

## Consecutive Interpreting in a Nutshell

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### Abstract

Consecutive interpreting is the process of interpreting after the interlocutor has completed his or her speech in the source language and pauses while the interpreter transmits that information (Russell, 2005). Therefore, consecutive interpreting involves a lot of concurrently challenging cognitive and affective processes for the interpreter. However, consecutive interpreting which is commonly employed as one of the major modes of interpreting in different settings appears to be disregarded or unexplored in interpreting research. Hence, the researcher, in this review, provides an in-depth elucidation of certain conspicuous issues within consecutive interpreting, including the revision of certain consecutive models, the significance of cognitive issues within consecutive interpreting, memory training, and using process and product-oriented strategies during consecutive interpreting. This review highlights the fact that consecutive interpreting is a complex process in which involves different mental and cognitive operations, comprising consecutive interpreters' memory and memory-aiding notes in which assist consecutive interpreters' performance during the rendition and also consecutive interpreters' strategy exploitation in which derives from his or her competence and sub-competence. Overall, this review might open up the floodgates of research within consecutive interpreting or it might provide certain guidelines and insights for consecutive interpreting trainers and practitioners.

*Keywords:* Consecutive interpreting; interpreting strategy; short-term memory

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### 1. Definition of Interpreting

Interpreting is a highly complex mental, psycho-affective, and linguistic task, comprising a plethora of skills, knowledge, and

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competences (Gile, 2010; Moser-mercer, 2008). As we know, interpreters work with spoken language and therefore they should possess strong speaking skills. Interpreters do not have any time to use other sources such as dictionaries, or even any other electronic soft wares and that is why they are normally expected to be fully prepared for the interpretation before they start (Gile, 2009; Nolan, 2012; Pochhacker, 2004). As many interpreting scholars state, translation and interpreting are two incompatible profession. Translators can have some time to think over their translation choices, or even rectify them if there is such a need, whereas interpreters work much faster and their interpreting choices cannot be so easily corrected as they are produced “here and now”. Moreover, interpreters do not have time to refer to other sources of knowledge during the process of interpreting. Interpretation occurs whenever a message originating orally in one language is reformulated and retransmitted orally in a second language (Pochhacker, 2011, 2015). Also, as Seleskotivch (1978) states, interpretation is the verbal expression of things and ideas accompanied by the non-deliberate creation of temporary linguistic equivalent. Elsewhere, Seleskovitch (1975) states that interpreting is not a direct language conversion from source language to target language, but a process of understanding meaning, constructing and re-expressing. Interpreters bridge more than linguistic barriers (Jones, 2002), and have always been acknowledged as mediators, not just transcoders (Hermann, 2002; Pöchhacker 2006).

As Pochhacker (2004) defines, interpreting is a form of translation in which the first and the final rendition in another language is produced based on one-time presentation of an utterance in the source language. That is to say, interpreters normally work much faster and their interpreting choices cannot be easily corrected due to the fact that they are produced here and now and therefore the interpreting output is not normally accessible later (Gile, 2009; Moser-Mercer, 2008; Walczynski, 2019). Hence, interpreting is considered as a mental process, comprising linguistic, pragmatic, communicative, and cognitive processes (Walczynski, 2019). Having immediacy as one of the major features, interpreting involves linguistic transfer of meaning from the source language into the target language. Immediacy refers to the concept of “here and now” as it benefits the interlocutors who tend to communicate across different languages (Gile, 2009; Pochhacker, 2004, Seeber, 2015). To put it more simply, interpreting is a linguistic activity in which involves the transfer of information from the source language into target language by means of oral communication. That is to say, interpreting can

be viewed as a form of translation in which the source language text is presented once only and it cannot be reviewed and more importantly the target language text is rendered under the pressure with scant change for correction and revision (Kalina, 2002; Pochhacker, 2004). As a consequence, interpreting is a form of complex human information processing involving the perception, storage, retrieval, transformation, and transmission of verbal information (Pochhacker, 2011; Walczynski, 2015).

Moreover, taking immediacy and input delivery into consideration, Pochhacker (2004) defines interpreting as a form of translation in which the first and final rendition in another language is produced on the basis of a one-time presentation of the utterance in the source language. However, interpreting is considered as a complex mental activity that involves the linguistic, pragmatic, communicative, cognitive, and psycho-affective processes and its main feature is the linguistic transfer of meaning from the source language into the target language generated in the form of an oral output (Walczynski, 2019).

There is no doubt that interpreter goes through series of cognitive and mental processes including attending the meaning of the message, concentrating on the task, comprehending the meaning of the message, and rendering the message into the target language (Moser-Mercer; 2002; Nolan, 2012; Pochhacker, 2005; Walczynski, 2019). In other words, however, it is advisable to view interpreting as an activity that occurs at linguistic, pragmatic, and communicative levels. The interpreters have to operate their language competence and performance to comprehend the input to process it first and then produce the output. Moreover, at pragmatic level, the interpreters should be familiar with the pragmatic rules of communication of both the source and target languages. Therefore, as Walczynski (2019) points out, interpreting is viewed as a complex mental activity that involves linguistic, pragmatic, communicative, cognitive and psycho-affective processes, aims at transferring the meaning from the source language into the target language, occurring in specific settings and under specific conditions. That is to say, interpreting is a multifaceted activity in which involves conveying the semantic and emotive contents of a message from one language and culture into another (Nolan, 2012).

## **2. Consecutive Interpreting**

Consecutive interpreting is normally rendered after the original message in the source language is spoken by the speaker who pauses his speech for the interpreter to interpret the delivered speech fragment

(Pochhacker, 2011; Seeber, 2015). That is to say, consecutive interpreters take notes during the delivery of a speech to reconstitute it in a different language once the interlocutor had finished his or her speech. Consecutive interpreting is a mode of interpreting in which the speaker makes a speech, whilst the interpreter takes notes (Pochhacker, 2011; Russell, 2015). Consecutive interpreting is unlike simultaneous interpretation as the interpreter possesses some time to think of what has been said before rendering it into the target language. That is to say, he might take note as a supportive tool to remember what has been said during the reproduction process (Russell, 2005; Setton, 1999). In fact, in consecutive interpreting, the interpreter is in the same setting as the interlocutors and he or she follows their speech while takes notes before his or her rendition. Russell (2005) defines consecutive interpreting as the process of interpreting after the interpreter has completed his speech in the source language and pauses while the interpreter renders the speech. However, it is normally believed that the consecutive interpreter starts delivering the output through comprehending the input.

There is no doubt that the consecutive interpreter might ask the speakers for some clarification, when some comprehension gaps occur during his understanding of the input (Gile, 2009; Herbert, 1952). That is to say, consecutive interpreting provides the chance for the interpreter to make use of the time factor and produce the target text with the knowledge of what it is expected to be in terms of its meaning and forms (Walczynski, 2019). Moreover, consecutive interpreters make significant use of his notes and memory. However, consecutive interpreting falls into two basic types of short and long ones. In short consecutive interpreting, the interpreter renders short segments at a time, from a phrase or to a few sentences. As Setton (2015) points out, short consecutive interpreting is normally used to interpret both dialogues and monologues, when the speaker prefers to pause frequently, refusing to continue for more than two or three sentences. In short version of consecutive interpreting, the interpreter interprets short chunks delivered in the target language into equivalent counterparts in the source language. However, short consecutive interpreting is sometimes called liaison interpreting as the interpreters normally takes turn while interpreting. Short consecutive interpreting appears to be the most natural form of oral translation in which range of segments might vary from a single word to a few sentences. Short consecutive is the most widely used mode of interpreting as it is the least technically demanding of the modes of interpreting (Setton, 2015). Long consecutive interpreting is typically done in

passages of several minutes, with the help of a note-taking system. Long consecutive interpreting allows interlocutors to develop several steps in a complex argument with illustrations, facts and figures, without being interrupted. The process of rendition in long consecutive interpreting is in a way that the interpreter pauses for the source language speaker to finish his speech and then delivers the speech into the target language with the help of the notes taken while listening to the speaker and memorized information (Russell, 2005; Russell & Malcolm, 2010).

### **2.1. Models of Consecutive Interpreting**

As Walczynski (2019) points out, the process of consecutive interpreting falls into the three following stages:

- The comprehension stage during which the interpreter understands the meaning of the original speech in the source language;
- The processing stage during which the interpreter processes the source language speech;
- The production stage during which the interpreter expresses the original speech in the target language;

However, some researchers view consecutive interpreting from the perspective of interaction, whereas others exclusively consider mental stage of consecutive interpreting process. Poyatos (2002) appears to be one of the interpreting models of consecutive interpreting, taking kinesics and paralinguistic components into consideration. As Poyatos points out, the process of consecutive interpreting involves both verbal expression of the source meaning in the target language and the use of paralinguistic and kinesics such as gestures, manners, and postures. That is to say, the meaning is expressed by means of functionally cohesive structure including language-paralinguistic-kinesics. There is no doubt kinesics movement plays an indispensable role in consecutive interpreting. Poyatos (1997) states that ordinary gestures, manners and facial expressions carry messages that are not directly stated by words. To put it more simply, gesture or paralinguistic that accompanies a verbal statement expresses something more than what the words say. Gestures might indicate emphasis on what is being said verbally. Poyatos believes that one of the challenges that interpreters encounter is inadequacy of words. Words lack the semantic capacity to carry the whole weight of a conversation. That is to say, one key component of live performance before an audience is eye contact. In the classic consecutive mode, this aspect of nonverbal communication conflicts with note-taking, which demands the interpreter's visual attention both in the listening and in the

speaking phase of the task. In face-to-face rather than one-to-many interaction, gaze direction is an important turn-taking cue. As this requires the interpreter to be within the primary parties' field of vision, or 'communicative radius' (Wadensjö 2001). There is no doubt that consecutive interpreters might use different kinesics, vocalic and eye contact features to lower the experience of anxiety. Hence, as Poyatos argues, consecutive interpreting process is an interactive process in which its participants communicate together by means of both verbal communication channel and their body language.

Undoubtedly, Gile's (1995, 2001) effort model is one of the influential models of consecutive interpreting, focusing on cognitive efforts. Gile's (2009) effort model is performed in two phases; the comprehension phase (or listening and note-taking phase), and the speech production (or reformulation) phase. The first phase includes the perception or listening and analysis (L) of the source text, note-taking (N), short-term memory operations (M) and coordination (C). During this phase, the text is being heard by the trainee-interpreters who take note and try to memorize and understand the source text. Moreover, the second phase which is called target-speech production includes remembering, note-reading, production, and coordination. This phase is more difficult than the first one as the trainee-interpreters should recall information from the long-term memory and read his notes which also can be problematic for some interpreters as they may not be able to read their notes. Gile (2009) postulates the following formula:  $\text{Interpreting} = L + N + M + C$ . That is to say, the interpreter listens to original utterance and analyzes it (L), takes notes (n), memorizes the information (M) and coordinates all those activities. As Gile (1999) states, some conditions should be fulfilled for interpreting to go well. The total required processing capacity for all active efforts must not exceed the interpreters' total available capacity and also the processing capacity available for any active effort should be sufficient for performing the corresponding task. In other words, many problems might be derived from dearth of processing capacity requirements (Gile, 2001). To illustrate, the interpreter may direct too much attention to producing elegant reformulation of a previously heard segment of the source speech, and may not have enough capacity to complete a listening task on an incoming segment. That is why, inappropriate management of processing capacity results in individual processing capacity deficits in some efforts. By and large, Gile's effort model of consecutive interpreting focuses on cognitive load on interpreters and when the processing capacity and

mental energy are not adequate, interpreting performance will deteriorate and diverse error types occur.

Russell (2005) suggests a more meaning-based model of consecutive interpreting. Russell highlights the contextual factors within the interpreters' background knowledge. The process of consecutive interpreting initiates from evaluating the contextual factors within interpreting setting. These factors include the relationship between the parties in the interaction, the formal and informal relationship and the similarities and differences in backgrounds and experiences of the participants. As Russell (2002, 2005) points out, diverse steps of the meaning-based interpreting model are as follows:

- Assessing contextual factors and monitoring the process: Contextual factors should be taken into consideration during the interpreting process. During the interaction, the interpreters constantly assess contextual factors and their impact upon communication. Context helps grasping the meaning by interpreters and this includes assessing factors such as the relationship between the parties in the interaction, the formal and informal power structures represented, the similarities and differences in backgrounds. Throughout all phases of the interpreted interaction, the interpreter monitors the communication process because the participants are creating additional context and experience through their dialogue.
- Comprehending the source language message: During this stage, the interpreter uses his syntactic, semantic, contextual and cultural knowledge to support comprehension of the original source text. It is at this stage that the interpreter is required to process information at lexical, phrasal, sentential and discourse levels to determine characteristics of the discourse frame that the speaker. During this stage, the interpreters seeks for clarification and corrects the errors as appropriate.
- Formulating an equivalent message: The interpreter processes lexical, sentential, and discourse knowledge to comprehend the speaker, planning, formulating, and reviewing different elements to present an effective message in the target language.
- Producing target language interpretation: At this stage, the interpreter assesses contextual factors to ensure the effectiveness of the interpretation.

The meaning-based model of consecutive interpreting suggested by Russell (2005) integrates the roles of context, linguistic and cultural

schemas and the decision-making processes that involve choosing consecutive or simultaneous interpreting. The Meaning-based mode offers the interpreter and the interpreter educator a window into the tasks to be accomplished when analyzing interpreted interactions. The process of interpreting is very complex but by identifying and practicing some of the tasks of each stage, the student learning to interpret can develop the linguistic and interactional skills necessary to perform the work.

## ***2.2. Memory in Consecutive Interpreting***

Memory plays an indispensable role in consecutive interpreting because the interpreters can acquire, retain, process and retrieve information which is derived from the input and transform it into the output (Seleskovitch, 1975; Pochhacker, 2009; Walczynski, 2019). Sensory memory is concerned with the perception of things and its duration is very short. Studies have shown that information can only be kept from 0.25 to 2 seconds in sensory memory, and it disappears very quickly and it is the shortest memory of the brain (Carroll, 2009). In this stage, people get information from outside. The existence of sensory memory for further processing of information is essential because sensory memory allows information to be retained to switch to the next stage of storage. Short-term memory is the process of memorization. Compared with sensory memory, its duration is a little bit longer and it is generally believed that the hold time is within seconds. The longest is just about a minute (Mead, 2002). The transient information captured by short-term memory is critical for temporary storage. Although the time for the information to be maintained is short, that period is very important. Short-term memory is critical for recalling immediate aspects of the source message, and long-term memory gives the interpreter access to the source and target language lexicon, grammar and discourse structure information. Long-term memory is like a huge library, which holds various facts, information and knowledge and its capacity is almost unlimited. It is a crucial moment for interpreters to do high-intensity mental activities. Short-term memory (STM) plays a major role in interpreting (Tulving, 1972). When we receive an input from the environment, it is transferred to our sensory registers where it remains for less than a second. The message is encoded either in the form of acoustic, visual, or semantic data and thereafter moves to our STM where it remains for less than thirty seconds. Research suggests that memory training enhances the quality of interpreting (Daro & Fabbro 1994; Valeria, 1989; Yenkimaleki & Van Heuven 2013, 2016).



Short-term memory is able to retain and recall the information for just a brief period of time because it does not create the neural mechanisms that would be needed for a subsequent storage (Cowan, 1999; Gile, 1995; Nolan, 2012). On the contrary, long term memory occurs once you have created the neural pathways for storing, so the information that you hear can be stored from minutes to months or even years' span. Short term memory can normally store on average up to seven items (numbers, words, etc.) and when new items appear, they replace the previous elements. In recognition and comprehension stage, long-term memory furnishes the interpreter with necessary knowledge of phonology and grammar so as to identify the specific words and sentences. Besides, long-term memory provides ample understanding for the topic of the given speech, directing the interpreter's attention to the new and key information. Although both short-term and long-term memory only store information, working memory involves the effective use of such information and the performance of various tasks, on which the interpreter's attention must focus. Working memory is a complex system which is composed of the central executive, the phonological loop, the visual-spatial sketch-pad and the episodic buffer (Baddeley, 1990, 2000). The central tenets of the Baddeley's (2000) working memory model are as follows:

- It is a limited-capacity system; at any moment in time, there is only a finite amount of information directly available for processing in memory;
- The specialized subsystems devoted to the representation of information of a particular type, for instance, verbal or visuo-spatial, are structurally independent of one another; the integrity of information represented in one domain is protected from the interfering effects of information that may be arriving to another domain; and
- Storage of information in memory is distinct from the processes that underlie stimulus perception;

The central executive was envisioned as a control system of limited attentional capacity responsible for coordinating and controlling two subsidiary slave systems, a 'phonological loop' and a 'visuo-spatial sketchpad.' The phonological loop was responsible for the storage and maintenance of information in a verbal form, and the visuo-spatial sketchpad was dedicated to the storage maintenance of visuo-spatial information. These two slave-systems are thought to be independent in the sense they do not rely on the same storage resources (Baddeley, 2002). As

Baddeley (2000) points out, the phonological loop is responsible for speech processing while the visual-spatial scratchpad coordinates the processing of visual and spatial content. The phonological loop component of working memory is proposed as a specialized storage system for speech-based information, and possibly purely acoustic information as well. The phonological loop is described as a ‘slave’ system as it is not ‘clever’ in any way; it does not have any capacity for controlling attention or decision-making. The phonological loop is merely a temporary store for heard information, particularly speech. It represents the storage system responsible for ‘phonological short-term memory’ (Baddeley, 2002; Baddeley & Papagno, 1998). The visuospatial sketchpad is the other ‘slave’ storage system proposed in the working memory model. The central executive is the component of working memory that has overall attentional control of the working memory system. Interpreting researchers are on this assumption that the process of consecutive interpreting relies on the use of all the types of memory. To illustrate, the interpreter uses short-term memory when he or she tries to understand an unclear phonetic stimulus. Moreover, the phonological loop is activated when the interpreter examines a string of difficult lexems in complex sentences. Also, the visual-spatial sketchpad is used for the process of visualizing the content and for memorizing it. That is to say, working memory provides the opportunity for the interpreter to comprehend, and process the acoustic and visual information and recalling it when rendering the speech (Gile, 2000). Interpreters’ memory has to be constantly trained, so that the interpreter achieves a better understanding of the source language and its message. Consequently, the level of interpretation will improve, and the results will be highly satisfactory (Gile, 2004, 2009).

Mnemonic device is any learning technique that helps memory (Levin, 1993; Thompson, 1987). When learning a foreign language, a student may associate words in the new language with various meanings in his own language, or may use sentences created especially in order to help. Mnemonics systems are clues of any kind that help us remember something, usually by helping us associate the information we want to remember with a visual image, a sentence, or a word (Levin, 1993; Solso, 1995). More specifically, it is simply a way to remember information. In order to make your mnemonics more memorable, you should use positive, pleasant images. Your brain often blocks out unpleasant ones. You should also use vivid, colorful, sense-laden images – these are easier to remember than drab ones. For example, we might associate a term we need to

remember with a common item that we are very familiar with. So, mnemonics aims at remembering something that seems difficult in a form that you remember much easier. Imagination, association and location are the three most important aids in developing your mnemonic. Imagination talks about the power with which you create an image so that it will come to you later. Association links certain things with others, sometimes sounds or even smells. Location gives you two things: a coherent context into which you can place information so that it hangs together, and a way of separating one mnemonic from another.

As Rozan (2001) points out, note-taking is one of the most important methods used by consecutive interpreters to help them deal with the information load in the source text. The essential role of note-taking in the consecutive interpreting process, especially during the phases of comprehension, processing, reformulation and production has been stressed (Bowen & Bowen, 1984; Santiago, 2004). There is a general agreement among interpreters and interpreting scholars that note-taking should help interpreters. Interpreters should be aware of the fact that in the process of note-taking, they should note ideas rather than isolated words. Words of language are just containers for concepts and ideas. Interpreters cannot write down every single word they hear in a speech, since the speed of writing is always slower than that of speaking (Dam, 2004; Phelan, 2001). One quick solution might be the use of abbreviations. Abbreviations help interpreters take notes quickly. They should be unequivocal and unambiguous. Abbreviations should be used automatically and this is possible only when interpreters develop their own system of abbreviations beforehand. Although, abbreviations may be meaningless for others, they must be meaningful for interpreters. Abbreviations might fall into discipline-specific abbreviations and personal abbreviations (Rozan, 2001). Consequently, the interpreter should have the ability to detect and keep the main idea but delete any irrelevant element. When notes provide sufficient information for the interpreter about the content and the structure of the input to be interpreted, they may decrease the processing capacity and help memorize, process and then reconstruct the source text in terms of its meaning and form. One of such note-taking systems was developed by Rozan's (2001) who recommended several principles which interpreters may adhere to while taking notes:

- The principle of noting the idea and not the word;
- Using abbreviation rules;
- Using logical linking rules;

- The principle of using negation markers;
- The principle of using emphasis markers;
- The principle of note verticality;
- Using shift rules;

Every speech contains elements that represent negative ideas or emphasize on an issue, which should be noted without any kind of ambiguity while interpreting. As Herbert (1956) points out, negation can be shown by using a line running through a word or symbol. For instance, if “ok” is used to indicate “agree” then “disagree” should be written as “ok”. The second method is simply writing “no” before the negative word. Moreover, using symbols is much more preferred by interpreters as the interpreters, in abbreviation, stick to the word instead of resorting to the idea carried by words. Nevertheless, symbols should be designed by the interpreters in advance. Improvising any symbol just in the middle of interpreting session will cause problem for interpreters, as they should think a lot to recall what that specific symbol refers to (Alexieva, 1994; Rozan, 2001). Furthermore, Rozan (2005) suggests the technique of diagonal arrangement in a way that interpreters can write subject, verb and object diatonically from left to right or from top to bottom of a paper to help the interrupters to review the notes, moving from the whole to the details. Note-taking is an essential element of consecutive interpreting as it provides the interpreters with a conceptual and structural framework of the source message and it facilitates the generation of the target output. Notes can thus be regarded as the external storage devices and as some sets of retrieval cues. Also, note-taking process during the interpreting decreases the interpreter’s cognitive load resulting from memorizing the input content and form; thus, it opens up some amount of the processing capacity which is needed in the process of consecutive interpreting (Jones, 2002; Rozan, 2005). Moreover, notes can also be indicative of certain mental operations occurring in the interpreter’s mind and are therefore interesting research material for interpreting scholars. Finally, the interpreter’s notes can also have the traces of the interpreter’s experience of psycho-affective factors, which is one of the issues discussed in the further parts of this study.

No matter whether simultaneous or consecutive interpretation is performed, the role of the memory is extremely important. Short-term memory is based especially on the actual hearing of sounds, without always filtering the information. That is why the interpreter has to be careful with the message he conveys further.

### **3. Consecutive Interpreting Strategies**

Undoubtedly, many difficulties might occur during the interpreting process, deriving from the acoustic and visual working conditions, source language interlocutors pronunciation, source language delivery, and also psycho-affective components. Therefore, interpreters normally resort to using certain strategies or tactics to overcome the difficulties. Strategies are intentional and goal-oriented procedures for the solution or prevention of problems (Gile 2009; Bartłomiejczyk 2006). According to Gile, the demanding working conditions of the interpreter (e.g. high time pressure, fast delivery, high information density, unfamiliar themes, etc.) may drive his or her available processing capacity to the point of saturation, thus causing problems. Additionally, the interpreter's knowledge gap may also pose problems. To overcome these problems, the interpreter may adopt strategies. There is no doubt that interpreting strategies provide the chance for the interpreters to benefit from the minimum amount of processing efforts to diminish the negative effects of cognitive constraints (Gile, 2009). The sources of cognitive constraints include high time pressure, division of attention, extreme speech conditions, and unsatisfying working environment (Gile 2009; Kalina 2002; Li 2010; Setton 1999). Strategies allow the interpreter to use a minimum amount of processing efforts to get rid of the negative effects of those constraints. Language-specific constraints also require the use of interpreting strategies. If the languages involved are syntactically different, the interpreter's processing capacity is more likely to be overloaded. The interpreter has to store larger segments before syntactic disambiguation and restructure the message to comply with the target language rules (Liontou 2011; Riccardi, 1998).

Interpreting strategy is defined as a set of conscious and subconscious decisions that interpreters make to prevent the problems that might occur during the interpreting process. That is to say, conscious or even subconscious strategy is an optional operation aimed at solving an interpreting problem (Pochhacker, 2004). Scholars classify strategies in different ways. Gile (2009) considers interpreting strategies as "coping tactics" in simultaneous interpreting and categorized them into comprehension, prevention, and reformulation tactics; Kalina (1998, 2000) presented two categories of strategies, comprehension strategies and production strategies; Donato (2003) divided strategies into comprehension, reformulation, and emergency strategies. Furthermore, Al-Khanji et al. (2000) distinguished between achievement strategies (for coping with a given problem) and reduction strategies (for avoiding a communicative problem, sometimes resulting in a change in the original

communicative goal). Pöchhacker (2002) advocated the division between process-oriented strategies (for coping with high input workload) and product-oriented strategies (for ensuring effective communication with the target-language audience), and between on-line strategies (those used during the translational cognitive processing) and off-line strategies (those preceding the translation act, e.g. preparation). Riccardi (2005) distinguished between skill-based (those resulting from procedural knowledge and which have been internalized and automatized) and knowledge-based strategies (those requiring conscious analytical processes). However, interpreting strategies whether it is termed “coping tactics” (Gile, 2009), or even techniques (Jones, 1998), or skills (Setton, 1999), aimed at solving problems that result from interpreters’ processing capacity limitations or knowledge gap. As Bartomiczyk (2006) points out, repeated use of strategy leads to de eloping automatic and automated strategic processes reduce the cognitive load of interpreting. Delaying strategy can be viewed as the strategies employed by consecutive interpreters at the phase of comprehension. The delaying strategy means leaving a blank space on the paper to be filled later or not. Also, consecutive interpreters can benefit from anticipation and inferencing strategies. The narrow definition of anticipation involves the prediction of the source text constituents. In other words, anticipation strategy involves the prediction of source text constituents which is not available for output planning. Hence, anticipation refers to the prediction of linguistic elements of the source text (Herbert, 1952; Tryuk, 2010).

Anticipation strategies, in fact, derives from probabilistic prognosis as a fundamental mechanism underlying human actions in response to changes in the environment. Also, anticipation strategy, if viewed as a comprehension-oriented strategy in interpreting, must be considered as part of any process of understanding based on prior experience and knowledge (Kalina, 2005; Liontou, 2012). To put it more simply, while listening to the source language message, the consecutive interpreter uses his or her background knowledge and past experiences stored in his or her memory to predict or anticipate certain language related element, reducing his or her cognitive load. Anticipation is normally viewed to be future-oriented strategy as the interpreter uses this strategy to predict the next linguistic elements of the discourse. Moreover, inferencing strategy appears to be similar to anticipation strategy. Inferencing refers to constructing the meaning by using the words uttered by the knowledge of the contextual embedding and the perception of the visual and acoustic surrounding. That is to say, inferencing refers to ongoing construction of

the meaning of what is said with reference to the senses expressed in the utterance (Gile, 2009; Walczynski, 2019).

Moreover, compression strategy also refers to the strategy of reducing the irrelevant elements of the source text. Those irrelevant elements may be of different nature and can include several levels: lexical, semantic, syntactic or conceptual. The strategy of compression is closely linked to the strategy of implication, also known as condensation or abstracting which manifests itself in the reduced content of the output. This indicates that the interpreter can condense the original speaker's repetitions, irrelevant information, including digressions, hesitations or pauses and omit them in his output rendering (Kalina, 2025; Kirchoff, 2002; Pochhacker, 2004; Setton, 2015 Tryuk, 2010). That is to say, compression happens when the original meaning is rendered by the interpreter in a more general and concise way, deleting what is repetitive or redundant. Moreover, there is no doubt that interpreters might resort to omission strategy. Napier (2011) identifies different types of omissions. Conscious strategic omissions refers to the times when the interpreter omits some information deliberately to make the rendering more relevant. Conscious intentional omissions occurs when the interpreter intentionally omits some information to contribute to the information he has not understood it or he is not able to convert it into the target language. Conscious unintentional omissions also refers to the time when the interpreter consciously decides to omit some information hoping that it will be clarified in the course of the interpreting. Furthermore, conscious receptive omissions happens when the interpreter omits some information because of the obscure input variable which makes it impossible to comprehend this information properly. However, apart from deducting the input, consecutive interpreters might decide to add some information which they find relevant and necessary for the better understanding of the speaker's intended meaning. This type of addition is named elaboration or elicitation. Explication refers to adding certain clarifications or explanations to make the target text more explicit.

Transcoding or word-for-word rendering of the input is another strategy used by many consecutive interpreters. In translating, a speech segment from the source language is rendered into the target language word for word. To put it more simply, certain elements of the input, such as names and numbers are interpreted by means of their target language correspondences or by means of taking the original name from the input and using it in the output (Seleskovitch, 1975; Tryuk, 2010). However, professional interpreters normally use both comprehension strategies to

unravel the ongoing problems during the process of consecutive interpreting and also production-based strategies to lower the efforts related to the processing of input.

#### **4. Conclusion**

Interpreting is a difficult task due to the time pressure and limit. As Gile (2009) points out, interpreting requires some sort of mental energy that is only available in limited supply; that is why, interpreting sometimes deteriorates as interpreting takes up all this mental energy and sometimes it even requires more. Many studies focus on the strategies and tactics that should be taught to interpreters to enhance their capacities (Gile, 1995, 2009; Ribas, 2012; Setton & Dawrant, 2016; Wu & Wang, 2009). Trainees should acquire certain strategies and skills to cope with problems they encounter during the encoding and decoding processes such as mental processing and self-confidence problems. Therefore, these strategies will enhance their capacities toward professionalism. Undoubtedly, consecutive interpreters are essential in community interpreting. In particular, in setting such as courtroom, healthcare centers, business companies, immigration offices or etc. Hence, consecutive interpreting training should be viewed as a predominant task in the domain of interpreting research. Beyond this, some scholars (Kalina, 1994; Longley, 1978; Seleskovitch, 1981) are on this assumption that consecutive interpreting training should be considered as a technique in which needs to be developed prior to simultaneous interpreting since the trainers can become aware of their errors and deficiencies and make an attempt to tackle with their deficiencies. This, in fact, highlights the importance of designing a comprehensive curriculum for consecutive interpreting trainers to foster their knowledge and skills in consecutive interpreting. As it was discussed before, all consecutive interpreting models highlight the significance of including extensive practice over comprehension, listening, memory, attention, and note-taking. As Walczynski (2019) points out, interpreter training classes should provide the trainers with pre-interpreting exercises in tandem with fully professional interpreting techniques. Hence, there is no doubt that consecutive interpreting training should be devoted to comprehension, listening, reformulation, delivery, memory or note-taking. Moreover, trainees in interpreting courses should be fully trained to use their working memory, short-term memory, and long-term memory as consecutive interpreting relies on memorizing and retrieving information. As Ficchi (1999) points out, interpreting courses should emphasize pre-interpreting



exercises such as comprehension and analysis tasks, listening, inferencing tasks and production tasks in which involves exercising over the pronunciation, intonation and fluency. Furthermore, another important training technique in consecutive interpreting classes that enables the trainees to find themselves in real life-like situations is scenario-based role plays in dialogue interpreting as it promotes authenticity and diversity of expression and establish an interpersonal event (Kadric, 2015). As Kadric points out, such exercises are particularly relevant to community interpreting, within which short consecutive interpreting is rendered. However, consecutive interpreters are still required in liaison interpreting, in particular in settings such as a courtroom, an immigration office, a healthcare center or even in business settings.

This review strives to focus on this issue that interpreting trainers should take the linguistic, cognitive, and psychological aspects of their trainees into consideration. Training consecutive interpreters is a necessity for trainees as they learn tactics and strategies that help them to solve the problems they encounter (Ribas, 2012). Hence, consecutive interpreting is comprised of a large number of almost concurrent cognitive, psychomotor and affective processes in which cause great challenges for the interpreter to deal with. Drawing on literature, this study suggests that consecutive interpreter practitioners and trainers should develop structured training courses for interpreter trainees, making them familiar with diverse interpreting cognitive models, note-taking techniques, and interpreting strategies.

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