasal unities;
- monolingual ST compression;
- ST basic semantic points recognition (finding key words, a sentence, which can be the title of a audio text, giving a heading to a paragraph, finding the main idea of a paragraph, identifying the subject of ST);
- monolingual anticipation (listening to the beginning of a sentence / paragraph / text and selecting / offering proper extension);
- repetition of the text perceived by the ear (students repeat a section in pauses, their duration may be reduced to increase the rate of speech);
- precise information note taking without translation (dictations containing personal names, geographic names, dates, numbers, etc.);
- memory development exercises;
- translation shorthand skills acquirement exercises.

Skills formation exercises include:

- searching for the basic semantic points in audio ST (defining / writing down the keywords and rendering it in Ukrainian, determining the main content of the text by its title / subtitle / key words and verifying students' assumptions listening to the whole text);

- segmentation text;
- probabilistic forecasting;
- contextual guessing mechanism formation;
- switching from language to language;
- lexico-syntactic variation – transformation exercises on words / phrases / sentences levels;

- using the most common translation equivalents, e.g. two-cycle exercise (listen – interpret) and four-cycle exercise (listen – interpret – listen to the “key” and test yourself – repeat the correct variant);

- text compression;
- searching and making right translation decisions, such as non-stereotype lexical and phraseological problems solutions.

Prompt translation skills are developed due to reducing pause duration in audio recordings.

Interpreting *skills development* is provided by the following exercises:

- ST perception and understanding;
- synchronization of auditory perception and note-taking (listening to text while taking down the basic information shorthand);
- synchronization of non-verbal perception and speaking (notes-based interpretation).

Students' oral answers can be listened to either without the use of software or with the help of “Dialog Nibelung” facilities. In the second case simultaneous group work of the is enabled, the active speaking duration being significantly increased. It will contribute to the formation of the following skills: the external speaking skills, adequate use of prosodic means, and filling pauses with natural speech formulas and so on. The teacher can selectively listen to students in class or record their responses and analyze them after class.

The complex can be filled with necessary visual aids: pictures, slides, videos, keywords, structural / functional / logical diagrams, symbols, tables and combined.

The software system allows to organize students' work in different modes: individual, pair, group work. It is possible to differentiate tasks for students / pairs / groups, depending on their level of language proficiency.

Teachers and students can interact in the following *modes*:

- listening (the teacher secretly listens to students / pairs / groups speaking);
- dialogue (the teacher communicates with the selected student / pair / group);
- recording (the teacher records speaking of a selected student / pair / group and it is automatically stored in his personal folder);
- chat (chat session for a selected group);
- teacher's written message to a student / pair / group and vice versa;
- calling the teacher;
- sending and collecting homework as a set of files.

Using the test builder the teacher can create the following types of tests: single choice, multiple choice, filling in blanks, matching, rearranging, open. These tasks are applied for the above mentioned three groups of exercises aimed at developing translation skills and abilities.

The electronic journal allows teachers to keep attendance records, and record grades for each type of work, thus optimizing control process.

Conclusion

The use of software “Dialogue *Nibelung*” will create the optimal conditions for consecutive interpreting skills and abilities formation, and bring the learning process closer to the real conditions of future translator's professional activity.

We see the prospects for further scientific studies in the development of sets of exercises for teaching consecutive interpreting by means of the analyzed software package.

References

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