

# SHADOWING AS A CRUCIAL TOOL IN BUILDING FLUENCY IN INTERPRETATION

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**Abstract:** Shadowing was used in classrooms in order to teach EFL students to improve interpreting performance. Although, a research has not been conducted to show an influence of this technique in the fluency in Russian-English interpretation yet. Therefore, the research was conducted among sophomores of Foreign languages Faculty (FLF) at Bukhara State University. Through, it was shown that shadowing has much more influence in improving fluency. The data was collected from the observations and interviews with students and results came out from these interviews. Research findings revealed positive students' interests and attitudes towards the application of shadowing technique to use it in their fluency. This paper, hopefully will provide useful data for teachers and researchers in means of interpretation, in general, and interpreting teaching activities at tertiary education, in particular.

*Keywords:* shadowing, interpretation, interpreting performance, fluency

## НАШЕПТЫВАНИЕ КАК ВАЖНЕЙШИЙ ИНСТРУМЕНТ В ОБЕСПЕЧЕНИИ БЕГЛОГО ПЕРЕВОДА

**Аннотация:** Нашептывание использовалось в классах, чтобы научить студентов EFL улучшать качество устного перевода. Хотя

исследований, показывающих влияние этой методики на беглость русско-английского перевода, пока не проводилось. Поэтому исследование проводилось среди второкурсников факультета иностранных языков (ФИЯ) Бухарского государственного университета. Было показано, что нашептывание оказывает гораздо большее влияние на улучшение беглости речи. Данные были собраны из наблюдений и интервью со студентами, и результаты были получены из этих интервью. Результаты исследования выявили положительные интересы и отношение учащихся к применению техники шушутаж, чтобы использовать ее бегло. Мы надеемся, что эта статья предоставит преподавателям и исследователям полезные данные о способах интерпретации в целом и интерпретации преподавательской деятельности в высших учебных заведениях в частности.

*Ключевые слова:* шушутаж, интерпретация, переводческая деятельность, беглость

## **1. Introduction**

Since communication within only one speech community is hardly self-sustained, and no individual in the world can know all the languages in use, there is a demand for more qualified interpreters and translators, especially in the context of globalization. To meet the increasing need in the interpreting market, there have been an ever-growing number of tertiary education institutions becoming involved in the training of interpreting and translation professionals. Faculty of Foreign Languages (FFL), Bukhara State University can not be an exception.

Bukhara State University is no exception of problems with the students' learning methods and being motivated by previous findings on shadowing, the author conducted the investigation into a possible link between shadowing practices

and FFL students' fluency in interpreting performances. This paper is hoped to be of great significance for teachers and students in the field of interpretation.

## **2. Literature review**

### *2.1. Definition of shadowing*

Shadowing (from French chuchotage – whispering) – a variety simultaneous translation, which is carried out by an interpreter in an undertone for one client (or several, but usually no more three or four). This type of translation is common translation practice, since interpretation is becoming more and more and more in demand in the modern world, and the use of special equipment for simultaneous translation in some cases is not appropriate.

### *2.2. Criteria of interpreting assessment*

This study contends that interpreting requires from learners to master several aspects, such as: background know-how, language competence and cultures. Although, it is complicated to evaluate the interpreting performances of students and decide whether an Interpreting version is acceptable or not. Therefore, it was suggested to use three main criteria for assessment, which was introduced by Zwischenberger(2010)

#### Criteria for Interpreting assessment

Content-related criteria	Form-related criteria	Delivery-related criteria
Sense consistency with the original	Correct terminology	Fluency of delivery

Logical cohesion	Correct grammar	Lively intonation
Completeness	Appropriate style	Pleasant voice
		Synchronicity

### **3. Methodology**

#### *3.1. Research site and participant selection*

The research was conducted among second-year students of Bukhara State University. These English students major translation activities and trained to become professional interpreters in the future. Since, the students had a little practice and experience in the oral translation, especially in shadowing technique, their knowledge was a little bit limitless. Furthermore, their fluency in the Russian-English was undesirable. Thus, in order to overcome these challenges and stimulate their awareness about shadowing technique, they were selected as a participant group. They were equipped with 10 computers. They were randomly selected and then separated into two groups, group A and group B

#### *3.2 Data collection*

For these students were given Barack Obama's speech, ex-president of the United States of America, which he performed in an interview with Bill Gates and Melinda Gates. This speech was 30-minutes speech was selected because as Barack Obama talked there about an economy, education, history, relationship and etc, which are the most integral part of our life. It is not just an interview, it is a speech, which is a motivation to youngsters and promotes the feeling of their well-being.

### **4. Findings and results.**

The research was proposed to determine the students' fluency in shadowing technique, whether participants can perform themselves fluently or not.

It was found out that the sophomores could deal with the shadowing very well, much more than it was expected to be in the start point of research. All of them regardless of some tiny mistakes, whispered with fluency and had an acceptable pronunciation, they did not mix British accent with American.

After, the experiment it is noticed that the students were truly engaged and interested in shadowing technique. 100% of the students paid much more attention to the audio and began to shadow it for the first time of listening . They were also fascinated even to listen without scripts than those with scripts. And after, finishing the task , they compared their shadowing with script and were sure, that they could deal with the given task and did not do major mistakes.

Besides the results, from the interviews with the students showed that all interviewees followed procedure suggested by the author. Also, 95% of the students in the interviews said that their fluency much more improved through shadowing. Four out five said that it was useful for them. More surprisingly, three out of five students believed that shadowing practices can assist them to enhance their concentration, memory and listening comprehension. And, it was suggested to implement this technique in classrooms in order to evaluate students fluency

## **5. Conclusion and implication**

As an improvement of interpreting skills is nearly impossible if the process of learning is implemented without any techniques, second-year English majors are supposed to fiercely stick to their own suitable methods. Therefore, shadowing was presented to them as the subject of the study in hope of suggesting a new learning tactic to ultimately strengthen their Russian -English interpreting performances in general and their fluency in particular.

The results of the experiment demonstrated the level of impact of shadowing on Russian-English interpreting performances, especially in their fluency.

The data was collected from observations and interviews show that the students had positive interests and attitudes towards the application of shadowing

practices in interpreting and its impact on their interpreting fluency. And, therefore it can be used in further classes to teach oral translation and improve fluency in interpreting performance.

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