



IMPORTANT ASPECTS OF CONSECUTIVE AND SIMULTANEOUS INTERPRETATION

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Abstract. *This thesis examines simultaneous and consecutive interpretation as two key modalities of interlingual communication, emphasizing their cognitive demands, instructional consequences, and professional applications. Simultaneous interpretation necessitates real-time language transfer with little delay, whereas consecutive interpreting enables interpreters to listen, analyze, and recreate speech during pauses. The thesis also investigates various training techniques and promotes a skills-based development from consecutive to simultaneous interpreting. The aim is to improve interpretation training programs and professional practice by combining theoretical ideas with empirical discoveries.*

Keywords: *Simultaneous interpreting (SI), consecutive interpreting (CI), interpreter training, cognitive load, effort models, message accuracy, note-taking, interpreter education programs.*

Interpretation is an essential tool for multilingual communication in a variety of contexts, including international diplomacy, global business, legal procedures, education, and healthcare. Simultaneous and consecutive interpreting are the two most common styles of interpretation in this subject. The issue of whether or not to use consecutive or simultaneous interpreting is important one in any discussion of how to achieve the most accurate interpretation in a format that works effectively for all participants in the interpreted event. It is important for all concerned: signed language and spoken language interpreters, interpreting students, interpreter educators and consumers of interpreting services.

Scholars have long debated both the benefits and drawbacks of simultaneous versus consecutive interpretation. **Pochhacker** defines simultaneous interpreting (SI) as a modality in which interpreters must analyze and continue speech practically instantly [3; p.15]. This requires a high level of cognitive multitasking, which includes listening, memory retention, and immediate translation. In contrast consecutive interpreting (CI) provides for a time-related delay, allowing interpreters to thoroughly examine the message before replicating it. **Gile's** Effort Models provide a theoretical basis for understanding the cognitive processes involved in interpretation. He suggests that simultaneous interpretation requires overlapping efforts in hearing, production, and remembering, which must be efficiently balanced to avoid cognitive overload. However, in consecutive interpreting, the cognitive workload is



moved toward memory and note-taking, as interpreters are required to accurately reproduce more extensive segments of speech [1; p.172].

Several experts think that CI provides a more accurate and nuanced interpretation because of the extra time for processing and reformulation. According to *Kalina*, CI helps interpreters to focus more on content and organization, resulting in higher overall quality interpretation [2; p.121]. SI is preferred in fast-paced contexts, such as international conferences, where real-time communication is essential. One of the main issues is whether mode should be taught first in interpreter training programs. *Gile* recommends starting with CI since it teaches the fundamental abilities needed for successful SI, such as note-taking, memory growth, and message interpretation. Similarly, *Kalina* supports this sequential approach, claiming that CI prepares the framework for the more cognitively demanding activity of SI. In contrast, some training programs present both approaches simultaneously or prefer SI owing to its practical application in international organizations. *Riccardi* criticizes this technique, claiming that insufficient CI training might result in interpreters who struggle with understanding and message integrity under pressure [4; p. 753].

Russell makes another key academic addition to the debate over the teaching and implementation of interpreting modes by investigating interpreter education programs in Canada and the United States. By examining the curriculum of fifteen interpreter education schools, she discovered that approaches to teaching cognitive models and sequential interpreting differ significantly amongst programs. In her pilot study, Russell discovered that ten of the fifteen programs emphasized the importance of a skill-based progression, beginning with text analysis and cognitive processing and progressing to consecutive interpreting exercises before introducing simultaneous interpreting. This method represents the concept that mastery of sequential interpretation is required for good simultaneous performance [6; p. 138].

Russell still points out that numerous other schools take a more theoretical or “informational” approach, teaching cognitive models and consecutive interpretation mostly through lectures and readings, with little practical interaction. According to her results, such schools frequently provide insufficient time to hands-on training, ranging from half a semester to one full semester, as opposed to others that devote up to three semesters to mastery of sequential interpreting abilities. According to *Russell*, this shift in educational focus presents a number of issues. For example, students in theory-heavy programs may fail to develop the cognitive agility and message reconstruction abilities required for real-time interpretation.

In view of Russell’s results, it is evident that a skills-based curriculum founded on cognitive models may better prepare students for the intricacies of both interpretive modes. Nonetheless, her research shows that there is no consistent method throughout interpretation training programs, providing potential for more empirical research and pedagogical change [6].



The comparative analysis of simultaneous and consecutive interpretation reveals both common obstacles and differing instructional requirements. While SI is essential in fast-paced, multilingual workplaces, CI provides a level of knowledge and accuracy that is useful in situations when message integrity is critical. Scholarly disputes emphasize the significance of balanced training that considers the cognitive complexity of both forms. Future study should focus on improving these teaching tactics to improve interpretation competence and performance in a variety of professional scenarios.

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