Chapter 2. Interpreting

Activities

Adaptation of Activity 1.2.

Instead of working from a text, you can provide a context of interaction and some notes. Using scenarios designed for improvisation enables the trainees to practise dialogue interpreting in a host of languages and dialects for which no written materials exist. Moreover, role-playing allows students to work with spontaneous speech, which is more realistic than prepared scripts.

Rubrics for Activity 2.1.

Find below some rubrics that you can use or adapt for your own situation.

- Assessment rubrics for Interpretation, by the National Consortium of Interpreter Education Centers. http://www.interpretereducation.org/aspiring-interpreter/mentorship/mentoring-toolkit/rubrics

Criticism on evaluation methods you might want to consider for drafting your own rubric can be found at:


Follow up to Activity 3.2.

PART 4: Select another real live speech and try to interpret it into your language B (in case in part 1 you have interpreted into your language A) or into your language A (in case in part 1 you have interpreted into your language B). If possible, the relay-taker should be the same as in 1-3.
PART 5: Discuss in pairs if the relay interpreting was successful and try to hypothesize on the pros and cons of relay into language A and B for the relayer and the relay taker.

*Adaptation of Activity 3.2.*

For Part 1, you can decide if the interpreting will be consecutive interpreting with notes (long consecutive) or without notes (short consecutive). Challenges and evaluation might differ depending on the choice.