



The Value of Guest Speakers in Training Interpretation-the Language Bridge Senior Business English Majors, National Economics University, Vietnam

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Abstract

As an advanced language skill as well as a job-oriented subject, interpreting has always been a challenging area for teacher and learners to master. The standard requirements of source language message's analysis, memorization and utterance in the target language imply that students should be equipped with linguistic, cultural knowledge and practical skills. Common teaching approach provides trainees with opportunities of performing interpretation based on the input delivered by radio/CD/VCD/teacher as the speakers. This results in learners' expectation of experiencing real interpreting cases. Therefore, an innovation so-called "Guest Speakers" is proposed for senior English majors, National Economics University. The evaluation methods cover semi-structured interview, observation and diary. The participants involve 80 third-year students. The results reveal that guest speakers can motivate students to join the class because they feel more curious. In addition, these guests build up strong connection to the labour market in terms of specialized knowledge and social network. However, the presented topics should match with learners' interest more to call for their attention.

Keywords: feeling, interpreting, guest speakers, topic, values



1. Introduction

1.1. Rationale

Global integration helps to promote business cooperation and strengthen cross culture. As a consequence, diversity and plurality of economic opportunities as well as cultural aspects appear in every society without any exception. Mutual language, therefore, might become a barrier for partnership and multi-lateral relationship. Luckily, interpretation and translation are the vital solution to this case, which brings different people from different cultures to the same destination. Then, it is apparent that the more the global develops its integration, the more essential it is for the improvement of interpretation and translation which refer to oral and written language transference respectively. Regarding the former approach, which might be considered a complex area in linguistic field, has been researched in-depth in various studies to figure out the most effective teaching and learning methods for both trainer and trainees. The missions of interpreting class is challenging in the way of providing learners with advanced linguistic and cultural understanding and practical skills at the same time. It is essential for the students to experience real cases of interpretation, where they not only take opportunities of observing but also practising. The complicated process of receiving source language input, analysing the message and producing it in the target language sets out the necessity of continuous training and non-stop practice. Normally, it is impossible to take every student to any conference or workshop that supplies practising chances. Therefore, in class, the teacher should be responsible for creating situations with speaker and interpreter for the learners to experience. In fact, common teaching devices to present the speech include CD/VCD/radio/the teacher himself/herself. Therefore, it is still lack of a model which is human and does the job of the speaker. That is why this research looks into the values of inviting Guest Speakers to interpreting class of third year English majors, National Economics University, Vietnam.

To begin with, this study looks into the literature review with background understanding related to interpretation and teaching interpreting approaches. Then, it presents the pre-intervention context, which leads to the selection of the innovation so-called Guest Speakers. Concerning the evaluation of this intervention, the last pages of the study describes the research in details with information about its research questions, methods, participants, and context. Finally, the findings are analysed to demonstrate the success of the innovation to some extent.

1.2. Literature review

1.2.1. Interpreting-An overview

Definition

As a subject called “interpreting” for English majors, it means “rendering” messages from one language into another (Bui & Dang, 1999). The particular job of an “interpreter” is demonstrated as a language bridge for two partners, including both individuals and groups. Similarly, Jones (2003) used the function of an interpreter to illustrate the denotation of “interpreting”. In detail, he



exemplified the situation of two persons from different countries, working in various fields such as politics, business, trade and science, etc. Luckily, thanks to the assistance of someone using both languages and being able to give explanation for each person in turn, these two partners can carry out their discussion. However, rather than language, interpreting is also closely linked with various specialized working areas as mentioned in this scenario, as well as cultures. This results in the fact that an interpreter should be equipped with special capabilities such as grammar, memory, synthesis, concentration, cultural and specialized knowledge, etc. (Ma, 2013; Del Pino Romero, 1999).

Especially, “interpreting” is supposed to be a successfully acquired skill due to great efforts and huge investment into linguistics studies, professional development, cultural understanding and global knowledge improvement. This requirement is given due to the idea that “Stars are born, interpreters are made”(Ma, 2013; Tryuk, 2011). Consequently, it is suggested that the sooner one person acknowledges the value of interpretive skill practice and training; the more successful he/she can be at doing the job (Ma, 2013).

All in all, “interpreting” is rendering oral speeches from the source language into the target language. Nonetheless, “interpreting” does not limit at language understanding and translation at word level as well as sentence structure, but it is related to thorough knowledge of the two cultures and societies.

Interpreting process/Interpreting principles

To begin with, Bui & Dang (1997) introduced an extremely basic model for English majors in their course book for theory of translation and interpreting, which is presented as the following diagram:

$$I \rightarrow U \rightarrow D \rightarrow T \rightarrow O1 \rightarrow O2$$

$$* (C + C) \rightarrow (T \rightarrow O1)$$

I = The input stage: The interpreter must have excellent hearing ability and receive the message without interference

U= Understanding: This is the most important stage of the interpreting triangle. Not understanding will result in a breakdown of communication

D= Deciphering: At this stage, the interpreter gets rid of all the words, retaining the concept, idea

T= Transference: The concept or idea is now transferred into the other language

C+C= Context and Culture. During the transfer stage, the meaning is clarified by cultural and contextual considerations

O1= Output 1. The interpreter finds an equivalent idiomatic expression



O2= Output 2. The interpreter transfers the meaning.

As a detailed instruction for language learners, this model divides an interpreting session into several steps so that they can be easily acquired. Nonetheless, all of them can be summarized into three main phases with (1) listening for input, (2) understanding and analyzing the input and (3) giving output. The key feature of this model is its emphasis on the influence of culture and context on the production of interpretation.

Another model suggested by Gile (1995a, p.159) involved only two main phases in the process of interpreting, which, then, covered different components to be analyzed. According to Gile's efforts model, consecutive interpreting (CI) is the result of listening and reformulation phases as follows:

- *Phase one: CI (Listening phase)= Listening +Memory effort + Note-taking effort+ Coordination*
- *Phase two: CI (Reformulation phase)= Remember + Read+ Production*

It can be seen from Gile's model that this model illustrates interpreting is such "a multi-task activity", in which various tasks should happen quickly step by step, or sometimes, even at the same moment. Also, the cooperative performance between note taking and note reading is noted in the way the interpreter has been familiar with. Obviously, each component is closely linked with the other so that all components can help to bring about a smooth and effective interpreting.

The next model is relevant to the area of psychology, which was analyzed by Anderson (1995), called ACT-R (Adaptive Control of Thought-Rational). In fact, he considered it as a process of interpreting skill improvement based on learning acquisition process. Based on ACT-R theory, there are three steps, so-called cognitive, associate and autonomous ones. At first, the message is acquired under the form of declaration, which requires the interpreter to encode it in a declarative basis so that it can be transferred to the status of comprehensible information to be notified. After that, the conscious message is compiled with interpreter's knowledge. At this time, errors of wrong understanding in terms of terminology, grammar and ideas are "detected", the connective bones among different cohesive ideas are highlighted. Finally, in the autonomous step, the scenario should be very quick in mind and utterance. Then, the underlying point of this procedure is the cognition, which is linked with the input information, the analysis into errors and main details and the ready-to-be produced message.

Putting together, despite being dissimilar in the format and elements, those above mentioned popular models of interpreting process prove that this is such a challenging and complicated procedure, which covers the listening stage, understanding one and producing one. It can be inferred from this quick conclusion that an interpreter should practice as much as possible in order to master all of those steps. They may acquire skills from lessons learnt for each interpretation session. Also, they should be self-equipped and trained with numerous helpful attributes.



Interpreting helpful skills

In general, some outstanding skills to be carefully trained for interpreter were obviously stated in the studies by different researchers. For example, listening, memorizing, note-taking and presenting skills are those recommended in previous academic works (Liu, 2001; Gile, 1995a; Han, 2013; Bui & Dang, 1997), as follows:

- *Listening skill*: Interpreters should listen for the main message and try to convert it into the target language.
- *Memory training skill*: short-term memory is frequently utilized for the temporary coverage of speech's segments during interpreting process.
- *Note taking skill*: Interpreter should feel free to take as many notes as possible to trigger the delivered message, but not too many. Especially, there is nothing considered as the best note-taking system. There are some common symbols (Bui & Dang, 1997, p.43) such as arrows, abbreviations, mathematical symbols, etc.
- In addition to those mentioned skill, it was proposed that an interpreter should also improve his/her *presentation skill* (Bui & Dang, 1997). Reality shows that an interpreter is a presenter as well. He/she is transferring the information of another person into another language. Nonetheless, he/she is really talking to the audience. Then, interpreter should be fluent in using the two languages.

Based on the requirement of practical skills as well as authentic materials during training process, a big question raised in this case is related to the teaching method so that students can obtain learning objectives to the best. Then, the next point should be the discussion concerning different approaches in training interpretation courses.

1.2.2. Teaching interpreting

Speaker-Interpreter model

Teaching plan for the whole course is designed based on different changes in the roles of speaker and interpreter, which gradually moves from the easiest to the most challenging situations. In other words, every lesson, the class is organized in the model of a practical interpreting session, with the input delivered by a speaker and the output performed by an interpreter (Morin, 2007; Larsen-Freeman, 2000). Totally, the teaching procedure is divided into six stages described as the followings:

Phase one: Teacher-Student acting as Speaker-Interpreter

Teacher makes a speech on a specific topic in the source language. After that, a student transfers the input into the target language. The whole class should listen, take notes and give comments related to the performance of the interpreter.

Phase two: Student-Student acting as Speaker-Interpreter



Student speaker presents an issue in the source language and another student as the interpreter does the interpreting job in the target language. After that, they should receive any comments on their performance from the whole class and the trainer.

Phase three: Tape player/CD player-Student acting as Speaker-Interpreter

In this case, the input of the source language is announced by the tape or CD player, which is played by the teacher. After few seconds, the instructor can pause the talk in order to give the student a chance to interpret. There should be a class discussion after the lesson to analyze strengths and weaknesses of the students doing interpretation on that day.

Phase four: VCD player-Student acting as Speaker-Interpreter

This time, the tape or CD player is replaced by a VCD player. The trainees should be more excited due to the appearance of real images on the screen in addition to sounds. The whole process takes place the same as the above description.

Phase five: Radio-Student as Speaker-Interpreter

Teacher switches on the radio on a particular channel of either a talk show or news for the students to render it into the target language. Students might feel the instructor's purpose of exposing authentic materials to the class. After each pause, students are given chances to show their interpretation. The discussion about concerning problems is still essential after class.

Phase six: TV news broadcasting-Student acting as Speaker-Interpreter

This constructs the most challenging and exciting class when a specific channel on television is selected for students to watch and interpret.

In general, this teaching approach requires small class size to ensure equal opportunities for everyone in performing interpretation. Especially, there must be careful preparation regarding learning materials for students and teaching devices for the instructor. The class discussion is helpful in the way of analysis into problems and achievements to improve student-interpreter performance.

Scenarios construction

The exploration of this teaching method reveals a strange approach of role play in interpreting class. In every lesson, the teacher does the job of an interpreter, but he/she must do what is NOT appropriate. For example, showing participants sitting places, having physical touch on participants, giving intrusive source language, ignoring note-taking, repeating mid-sentence interruption, using unsuitable language to ask speakers to wait, adding or omitting information, etc. (Debra, et, al, 2010; Russell, 2002a; Russell, 2005). Each session demonstrates a different scenario. After the teacher-interpreter performance, there must be a class discussion about the problem that needs to be changed. Then, students learn from the mistakes of the interpreter. Especially, the



observation of their teacher exemplification would make it easier for students to visualize the problem so that they can avoid it in their future job.

Obviously, there is a post-performance discussion like the above teaching plan, the focusing subject is the teacher, not the student as the interpreter. In addition, based on this method, the challenge for the trainees is not variations in the input provided by speakers but the different problems in actions of the interpreter. It must be noted that, because students are not given the role of interpreters, they might not experience the real cases by themselves.

Interpreting process-based model

Camelia (2013) and Seleskovitch & Lederer (1989) are representatives for the selection of teaching approach coincidentally matches with the interpreting process, which is comprised of receiving input, analyzing the source language and rendering the message into the target language. In particular, it is described as the followings:

- a. *Auditory perception of a linguistic utterance which carries meaning. Apprehension of the language and comprehension of the message through a process of analysis and exegesis.*
- b. *Immediate and deliberate discarding of the wording and retention of the mental representation of the message (concepts, ideas, etc)*
- c. *Production of a new utterance in the target language which must meet a dual requirement: it must express the original message in its entirety and it must be geared to the recipient*

(Seleskovitch & Lederer, 1989, p. 8)

The above detailed description illustrates that in a lesson plan, teacher should prepare to break down the whole teaching approach into three stages which provides learners with analysis into the message first, then, the preparation of output and finally, the performance of interpretation. In this way, the message is the key point. Students would learn what to interpret and how to render the message. Therefore, the difficulty of the lesson might be based on challenging level of the message. Also, in this case, the device releasing the presentation/speech is unimportant. Especially, there is no point related to the post-interpretation discussion.

In short, despite different ways of teaching, the above approaches focus largely on practice and practice. This is easily understood because practice makes perfect for a course that requires different skills like interpretation. However, in-depth comprehension of those common methods figures out dissimilarities in the effort to achieve successful interpreting performance. Particularly, some researchers concentrate on the changes of speaker and interpreter model, while others focus on the problem or the message. In my opinion, whatever the selected teaching approach is, it must be notified that:

- Trainees should be given chances of performing interpretation so that they themselves can learn from their own problems.



- Class discussion is a helpful technique for the whole class to share their viewpoints and improve each other's skills

The message input analysis should be integrated into the class discussion because this raises students' awareness about the accuracy of the output

1.3. Arising problem and propose innovation

1.3.1. Context description

Firstly, it would be essential to look at the current situation in relation to teaching interpreting for English majors in Vietnam institutions. It appears some facts that:

- Interpreting-a practical subject for a job

In most English-based institutions, interpreting is covered in undergraduate curriculum as one of linguistic advanced subjects with high number of credits. Some universities in this group to be named should include Hanoi University (Hanoi University of Foreign Language Studies), Hanoi university of Education, Diplomatic academy of Vietnam, National Economics University, etc.

Normally, interpreting subject is covered during 15 weeks, 3 periods/week, with three phases of interpreting 1,2,3; ranging from difficulty level of facing with sentence structure, vocabulary and complex ideas. The key teaching methodology is practicing. Interpreting is a job. It is not a theoretical area to be researched and discussed any more.

- Lack of teaching course book

As a matter of fact, there is no officially printed course book on how to teach and learn interpreting, even in those institutions specializing in interpreting training. Observation reveals that approximately 20 students in each language major class are supplied with updated news on audio and video tapes of as authentic materials to practice interpreting skill.

- Lecturers teach the way they are taught and learnt

Not all teachers share the same plan. They teach by the method they were trained and based on their first-hand experience. Therefore, not every lecturer understands the need of technique called visualization and how to adapt it. Even if they know that, not all of them know exercises to practice it.

- Teaching devices are indispensable tools

All classes require either a cassette player/ CD player or VCD player in order to deliver the input message for the students to listen to and interpret. In some cases, there might be activities for students to play the role of speakers and interpreters. However, the main source of speech is received through the speakers of a teaching device.



1.3.2. Concerning problem

Serving the purpose of exposing the situation of what students want to change in their interpreting class, the researcher carried out a quick and simple interview in an informal way to shed the light on the real status. Additionally, teacher's observation was also employed as another research method for this case.

Participant description:

Intake	58
Number of classes	3
Number of students	80
Subject	Interpreting 1
Number of weeks/sessions	15
Number of pre-innovation weeks	2
Interview sessions	Week 2 and 3
When?	At the beginning of each lesson
Teacher's observation	Week 2 and 3
When?	During the whole lesson
Ethics: Students' responses are noted down rather than being recorded. This issue was raised before the interview. Participants shared that they would feel more comfortable and free to share without the recorder, which would make them be under pressure of being tested. Then, the result might not be objective because students had to perform to some extent and they did not dare to talk honestly about every problems being faced.	

Informal interview questions:

- How do you feel about teaching procedure?
- What do you want to change in the teaching plan?

Observation notes:

- Students' attitudes for each step in teacher's lesson plan
- Students' performance of interpretation



Conclusion

- Students find it boring to listen to the radio every session

60% of interviewees replied that the radio makes them find “passive”, “inactive”, “not involved”, “boring”, “uninteresting”, “nothing special” lessons. They were too “familiar” with the scene of a teacher and a cassette player on the class every week like a listening class, which demotivated their feeling of learning a new subject, therefore, they did not really feel the need to actively take part in a challenging class with hard requirements.

Observation notes exposed repeatedly used words like “tiring faces”, “not willing to work”, “sleepy learners”. This also meant that students were fed up with the traditional teaching device, which separated them from an autonomy and active learning environment.

- Students expect to experience real interpreting cases

In response to the question about changing the lesson procedure, all the class responded that because interpreting attached with practice, they were in need of authentic materials of real speeches. They wanted to “change the input delivery method”, “take part in real models of interpretation”, “see the speaker to understand how challenging the job of interpreting is”.

The teacher’s notes also pointed out that students became “excited” with “open eyes” and “talky class” when the inquiry about new idea of teaching method was given.

- Teacher’s wish to make a different class

The teacher herself also wanted to improve learning spirit among students and make a unique interpreting class based on learners’ claim. Therefore, she thought about any possible innovation which could make the trainees actively get involved and be satisfied with real experiences.

1.3.3. Proposed innovation: Guest Speakers

Who?

Kevin (2015) stated that a guest speaker might be a great technique to change the class motivation and students’ involvement. This can be explained by the opportunity of exposing to a new viewpoint and the diversification of teaching method. This idea was completely shared by other authors like Karns (2005) and Metrejean & Zarzeski (2002).

In addition, guest speakers should be invited due to their new faces as great contribution to time-honored practice in the classroom (Brian, 2016). As a matter of fact, guest speakers would make students feel like they are not learning but practicing their future job in a training course or



participating in a workshop. By this way, they feel like being more mature and forget the pressure of learning passively by listening to the teacher and taking notes.

In short, guest speakers bring about new atmosphere to the class. They make students more excited and involved. They provide a practical perspective and lead the trip to the real working world.

Why?

Guest speakers positively result in psychological effect (Kevin, 2015). Students in the classroom are curious about the upcoming topic (Brian, 2016). They keep asking any information about the speaker as well as the topic. Especially, when it comes to Q& A section, it seems that they had prepared a lot of inquiries already when a show a hand is raised. This makes lessons more interesting and students more involved. In interpreting class, the trainees might feel a bit nervous to some extent (Kevin, 2015). However, the atmosphere is certainly changed due to a new character in the class.

Guest speakers greatly provide career connection (Kevin, 2015; Janelle, 2019). They help to link what students learn in the textbook with reality. They reflect the role of interpreters in the classroom. They guide students to the fact of job opportunity and employers' requirements. Therefore, thanks to the participation of guest speakers in interpreting class, learners can experience not only interpreting practice but also get access to challenges of their career.

Guest speakers successfully develop social skills (Brian, 2016). In reality, interaction with guest speakers enhances communication skills and networking skills for students. they should understand how to establish a new acquaintance and maintain it in the future. In the case of interpreting class, through the practice opportunity, students can create a strong relationship with the speakers. Especially, right in the class, they gain lessons learnt from right behavior and attitude towards their speaker in an interpreting model session.

Guest speakers offer a new perspective, which is different from teacher's (Janelle, 2019). This should be considered as an important point because it helps to diversify students' outlook of a specific topic. In relation to interpreting lessons, the appearance of guest speakers show their opinion of qualified interpreter so that students understand what should be improved more in the upcoming classes.

Due to the above listed reasons, guest speakers invitation was applied as an innovation in the described interpreting class to change the students' feeling of new experiences.

How?

- Guest speakers were invited at weeks 4, 6, 8, 11, 14

(Week 1: Introduction; Weeks 2, 3: Pre-intervention; Weeks 9,10: Mid-term; Week 15: Revision)

- Guest speakers were specialists in specific areas related to business



- They were given half an hour to present and join in consecutive interpreting model.
- Students were interpreters in turn.
- After the consecutive interpretation, there was a class discussion about good and bad points of the interpreters. The guest speakers were encouraged to take part in this discussion to give their opinions.

2. Evaluation study

2.1. Research questions

- How do students feel when there are guest speakers in the class?
- What are advantages of inviting guest speakers as new faces?
- What are difficulties in interpreting for these guest speakers in the class?

2.2. Research participant

Intake	58
Number of classes	3
Number of students	80
Subject	Interpreting 1
Number of weeks/sessions	15
Number of innovation weeks	5 (weeks 4,6,8,11,14)

Procedure for each lesson:

- Guest speaker is introduced to the class
- Consecutive interpretation takes place between the guest speaker and students as interpreters during 30 minutes. Some students should be called upon to play the role of interpreters in turn.
- Class discussion is organized to analyze techniques and skills of the interpreters. The whole class takes notes about their lessons learnt.

Notes:

- Guests speakers are invited by the lecturer. These are specialists from specific areas related to business.
- Guests speakers should be aware of preparing their presentation prior to their visit

2.3. Research subject

Advantages of Guest Speakers

2.4. Research methods

- *Semi-structured interview*: Week 15

Each student is interviewed individually. Teacher should ask the students whether they would like to be recorded or not. If they agree, the recorder would be played, otherwise,



teacher has to take notes on the interviewees' answers. Each interview session should last 10-12 minutes based on follow-up questions given by the interviewer.

Expected evidences are:

Nouns/adjectives: to show students' feelings and comments

Verb: to illustrate their reactions and any wishes of changes

Icons: to demonstrate students' feelings

Interview questions:

- How do you react to the announcement of guest speaker appearance in your interpreting class?
- Could you please state out advantages and disadvantages of having guest speakers?
- What do you want to change about these speakers?

- *Observation*

For every session of guest speakers, teacher should observe the class' feeling and motivation as well as students' performance to show any improvement or possible changes.

There must be 5 notes for 5 sessions in total.

Expected evidences should be comprised of:

Nouns/adjectives: to show students' feelings and comments

Verb: to illustrate their reactions and any wishes of changes

Icons: to demonstrate students' feelings

Template of observation note:

Date:
Week:
Name of guest speaker:
Topic:
Number of attendees:
When the speaker presents, students look:
When students interpret, their strengths are:
When students interpret, their weaknesses are:
In the discussion, the concerning points are:
After the class, students look:

- *Diary*

Students are required to write their diaries about sessions with guest speakers. They are free to decorate the diaries by their own way to make them interested in writing. Each diary should have 5 pages equal to 5 sessions. Students are suggested to write about their impressions of that interpreting session and their improvement.

Template:



Date:
Week:
Name of guest speaker:
Topic:
Today, I feel.....
The topic inspired me or not, why?
The technique I used today is:.....
My interpretation today is so-so/good/nothing special/poor...because....
My lessons learnt today are:.....

2.5. Data analysis

Regarding the interview, each student's response is given a number as a code to ensure the subjectiveness of the research. Then, in total, there are 80 codes, running from 1 to 80.

There must be 80 diaries coded the same way from 1 to 80 and 5 pages of teacher's observation results.

All the analysis is carried out based on the codes only.

The repetition of nouns, verbs and adjectives to show learners' feelings, comments and feedbacks should be analysed. Synonyms and antonyms are accepted. The percentage of repetition reveals the research results.

3. Results and discussion

3.1. Guest speakers motivate students because learners feel more curious and excited

In responding to the first interview question about their reactions to guest speakers' appearance, 90% of research participants stated their interest in the presentation. For example:

Code 5: The night before the lesson, I could not stop thinking about the speaker, who was a famous economist in my institution. I prepared a lot of questions for the Q&A section. I tried to imagine the content of the presentation.

Code 26: Yes, I was impressed when the first speaker came in my class. I had not experienced any similar feeling beforehand because all the time, teacher controlled the class.

Code 37: I concentrated all of my energy on the presentation. I took some notes even I was not picked up as the interpreter that day.



Code 67: When the speaker was there, a completely new feeling appeared in my mind. I neither had to listen to the radio nor the teacher's voice as usual. It was interesting for a new face.

The transcription of students' responses was full of positive adjectives to show integrating feelings into the presentations of the speakers (*eager, enthusiastic, delighted*). Especially, there were verbs showing actions of *asking questions, taking notes, engaging actively*. In addition, their faces showed great interest with smile, they nodded their heads, they kept talking when I mentioned their feelings about speaker.

The observation's notes shared the same idea. All the 5 pages were marked icons of happiness and satisfaction such as ☺, ☀, ✓. Highlighted comments were:

I looked at the students, most of them smiled to welcome the speaker (80%). It seemed that they were actually interested in the guest.

When the speaker introduced herself, 70% of the class members could not keep silent. They showed "Woa, Really, Oh" with smiley faces. They clapped their hands strongly.

Today, I invited a young lecturer in the institution, who had just come back from UK after his PhD course. When he talked about his culture shock, my students stared at him, their eyes opened largely.

These illustrations revealed strong engagement of the students in the guest speakers.

Also, students' diaries demonstrated more obvious evidences, for instance:

Code 44: Normally, I am distracted in interpreting class by facebook notifications, but today, I am attracted by the speaker. That is the voice of a human being, not the radio as usual. I listen to him and find out that I have some concerns about the meanings of some words to interpret.

Code 78: I love the lesson today, something different happens in my class. I volunteer to be an interpreter. I try to focus on the presentation to give the output. There are some ideas that are too hard for me, but I find interesting to learn from those obstacles

Code 80: I am happy with my interpreting performance, I am successful in transferring all the Vietnamese ideas into English. Sometimes, there are few words that I do not know the equivalence, but the whole class listen to me and congratulate me. I think I am good enough. I have never had this feeling. I should send my thanks to the speaker.

Among 80 diaries, 78% impressed me by the strong emotions illustrating learners' attentiveness and determination in the class.

In short, the results of three triangular methods agree upon the conclusion that students were attracted by the guest speakers, they concentrated more on the presentation, and they tried to perform their interpretation.



3.2. Guests speakers strengthen the knowledge connection and social network

Regarding the interview inquiry about advantages and disadvantages of having guest speakers, all interviewees acknowledged the strengths of this intervention. The analysis into their answers' transcription proved the two main plus points related to knowledge linkage and social network expansion. 70% respondents pointed out that guest speakers made them fully understand how challenging it would be to give quick response and think with quick mind as the theory of interpretation explained. 80% students said that guest speakers' presentation was the real situation for them to experience the interpreting process. 90% participants agreed that memorizing and taking notes would be indispensable techniques for excellent interpreters. For example:

Code 37: When I interpreted for the speaker, I understood how challenging it was to render the meaning of idiom. Teacher said it might be possible to ignore terms we did not know. But that idiom was repeatedly used, so I tried to explain it.

Code 59: Thanks to the speaker, I can imagine the quickness in mind and ideas of the interpreter.

Code 75: Teacher said we should try to render the message, but what the speaker said was lengthy and meaningless, so I had to struggle to understand what he really meant.

In other words, the involvement of the guest speakers established the real situations for students-interpreters to experience the theory in practice to see how hard the job would be. Additionally, 60% of students still kept contact with the speakers by email, facebook, zalo. They considered this as different ways to receive information of job opportunities, or at least, to maintain connection with a specialist.

Teacher's observation notes proved the same result of the former feedback (knowledge relevance).

I looked at my students' notes and found out some common abbreviations and signals I often used in taking notes.

I had shown my students their position in a consecutive interpreting session and today they imitated exactly the same place. I was very happy with that.

The speaker introduced the concept of natural disaster. I asked my student what she related it with and the reply was due to visualization.

In short, all the notes revealed that 80% students tried and succeeded in using the techniques and tools introduced by the teacher. This meant that the theory was applied into reality. However, there was no evidence linked with the advantage of social network because this point had not been predicted by the researcher.

Analysing the diaries, the teacher collected 70% interpreting techniques employed by the students. Repeatedly names were *sequencing*, *paraphrasing*, *visualizing*, *mnemonic*, *taking notes*, etc attached with positive comments, such as:



Code 6: The speaker was really fast, but the abbreviations in the notes helped me a lot in saving time

Code 20: All the detailed were very messy. If I had tried to interpret exactly the same, it would have been a failure. However, I reordered all the points in a logical way and I made it.

Code 55: I think the best thing of guest speakers should be real scenarios to help me and my friends understand the theory of interpretation. What it is said in the material was just soulless words. Without the guests, I could never imagine the job in practice.

Again, there was no point in relation with the maintenance of social network. This might be due to the template's exclusion of other ideas.

To summarize, the most striking aspect of inviting guest speakers, which is easily predicted, is related to practice connection. These speakers provided the opportunities for learners-interpreters to play their expected role to see how hard the job is. Especially, the interview lighted up another strength of social relationship when students searched for these speakers' profile on social networks to ask for their further concerns and update relevant chances. It can be concluded that the idea of this innovation completely matches with the subject because it is job-oriented, which requires a lot of observation and continuous practice.

3.3. The topics should match with students' interests more

40% commented that if it was possible, they would like to invite the speakers they liked. They preferred younger ones, who might be more handsome or attractive. Others might be more interested in different specializations from those the invited speakers worked on. They explained in the interview that when the topics were not of their interest, they felt unconfident to interpret. 30% stated that common themes of the young generation might be more appealing to them, like love, films, family conflicts, etc rather than academic contents. These feedbacks are easy to sympathize. However, the teacher cannot find out a speaker who satisfies all the needs of learners. Also, this is the academic setting, therefore, it does not make sense to discuss daily topics. The solution in this case is teacher's determination to flexibly change the speakers who are more friendly and sympathetic in talking to students. Especially, next time, the topics must be raised by the teacher because she knows which area is more appropriate and more interesting to her learners.

Teacher's notes of students' faces and gestures post-interpretation revealed that 25% students did not keep the smiles, some of them started to talk privately, check facebook or even sleep. Then, a quick informal interview with these students was carried out. They explained that the topic was boring and complicated to them, there were too many new words. To several respondents, they did not concentrate on the activity anymore simply because of unattractive presenting style of the speaker. It was noticeable that when some students were called upon to interpret, they were not ready. When they were forced to give reasons, their excuses were related to speakers' complex content, illogical ideas and irrelevant topics.



Diaries seem to provide the most apparent illustrations for this point.

Code 57: I am not happy with my interpretation today, I applied all the techniques but I failed because of unfamiliar topic with new words.

Code 79: I did not like the speaker, she was strict to me and showed dissatisfaction with my interpretation. I guessed that she understood English and found my mistake.

Code 34: My friends and I fell asleep because the topic was too boring, we played game instead of joining the class.

Code 29: Today, I learnt that even when the topic might be hard, the interpreter had to make great efforts to handle to situation

20% students gave negative comments on the speakers due to the boring, irrelevant, lengthy, illogical topics. A minority of them (5%) looked at the problem in a positive way when they realized that interpreters could not choose the speakers, so even in the worst context, they would still have to work. The topics were not attractive enough to these 20% of learners because they were closely linked with academic issues of economics, marketing, culture. Their comments together with those given in the interview made the teacher change her mind about adjusting the topics in the future so that all students can get involved in the class activity.

4. Conclusion

The research results demonstrate that “guest speakers” seems to be an innovative idea in teaching interpreting. It helps to motivate students with new feeling of practical experience. Also, speakers represent for the theory in reality, which is highly recommended for a job-oriented subject like interpretation. Moreover, social network expansion is another advantage that this intervention can bring about. However, in order to fully attract every learner, the topics should be more flexible and given by the teacher after consulting the students. In short, in the future, this innovation should be still applied. It is highly expected that thanks to guest speakers, the learning and teaching environment can be put into reality in the most effective basis for the students to experience and enjoy themselves in studying.

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