

TRN 301

INTRODUCTION TO CONSECUTIVE INTERPRETING



Asst. Prof. Dr. Mustafa Kartal ÇELİKAY



Week 1: Introduction and Course System / Q&A Session.

Week 2: *September 30 – International Translation Day Event: From Past to Future: The Journey of Translation and the Translator —* Presentation by Asst. Prof. Dr. Mustafa Kartal Çelikay.

Week 3: Translation Competence: Sub- and Core Competences / *Discussion Topic:* The Importance of General Knowledge and Global Awareness in Consecutive Interpreting.

Week 4: Cognitive Approaches and Memory Use in Consecutive Interpreting.

Week 5: Listening and Note-Taking Techniques.

Week 6: Listening and Note-Taking Techniques.

Week 7: Stress Management in Consecutive Interpreting.

Week 3:

- General Overview of Interpreting
- Translation Competence: Sub- and Core Competences
- Cognitive Approaches and Memory Use in Consecutive Interpreting (STM)

Week 4: Listening and Note-Taking Techniques I

Week 5: Listening and Note-Taking Techniques II

Week 6: Listening and Note-Taking Techniques III

Week 7: Listening and Note-Taking Techniques IV (Optional)

Stress Management in Consecutive Interpreting
General Review

Weeks 8 & 9: Midterm Exam

BRAINSTORMING

The most significant factor that distinguishes the interpreting process from the written translation process is that, due to time constraints, the mental processes are under such pressure that they affect translation competence.

Sözlü çeviri sürecini yazılı çeviri sürecinden ayırt eden en önemli etken, zamanın kısıtlılığı nedeniyle zihinsel süreçlerin çeviri edincini etkileyecek derecede baskı altında olmasıdır.

TYPES OF INTERPRETING

1. Consecutive Interpreting

The interpreter listens to the speaker's message, takes notes, and then renders the speech into the target language once the speaker pauses or finishes a segment.

*Used in conferences, meetings, and diplomatic settings; requires **strong memory and note-taking skills**.*

2. Simultaneous Interpreting

The interpreter listens and speaks almost at the same time, translating the message into the target language with only a few seconds of delay.

Used in international conferences, EU institutions, and live broadcasts; requires high concentration and multitasking ability.

3. Whispered Interpreting

The interpreter whispers the translation directly to one or a few listeners while the speaker continues talking.

Used in small meetings or when only one or two participants need interpretation; no equipment required.

4. Liaison (Bilateral) Interpreting

The interpreter facilitates two-way communication between speakers of different languages, interpreting both sides consecutively.

Used in business meetings, interviews, medical or legal settings.

5. Sight Translation

The interpreter reads a written text in one language and orally renders it into another language on the spot.

Bridges written and oral translation skills; often used in courtrooms or briefings.

6. Relay Interpreting

When two interpreters work through an intermediate language. For example, from Japanese into English, and then from English into Turkish.

Used in multilingual conferences where no direct language pair interpreter is available.

7. Remote Interpreting

Interpretation performed through digital platforms where the interpreter and participants are not in the same location.

Used in online meetings, webinars, and hybrid conferences; requires stable technology and sound quality.



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Rahman AKALIN

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**ÇEVİRİ EDİNCİ KAVRAMINA YÖNELİK KAPSAYICI BİR TANIM
ÖNERİSİ**

Emra DURUKAN* - M. Kartal ÇELİKAY**

Meta**Redefining Translation Competence in an Electronic
Age. In Defence of a Minimalist Approach**

Anthony Pym

Volume 48, numéro 4, décembre 2003

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- Wilss first states that competence is not an innate quality but a learnable one, and that it cannot be considered separately from the concept of knowledge; moreover, it can only be developed on the basis of acquiring and organizing systematic knowledge (Wilss, 1992, p. 10 ff.).
 - My students are complaining, again. In our Advanced Translation course we are not really translating, they say. But, I quickly reply, we have learned how to use Revision tools and Comments in Word; we have discovered a few good tricks for Internet searches; we have found out about HTML; we can create and localize fairly sophisticated websites; we can do wonderful things with translation memories... and these are the things that **the labour market is actively looking for**. All that, I insist, is part and parcel of translating these days. No, some still reply, what we want is lists of false friends, modulation strategies, all the linguistic tricks, plus some practice on a few really specialized texts... and that, my more critical students believe, is the invariable hard core of what they should be learning in the translation class (Actual: gerçek, asıl; In Turkish aktüel: güncel / He is broke. → Parası kalmamış).
 - Bell (1991), Wilss (1992), Nord (1991), Neubert (1994), Hewson (1995), Hurtado (1996), Lee-Jahnke (1997), Hatim & Mason (1997), Presas (1998), Kautz (2000), PACTE (2000), Pym (2003), Eruz (2003), Yücel (2007), Ammann (2008), Yazar (2014), Eser (2014), Akalın (2016). (PACTE: Process in the Acquisition of Translation Competence and Evaluation)
1. Mastery Of The Source Language
 2. Mastery Of The Source Culture And Subject-matter Domain
 3. Ability To Analyze The Source Text
 4. Ability To Develop Appropriate Translation Strategies
 5. Ability To Identify And Apply Research Methods
 6. Familiarity With Translation Theories And Methodologies
 7. Mastery Of The Target Language
 8. Mastery Of The Target Culture And Subject-matter Domain
 9. Ability To Produce Target Texts
 10. Possession Of Critical Awareness And Attention
 11. Technological Literacy
 12. Ability To Use Translation Tools (Such As Dictionaries, Databases, And Other Resources)
 13. Effective Memory Management

Thinking and Memory Skills

Sharp intelligence; flexibility in adapting to new situations; intuition; quick thinking and responsiveness; strong memory; ability to concentrate despite internal and external distractions; capacity to inhibit interference between two concurrent stimuli; analytical and synthetic thinking; multidimensional and critical reasoning; **world knowledge and a broad general culture.**

Listening and Comprehension Skills

Ability to engage in dichotic listening (simultaneous input through both ears); analytical competence for classifying and grouping auditory information; full comprehension of messages in both the mother tongue and active/passive foreign languages; ability to grasp the gist of the message; listening through active cognitive processing focused on comprehension; **multitasking ability to perform listening, speaking, reading, and writing simultaneously.**

Speaking Skills

Fluent speech in both native and active foreign languages; proper accent and pleasant voice tone; ability to convey meaning through intonation; appropriate lexical and discourse choice; capacity to adopt an acceptable register and style; **ability to maintain focus without distraction from one's own voice (particularly in consecutive interpreting)**; managing interference caused by the simultaneous activation of two languages.

Affective Skills

Self-awareness and empathy; perceptual sensitivity; professional identification with the interpreting vocation; appreciation of the profession's value; solidarity and cooperation; intellectual curiosity and enjoyment in learning diverse subjects; **sociability and positivity in interpersonal relations; humility; optimistic outlook; risk-taking capacity; and resilience.**

Psychomotor Skills

Ability to use both hands simultaneously for different tasks; acuity in visual and auditory perception; **competence in writing and operating technical devices.**

Memory

Ability to manage short-term and working memory efficiently; mental imagery; schematization and mapping; retention of long-term memory contents; pre-propositional mental representation skills.

Metacognition

Understanding of the concept of metacognition; awareness of one's cognitive processes during task performance; ability to recognize and activate metacognitive control; effective use of metacognitive tools such as **self-assessment** scales, journals, and portfolios; application of metacognitive strategies (**self-reflection, self-monitoring, self-correction**) during interpreting.

Knowledge and Application of Theories

Theoretical and practical knowledge of communication studies, translation studies, linguistics, and text linguistics.

Technical Knowledge

Knowledge of technical fields and terminology; **familiarity with interpreting equipment and booth technology used in the translation process.**

Professional Ethics

Awareness of professional codes and decisions of national and international translators' associations; ensuring quality and client satisfaction; safeguarding translators' rights; adherence to confidentiality; fidelity to the source message; neutrality; accurate information transfer; respect for others' opinions; professionalism, courtesy, and restraint in communication.

Social Conduct

Ability to behave appropriately within various environments; sociability and initiative; awareness and practice of professional solidarity (including booth partnership awareness and cooperation); competence in applying psycho-social behaviors and discourse-based communication patterns necessary for professional interpreting.

Affective Dispositions

Eagerness to learn new things; dedication to the profession; **valuing the interpreting profession as a personal identity; behaving consistently with this value; willingness to take risks; being proactive, energetic, and adaptive.**



Nigâr Nigâr Alemdar

After graduating from Arnavutköy American Girls' College, she received her bachelor's degree in English and American Literature from Lewis & Clark College in Oregon, USA. She completed her graduate studies in linguistics at the University of Michigan. She taught English and simultaneous conference interpreting for five years at Robert College and for over thirty years at Boğaziçi University.

During her fifty-year career as a professional interpreter, she took part in hundreds of simultaneous interpreting assignments, including the European Union accession negotiations, as well as international official organizations, commercial companies, academic, scientific, and professional training meetings, and live television broadcasts.

- ✓ I expect them to have an excellent command of their working languages — especially mastery of the “living language” form and idiomatic expressions of foreign languages.
- ✓ I expect them to use Turkish very effectively.
- ✓ I expect them to possess work discipline and strong moral values.
- ✓ I expect them to be always open to learning, to accept criticism constructively, to be open to self-improvement, and to be individuals without personality problems.
- ✓ I expect them to have the awareness that they represent both their profession and the institution they work for.

Regardless of whether you become an interpreter or choose another path, always remember that **valuing the interpreting profession as a personal identity** is a mindset that will guide you toward success in any career.

Cognitive Approaches to Translation Studies and Short-Term Memory Use in Consecutive Interpreting

Black Box and Think-Aloud Protocol Studies in the 1990s

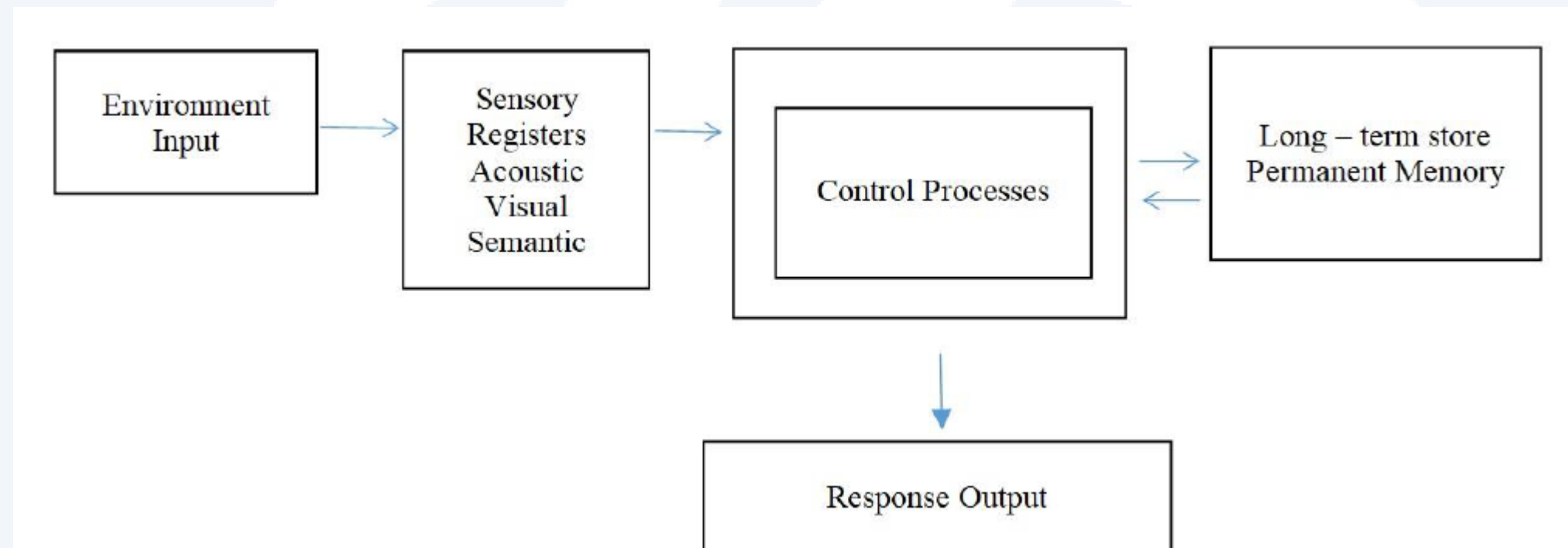
- In the 1990s, translation scholars such as Hans G. Hönig and Paul Kußmaul pioneered a new line of research in translation process studies by attempting to uncover what happens inside the translator's "**black box**" — that is, the mental and cognitive processes underlying translation decisions.
- Their main methodological innovation was the use of Think-aloud Protocols (TAPs), a qualitative research method in which translators are asked to verbalize their thoughts while translating. The verbal data thus collected provided valuable insights into the cognitive strategies, problem-solving mechanisms, and decision-making processes of translators.
- Through these experiments, Hönig and Kußmaul demonstrated that translation is not a linear or purely linguistic activity, but rather a dynamic cognitive process involving hypothesis formation, evaluation, and constant monitoring. Their findings helped shift the focus of translation research from product-oriented to process-oriented approaches, laying the groundwork for later models of translation competence and cognitive translatology.

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An Investigation Into Short-Term Memory Training in Interpreting Course at a University in Vietnam

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STM represents various memory systems which are responsible for holding onto small pieces of information or memory chunks for **a brief period of time**, typically lasting up to 30 seconds (Cascella & Khalili, 2023). The capacity of time duration in STM is from 15 to 30 seconds which involves the process of rehearsal in the brain (Shiffrin, 1973). **Encoding and decoding** are the two important stages in the process of STM (Shiffrin, 1973). There are **three primary coding methods** in STM: **acoustic coding, visual coding, and semantic coding**. Acoustic or phonemic coding involves remembering and understanding information heard. Visual coding entails storing information as images rather than sounds, particularly applicable to nonverbal items. Semantic coding involves assigning meaning to information, connecting it to abstract concepts. These characteristics indicate that **STM operates independently of sensory and long- term memory stores**. The following chart shows these coding types:



- For instance, in interpreting process, output will be produced after the STM stage for the urgent need of audience. In contrast, such information will be transferred to LTM stage when students must revise the lesson for exams.
- One commonly employed exercise is **shadowing** which is extensively used in interpreting courses, particularly simultaneous interpreting. Within this exercise, the interpreters repeat the speakers' words verbatim in the same language.
- The interpreters will listen to a descriptive or narrative text of about 100 words and try to respond to "WH" questions. Next comes visualization or creating mental images exercise.
- Finally, another type of memory training is called segmentation, where the interpreters will break down the chunks of information into smaller, and more manageable parts. This method enhances the retention and recall of the information, so interpreters find it easier to do their job.
- When STM is poor, there is a risk of eliminating redundant words such as qualifiers, modifiers, subordinate clauses, and even entire sentences.

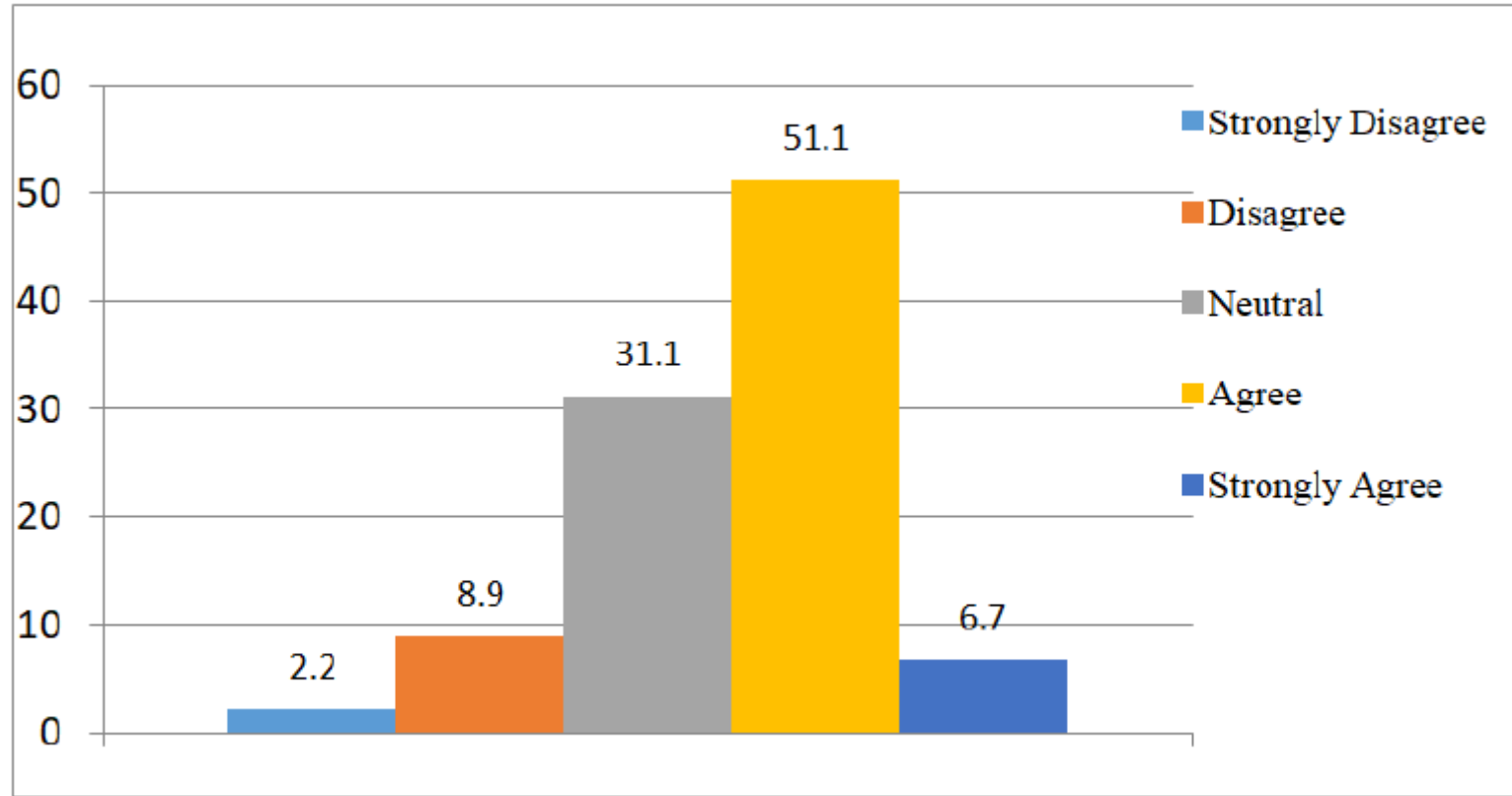


Chart 1. Students' Confidence in Using STM
(I feel more confident in learning Interpreting when using STM.)

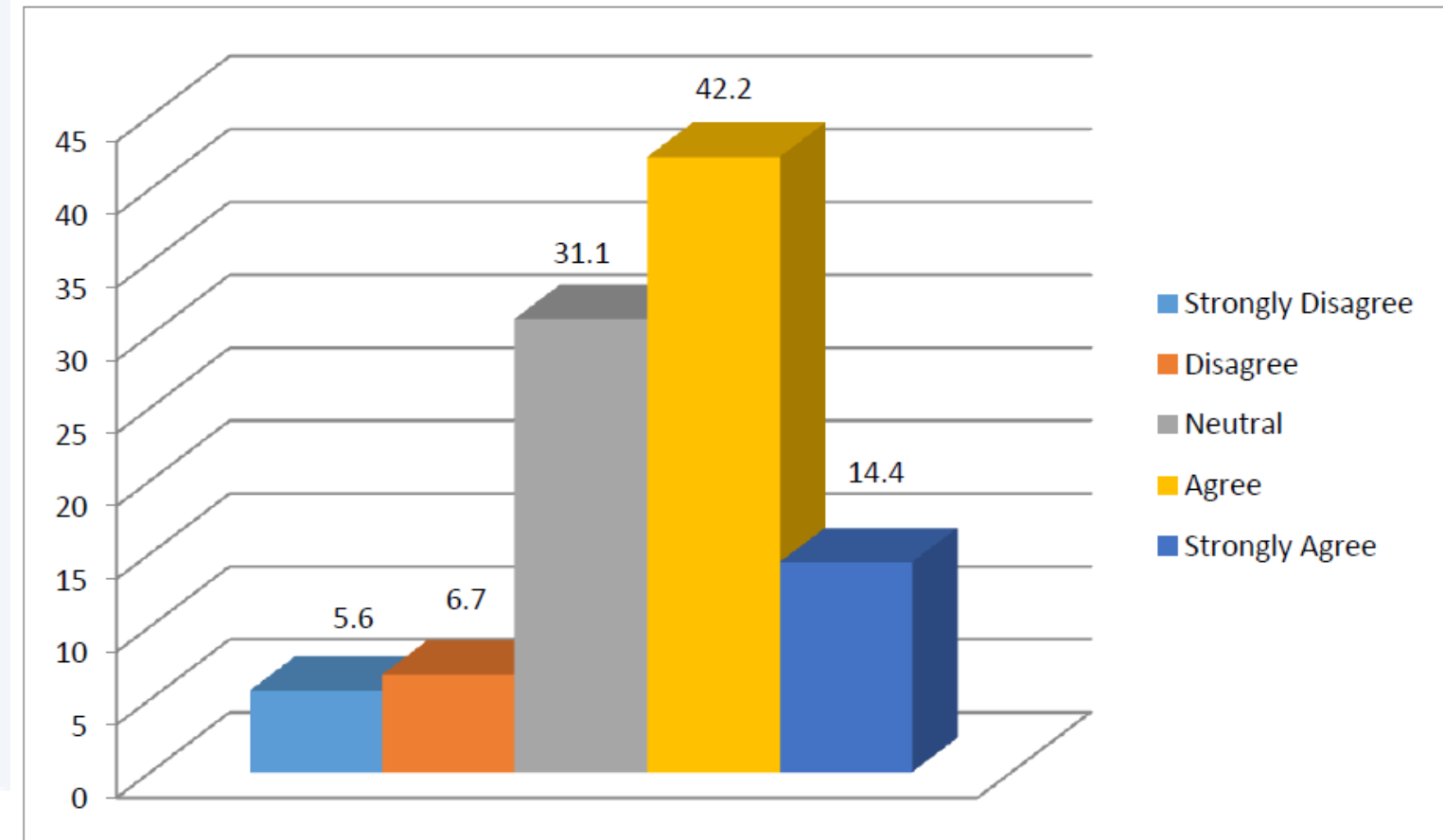


Chart 2. Students' Self-Evaluation on Enthusiasm in Practicing STM
(I am interested in STM practice the most in the class of learning interpretation.)

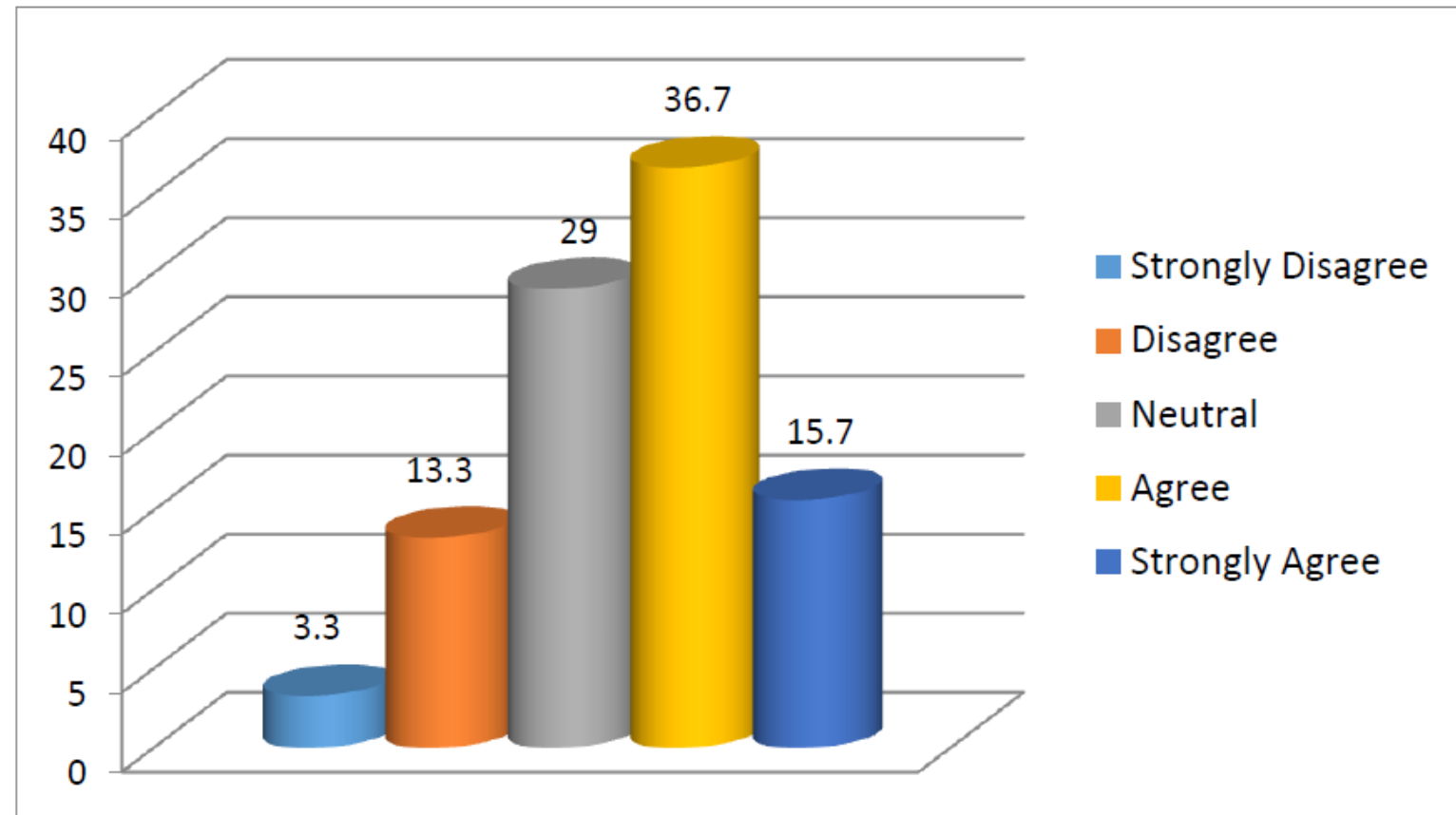


Chart 3. Students' Memorization Capability After Learning STM
(I am able to remember information better than before I learned to improve my STM.)

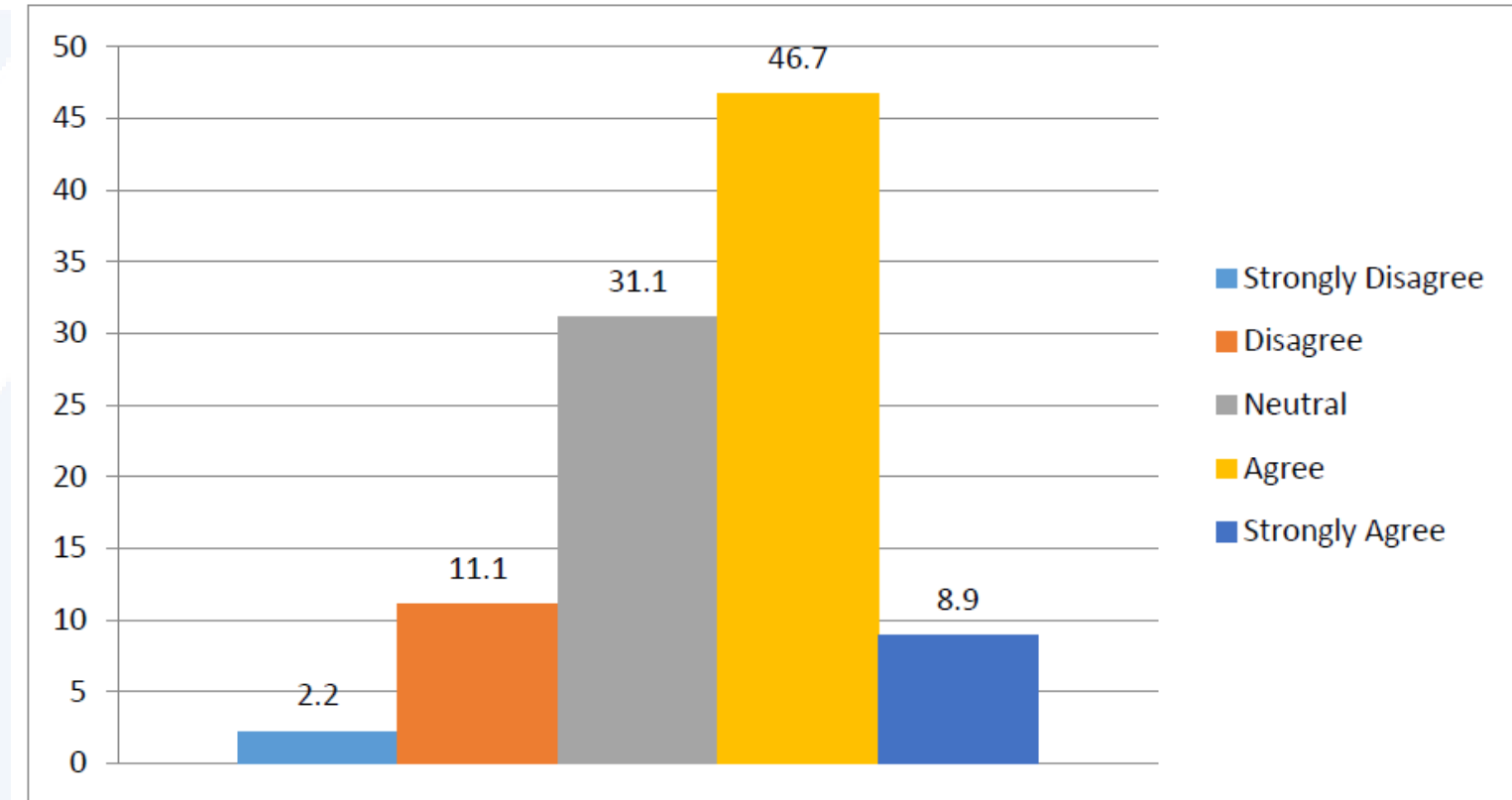


Chart 4. Student's Ability in Repetition
(I can repeat the information faster than I was before I practiced using STM.)

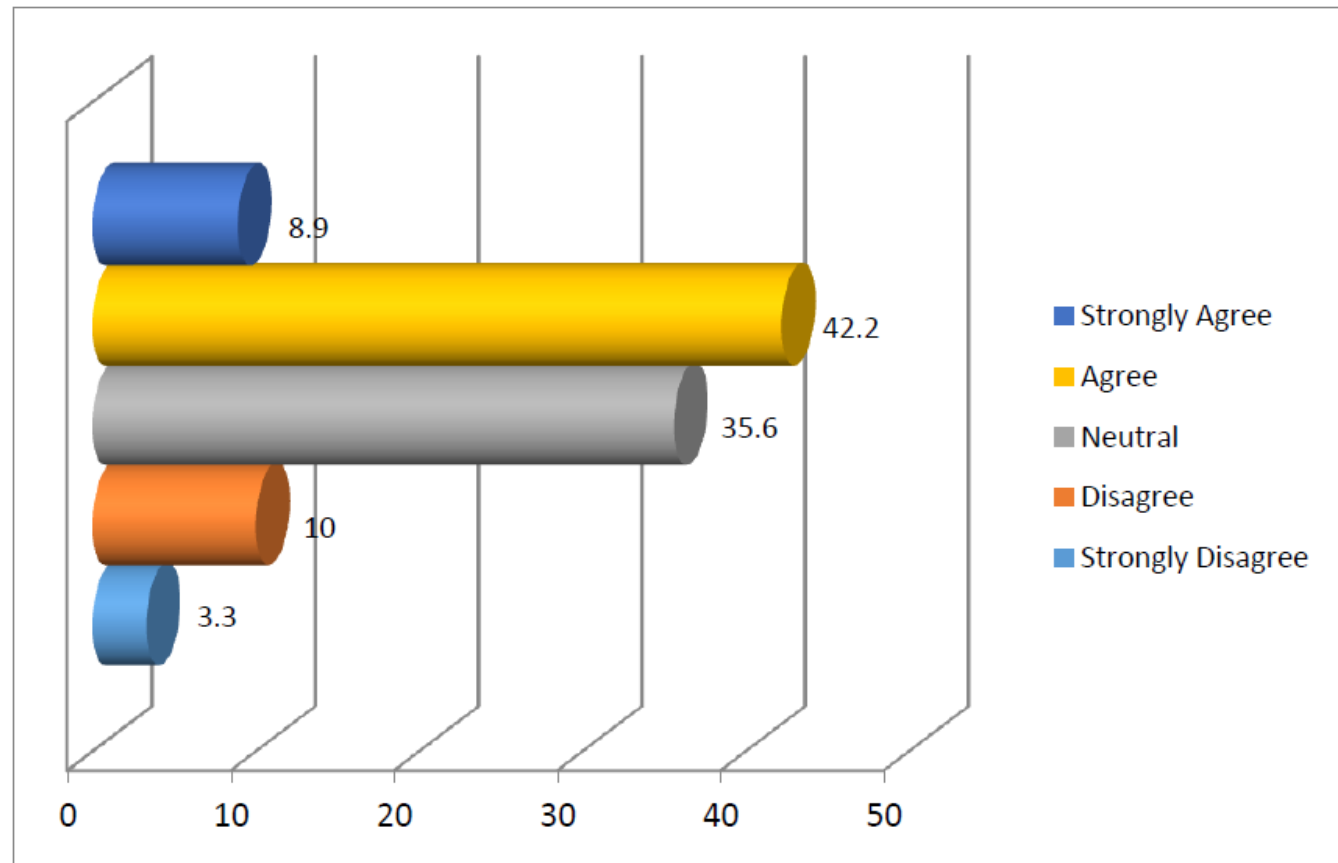


Chart 5. Students' Ability in Interpreting Sentence by Sentence
(I am able to interpret sentence by sentence faster than I was.)

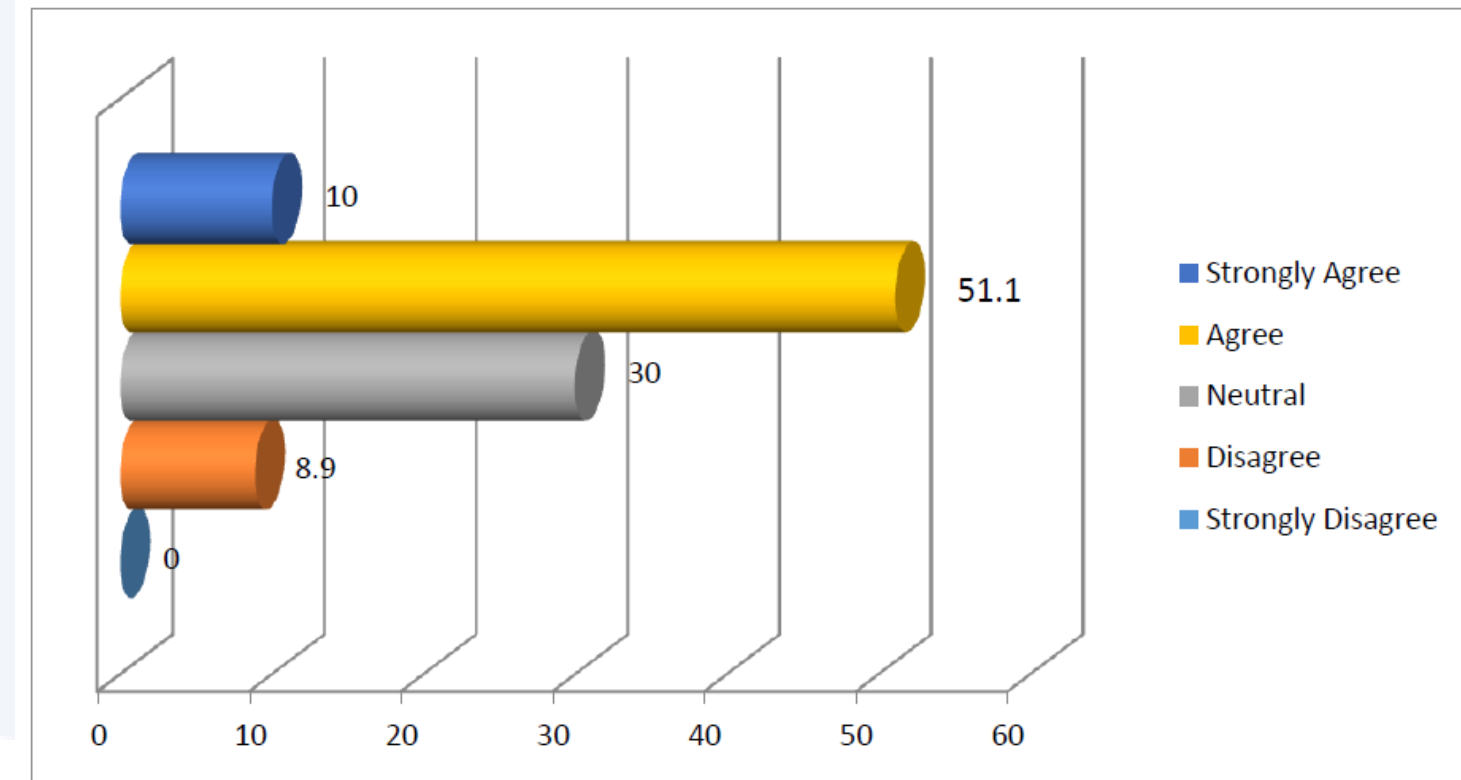


Chart 6. Students' Self-Evaluation in Learning New Vocabulary and Structures
(I find it's easier to learn new vocabulary and structure equivalence via practicing STM.)

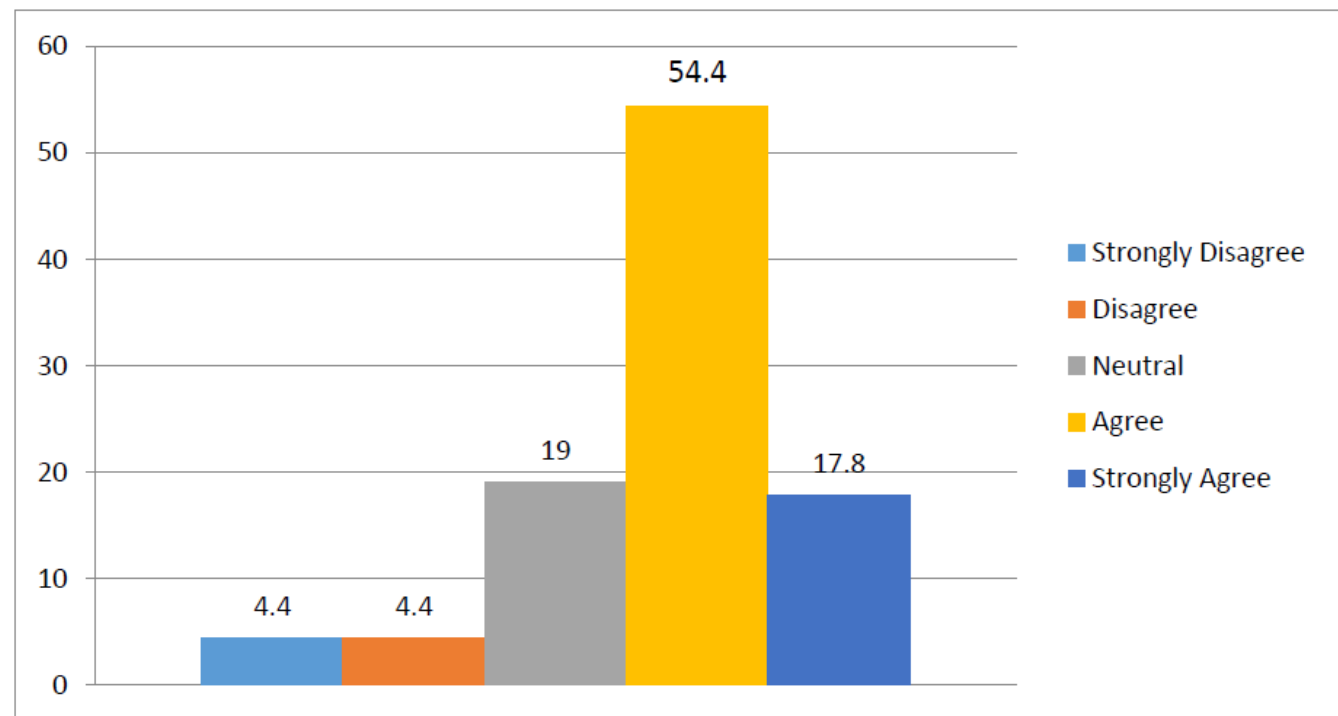


Chart 7. Students' Self-Evaluation on Improvement in Other English Skills
(Practice using STM helps me improve other English skills such as listening, speaking, writing etc.)

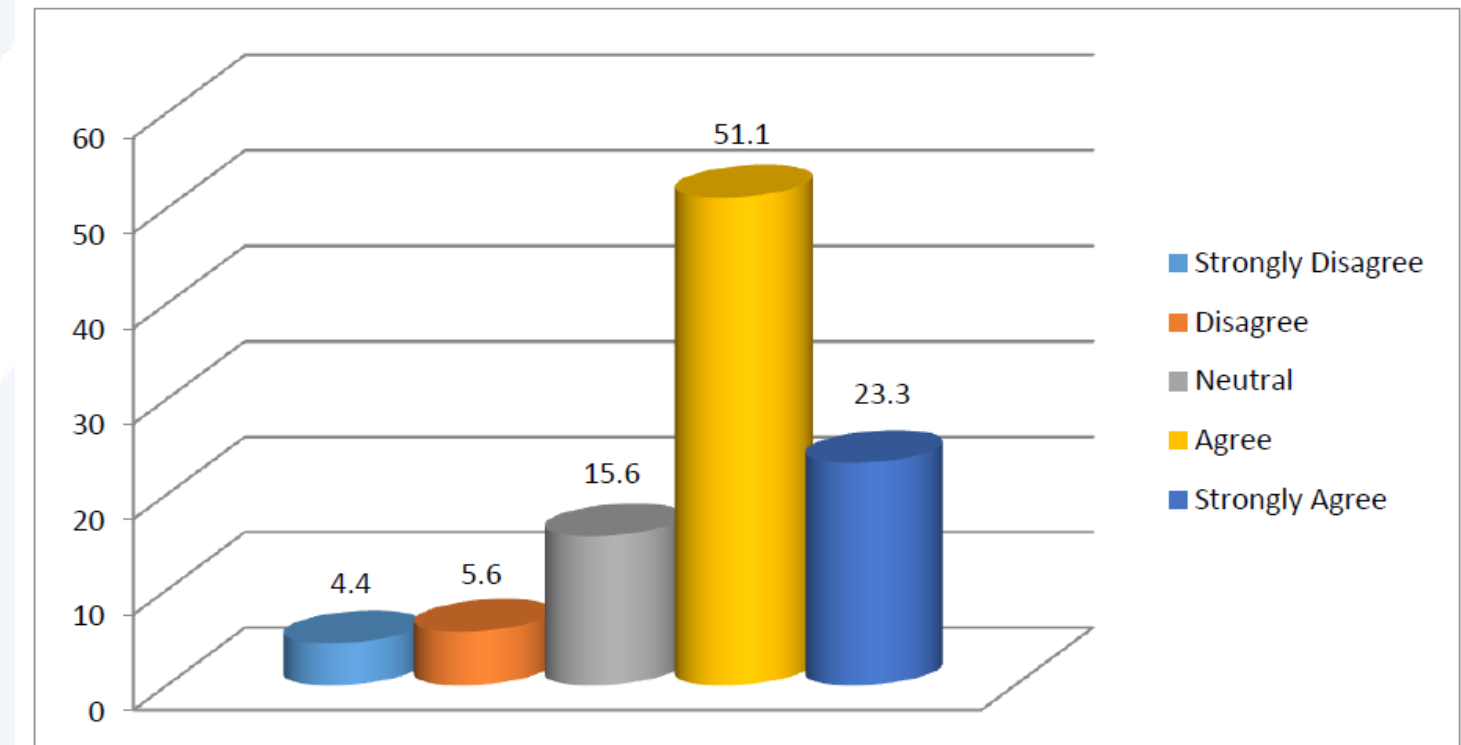


Chart 8. Students' Self-Evaluation of the Effectiveness of STM
(Overall, I find learning short-term memory in interpretation 1 helps me improve my interpretation skills.)

- The results from the quantitative phase in this study are similar to the findings of Lu and Chen (2013). Regarding the similarity, both studies show that STM training **improves interpreting skills.**
- **At first, I felt it was difficult to learn, but I have realized that it's very useful for me. I can improve my listening skill and interpreting skill and learn more vocabulary. Besides, it is extremely useful for me to prepare well for Interpretation 2. Thanks to learning short – term memory, my memory is better and better so that I can remember more things very quickly. Learning short – term memory helps me know how to interpret flexibly and naturally than before. I hope that the teacher will give us more methods and assign more homework for students so that we can practice at home.**
- The result of the interview indicates that in general, short – term memory assists students a lot in not only interpreting but it also improves other related skills such as **speaking and listening competence.**
- From the students' opinion, not only interpretation skills but also other English skills such as listening, speaking skills have been improved via training STM.
- Besides, students must spend more time listening to these accents extensively; for example, playing a TED TALK video on YouTube while cooking would be a solution for this issue. This would also be beneficial for them to get to know various people in different corners of the world speak English as well as remember a lot of information; hence, students' interpreting skills will also be improved.