

CONSECUTIVE INTERPRETING REVISITED: PRACTICAL APPLICATIONS

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In consecutive interpreting (CI), a speaker pauses during their speech to give an interpreter time to provide a translation of everything said up to that point. The practitioners consider this type of interpreting the most difficult. They take into consideration the commitment to interpret all the provided content, as well as to ensure the linguistic accuracy of the message conveyed.

Being utterly comprehensive, CI encompasses time-consuming preparation in combination with the stress caused by the need to process loads of information and use adequate terminology in the process. Moreover, for CI, the development of preparation and research skills in various domains appears pivotal. Among the consecutive interpreting skills, preparation occupies a paramount role. The former, according to the distinguished expert in consecutive interpreting A. Gillies (2019), can be approached from three angles: general knowledge, topic preparation, and language activation [1, p. 69].

General knowledge deals with a sort of ongoing preparation, habitual practicing regardless of the upcoming assignment [4, p. 109]. It resembles the background against which each speech is played out, remaining an essential foundation, on which to build up the interpreter's more specific topic-based preparation [1, p. 70]. However, general knowledge is slow to acquire, and by the nature of our work, interpreters can develop extremely broad and eclectic general knowledge. Some strategies are suggested below:

(1) *WHAT'S IN A NAME*. Objects and spaces around the town are named, containing historical figures and events. Do you know who that person is, or was, or what that event is? Do the internet research and find out.

(2) *RE-INTRODUCING CONTEXT*. One person presents a newspaper headline. The others must then expand on the headline by adding in as

much historical and contextual information as they can think of and by making explicit anything that is implicit.

(3) *GIVING PRESENTATIONS* to other students about subjects that you have learned about. It will help structure the information in your mind and can be used as short speech material for interpreting exercises as well [2, p. 787].

Topic preparation. In consecutive interpreting, topic preparation serves several purposes. Firstly, to build on the general knowledge you have of the subject of today's meeting or class with more detailed and/or semi-technical knowledge so that you understand the speeches you will hear both conceptually and linguistically [1, p. 73]. Hearing familiar information will reduce the effort as well as stress levels and facilitate memory span during reproducing speeches. Noteworthy, preparation also enhances terminology activation and contextual information processing.

Preparation strategies: Consulting several sources has the advantage of repetition; it is actually very helpful. It shows you what is most relevant because that is what will be repeated in different sources, suggests several options to enhance better understanding, and promotes activation.

Vocab lists and glossaries: Glossaries and word lists appear as a by-product, compiling of which is targeted at understanding the topic and having knowledge and terms at our mental fingertips so we can interpret better [1, p. 75]. Both of them can serve as a reference or help with preparation the next time you cover the same topic.

Activation. Repetition, coming back to the source text and your notes repeatedly, will help you remember and recall the terms you need by driving them towards your active knowledge centre. Some strategies are suggested below:

(4) Read a number of source texts related to the topic in annotatable format (e.g. pdf or paper format). Highlight but do not look up or note down terms and expressions that are important in this context and unknown topic-related terminology. Highlight major substantive declarations and explanations in a different colour. Then for each text, do the following, one at a time.

(5) Look up any unfamiliar highlighted terms. Note down the translations on the document itself (paper or pdf), not elsewhere.

(6) Read only the highlighted substantive declarations.

(7) Test yourself on the translations of highlighted terms – important terms and unknown terminology and ideally in collocation. (This has the advantage of testing in context, unlike merely using the vocabulary lists)

Context preparation and repetition: For the purposes of recall and activation, it is probably better to write out terminology by hand rather than copy and paste or type [3, p. 1159; 4, p. 109].

Brainstorming: The most useful contribution to the interpreting process is to recall and repeat – and thereby activate language and contextual information you came across during preparation. A. Gilles advises using brainstorming without a pen or computer/tablet, for writing, typing or researching everything you hear slows down a brainstorming session enormously and therefore impedes activation [1, p. 78]. Instead, brainstorm orally and only write things down at the end. The writing stage then becomes a further repetition of the expressions brainstormed, which will further promote activation. Some strategies are suggested below:

(8) *IMPROVISE SPEECHES FROM PREPARED INFORMATION (ACTIVATION)*

Take a topic prepared by everyone, and on which you have read a good deal of material. Improvise a short introduction to the subject.

(9) *ANTICIPATE WHAT THE SPEAKER IS GOING TO SAY*

Before the speaker starts giving their speech, ask the interpreter(s) to pretend to be the speaker and improvise a speech for a minute, based on what they know about the speaker and the topic.

(10) *SYNONYM ASSOCIATION*

Play word association games with your fellow students in your active languages. One person says a word; a second must offer a synonym or associated word as quickly as possible.

To sum it up, the list of activities is open and can be extended upon demand. To become a competent consecutive interpreter, you need to interpret a lot; get a lot of feedback on that interpreting; and act on that feedback. Taking into consideration a number of trainees, various strategies might be implemented to enhance the interpreting facility, improve translation performance and supply quality interpretation services.

References

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ПРИЙОМИ І СПОСОБИ ВІДТВОРЕННЯ У ПЕРЕКЛАДІ ЗАСОБІВ ВЕРБАЛІЗАЦІЇ ПОЗИТИВНОЇ ВВІЧЛИВОСТІ У ПУБЛІЧНОМУ МОВЛЕННІ

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Серед культурних чинників, що впливають на процес перекладу, ввічливість є одним із основних. Варто пам'ятати, що кожна мова має свої особливості, тому їх знання вкрай необхідне для перекладача, оскільки існує безліч інференційних та прихованих сенсів, закладених у культурному походженні мовця (адресанта), перекладача та слухача (адресата). Переклад як крос-лінгвістична, а також соціокультурна практика не може забезпечити абсолютну еквівалентність вихідної і цільової мов через крос-культурні та міжкультурні відмінності в нормах ввічливості та лінгвокультурних аспектах прояву їх правил. Проаналізуємо приклади використання засобів вербалізації позитивної ввічливості в політичному дискурсі та прийоми і способи їх відтворення українською мовою.

“There’s nobody that’s better, smarter or a better leader than Viktor Orbán. He’s fantastic [4]”.

«Немає кращого та наймудрішого лідера. Він – великий лідер, фантастичний лідер [1]».

Лексичні одиниці в обидвох варіантах — всі з позитивною оцінкою, вжито прикметники в вищих ступенях порівняння **better** — **кращого**, проте в випадку **smarter** — **наймудрішого** ступінь порівняння змінено на найвищий. Загалом вони відтворені в перекладі схожими за семантичною структурою словами. Конструкція