

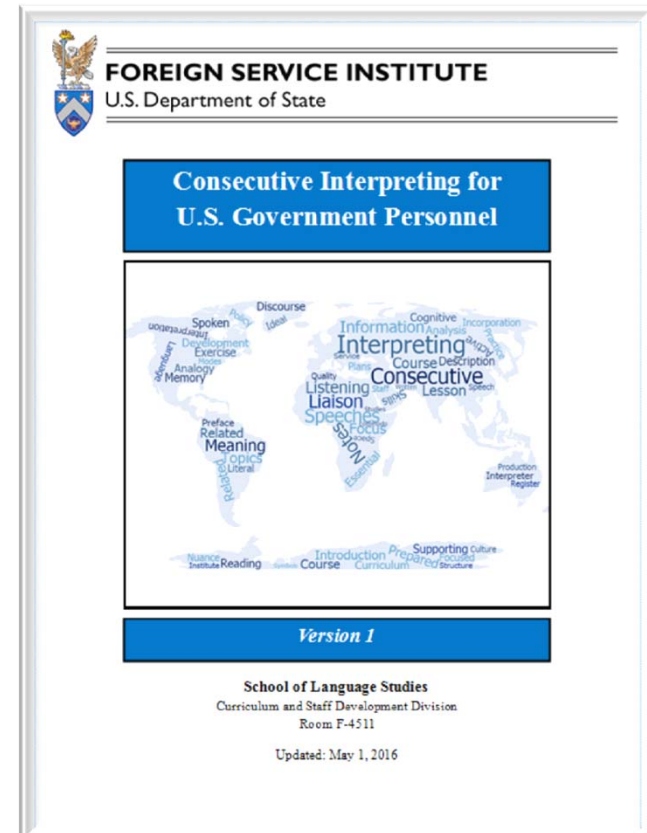


# *Introduction to Consecutive Interpreting for U.S. Government Personnel: Lesson Plans for Instructors*

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**May 2016**

# Overview

- \* *Course concept*
- \* *Goals and structure*
- \* *Modules*
- \* *Sample lesson plans*
- \* *Discussion*



# Your Interest?



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## *A show of hands, please ...*

1. Have you **trained** as an interpreter?
2. Do you **work** as an interpreter?
3. Do you **teach** interpreting?
4. Do you **run** an interpreting service?

# Course Concept

- \* *“Can serve as an informal interpreter in a range of unpredictable circumstances” (ILR S/4)*
- \* Essential knowledge and skill-building
- \* Best practices, step-by-step
- \* Universal skills, applicable to any setting
- \* Sample lesson plans and materials

## **Best Practice Overviews**

- Bao (2015)
- Moser-Mercer (2015)
- Sawyer (2015)
- Sawyer & Roy (2015)

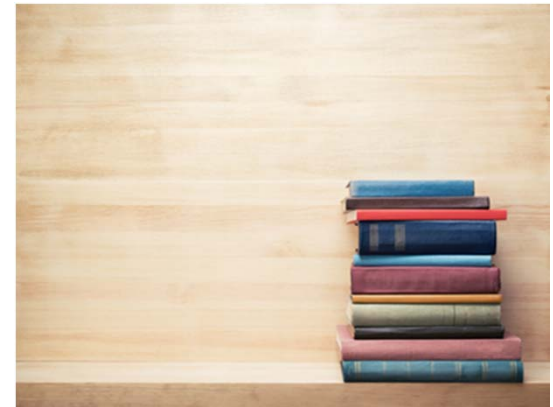
# Course Goals

- \* *Interpreter's skill set and background knowledge*
- \* *Consecutive interpreting in informal settings*
- \* *The ability to use skill-building exercises for interpreting to enhance language learning*



# Existing Resources?

- \* Growing number of instructor resources
- \* Increasingly specific to settings
- \* Little discussion of lesson planning and execution
- \* **Challenges for new instructors:**
  - \* Systematic organization
  - \* Level-appropriate tasks
  - \* Selection of materials



# Structure

- \* Essential knowledge about interpreting
- \* Component to composite skills
- \* Detailed activity descriptions
- \* Suggestions for varying exercises
- \* Sample materials as models

**5 Modules**  
**41 Lesson plans**



# Interpreting Skills

## ***According to the ILR:***

- \* Command of two working languages
- \* Ability to choose an appropriate expression
- \* Familiarity with the cultural context
- \* Knowledge of terminology in specialized fields
- \* Observance of protocols applicable to the setting
- \* Mastery of modes applicable to the setting



**ILR/2+**



# Gile's Efforts Model (2009)

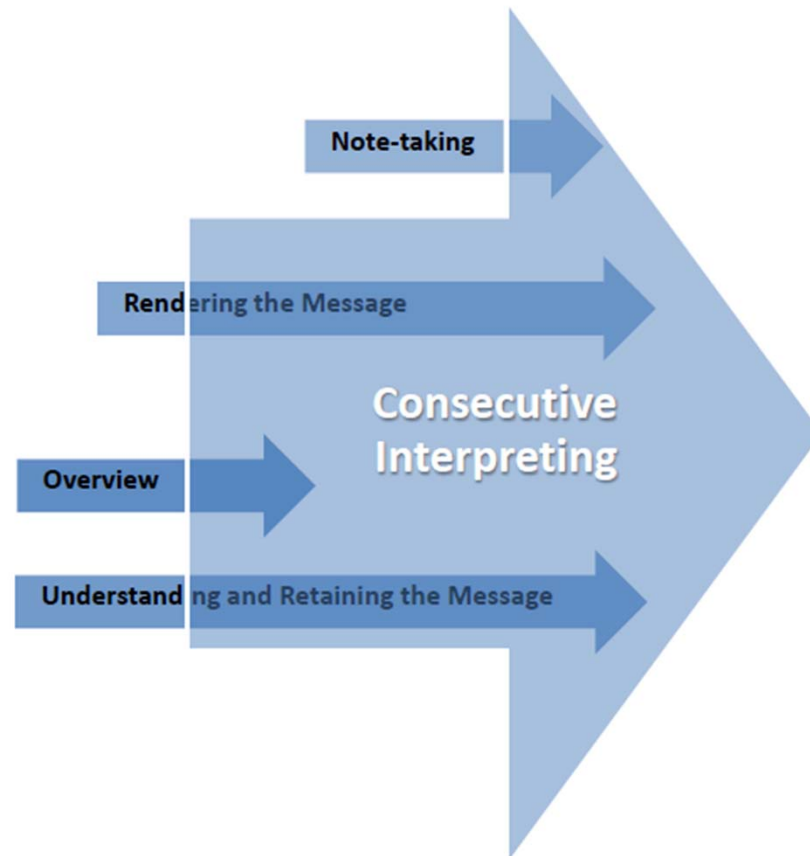
Simultaneous Interpreting (SI) requires

- \* Active listening and analysis (L)
- \* Memory (M)
- \* Production (P)
- \* Coordination effort (C)

$$SI = L + P + M + C$$

***Consecutive separates process and includes note-taking***

# Modules



*Instructional sequence* → → →

# Structure of Modules

## Module 4: Rendering the message

### Introduction

#### a. Production

Connective discourse  
Expanding and condensing information  
Manipulating register  
Speaking from fact sheets  
Total reading and total listening

*Lesson plans*

#### b. Delivery

Cognitive shadowing  
Reading notes  
Recording and reviewing interpreting performance  
Varying speed and volume

*Variable sequence*

# Lesson Plan Outline

## Lesson Plan Title

Course

Module

Learning objectives

Materials

Suggested time

Activity structure

Student preparation for activity

Student follow-on work

Expansion and variation

Source

Sample materials

## Content lectures

PowerPoint

Handout

Further reading suggestions in resources



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# Module 5 - Interpreting

## **a. Impromptu speeches**

Extemporaneous speeches on general topics

Extemporaneous speeches on job-related topics

## **b. Liaison scenarios**

Liaison interpreting on current events and post-related topics

Liaison interpreting in job-related scenarios

## **c. Prepared speeches**

Interpreting prepared speeches on policy issues

Interpreting prepared speeches following typical speech genres

## LESSON PLAN:

### LIAISON INTERPRETING ON CURRENT EVENTS AND POST-RELATED TOPICS

COURSE	Introduction to Interpreting
MODULE	5. Basic consecutive interpreting b. Liaison interpreting scenarios
LEARNING OBJECTIVES	Interpreting in the consecutive mode in dialogue settings Managing speaker interaction and turn-taking in dialogue settings
MATERIALS	None are required. The students can pick their topics based upon their previous job experience, knowledge of current affairs and the countries where they will be posted, and topics discussed at Embassy websites.
SUGGESTED TIME	60 minutes minimum
ACTIVITY STRUCTURE	<p>1-10 minutes: The instructor reviews with the students how the exercise will be conducted. The group then picks a scenario and designates the interpreter(s).</p> <p>This activity is an interpreted discussion of current events and/or post-related topics in which the instructor and/or the students serve as the speakers. The students provide the interpretation. If the instructor is one of the speakers, he/she can guide the activity directly and interactively in terms of length of turns and the flow of the conversation, which may be helpful for students participating in the exercise for the first time. It is also ideal when the instructor speaks his/her native language, which will make the interpreting task more authentic and challenging than when a student speaks a non-native language as one of the main speakers.</p> <p>Each of the main speakers uses a different language and pretends to understand only that language. Depending on the size of the class, there can be either one interpreter working back and forth between the two languages or two interpreters each working in one language direction, i.e., one interpreter for each speaker.</p>

# Introduction to Consecutive Interpreting for U.S. Government Personnel

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## Course description:

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### Introduction

*Introduction to Consecutive Interpreting for U.S. Government Personnel: Lesson Plans for Instructors* outlines a series of exercises that instructors can follow to familiarize students with the skill and practice of interpreting. The lecture notes and lessons plans introduce course participants to essential knowledge and skill-building exercises in the preparatory and beginning stages of training. The course covers an array of pre-interpreting activities, in addition to the consecutive interpreting of short speeches and dialogues in informal settings. Selected for their prototypical nature and skill coverage, the lesson plans serve as examples of the types of activities that can be done in the classroom.

This course was developed for U.S. Government Personnel who require basic interpreting skills for work-related tasks. Inspired by the notion that an individual with Advanced Professional Proficiency in Speaking (ILR S/4) can “serve as an informal interpreter in a range of unpredictable circumstances,”[1] this course is an effort to provide training in support of that goal. The primary audience is individuals working at U.S. Embassies and Consulates who may be called upon to perform introductory level interpreting. Novice interpreters wishing to provide liaison-level support for the U.S. Department of State’s International Visitor Leadership Program and in similar settings will also benefit from the training. The course assumes that participants will have previously demonstrated language proficiency at the equivalent of at least the ILR S3/R3 level.

# Looking ahead ...

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# Q&A

## ACKNOWLEDGEMENTS

### REVIEWER

Dr. Irina Collins provided detailed, ongoing feedback during the development of the lesson plans and carefully reviewed the manuscript.

### BEYOND THREE WORKING GROUP MEMBERS

Under the leadership of Dr. Marsha A. Kaplan, the Beyond-3 Working Group is developing advanced curricula for learners seeking to attain high levels of language proficiency through instruction at the Foreign Service Institute (FSI). Ongoing Working Group discussions provided essential information on language learning and learners at the Foreign Service Institute. During the design and development process for this course, the members of the Working Group served as a sounding board and provided highly useful feedback.

### Course website:

<https://sites.google.com/a/fan.gov/introduction-to-interpreting/home>

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