

Language skills under pressure: the case of simultaneous interpreting

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Abstract

Cognitive pressure makes high language availability in comprehension and production and good language separation ability essential for successful simultaneous interpreting. These cognitive skills are generally not found at a sufficiently high level among students of interpreting and need to be enhanced. Traditional advice given to them may not be the most efficient as regards both the type of environment and the type of exercises/stimulation generally recommended. Anecdotal data from the field and psycholinguistic theories and findings suggest some ways to improve the process, but further empirical research and transdisciplinary cooperation are desirable.