

Some ideas for (early consec) training sessions

1) Make as much use of a speech as possible:

Making a speech:

- Students practise how to structure a speech, so will recognise it more easily in a speech they have to interpret
- Allows them to practise identifying an argument and a logic
- Get them to really deliver the speech as a speech (good for presentation skills)
- Allows them to work on their B language

Interpreting:

- Let as many people as possible do the interpreting, practising note-taking is good, but they also need to do the interpreting as often as possible
- By e.g. using the triangle formation – one goes out, then comes back in to listen to the interpretation and then interprets back into the language of the original speech
- By e.g. taking people into the booth, either with a trainer or another student – they have to learn to listen to each other too, and give good criticism

2) Vary the classes/exercises as much as possible e.g.

- Sometimes triangle formation, sometimes not
- Go back to memory exercises fairly often – to remind them they can remember lots!
- You can ask one person to summarise the arguments rather than do the full speech (you can warn them in advance of this or not)
- You might ask them just to note 5 or 10 things only for one speech
- Sometimes full consec notes
- Do shorter speeches or full consec length speeches
- You could try doing an 'interview'. Two students prepare beforehand an interview e.g. with a politician or film star etc. Then the sequence would be 1) German reporter asks the question 2) Interpreter 1 interprets into Lithuanian 3) Lithuanian interviewee responds 4) Interpreter 2 puts it back into German for the reporter and so on.

3) Always set objectives before each speech, and give feedback mostly on the basis of these – varying these will also vary the class e.g.

- Focus on presentation skills
- Focus just on lines under ideas/margin etc.
- Focus on clear formulation in Lithuanian (more than content)
- Focus on verbs etc; in B language
- Focus on links
- Focus on intro/conclusion
- Etc.

- 4) Look at their notes often, but *always* do so if the focus of that practice was linked to note taking!**
- 5) Always try to engineer a 'real customer' situation, by not letting one person at least hear the original speech**
- 6) Insist on pretending that the situation is real. They should be *professional* at all times i.e.**
- Do not let them 'ask' for a word! That can be done afterwards
 - They must get to the end of the speech, as best they can, even if it means missing lots out
 - Do not let others interrupt or 'help' them
 - Etc.
- 7) Focus more on B (C) into A *at this stage* to give them chance to acquire the necessary techniques/ skills**