INTEGRATING GAMES INTO TEACHING INTERPRETING

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Abstract
Interpreting nowadays is different from what it used to be two or three decades ago. The world is changing fast and interpreters need to keep pace with this process. More knowledge and extra linguistic skills are in demand. Life itself is more stressful.

That is why there is sense in making complicated things easy. And this trend can be applied to teaching interpreting as well. There are several reasons for it. To be a success in learning interpreting, it should be done on a regular basis with a lot of drilling, reading, repeating and analysing. A lot of information is to be absorbed, which means that improving interpreting skills is hard work.

In order not to lose interest in going forward, the way people acquire high profile skills should be exciting, joyful, diverse, motivating, close to real situations and effective. So, the article deals with a methodology following this direction. Games make the process of learning not so tedious and painstaking. They are aimed at developing a focus, reaction, personal enrichment, an ability to take the right linguistic decision rapidly. The research may be used for classes with university students at any level.

Keywords: interpreting, game, student, method of teaching.

1 INTRODUCTION
There may be different ways in teaching interpreting [1], as the process itself is quite complicated and needs versatile skills. Teachers of the subject represent different schools, epochs, regions. That is why there are no strict regulations how to do it. We know required competences which students should have at the end of learning interpreting at university. So, any method is good if it brings the necessary results (if it does not offend us or restrict our liberties). Universities have accumulated a lot of methodologies since researchers of the process of interpreting started to apply and then analyse different ways. Classical, serious exercises will always keep their value because they have gone through long-term testing and proved effective. But sometimes we need to change the flow of a lesson. Even when using the same method, changing its format may appear provoking, unexpected and more attractive and motivating. Game type tasks can play this role. We consider some of them in this article.

2 METHODOLOGY
When people play games they forget that the task to be done is difficult. They just get involved into some process which enjoys them.

2.1 2-minute-talking on a topic
This game allows widening the scope. At early stages it should be prepared at home, but later students can offer their own topics for several fellows simultaneously. It goes like a competition: whose speech is more organized and richer and goes within the time limits? Why do we need it? It happens sometimes when an interpreter cannot hear out what the speaker is saying. It may happen for several reasons: contaminated speech, dialects, noises in the conference hall, improper equipment performance. And we know the rule: there should not be silence in earphones. In this case being armed with the knowledge can save the situation. This is a chance to enrich the vocabulary. It also helps to predict further information as well as raises the speed of thinking and speaking which is helpful in simultaneous interpreting, a situation of constant lack of time and right words. Topics should be diverse, even regarding things considered of utmost difficulty. The profession shifts toward female performance. Nowadays there are more female students studying interpreting when compared with previous decades. Hence, such “male” topics as nuclear war, weapons, petrochemistry are not so any more. Nowadays female interpreters should also have solid knowledge in these areas.
2.2 Interpreting the speech with hindrances

It helps to be more concentrated and improves reaction in taking decisions quickly as well as allows feeling the reality of interpreting process as an interpreter happens to face some disturbances. Hearing ability is being improved, if during the process of training the volume of the sound is lowered. So, while one student is interpreting, others are trying to distract him from it: making noise, moving up and down, sneezing and coughing, talking to each other. It helps the latter ones to relax for a while, as later on they will be in the same situation. It also helps to be strong, keep one's nerve and raises commitment that whatever is going on in the conference hall, an interpreter has to go through everything and implement his “duty”. The ability to predict further words is also useful here. This game tackles psychological aspect of the process more which is also vital for interpreters.

2.3 Rendering long sentences or paragraphs in a shorter way

This game contributes to improving analytical abilities, retrieving the essence of the utterance, cleaning up one’s speech and prevents from interpreting word by word, as in most cases it is a blunder. It implies richness of vocabulary and needs regularity: the richer experience is, the more success is expected. Students can invent their own passages on different topics, with an implied or direct meaning, serious and humorous, using timing and comparing their own transformations with such of their fellows. This ability is “profitable” more for simultaneous interpreting than for consecutive. Saving time on one thing, we win the possibility to spend it on more complicated cases. The game allows reaching higher level of compression in interpreting and gives a wide range of possibilities to restructure sentences and stay alert through the whole process.

2.4 Rendering short pieces of utterance in a longer way

Sometimes interpreters need this ability, especially in consecutive interpreting, when the length of the original speech has to be almost equal to the length of interpreting. If the original speech is not rich in content, comprises filler words and yet it is not very short, then an interpreter has to lengthen his own utterances, not overloading and still making them relevant. The game is played in the same way with the previous one but the acquired skills will be different. The speaking ability is improving. This is a chance to use not only synonyms but also suitable linking devices, embellishing the utterance as much as possible.

2.5 Interpreting one speech for several audiences

This game [2] has a special value, because it may result in such a precious skill as having different registers of speech at command, and it means that an interpreter can easily distinguish between several levels of words. This ability can make an interpreter more competitive or even “invincible” in comparison with a fellow next to him in the booth. It shows the level of the language and gives preference on the interpreters market. The ability is more applicable for consecutive interpreting as an interpreter has to retain attention of the audience. And he will be able to do it only in the case of possessing the ability. In case he is able to feel whether the audience perceives the register or not, then he can easily shift to another one, thus winning their attention. And, this is a road to success. Texts may be of different complexity and topics. It should be possible to interpret them using different registers of language, e.g. for academic society, students, businessmen, common people and others.

2.6 Making 10 different sentences with the same word

The word may be given in written or oral forms or as a picture. This game improves the reaction of an interpreter. It allows being flexible, analyzing, using all the command of the language. It looks easy, thus giving a sense of joy and excitement. Students are relaxed. They have freedom of choice in topics and registers. But at the same time they need rich vocabulary to do it in no time, without referring to a dictionary. It also raises their grammar level because sentences may be of different structure and they are numerous.

2.7 Choosing suitable set of clothes

Different items of clothes are given in cards. And one more card gives the setting where interpreting should take place. The task is to choose items according to the given situation. Awareness of dress-code and etiquette are essential for interpreters. Moreover, this game improves the sense of taste involving students into the world of fashion and such details as design, type of fabrics, shoes, hats and
what not. Being dressed in a proper way, according to some certain style, raises the feeling of self-confidence, external and internal power, adds possibilities to influence other people. From a well-known saying we learnt that we should not judge a book by its cover, but in many cases it is still not true. People keep judging each other by the clothes. Dress-code is still followed at high profile events and it is one of necessary tools to be used. Ignoring requirements in dress-code can even lead to international conflicts. Also, what can be added to this game is a list of traditions and rituals of different countries. And they- traditions and countries-have to be matched. Awareness of other cultures also contributes much to facilitating situations while interpreting.

2.8 Finding the odd name or event in the line

This game allows students to remember better proper names and events given in a line of pictures or cards. They activate their visual abilities, memory and comprehensive awareness of the world. It is very hard sometimes to pronounce or recall foreign names of different people, titles, positions, companies or countries. And saying the wrong word may appear offensive to the participants of the event. We have to look through them several times in order to remember everything. The game gives such an opportunity. Usually the cards cover one topic. Through them a row of associations may arise which is helpful when memorising some information. It also makes our knowledge confident and sustainable.

2.9 Making seating chart for guests at diplomatic events

The game [3] allows being aware of one of etiquette aspects, necessary and important for people involved into international relations. The cards bear positions and ranks and genders of different people. The procedure of seating is easily implemented as on the reverse side of the cards the location of a seat is given. The game also allows remembering positions and titles. It gives the sense of being present at some diplomatic event which brings some joy and fun into classes.

2.10 Changing the speech rate when training interpreting

One more essential skill for interpreting is an ability to adjust to the speed of the speaker. If he delivers his speech slowly, interpreting goes in a standard way. But if he rushes into speaking, then the strategy should be changed: only the essence of the speech is advisable to be interpreted. This method also contributes to analysis, concentration and prompt response.

3 RESULTS

These games are actively used by us at interpreting classes at the university. As we combine them with other methods of teaching, so the lessons are more diverse and exiting and involving. They raise the level of motivation as through many activities students reach higher levels in interpreting. The future profession is becoming more attractive as it does not seem so hard and unfamiliar any more. Some of them are close to real situations, that is why they are effective.

4 CONCLUSIONS

There always will be some things to work on and this concerns teaching interpreting. Students, who want to be engaged in this profession, have different inclinations, preferences, abilities and skills. Through various activities new skills may be acquired in different ways. It would be not very wise to skip even some of them not to prevent from exerting the new abilities and knowledge eventually. Only things done in joy and willingly can be developed fast and permanently. We should not forget about the psychological aspect of training as it is an integral part of comprehensive maturing. Being strong, persistent, optimistic, goal-oriented are also very good traits to gain and to maintain.

REFERENCES