

# Session 10: REFORMULATION IN INTERPRETING

Approaches to Interpreting

# What am I going to teach you today?

- To elaborate on the features of successful public speaking
- To express meaning of intonation
- To practice reading aloud
- To prepare business vocabulary in use: types of meeting; the role of the chair; points of view

# Public Speaking in Interpreting

## Task 1

# Public speaking revisited

Mid-term exam experience

Video watching: a drama

Using your voice box effectively

1. Together with a partner, share what you have learned from the mid-term exam. What are some of your resolutions concerning what you need to improve with regard to voice, posture, and delivery, message organization?

# Public Speaking: ineffective aspects

2. Watch a video clip concerning public speaking. Be ready to share the problems found and lessons you can learn from the drama.

## *Problems*

Self-assured/ confident?

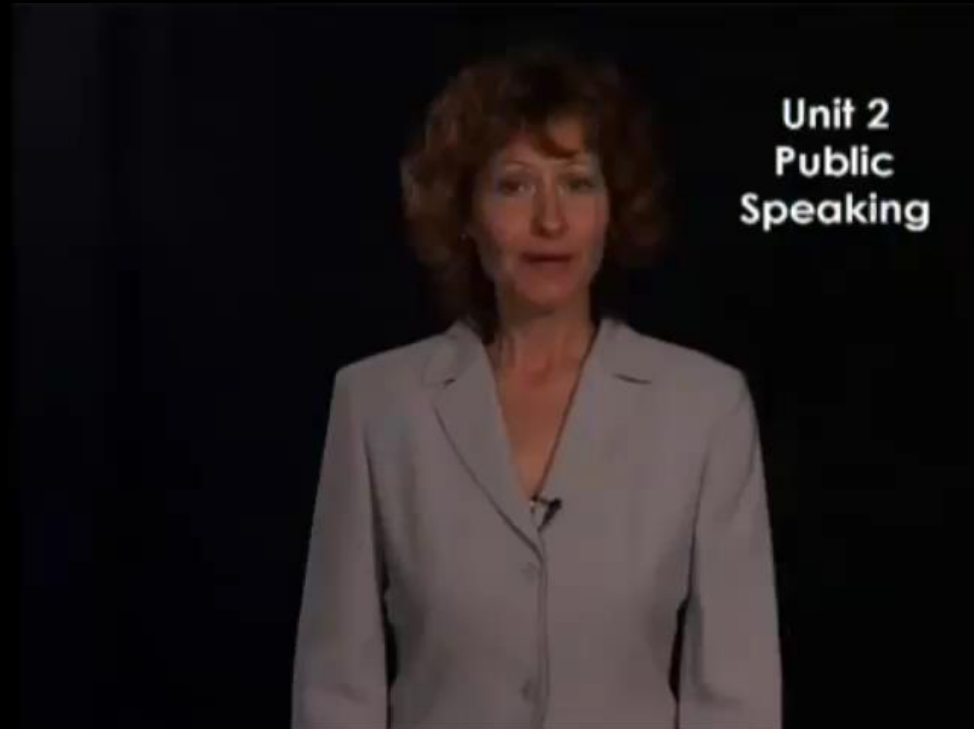
Voice volume

Eye contact



# Effective Public Speaking in Interpreting

How to practice to become effective  
interpreters as public speakers?



# How to make people listen to you: Four Cornerstones

3. One important element in regard to interpreting is to use your voice effectively. What are the things you can do to improve your voice? Watch a clip presented by Julian Treasure and note down the things he presents.



# How to make people listen to you: Using Voicebox Tools Effectively

## Voicebox tools

- Register
- Timber
- Prosody (not monotonous)
- Pace
- Pitch
- Volume

## Warm-up Exercise

- Deep breathing: sigh in/out
- Lip: warm-up; coming alive
- Tongue: la-la; rolling
- Siren





# Body positioning in dialog interpreting

What are the problems with the incorrect technique?

What are the advantages of the correct technique?

Message  
clarity



# Reformulating your meaning via Sentence Stress

Task 2

## Sentence stress

- ❑ Sentence stress is an area that is worth paying attention to when interpreting. Different meanings can be conveyed when the speaker emphasizes different words in a sentence.
- ❑ Listen and find out (a) which word is stressed, and (b) what meaning is conveyed.

- I like your painting.
  - Other people may not like your painting, but I do.
  - I don't love your painting.
  - I don't like his or her painting – just yours.
  - I don't like your songs. But your painting? Yeah.

## Practise expressing your meaning (1)

I didn't say *she* stole the money,

*I* didn't say she stole the money

I *didn't* say...

I didn't *say*....

I didn't say she stole the *money*.

- “I didn't say she stole the money.”
  - I said that someone else stole the money.
  - Somebody else said that she stole the money.
  - I deny the fact that I uttered the statement.
  - I just put forward a hypothesis .
  - I said she stole the jewelry .

•

## An introduction to sentence stress

I thought you wanted to go *out*.

I *didn't think* you wanted to go out.

We *always* go to the movies.

- Any miscommunication through the way words are stressed as found below?
  - A. What's on the telly tonight?
  - B. I *thought* you wanted to go out.
  - A. Well, let's go to the movies then.
  - B. We always go to the *movies*.

## Practising expressing your meaning (2)

I love studying English.

I *love* studying English.

I love *studying* English.

I love studying *English*.

- “I love studying English.”
  - Meanings expressed
    - My friends don't love studying English.
    - English is my passion .
    - Using English is not what I love. I only like reading English.
    - I hate other languages.

•

# Task 3.3: Your intonation meaning

- *Thank you Tom*
  - Thank you, Tom.
  - Thank you. Tom.
  - Thank you. Tom?...
- *This is a great report.*
  - This is a great report.
  - This is a great report...
  - This is a great report.
  - This is a great report.
- Thank you.
  - Thank *you*(?)
  - Thank *you* (!)
  - Thank you(.)
- Is he all right?
  - Is he all right?
  - Is he all right?
  - Is he all right?
  - Is he all right?

# Telling stories with emotions

## Task 3

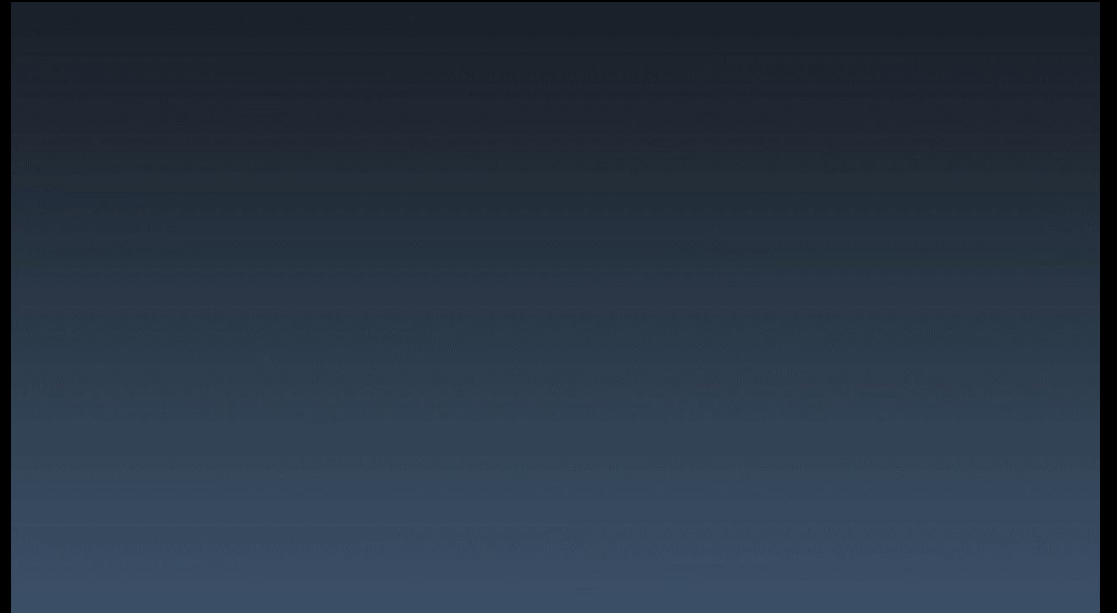


# Task 2: Public speaking

Free trade



Space travel



## Task 2: Public Speaking (Computer literacy)



An example of  
Consecutive Interpreting:  
President Obama & Iraq  
Prime Minister

