



UNIVERSITAS  
**SANATA DHARMA**  
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# THE USE OF **AUDACITY SOFTWARE** IN TESTING STUDENTS' **SIMULTANEOUS** **INTERPRETING SKILL**

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# BACKGROUND

- English Language Education Study Program, Sanata Dharma University, Indonesia is a school to **produce teachers candidates**.
- Becoming interpreters is only additional objective to **cater those who do not want to be teachers**.
- the study program does **not have an interpreting lab** and the class is conducted in a multi-media lab where there is one computer for each student.

# AIM OF INTERPRETING COURSE IN ELESP

- To introduce interpreting and what is involved to be good interpreters
- to equip students with **oral translation skill and** to prepare them to be **conference or community interpreters**



# TWO MODES OF INTERPRETING

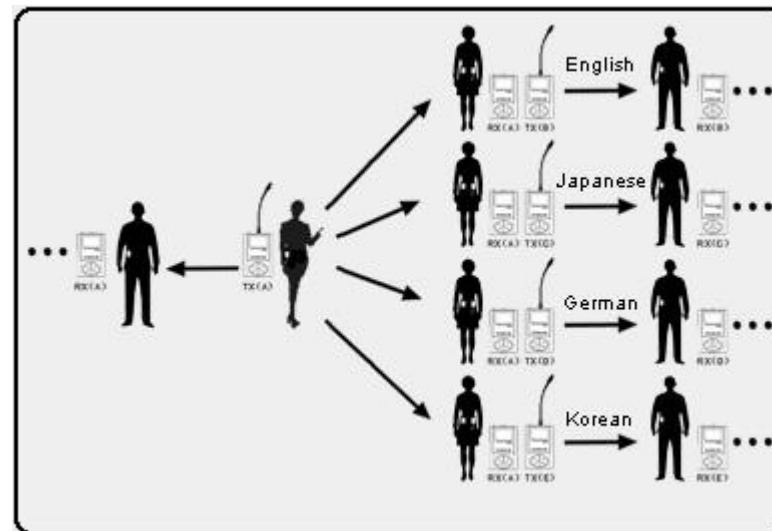
- **Consecutive Interpretation**: In consecutive interpretation, the speaker speaks **few sentences before pausing and the interpreter gets some time** to render the interpretation into the other language.





# TWO MODES OF INTERPRETING

- **Simultaneous Interpretation:** Simultaneous interpretation, as the name suggests, is performed simultaneously at the same time of presentation. Using special equipment like transmitter, interpreter unit, receiver with headsets, the audience can hear the language of their choice, while the source-language speaker continuously speaks in a sound-proof booth.



Simultaneous Interpretation:

English Speaking Crowd

English Speaking Presenter



Non-English Speaking Crowd  
With wireless headsets.



# PROBLEMS

- **No interpreting tools or devices.**
- Only **less than 25%** of the students were interested in becoming interpreters (based on the initial survey)
- Students are **not really motivated**
- While it's easier to assess students' consecutive interpreting skill, it's **quite hard and time consuming to assess students' simultaneous interpreting skill.**

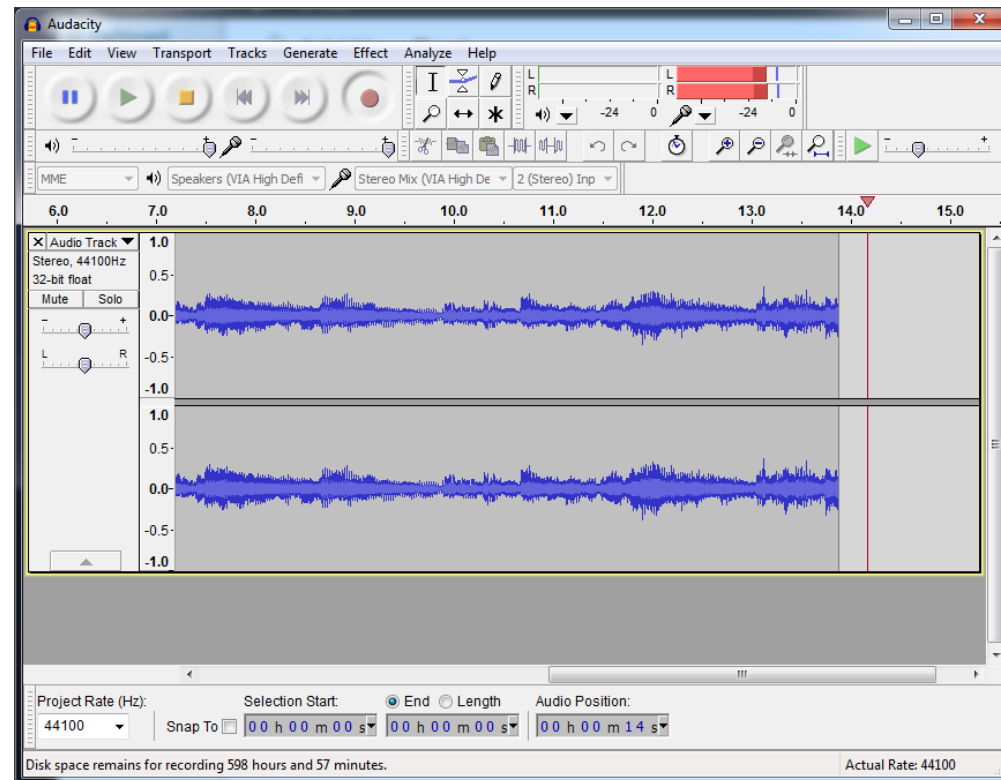


Gonsin IR Simultaneous Interpretation System



# SOLUTION

- Making use of the **Audacity voice-recording software** to record their simultaneous interpreting and then be assessed later.





## THREE PHASES IN INTERPRETING

1. understanding the SL text,
2. conversion of the SL text into TL text,
3. and delivery of the TL text.



# PROCEDURES

- (1) open the Audacity software and get it ready.
- (2) the instructor reads a text aloud to the whole class,
- (3) the students interpret the sentences at the same time while recording their own voice using Audacity,
- (4) students evaluate their own recorded speech and other students' recorded speech,
- (5) students send the recorded speeches in MP3 format to the teacher's desk,
- (6) teacher evaluates the students' recorded speeches

# RESULTS

- The results showed that students still **have problems in the three phases of interpreting process**, i.e. understanding the SL text, conversion of the SL text into TL text, and delivery of the TL text.
- The problems are **poor listening skill**, **low vocabulary size**, **unfamiliar themes and terminology**, **inadequate knowledge of the subject matter**, **poor public speaking skill**, **poor English language skill**, and **low confidence**.



## ADDITIONAL RESULTS

- The use of Audacity also helps students to exercise **their learning autonomy** and **communication skills** as well as to develop their **metacognitive strategies**.

# CONCLUSIONS

- The Interpreting course in the ELESF is to **introduce interpreting skill to students and to motivate** them to be interpreters.
- The **limited facility** (the absence of laboratory and interpreting devices) encourages the teacher to **experiment using Audacity Software**.
- Audacity Software is helpful in helping the teacher to assess the **students' simultaneous interpreting skill**.
- The procedures must be **clear and the rubric should be provided** to assess objectively.
- The Use of Audacity helps students increase their **autonomous learning and metacognitive skills**.



Thank You!

