

# **Implicit or Explicit Teaching of Listening Skills to Students Trained as Interpreters**

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Translating

Interpreting

**transmitting ideas and thoughts**

understanding

making understood

written texts

**skills**

excellent  
writing skills

ability to  
proofread  
and edit

**Translation**

**Interpreting**

Speech

**skills**

interacting  
continuously  
with people

excellent  
social skills

## six important stages for interpreting

**Listen:** the stage in which they listen to the message

**Process:** the meaning of the message or what is the speaker trying to communicate

**Summarize:** decide what to say in the TL

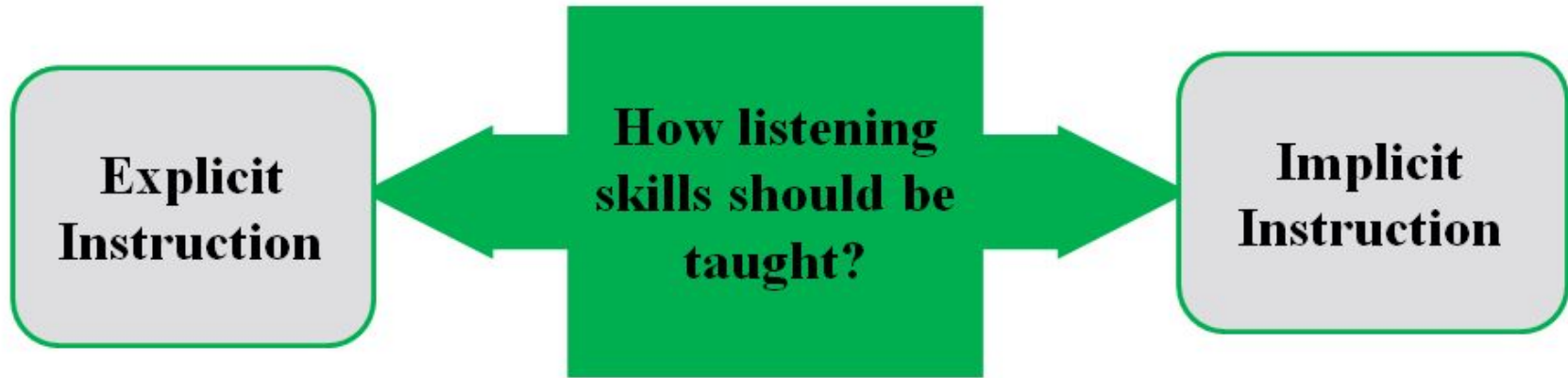
**Output:** result of step 3 (speaking).

**Check for errors:** while stage 4 is happening, being alert to not make mistakes

## **Listening Comprehension Skills**

Listening comprehension is a conscious process by which listeners, through using different types of cues from the context and their previous knowledge, construct meaning from the incoming input (O'Malley & Chamot, 1989).

# Listening Comprehension Skills



**Explicit Instruction:** involves directing student attention toward specific learning in a highly structured environment. It is teaching that is focused on producing specific learning outcomes.

**Implicit Instruction:** occurs in instructional tasks that do



## Explicit / Implicit Instruction

**Awareness training** on developing listening comprehension skills for interpreter trainees paves the way for training qualified future interpreters.

Mainstream cognitive psychologists consider **awareness** a fundamental pre-condition to learning and even claim that that learning is impossible without conscious awareness (Lewis & Anderson, 1985)

**Three main  
types of  
strategies**

**Meta-Cognitive**

**Cognitive**

**Social Strategies**



