

Interpreting as an engaging language learning activity

Workshop offered by the NNI and ORCIT projects team, CTS, SMLC, University of Leeds

The Language Centre, room IF2

18 March 2013, 14.00-17.00

While the take up of languages in the UK has been in decline over the last six years, at the same time there has been an increase in demand for English L1 linguists on the job market both at home and abroad. The UK-wide programme Routes into Languages, including two National Networks for Interpreting and Translation which form part of Routes into Languages, have carried out an extensive outreach programme aiming to reverse the declining trends in language learning. As part of this outreach programme, the National Network for Interpreting has held a great number of interpreting taster sessions across many schools and universities in the UK. Through student feedback from these sessions, we have identified that these taster events are successful not only in promoting careers in interpreting but are among the most popular and inspiring language learning activities encountered by the students.

The presentation of interpreting activities by the NNI serves many useful purposes and goes beyond just a transfer exercise from one language to another. There are several aims and learning outcomes. These are

- to improve listening and analysis skills, both in the student's mother tongue and a foreign language
- to stress the importance of a good command of the mother tongue
- to learn the skills of good public speaking
- to help develop good research skills and creativity

The workshop is aimed at MFL lecturers or tutors who are teaching, or would like to teach, interpreting at undergraduate level. Teachers of MFL may also benefit from learning about a different approach to language activities. We hope that by the end of the day the participants will have arrived at an agreed group of skills that undergraduate students must develop either to progress to a professional level of training or to use in a professional capacity if they happen to work abroad or in an environment where their knowledge of languages is required. The participants are expected to take part in a range of practical exercises which they could offer to students.

In the course of the afternoon on-line resources will be used. These are being developed by the National Network for Interpreting and the EU funded project ORCIT (Online resources for conference interpreter training). The websites which house these resources (www.nationalnetworkforinterpreting.ac.uk & www.orcit.eu) contain a range of interactive activities designed to engage the interest of learners as well as wider public in the profession of interpreting. The websites also contain online guidance and tuition with interactive demo exercises that can be used by tutors who 'can point their students to the website when introducing new concepts in class, and students can follow up on the theory learnt in the classroom by consulting the ORCIT [and NNI] website to consolidate their learning. The resource can be used in many ways: to recap theory, to gain a different perspective on the same material, or to work through relevant exercises.' (*The Linguist, Nov 2012*)

The programme of the afternoon

14.00-14.45 Group discussion

The participants are invited to consider the following questions

Interpreting at UG level:

- What are the objectives of UG modules in Interpreting?
- What is the pedagogy norm of a UG module in Interpreting?
- If you are a UG interpreting module leader what are your resources?
- What are the rational and value of UG interpreting modules?

The participants are invited to reflect on the skills that their students' need to possess in order to be a competent interpreter

14.45 – 17.00 Practical work

The participants are invited to take part in a range of practical exercises which they could offer to students they teach. Please bring along some ideas on interesting and engaging topics and be prepared to give a short 3-4 min presentation on such topics. You are welcome to borrow interesting stories from the press but adapt these for oral performance.

When preparing a presentation we would like you to follow the guidance from the following resource:

<http://www.orcit.eu/resources-shelf-en/story.html> (the second shelf down)

'The Theory of Public Speaking'

The resource has step-by-step instructions on how to prepare a speech (or a presentation). The image of a scholar's hat is the tutor's instructions and the camera image gives you a demo.

Part 1

14.45-15.45 – Work with English examples

15.45-16.00 – tea/coffee break

Part 2

16.00-17.00 – Work with examples in other languages

Please let us know in advance what your languages are by filling in the details below

PARTICIPANTS