

Language learning approach revealed

1. Motivation Over Innate Ability:

Genuine interest, perseverance, and diligence outweigh innate talent in language acquisition.

Success in language learning is more about dedication and interest rather than inherent linguistic abilities.

2. Active Engagement & Technical Knowledge:

Utilize technical knowledge as a foundation for language learning (e.g., translating chemical patents).

3. Reading as Fundamental:

Advocate active reading to encounter linguistic phenomena frequently.

4. Books and monolingual dictionaries as Valuable Resources:

Highlight the value of books in deepening language understanding through repeated consultations.

5. Practice and Conversation:

Engage in conversations, including self-dialogue (autologue), for practical learning.

6. Tailored Learning & Effort:

Tailor learning to specific needs and commit regular, concentrated efforts.

7. Immersive Learning & Creative Engagement:

Adopt an immersive approach treating language learning as a creative, exciting endeavor.

Fluency and understanding arise best through immersion and a playful attitude.

8. Personalized Learning & Teacher-Guided Approach:

Personalize learning by focusing on understood content and supplement teacher guidance with personal methods.

9. Interest-Driven Reading & Contextual Learning:

Stress the importance of reading texts that genuinely interest the learner. Emphasize contextual learning from plays, novels, and dialogues.

Language learning approach revealed (cont)

10. Maintaining Native Language Connection:

Highlight the significance of maintaining a connection to one's native language for language proficiency.

Strategies of a conference interpreter

Contextual Learning and Immersion:

Prioritize live speech, modern literary works, and contextual understanding over academic methods.

Immersion aids in better comprehension and language acquisition.

Reading Strategies:

Adopt a two-stage reading approach: overall comprehension, followed by deeper analysis.

Simplified literature versions are valuable for language acquisition.

Pronunciation and Audiovisual Resources:

Practice conscious pronunciation through imitation and exposure to audiovisual resources.

Balanced Skill Development:

Recognize the interconnectedness of reading, writing, speaking, and listening skills.

Repetition and consistent effort are key to effective learning.

Consistent Daily Practice:

Commit to daily practice sessions, even short ones, for better retention.

Adaptability and Maintaining Enthusiasm:

Switch studying methods if enthusiasm wanes; opt for different learning approaches.

Learn within context rather than isolated units.

Utilize Various Learning Methods:

Write and use phrases in conversations. Engage in impromptu translations for entertainment.

Diverse Immersive Exposure:

Strategies of a conference interpreter (cont)

Engage with diverse sources like newspapers, radio, movies, technical papers, textbooks, and native speakers.

Embrace Mistakes and Speaking Practice:

Don't fear mistakes while speaking; ask for corrections.

Maintain confidence and avoid self-blame for difficulties.

Self-Assessment and Persistence:

Use a grading system to assess language proficiency.

Persist consistently and overcome inhibitions caused by fear or native language influences.

Parallel Corpora

Mr and Mrs Dunstley, of number four, Peter Street, were proud to say that they were perfectly normal, thank you very much. They were the last people you'd expect to be involved in anything strange or mysterious, because they just didn't hold with such nonsense.

Mr Dunstley was the director of a firm called Overings, which made dolls. He was a big, beefy man with hardly any neck, although he did have a very large mustache. Mrs Dunstley was thin and blonde and had nearly twice the usual amount of neck, which came in very useful as she spent so much of her time leaning over garden fences, spying on the neighbours. The Dunstleys had a small son called Dudley and in their opinion there was no finer boy anywhere.

The Dunstleys had everything they wanted, but they also had a secret, and their greatest fear was that somebody would discover it. They didn't think they could bear it if anyone found out about the Potters. Mrs Potter was Mr Dunstley's sister, but they hadn't met for several years, in fact Mrs Dunstley pretended she didn't have a sister, because her sister and her good first-cousin had been an extraordinarily big scandal. It was possible to be. The Dunstleys shouldn't think what the neighbours would say if the Potters arrived in the street. The Dunstleys knew that the Potters had a small son, too, but they had never even seen him. This boy was another good reason for keeping the Potters away; they didn't want Dudley mixing with a child like that.

Die Dunstleys besaßen alles, was sie wollten, doch sie hatten auch ein Geheimnis, und das war jemanden dieses Geheimnis zu entdecken. Sie hatten keine Angst davor, wenn jemand herausfand, dass die Potters in der Straße wohnten. Die Potters waren die Schwester von Mrs Dunstley, aber sie hatten sich schon seit mehreren Jahren nicht mehr gesehen. Mrs Dunstley behauptete sogar, dass sie gar keine Schwester hätte, denn diese und deren Ehemann waren ein außerordentlich großer Skandal. Es war möglich zu sein. Die Dunstleys sollten nicht denken, was die Nachbarn sagen würden, wenn die Potters eines Tages in ihrer Straße auftauchen. Die Dunstleys wussten, dass auch die Potters einen kleinen Sohn hatten, doch dem hatten sie nie gesehen. Auch dieser Junge war ein guter Grund, sich von den Potters fernzuhalten; sie wollten nicht, dass Dudley sich mit einem solchen Kind sollte die Dunstleys mischen.

How to build parallel corpora with Lingtrain Aligner