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Some aspects of teaching future translators consecutive interpretation with notation

In the modern and rapidly changing world, the need for qualified specialists in the field of translation is increasing every day. The demands placed on translators by the translation market are also growing. At the moment, training of a future translator implies not only the acquisition of deep theoretical knowledge, but also the formation of a wide range of professional competencies. This article represents the view of the author on how to teach consecutive interpretation with notation. Having presented in chronological order information related to the emergence and development of systems of interpreter's notation, the author goes deeply into the consideration of the notion and characteristic features of such systems. The factors facilitating and complicating the implementation of consecutive interpretation with notation are given. Training of consecutive interpretation skills done with the help of notation is illustrated by several texts aimed at developing students' skills and competencies important to render information orally from one language into another one. The author also gives some methodological recommendations for training this subtype of interpretation, presents a list of possible tasks for all types of texts, as well as auxiliary procedures, by which future professionals in the field of interpretation will be able to hone their skills. All assignments are taken from the "Practicum on oral translation" compiled by the author several years ago. She productively applies them at the practical lessons on interpretation with senior university students.

Key words: interpreter's notation, consecutive interpretation, interpreter, translation, text, speech, exercise, student.

Introduction

Consecutive interpretation is "a kind of interpretation, in which speech is interpreted sequentially, i.e. when an interpreter perceives a certain segment of speech and after some time, which is rather short, reproduces it in interpretation" [1; 32].

Consecutive interpretation differs from simultaneous interpretation by a high memory load: continuous segments of speech (from pause to pause) are practically not limited, which requires the use of interpreter's notation.

The first theoretical provisions related to interpreter's notation are found in works of Herbert J., a representative of the famous Geneva School. He calls notation the main factor in the technique of consecutive interpretation, which in turn protects an interpreter from forgetting the text. At the same time, as Herbert J. notes, notation is intended for immediate use as guidelines in the statement, the memory of which is still fresh in interpreter's brain [2; 13].

In 1956, in Geneva, Rozan J. -F., a follower and colleague of Herbert J., published a separate book on interpreter's notation, in which he systematized and illustrated with examples its basic principles [3; 54].

Interpreter's notation was further developed in the works of van Hoof A., including his "Theorie et pratiique de l'interpretation" [4; 56].

In Russia, the system of interpreter's notation based on the Russian language was first set out in the book by Minyar-Beloruchev R., which appeared in 1969 [5; 119].

Various notation systems that exist today [6; 154] have varying degrees of dependence on working languages, and choosing one of them, a professional interpreter or teacher should be well aware of the specifics of the system chosen. The most complete version (detailed and supplemented) is considered to be the version of Chuzhakin A., who formulated ten basic rules for the design of interpreter's notation [7; 61-62].

Some researchers [8; 50] believe that interpreter's notation plays a secondary role in the translation process, and that the most important here is operative memory, specially developed and prepared for interpretation, as well as mastering the techniques of mnemonics. Nevertheless, the use of notation in the process of consecutive interpretation is highly desirable. The interpreter himself decides whether to use interpreter's notation, or to risk relying entirely on memory. Often there are situations of combined use of both.

Based on many years of practical experience of professional interpreters [5; 116], it can be argued that the use of interpreter's notation:

- improves the adequacy of interpretation and the quality of its speech design;
- makes it possible to transfer precision information almost without loss;
- reduces excessive memory load and general fatigue (rather useful techniques of coping with stress are offered by Kosman M. in his work [9; 100]);
- provides for the possibility to encode and then render almost any segment of speech, regardless of the duration of its sound;
- provides for the opportunity to make a logical, informative and well-formed memorandum of conversation;
- gives the interpreter the opportunity to feel confident and calm in any situation.

While working the interpreter should also be aware of factors that complicate or facilitate the task. Komissarov V.N. thought of them to be as follows.

Factors that complicate the task:
- a great pressure on interpreter's memory, attention; his/her nervous tension;
- the need to make notes for a long time with the help of a rather complex conditional code;
- an increased speed of the speaker's speech that the interpreter cannot regulate;
- particularly difficult conditions of reproduction — a large audience, the need to reduce without the loss of essential elements, etc.

Factors that facilitate the task:
- an elaborate system of notation that is fast to decode;
- the possibility to independently determine the form and pace of interpretation;
- the possibility of preliminary training of the most important components of the translation process: listening, memorizing, encoding, decoding, oral speech technology.

Necessary skills and abilities:
- the same as in the consecutive interpretation without notation;
- quick and proper maintenance of notation;
- the ability to memorize the main content of the oral presentation of the considerable length;
- the ability to simultaneously decode notes and pronounce the translation;
- the ability to synthesize and compress the meaning of a number of successive utterances [10; 391].

Consecutive interpretation stipulates that understanding, analysis and synthesis, and even partial translation of information (to oneself) happen at the same time with notation. It results in certain problems with mastering the procedure in the very beginning, when consciousness seems to "split" in the need to listen to and write down simultaneously. This skill comes with practice, with the ability to focus. It should be noted that texts translated consecutively are information of oral, momentary communication, which is reflected at all levels of the language: phonetic, morphological, syntactic, and stylistic [7; 21].

Consecutive interpretation with notation is mainly used at official gatherings and meetings on various issues (political, economic, financial, military, agricultural, etc.), business negotiations, during seminars and lectures, at press conferences, where simultaneous interpretation is not expected to be used. This type of interpretation can be performed in short or in full, in accordance with the task. It helps to achieve high level of adequacy and accuracy.

Experimental

When teaching future translators at the university it is expedient to organize the initial stage of training interpreter's notation under the teacher's supervision. Home tasks shall be closely connected with the theoretical and practical material and aimed at its repetition. Tasks are performed from simple to complex. For example, as a preparatory exercise, students fix the written text, to which they can apply several times, with the help of interpreter's notation. Further, students are offered to translate the text orally, maybe at a little bit slower pace. After that texts are presented with the natural rate of speech. Then students are required to fix information that is sounded at a rapid pace, for example, news report.

Below are examples of texts for practicing skills of consecutive interpretation with notation.

Text 1. Сотовый телефон придумала актриса

Именно американской актрисе Хеди Ламарр в перерывах между **киносъемками** еще в 1941 г. удалось придумать техническое решение проблемы бесперебойной и не подверженной **помехам** радиосвязи.

В 19 лет Хедвиг Кислер, уроженка Вены, была выдана родителями замуж за крупного австрийского **фабриканта оружия**, но накануне Второй мировой войны сбежала от него и, в конце концов, добралась до США, где, сменив имя, продолжила свою артистическую карьеру. Но у актрисы был скорее **инженерный склад ума**, она больше интересовалась радиоэлектроникой, в частности тем, как избежать помех для надежной работы **радиоуправляемых торпед**. Тогда-то ей и пришло в голову, что для этого источник и приемник сигнала должны синхронно менять частоту. Нынче это система лежит в основе столь распространенной сотовой телефонной связи [11; 66].

Text 2. Особенности национальной американской еды

Пионером среди заведений «фаст-фуда» считается «Speake & Shake», появившийся в Америке в 1934 году. После **Великой депрессии** у американцев пропало желание тратить много денег на **изысканную еду**. И их потянуло на недорогой съедобный «мусор» (junk-food — именно так называют фаст-фуд в США) — лишь бы побыстрей и подешевле.

Впрочем, ещё раньше, в самом начале века, в Америке появилось первое фастфудовское блюдо — хот-дог. На стадионах **болельщики**, фанаты бейсбола и американского футбола, баловались горячими сосисками в булках. Один **карикатурист** высмеял эту пищу, изобразив вместо сосисок собак. Карикатура **имела небывалый успех**, и за этим блюдом прочно закрепилось название «горячие собаки» — «хот-доги».

В Америке у «Макдоналдса» огромное число **конкурентов**. Наиболее агрессивный — «Бургер Кинг». Весьма популярна сеть «Цыплята по-кентуккийски».

Стратегически «Макдоналдс» сделал **беспроигрышный ход** — ориентацию на тех, кому нет ещё двадцати. Обычно рядом с заведением есть игровая площадка для самых маленьких, и, наверное, нет такого тинэйджера, который не знал бы, что такое «Big Mac» [11; 62].

Text 3. Дания расширяет использование энергии ветра

К 2030 году Дания намерена производить с помощью современных **ветровых станций** 50 % всей потребляемой **электроэнергии**. Такой план представил **министр охраны окружающей среды и энергетики** Дании Свенд Аукен, выступая в Вашингтоне на заседании **Всемирного фонда природы**.

В Дании уже немало сделано для использования экологически чистой **энергии ветра**. Во многих районах установлены «ветростанции», которые обеспечивают производство 4 % потребляемой в стране энергии.

В качестве первого шага для реализации **амбициозной программы** Дания начинает строительство 500 новых «**ветростанций**», которые будут расположены в море неподалеку от берегов пятью группами по сто единиц в каждой. На эти цели выделено 8 млрд. датских крон. Когда строительство будет завершено, на долю ветряных станций придется уже 8 % потребляемой энергии. В дальнейшем планируется реализовать другие аналогичные проекты [11; 60].

Text 4. Know How to Deal with Your Boss — Important for Any Job

Work life can be tricky, especially when your boss is involved. We want to work with people we like — and who likes us. But sometimes we need **to shift the focus** — from being like to being respected. Managers and employees don't have to like one another, but they do need to respect and appreciate each other's competence. Your boss is the one person who can **make or break** your success within the company, so it's virtual to figure out how to satisfy him/her. Try these strategies to understand and interact with your boss better.

Assess your boss personality type. Managers generally fall into three main categories: the **wishy-washy**, the achievement-oriented, and the power-hungry. Members of the first group don't give constructive criticism because they're afraid of anything that they can think might create conflict. All they want is harmony at work.

The second group consists of people who are so focused on their own **achievements** that they don't know how **to nurture their underlings** — nor do they care to learn. The power-hungry type believes that people who work for him are responsible for helping him reach his goals, so he'll just say "fix it". There are, of course, other types, such as the freaky power-trip types who are **nasty**; they tell off staff members for the thrill of it. Identifying your manager's personality type will help you handle problems in a way that's least likely **to cause friction** [11; 68].

Text 5. Anxious Children Fret about Parents' Unhealthy Lifestyle

Nearly half the nation's children (44 per cent) suffer **anxieties** because of their parents' health. Smoking is frowned upon, drinking **disparaged** — and they wished they would eat fresh fruit and vegetables.

The research, published by British Heart Foundation, was based on interviews with over 500 children aged 10-16 across Britain, and across the social spectrum. It found children from poorer families were more

likely to worry about their parents' health than those from middle class homes (53 per cent compared to 40 per cent).

Across the nation, smoking was a source of anxiety, with those whose parents smoked being far more likely to worry than those with nonsmoking parents (54 per cent compared with 34 per cent).

Drink was also **a bone of contention** with 24 per cent worrying that their parents drank too much — a **figure** which close to 29 per cent in poorer social groups.

Parental diets came in for criticism with 54 per cent thinking their families should eat more fruit and vegetables, and a quarter **blaming a fondness** for takeaway meals.

Lack of exercise and overwork also caused anxiety.

Maxine Smith, of the foundation, which **launches** an "improve your lifestyle" campaign today, said: "This may mean the healthy lifestyle messages are getting through to young people" [11; 66].

Text 6. Car phones: "a hazard like alcohol"

Drivers who drink up to the legal alcohol limit **pose** no more safety risk than **sober motorists** using mobile phones, says a Government-funded study.

Drivers with phones often had intense conversation that resulted in "considerable **distraction**", according to the report by the Transport Research Laboratory.

Tests on simulators showed that drivers in serious conversations demonstrated the same lack of control as those whose alcohol level was at maximum of 80 milligrams per 100 milligrams of blood.

Ministers are discussing whether to cut the alcohol limit to 50 mg and may make use of phones while driving a specific **offence**.

Phone conversation took up more of a driver's concentration than talking to a passenger because people in the car tended **to take note of** traffic and **moderate** their conversation accordingly.

In contrast, when on the phone, drivers felt "pressured to keep up conversation flow when they would ideally like to dedicate full concentration on the driving task".

In the past five years, ownership of mobile phones has risen from barely one million to 7.5 million.

The report cited research suggesting that holding phone conversation was **significantly** more difficult than other tasks as changing radio stations. Dialing a number was **rated extremely difficult** — equal to trying to read a map while driving [11; 71].

Results and Discussion

At the initial stage of training interpreter's notation it is advisable for a teacher to periodically review students' notes, to give them individual recommendations. It is also useful for students to come back to their old notes, compare and analyze how they used notation a week / a month ago and how they use it now: how and why the correlation of linguistic and non-linguistic signs in notation as well as their arrangement on the paper, their volume, etc. have changed.

When training students' notation skills, the teacher can think of possible tasks for all types of texts, such as:

- think of translation equivalents of all the words and constructions in bold, provide for their definitions in the corresponding language and learn them by heart;

- study other terms and terminological constructions that relate to the topic;

- fix the text presented in writing in the Russian or English language with the help of interpreter's notation signs;

- use interpreter's notation in relation to the Russian/English text; analyze the reasons of loss or distortion of information, if some part of information has been lost or distorted;

- make a summary translation for the texts;

- while interpreting, pay attention to translation transformations, unfamiliar vocabulary units and ways of their rendering, compatibility, naturalness and correctness of languages;

- think of the word order, grammar constructions and modality;

- mind ways of presenting translation, its pace, expression and speech clarity.

The following exercises can be presented as additional ones to train consecutive interpretation with notation:

1. As a home task, apply interpreter's notation in relation to any newspaper article in the Russian/English language; in the classroom, reproduce the article in the source language on the basis of your notes. During the reproduction, other students should fix the heard information with the help of interpreter's notation, and then

interpret it. At the end of the reproduction it is advisable to discuss mistakes (connected with the text content and its presentation).

2. Apply interpreter's notation in relation to any newspaper article in Russian/English; in the classroom, render it into the source language on the basis of your notes. Other students should fix the heard information with the help of interpreter's notation and then interpret it, i.e. make the so-called "reverse" translation. Then the text of the original, i.e. the article itself is read out, the information that has been lost or distorted is discussed, and the stage at which the information has been lost or distorted is identified. (This exercise can be done in pairs or groups).

3. Prepare oral news presentations. Texts are presented at the lesson orally, all students apply interpreter's notation. Then one of the students (who it will be is said after the completion of text's sounding) interprets the message based on his/her notes. Other students should listen to very attentively and criticize the translation. The teacher assesses the accuracy of the information rendering and the linguistic form of translation (correspondence of translation to the lexical and grammatical norms of the target language, its style, type of the text to be translated, etc.). At the same time, the stage at which the information has been lost or distorted is analyzed. Some variants are possible: there was not enough time for students to apply interpreter's notation; there was lack of students' understanding, attention, etc.

All exercises mentioned above can be performed in pairs, groups and individually, applying the sound recording technique [12; 152].

Conclusions

Nowadays we can speak of translation in the modern world as of something, which is highly important; we can consider the profession of a translator/an interpreter to be rather widespread. The effectiveness of training interpreter's notation directly depends on the activity of each student throughout the lesson. In addition to the active work in the classroom mastering the interpreter's notation requires definite temporal and intellectual expenses during the extracurricular time.

"Fundamentals of interpreter's notation in consecutive translation" is one of the most important components to prepare future specialists professionally. It is an optional subject, the purpose of which is to acquire professional skills in conducting a two-way conversation and consecutive interpretation of an oral monological speech (based on interpreter's notation). While studying the discipline, students get acquainted not only with methods and specifics of interpretation but also with psychology of communication.

There is such a quotation as: "Translation is an art, interpreting is a craft" [1; 32]. Without any doubt, it can be confirmed by the works of foreign scientists as well as by Kazakhstani specialists [13; 19].

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Болашақ аудармашыларды жазба арқылы ілеспелі аудармаға үйретудің кейбір аспектілері

Қазіргі және жылдам өзгеріп жатқан әлемде аударма саласындағы білікті мамандарға деген қажеттілік күн сайын артып келеді. Аударма нарығының аудармашыға қоятын талаптары да артуда. Қазіргі уақытта болашақ аудармашыны дайындау терең теориялық білім алуды ғана емес, сонымен қатар кең ауқымды кәсіби құзыреттіліктерді қалыптастыруды көздейді. Бұл мақала автордың жазба арқылы ауызша ілеспелі аударма курсын оқытуға деген көзқарасын білдіреді. Аудармалық жазу жылдамдығы жүйелерінің пайда болуы мен дамуына қатысты мәліметтерді хронологиялық тәртіппен ұсына отырып, автор одан әрі мұндай жүйелердің түсініктері мен негізгі сипаттамаларын зерттеуге тереңірек үңіледі. Жазбамен ілеспелі аударманы жүзеге асыруды жеңілдететін және қиындататын факторлары келтірілген. Ілеспелі аударманы қолдана отырып, ауызша ілеспелі аударма дағдыларын дамыту студенттердің ағылшын тілінен орыс тіліне және орыс тілінен ағылшын тіліне ауызша жеткізуге қажетті дағдылар мен құзыреттерді қалыптастыруға бағытталған бірнеше мәтіндермен суреттелген. Сонымен қатар, автор ауызша аударманың осы тармағын дамыту бойынша нұсқаулықтар берген, мәтіндердің барлық түрлеріне арналған тапсырмалар тізімін, сондай-ақ студенттердің, яғни болашақ аудармашылардың, кәсіби шеберлігі мен дағдыларын едәуір кеңейте алатын балама жаттығуларды ұсынған. Барлық тапсырмалар автор бірнеше жыл бұрын құрастырған «Практикума по устному переводу» кітабынан алынған және оны университеттің жоғары курс студенттерімен ауызша аударма бойынша практикалық сабақтарда сәтті қолданады.

Кілт сөздер: аудармалық жазу жылдамдығы, ілеспелі аударма, ауызша аудармашы, аударма, мәтін, сөйлеу, жаттығу, студент.

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Некоторые аспекты обучения будущих переводчиков последовательному переводу с записью

В современном и быстро меняющемся мире с каждым днем возрастает потребность в квалифицированных специалистах в области перевода. Возрастают и требования, предъявляемые переводчику со стороны переводческого рынка. На данный момент подготовка будущего переводчика подразумевает не только овладение глубокими теоретическими знаниями, но и формирование широкого спектра профессиональных компетенций. Данная статья представляет собой подход автора к преподаванию курса устного последовательного перевода с записью. Представив в хронологическом порядке сведения, относящиеся к возникновению и развитию систем переводческой скорописи, автор далее углубляется в исследование понятия и основных характерных особенностей подобных систем. Им приведены факторы, облегчающие и усложняющие осуществление последовательного перевода с записью. Отработка навыков устного последовательного перевода с применением переводческой скорописи проиллюстрирована несколькими текстами, направленными на формирование у студентов необходимых для устной передачи сообщений с английского языка на русский и с русского языка на английский навыков и компетенций. Кроме того, автором даны методические рекомендации по отработке данного подвида устного перевода, приведен перечень возможных заданий для всех типов текстов, а также вспомогательных процедур, при помощи которых будущие профессионалы в сфере перевода будут в состоянии отточить свое мастерство. Все задания взяты из «Практикума по устному переводу», составленного автором несколько лет назад, и благополучно используются ею на практических занятиях по устному переводу со студентами старших курсов университета.

Ключевые слова: переводческая скоропись, последовательный перевод, устный переводчик, перевод, текст, речь, упражнение, студент.

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