

**UNIVERSIDAD NACIONAL DE CÓRDOBA
FACULTAD DE LENGUAS**

**TRABAJO FINAL DE ADSCRIPCIÓN
INTRODUCCIÓN A LA INTERPRETACIÓN
SECCIÓN INGLÉS**

**A STRATEGIES-BASED APPROACH
FOR THE DEVELOPMENT OF
DISCOURSE COMPETENCE IN THE
INTERPRETING CLASS**



marzo, 2016

**Profesoras Adscriptas:
Evangelina Aguirre Sotelo
Ileana Yamina Gava**

DIRECTORA: Prof. Titular María Dolores Sestopal

MATERIAL DIDÁCTICO: PROPUESTA TEÓRICO-PRÁCTICA



A Strategies-based Approach for the Development of Discourse Competence in the Interpreting Class por Evangelina Aguirre Sotelo e Ileana Yamina Gava se distribuye bajo una [Licencia Creative Commons Atribución-NoComercial-CompartirIgual 4.0 Internacional](https://creativecommons.org/licenses/by-nc-sa/4.0/).

TABLE OF CONTENTS

Introduction	4
Theoretical framework	8
Interpreting practice tasks for the development of the discourse competence	17
The challenge of public speaking	17
Out-of-class follow-up: Public speaking skills and non-verbal communication	21
Preparing for intralinguistic interpreting: using news reports	26
Out-of-class follow-up: Text analysis and speech preparation	32
Intralinguistic interpreting practice	35
Feedback sheets and self-assessment form	39
Virtual classroom activities	42
References	47

INTRODUCTION

The task of interpreting involves a series of skills and abilities that require establishing effective communication across languages and cultures. The competences that are required in interpreting include the following: mental agility, excellent memory, linguistic and extralinguistic knowledge, capacity to anticipate, intellectual curiosity, understanding of register and accurate use of specialized terminology in specific fields of knowledge. What is more, the interpreter should also possess a good command of public speaking skills (Bowen & Bowen, 1984; Del Pino Romero, 1999; Gile, 2009). In relation to this, it can be said that, among the competences involved in interpreting, there is one in particular which is related to the way the message is delivered, and that is discourse competence. Discourse competence is, therefore, the interpreter's capacity to identify the rhetorical strategies used by a speaker and to reproduce them in the target message. Indeed, according to the International Association of Conference Interpreters (AIIC), interpreting can be defined as the means through which a speaker's ideas are conveyed orally by making use of appropriate rhythm and intonation along with rhetorical devices and gestures. Thus, interpreting involves a rhetorical component which is made up of different elements related to non-verbal communication. These elements include the use of voice (tone, volume, quality, pitch, speed rate), intonation, articulation, pauses, facial expression, gestures, hand and body movements and the spatial position, which have implications in conveying meaning during a communicative act and which novice interpreters should master. Taking this into account, in this work we present a teaching proposal for the development

of discourse competence in the interpreting class. The proposal is based on a strategic and *blended* learning approach.

Each of the learning tasks included in this work is intended to be a contribution to the pedagogical materials and activities currently used in the *Introduction to Interpreting* course at the School of Languages, National University of Córdoba (U.N.C.). It is worth noting that these materials already provide students with ample practice in the various competences needed to engage in interpreting tasks; however, we believe there is a need for more systematic work on the development of specific learning strategies that may empower students to identify their strengths and weaknesses regarding their discourse competence in interpreting. Thus, it is expected that the students will profit from the class practice and online activities designed for this pedagogical proposal, which focus on working on critical thinking skills and raising the interpreters in-training awareness of particular learning strategies, such as assessing their own performance and the performance of others in a systematic and guided way. We believe that a strategies-based teaching approach empowers students to appraise their performance so as to acquire the self-confidence and monitoring skills needed for the development of discourse competence, mainly due to the fact that interpreters in-training tend to be over-concerned with minor or slight mistakes, which may interfere with their performance (Karlina as cited in Choi, 2006). Also, such approach would not only contribute to the students' autonomy and reflective learning, but also to more collaborative learning practices in the interpreting class.

This proposal is organized in two main sections. In the first section, we refer to the theoretical framework and rationale behind the interpreting practice activities included in the second part of this work. These practice activities focus on strategy training and strategy application in the development of discourse competence and are intended to be integrated into the lessons of this course. The first set of practice tasks (“The challenge of public speaking”) focuses on a reflective approach to complement the materials used in this course which deal with the key aspects of discourse competence and public speaking in interpreting, particularly non-verbal communication skills and body language. These activities are intended to be integrated in **Unit 1** of the current course syllabus – *the delivery phase*. The second and third set of activities (“Preparing for intralinguistic interpreting: using news reports” and “Intralinguistic interpreting practice”) have been designed with the purpose of working with intralinguistic interpreting practice by introducing a different genre: the news report. These activities could be used to complement the practice tasks in **Unit 2** of the course syllabus – *intralinguistic interpreting practice with narrative texts*. Here the learners will also be engaged in more systematic reflective practice using *feedback sheets* for guided self-assessment, peer-feedback and teacher's feedback as well. These feedback tools are based on acknowledged sources and the assessment scale used in this course. It is expected that by implementing these pedagogical tools students will not only be able to resort to more guided assessment of their performance, but also they will benefit from the various perspectives of their own strengths and weaknesses as interpreters in-training. Finally, we have designed some activities which may be

used to complement the resources and tasks in the virtual classroom of the *Introduction to Interpreting* course. The first task is a quiz that provides students with the opportunity to enlarge their knowledge about public speaking skills and non-verbal communication. The second task is a collaborative forum discussion, which aims at encouraging students to use higher order thinking skills through the critical analysis of professional interpreters' performance. This forum discussion could be used in tandem with the debate "*What about interpreting?*" which is already being used.

Each of the tasks and materials included in this proposal aims at contributing to meaningful learning practice that could enrich the materials and activities used in the *Introduction to Interpreting* course. Care has also been taken to include a variety of texts and task formats (i.e. videos, reading passages, questions for self-reflection, interactive practice, multiple choice exercises) to cater for different learning styles and learning needs.

The materials and tasks presented in the second part of this work should be taken as a pedagogical proposal that could be improved once it is tried out. We hope that the teachers and students in the *Introduction to Interpreting* course find these activities useful and relevant as the interpreters in-training begin to face the challenging world of interpreting.

THEORETICAL FRAMEWORK

An interpreting training proposal should be developed within the theoretical anchoring that provides both the principles and the methodology that underlie interpreting pedagogy, and an understanding of the nature and challenges of the interpreter's job. Moreover, interpreting training implies focusing on the skills and competences needed to interpret and the processes trainees should go through to acquire these skills and competences. In this section, we will address the conceptual considerations related to discourse competence in interpreting and we will also refer to the teaching and learning approach of the practice tasks presented in the second section.

A pedagogical approach for the development of public speaking skills and non-verbal communication in consecutive interpreting

As the fields of translation and interpreting studies expand, the research agendas and pedagogical approaches tend to focus on specific aspects related to the interpreter's competences and the various factors that shape and challenge the job of the interpreter in today's international scenarios. Although there are similarities between the skills and competences that translators and interpreters should develop, there exists a series of abilities and competences that exclusively pertain to the realm of interpreting. Over the last decades, there has been a growing concern in the field of interpreting as regards the various competences a professional interpreter should acquire in order to perform a job in an effective way (Gile, 2009). In this respect, Kohn and Kalina (1996) assert that the “relevant aspects of interpretation competence are closely related to and develop on the basis of a language and communication competence” (p. 119). These authors conceive interpreting as a complex process of mental modelling based on discourse comprehension and production by the different participants in a communication act. Therefore, discourse comprehension and discourse production become essential competences for interpreters in-training. Also, the development of these competences in the interpreting class entails specific roles for teachers, students and instructional materials. Within this framework, in the second section

of this work we include a set of tasks for the purpose of engaging teachers and students in the practice of specific skills that will help to shape some key aspects of the discourse competence needed for interpreters in-training in the initial levels.

Since discourse competence and its rhetorical aspects are essential skills in interpreting, we will now refer to the concepts of *discourse competence* and *non-verbal communication*, and their relevance and implications in conveying a message. Following Abaladejo (1991), rhetoric can be conceived of as a technique or as a science. As a technique, rhetoric consists in the systematization of rules which are codified in order to influence the receiver and that allow for the construction of discourse. In other words, rhetoric provides speakers with the necessary elements to build discourse effectively. As a science, rhetoric is the study of discourse, which includes the internal structure of the text (written or oral) —i.e. the textual organizations— as well as the external structure —i.e. how elements such as the text, the speaker, the receiver or the context are related. The internal level involves operations that include intratextual factors such as the organization of the text, syntax and semantics; whereas the external level refers to the extratextual factors concerning the choices available in each communicative situation and which are defined in the relationship text – speaker - receiver. *Actio*, which is one of these choices, involves kinesthetic and paralinguistic aspects. These paralinguistic aspects include the use of voice, facial expressions and gesture, which play a key role in the transmission of messages. Speakers act in the rendering of the discourse where the sound of their voice and the movements of their body produce an effect on the listeners that is fundamental in determining the effectiveness of communication.

It can be understood that *actio* is mainly related to the phase of **reformulation and delivery** of the target message in the context of interpreting. Therefore, professional interpreters should not only possess the skills related to mental agility, good memory, linguistic and extralinguistic knowledge and anticipation, but also develop a discourse competence (a good command of speech delivery techniques), in other words, a thorough understanding and

command of **public speaking skills** (Bowen and Bowen, 1984; Del Pino Romero, 1999; Gile, 2009). Indeed public speaking is a form of communication and so is interpreting. Moreover, in order to communicate, we express a particular message and meanings through ideas and feelings, which in turn, can be communicated not only with the use of words, but also with the use of voice and body. Our facial expressions, gestures and tone of voice accompany our message, and they affect the meaning we want to convey (Verderber, 1988). It becomes clear, then, that the development of rhetorical skills or discourse competence in the process of training future interpreters is of paramount importance.

From a pedagogical standpoint, discourse competence, which involves the use of voice, facial expression, gestures and body movements, can be active or passive. Therefore, it is essential for future interpreters to be able not only to build discourse and address the audience in an effective way but also to perceive and recognize effectively the rhetorical strategies used by speakers, and in this way, acquire a passive discourse competence in the first place (Nafá Waasaf, 2009). In this respect, Verderber (1988) points out the importance of developing *critical listening* skills since “the better you listen the more you will be able to learn about effective speech making (...), by learning to listen effectively, you can identify elements of effective speaking (...) as well as mistakes you want to avoid” (p. 19). This is the reason why interpreters in-training need to be sensitized to the use of rhetorical strategies and techniques. Since in the context of interpreting the rhetorical component plays an important role in rendering a message, interpreters should be able to identify the rhetorical strategies used by the speaker and reproduce them in the target message. This also implies being aware of the importance of extralinguistic features and non-verbal aspects of communication when conveying the target message.

Undoubtedly, non-verbal communication (NVC) plays a key role in the phase of delivery of the target message. According to Verderber (1988), delivery is “the use of voice and body to communicate the speech's message” (p. 121). This author points out that the use of voice (tone, volume, quality, pitch, speech rate),

articulation, facial expression, gestures and other body movements constitute non-verbal cues which have implications in meaning. Similarly, for Valiente Bodoy (2013) NVC also involves kinesthetic elements, i.e. body and hand movements; paralinguistic elements (of phonological type), such as intonation and the use of pauses, and the spatial position of an individual in the communication act. Since these elements may affect the transmission of sense in the target message, those interpreters that fail to codify them will not be able to fully grasp the intended meaning which they are expected to convey. As research shows (Alonso Araguás, 2005; Collados Aís, 1994; Garwood, 2002; Hurtado Albir, 1999; Nafá Waasaf, 2009), public speaking techniques and skills are essential for good *communication strategies* in the field of interpreting, and they should receive more attention in educational contexts.

For the purpose of this proposal, we will now refer to the pedagogical approach for the development of the discourse competence and non-verbal communication skills in interpreting. This teaching approach is based on strategies-based instruction and web-based learning.

Strategies-based instruction and web-based learning

Research in strategy instruction reveals that strategy training results in increased learners' motivation and autonomy, better learning results, greater strategy use and self-efficacy. Effective use of learning strategies will largely depend on the task at hand, each student's learning style preferences, and its application in tandem with other relevant strategies (O'Malley & Chamot, 1990; Oxford, 1990, 2001; Rose, 2012). Diverse strategy taxonomies have been proposed. As Hurtado Albir (1999) suggests, the most comprehensive ones which can be applied to the field of translation, and for that matter, also to the learning of interpreting are those developed in the field of foreign language teaching, such as Oxford's (1990) classification of direct and indirect strategies and O'Malley and Chamot's (1990) taxonomy. According to these authors, learning strategies can be broadly classified as cognitive, mnemonic, compensatory, metacognitive, and socio-affective strategies. Well-orchestrated sets of learning strategies should be woven into

regular interpreting lessons in a relevant and systematic way. Teachers should assess their students' learning style preferences, their learning needs and interpreting difficulties. Based on this assessment, each task should be designed to empower students to acquire a more flexible, critical, creative and strategic approach to interpreting problems in and out of their language of habitual use.

Central to strategies-based instruction is the concept of autonomy, which is conceived as the capacity to manage one's own learning. However, autonomy does not only consist in the way learning is organized. As Little (as cited in Arumí & Esteve, 2006) argues:

Essentially, autonomy is a capacity for detachment, critical reflection, decision-making, and independent action. It presupposes, but also entails, that the learner will develop a particular kind of psychological relation to the process and content of his learning. The capacity for autonomy will be displayed both in the way the learner learns and in the way he or she transfers what has been learned to wider contexts. (p 159)

In keeping with this definition, autonomous learning entails taking control over the cognitive processes, which involves the effective self-regulation and monitoring of learning (Benson, 2006). Thus, "autonomy implies that self-management and control of cognitive processes should involve decision-making related to the content of learning" (Arumí & Esteve, p. 159). In relation to this, sociocultural theory notes the idea that cognitive development always goes from the external, social world, towards the internal, individual world. This means that the move to self-regulation is not spontaneous; instead, it is the result of a socially mediated process in which the help of external elements or instruments encouraging mediation and the internal dialogue (with oneself) becomes essential (Vygotsky, 1978). In this proposal, we are at the center of these mediation instruments.

The mediation learning tools that have been designed for this pedagogical proposal consists in a series of strategies-based collaborative practice tasks, individual activities for self-assessment and reflection, feedback sheets, and online debate forums. We have based our choices on previous research in the field of interpreting, learning strategies and we have also drawn from Arumí and Esteve's

(2006) use of metacognitive pedagogical tools. According to these authors, the use of metacognitive instruments in the interpreting class allows the teacher to transfer the control of an activity or strategy to the students, thereby encouraging them to interiorize the intended strategy or process that they may eventually use independently. In the present work, the self-evaluation form and feedback sheets are intended as a springboard for dialogic communication between the teacher and the trainees. It is expected that by analyzing the personal perceptions of their own performances with their peers' and teacher's assessment, the students may be able to attain more meaningful feedback, which may contribute to a more effective learning approach of the interpreting skills.

As regards the *blended* learning approach used in the design of the learning tasks, we adhere to the view that states that the teaching and learning of interpreting can be greatly enhanced by the use of online environments (Chouc, 2010; Kajzer-Wietrzny & Tymczynska, 2014); Sestopal, Gava, Aguirre Sotelo & Lorenzo, 2011). The World Wide Web has brought about significant changes in the way people communicate and interact by facilitating the distribution of information and the collective development of knowledge. These changes have had a powerful impact on the educational field. Litwin (2002) highlights that information and communication technologies represent a potential advantage to education mainly because large volumes of updated information are readily and rapidly available, and because the World Wide Web provides alternative forms of communication. As regards translation and interpreting pedagogy, the special features of the Internet, which are different and even better than traditional learning tools and materials, constitute a significant potential for translation and interpreting training programs. Thus, new approaches to the construction of knowledge through the use of digital technologies can bring about a clearer understanding of how interpreting can be learned in the highly interactional contexts provided by digital technologies. As Bruffee (1999) explains "people construct knowledge working together in groups, interdependently" (p. 294). This socioconstructivist view suggests that knowledge is a social construct. Following this approach, the educational philosopher Carina Lion (2006) refers to collaborative knowledge as the development of shared

thinking in virtual environments. New ways of interaction and collaboration can be created through the introduction of new technologies into educational practices, which replace teacher-led activities and traditional group work classroom methodologies (Oliver, 2000).

Within this framework, in the following section we include a variety of activities designed for face-to-face classes and online, *blended* learning environments, which could be integrated in the *Introduction to Interpreting Course* at the School of Languages (U.N.C). It is our intention that these pedagogical resources may contribute to the already existing materials (whether printed, audio-visual or online) by providing teachers and students in this course with meaningful tasks to keep on making the learning of interpreting an enjoyable and fruitful experience.

References

- Abaladejo, T. (1991). *Retórica*. Madrid, España: Síntesis.
- Alonso Araguás, I. (2005). Las técnicas de oratoria y comunicación oral en el aula de interpretación consecutiva: Propuesta de un módulo introductorio. In M.L. Romana García (Ed.). *Actas del II Congreso Internacional de la Asociación Ibérica de Estudios de Traducción e Interpretación*, 1106-1123. Retrieved from http://www.aieti.eu/pubs/actas/II/AIETI_2_IAA_Tecnicas.pdf
- Arumí, E., & Esteve, O. (2006). Using instruments aimed at self-regulation in the consecutive interpreting classroom: Two case studies. *Electronic Journal of Foreign Language Teaching*, 3(2), 158–189. Centre for Language Studies National University of Singapore.
- Benson, P. (2006). Autonomy in language teaching and learning. *Centre for Information on Language Teaching and Research*, 40(1), 21–40. CUP.
- Bowen, D. & Bowen, M. (1984). Steps to consecutive interpretation. Washington, DC: Pen and Booth.
- Bruffee, K. A. (1999). *Collaborative learning: higher education, interdependence, and the authority of knowledge*. Second Edition. London: Johns Hopkins University Press.

- Castells, M. (2004). Informationalism, networks, and the network society: A theoretical blueprint. In M. Castells (Ed). *The network society: A cross-cultural perspective*. Northampton, MA: Edward Elgar.
- Choi, J. Y. (2006). Metacognitive evaluation methods in consecutive interpretation for novice learners. *Meta*, 2, 273-283.
- Chouc, F. (2010). ICT for translation and interpreting: the relevance of new technologies for the training of expert linguists. *International Conference: ICT for Language Learning*. Third Edition. Retrieved from http://conference.pixel-online.net/ICT4LL2010/common/download/Proceedings_pdf/TRAD05-Chouc.pdf
- Collados Aís, A. (1994). La comunicación no verbal y la didáctica de la interpretación. *TEXTconTEXT*, 9(1), 23-53.
- Del Pino Romero, J. (1999). Guía práctica del estudiante de interpretación. Madrid: Playor.
- Garwood, C. (2002). Autonomy of the interpreted text. In G. Garzone & M. Viezzi (Eds.) *Interpreting in the 21st century: Challenges and opportunities*, 267-276. Amsterdam/Philadelphia: John Benjamins.
- Gile, D. (2009). *Basic concepts and models for interpreter and translator training*. Revised Edition. Amsterdam: John Benjamins.
- Hurtado Albir, A. (Dir.) (1999). *Enseñar a traducir: metodología en la formación de traductores e intérpretes*. Madrid, España: Edelsa Grupo Didascalía.
- Kajzer-Wietrzny, M. & Tymczynska, M. (2014). Integrating technology into interpreter training courses. A blended learning approach. *inTRAlinea. Special Issue: Challenges in Translation Pedagogy*. 16. Retrieved from http://www.intralinea.org/specials/article/integrating_technology_into_interpreter_training_courses
- Kohn, K. & Kalina, S. (1996). The strategic dimension of interpreting. *Meta* 41(1), 118–138.
- Nafá Waasaf, M. L. (2009). Desarrollo de la competencia retórica activa en los estudiantes de interpretación de lenguas. *Digilenguas*, 1(3), 314-335. Retrieved from <http://publicaciones.fl.unc.edu.ar/sites/publicaciones.fl.unc.edu.ar/files/DigileguasN3.pdf>

- Lion, C. (2006). *Imaginar con tecnologías: Relaciones entre tecnologías y conocimiento*. Buenos Aires: Ediciones La Crujía. Editorial Stella.
- Litwin, E. (2002). Las nuevas tecnologías y las prácticas de la enseñanza en la universidad. Retrieved from <http://www.litwin.com.ar/site/Articulos2.asp>
- O'Malley, J. & Chamot, A. (1990). *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press.
- Oliver, K. M. (2000). Methods for developing constructivist learning on the Web. *Educational Technology*, 40(6), 5–18.
- Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. Boston: Heinle & Heinle.
- _____ (2001). Language learning styles and strategies. En M. Celce-Murcia (Ed). *Teaching English as a second or foreign language*. Londres: Heinle and Heinle.
- Rose, H. (2012). Language learning strategy research: Where do we go from here? *Studies in Self-Access Learning Journal*, 3(2), 137-148.
- Sestopal, M. D.; Gava, I. Y.; Aguirre Sotelo, E. & Lorenzo, G. (2011). La enseñanza de la interpretación consecutiva en el mundo virtual. *Primer Congreso de Traducción e Interpretación en Uruguay*. Unpublished material.
- The International Association of Conference Interpreters (AIIC). (2012). Interpreting is not translating. Retrieved from <http://aiic.net/node/4/interpreting-is-not-translating/lang/1>
- Valiente Bodoy, Y. (2013). La comunicación no verbal y su relación con la interpretación. *Anónimos. Revista de la Asociación Cubana de Traductores e Intérpretes (ACTI)*. 2013(2), 4-12.
- Verderber, R. (1988). *The challenge of effective speaking*. California: Wadsworth, Inc.
- Vygotsky, L. S. (1978). *Mind and society: The development of higher mental processes*. Cambridge, MA: Harvard University Press.

INTERPRETING PRACTICE TASKS FOR THE DEVELOPMENT OF DISCOURSE COMPETENCE

THE CHALLENGE OF PUBLIC SPEAKING

Estimated time: 30 minutes

Specific objectives

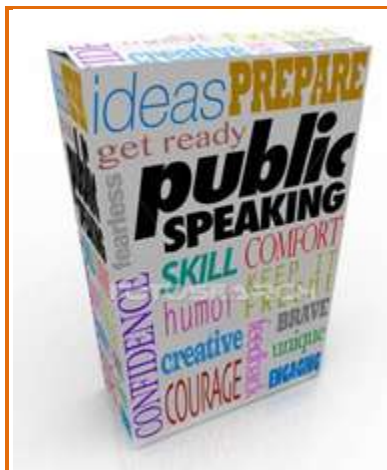
These activities will help you to...

- practice critical listening;
- analyze the interpreters' performances focusing on their public speaking skills;
- identify key aspects of public speaking to convey a message effectively; and
- reflect on how effective strategies and techniques can be used to develop confidence and public speaking skills.

In this section, you will apply the following learning strategies:

- ✓ Applying critical listening skills
- ✓ Analyzing and applying critical thinking skills
- ✓ Reflecting on others' performances and your own attitudes towards public speaking
- ✓ Sharing ideas and suggestions

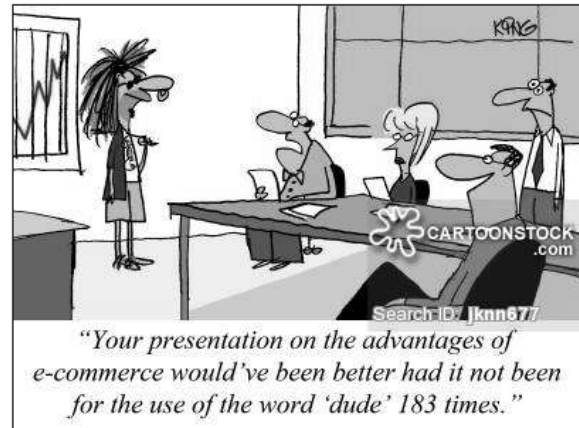
WARM UP: Recognizing key aspects of public speaking



1. Have a look at the following cartoons. What aspects of public speaking do they make reference to?



Source:
https://www.cartoonstock.com/directory/p/public_speaking.asp



Source:
<https://mccfarrell.wikispaces.com/Clean+Public+Speaking+Jokes>

2. When interpreting, professional interpreters have to render a message from one language into another in a small setting with two parties or a small group of people or in front of a big audience attending a conference. *How important do you think developing public speaking skills is for professional interpreters? Is there any difference in the case of bilateral interpreting, consecutive interpreting, sight translation or simultaneous interpreting?* Justify your answer by making reference to concrete examples.

PUBLIC SPEAKING SKILLS IN INTERPRETING

Watch the following excerpts from a video about public speaking skills in interpreting and answer the questions that follow.



Interpreting Asia - Interpreting Europe

Unit 2: Public Speaking – Retrieved from: <https://www.youtube.com/watch?v=D1DD0QkbQOA>

PART I: from 01' 45'' to 4' 48''

a) How would you describe the interpreter's performance? Consider aspects such as self-assurance and confidence, voice, use of eye-contact, and any other aspect/s you consider relevant. Please, justify your answer.

b) How does the way the interpreter delivers the message affect the illocutionary force (i.e. enthusiasm and engaging discourse techniques) of the speaker's message?

PART II: from 6' 23'' to 8' 12''

According to the different professional interpreters that participate in this video:

c) How important is eye contact when delivering a message?

d) What should interpreters avoid doing during their performance?

e) What 3 aspects are considered as essential for public speaking?

PART III: from 8' 13" to 12' 17"

f) What do professional interpreters do as an effective way of rendering the target message? Consider different aspects, such as body language and voice.

g) What other aspects of public speaking should professional interpreters use when conveying a message in a convincing way?

h) What suggestions are given to develop confidence?

i) Can you think of techniques or strategies to develop confidence and public speaking skills? Share them with the class.

Out-of-class follow-up: public speaking skills and non-verbal communication

1. Read the following text and answer these questions:

- a) How is discourse competence defined in relation to the field of interpreting?
- b) Why should professional interpreters develop discourse competence?
- c) What elements and / or aspects are considered when referring to non-verbal communication?

**PUBLIC SPEAKING SKILLS AND NON-VERBAL COMMUNICATION:
DEVELOPING YOUR DISCOURSE COMPETENCE**



Over the last decades, there has been a growing concern in the field of interpreting as regards the different competences a professional interpreter should acquire in order to perform a job in an effective way (Gile, 2009). The International Association of Conference Interpreters (AIIC) defines interpreting as a way of conveying the speaker's ideas orally with a particular rhythm and intonation by making use of rhetorical devices and gestures. Thus, in relation to the skills and competences involved in interpreting, whether it is consecutive, simultaneous or at sight, the interpreter should possess, among other aspects, excellent public speaking skills (Bowen & Bowen, 1984; Del Pino Romero, 1999; Gile, 2009). Indeed, public speaking is a form of communication and so is interpreting. In order to communicate a particular message, we may express meanings and feelings not only through words, but also using our voice and body in different ways.

The rhetorical component plays a very important role in rendering a message. Therefore, interpreters should be able to identify the rhetorical strategies used by the speaker, and they should also be able to reproduce them in the target message. For Verderber (1988), aspects such as voice (tone, volume, quality, pitch, speed rate), articulation, facial expression, the use of gestures and other body movements constitute non-verbal cues which have implications in meaning.

Similarly, for Valiente Bodoy (2013) non-verbal communication involves, among other aspects, kinesthetic elements, i.e. body and hand movements; paralinguistic elements (of phonological type), as intonation and the use of pauses, and the spatial position of the individual during a communicative act. All these elements which make up the discourse competence play a fundamental role in the transmission of sense in the target message and interpreters should be able to perceive them in order to render the meaning of the source message effectively.

2. Read the following strategies for public speaking and mark the aspects you consider the most useful. Be ready to share your answers with the class.

STRATEGIES FOR PUBLIC SPEAKING



Most people find it difficult to speak in front of an audience. This may be due to several reasons, such as psychological factors that the speaker may not be fully aware of. According to experts, stage fright is the experience of anxiety before or during a performance, which may involve negative feelings, thoughts and even physical reactions (e.g. a racing heart and shortness of breath). However, stage fright could be positive, since it sharpens your reflexes and boots your energy. Moreover, if you know how to handle your fears successfully, these negative feelings usually go away after a few minutes you start speaking. Here we list some techniques which might come in handy to be well prepared and handle stage fright¹.

Strategies to improve your performance

Before an interpreting task:

- Be well prepared and practice, practice, practice. If you do it regularly, the fright will go away as you acquire self-confidence.
- Rehearse before a mirror or have a friend to listen to you.

¹ Adapted from Alonso Araguás, 2005.

- Concentrate on giving a clear and assertive message.
- Project a positive image: confidence, assertiveness, having comfort with the situation.
- Use relaxation techniques —for example, you can yawn to relax your throat, shake hands and smile, breathe deeply, evenly and slowly for several minutes.
- Concentrate on your ideas and your audience.

During the interpreting task:

- If your legs are trembling, lean on a table, shift legs or move.
- Look at the friendliest faces in the audience.
- Start your talk with moderate speed and looking calmly at the audience.
- Keep eye contact by looking alternatively at the whole audience.
- If your mind goes blank, keep calm; think you have the control and you know what to say. Go back to the previous idea, reformulate it and go on. If necessary, go directly to the next part of your talk.

3. Read this text *on Non-verbal Communication* and state which aspects you think are the most useful when conveying a message in an interpreting task. Justify your choices and be ready to share your ideas with the class.

NON-VERBAL COMMUNICATION

In public speaking, eye contact, body orientation, posture, facial expressions and gestures play a key role as to how your audience perceives your message. For this reason, all these elements should be natural, appropriate, and consistent with the ideas in the message you want to convey.

It is also important that the meaning of gestures and body language is conventional and depends on cultural and social factors. Besides, each person has his/her own style of delivery and gesticulates in different ways. In any case, there are some elements of body language and non-verbal communication that convey particular meanings. These are some extralinguistic aspects that should be considered regarding body language and non-verbal communication, especially in consecutive interpreting, which requires the interpreter to be present in the communicative situation.

- Body posture, the position of our arms, the language of our hands and feet
- Facial expressions, gestures and stance
- The use of eye contact

- The use of our voice, tone, volume, intonation, rate of speech and use of pauses
- Support elements (e.g. how we use a stand, if we have notes, a pen, etc.)

Thus, interpreters should be familiar with these extralinguistic resources and make an adequate use of them, avoiding negative elements and, instead, using those that reinforce the message and transmit assertiveness.

These are some useful strategies and techniques to reinforce positive body language:

- Adopt a relaxed posture.
- Avoid leaning or rocking side to side. Don't move back and forth or sway.
- Keep your shoulders back and head up.
- Keep your hands at your side and never in your pockets. Hand gestures can become the most distracting element of a speech. If you cannot help moving them, try holding them behind your back.
- Move your hands and arms if your speech requires it to reinforce the message you want to convey.

Facial expressions also play an essential role in communicating emotions (e.g. anger and fear, boredom and excitement, doubt and surprise, etc.). Here you will find some suggestions related to facial expression:

- Eliminate any distracting facial expressions. For example, try not to smile out of nervousness.
- Gestures and stance should appear natural. They should add purpose and emphasis to the message.

Eye contact is the most immediate form of nonverbal feedback, and it is crucial in keeping you and the audience connected. Consider the following:

- Avoid keeping your eyes glued to your notes.
- Remember to distribute your gaze evenly around the room.
- Locate the “friendly” faces in the audience, that is to say, the people who provide positive feedback such as smiles, nods and attentive listening positions. Speak directly to them, varying your eye contact between them.

The use of your voice and other phonological features is very important to convey meaning. Make sure you:

- Add pauses when you want to highlight key ideas, include a transition between points, and/or grab the audience's attention.
- Avoid the use of fillers. Filler words like “um,” “uh,” “well,” “so,” “you know,” “er,” and “like” (and “eh...” in Spanish) may seem natural in everyday speech, but they do not belong in formal presentations or speeches. When you use them, you are actually verbalizing your thinking process. So the best way to avoid using fillers is to pause. While you are tempted to fill the silence between ideas with a filler word, remember to pause and give yourself a moment to think about what you want to say next. Remember: Pause, think, speak.
- Reflect on the volume of your voice; you have to make sure that the person in the back can hear you clearly.
- Pay special attention to the rate of speech you are using; you do not have to rush, but make sure the audience understands the information.
- Vary the rate, volume, and inflection of your speech; in this way you can give emphasis and maintain the audience's interest.

4. Based on the previous analysis and your own experience and attitudes, make a list of the objectives that you need to achieve to improve your skills when speaking in front an audience. Keep your list at hand and check your progress as we go along in the practice activities planned for this course.



PREPARING FOR INTRALINGUISTIC INTERPRETING: USING NEWS REPORTS

Estimated time: 20 minutes

Specific objectives

These activities are for you to...

- practice restructuring written news reports as a basis for a speech; and
- organize a short talk and prepare for a speaking task.

In this section, you will apply the following learning strategies:

- ✓ Analyzing and applying critical thinking skills
- ✓ Planning for an intralinguistic interpreting task



In order to begin preparing for intralinguistic interpreting practice, let us consider some practical suggestions that will help you restructure a written text so that it can be used as the basis for your speech.

GUIDELINES TO PREPARE A SPEECH BASED ON A NEWS REPORT

When you plan a speech based on a news report, it is important to consider the structure and main features of a news story. First of all, let's recall how these reports are structured.

The Inverted Pyramid

The inverted pyramid is the typical structure of news stories. This means that the most important information should be at the beginning of your story, and the least important information should go at the end (Rogers, 2016; Van Dijk, 1985). This organization suits the thematic structure of news reports. As Van Dijk suggests, the

realization of the thematic structure in a news text is the following:

the highest or most important topic is expressed in the headline, the top of the complete macrostructure of the text is formulated in the lead, and the initial sentences or paragraphs of the text express a still lower level of macrostructure, featuring important details about time, location, participants, causes/reasons or consequences of the main events. This means that the linear, i.e. both left to right and high to low in terms of article lay-out, and linear in the sense of the reading process, organization of a news text is a top-to-bottom mapping of the underlying semantic macrostructure. In other words: the highest levels of the thematic structure are formulated first, and the lower levels follow. (p. 78)

Therefore, we may say that most important topic of any news story is formulated in the **lead**. The lead is the very first part of a news report, and it summarizes the most newsworthy points of the story in general terms. The main characteristics of the lead are the following:

- They give readers the main points of the story.
- They get readers interested in reading the story.
- They accomplish all this in as few words as possible.

The lead provides the answers for some basic questions. Let's see what information we need to look for in the lead in texts written in Spanish. We will do this in Spanish since our practice will now focus on intralinguistic interpreting:

Debemos tener en cuenta que a la hora de introducir la información básica de la noticia, debemos asegurarnos de encontrar las respuestas a las siguientes preguntas: ¿qué...? ¿quién...? ¿dónde....? ¿cuándo...? ¿por qué...? y ¿cómo....? (De Fontcuberta, 1993).

- ¿De qué se trata la noticia?
- ¿Quién o quiénes son las personas involucradas en la noticia?
- ¿Dónde ocurrieron los hechos?

- ¿Cuándo ocurrieron los hechos?
- ¿Por qué ocurrió o cuáles fueron las causas de lo sucedido?
- ¿Cómo se desarrollaron los hechos?

A modo de complemento, podemos encontrar información extra que responda a las siguientes preguntas:

- ¿Qué consecuencias se mencionan?
- ¿Qué otra información relevante se menciona?

The subsequent paragraphs that make up the news report provide more detailed information in a clear and concise way. As it has already been mentioned, these parts of the text elaborate on the ideas presented in the lead and feature important details about **time, location, participants, causes/reasons or consequences of the main events**.

Summarizing, the basic features of news reports are the following:

- There is usually a **headline** at the top, where the most important topic is expressed and whose main objective is to catch the reader's attention.
- Sometimes there are references to **what people said**. This means that there may be quotes or instances of reported speech included.
- The **past and perfect tenses** are frequently used because the report refers to an event which has already taken place.
- All paragraphs should relate to the **main idea** of the passage.
- There should be **straightforward language**.

Let's have a look at the following example:

Evacúan a 15.000 personas por inundaciones en Argentina

Redacción BBC Mundo
24 diciembre 2015



La crecida de los ríos Paraná, Uruguay y Paraguay forzó la evacuación de más de 15.000 personas en cinco provincias del noreste de Argentina.

Entre las poblaciones más afectadas está Concordia, unos 420 kilómetros al norte de Buenos Aires, donde la subida de las aguas del río Uruguay ha inundado barrios enteros y hay más de 10.000 evacuados.

"La situación es crítica", dijo a medios locales Gustavo Bordet, gobernador de la provincia de Entre Ríos, a la que pertenece Concordia, un día después de decretar la "emergencia hídrica".

Según Bordet, las aguas han superado los 15 metros, su nivel más alto en medio siglo, y se prevé que aumente ligeramente en las próximas horas.

Las inundaciones han afectado a los pobladores de cinco provincias.

La vicepresidenta argentina, Gabriela Michetti, tenía previsto viajar este jueves hasta Concordia con la ministra de Desarrollo Social, Carolina Stanley, para recorrer las zonas afectadas y coordinar la ayuda de emergencia.

Escuelas, polideportivos y capillas son algunos de los lugares habilitados por las autoridades para dar acogida a quienes se han quedado sin un techo para pasar la noche y decenas de vecinos se han acercado de forma espontánea para donar alimentos, ropa y calzado a los damnificados en la víspera de Navidad.

La nortea provincia de Chaco es otra de las más afectadas, con cerca de 5.000 desplazados, la mitad de ellos residentes de la isla del Cerrito, en la confluencia del río Paraguay con el Paraná.

Cerca de un millar de evacuados más se reparten entre las provincias de Santa Fe, Corrientes y Formosa. El Servicio Meteorológico Nacional emitió hoy una nueva alerta por lluvias y tormentas fuertes en el noreste argentino, lo que podría agravar aún más la situación.

Source: http://www.bbc.com/mundo/noticias/2015/12/151224_argentina_inundaciones_emergencia_evacuados_ab



Now, we invite you to use this short report as a basis for your speech.

We will work on this together...

The first step to build your speech will be to identify *the lead* and use it to contextualize and introduce the main ideas of the news report. Then, you should organize the information carefully in a logical way, avoiding repetitions and irrelevant details. For this, you may structure your talk by **answering the questions included in the guidelines**.

Let's see how the written information in a news report can be restructured to be used in an oral format; i.e. your speech.

- ¿De qué se trata la noticia?

“Hoy les voy a hablar sobre la crecida de los ríos Paraná, Uruguay y Paraguay que forzó la evacuación de miles de personas en cinco provincias del noreste de Argentina.”

- ¿Quién o quiénes son las personas involucradas en la noticia?

Este hecho afectó las poblaciones de Concordia, donde la subida del río Uruguay ha inundado barrios enteros y hay más de 10.000 evacuados. Las inundaciones han afectado a los pobladores de otras cinco provincias

- ¿Dónde ocurrieron los hechos?

La inundación ocurrió en diciembre del año 2015.

- ¿Cómo se desarrollaron los hechos?

Las aguas del río Uruguay han superado los 15 metros, su nivel más alto en medio siglo, y se prevé que aumente ligeramente en las próximas horas.

- ¿Qué consecuencias se mencionan?

Hay miles de evacuados y muchas personas que se han quedado sin un techo.

- ¿Qué otra información relevante se menciona?

La vicepresidenta argentina, Gabriela Michetti, tenía previsto recorrer las zonas afectadas y coordinar la ayuda de emergencia.

As this analysis shows, you should organize the information of your speech considering the questions presented in the guidelines, which, as we have said, usually implies summarizing the main points, omitting irrelevant details and repeated ideas, and restructuring the written text. Besides, try not to include too many proper names. Notice that you may not find the answers to all the questions suggested in these guidelines, since not all texts contain the same amount of reference.

Out-of-class follow-up: Text analysis and speech preparation

Time for practice!

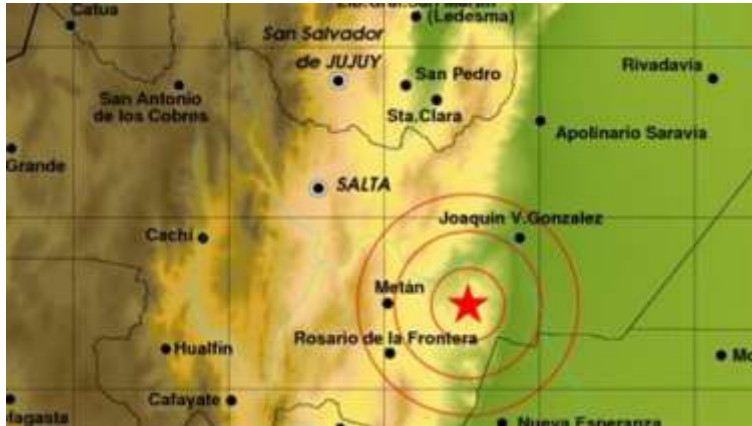


We invite you to read, analyze and restructure the following news report, which is a bit longer than the previous one and contains more details and repetitions. Once you have finished, you may compare your work with your classmate or the whole class, according to the teacher's instructions.

Un sismo de 5,9 grados en Salta dejó una mujer muerta, heridos y destrozos

El intendente de El Galpón, la localidad más afectada, confirmó que una mujer mayor de 80 años perdió la vida después de que se derrumbara su casa y que hay "muchos lesionados"; el temblor se produjo a las 8.33 y se sintió en todo el noroeste

Sábado 17 de octubre de 2015 • 09:04



El epicentro fue cerca de la ciudad de Metán.

Un sismo de 5,9 grados de magnitud con epicentro en el sudeste de Salta hizo temblar esta mañana el noroeste del país, y dejó por lo menos a una mujer muerta, 10 heridos y edificaciones destrozadas.

Según el informe del Instituto de Prevención Sísmica, el movimiento se produjo a las 8.33 de hoy, a 123 kilómetros al sudeste de la ciudad de Salta.

Una de las localidades más afectadas fue la de El Galpón, en el departamento de Metán, donde una mujer murió a causa del sismo. El intendente de esa localidad, Héctor Ernesto Romero, confirmó que la víctima fatal fue una mujer mayor de 80 años que murió después de que se derrumbara la casa donde vivía.

Los Bomberos de Metán identificaron a la víctima como Alberta Flores, según el diario La Gaceta.

En diálogo con el canal de noticias Crónica, Romero -muy conmovido por la situación- señaló que en el hospital de El Galpón, el San Francisco Solano, hay "muchos lesionados". "No tenemos agua, no hay luz, estamos en crisis total", dijo.

Por el impacto del sismo, se derrumbaron varias edificaciones, como el techo de la escuela Magdalena Güemes de Tejada, y viviendas particulares. "Muchos edificios aún están por caer", dijo Romero.

La magnitud del sismo fue de 5,9 grados, con una intensidad cuatro a cinco en la escala Mercalli, y se ubicó a una profundidad de 10 kilómetros. Según los diarios locales, el movimiento se sintió por unos 15 segundos.

El epicentro del sismo se localizó a 51 kilómetros de la ciudad de Metán, a unos 123 kilómetros de la ciudad de Salta y a 163 de San Miguel de Tucumán, y el temblor se sintió con fuerza en esa provincia y en Tucumán, Jujuy, Catamarca y Santiago del Estero.

El movimiento afectó también a la ciudad de Córdoba, principalmente en los sectores más altos de los edificios.

"Se sintió una explosión. Parecía como un camión muy pesado que pasaba", dijo al canal TN Luis, que vive a tres kilómetros de la ciudad de Metán, en Salta. El hombre precisó que el temblor duró "muy poco" pero que se sintió fuerte. "Desde que estoy acá hace cinco años, es el más grande que hemos sentido", agregó.

Por la tarde los vecinos se reunieron en la plaza principal con imágenes de diferentes santos y de la Virgen María. El cura de El Galpón ofreció una misa a cielo abierto, ya que en el interior de la Iglesia se observaban grietas producto del fuerte temblor.

Adapted from: <http://www.lanacion.com.ar/1837376-un-sismo-de-59-grados-hizo-temblar-al-norte-del-pais>

SPEECH PREPARATION

Each student should prepare at home a short talk for intralinguistic practice (2 or 3 minutes) based on a piece of news in Spanish about a natural or human-made disaster such as violent storms, earthquakes and floods or the topic assigned by your course instructor. You are advised to follow the guidelines included here. You should also prepare an outline of the ideas to be developed in your speech.



Useful tip!

When searching for the news report, you should look for reliable sources, such as <http://www.bbc.com/mundo> or national newspapers, for example: <http://www.lanacion.com>.

INTRALINGUISTIC INTERPRETING PRACTICE

Estimated time: 60 minutes

Specific objectives

These activities are for you to...

- review key aspects of non-verbal communication;
- practice intralinguistic interpreting by considering the importance of public speaking skills and knowledge of non-verbal communication cues;
- assess your classmates' and your own oral performance identifying strengths and weaknesses.

In this section, you will practice the following learning strategies:

- ✓ Applying critical thinking skills
- ✓ Identifying our own and others' strengths and weaknesses in a speaking task
- ✓ Assessing task success and the success of applying strategies and techniques
- ✓ Cooperating with peers

WARM UP: Non-verbal communication in interpreting

Let's share the main ideas of the article you were asked to read for this class: *The importance of non-verbal communication in professional interpretation*² from The International Association of Conference Interpreters' website (<http://aiic.net/page/1662/the-importance-of-non-verbal-communication-in-professional-interpretation/lang/1>). Now, please share your answers to the following questions about the text.

- a) Why is Non-Verbal Communication (NVC) important?
- b) Why is NVC important for interpreters?
- c) What meanings do the elements of NVC (e.g. intonation, facial expressions, etc.) convey?

² This material should be read before this class, as a homework assignment. In class, the teacher will only focus on the discussion questions.

- d) How important is NVC in the case of simultaneous or telephone interpreting where the interpreter cannot see the speaker? What clues does the interpreter have to rely on in order to convey a message?
- e) Why is it good that interpreters study and learn about communicative behavior? How can that knowledge impact their work?
- f) How do interpreters transfer non-verbal elements to the audience? Make reference to concrete examples.



Now that we have reviewed some important aspects related to NVC, let's practice retelling the news report you have prepared for this class. We will do this by following some steps that will help us to carry out the intralinguistic practice.

GIVING A TALK: Intralinguistic interpreting practice

STEPS IN THE INTRALINGUISTIC INTERPRETING TASK

As we have seen in this course, it is very important that interpreters develop public speaking skills and become aware of the relevance of the different elements of non-verbal communication. Having effective communicative skills and paying attention to aspects such as the use of body language or the use of the voice have a bearing on how discourse flows, and consequently, how meaning is conveyed. Now, we invite you to give a short talk and practice your speech in class.

1. Individual students will volunteer to give the talk based on the news report in Spanish from the previous section (page 31) and another student will volunteer to act as the interpreter. Remember that, at this stage, we work with intralinguistic interpreting, that is, from Spanish into Spanish. Student-interpreters should include in their interpretation the main ideas in the news report, following the model presented in this course.

2. Some students in the audience will be selected to provide peer feedback on their classmates' performances, focusing on specific aspects related to their public speaking skills, body language and non-verbal communication cues in the delivery face. Some of them will assess the performance of the student-speaker, and others, the performance of the student-interpreter. **Use the peer-feedback sheet included at the end of this section.**
3. During the interpreting task, the teacher will also assess the students' performances using the **teacher feedback sheet**.
4. At the end of the task, both the speaker and the interpreter should complete the assessment sheets, so they can reflect on their performance and set new learning objectives to improve their speaking performance. **Use the self-assessment sheet included below.**

Feedback Sheets



We are all aware of the importance of receiving appropriate feedback on our academic and professional performance to improve our work. By either providing constructive criticism on your classmates' oral performance or when receiving feedback from them or from your teacher, you can become aware of the different aspects you need to work on in order to improve your public speaking skills and your use of body language and non-verbal communication. At the same time, it is of paramount importance to have opportunities for self-assessment, since by

evaluating your abilities as a speaker, you will be aware of your strengths and weaknesses in this sense.

For these reasons, we have included three assessment sheets that can be photocopied and used as assessment tools. We remind you that they will be used according to the teacher's instructions. In some tasks, the teacher will assign some students the task of filling in the peer-feedback sheet. These students will concentrate on the delivery of the message given by either a student-speaker or by a student-interpreter. It is essential to do this in a very responsible way, focusing on the fact that the person being evaluated should profit from this feedback, so all this should be done in a friendly and collaborative atmosphere. Besides, apart from receiving the teacher's feedback, student-speakers and student-interpreters are expected to fill in their self-evaluation sheets in order to reflect on their own performance and identify the strong aspects of their delivery and think of solutions to overcome their difficulties. At the end of each task, there may be feedback sessions among speakers, their peers and the teacher to discuss and make comments on the different performances considering the assessment sheets. Notice that affirmative answers to most of the questions in the feedback sheets mean that you have achieved a good level of discourse competence, whereas too many "no" answers may indicate that you still need to work on some aspects of your oral performance.



DELIVERY PHASE - TEACHER FEEDBACK SHEET³

Student's name: _____

Topic: _____

Date: _____

Overall impression of the student's performance:

Assessed by: _____

General delivery and style	Yes	No	Comments
Is the speech fluent? (i.e. limited use of false starts, hesitation and self-repairs)			
Is the pace effective? (unhurried, steady)			
Is the use of fillers kept to a minimum?			
Is the use of pauses effective? (not too long, unnecessary, misplaced)			
Voice and pronunciation	Yes	No	Comments
Is there enough voice projection / loudness?			
Is the tone of voice pleasant?			
Is the pronunciation correct?			
Is the intonation natural?			
Is there clear articulation?			
Behavior and Posture	Yes	No	Comments
Is eye contact shared round audience?			
Is there an appropriate use of gestures?			
Are there natural hand movements? (Not excessive)			
Is the posture relaxed / natural?			
Are there appropriate body movements?			
Has nervousness been handled successfully?			

³ PHOTOCOPIABLE MATERIAL. Adapted from: Schjoldager, A. (1996). *Assessment of Simultaneous interpreting*. In Dollerup and Appel (Eds.) *Teaching Translation and Interpreting 3*. Amsterdam: John Benjamins.

DELIVERY PHASE: SELF-ASSESSMENT SHEET⁴

Student's name: _____

Overall impression of my performance:

Date: _____

General delivery and style	Yes	No	Comments
Is the speech fluent? (i.e. limited use of false starts, hesitation and self-repairs)			
Is the pace effective? (unhurried, steady)			
Is the use of fillers kept to a minimum?			
Is the use of pauses effective? (not too long, unnecessary, misplaced)			
Voice and pronunciation	Yes	No	Comments
Is there enough voice projection / loudness?			
Is the voice pleasant?			
Is the pronunciation correct?			
Is the intonation natural?			
Is there clear articulation?			
Behavior and posture	Yes	No	Comments
Is eye contact shared round audience?			
Is there an appropriate use of gestures?			
Are there natural hand movements? (Not excessive)			
Is the posture relaxed / natural?			
Are there appropriate body movements?			
Have I been able to handle nervousness?			

⁴ PHOTOCOPIABLE MATERIAL. Adapted from: Schjoldager, A. (1996). *Assessment of Simultaneous interpreting*. In Dollerup and Appel (Eds.) *Teaching Translation and Interpreting 3*. Amsterdam: John Benjamins.

DELIVERY PHASE: PEER-FEEDBACK SHEET⁵

Student's name: _____

Overall impression of my classmate's performance:

Date: _____

Assessed by: _____

General delivery and style	Yes	No	Comments
Is the speech fluent? (i.e. limited use of false starts, hesitation and self-repairs)			
Is the pace effective? (unhurried, steady)			
Is the use of fillers kept to a minimum?			
Is the use of pauses effective? (not too long, unnecessary, misplaced)			
Voice and pronunciation	Yes	No	Comments
Is there enough voice projection / loudness?			
Is the tone of voice pleasant?			
Is the pronunciation correct?			
Is the intonation natural?			
Is there clear articulation?			
Behavior and posture	Yes	No	Comments
Is eye contact shared round audience?			
Is there an appropriate use of gestures?			
Are there natural hand movements? (Not excessive)			
Is the posture relaxed / natural?			
Are there appropriate body movements?			
Has nervousness been handled successfully?			
a) Which were the speaker's / interpreter's strengths?			
b) Which were the speaker's / interpreter's weaknesses?			
c) What suggestions would you give your classmate to improve his / her oral performance?			

⁵ PHOTOCOPIABLE MATERIAL. Adapted from: Schjoldager, A. (1996). *Assessment of Simultaneous interpreting*. In Dollerup and Appel (Eds.) *Teaching Translation and Interpreting 3*. Amsterdam: John Benjamins.

VIRTUAL CLASSROOM ACTIVITIES



QUIZ: The importance of non-verbal communication and public speaking skills

Focus: To review key concepts about public speaking skills and non-verbal communication

Specific objectives

This activities are for you to...

- review key concepts about public speaking skills and non-verbal communication;
- practice your listening and note-taking skills; and
- assess your knowledge of key aspects related to public speaking skills and non-verbal communication.

In this section, you will practice these learning strategies:

- ✓ Reviewing key concepts
- ✓ Listening for specific pieces of information
- ✓ Linking to previous knowledge
- ✓ Note-taking
- ✓ Self-assessment

1- You are going to watch a video of an expert referring to public speaking skills and non-verbal communication. As you watch, take down notes on the key issues being developed. Then, answer the following questions.



"SPEAKRETS" Nonverbal Communication - Public Speaking, Media Training.
Retrieved from: <https://www.youtube.com/watch?v=YM5gEBMljfA>

a) Complete the answer with the exact words used by the speaker. Please, do not use uppercase or contractions.

What is the meaning of Non-Verbal Communication?
Non-Verbal Communication refers to those things that...

CORRECT ANSWER: *give our words meaning.*

b) Choose the corresponding answer:

The elements of NVC are:

- A- hand gestures, eyes, voice, facial expressions, dress code and ornamentation
- B- eyes, facial expressions, hand gestures, body movements, voice and dress code and adornment
- C- facial expressions, hands gestures, dress and adornment, eyes and voice

CORRECT ANSWER: B

c) Match the sentences to complete the ideas contained in the video:

- 1- In relation to the use of the voice,
 - a) we can say it helps you assert control in communication.
 - b) you need to be animated and avoid

- 2- As regards your body language, looking unhappy.
- 3- As for the use of your hands, c) it should be appropriate and mindful according to the situation.
- 4- In relation to the use of eye contact, d) you should be mindful but use them expressively.
- 5- As regards facial expression
- 6) In relation to dress and adornment, e) you want to look engaged, relaxed and committed with your audience.
- f) you want to avoid being monotonous.

CORRECT ANSWERS: (1- f 2-e 3-d 4-a 5-b 6-c)

d) Complete the answer with the exact words used by the speaker. Please, do not use uppercase or contractions.

Dress and adornment refer to what you are wearing and choices related to...

CORRECT ANSWER: *hairstyle, color, make-up, accessories, the way we dress.*

e) Choose the correct answer:

In a sitting position, you want to take your level of expressiveness in the same way as if you were standing:

TRUE
FALSE

CORRECT ANSWER: FALSE

When seated, you should transfer all the skills and codes of communication as if you were standing.

TRUE
FALSE

CORRECT ANSWER: TRUE

FORUM: The interpreter, a public speaker?⁶

Focus: To analyze and exchange opinions of the interpreters' oral performances

Specific objectives

The purpose of this forum is to help you...

- develop critical analysis skills;
- reflect and analyze the interpreters' oral performances; and
- share opinions with the class.

In this section, you will practice these learning strategies:

- ✓ Linking with previous knowledge
- ✓ Identifying others' strengths and weaknesses in an interpreting task
- ✓ Cooperating with peers in a collaborative forum discussion

This video about different modes of translation and interpreting includes three interesting demonstrations of consecutive and simultaneous interpreting. Watch the video and choose ONE of the questions below (1, 2 or 3) to contribute to this debate. The teacher will guide the discussion.



More than words | Laura Burian, Miguel Garcia & Barry Olsen | TEDxMonterrey

Retrieved from: <https://www.youtube.com/watch?v=5zTLg-Ax2M4>

⁶ This forum could be used to complement other debates in the virtual classroom.

Question 1

Watch the first interpreter (from 1' 11" to 3' 55') centering your attention on his public speaking skills and non-verbal communication. Considering the strategies and techniques for effective communication studied in this course, do you think that the interpreter's oral performance is an effective one? Which are his strengths and weaknesses? Each student should refer only to one aspect (e.g. hand movements or voice) and briefly justify their analysis.

Questions 2 and 3:

Public speaking skills can be clearly displayed when we observe the speaker's performance, especially as regards his or her effectiveness of the use of body language and non-verbal communication. Interpreters, as communicators and regardless of the mode they work in, are aware of the importance of acquiring a discourse competence and delivering a message considering the audience in the first place. Even though in simultaneous interpreting the audience usually cannot see the interpreter, but only listen to his or her interpretation, we invite you to analyze the performance of the simultaneous interpreters in the video focusing on their use of the voice and general phonological features (such as intonation or articulation).

2) In relation to one of the demonstrations of simultaneous interpreting, analyze the first male interpreter (from Chinese into English) (from 3' 55' to 6' 21"). How would you assess his oral performance? Which are his strengths and weaknesses as a speaker? Each student should refer to only one aspect (e.g. intonation or speed) and briefly justify their analysis.

3) Analyze the female interpreter (from Spanish into English) (from 6' 22" to 8' 28"). How would you assess her oral performance? Which are her strengths and weaknesses as a speaker? Each student should refer to only one aspect (e.g. intonation or speed) and briefly justify their analysis.

Please, remember that in your contribution to this forum you should focus only on answering **ONE** of these questions. Make sure your contributions to this forum are **brief and to the point** (not more than six lines). You should also **make reference to at least one of your classmates' or teacher's previous comments** in relation to the topic of discussion.

References

- Alonso Araguás, I. (2005). Las técnicas de oratoria y comunicación oral en el aula de interpretación consecutiva. Propuesta de un módulo introductorio. In M.L. Romana García (Ed.). *Actas del II Congreso Internacional de la Asociación Ibérica de Estudios de Traducción e Interpretación*, 1106-1123. Retrieved from http://www.aieti.eu/pubs/actas/II/AIETI_2_IAA_Tecnicas.pdf
- BBC - Standard Grade Bitesize English. (2014). Newspaper report. Retrieved from http://www.bbc.co.uk/bitesize/standard/english/lit_form/newspaper/revision/1/
- Bowen, D. & Bowen, M. (1984). *Steps to consecutive interpretation*. Washington, D. C.: Pen and Booth.
- Collados Aís, A. (1994). La comunicación no verbal y la didáctica de la interpretación. *TEXTconTEXT*, 9(1), 23-53.
- Dalla Costa, N.V. & Gava, I. Y. (2013). *Developing your academic speaking skills: A handbook for learners of English as a foreign language*. Córdoba: Impresiones FL de Natalia Rondini.
- De Fontcuberta, M. (1993). *La noticia. Pistas para percibir el mundo*. Barcelona: Editorial Paidós.
- Del Pino Romero, J. (1999). *Guía práctica del estudiante de interpretación*. Madrid: Playor.
- Evacúan a 15.000 personas por inundaciones en Argentina (2015, December). *BBC Mundo*. Retrieved from http://www.bbc.com/mundo/noticias/2015/12/151224_argentina_inundaciones_emergencia_evacuados_ab
- Gile, D. (2009). *Basic concepts and models for interpreter and translator training*. Revised Edition. Amsterdam: John Benjamins.
- Hybels, S. & Weaver II, R. L. (1995). *Communicating effectively*. (Fourth Edition). New York: McGraw-Hill, Inc.
- Nonverbal Delivery Tips. University of Pittsburgh. Retrieved from: <http://www.speaking.pitt.edu/student/public-speaking/suggestions-nonverbal.html>

- Public speaking: stage fright strategies. *Advanced Public Speaking Institute*. Retrieved from <http://www.public-speaking.org/public-speaking-stagefright-article.htm>
- Rogers, T. (2016). How to Structure News Stories. *Journalism - About.com*. Retrieved from <http://journalism.about.com/od/writing/a/storystructure.htm>
- Schjoldager, A. (1996). Assessment of simultaneous interpreting. In Dollerup and Appel (Eds.) *Teaching translation and interpreting 3*. Amsterdam: John Benjamins.
- Sestopal, M. D. (2014). *The road to interpreting: A student's handbook*. Córdoba: Impresiones FL de Natalia Rondini.
- The International Association of Conference Interpreters (AIIC). (2012). Interpreting is not translating. Retrieved from <http://aiic.net/node/4/interpreting-is-not-translating/lang/1>.
- Un sismo de 5,9 grados en Salta dejó una mujer muerta, heridos y destrozos (2015, October). *La Nación*. Retrieved from <http://www.lanacion.com.ar/1837376-un-sismo-de-59-grados-hizo-temblar-al-norte-del-pais>
- Van Dijk, T. (1985). Structures of news in the press. In Van Dijk, T. (Ed.) *Discourse and communication*. (pp. 69-93). Berlin: De Gruyter. Retrieved from <http://www.discourses.org/OldArticles/Structures%20of%20news%20in%20the%20press.pdf>
- Valiente Bodoy, Y. (2013). La comunicación no verbal y su relación con la interpretación. *Anónimos. Revista de la Asociación Cubana de Traductores e Intérpretes (ACTI)*. 2013(2), 4-12.
- Verderber, R. (1988). *The challenge of effective speaking*. California: Wadsworth, Inc.

Audiovisual materials

- Interpreting Asia - Interpreting Europe (2011, June 5). *Unit 2: Public Speaking*. [Video file]. Retrieved from: <https://www.youtube.com/watch?v=D1DD0QkbQOA>
- Sherman, R. [RuthSherman]. (2011, November 3). "SPEAKRETS" Nonverbal Communication - Public Speaking, Media Training. [Video file]. Retrieved from <https://www.youtube.com/watch?v=YM5gEBMljfA>

TEDx [TEDx Talks]. (2014, May 24). *More than words*. Laura Burian, Miguel Garcia & Barry Olsen. TEDxMonterrey. [Video file]. Retrieved from <https://www.youtube.com/watch?v=5zTLg-Ax2M4>