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The Skill of Dividing Attention and Mastery in Speaking in English Simultaneous Interpreters Training

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Abstract

The boundaries of contemporary society are becoming more-hazy due to the processes of globalization, international cooperation, and new forms of intercultural communication. Thus, in keeping with contemporary practices, the education of qualified experts, simultaneous interpreters of English, and their readiness to engage in professional communication enable them to serve as "the bridge" between various languages. Simultaneous interpreting is a challenging task, though, requiring interpreters to have exceptional professional skills and a high level of quality. Overall, it's critical to note that skilled conference interpreters are in high demand due to the quick growth of international exchanges, which is being driven by economic globalization. Both consecutive and simultaneous interpreting are widely accepted as the two primary types of conference interpreting. They are used for various communication needs and at different times. Because of their respective benefits and traits, each is acknowledged as a unique mode of interpretation. It is commonly held that consecutive interpreting is much easier than simultaneous interpreting, which is regarded as a formidable task beyond the capabilities of the average person.

Keywords: English Language; Simultaneous Interpretation; Communication Act.

1. Introduction

Among spoken activities, simultaneous interpretation is one of the hardest things the human brain can do. To monitor an incoming speech stream, buffer it, extract the meaning units, transform them into a form suitable for expression in the target language, and simultaneously monitor their own output in real time, interpreters must effectively manage and deploy their cognitive resources (Nazarova et al., 2018). With simultaneous interpretation, the speaker speaks while the interpreter interprets, so there's no need for the speaker to pause so the interpreter can finish translating. In simultaneous interpreting, the speaker gives a speech and the interpreter simultaneously reformulates it into a language that the listener can understand. It is possible to draw attention to the fact that three major processes are occurring simultaneously: speech communication or reproduction, analysis or message structuring, and active listening or understanding (Solovyev et al., 2021). The primary characteristic of simultaneous interpretation is the simultaneous perception of oral speech and the creation of interpretation. A simultaneous interpretation system, which is typically a fixed or mobile booth or cabin where the simultaneous interpretation installation is located, is considered special equipment. Two sets of headphones and microphones for interpreters are included in the interpreter's equipment, and meeting attendees can also bring along a set of headphones or portable receivers. In order to prevent their voice from overpowering the speaker's, the English simultaneous interpreter uses soundproof headphones while interpreting. They also remain in a separate booth. The interpretation is presented to the listeners through headphones using amplification equipment. Events like conferences, seminars, presentations, and other gatherings with a big attendance are typically planned in auditoriums or large conference rooms with the use of simultaneous interpretation technologies (Gumul, 2021).

2. Literature Review

Bajo et al. (2000) examined working memory and language measures between professional interpreters and student interpreters, untrained bilinguals, and professionals in non-language fields. According to Christoffels et al. (2006), bilingual professionals fluent in both Dutch and English performed better than untrained student controls in terms of word span, speaking span, reading span (in L2), and single word translation in both languages. In a follow-up study, these researchers discovered that although highly skilled Dutch teachers of English did not differ from Dutch-English interpreters in word translation, the interpreters' working memory span was longer (Christoffels et al., 2006).

Additionally, the interpreters' memory span scores in both languages were equal, but the teachers' scores were higher in their first than in their second. In Padilla et al.'s (2005)study, working memory span was not measured specifically, but a high reading span score was a requirement for enrollment in one of their control groups—psychology students. Professional interpreters and non-bilingual professionals were contrasted with this group. The findings demonstrated that while interpreters were not negatively impacted by articulatory suppression, psychology students were negatively impacted in their ability to recall words or nonwords, even though they had a high working memory capacity.

Lastly, two studies that compared professional interpreters with interpretation students employed an expert-novice approach to structure their research (Köpke & Nespoulous, 2006). In 2004, Liu and colleagues conducted a comparison between 22 student interpreters and 11 professional Mandarin-English interpreters (11 tested at the end of the first and 11 tested at the end of the second year of training). They discovered that the professional interpreters performed better than the two student interpreter groups in evaluating and translating key concept units from the source language speech input when interpreting into the L1, even though the groups' scores on a listening span working memory measure were similar. Liu et al. (2004) came to the conclusion that rather than being the result of a general improvement in working memory capacity, experts' superior performance is probably due to greater efficiency in performing domain-specific skills.In a series of auditory working memory tests, as well as phonological and semantic tasks, Köpke and Nespoulous (2006) tested professional French-English interpreters, bilingual noninterpreter controls who were age-matched to the interpreters, interpretation students starting their second year, and noninterpreter monolingual controls matched in age to the student interpreters. Between experienced and inexperienced interpreters, as well as between interpreters and non-interpreters, they discovered very few group differences. To be more precise, on only one of the listening span measures did student interpreters significantly outperform (monolingual) controls. No discernible differences were found between the professional interpreters (experts) and the student interpreters (novices) on any of the listening span tasks.

Semantic category judgments were the only task where interpreters as a whole (novice and expert) significantly outperformed monolingual controls; however, bilingual controls outperformed the monolinguals on this task as well, indicating that the effect was not unique to interpretation training. According to Köpke and Nespoulous (2006), "neither novice nor expert interpreters have more highly developed short-term retention based on the phonological loop as tested by serial memory span tasks" compared to the control groups (Tzou, et al., 2012).

3. Methodology

Specific exercises designed to achieve flawless simultaneous interpreting assist in overcoming challenges like working in a time-constrained environment, having limited access to additional context, text complexity, unfamiliar terms, and having to produce speech in a second language while simultaneously accurately reflecting the speaker's speech. Recapitulating the knowledge acquired from instructing the interpreting students, several successful strategies can be identified (Barik, 1971). For interpreters, splitting attention is a type of exercise where they must divide their focus and complete two tasks at once.

As an illustration, watch the video or listen to the audio content while counting aloud. Following that, the student who was required to count aloud should be prepared to replicate the given material's context. Shadowing or echoing is the process by which students typically listen on earbuds and then repeat what they hear. Students mimic spoken words and news items at the same speed. The training's goal is to help students practice speaking while listening and splitting their attention. It is preferable to complete this training in one's mother tongue before moving on to other languages. In the early stages, students can repeat what they hear right away; gradually, though, they should wait before repeating. They should speak, listen, and think all at once when they are being trained. They can still summarize the main idea ten minutes after they have been repeating it. The exercise's main objective is to acclimate the mouth, ears, and brain to producing

sounds and cadences of what might be a foreign language flawlessly and effortlessly. Practices involving expectation or prediction. A proficient simultaneous interpreter of English should be able to anticipate the speaker's next words using their language skills, knowledge, and experience. This can help them save a great deal of time and effort by keeping up with the speaker's pace. For example, during the opening ceremony of many conferences, a common cliché is "Please allow me to be on behalf of... to extend to our warmest welcome to the participants of this conference." The interpreter can infer the entire sentence and even the idea while interpreting by drawing on his personal experience. For an interpreter, background information or "knowledge of the world" is essential. An additional highly successful method of enhancing interpreting skills is through simulation training. If at all feasible, students should engage in simulation training, which will produce an authentic setting and scenario. They choose the themes, prepare their speeches, give them in turn, and simultaneously interpret with the appropriate tools. Of course, it will work better if some well-known experts are asked to speak. This approach develops learners' public speaking abilities, which is a crucial skill for interpreters, in addition to their interpreting abilities. It can be described as the result of combining the learner's prior knowledge, experiences, and attitudes. Being able to provide support during the interpreting process makes it an invaluable tool for conference interpreters.

4. Results

Whispering and interpreting in a cabin are two different forms of simultaneous interpretation. When a speaker speaks directly to the delegates through whispered interpretation, also known as chuchotage, the interpreter stands or sits with the delegates. When there are few people attending the meeting and they are seated or standing close to one another, this kind of interpretation can be employed. Consecutive interpretation is one of the recognized forms of interpretation, where the interpreter starts interpreting after the speaker has finished all or some of the speech.

Occasionally, during a speech, the speaker will pause to allow the interpreter to summarize what they have said. Because a qualified conference interpreter typically formulates the message during the speech and communicates it during the pause, these pauses are typically brief. It is important to note that consecutive interpreting lacks several undeniable benefits from simultaneous interpreting. ability to manage multilingual international events with efficiency; less time and money are spent: the event moves at its own speed regardless of the speaker's language, which cuts down on the amount of time and material resources needed; listeners can enjoy the convenience of hearing the presentation in its original language without having to pause it for interpretation (Schjoldager, 1996). Simultaneous interpreting is both a technological and artistic endeavor. Consequently, in order to accomplish objectives more quickly, a few fundamental principles can be adhered to when interpreting (Gile, 1995). Recall ability is the first issue that interpreters frequently encounter, as it is thought to be one of the key factors influencing the process of storing and transmitting information. Short-term memory is used to temporarily store speech segments during consecutive interpretation so they can be decoded and re-encoded. Interpreters must choose what information to record in their notes and how while listening in sequential order. In addition, they need to focus on the writing process itself. The interpreter must rely on his years of training, experience, and skill set when providing simultaneous interpretation. Simultaneous translation presents additional challenges concerning the interpreter's reactivity, or more accurately, his speed of reaction. The English simultaneous interpreter is compelled to react to words and phrases heard by the ear instantaneously every second. Consequently, even someone with a strong command of a foreign language who is slow will probably not make a good simultaneous interpreter for English. A significant requirement for an English simultaneous interpreter to be successful is having a wide range of equivalent pairs of lexical units connected by a sign connection. This allows interpretation to occur through conditioned reflexes rather than analysis and synthesis.

5. Discussion

To sum up everything that has been discussed thus far, it is critical to stress that an interpreter's job in situations where speaking and listening are done simultaneously demands constant focus and speech. The requirement to continuously compare two languages and flip between codes creates a dual attention scenario. This causes the English simultaneous interpreter to lose concentration after 20 to 30 minutes of translation, lose self-control, and make serious—and sometimes absurd—interpretation mistakes—even when the interpreters are speaking in their mother tongue. Because syntax and grammar can vary greatly among languages, interpreters must adapt their approaches based on the nature of the interpretation. Only under these circumstances will interpretation work provide genuine enjoyment and be a source of

professional pride for a specialist who is aware of the nature of his or her work and is able to delve into the intricacies of the genre they work in.

6. Conclusions

Interpreting simultaneously is an extremely challenging task. It has unique traits and regulations. People who are good at grasping the concepts and techniques, in addition to having good psychological qualities, are required to perform the simultaneous interpretation well. There are several undeniable benefits to simultaneous interpreting over consecutive interpreting. efficiency in organizing multilingual, international events; less time and money spent; the event moves at its own pace regardless of the speaker's language, which cuts down on the amount of time and material resources needed to hold it; listeners' convenience: participants can hear the presentation uninterrupted in its original tongue while it is being translated. Teachers should design effective learning environments for interpreter education in order to meet these objectives. This endeavor requires openness to new ideas and suggestions as well as communication between teachers and students. Following a successful training program, the skills learned in the classroom become second nature to the aspiring interpreter, and the majority of interpreters continue to improve these skills over the course of their careers.

Acknowledgements

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