**Progressive Interpreting Practice using Short Parallel Videos**

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**Tip Planning Considerations:**

* This activity is most helpful in **language-specific** trainings, or in trainings where resources allow for language-specific teams/groups to be set apart to practice.
* Participants will benefit from a short demonstration of each step prior to independent work on the task.
* The timing of these activities will be dependent on several factors including: the level of proficiency of participants; whether the facilitator(s) work with a single or multiple language group; prior training participants may have received. Although the activity may be scaled to the needs of any group, “as presented” this activity will work best with more advanced LLD interpreters.
* Each step in this activity can serve as an isolated activity and while the progression serves the purpose of preparing the participants for better interpreting outcomes, not all steps must be completed. Each step has its own distinct learning outcome and is equally beneficial in interpreter training.
* While this activity can be applied to just about any source video, in workshops designed to train LLD interpreters, videos with the following characteristics are best suited for this purpose:
* Video is relatively short or can be trimmed.
* Video is available in source and target languages, or two “parallel” versions are available. *“Parallel” refers to videos that cover the same topic from similar perspectives, but are* ***not*** *identical.*
* A transcript is available or can be produced by trainer using speech recognition followed by post-editing.
* Language of the video has been validated for accuracy (both for content and translation accuracy). This may be accomplished by documenting the video source and ensuring it is reputable.
* Language of the video is relatively simple.
* The pace of the speech is relatively slow, or can be adjusted with video/audio editing software.
* The audio quality is good.

Examples of sources of video material that meets these guidelines include:

* [Healthy Roads Media](https://www.store.healthyroadsmedia.org) (English, Spanish, French, Somali, Karen, Nepali, Swahili, Vietnamese, Russian, Chinese, Creole, Tigrinya, Liberian, Bosnian, Amharic, Arabic, Korean, Kurdish, Burmese, Bhutanese, and [more](https://www.store.healthyroadsmedia.org/HealthyRoadsMediaVideoFilesListing.pdf).)
* [Global Health Media Project](http://globalhealthmedia.org) (English, Spanish. French. Swahili, Nepali, Lao, Khmer, Kinyarwanda.)

**Step 1** | First Video Run in both languages

Goal: Familiarize participants with content

Instructions: Play video and as participants listen to the audio, recommend they think about the terms they may find challenging

Activity Debriefing: Ask, “What is this video about?” Allow participants to describe briefly in English. Then, ask them to turn to their language partner (if applicable) and tell their partner what it is about in their target language and discuss briefly what terms may be challenging.

**Step 2** | Terminology Mining/Parallel Text Matching

Goal: Identify Key Terminology and build a bilingual glossary. Make sure participants also document “meaning” or “definition” of terms.

Instructions: Provide participants with a video transcript in both the source and target languages. Allow them to identify challenging terminology with its corresponding equivalent. Make sure participants know meaning/definition of each term.

Activity Debriefing: Allow participants to share some of the terminology they mined in both source and target languages.

**Step 3** | Shadowing in source language (i.e. English) and in target language (i.e. Swahili)

Goal: Provide an opportunity for interpreters to internalize patterns of speech that will later need to be recognized for interpretation.

Instructions: Play source language video again and allow interpreters to shadow. Then repeat with target language video.

Activity Debriefing: Ask: Was this difficult? What are some phrases you remember? You may also chose to focus on “how did the speaker refer to the procedure whereby…” to elicit collocations or phrases participants may have internalized. How do you interpret “[a given term appearing in both videos]”?

**Step 4** | Practice Interpreting in the consecutive mode. (Both in the source and target languages.)

Goal: Provide an opportunity for interpreters to practice interpreting within a familiar context where most of the linguistic challenges have been resolved and focus can be fully given to developing interpreting skill.

Instructions: Play video in the source language and pause to allow for interpretation. Trainer may choose to prep a video with enough pauses to allow for interpretation. This can be done with a video-editing tool. Repeat with target language video.

Activity Debriefing: Ask: What made this activity difficult? What made it easier? How did the fact that we had completed three other activities with the same content affect your rendition?

If you have questions about this tip, please email us at [lld@ncihc.org](mailto:lld@ncihc.org)

Please take a moment to respond to a brief survey. Thank you.

<https://www.surveymonkey.com/r/QCPBYWJ>



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