Language & Communication (1)

Language as a *Social Code* (used by a group/community/society)

Idiolect A + Idiolect B + Idiolect C etc.

= *Dialects* (a form of a language spoken in a particular geographical area or by members of a particular social class or occupational group, distinguished by its vocabulary, grammar, and pronunciation)

Language Communication (1)

= *Sociolects* **(varieties of language connected with origin or social position)**

= *Technolects* **(professional languages)**

= *Natiolects* **(national languages)**

Language Communication (2)

- Importance of Shared **Knowledge/Values** for the Process of Communication (national, political, moral, religious etc.)

Language Communication (3)

If successful communication is to occur, the following conditions must be met:

→**Quantity**

→**Quality**

→**Relevance**

→**Clarity**

→**and Unequivocalness of INFORMATION**

'You did very well, honey.'

Translation process

Message sender → Text A → **Indirect Receiver (Quasi-Addressee)→ Indirect Sender (Quasi-Sender)→** Text B → Final Receiver

The Translator is then A THIRD person in the whole process

The Translator

- Bilingual
- Bicultural
- Competent:

a. Able to analyze the source text.

b. Able to make textual transformations, including paraphrases/reductions etc. (syntax, grammar)

c. Knows language equivalents (!)

The Receiver Should:

- Know the "language" in which the source text was prepared. (including language/para-language/sub-language/normative and other elements)

- Be looking forward to receiving the message.

- Be intelligent enough to understand all the allusions, metaphors, understatements etc.
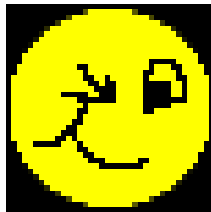
Consecutive Translation

→ *consecutive* – following chronological sequence; following one another without interruption;

→ "table translation"
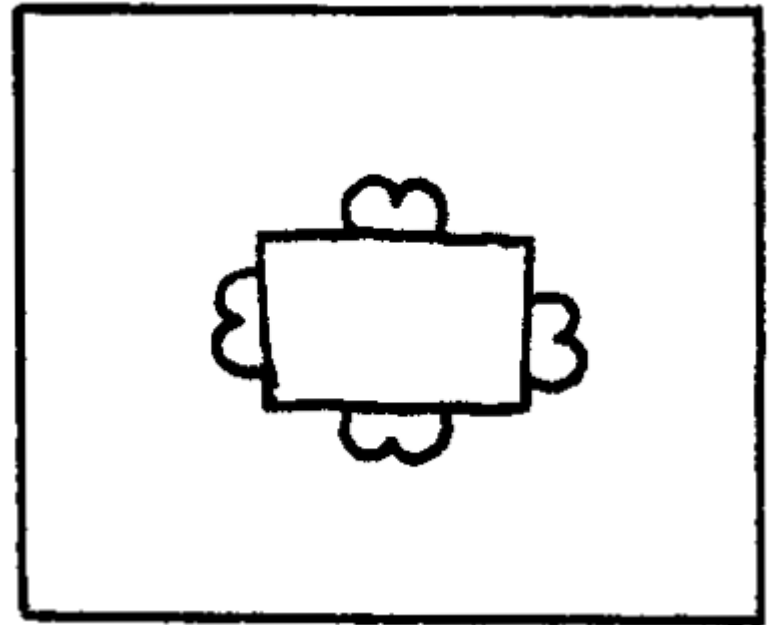
Consecutive Translation

- Two phases of the interpreter's action:

A. Receiving the L1text.

B. Sending the L2 equivalent.

The Translator's/Interpreter's Internal World (!)

Caro & Hoops 4ever…

The Translator's/Interpreter's Internal World (!)

- The L1 text is **interpreted/ascribed some meaning/reconstructed** according to the translator's/interpreter's *Internal World*. (including language strategies, rules etc.)

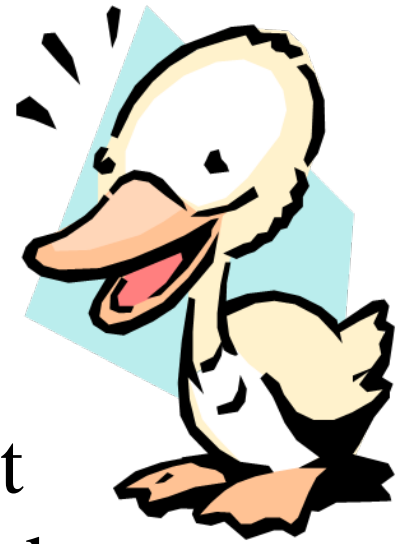# Process of Consecutive Interpret*ing*

- **Theory**: Due to various "inhibiting" conditions the translator/interpreter focuses on logical-conceptual processing of the L1 text (information), treating the text as a unity or one big logical "chunk."

The Interpreter's/Translator's Double Function

- Speaking in the name of the sender/replacing the sender (the "I")

(only when a few speakers speak in a row do you speak in the third person giving their names; do not forget, however, to mention the name of the speaker and the institution they represent before beginning interpreting)

Instant Feedback from Observing the Audience

- Helps use not only language and text information provided by the speaker but also **situational information**, including:

→ The participants, their mood, ways of reacting to his/her interpreting etc.

Using Consecutive Interpreting

- Official meetings (heads of states, Big Fish, politicians, teachers), talks, negotiations, interviews, press conferences, opening/ closing ceremonies, lectures, etc.

Strategies/Limitations of Consecutive Interpreting

- Phase One (L1): focusing on receiving and understanding the source text *as a whole.* (from one sentence to one full statement (paragraph, speech – max. 10 minutes)

- Hearing the source text once (only in some cases can you ask the speaker to repeat something) and having to store it in memory for a relatively short period of time.

Strategies/Limitations of Consecutive Interpreting

- Time consuming but…

- Enabling the interpreter/translator to come up with a coherent and appropriate text.

Consecutive Interpreting: Three Phases

- I. Receiving the L1 text
- II. Storing Information
- III. Creating and "uttering" the L2 text.

Consecutive Interpreting: Phase I: Introduction

- Acoustic-phonetic reception of the text.

- Understanding its contents/message.

Much will depend upon the quality of the facilities in the room (mics, amps, speakers), the level of various disturbances, the articulation, tone of voice, accent of the speaker. This is also connected with the interpreter's/translator's predispositions/skills, including:

The Interpreter's/Translator's Qualities

- Physical/mental, skills, intelligence, general knowledge, good hearing, ability to concentrate, good active memory, and

GOOD KNOWLEDGE OF BOTH LANGUAGES AND THE SUBJECT AREA.

(Why the heck did he CAPITALIZE it?)

Consecutive Translation Strategies

- Asking the speaker to repeat, either right away or when s/he has completed a logical "chunk" of text.

- Learning from the audience: their faces will tell you something is wrong.

- Various pretexts used to ask the speaker to repeat some part of the text.

Consecutive Translation Strategies

- Focusing on the content of the text; language form should not be a problem for him/her.

- Grasping the sense/meaning of then **whole** statement → leading to "correct" interpreting of the text → enabling him/her to store larger chunks in memory →leading to creating good paraphrases/equivalents/interpretations/translations in L2.
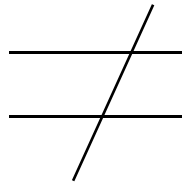
Consecutive Translation Strategies

- Having professional knowledge allows him/her distinguish between the relevant and the less relevant and *reduce* the text accordingly. (redundancies)

- Literal translating/interpreting, without a deeper understanding of the text, may lead to the interpreter being able to remember only one sentence. (!)

Consecutive Translation Strategies

- Dividing the L1 text into logical chunks (by the interpreter) in order to extract important/key information.

- Finding language *means* to express the key information. Such information is stored in short-term memory.

T/L1

T/L2

Consecutive Translation Strategies

- If the chunk is too large to be stored in short-term (active/operational) memory, the the Interpreter takes notes:

- *I really do love my teacher. He is so cool, relaxed, but, at the same time, sympathetic to the students' needs.*

Consecutive Translation Strategies

- Mnemonic rendering of the L1 information:

ET

Cool

Sympathetic

Students

or

Consecutive Translation Strategies

- Mnemonic rendering of the L1 information:

ET

Students

or

Consecutive Translation Strategies

- Mnemonic rendering of the L1 information:

ET

- The knowledge stored in long-lived memory will help him or her to recognize

the logical links that can be found in the text and store them properly.

It makes sense to make notes in the target language. Why?

Consecutive Translation Strategies

- Note taking:

I love teacher.

Cool, relaxed, //

sympathetic to the students' needs.

Vertical, one sheet, clearly, narrow columns, sequence: subject, verb, other (particularly numbers)

Use: &%$@ etc.

Consecutive Translation Strategies

- The L2 text need not be absolutely based on the notes!

It may lead to redundancies OR too much content etc.; difficult for the receiver.

Consecutive interpreting is in fact a PARAPHRASE (L1 gets simplified by the interpreter, who extracts its sense); only the best arrive at the 100% equivalents. (and there are not 100% equivalents, remember!)

Types of Consecutive Interpreting

- *In Extenso* (full text), shortened, summarised.

- One way, two-way.

- With "interruptions" or after the speaker has finished (the most difficult one)

- **1 minute in L1 = 45 seconds in L2**

Consecutive Translation (and why not?)

Mini Case:

Student: 'Well, I can do consecutive translation for you during the conference, and the rate is…'

Organizer: 'Well, thanks a lot, but I really do think it's not gonna work out!'

Why did the Organizer turn the poor Student down?

The Chomsky video file.

Problems with Consecutive Translation

- Gradually disappearing from the Western European market (skills not relevant to the market, time consuming acquisition of the skills).

- Lively as ever in Asia and Eastern Europe mainly due to… (*here the teacher waited for the group's response*)

…………………………………………………………
……………………………………………………
…………………………………………………………..

The Chomsky Video; the technical aspect (consecutive translation)

- In cognitive terms, the most fundamental problem in interpreting is that it is composed of a number of concurrent operations each of which requires processing capacity (PC), and the amount of PC required is often as much as - or even more than - the interpreter has available at the time it is needed.

The Chomsky Video; the technical aspect (consecutive translation)

The Listening Phase:

- the Listening Effort;

- the Production Effort (producing notes, [not] a target-language version of the speech);

a short-term Memory Effort (storing information just received until it is noted - for that part of the information taken down as notes).

The Chomsky Video; the technical aspect (consecutive translation)

- **The Reformulation Phase:**

- A Note-Reading Effort (some Processing Capacity is required to understand - and sometimes decipher - the notes);

- A long-term Memory Effort for retrieving information stored in long-term memory and reconstructing the content of the speech;

- A Production Effort, for producing the target-language speech.

The Chomsky Video; the technical aspect (consecutive translation

- In consecutive, while listening, interpreters have to decide what to take down in their notes and how. They also have to devote some attention to the writing process itself. These operations, which require specific know-how.

The Chomsky Video; the technical aspect (consecutive translation

- In consecutive, the slowness of writing and the resulting delay between the moment information is heard and the moment it is noted submits working memory to high pressure in a specific way. In consecutive, the slowness of writing and the resulting delay between the moment information is heard and the moment it is noted submits working memory to high pressure in a specific way.

The Chomsky Video; the technical aspect (consecutive translation

- In consecutive, there is much involvement of long-term memory. (in the range of a few minutes)

Why not go for "accelerated consecutive" then? What is "accelerated consecutive"?

Case Study: Going "Accelerated Consecutive!"

- The Players: A Consecutive Translator Wanting (and Ready!) to Go "AC" (he's bored with his current job and has the gear required to meet the new challenge)
- A Translation Agency (now recruiting)
- Sample AC Translation Job

Conclusions: …………………………………………

The advantages of consecutive translation (the teaching/learning component)

- Separation between the listening phase and the reformulation phase in consecutive leaves reformulation free of heavy time constraints. Students can therefore be taught fundamental methodological principles related to "translation" problems (fidelity norms, linguistic norms, reformulation strategies, etc.).

The advantages of consecutive translation (the teaching/learning component)

- Separation between the listening phase and the reformulation phase makes it possible to use time more efficiently for basic instruction in listening and reformulation strategies; in consecutive, all students in the room are engaged in the listening phase at all times, when listening to the source speech and when listening to its interpretation by a classmate (provided the instructor tells them to listen to the interpretation and comment on it).

The advantages of consecutive translation (the teaching/learning component)

- In consecutive, it is possible for students to focus more on the listening component and see what they missed: indicators of one's comprehension of the source speech are found in the notes, and in the students' ability to reconstruct the speech from their notes while following the target speech of the student who is performing in class.

The advantages of consecutive translation (the teaching/learning component)

- In-depth analysis has long been recognized as a major quality component of interpreting (and translation). The importance of this advantage of consecutive should not be underestimated.

The advantages of consecutive translation (the teaching/learning component)

- In consecutive, it is easier to work on target-language production, since, as explained above, there is much less interference from the source language and from time pressure. Working on target-language production means working on correctness, on linguistic norms, on flexibility enhancement, and on the eradication of linguistic interference.

The advantages of consecutive translation (the teaching/learning component)

- The separation between the two phases makes it easier in consecutive to detect weaknesses in the students' mastery of the target language.

- **More generally, separation between the two phases also makes it easier to control target-speech fidelity.**

Source: **Daniel Gile, "The Role of Consecutive in Interpreter Training: A Cognitive View"**

The Video: Practical Implications

- Watch the (silent) clip and try to determine:

a) The Translation Situation

- Place

- Target Group

- Type of Programme

The Video: Practical Implications

- Look at the TRANSLATOR and try to spot examples of behaviour the audience might

LIKE   DISLIKE

+   -

+   -

+   -

+   -

+   -

+   -

+   -

+   -

The Video: Practical Implications

- **Determining the Level of Difficulty**:

Translate the Phrases/Sentences into Polish:

- Continuous Process Improvement.

- Case study

- Overview of the organization

- Growing need for dual income families

- Serve a niche market

- Competitive pressure

- Higher levels of efficiency

The Video: Practical Implications

- Reduce delivery time

- Customer complaints

- The company has five departments

- Order entry; order filling; invoicing; purchasing; shipping

- Serve a niche market

- Competitive pressure

- Higher levels of efficiency

The Video: Practical Implications

- Pick list
- Mailing label
- Quality improvement team
- They'd been given an objective by the management
- Flow chart
- Pareto Diagram

How Is the Translator Doing Given all the Consecutive Translation Strategies/Techniques/Implications We've Discussed So Far?

LIKE   DISLIKE

+   -

+   -

+   -

+   -

+   -

+   -

+   -

+   -