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О. І. КУЦА

## ОСОБЛИВОСТІ ВИКЛАДАННЯ ОСНОВ ПОСЛІДОВНОГО ПЕРЕКЛАДУ ТА ПЕРЕКЛАДАЦЬКОГО СКОРОПИСУ

*Обґрунтовано необхідність підготовки висококваліфікованих послідовних перекладачів з огляду на сучасні потреби перекладацького ринку. Розкрито особливості послідовного перекладу в сучасному комунікаційному просторі. З'ясовано переваги та недоліки послідовного перекладу у порівнянні з синхронним. Висвітлено змістове наповнення теоретичного матеріалу курсу. Представлено вимоги до відбору відеоматеріалів для формування умінь та навичок послідовного перекладу в умовах, наближених до реальних. Вказано, схарактеризовано та наведено приклади підсистем вправ для розвитку умінь та навичок послідовного перекладу (підготовчих, для формування навичок та розвитку умінь).*

**Ключові слова:** послідовний переклад, відеоматеріали, тексти, техніка нотування, вертикальний запис, скорочення, символи.

О. И. КУЦАЯ

## ОСОБЕННОСТИ ПРЕПОДАВАНИЯ ОСНОВ ПОСЛЕДОВАТЕЛЬНОГО ПЕРЕВОДА И ПЕРЕВОДЧЕСКОЙ СКОРОПИСИ

*Обосновано необходимость подготовки высококвалифицированных последовательных переводчиков, учитывая современные потребности переводческого рынка. Раскрыты особенности последовательного перевода в современном коммуникационном пространстве. Выявлены преимущества и недостатки последовательного перевода в сравнении с синхронным. Отражено смысловое наполнение теоретического материала курса. Представлены требования к отбору видеоматериалов для*

формирования умений и навыков последовательного перевода в условиях, приближенных к реальным. Указаны, охарактеризованы и приведены примеры подсистем упражнений для развития умений и навыков последовательного перевода (подготовительных, для формирования навыков и развития умений).

**Ключевые слова:** последовательный перевод, видеоматериалы, тексты, техника нотирования, вертикальная запись, сокращение, символы.

O. KUTSA

## THE EXPERIENCE OF CONSECUTIVE INTERPRETING AND INTERPRETERS' NOTE-TAKING TECHNIQUE TEACHING

*Necessity of highly experienced consecutive interpreters training is grounded taking into account the modern needs of interpretation market. Advantages of consecutive interpreting in modern communicational space are revealed. Advantages and disadvantages of consecutive interpreting in comparison with simultaneous one are found out. Theoretical framework of the course is featured. Video materials selection requirements for practical work for consecutive interpreting skills and habits development in close to the real conditions are presented. Subsystems of exercises for developing consecutive interpreting skills and habits (preparatory; for developing habits and for developing skills) are indicated, characterized and instanced.*

**Keywords:** consecutive interpreting, video materials, texts, note-taking technique, vertical notes, shortenings, symbols.

Despite the fact that in the modern world consecutive interpreting (CI) has been largely replaced by simultaneous interpreting (SI), it still remains relevant for certain kinds of meetings (e.g. highly technical meetings, working lunches, small groups, field trips) [23]. Moreover, CI is very portable, i. e. doesn't require any special equipment, and convenient. It demands, however, good interpreter's note-taking technique. So there is a need in investigating different aspects of CI and methods of training good consecutive interpreters.

CI has been a subject matter of studies carried by numerous scholars, such as: Ye. Alikina, S. Burliai, Y. Cheng, A. Chuzhakin, A. Gillies, S. Maksimov, R. Miniar-Bieloruchiev, O. Rebrii, L. Wei and others.

For training good specialists in this sphere, universities all over the world offer degrees and various courses. For example, MA in Conference Interpretation is offered in Middlebury Institute of International Studies at Monterey (the USA) [18]; MA Interpreting is available at University of Surrey (Great Britain) [21]; Peculiarities of Consecutive Interpreting and Interpreter's Note-taking course is taught for the 4th year students in Ternopil Volodymyr Hnatiuk National Pedagogical University (TNPU) (Ukraine) and other universities of Ukraine [19].

**The aim of our research** is to analyse the main aspects of consecutive interpreting skills and habits development in the process of teaching Consecutive Interpreting and Interpreter's Note-taking course in TNPU.

It should be stated that CI is "a kind of interpreting, performed by an interpreter consecutively, i. e. messages of the SL speaker are interpreted one after another in pauses (these messages may be sentences or paragraphs long enough to convey a complete meaning and short enough for an interpreter to remember or/and take notes of them)" [6, p. 92].

Moreover, CI has its peculiarities:

- CI is performed anywhere where the speaker makes his / her speech.
- CI starts after the speaker completes thoughts and is performed consecutively; messages of the SL speaker are interpreted in pauses.
- An interpreter relies on his / her memory and special notes.
- Special technique of interpreter's note-taking is used (an ability to put down the vertical notes of oral messages using short forms and symbols).
- Special ability of an interpreter to create focuses of information for further subsequent "extraction" or "unpacking".
- A consecutive interpreter should be able to listen to the speaker, make notes and decipher them rendering the speaker's message [6, p. 98].

Comparing CI with SI, advantages and disadvantages of CI use may be distinguished. Let's pay attention to some of them [7]:

*pros:*

- no special equipment is needed;
- it may be done on the move, i.e. on the factories, while accompanying delegations;
- participants of some meeting have more time to think over the questions of the speakers;
- one interpreter is usually enough for CI, while at least two interpreters are needed for SI;

*cons:*

- it's more time assuming;
- the interpretation is done only into one language;
- the limited number of the participants of the meeting;
- the speech tempo is reduced such as time is needed to recall the information.

Thus, everything mentioned above testifies that only well-trained consecutive interpreters (CIs) can ensure CI of the highest quality.

The aim of Consecutive Interpreting and Interpreter's Note-taking course is to develop students' skills and habits of interpreting consecutively.

Let's consider how practically the set aim has been achieved.

The theory is combined with the practice: while rendering some information flow, attention is paid to some specific aspects (e.g., subject group, predicate group, compound sentences and so on):

Table 1

Theoretical framework of the course

Module 1. Consecutive Interpreting and Interpreter's Note-taking Technique	
Topic 1	Peculiarities of Consecutive Interpreting and Interpreter's Note-taking Technique
Module 2. Main Aspects of Interpreter's Note-taking Technique	
Topic 1	Principles and Main Components of Note-taking Technique in Interpreting
Topic 2	Relations in Vertical Notes
Topic 3	Syntax in Universal Interpreter's Note-taking
Module 3. Symbols in Vertical Notes	
Topic 1	Types of Symbols and Their Usage in Interpreter's Note-taking

In order to use theoretical knowledge practically the students interpret consecutively either authentic video materials (including recordings of speakers of different backgrounds with various accents, etc.) or prepared reports on various topics by their groupmates (e.g., Environmental protection, Economic Stagnation and so on).

The used videomaterials should meet at least 3 criteria:

- be up-to-date;
- be authentic;
- be suitable to the theoretical topic (so the students should listen to them and identify for instance, the subject groups, find ways for noting them; then the students work with these videos and then students are ready to interpret consecutively).

During the classes videos from YouTube, CNN and BBC are used (where one can easily find speeches, records of different meetings, summits, interviews, etc.).

E-learning tool Speech Repository II [20] is also found very helpful and interesting due to it contains video materials chosen just for the CI. While selecting the video, attention should be paid to:

- language;
- use (consecutive);
- type (conference, press conference, debate, hearing, interview, or pedagogical material);
- keywords;
- level (basic, beginner, intermediate, advanced / test-type, very advanced);
- domain (general, agriculture, audiovisual and media, budget, climate, competition, consumers, culture, customs, development, economic and monetary affairs, education, training, youth, employment and social policy, energy, enlargement, enterprise, environment, external relations, external trade, fight against fraud, fisheries and maritime affairs, food safety, foreign and

security policy, humanitarian aid, human rights, information society, institutional affairs, internal market, justice, freedom and security, public health, regional policy, research and innovation, taxation, transport);

- speech #;
- duration.

When the video is chosen, one gets information about place and date of the record. And one more key aspect of this project is the provision of terminology list for each video.

Whereas during the practical class the students have to talk a lot and their vocal cords are vibrating, each class is started with warming-up activities (for developing students' voice).

For warming-up activities we use sayings and tongue twisters both in English and Ukrainian, e.g.:

*A twister of twists once twisted a twist.*

*and the twist that he twisted was a three-twisted twist.*

*now in twisting this twist,*

*if a twist should untwist,*

*would the twist that untwisted untwist the twists? [14].*

During the practical classes various exercises for developing CI skills and habits are used [1; 4, p. 107–109; 8; 10, p. 268–286, 291–299; 16].

According to L. Chernovaty, exercises for developing CI skills may be divided into: 1) preparatory; 2) for developing habits and 3) for developing skills [10, p. 291–299].

The aim of preparatory exercises is to introduce note-taking technique.

It should be mentioned that note-taking is very important in the process of CI such as (1) an interpreter never knows how long the speaker will talk before he or she allows the interpreter to go on; (2) a professional interpreter cannot interrupt the speaker [13, p. 12].

Interpreter's Note-taking Technique consists of 1) sense analysis; 2) shortenings; 3) vertical notes; 4) symbols [8, p. 6].

All the components of Interpreter's Note-taking Technique are of great importance but only symbols make it possible to denote a big group of similar objects and processes. According to the denotation, there are such types of symbols as:

- 1) literal (e.g., P [= politics, political]);
- 2) associative (e.g., ? [= question]);
- 3) composite (e.g., ?2 [= questions]).

All these types of symbols have been gradually included and used in the exercises described further.

Thus preparatory exercises include:

- exercises for developing sense orientation (lexical converses, syntactic converses, antonymous converses. For example, transform the word combinations into words or word combinations with fewer amounts of lexical units: give help, to keep under control, etc.);

- exercises for developing vertical note skills (notes of different types of sentences based on the principles of verticalism. For example, analyze the compound sentence semantically and note it vertically: Colleges are good at tracking down rich alumni to hit up for donations, but people who make little or no money are harder and less lucrative to find (The New York Times).);

- exercises for providing notes density (shortenings, using symbols, etc. For example, note the sentences using symbols as much as possible.).

The goal of the exercises for developing habits is to develop CI habits using interpreter's note-taking technique. They are the following:

- exercises on transforming lexical units of the ST and their interpreting (For instance, rewrite the following phrases, using minimum words: keep under control, provide help, open fire on);

- exercises on transforming syntactic structures of the ST and their interpreting (it's very useful in Ukrainian-English interpreting. For example, а) Учора до Києва з одноденним візитом завітав помічник державного секретаря США у справах центральної та Східної Європи. б) Перебування федерального президента Німеччини в Україні будуть висвітлювати більше 80 українських журналістів і стільки ж представників західних ЗМІ [8].);

- exercises on using translation equivalents (For instance, translate the following text, paying attention to the italicized words and word-combinations and provide the translation equivalents which preserve the communicative effect of the message);

- exercises on anticipation in the process of CI (For example, listen to the beginning of the sentence and try to anticipate the ending. Then listen to the whole message and compare it with your anticipation).

The aim of the exercises for developing skills is to develop CI skills using interpreter's note-taking technique. They consist of:

- exercises on qualitative perception and understanding of the ST;
- exercises on synchronization of acoustical perception of the ST and its noting its content;
- exercises on synchronization of visual perception of the ST and speaking.

At the end of each class all the consecutive interpretations are analyzed in order to avoid made mistakes in the future. Everything done during the class is summed up and new goals are set for the next class.

To conclude, it may be stated that CI skills and habits development is a lengthy process and consists of working on memory capacity increase, language skills, note-taking technique, interpreting practice and speaking skills. In order to develop the mentioned above skills preparatory exercises and exercises for developing habits and skills have been used. Thus combination of the mentioned above methodic aspects contribute to developing skills and habits of CI. In perspective innovative teaching techniques of CI are to be studied.

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