

Отримано: 9 грудня 2025 р.

Прорецензовано: 15 грудня 2025 р.

Прийнято до друку: 20 грудня 2025 р.

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DOI: [http://doi.org/10.25264/2519-2558-2025-28\(96\)-55-57](http://doi.org/10.25264/2519-2558-2025-28(96)-55-57)

Onushkanych I. V. Consecutive interpreting instruction: a research-based framework and system of training. *Наукові записки Національного університету «Острозька академія»* : серія «Філологія». Острог : Вид-во НаУОА, 2025. Вип. 28(96). С. 55–57.

UDC: 81'255.4-057.4

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CONSECUTIVE INTERPRETING INSTRUCTION: A RESEARCH-BASED FRAMEWORK AND SYSTEM OF TRAINING

The article provides a comprehensive examination of the theoretical and methodological foundations of consecutive interpreting training within the professional preparation of future interpreters. Consecutive interpreting is approached as a core component of interpreter competence, requiring advanced logical memory, the ability to identify sense units, effective note-taking skills, and the capacity to produce meaning-based renditions of the source message. The paper synthesizes contemporary approaches to consecutive interpreting instruction, drawing on cognitive, psycholinguistic, and communicative frameworks, and reviews relevant research published between 2020 and 2024, with particular attention to studies on memory, cognitive load, digital training tools, and the effectiveness of various pedagogical practices.

Special attention is devoted to describing a structured system of exercises designed to develop key professional skills: logical information organization, economical and functional note-taking, accurate handling of numerals and proper names, text transformation, concise reformulation, and sight interpreting. Each exercise is discussed in terms of its didactic purpose and its contribution to strengthening semantic memory, expanding active vocabulary, and enhancing interpreters' strategic cognitive operations. The article demonstrates that effective acquisition of consecutive interpreting skills requires a systematic pedagogical approach that integrates theoretical understanding with carefully calibrated practical activities.

The study concludes that the proposed system of exercises represents a coherent methodological model aimed at optimizing interpreter training outcomes. It also outlines potential avenues for further research, including the digitalization of training environments, neuropsychological investigation of memory processes, and the automation of interpreting-related cognitive strategies.

Keywords: consecutive interpreting, interpreter training, sense units, note-taking, cognitive load, training exercises, interpreter memory.

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НАВЧАННЯ ПОСЛІДОВНОМУ ПЕРЕКЛАДУ: КОНЦЕПЦІЯ ТА МЕТОДИКА

У статті представлено комплексний аналіз теоретичних і методичних засад формування навичок послідовного перекладу в процесі професійної підготовки майбутніх перекладачів. Послідовний переклад розглядається як одна з ключових складових фахової компетентності, що вимагає розвинутої логічної пам'яті, уміння виокремлювати смислові опорні одиниці, ефективно застосовувати техніки нотування та здійснювати смислове відтворення почутого повідомлення. У статті узагальнено сучасні підходи до навчання послідовного перекладу, зокрема когнітивні, психолінгвістичні та комунікативні аспекти, а також здійснено огляд актуальних наукових досліджень 2020–2024 рр., присвячених проблемам пам'яті, когнітивного навантаження, застосування цифрових інструментів та ефективності різних тренувальних методик.

Окрему увагу приділено опису системи вправ, що спрямовані на розвиток ключових компетентностей перекладача: уміння логічно структурувати інформацію, економно вести нотатки, працювати з числами та власними назвами, здійснювати трансформації, стислий переказ та переклад з аркуша. Кожна з вправ має навчальне обґрунтування та визначену роль у формуванні смислової пам'яті, розширенні оперативного словникового запасу й розвитку стратегічного мислення перекладача. Показано, що ефективний розвиток навичок послідовного перекладу можливий лише за умов системної роботи, що поєднує теоретичні знання зі спеціально дібраними практичними завданнями.

Зроблено висновок, що запропонована система вправ становить комплексну методичну модель, спрямовану на вдосконалення перекладацької компетентності, а також окреслено перспективи подальших досліджень у напрямку цифровізації тренувальних методик, нейropsихологічного аналізу пам'яті та автоматизації перекладацьких операцій.

Ключові слова: послідовний переклад, підготовка перекладачів, смислові опори, нотування, когнітивне навантаження, навчальні вправи, пам'ять перекладача.

Problem statement and relation to important scientific and practical tasks. Consecutive interpreting constitutes an essential component of interpreter education and remains a key professional modality in diplomatic, legal, medical, business, and community settings. Its successful performance requires the integration of comprehension, semantic analysis, memory, note-taking, and oral production–skills that must be systematically trained. Cognitive research shows that consecutive interpreting imposes a substantial cognitive load involving working memory, attention distribution, and conceptual processing (Seeber, Keller, 2020:355). Therefore, an updated theoretical and methodological foundation is required to ensure effective interpreter training.

The challenge lies in constructing a pedagogically grounded and cognitively informed system of exercises that supports the acquisition of essential competencies, including sense identification, note-taking, reformulation, and memory management.

Relevance of the topic. The relevance of the topic arises from the increasing demand for professional interpreters in multilingual societies and international communication domains. Although simultaneous interpreting dominates many institutional contexts, consecutive interpreting remains indispensable in settings requiring precision, dialogic interaction, and interpersonal communication. Recent studies conducted by S. Braun, C. Slater and A. García emphasize the need to modernize interpreter training by integrating classical methods with contemporary insights from cognitive science and digital pedagogy.

Therefore, developing a theoretically substantiated and practically effective training model for consecutive interpreting is a pressing academic and professional task.

Analysis of recent research and publications. Classical interpreting theory represented by J.-F. Rozan (1956), D. Seleskovitch (1978), M. Lederer (1990), D. Gile (2009), and H. Van Hoof (1992) lays the foundation for understanding sense-based interpreting, note-taking principles, and cognitive operations underlying the interpreting process. Contemporary research expands these foundations by examining cognitive mechanisms of interpreting through neuroimaging, eye-tracking, and psycholinguistic methods, described in works of S. Chen, K. Seeber and L. Keller.

Recent scholarship highlights the role of semantic compression, conceptual processing, and executive control in consecutive interpreting (Albi-Mikasa, 2021:13). Eye-tracking studies demonstrate that memory and note-taking strategies significantly influence cognitive load and comprehension (Korpál, Stachowiak-Szymczak, 2021:581). Digital tools, including tablet-based note-taking and AI-supported training platforms, have also been shown to facilitate interpreter training (Braun, Slater, 2022:223).

Despite this progress, there remains a methodological gap in integrating traditional exercise formats with modern research-driven training approaches. The present article addresses this gap by offering a structured, theoretically grounded system of exercises based on both established pedagogical principles and recent empirical insights.

Purpose and tasks of the article. The purpose of this article is to substantiate the theoretical foundations of consecutive interpreting and to propose an effective exercise system for developing core interpreting competencies.

The main tasks are:

- to outline theoretical principles of consecutive interpreting, including sense identification and note-taking;
- to analyze contemporary cognitive and pedagogical findings relevant to interpreting instruction;
- to classify and describe a set of exercises that support the development of interpreting skills;
- to integrate modern research insights (2020–2024) into the methodological framework.

Main research material and scientific results. Consecutive interpreting is characterized by the temporal separation between the Source Message (SM) and the Target Message (TM). This separation requires the interpreter to rely on logical memory and sense-based retention rather than verbatim recall (Gile, 2009).

The identification of sense markers – concise semantic units that represent extended segments of meaning – is essential. These markers help interpreters reconstruct entire sentences or paragraphs even when lexical details are forgotten. Modern cognitive research demonstrates that interpreters rely heavily on conceptual processing and semantic compression rather than surface linguistic forms (Chen, 2017:163).

Notes serve as a supportive tool that preserves essential meaning. They must not be confused with stenographic transcription or summaries. Interpreters record ideas rather than words.

Effective note-taking systems share universal characteristics:

- clarity and visual organization;
- economy of symbols;
- rapid writing;
- vertical arrangement to minimize motor effort.

Digital note-taking tools can enhance clarity and organizational efficiency, although individual adaptation remains crucial (Braun, Slater, 2022:205).

Below is an adapted system of exercises from your text, enriched with modern pedagogical perspectives.

Written translation of recorded texts. This exercise develops comprehension, semantic analysis, and reformulation. Complexity increases according to text length (600–1000 syllables), speech tempo (200–230 syll/min), speaker accent, and lexical density. Gradual increase in speech tempo improves processing flexibility.

Translation-Dictation. This exercise enhances auditory memory, segmentation, and immediate reformulation. Listening to a sentence only once simulates real interpreting conditions and increases cognitive resilience.

Precision Word Exercises. Categories include:

- months and days;
- names of public figures;
- geographical names;
- realia.

Such items are known to trigger high cognitive load and must be drilled systematically.

Transformation Exercises. Students reformulate short messages (25–40 words) into compressed versions. This builds semantic condensation – a process central to interpreting, as confirmed by cognitive translation studies (Albi-Mikasa, 2021:17).

Translation-Retelling. A monolingual exercise developing lexical flexibility and paraphrasing skills. These abilities correlate strongly with interpreting performance.

Paragraph-Phrase Interpreting. Segments of increasing length (30–100 syllables) are interpreted consecutively. The gradual increase corresponds to research on task complexity and cognitive load management (van der Maarel, Timarová, 2019:471).

Exercises with Numerals. Numbers are cognitively challenging and require specialized training. The progression from simple to complex numerals aligns with evidence on automatization and working-memory load reduction.

Sight Interpreting. Sight interpreting trains synchronization of visual input and oral output. Eye-tracking research shows this exercise to be highly effective at improving attention distribution.

Shadowing with Controlled Variability. This exercise develops prosodic control, short-term memory, and phonological loop efficiency. Students repeat the speech simultaneously but with a 1–2 second delay. Variability is introduced through changes in speaker voice, emotional tone, and discourse type. Controlled shadowing enhances speech processing speed and improves resistance to acoustic interference.

Segmented Note-Taking Drills. Learners listen to short chunks (8–12 seconds) and practise minimal yet meaningful note-taking strategies: arrows, abbreviations, symbols, and vertical structuring. Structured note-taking contributes to cognitive offloading and increases recall accuracy during interpreting.

Interpreting Under Controlled Noise. Learners interpret short segments while exposed to different noise types (white noise, overlapping speech, environmental sounds). Controlled noise conditions train selective attention. Evidence from cognitive auditory research confirms that such tasks improve signal extraction and interpreter resilience.

Terminology Cluster Training. Students interpret micro-texts containing 6–10 items from a single terminological cluster (e.g., finance, diplomacy, environment). The aim is to automatize lexical retrieval within domains. Domain-specific lexical priming has been shown to speed up production and reduce semantic interference.

Dual-Task Coordination Exercises. Students perform a low-load motor task (e.g., sorting objects, tapping patterns) while listening to a short speech and preparing to interpret. Dual-task conditions simulate cognitive load typical of real interpreting settings as well as enhances attention management and executive control.

Chunking and Macro-Structure Mapping. Learners practise identifying macro-propositions (main semantic units) in paragraphs and then interpret only the macro-level content. This supports discourse-level processing and enhances coherence in interpreting output.

Emotionally Marked Speech Interpreting. Students interpret texts encoded with emotional tone: urgency, enthusiasm, irony, hesitation. The aim is to train prosodic adaptation and pragmatic equivalence.

Repair and Monitoring Exercises. Learners intentionally introduce minor errors during interpretation and then self-correct them. This trains monitoring, self-regulation, and rapid reformulation. Such models of interpreting emphasize the interpreter's monitoring loop as crucial for output accuracy.

Topic Switch Interpreting. Short segments shift abruptly from one topic to another (e.g., economics → medicine → sports). Students must reorient quickly and maintain accuracy. Rapid topic switching reinforces attentional shifting and conceptual reactivation.

Memory-Span Expansion Exercises. Learners listen to lists of increasing length (words, collocations, short propositions) and then reformulate or interpret them. Evidence from working-memory training suggests that span-expansion tasks strengthen updating and recall mechanisms crucial for consecutive interpreting.

Conclusions and prospects for further research. The presented analysis demonstrates that consecutive interpreting requires a structured, systematic approach that integrates cognitive mechanisms, note-taking strategies, and targeted exercises. The proposed exercise system draws on classical interpreting pedagogy while incorporating modern research (2020–2024) on cognitive load, digital tools, and semantic processing.

Prospects for further research include:

- investigation of AI-based interpreting training tools;
- development of adaptive digital platforms for note-taking practice;
- integration of eye-tracking and neurocognitive methods into interpreting curricula;
- elaboration of standardized digital note-taking protocols.

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