

## Consecutive Interpreting Strategies: A Critical Review

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### Abstract

Consecutive interpreters encounter unexpected difficulties arising from source language interlocutors' pronunciation or even their speech delivery rate. Hence, they usually take immediate actions to overcome these difficulties through employing certain strategies or tactics (Gile, 2009). Consecutive interpreting strategies are defined as conscious and subconscious decisions in which the interpreters take to clarify the arising problems and to transfer the source language interlocutor's intended meaning in a precise manner. Nevertheless, as the use of strategies by consecutive interpreters is rarely explored in the available literature, this review aims at in-depth investigation of the process-oriented and product-oriented strategies employed by consecutive interpreters to tackle with the adverse effects of the source text interlocutors' pronunciation particularities, source text density, or even acoustic and visual constraints. The researcher first reviewed process-oriented and product-oriented strategies as well as comprehension-facilitating strategies to address specific source language comprehension-related or target language production-related problems. Then, the researcher highlights the fact that strategy training should be in the focal attention of interpreters' trainers and practitioners as using interpreting strategy results in automatized strategic processes, moderating interpreters' cognitive load. The automatized use of interpreting strategy decreases the cognitive load of interpreters' memory, declines processing capacity saturation, and facilitates the interpreting process. Collectively, consecutive interpreting trainees should be trained to use interpreting strategies to tackle with cognitive and language-specific constraints. Overall, the employment of strategy by consecutive interpreters might ease the cognitive burden, improve the pace of delivery, and remove the collection of non-interpreted contents, preventing interpreters' memory from being overloaded.

**Keywords:** Consecutive Interpreting, Interpreting, Strategy

### INTERPRETING DEFINED

Interpreting is a highly complex mental, psycho-affective, and linguistic task, comprising a plethora of skills, knowledge, and 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 gadgets 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 different professions. Translators have some time to think over their translation choices, or even repair them if there exists a need for revision, whereas interpreters work much faster and their interpreting choices cannot be so easily corrected as they are produced “here and now”. Moreover, interpreters normally do not have time to benefit from other sources of knowledge during the process of interpreting. Also, as Seleskovitch (1978) states, interpretation is the verbal expression of concepts accompanied by the non-deliberate creation of linguistic equivalent. Elsewhere, Seleskovitch (1975) states that interpreting is not a direct language rendition from the source language to target language, but the process of understanding and constructing the meaning. Interpreters cause associations more than linguistic barriers (Jones, 2002), and have always been acknowledged as mediators, rather than being viewed as transcoders (Hermann, 2002; Pöchhacker 2006). As Pochhacker (2004) defines, interpreting is a form of translation in which the first and the final version in another language is produced based on only one-time presentation of an utterance in the source language. That is to say, interpreters normally work much faster and their rendition 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, including linguistic, pragmatic, communicative, and cognitive processes (Walczynski, 2019). Immediacy refers to the concept of here and now, and 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). 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. As a consequence, interpreting is a form of complex information processing task that involves perception, storage, retrieval, transformation, and transmission of verbal information (Pochhacker, 2011; Walczynski, 2015).

There is no doubt that interpreter goes through the cognitive and mental processes of considering the meaning of the message, comprehending the meaning of the source language 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 communicative, cognitive, linguistic, and pragmatic processes, aims at transferring the meaning from the source language into the target language. 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).

However, consecutive interpreting deals with a large number of concurrent cognitive, psychomotor and affective processes, causing major challenges for the interpreter. The interpreter encounters with unexpected situations that enforces him to deal with them at the limits of his or her available processing capacity (Gile, 1995). Undoubtedly, many of consecutive interpreting difficulties are germane with the input variables such as acoustic and visual working conditions, the source text speakers' pronunciation, and even source text density and complexity. Moreover, many more difficulties might arise from participants' discourse management or the individual psycho-affective factors. It is therefore essential that interpreter training courses professionalize the interpreters to develop strategies or tactics to be used to solve the interpreting difficulties. Gile (2009) describes a series of tactics and strategies that interpreters normally apply when they encounter with interpreting difficulties. That is to say, interpreters normally exploit certain strategies, tactics (Gile, 2009), techniques (Jones, 1998), or skills (Setton, 1999) to overcome the interpreting difficulties.

### **CONSECUTIVE INTERPRETING**

Consecutive interpreting is normally rendered after the original message in the source language is spoken by the speaker who stops his speech for the interpreter to interpret the transported speech segment (Pochhacker, 2011; Seeber, 2015). That is to say, consecutive interpreters take notes during the delivery of a speech to reconstruct it in a different language and this happens when 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 dissimilar to simultaneous interpretation as the interpreter enjoys 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 interlocutor 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 their 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 source language into equivalent counterparts in the target 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).

### **CONSECUTIVE INTERPRETING STRATEGIES DEFINED**

Consecutive interpreting strategies are conscious plans for solving the problem that derive from reaching a communicative goal (Kirchoff, 2002). Furthermore, as Gile (2009) points out, interpreting strategy is defined as a set of conscious and subconscious decisions the interpreter makes to solve the problems or to prevent the possible future problems when trying to achieve interpreting goal. Gile (2009) distinguishes between tactics and strategies. As Gile points out, strategies are usually defined as planned actions with specific objectives and tactics refer to online decisions and actions taken by the interpreter during the implementation of the task to overcome the difficulties encountered. However, these two terms are normally used in the literature interchangeably as it is impossible to determine whether the strategies employed by the interpreter trainees when faced with an interpreting problem are conscious and deliberate, or whether the strategies used are unconscious and spontaneous. A strategy is a specific pattern of behavior aimed at solving a problem or accomplishing a goal. Interpreting strategies are normally viewed as any conscious action intended to enhance the interpreters' performance for a given task, in terms of efficiency and effectiveness.

The concept of strategy was initially introduced in the field of translation studies by Hoing and Kussmaul (1982). They define translation strategy as the process in which leads to an optimum solution to the translation problem. Translation strategies were defined as conscious and unconscious procedures which are used by the translator to solve the problems they encounter during translating (Nord, 1899). However, as it is illustrated in literature, translation strategy appears to be different from interpreting strategy as it is a conscious and individual process, having the element of planning and pursuing certain

goals to solve the translation problem (Kiraly, 1995; Lorsch, 1991). There is no doubt that the interpreter should be able to overcome the capacity limitations and make the good use of available processing capacity (Kalina 1996; Riccardi, 2005). Interpreting strategies are intentional and goal-oriented procedurals to solve problems resulting from the interpreters' processing capacity limitations or knowledge gap, or to facilitate the interpreter's task and prevent potential problems. The repeated and successful use of strategies leads to automatic activation (Bartłomiejczyk, 2006; Gile, 2009; Kalina, 1992). However, interpreting strategies should be an important component of interpreter training because the cognitive constraints imposed by the interpreting task require the use of strategies to solve or avoid problems in comprehension and production (Kader & Seubert, 2015).

Moreover, many researchers (Gile, 2009; Kalina, 1992; Lee, 2013) have reached consensus about the major features of interpreting strategies:

1. Interpreting strategies are normally viewed as intentional and goal-oriented procedures, used for preventing interpreting problems. As Gile (2009) points out, the demanding working conditions of the interpreter deriving from high time pressure, fast delivery, high information density and unfamiliar themes might cause the available processing capacity of the interpreter to the point of saturation, leading to interpreting disruption.
2. Interpreting strategies are normally used consciously or unconsciously. There is no doubt that successful use of interpreting strategy can reduce an interpreter's cognitive load as strategy activation causes the interpreter overcome his or her limitations and as Riccardi (2005) states, conscious and subconscious strategies refer to the two types of knowledge-based and skill-based strategies as the former is the result of conscious analytical process while the latter is the result of procedural knowledge.
3. Some interpreting strategies can be used exclusively in monolingual communication (e.g. repair, inferencing) while other strategies are unique to interpreting process (e.g. anticipation, compression, addition)
4. There is no doubt that more than one strategy can be applied at a certain point during the interpreting process.
5. Interpreters normally benefit from diverse coping tactics to prevent or contain damages when a problem occurs. However, as Gile (1995) argues, each and every tactic might lead to information loss, credibility loss, and even processing capacity cost. To provide an example on the conflicting role of strategy, we can refer to taking notes during the simultaneous interpreting to remember the proper names and numbers in which it might result in losing information.

### **CLASSIFICATIONS OF CONSECUTIVE INTERPRETING STRATEGIES**

As a goal-oriented activity, interpreting is viewed as a strategic process, being viewed as a complex cognitive information processing task or text-processing skill (Kalina, 1998). There is no doubt that the processing strategies in interpreting derives from difficulties such as high delivery speed and structural complexity. Hence, interpreters' efforts to

meet translational expectancy norms about his or her performance can be viewed as a powerful cognitive constraint in shaping interpreter's strategic response. That is why, Pochhacker (2004) makes a distinction between process-oriented and product-oriented strategies in a way that the former deals with coping with high-load input, while the later ones are concerned with the target-language audience. To name some of the process-oriented strategies, we can refer to waiting, stalling, lagging and chunking. Injunction against any pauses in the interpreter's speech, waiting for further input might take the form of stalling which is slowing down the delivery or using gap fillers (Glement, 1958; Kirchoff, 2002). Chunking or Salami Technique (Jones, 1998) refers to the extraction and rendition of independent input segments at phrase level before the end of a complex input structure. Another type of process-oriented strategy is anticipation. As Setton (1999) points out, anticipation is defined as the simultaneous interpreter's production of a sentence constituent before the appearance of the corresponding constituent in the source language input. Willis (1978) and Lederer (1978) make a distinction between linguistic anticipation, which is word prediction based on familiar lexico-grammatical patterns, and extra-linguistic anticipation, which refers to sense expectation. However, compression and omission are obvious illustrations of product-oriented strategies. Compression or abstracting is in response to high input speed or information density (Chernov, 1994). By the same token, Kirchoff (2002) introduces information reduction through omission of irrelevant information. However, compression is viewed as a rescue technique during consecutive interpreting as it is believed that full consecutive interpreting should only take up 25% of the time taken by the speaker and time reduction should be achieved by speaking at a faster pace, having no hesitation and redundancy. Correspondingly, many researchers in the field (Dam, 1993, 1998; Isham, 1999; Viaggio, 1991) unanimously are on this belief that text condensation which is achieved by different types of substitution and omissions are connected with the form-based and meaning-based types of interpreting.

Moreover, Gile (2009) distinguishes among comprehension, preventative, and reformulation tactics. Comprehension tactics are used when comprehension problem arises or they might arise under time-related or processing capacity-related pressure. When a comprehension difficulty arises, interpreters might delay their response for a while so as to have some time for thinking, while they receive more information from the source language speech. As Pochhacker (2004) argues, the delaying tactics is a deliberate decision in which occurs in tandem with a perceived difficulty. Another comprehension tactic is reconstructing. An interpreter might reconstruct his or her speech when he or she has not understood a technical term, name, number or even other speech segment. This reconstruction process is an integral part of speech comprehension in every day situation. This conscious effort of interpreter leads to full recovery of the information. Also, the interpreter might prevent or limit the risks of saturation or deficit when time or processing capacity pressure occurs. In these situations, the interpreter benefits from preventative tactics. Interpreters may hear certain speech segments containing names that they easily forget. Hence, they might take notes rather than keeping them in memory. 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 (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. 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). Abbreviations help the interpreters take unambiguous notes quickly. Abbreviations should be used automatically and this is possible only when interpreters develop their own system of abbreviations beforehand. Whereas abbreviations might lack meaning for others, they must be meaningful for interpreters. Consequently, the interpreter should have the ability to detect and keep the main idea but removing 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. Rozan's (2001) principles of note-taking process are presented as follows:

- 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. 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, ear-voice span refers to the time lag between the moment a speech segment is heard and its reformulation in the target language, supporting the interpreters to control the processing capacity requirements. Although changing the ear-voice span has more applications in simultaneous interpreting, every interpreter should be familiar with this strategy to decrease short term memory requirement by shortening the lag. Whilst increasing the lag might enhance interpreters' comprehension potential, they might overload short term memory. Another preventative tactic is reformulating the last elements first so as to free memory from the information. This type of reformulating the elements of information reduces the memory load as reformulating the last elements first helps the interpreter to pick up the different constituents of information before they are processed deeply and become integrated into the semantic network. (Gile, 2009)

As Kalina (2015) points out, preparation appears to be the most basic strategy used by consecutive interpreters. The major goal of preparation is to reduce the cognitive effort in the interpreting process, resorting to major reduction of cognitive load during interpreting process by finding equivalent and constructing semantic fields and mental maps in the pre-process phase (Stoll, 2009). As Rutten (2007) points out, preparation causes knowledge management as the interpreter resorts to strategies such as anticipation and inferencing. Moreover, Galaz (2011) states that prior preparation leads to shorter ear-voice span in a way that cognitive demands involved in the interpreting process are reduced when the interpreter is already prepared. Preparation strategy causes the consecutive interpreter to be prepared by being familiar with the topic and topic-related terminology, setting, or even cultural differences. In better sense, preparation strategy reduces the interpreters' cognitive load and its processing capacity during the interpreting process.

Moreover, in comprehending the sense of input and noting it down, the consecutive interpreter might benefit from anticipation and inferencing strategies. Anticipation strategy has been a very controversial phoneme (Chernov, 1994; Kirchnoff, 1976; Willis, 1978). As Linotou (2015) points out, anticipation involves the prediction of the source text constituents which are not available for the interpreter's output planning. However, two main approaches are discussed about anticipation strategy in literature. Anticipation strategy normally occurs when the target language rendition of a source language segment is produced before the source language segment is uttered (Kirchoff, 1976; Jorge, 1997; Kalina, 1998). The consecutive interpreter benefits from his or her background knowledge and past experiences stored in memory to predict certain language-related elements in which will be said and thus he can reduce the cognitive load as prediction facilitates memorization and further retrieval (Tyruk, 2010). Adamowicz (1989) argues that the ear-voice span or the time lag is the best reflection of anticipation. That is to say, the interpreter can shorten the ear-voice span by relying on the anticipation. However, as Lederer (1978) points out, linguistic anticipation is based on



language prediction. Furthermore, extralinguistic anticipation (Setton, 1999) is based on sense expectation. No matter which type of anticipation is used, the main purpose of anticipation is the achievement of high-quality interpreting performance (Wiss, 1978). In other words, this high-quality performance can be achieved through achievement of synchronicity (Setton, 1998). Furthermore, one of the major comprehension strategies is compression. When a consecutive interpreter performs the act of interpreting, the density of the information might increase so that if the speed of the interlocutor's speech is high or medium, it is normally impossible to do rendition without reducing the text size.

Compression strategy helps the interpreter reduce interpreting content without damaging the communicative task. Compression is the process of compressing by preserving the information which is essential for the present common tasks and putting aside the remaining part (Tunkel, 1965). Comprehension is understood as a strategy of reducing irrelevant elements of the source text which has its external manifestation in the interpreter's notes (Schweizer, 1973). As Kalina (2015) points out, these relevant elements might be at lexical, semantic, syntactic or conceptual levels. The strategy of compression is linked to the strategy of condensation or abstracting in which manifests itself in the reduced content of the output. To put it more simply, the interpreter might condense the original speaker's repetition, irrelevant information such as digression, hesitations, or pauses and delete them in his output rendering. However, Alexieva (1983) argues that compression normally depends on linguistic context and specific features of the target language text as an oral text. Dam (1993) argues that where the interpreter is not able to write down the whole utterance in the reception stage or to memorize the message, compression can be recommended as a strategy as it facilitates the transmission of the meaning. Furthermore, compression consists of the lexical substitution, omission of the elements expressing propositional context, and even the omission of phatic and metalinguistic functions (Dam, 1999). Compression, through deleting words, includes formulating concise and synthetic utterances. However, this does not mean that omission or deletion can be used at all times as the omissions of the important information can be viewed as the interpreters' errors (Kalina, 2015).

Another strategy which is used in consecutive interpreting is transcoding which is defined as the literal or word for word rendering of the input. Transcoding is used to recover source text message through relieving cognitive load. The produced renditions are acceptable and convey the source text message particularly if the source text structure helps to produce plausible word for word renditions. Many scholars (Al-salman, 2002; Gile, 1993; Kalina, 1994; Seleskowitz, 1975) are on this belief that the interpreter is sometimes unable to grasp the overall meaning of the original speech so that he or she decides to use a word-for-word approach by sticking to the surface structure of the original language. That is to say, 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. Gile's (2009) strategy of sound reproduction also involves pronouncing a technical term or any other word that the interpreter does not know in the way that it is pronounced in the source language.

However, the consecutive interpreter might use this strategy more often as the consecutive interpreter has more time lapse from his or her reception to his or her production.

### **CONSECUTIVE STRATEGY TRAINING**

As Walczynski (2009) points out, the multidimensional nature of interpreting process causes severe cognitive demands and the possible sources of constraints for the interpreters. The factors that may cause comprehension and production difficulties include high time pressure, division of attention between listening and note-taking, subject novelty, high information density, high speech rate, syntactic complexity, strong accents, awkward syntactic structure, and unsatisfying working environment (Chernov, 2000; Gile, 2009; Pöchhacker, 2009; Riccardi, 1998; Setton, 1999). Moreover, the interpreter may have limited working memory capacity, deficient linguistic abilities, and insufficient extra-linguistic knowledge (Gile, 1999). Hence, the interpreter, in this very circumstance, might not be able to produce high-quality target speech. As Gile (2009) argues, if the required processing capacity to interpret the source speech exceeds the interpreter's available processing capacity at a given time in the interpreting process, the interpreter might encounter many problems.

Hence, the interpreter has to allocate his or her available processing capacity strategically during the comprehension of the source speech, production of the target speech, and monitoring of output to deal with the problems they encounter. Those strategies can therefore be categorized into comprehension strategies, production strategies, and monitoring or global strategies (Gile, 2009; Kohn & Kalina, 1996; Riccardi, 2002). The use of strategies needs to be automatic so as to save cognitive capacity for complex operations (Kalina, 2000). Although some strategies violate the principle of faithfulness in interpreting, they help the interpreter use a minimum amount of processing effort for maximizing meaning delivery, easing cognitive pressure, overcoming emergencies, and enhancing the communicative relevance of target-language expression (Kohn & Kalina, 1996; Lee, 2013; Riccardi, 2002). Al-Qinai (2002) argues that interpreters resort to a number of strategies that may ease the burden and improve the pace of delivery. To reformulate, interpreters use diverse types of strategies to avoid the accumulation of uninterpreted information so that their memory and processing capacities will not be overloaded (Chang, 2005; Mizuno, 2005; Pöchhacker, 2004).

Moreover, to help novice interpreters learn strategies used by professional interpreters and reach a high level of automation, consecutive interpreting trainers are required to provide the trainees with sufficient exercises to develop adequate declarative knowledge about a skill and finally learn the strategy by being automatized. There is no doubt that drastic shift from conscious strategy usage or procedural application of strategy to unconscious and automatic application of strategies can decidedly contribute to more efficient interpreting performance by trainees. There is no doubt that certain exercises can be used to teach strategies to serve as the building blocks for consecutive interpreting. Table 1 represents some of the exercises that can be taught explicitly to interpreters.

**Table 1.** Some Exercise Types for Explicit Strategy Instruction to Interpreters

Exercises	Strategies that can be taught	
Intra-lingual exercises	Oral clozing	Inference, resorting to world knowledge, personal association, personal involvement, etc.
	Paraphrasing	Restructuring, changing order, syntactic transformation, addition, neutralization, etc.
	Shadowing	Ear-voice span regulation, waiting, repetition, etc.
	Retelling	Use of prosodic elements, monitoring, repair, no repair, visualization, etc.
	Summarizing	Compression, omission, etc.
Inter-lingual exercises	Sight translation and timed sight translation	Chunking, anticipation, transfer, substitution, approximation, transcoding, adaptation, reproduction, etc.

Moreover, the ability to apply appropriate strategies is a necessary component of interpreter competence which is the basis and goal of interpreting teaching (Kalina, 2000). Strategic competence, which is the most important elements in translator competence, embraces procedural knowledge to ensure the efficiency of translation process and solve problems encountered during that process. Though strategic competence is important for both translation and interpreting, strategy application is more typical of and crucial for high-quality performance in interpreting than in translation (Kalina, 2000). This is because of the existence of more interpreting-specific constraints, which require resource-crisis management and which force the interpreter to make strategic decisions. According to Kalina, the strategies that should be treated as part of interpreting competence include comprehension strategies such as anticipation, inferencing, production strategies and even memorizing the input, and repairing the errors.

## CONCLUSION

In a nutshell, strategy means detecting an interpreting problem and then applying an appropriate solution. Strategy usage can be seen as a norm while interpreting. As it was stated earlier, interpreter strategy is a specific behavior which is aimed at solving a problem or reaching a goal. That is to say, interpreting strategy is a conscious action intended to enhance the translator's performance for a given task. Moreover, as Riccardi (2007) points out, quality in interpreting is a derived from strategic behavior used by the interpreter at the stage of comprehension, planning, and production. Gile (1995) describes the coping tactics as the strategies that the interpreter employ to enhance maximum information, minor interference and maximum communication. This review

also highlights the fact that strategies are usually goal-oriented, and conscious, requiring coordinated decisions. An interpreting strategy is a method that is used deliberately to prevent or solve potential problems in interpreting or to enhance interpreting performance (Gile, 1997). Many scholars (Lee, 2007; Pochhacker, 2007) are on this agreement that interpreting strategies are employed for dealing with interpreting difficulties such as tackling with culture-specific input, source language fast delivery, or even dense source text. No matter what interpreting strategy classification is taught to interpreter trainees, by employing comprehension, prevention, and reformulation strategies (Gile, 2009; Kalina, 2009), consecutive interpreters use conscious or subconscious strategic behavior in consecutive interpreting to escalate communication and preserve the source text meaning. Consecutive interpreting strategies are of great theoretical value in interpreting research in that they contribute to the description of the interpreting process. Strategies show “which decisions must be taken in a given situation or in view of certain probabilities so as to reach a goal within a behavioral plan” (Kirchhoff, 2000). Interpreting can be analyzed through the strategies applied to achieve the communicative goal (Riccardi, 2005). An understanding of interpreters’ use of certain strategies to solve problems reveals about the relations between the original discourse, the interpreted discourse, the possible problems in interpreting, the strategies applied, the interpreter, and the communicative setting.

As Gile (1995) points out, consecutive interpreting entails a large number of almost concurrent cognitive and affective processes, all of which pose major challenges for the interpreter who has to deal with them simultaneously. The interpreter is constantly confronted with unexpected situations that must be dealt with while he is already working at the limits of his available processing capacity. Hence, professional interpreters should develop a series of strategies or tactics that can be used to solve the problems encountered. The interpreter is constantly confronted with unexpected situations that must be dealt with while he/she is already working at the limits of his/her available processing capacity (Gile, 1995). It is therefore crucial that interpreter training should be as effective as possible and that during their training period, future professional interpreters should develop a series of strategies or tactics that can be used to solve the problems encountered. Gile (1995, 2009) describes a series of tactics and strategies interpreters apply when problems in the interpreting process arise. During the interpreting process, novice interpreters are required to engage in tactical learning where they learn specific rules for solving specific problems. This tactical knowledge then becomes increasingly well-organized and the novice interpreters develop a set of strategies designed to solve the problems the interpreters encounter (Moser-Mercer, 2000).

In a nutshell, interpreters’ processing capacity limitations or knowledge gap can be eliminated through exploiting goal-oriented strategies. There is no doubt that interpreter might encounter cognitive constraints such as high time pressure, division of attention, extreme speech condition, and unsatisfactory working environment (Setton, 1999) and these constraints cause the processing capacity exceeds the interpreters available processing capacity, leading to failure in interpreting performance (Gile, 1995).

Undoubtedly, in this situation, strategy exploitation allows the interpreter to use a minimum amount of interpreting efforts to remove any negative effects of those constraints (Gile, 2009; Riccardi, 1998). By the same token, many researchers (Gile, 2009; Mizuno, 2005) are on this belief that employing strategy during the interpreting process can ease the cognitive burden, improve the pace of delivery, and avoid the accumulation of untranslated information, relieving their memory from being overloaded. Hence, explicit strategy instruction, undoubtedly, leads to interpreter trainee's strategy use. There is no doubt that the intentions and automatic use of interpreting strategy reduces the interpreters' cognitive load, reduces the interpreters' mental processing capacity saturation, and facilitates the interpreting process. The major implication for this study is that a comprehensive curriculum of consecutive interpreting training should be designed to develop professional skills among the trainees. Consecutive interpreting requires hands-on activity which is usually developed through practice-oriented training and practical experience. To automatize strategy usage among the interpreter trainees, interpreter trainers should make the consecutive interpreting training close to the real consecutive interpreting process as decontextualized interpreting training does not prepare trainees for the difficulties emerge in real contexts, preventing their coping strategy development.

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