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A paralinguistic approach to consecutive interpreting in academic context

Abstract: The article represents a theoretical-practical approach to paralinguistics from the perspective of an empirical study that encompasses a corpus of seven speeches interpreted by twenty students from the Department of Translation, Interpretation and Applied Linguistics, Moldova State University. A contrastive analysis on English to Romanian translation directionality was conducted in order to assess the paralinguistic quality of the target-speeches. From the theoretical viewpoint the paper reinforces the ideas and opinions reflected in the seminal works produced by D. Crystal, F. Poyatos, B. Tissi, G. Trager on paralinguistics, combined with praxeological approaches of the research conducted by G. Ilg, S. Lambert, B. Moser-Mercer, D. Gile, S. Kalina, A. Gillies, R. Setton and A. Dawrant. The aims of this study are: (1) to determine types and sources of paralinguistic features with the purpose of raising awareness in would-be interpreters about the undesired effects of such features on the quality of the target-speech when overused in the process of interpreting; (2) to propose didactic activities that should be conducive to the development of students' rhetorical and public-speaking skills. It was determined that the highest rates of paralinguistic features were for *alternants* and *filled pauses* while the lowest rates were represented by *silent pauses*, *primary qualities* and *differentiators*. When a high occurrence of such paralinguistic features is observed in interpreting, the phenomenon can be addressed through practical exercises intended to diminish or elude their destructive manifestation in the target-speech.

Keywords: paralinguistic features, consecutive interpreting, interpreting skills, academic context, didactic activities

Introduction. On paralinguistic elements in interpreting

Paralinguistics, or speech quality, is defined as voice aspects, apart from words which carry meaning in communication. Paralinguistic features of language include: volume, pitch, emphasis, inflection, articulation and various vocal attributes, laughter and silence. Paralinguistics also refers to speech inconsistencies (slips of the tongue), pauses, and fillers. Since pauses, repetitions, or fillers are often caused by the speaker's stress, they may be an indicator of their emotional state (public speaking, for instance, is one of the most common fears which causes anxiety).

"Since interpretation is produced orally, the prosodic and non-verbal features of the source message are equally important for the recipients. And yet, although interpreting studies have highlighted the importance of the non-verbal dimensions, these dimensions have not been fully explored in interpreting" (Iglesias Fernández, Muñoz López *Linguistic, paralinguistic and kinetic features in remote interpreting* 26). This aspect is also sometimes overlooked, voluntarily or not, in the academic training of would-be interpreters.

There are different acceptations of the notion of *paralinguistics*. Some scholars support the idea that it is part of verbal communication, while others are proponents of paralinguistics as solely related to nonverbal communication. D. Crystal introduced the compromise for paralinguistics as verbal and nonverbal communication. According to the linguist, paralinguistics is, in general, perceived as a bridge between nonlinguistic forms of communication and the central domains of studies of linguistics and namely: grammar, vocabulary and pronunciation (Crystal, *The Linguistic Status of Prosodic and Paralinguistic Features* 162).

The term *paralinguistics* came into use at the middle of the 19th century, but it was only closely studied by linguists, phoneticians, psychologists, anthropologists in the 20th century. In his paper *Paralinguistics: A linguistic and interdisciplinary approach to interactive speech and sounds* F. Poyatos describes the paralinguistic elements, providing the following types: *primary qualities, qualifiers, differentiators, alternants*, with an emphasis on their triggering factors, their nature and status, offering examples for each type and a detailed analysis from a physiological, psychological and emotional

communication perspective (130). In order to bring some clarification over the notions we have been operating with in this paper, we should specify that F. Poyatos defines *primary qualities* as vocal characteristics present in speeches that individualise the speakers. They are linguistic in nature and they include timbre, resonance, tempo, intensity, intonation range, pitch, syllabic duration, rhythm. *Qualifiers* are vocal modifiers whose determinant factors are of biological and physiological nature and can be affected by psychological and emotional variables. These include: laryngeal, articulatory and lips control, etc. *Differentiators* represent a group of sounds that modify the verbal language and its suprasegmental features. They characterise and differentiate the physiological reactions as well as the psychological states and emotional reactions and they include: laughter, sighing, throat-clearing, etc. Another type of paralinguistic elements mentioned by F. Poyatos and considered by us in this paper refers to *alternants*. They are independent occurrences with a semantic function: hesitations, lip smacking etc.

The aspect of *silent pauses* (silent interruptions between words) and *filled pauses* (gaps filled by such fillers as *hmm, umm, ah, uh, erm, etc.*) in interpreting was approached in this study in the light of the classification proposed by B. Tissi (*Silent pauses and disfluencies in simultaneous interpretation: A descriptive analysis* 113-14).

The typology presented above represents a fundamental support from the point of view of classifying and detailing the paralinguistic elements which was adopted for the purposes of our research. The paralinguistic elements discussed in this paper were examined from the perspective of their manifestation in interlinguistic communication (here, in consecutive interpreting), from a qualitative and a quantitative standpoint, with the aim of determining their frequency in students' interpreting, identifying possible causes and effects produced on the target-speech and suggesting selected exercises to handle them.

The qualitative and quantitative analysis of paralinguistic elements in the present research is from the perspective of discordance of their occurrence in the source-speech compared to the target-speech. From this perspective, *the aim of this paper* is to determine the types and the sources of the paralinguistic elements with the purpose of making students aware about the undesired effects of such elements on the quality of target-speech and the development of the rhetorical and public-speaking competence, with an emphasis on their intonation, fluency, clear and appropriate speech production, etc.

The attention given by different sciences to paralinguistics demonstrates its interdisciplinary character. Researchers who manifested a particular interest in this domain are G.L. Trager, F. Goldman-Eisler, J.C. Catford, D. Crystal, G. Mahl, F. Poyatos, B. Tissi, S. Chelcea, L. Ivan, A. Chelcea. Linguists E. Goffman, A. Garnham studied cognitive aspects of language, A. Henderson, F. Goldman-Eisler and A. Skarbek, R. Schmidt researched the phenomenon of fluency in linguistics and in interpreting, F. Goldman-Eisler, I. Cenkova, P. Mead raised the subject of the role and the effect of (non) vocal pauses in communication and in interpreting. Studies that confirm the role of fluency as a factor of quality in consecutive interpreting were conducted by practitioners and researchers like H. Bühler and I. Kurz. From an applied perspective, professional interpreting as an act of communication is explained by D. Gile through a model of consecutive interpreting based on the interaction between the participants in communication as presented in Figure 1 below.

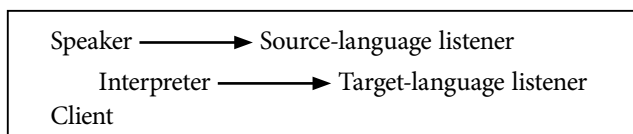


Figure 1 A communication model of interpretation (Gile, *Basic Concepts and Models* 24)

The model suggested by prof. D. Gile illustrates the connection between paralinguistics and consecutive interpreting, showing thus the relation between the speaker and the listener at the level of communication. It also emphasises the role of the interpreter as an actor in the act of communication which is double oriented: one is directed from the speaker towards the source-language listener and the other one – from the interpreter towards the target-language listener. The model of interpretation offers access to a pedagogy-oriented interpreting approach in *ex-situ* conditions, through the observance and analysis of linguistic and paralinguistic elements by the *teacher* (passive observer) in the context of cooperation between *speakers* in the act of interpreting (students or recorded speeches by native speakers) and *student-interpreters*. D. Gile claims that this model aims at

the cooperation between participants at linguistic and paralinguistic levels: “Since generally all parties wish to communicate, more cooperation should be expected from them ... This includes cooperation from speakers, who may try to speak more slowly, enunciate more clearly, choose certain terms and structures and avoid others and clarify terms and concepts” (*Basic Concepts and Models* 24).

1. Methodological aspects

Paralinguistic features are an indicator of the speaker’s intentions, i.e., to persuade, to annoy, to entertain, etc. and they have an affective and a grammatical function in intralingual and interlingual communication. Nevertheless, in the process of interpreting in academic context, the student-interpreter sometimes interferes, voluntarily or not, with paralinguistic features that impact the quality of interpreting in a negative way. It is, therefore, imperative to make students aware about the role of fluent and faithful rendition of information in consecutive interpreting and to intervene in their training with suitable activities oriented towards a coherent and fluent interpreted speech.

The subject of the present research is the process and product of consecutive interpreting, which is addressed from the perspective of students’ acquisition of public speaking skills as integral part of consecutive interpreting competence. In this context, the study aims at determining the theoretical and praxeological foundations of consecutive interpreting from English into Romanian in light of paralinguistic features identified in the target-speeches.

The research hypothesis states that at the initial stage in training would-be consecutive interpreters, students are in the need of acquiring public speaking skills and the degree of manifestation of these skills depends on the application of didactic strategies by the teacher in order to valorize the consecutive interpreting competence.

The objectives of the research are: (1) to determine types and sources of paralinguistic features with the purpose of raising awareness in would-be interpreters about the undesired effects of such features on the quality of the target-speech when overused in the process of interpreting; (2) to propose didactic activities that should be conducive to the development of students’ rhetorical and public-speaking skills.

This is a transversal empirical study, and is based on the data obtained from the consecutive interpreting performed by 2nd year students from Moldova State University. The experiment was designed around 20 students from the department of Translation, Interpretation and Applied Linguistics who interpreted 7 speeches from English into Romanian.

The participants in the underlying study were divided into two groups: group A (10 students) and group B (10 students) which represented, through alternation, the experimental group and the control group. The subjects in the experimental group were subject to a special treatment that resided in applying pre-consecutive interpreting exercises before the actual interpretation of each speech. On the other hand, the subjects in the control group did not receive the same treatment. The rationale behind this methodological approach is explained by the heterogenous academic skills of the participants and the desire to ensure the quality and correctness of the obtained data. The same consideration was taken into account when selecting the speeches in order to correspond to the students' needs and skills, their cognitive abilities and learning styles.

It is important to mention that the students had been halfway through the semester with consecutive interpreting, therefore they were only initiated into practical aspects of the subject at the time the empirical study was organized. The participants were randomly recruited from 2 academic groups, but only those who attended all the sessions were included in the study.

According to the Common European Framework of Reference for Languages, participants' English language competences range from A2 to B2.

For the purposes of the study, we selected speeches from *Breaking News English*, *Speech Repository* and *American Rhetoric* banks of speeches that comply with the criteria set out by the Directorate General for Interpretation of the European Commission for basic and beginner levels in accordance with students' linguistic and translation competences. Also, they comply with the criteria set out by the Directorate General for Interpretation of the European Commission for basic and beginner levels in accordance with students' linguistic and interpreting skills (Leitão), and they bear the following characteristics: (1) they have a duration of approximately 3 minutes each; (2) they present predictable subjects, topics of general interest; (3) they are coherent, have a simple, linear structure, present a clear succession of events, and contain only a few descriptive

elements that are easy to visualize; (4) they do not contain any specialized language and do not present increased levels of lexical difficulties; (5) the speeches are presented orally (not read from paper) by native speakers at a medium speed (hesitations specific to normal speech); (6) they do not contain too much factual information (numbers, enumerations, proper names, etc.).

The selected speeches have the following characteristics: they have a duration of approximately 3 minutes each; they present predictable subjects, topics of general interest; they are coherent speeches, with a simple, linear structure and a clear succession of events, containing only a few descriptive elements that are easy to visualise; they do not contain any specialised language and do not present increased levels of lexical difficulties; the speeches are presented orally (not read from paper) by native speakers at a medium speed (hesitations specific to normal speech); they do not contain too much factual information (numbers, enumerations, proper names, etc.).

The corpus of analysis is represented by 140 speeches from which 1872 paralinguistic elements were extracted and analysed. For the purpose of the present research *primary qualities, differentiators, alternants, silent pauses* and *filled pauses* that exclusively occurred in the target speeches and did not exist in the source speeches were investigated.

The speeches were segmented according to short semantic units of about 5 to 10 seconds (Setton, Dawrant, *Conference Interpreting. A Complete Guide* 135-37) that the students had to interpret consecutively. This type of segmentation was for two reasons: first of all, students were only initiated into note-taking at the stage of their training when the experimental study took place, therefore they could not interpret relying on a note-taking system, and secondly, the interest in obtaining as complete as possible target-speeches had to be fulfilled, therefore summarised translation was not an option. The interpreted speeches were audio recorded and then transcribed (see Appendix 1 and 2 for samples) for the quantitative and qualitative analysis of paralinguistic elements that were attributed specific symbols as presented in Table 1 below.

Table 1. Symbols of paralinguistic features used in the transcribed speeches (adapted from Langford)

<i>Primary qualities:</i>		--	hesitations shown as syllable repetitions, pauses shorter than 1 second
?	interrogative intonation	[bla bla bla]	alternants
↓	quietness	[pff]	puffing
><	accelerated tempo	[oi!], [nu!],	corrections and reformulations
- -	staccato rhythm	[a!]	
<i>Filled pauses:</i>		...	mumbling
[ii], [ää],	filled pauses regardless of the length of the sound	~	ingressive/egressive sounds
[mm], [iä]		<i>Differentiators</i>	
<i>Silent pauses:</i>		#	whispered voice
(1), (1.5), (2)	duration of silent pauses (in seconds)	!!	laughter
<i>Alternants:</i>		!	smile
-	self-corrections of words, word-combinations, sentences; corrections in words articulation, reformulations	^	coughs
		**	throat-clearing
		+	chuckling
		@	sighs

Data processing, results and discussion

As follows, selective excerpts from students' speeches are presented as illustrative examples of manifestation of paralinguistic features in the process of interpreting, possible causes of the use of such features and their impact on the target-speech.

1. A5 – Deci el nu trebuie să le (3) [bla-bla-bla].

In the linguistic unit above, student A5 resorted to an alternant that belongs to the informal register in order to 'compensate' for the loss of information. It carries no semantic value and, moreover, can be regarded as lack of interest in the speech or the task of interpreting which is considered unprofessional and, therefore, unacceptable.

2. A2 – @În decursul a 60 @ de milioane de ani [...]

Paralinguistic features of sigh marked by the sign @ which was identified towards the end of the speech are an indicator of tiredness.

3. A9 – Zeci de studenți au participat la un protest împotriva -- [ää] **împo-tri-va** armelor.

4. A10 – **Nu-este-doar-faptul-că-războiul** a distrus Hiroshima.

The staccato pronunciation of the linguistic units in bold, preceded by a filled pause in (3), is motivated by hesitation due to the student's insecurity about the correctness of the lexical unit.

5. A8 – Noi avem în oraș piste pentru pietoni – **!!pentru cicliști!!** [...]

The differentiators (laughter and smile) are consequences of embarrassment caused by the erroneous transposition of meaning in the target-language or faulty verbal expression in Romanian.

6. A12 – Mă gândesc la unele dintre serialele britanice pe care le-am pierdut? pe care le-am știut?

Using interrogative intonation when trying to correct the statement adds to the insecurity of the student.

7. A11 – Opera de săpun [**mm**] (1,5) @ [**pff**] apar [**mm**]!! ~ este bine primită într-un spectru larg de oameni [...].

The abundance of paralinguistic features, among which (nervous) laughter as a differentiator, were caused by difficulties and embarrassment in reconstructing the meaning in the target-speech.

8. A7 – O bombă atomică a distrus orașul și:: (1,5) ceea ce arată că (2)
↓ oamenii au capacitatea să !se autodistrugă? !

The linguistic context in the excerpt above does not express a funny situation. On the contrary, the speech is about commemorating a tragic event, that is why smiling and chuckling, that is believed to be a consequence of student's nervousness should not manifest. Also, speaking in a low voice and adopting an interrogative intonation in speech, where that is not the case, originate from the uncertainty of the correctness of information.

9. A4 – #Dar ce spun oponenții#– #Dar ce spun oponenții care poartă uniforme#

The linguistic units intercalated by the symbol # represent student's whispered voice that is a manifestation of a semantic error.

10. A17 – În primul rând uniformele sunt (1,5) un echilibru [**ăă**] între:: studenții:: care au: familii:: cu:: nivelul [**ăă**] veniturilor mai redus. Aceasta înseamnă că:: se observă studenții care:: sunt veniți din (1,5) de la un (2) ceea ce înseamnă că:: [...].

11. A3 – [ăă] Scoli– Scopul [ăă] de a:: crește numărul copiilor care sunt (7,8) care sunt– care posedă o asigurare medicală.

Filled pauses and silent pauses as presented in the two excerpts above, are vivid examples of dissonance and speech dysfluency that consume time which could be invested in the rendition of important information into the target-language. Recurrent silent pauses which occur at the beginning, in the middle and at the end of the linguistic units (words and word combinations), are sources of monotony in the speech which makes it more difficult to follow the idea. Such paralinguistic features can also be bothering for the listener and, therefore, they have a negative impact on speech understanding. Interpreters should reproduce the intonation of the speaker without exaggerations and should keep in mind that the frequent use of filled and silent pauses that denote hesitation obstruct an efficient interlinguistic communication.

12. A19 – Această dramă se întâmplă în capitala Niamey și intriga principală include problema concentrată în pericolul de HIVA– de SID– HIV de SID– SIDA [...].
13. A20 – Iar logoul școlii **era– ar fi– este imprimat** pe [ăă] cravate sau sacouri.

Multiple successive corrections are detrimental to the quality of the interpreted speech. The causes of hesitation represented by filled or silent pauses are the result of uncertainty about the correctness of the provided information. At the same time, corrections, repetitions and hesitations are consequences of cognitive process used as stalling tactics by students in order to gain some time before formulating the idea or to recall a more appropriate lexical equivalent that would be in accordance with the register or the context.

14. A18 – *Cine știe >ce vo vedea când vo< – când vom veni [...]*
15. A15 – Mulți dintre studenți au vrut >**s-amintească pșdintelui Donald Trump că în 2020 ei fi deja– vor fi deja–<**

Accelerated verbal tempo causes pronunciation mistakes that, sometimes, are corrected and other times are left as they are. Uncorrected mistakes as well as very frequent corrections impact the speech fluidity and hinder the efficient production and reception of the speech. Incorrect pronunciation derives from a very high debit flow which may be detrimental at the initial stage of students' initiation in consecutive interpreting, that is

why it is recommended that students adopt a moderate verbal flow for a fluent, coherent and intelligible interpreting.

The quantitative analysis of the paralinguistic features in students' consecutive interpreting showed that the majority of features were associated with *alternants* (40.9%) immediately followed by *filled pauses* (36.7%). Less frequent were *silent pause* (13.5%) followed by *primary qualities* (6.1%), while the lowest number was represented by *differentiators* (3.7%). The distribution of paralinguistic features per interpreted speech is presented in Figure 2 below.

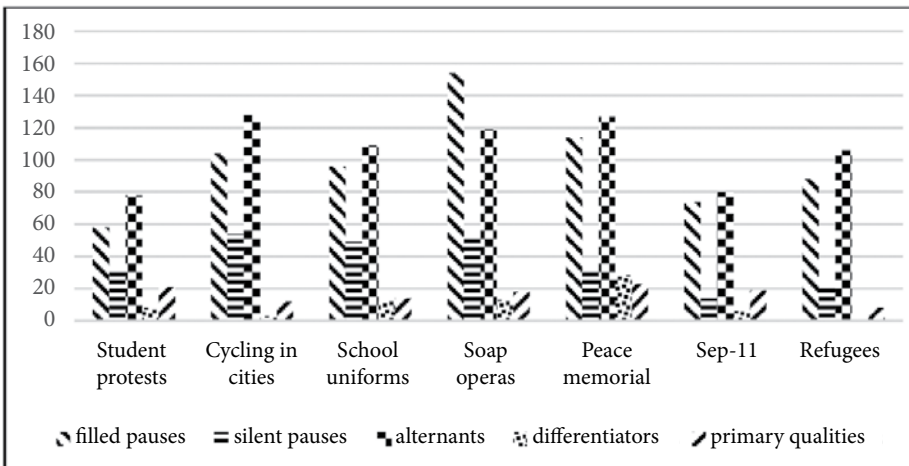


Figure 2 Frequency of paralinguistic features in the target-speeches interpreted by the students

The data derived from the conducted experiment are indicative of the strategies regarding the improvement of students' public speaking skills for consecutive interpreting. The results obtained after data processing showed that *alternants* (self-corrections, reformulations, hesitations, mumbblings, ingressive and egressive sounds, etc.) and *filled pauses* should be addressed in the first place through specific exercises, as they occur more frequently in speech production (here, in consecutive interpreting). The general opinion among teachers is that students should be made aware about the effects of paralinguistic features. A good practical activity would be to encourage students to audio record their speeches and to ask them to listen to their recordings. While listening to their own speeches, students should pay attention to the types of paralinguistic features (*filled*

pauses, for instance, which can transform into vocal tics if not monitored properly) and the rate at which they occur. This exercise aims at making students understand the detrimental effect of the excess of such features on the quality of the speeches when used in excess and/ or inappropriately. Moreover, audio recording of speeches in the context of longitudinal experiments in the academic environment or during a longer period of self-monitorization followed by self-evaluation and inter-evaluation should be a good opportunity for students to identify potential speech issues and also, to determine the progress made as a result of activities which target development of attention, concentration and public speaking competences.

Having regard to the high rate of paralinguistic features in consecutive interpreting, this phenomenon should be addressed through diction exercises in both languages (here, English and Romanian) that are part of the interpreting process for the optimization of sound articulation mechanisms and clear pronunciation; public speaking for speech fluency and confident communication of the message to the target-public; breathing exercises for a correct pronunciation including the articulation of the final sounds, speaking with some sort of vocal force so that the public can hear the message; dosed breathing exercises, carried out gradually, with no abrupt pauses when unnecessary in order not to cause any semantic fragmentation of the speech; exercises for the correction of phonetic transformations under the influence of other languages (here, Russian) and of the modifications typical of Moldovan dialect; exercises intended to improve speech impediments, particularly breathing, verbal and vocal tics that can hinder peoples' understanding of the message; exercises for the correction of rhythm disorders, tone of voice, volume, pitch, intonation, logic accent, adapted in accordance with the speaker's message. Speech improvisation is a good activity that should determine fluency and coherence in oral communication. In the context of this activity, students are asked to deliver an impromptu speech within a definite timeframe, in one minute for example, on a particular topic. "Observing and imitating" is an exercise which is meant to improve public speaking by imitating the intonation, tone of the voice, logical pauses, etc. of professional public speakers. "Voice projection" is another activity used to reflect and correct the speaker's volume of the voice in case it is too loud or too quiet to be heard. Appendix 3 presents a set of practical activities, addressed especially to students at the initial stage in consecutive interpreting. The exercises can be used during lessons, as well as independent practicing activities,

to help would-be interpreters form and strengthen public speaking and communication skills.

Conclusions

In summary, the subject of paralinguistics in consecutive interpreting in this paper was addressed from the perspective of the methodology of research (academic context and participants, speech characteristics and segmentation, target-speech analysis), the process of interpreting and speech production strategies that were used by students either to delay or to accelerate the delivery of their speeches. We also determined that the causes of paralinguistic features very often originate in students' insecurity about the correctness of interpreting, diversion of attention, lack of concentration, nervousness, tiredness, embarrassment caused by language and translation mistakes, etc.

The qualitative and quantitative analysis showed that the highest rates were for *alternants* and *filled pauses* while the lowest rates were represented by *silent pauses*, *primary qualities* and *differentiators*. They should be addressed through exercises adapted to students' needs meant to diminish or elude their occurrence. Also, peer assessment could be a more objective approach to overcoming the negative impact of paralinguistic features in consecutive interpreting.

Paralinguistics is perceived as a bridge between non-linguistic forms of communication and the central domains of linguistics (grammar, vocabulary, pronunciation), semantics, pragmatics and cognitive sciences. In academic context, D. Gile's communication model of interpreting is an eloquent descriptor of the interaction between the participants in the process of interpreting. The model points out to the need of cooperation between participants at linguistic and paralinguistic level for a successful interlingual communication.

The results of this investigation showed that *paralinguistic features* can affect the quality of the product of interpreting in terms of lexical, phonetic and semantic inconsistencies if used voluntarily or not, in large numbers, as can be seen in the examples presented in this paper and should be addressed from the early stages of consecutive interpreting, while the activities meant to alleviate the number of such features should contribute to a more fluent, coherent interpreted speech. The present paper represents a modest attempt in pursuing a study which explores the paralinguistic aspects of interlingual

communication. The contrastive analysis of paralinguistic features from the perspective of language directionality (from Romanian into English) is under consideration in the context of a future, more extended research in the domain of didactics of consecutive interpreting.

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Speech corpus

- Address at the Hiroshima Peace memorial*, <https://www.americanrhetoric.com/speeches/barackobama/barackobamahiroshimaspeech.htm>
- Cycling in cities*, <https://webgate.ec.europa.eu/sr/speech/cycling-cities>
- School uniforms*, <https://webgate.ec.europa.eu/sr/speech/school-uniforms-0>
- Soap operas – not just a form of entertainment*, <https://webgate.ec.europa.eu/sr/speech/soap-operas-not-just-form-entertainment-1>
- U.S. student walkout to protest gun violence*, <https://breakingnewsenglish.com/1803/180317-student-protests.html>
- U.N. says refugee numbers at record level*, <https://breakingnewsenglish.com/1606/160622-displaced-people-100.htm>
- 9/11 over 10 years on – the health concerns for firefighters*, <https://webgate.ec.europa.eu/sr/speech/911-over-10-years-health-concerns-firefighters>

Appendices. Samples of transcribed speeches

Appendix 1. Transcript of the speech *School uniforms* interpreted by student B1 (control-group)

Doamnelor și domnilor

Dacă ați crescut și ați fost la școală în Marea Britanie atunci probabil că a trebuit să fi purtat uniforme școlare. Fetele trebuiau să poarte o bluză fustă un sacou care este o:: jachetă formală și probabil cravată. Iar băieții purtau pantaloni clasici sacou și cu siguranță– numaidecât purtau și cravată. Iar școlile imprimau logoul pe sacou și pe cravată. Era interzis să porți blugi în– sau adidași la școală. Pentru mai multe generații copiii au trebuit să

poarte uniforme școlare atâta timp cât în celelal- în țările europene nu se purta uniforme școlare. Acest lucru- Cu acest lu- #În UK persoanele sunt de acord-# Sunt persoane atât de acord cu acest lucru cât și contra. ↓Haideți să auzim câteva:: opinii↓. În primul rând cei care susțin aceste idei consideră că uniformele sunt (3) un echilibru între copii mai ales în regiunile în care veniturile sunt (1) scăzute- joase. Din această cauză copiii sunt îmbrăcați în uniforme la școală chiar dacă sunt din zonele mai bogate și cele sărace acest lucru [ăă] oprind discriminarea copiilor care au părinții săraci. Uniformele inspiră formalitate care ajută copiii să--la învățat de aceea că copiii sunt la școală pentru a învăța nu pentru a se juca nu pentru a petrece timpul frumos cu prietenii lor. Iar hainele nu sunt făcute pentru a distrage persoanele de la învățat. Alții spun că uniformele sunt un fel de:: pregătire pentru viitorul lor. Mai multe locuri de muncă- Mai mulți oameni susțin că ↓la locurile de muncă ar trebui să fie purtate uniforme↓. Un exemplu sunt armele- sunt poliția și forțele armate. Chiar și persoanele care lucrează în magazine sau conducătorii de autobuze ar trebui să poarte uniforme. Dar ce spun cei care sunt contra uniformelor. Ei spun că chiar dacă uniformele [ăă] prezintă un echilibru suficient în societate ele pot fi destul de costisitoare. [ăă] În ziua de astăzi lanțurile de magazine [ăă] vând uniforme destul de ieftine dar părinții găsesc locuri în care să coase uniformele cu mult mai- și mai ieftin. Iar în al doilea rând oponentii susțin că a purta uniformă nu lasă nu permite copiilor să se-- să se exprime și să fie ei însăși. Iar un lucru pe care trebuie copiii să-l învețe din societate este faptul că ar trebui să își creeze o individualitate sau să-și exprime personalitatea. Gusturile vestimentare ar trebui să:: dezvolte acest lucru dar să nu poarte toți aceleași haine. Personal eu nu am nicio opinie despre:: haine (2) care le port în timpul școlii și după școală deci ceea ce mă puneau să port la școală nu era o problemă pentru mine. Am găsit ale moduri prin care să mă pot exprima. Deci pentru cineva care a crescut în zonele dezavantajate economic am putut vedea #diferența# (2) am putut vedea cu ochii mei că uniforma poate aduce un echilibru între ↓societate↓ ascunzând starea economică (1) a elevilor. Mulțumesc pentru atenție.

Appendix 2. Transcript of the speech *School uniforms* interpreted by student A1 (experimental-group)

Doamnelor și domnilor

Dacă ați crescut și ați mers la școală în Regatul Unit cu siguranță ați fost nevoiți să purtați uniformă când mergeți la școală. Pentru fete aceasta consta dintr-o bluză fustă și un sacou care reprezenta o jachetă mai oficială și probabil că o cravată. Iar uniforma pentru băieți consta din pantaloni la patru ace [ăă] o cămașă și din nou un sacou. [ăă] Și pe lângă asta blazonul școlii care este imprimat pe sacou și pe cravată. Și era absolut interzisă purtarea blugilor sau a altor tipuri de pantaloni în clase. Până acum generațiile de copii din Marea Britanie erau nevoiți să poarte uniforme pe când elevii din alte țări europene nu erau obligați. Însă această temă [ăă] a creat o divizare în societatea britanică mulți dintre oameni fiind împotriva purtării uniformelor alții susținând această idee. Să vedem care sunt argumentele lor. Întâi de toate cei care susțin purtarea uniformelor în școli spun că acesta este un standard minunat care permite elevilor să nu fie discriminați- elevilor care provin din familii social vulnerabile să nu fie discriminați la școală. Prin urmare indiferent dacă provin dintr-o familie bogată sau săracă ei au aceleași haine la școală. Acest lucru ajută la faptul ca copiii care provin din familii mai sărace să nu fie discriminați. În al doilea rând [ăă] uniforme [ăă] creează o atmosferă mai oficială potrivită pentru studiu pentru că înainte de toate copiii merg la școală pentru a învăța pentru a se distra și a petrece timpul cu prietenii lor așa că hainele nu ar trebui să-i distragă de la obiectivul lor principal care este să studieze. În al 3-lea rând ei susțin că: purtarea uniformelor școlare îi pregătește pentru viitoarele locuri de muncă. În multe profesii [ăă] este solicitată purtarea uniforme iar exemple evidente sunt forțele armate sau poliția. Însă chiar și vânzătorii și conducătorii auto sunt nevoiți să poarte uniforme. Să vedem ce au de spus cei care sunt împotriva uniformelor. Ei spun că în ciuda faptului că ele prezintă un standard de egalitate între elevi uniforme pot fi destul de scumpe. În ziua de astăzi există numeroase lanțuri de magazine care vând haine la un preț redus astfel încât părinții își pot îmbrăca odraslele de acolo fără a fi nevoiți să plătească niște prețuri exorbitante pentru uniforme școlare. Iar în cel de-al doilea rând opozanții [ăă] susțin că uniforme nu permit copiilor să-și exprime individualitatea iar unul dintre rolurile de bază ale sistemului de învățământ este de a ajuta la dezvoltarea personalității copiilor. Gustul pentru vestimentație este o

parte componentă a acestei educații iar obligându-i pe toți să poarte același tip de îmbrăcăminte li se suprimă astfel individualitatea și personalitatea. Vorbind despre mine personal nu am avut niciodată probleme cu purtarea uniformelor la școală. Așa că faptul că eram nevoit să port uniformă în timpul școlii nu era o problemă gravă pentru mine. Eu am găsit alte moduri pentru a-mi exprima personalitatea. În calitate de persoană care a- și în calitate de persoană care a crescut într-o regiune cu probleme economice a Marii Britanii am conștientizat de-a lungul vieții care este rolul important al uniformei școlare în calitate de standard care pune un semn de egalitate între elevii care provin din familii bogate și cei din familii sărace. Vă mulțumesc pentru atenție.

Appendix 3. Practical activities for the acquisition of public speaking and communication skills in consecutive interpreting.

1. “60 seconds speech production”

Students should prepare and deliver a 1-minute speech on current affairs and topics. The process can be carried out gradually with the students (1) writing speeches first in Romanian (mother tongue), and then presenting them verbally to their colleagues who will have to interpret the message in English, then (2) delivering speeches in English. Students should concentrate on delivering coherent, fluent speeches without hesitations and corrections. Special attention should be paid to the manifestation of paralinguistic features (pitch, tone, intonation, pauses, etc.) which can be more systematically accounted for by recording the speeches for subsequent intra- and inter-evaluation.

2. “Observation and imitation”

The activity aims at improving students’ rhetorical skills by imitating the techniques of public speaking of experienced speakers. Students should listen to suggested speeches (alternatively, they can search for the desired speeches delivered by politicians, actors, comedians, professors etc.). They should concentrate on imitating the speaker’s tone, rhythm, expressiveness, intonation, pauses, etc., then they should learn fragments of the speeches having regard to paralinguistic features, and audio record their own delivery of the speech for subsequent comparison with the original.

3. ***“Intonation and sense”***

The aim of the activity is to demonstrate that the intonation the speech is delivered with influences its meaning significantly. For this purpose, some students should read a set of sentences, adjusting the intonation in accordance with the different options they are presented with. Then other students should interpret the sentences into the target-language, and determine the intention of the speaker in accordance with the available options.

4. ***“Voice projection”***

The activity aims at reflecting the way projecting one’s voice facilitates understanding and intensifies the semantic impact on the audience. This exercise is especially recommended to students whose tone and volume of voice is not fully adapted to the needs of the audience, i.e., they either have a low or a high speaking voice which hinders the proper understanding of the meaning. For this activity, the student stands or sits at a certain distance from the other students and delivers a speech. The teacher and the students listen to the speech with attention to nonverbal aspects and paralinguistic features, then a student should perform the interpretation into the target-language and subsequently, a qualitative analysis of the product of interpreting is carried out.