

# Teaching Consecutive Interpreting at the Undergraduate Level\*:

Application of Theory to a Performance-oriented Class

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## I. Introduction

The present study describes my experience of teaching English-into-Korean (E-K) consecutive interpreting (CI) to undergraduate students majoring in Translation & Interpreting (T&I). This paper aims to i) introduce and combine the various theories of CI suggested in the literature; ii) propose an integrated model of CI (based on such theories); iii) apply the model to my class and review the results through the means of (original speech vs. student interpreting performance) text analysis, retrospective student journals, and in-class discussions in order to demonstrate the effectiveness of applying theory to a performance-oriented class and discuss future implications.

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\* This work was supported by Hankuk University of Foreign Studies Research Fund of 2012.

In particular, this paper depicts how my class titled *Intensive English-into-Korean Consecutive Interpreting* for third-year students at an undergraduate T&I program has been conducted. In essence, it demonstrates how applying theoretical models to a performance-oriented class assists both instructors and students to better identify where students need to improve in their CI performance.

## II. A Literature Review of CI

Imagine two people sitting in a room. They may be politicians, businessmen or women, trades unionists or scientists. They wish to discuss their work but speak different languages, and neither speak the other's language well enough for the discussion to be useful. So they call in someone else, who speaks both languages, to explain what each is saying in turn. That person is an interpreter. (Jones 3)

The above illustrates a typical situation where an interpreter is called to serve as an aid of communication. The interpreter basically enables two parties speaking different languages and coming from different backgrounds to overcome any linguistic and cultural barriers, and explains one party's message or intended meaning to the other party (Jones 3-4). And while such a description of the role and thus the competencies of an interpreter may be very much clear, the acquisition and execution of such competencies and skills are certainly not so.

In consecutive interpreting (CI), "the interpreter listens to the totality of a speaker's comments, or at least a significant passage, and then reconstitutes the speech" (Jones 5). And because the process involved in

this is considered relatively easier than that in simultaneous interpreting, many easily assume that once one arrives at a significant level in both languages concerned in the interpreting situation (or what is called, "working languages"), the execution of CI can be done fairly easily. However, such a process of CI is anything but simple.

In essence, CI is a multi-tasking act (Nam, "Identifying" 53–55). Nam (*ibid.*) argues that many students fail to realize that CI is, in fact, a "multi-tasking act", which in turn impairs their abilities to improve their CI performances.

Dam (297), among others, divides CI into two phases: reception (the interpreter listens to the original speech) and production (the interpreter delivers the speech in another language). Jones (11) further breaks down this process into four sub-phases: Listening, understanding, analyzing, and re-expressing. Although this may still seem to be simple, argues Nam (*ibid.*), each sub-phase above entails a complex array of sub-components.

For instance, i) in the reception phase alone, comprising the sub-phases of listening, understanding and analyzing, the interpreter needs to listen to the speaker and understand each core idea uttered and distinguish between what is essential and what is accessory. In doing so, he/she must also try to connect the dots, if you will, between and among the bits and pieces of the speaker's ideas so as to grasp the overall context of the intended message. At the same time, he/she analyzes and determines what to interpret. And finally in the production phase of (re)expressing, the interpreter delivers the speaker's intended meaning in the target language during which she may continue to analyze and engage in decision-making postponed from the reception phase so that an integral discourse is delivered in her interpretation (Alexieva 182). In other words,

although the literature has classified CI processes into reception and production phases, such phases (or sub-phases) are never carried out in isolation ... such sub-phases are conducted in both the reception and production phases, hence comprising the multi-tasking act of CI. (Nam, "Identifying" 54)

To further stress this point, Jones (14-29) indicates that when listening to the speech (i.e. during the reception phase) the interpreter needs to i) recognize the speech type (e.g. logical arguments: pros-cons or one-sided arguments, narrative, descriptive, polemical, rhetorical); ii) identify the main ideas; iii) analyze links (e.g. logical consequence, logical cause, sequential ideas, opposition); iv) memorize the ideas mostly using notes; and v) re-express the main ideas in the target language. Here, main ideas imply "a hierarchy of relative importance of ideas" (22); and to identify main ideas<sup>1)</sup>, alone, the interpreter needs to recognize "who does what, and when, and who says or thinks what" (ibid.). In other words, she must first conduct a subject-verb-object analysis (who did what? who said what?) and a points-of-view analysis (who says/thinks what?). At the same time, she must also identify the supplementary ideas that are of relevance such as epithets (e.g. adjectives<sup>2)</sup>), adverbs/verbs of tense, and

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- 1) Identifying main ideas are essential, according to Jones (21-22), since the interpreter can highlight the relatively more important information in the speech, convey the core of the discourse even when she is not able to deliver the entirety of the speech, can better memorize the discourse, and is sometimes asked by the client to render a truncated version of the discourse due to time constraints.
  - 2) Although epithets are never more important than what the subject-verb-object and the points of view of the speech are, there are times when epithets take on a relatively higher significance than usual. For instance, compare these two sentences: "The traditional, wooden houses and baroque churches left by the early Spanish settlers were all devastated by the earthquake." vs. "The traditional, wooden houses were all devastated, but the baroque, stone churches

examples. Hence, in what seems to be a simple act of listening to the speech, the interpreter's mind should be actively engaged in a multi-tasking act. Simultaneously, she must be aware of the hierarchy of the information being rendered; i.e. she should understand what is more and what is less significant.

Daniel Gile developed what is called the 'effort models' in the late 1970s and 80s in "an attempt to explain the considerable difficulties inherent in interpreting" (Shuttleworth & Cowie 48). The models are designed to "facilitate the selection and development of strategies and tactics toward better interpreting performance" (Gile 159). For Gile (178), consecutive interpreting is divided into two phases: i) listening and note-taking phase (listening and analysis, note-taking, short-term memory, and coordination efforts) and ii) speech production phase (remembering, note-reading, and production efforts)<sup>3</sup>). In a nutshell, Gile wanted to explain how the interpreter's attention is divided all at once to make various *efforts* in different fronts. According to Gile, the overall processing capacity of the interpreter's brain is limited, and she struggles to appropriately allot or distribute the necessary attention to each efforts. And when a certain effort takes up too much attention or processing capacity, the efforts in other areas, which also require a certain amount of attention, will be compromised, and thus exceed her overall processing capacity, leading to interpreting errors. For example, if "listening requirements go up, less attention will be paid to reformulation; ... on the other hand, [if] the

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left by the early Spanish settlers somehow remained standing." Here epithets in the second sentence (a comparison between traditional, wooden vs. baroque, stone) should be given more attention than the usual attention epithets receive (Jones 24).

- 3) For simultaneous interpreting (SI), Gile (169) proposes the efforts of listening and analysis (L), short-term memory (M), speech production (P), and coordination of these efforts (C), thus, leading to the equation of  $SI = L + P + M + C$ .

interpreter is too preoccupied with producing a carefully phrased speech, it could take up too much processing capacity and thus impair the listening process" (Láng 192).

If scholars in interpreting studies are grouped as either 'contextualists<sup>4)</sup>' or 'cognitivists', according to Pym (83), Gile will be put in the latter category. In other words, Gile's effort models "seek to describe interpreting as an activity in itself, with its own principles and constraints" (84). Thus, in Gile's mind, interpreting performance can be analyzed with less emphasis on the context of the interpreting situation and more emphasis on the cognitive efforts being exerted by the interpreter.

Thus far, we have looked into what the literature has to say regarding CI. In particular, the focal point of the above discussion was laid on the fact that although CI may seem simple, the innate nature of CI is anything but simple. And the majority of undergraduate T&I students fail to recognize this as most, if not all, of the critiques or discussions in class focus on what they produce (the re-expressing or production phase). That is, most classes will limit their discussion to talks about what the students said erroneously or what the students should have said in their interpretations (Nam. "Identifying" 50). Nam (ibid.) argues that the use of a mixture of retrospective tools such as student journals and interviews with students can help both instructors and students better identify where students need to improve in their CI performance. In what is to follow, I'll draw on the literature described herein and combine them so as to suggest an integrated model of CI that was introduced in one of my classes for third year students. The model is a combination of the various theoretical models suggested in the literature that focuses on the different efforts

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4) 'Contextualists' believe that the interpreter's work is "grounded in a sociocultural context" (Pym 84) and claim that "much of what is done can only be understood within that context, rather than through cognitive modeling alone" (ibid.).

students need to be aware of and exert during their CI performance.

### III. An Integrated Model of CI

Drawing on the above-mentioned theoretical models, the author will attempt to combine them and present an integrated model of CI in this chapter. This model has been mostly inspired by Vik-Tuovinen and Ficchi, and is an extended continuation of Nam ("Causal") and Nam ("Identifying").

To validate the use of retrospection as a means to investigate interpreting, Vik-Tuovinen describes the literature using retrospection in interpreting studies; and citing Zimmerman & Schneider, argues that "delayed retrospection as a means to elicit data about the translation process is not only a source of information about actual strategies and preferred strategies, but can also shed light on the subject's knowledge of how to solve linguistic problems: (64). She conducts an interpreting test with 21 informants (6 novice students of interpreting, 8 advanced students of interpreting, and 7 professional interpreters with Finnish and Swedish as their working languages) (ibid.). After each interpreting test, she interviewed them. The informants would listen to the speech and their tape-recorded performances and comment on whatever part that they thought required explanations. They were asked to focus on telling her what went through their minds during the interpreting test. She based her analysis on Gile's sequential model of translation and focused on knowledge (knowledge base, preparations), understanding (reception, meaning), transfer (plausibility, acceptability of form, acceptability of content, interpreting technique), and product (linguistics expression, equivalence, presentation) (66). To validate her hypothesis that "the number of

comments about the different aspects of the interpreting process reflects either the informant's emphasis on each aspect or special problems related to it" (67), she conducts a quantitative analysis and reports that while advanced students and professional interpreters mostly comment on transfer and production, the novice students would emphasize interpreting technique. The reason behind this is that the more experienced informants already know or have internalized how to react in different situations (67).

Such an analysis that compares novice students and more experienced students/interpreters is meaningful because it gives you insight as to in what area interpreting education should focus on since the obvious goal of education is to fill the gap between the two groups. For the same reason, retrospection has become a popular method to identify in what areas students need to improve and enable students to ponder upon the processes they took in their CI performances.

Similarly, Ficchi executed a six-month long research on her undergraduate students learning CI, and carried out three separate interpreting tests with around 60 days of intervals between them. After each interpreting test, she asked students questions about their performances. The errors found in her students were categorized as follows.

Errors	1 <sup>st</sup> Test	2 <sup>nd</sup> Test	3 <sup>rd</sup> Test
Omissions	42	29	20
Hesitation phenomena	68	45	26
<i>Faux-sens</i> <sup>5)</sup>	55	50	40
<i>Contre-sens</i> <sup>6)</sup>	11	7	4
Target language mistakes	39	28	21
Pauses	101	75	62
Unfinished sentences	7	3	3

Table 1. Errors in CI (Ficchi 202)

5) Incorrect reproduction of verb tenses, incoherence and lack of cohesion (213).

6) A mistranslation i.e., an incorrect reproduction of the ST (213).

As is noticeable, students are able to reduce the number of errors in several key areas as they advance in the program. Eventually, what she wanted to underscore was the importance of autonomous learning or self-directed learning. She argues that "much is left to the personal creation of each student who can ... develop the system that best applies to his/her personality and that there is no generally applicable system" (204). The author also believe that autonomous learning is of the essence, especially for students of CI since they cannot possibly master the skills of CI during a semester-long course. They should be able to continue their learning and thus their advancement process long after the life of the course is over. For that, they need to be able to evaluate their performance on their own and find the areas that they need to improve, which is why the author have invited the help of theoretical models in class.

In the same vein, Nam ("Causal") analyzes the speeches, recorded voice files, and notes of five of his second-year postgraduate students; and concludes that there might be a strong causal relations between the student's note-taking (the cause) and her interpreting performance (the effect, usually errors were investigated). For example, here's one of the student performances that was examined (66-67).

- Speech: **As your pioneering work in Pervasive Computing continues to grow and progress**, I can see it becoming a real catalyst for positive change, and having a very positive impact in the whole area of what we call, "e-Inclusion."
- Student: **퍼베이시브 컴퓨팅에서의 성장과 진전이 있을 것이고**, 긍정적인 변화의 촉매 역할을 할 것이 분명합니다. (**Pause**) 그리고 "e-inclusion"이 성취될 것입니다.
- (Back translation<sup>7)</sup>: **Pervasive Computing will undergo growth and progress**, and is certain to play a catalytic role for positive change. (**Pause**) And "e-inclusion" will be achieved.)

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7) All back translations have been done by the author of this paper.

In the above, the student commits a *Contre-sens* and a pause error. While the speaker intended to mean that the work of the members of the audience are the ones continuing to "grow and progress", the student interpreted that it is pervasive computing that is going to "grow and progress". Although not mentioned by Nam (ibid.), such an error is due to not only note-taking mistakes (see below), but also the student's failure to recognize and honor the hierarchy of main ideas suggested by Jones (22). In other words, she failed in performing a successful points-of-view analysis. At the same time, we could get a hint of what caused her to commit errors from her notes.

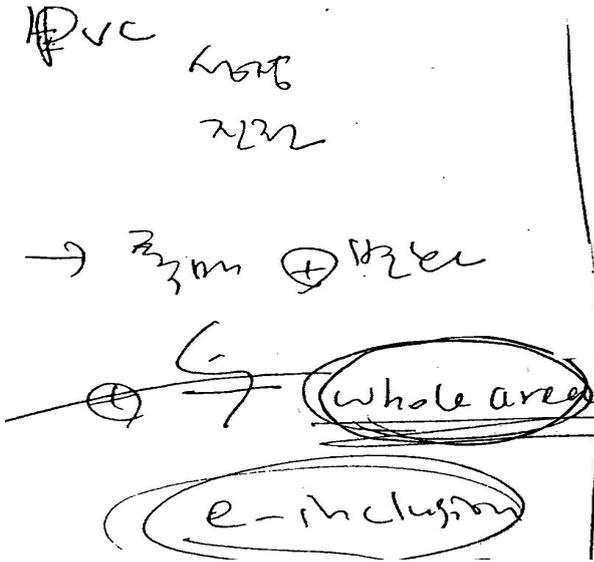


Figure 1. Note-taking of student (Nam, "Causal" 67)

Although all the elements seem to be in place, she could have benefited from some kind of a signal indicating the point of view of to "grow and

progress." Thus, Nam (*ibid.*) argues that causal relations can be detected between the student's note-taking and her CI errors, though a thorough large-scale study is in need to be able to reach a definitive conclusion.

Similarly, Nam ("Identifying") this time examines the student performances of undergraduate students who do not use note-taking as a helping tool for CI. This time, he attempts to find the 'cause' of errors in the reception phase of CI (other than note-taking) that leads students to commit errors in the production phase by looking into three different groups of students (lower, middle, and higher levels). He used student journals (57) and interviews with students to investigate what caused the errors. For instance, in the multi-tasking act of CI, the interpreter needs to cope with a time lag, i.e. the interpreter needs to process in the mind the information or proposition that came before while at the same time constantly listen to the incoming information given by the speaker. In many instances, it was discovered that students had a hard time doing these two tasks all at once. As mentioned, retrospective journals reveal in what area instructors and students need to focus on in the future. For the above case, the class was able to conduct an artificial exercise that constantly put students in a situation that they need to multi-task simultaneously.

Against this backdrop, I'll attempt to combine what was mentioned above into a single integrated model of CI (see Figure 2 below). Here, the underlying assumption is that i) students often fail to realize that CI is a very complex multi-tasking act; and ii) the ultimate goal of CI education (Ficchi 205) is to realize autonomous or self-directed learning that can only be achieved if students learn how to evaluate their own CI performances as the journey to fully internalize the skills of CI requires more than the a single semester or even four years at the university for that matter.

(a) Reception phase: Coordination effort (Note: handle a panic situation)		(b) Production phase: (re)expressing	
(c) Listening/Understanding	(d) Analysis	Remembering	Production
<ul style="list-style-type: none"> <li>English competence: Vocabulary, syntactic structure</li> <li>Subject matter knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Recognize speech type (logical arguments, narrative, descriptive, polemical, rhetorical)</li> <li>Identify main ideas (hierarchy of relative importance: S+V+O points-of-view analysis, epithets, adverbs/verbs of tense, examples) --&gt; No substantive addition to the main idea</li> <li>Analyze links (logical sequence, logical cause, sequential ideas, opposition)</li> </ul>	<ul style="list-style-type: none"> <li>Memorize ideas: focus on "what" to (re)express → Visualization of ideas using framework most familiar with</li> <li>Take 5 seconds before production to go over the discourse</li> <li>Remember ideas</li> </ul>	<ul style="list-style-type: none"> <li>Stage fright: phase-out mechanism</li> <li>Priority in error types:                             <ol style="list-style-type: none"> <li>Storytelling (completeness)</li> <li>Backtracking</li> <li>Hesitation</li> <li>Unfinished sentences</li> <li>Target language mistakes</li> <li>False sense</li> <li>Pauses</li> <li>Speed</li> <li>Coverage (omissions)</li> <li>Eye-contact</li> </ol> </li> </ul>
Multi-tasking act of CI			

Figure 2. An integrated model of CI (a) Dam (297), (b) Jones (11), (c) Gile (159), (d) Jones (14-29), (e) Nam, "Identifying" 57

Figure 2 is an integrated model of the theoretical models suggested in the literature that were reviewed hitherto<sup>8</sup>). In accordance with Dam (297), the overall process of CI is divided into reception and production phases.

The reception phase, which should be constantly guided by a coordination effort (Gile 178), is again sub-divided into listening/understanding, analysis, and short-term memory (ibid.). When listening/understanding, my experience with students tells me that they mostly have difficulty when not fully grasping the speaker's message due to lack of their English competence (especially, in the case of E-K CI). Particularly, if they have difficulties due to a specific syntactic structure, they are advised to take note of it so that they could be better prepared the next time they encounter the same syntactic structure since language is repetitive. At the same time, they should analyze the discourse while listening. As Jones (14–29) points out, they need to i) recognize the speech type; ii) identify the main ideas; and iii) analyze links. At this point, the interpreter must not make any substantive addition to the main ideas<sup>9</sup>). And lastly, during the reception phase, they need to make sure that they memorize the ideas, trying to be picky on 'what' to (re)express later during the production phase. A constant visualization exercise can

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- 8) The integrated model herein is a compilation of the various theoretical models suggested so far in the literature with adjustments made based on the author's experience. Although it does not suggest any new elements, it i) underscores the fact that the reception and production phases of CI are closely linked; ii) offers students a bird's eye view of the process of CI; and iii) enables students to track the progress they make as they can keep a record of their performances on the upper model, in which lie the significance of the model.
- 9) Suppose a British speaker mentions "the House of Commons" to a non-British audience, the interpreter is justified to interpret it as "the lower chamber of the British parliament". However, if the same speaker says "the House of Lords", she cannot add and say "the **unelected** upper chamber of the British parliament", since she'll be implying something that the speaker never did (Jones 21).

assist students to have better memorization skills.

In the production phase, they are advised to take five seconds to go over the main points of the discourse before they utter the first word in their interpretations. And they are guided to activate a phase-out mechanism, i.e. to mentally phase out all the intimidating factors (e.g. the instructor or relatively advanced students can intimidate the student to perform at her usual level) in the classroom. Lastly, a list of errors is offered so that students can tackle them in the same numerical sequence. For instance, "do not backtrack (restarting the sentence without finishing it)" can be a short-term goal for students. That way, at least one item on the list of errors can be eliminated. In the same sequence, they could move on to item number 2 so on and so forth. The types of errors were numbered in the order of easiness to tackle them. As the number and frequency of errors reduce, students tend to feel more comfortable and thus more confident about their CI performances.

#### IV. Application of the Model to Class

The integrated model above was introduced in class. The class in question is titled *Intensive English-into-Korean Consecutive Interpreting* for third-year students at an undergraduate T&I program. Two-hour practice-oriented sessions are conducted each week, and 19 students attend as of the spring semester of 2013. The class is considered to be the third highest level in the curriculum (see Figure 3). Thus, the students have attended interpreting courses in previous semesters, and are considered to be at an intermediate level in CI.

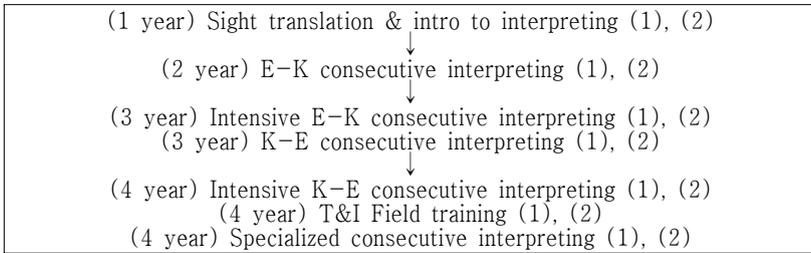


Figure 3. Difficulty of courses (Nam, "Learning" 61)

A specific topic is selected to be dealt with for two consecutive weeks such as aging society, global warming, and telecom. Some come with abundant overseas experience (e.g. 5 years in Singapore), but most have no experience at all abroad. Except for what is to follow, the usual proceedings of the class is as typical as any other CI class: we review a reading material on the specific subject matter, go over the vocabulary and some jargons, the instructor reads the speech, one student is designated to interpret, and we have a discussion regarding her performance<sup>10</sup>).

What deserves mentioning about this class is that we apply the integrated model of CI when we discuss the student's performance (or critique session). In the following, the present study will draw on Vik-Tuovinen and Nam ("Identifying") and offer a description of speeches (source text: ST), student interpretations (target text: TT), student's profile, student's journal, and critiques in the classroom so as to demonstrate how the integrated model was applied in the E-K CI classroom.

We will begin with a simple example. The first ST regards population

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10) In the present study, the integrated model has been applied for seven weeks with 8 students performing CI in a two-hour class. Every student that has performed CI in class fill out the integrated model (serving as a journal) and submit them. The discussion in class focuses on identifying the causes of the CI errors students committed.

growth.

- ST: Both day-to-day experience and the media frequently suggest that the quality of life enjoyed in the United States and Europe is under threat by population growth. Sprawling suburban development is making traffic worse, driving taxes up, and reducing opportunities to enjoy nature.
- TT: 많은 실험과 미디어는 전세계적으로 인구가 많이 늘어나면서 사람들의 삶의 질을 위협하고 있다고 보도합니다. 점점 더 차가 많아지고 택시가 증가하고 우리가 즐길 수 있는 자연이 황폐화 되면서, 황폐화 되고 있습니다.
- Back translation: Many experiments and the media report that population is growing across the world and, thus, is threatening the quality of life of people (omission: the United States and Europe). (omission: Sprawling suburban development) The number of cars are growing, the number of taxis are growing, and the nature we can enjoy is increasingly devastated.

The above student studied in the U.S. for six months when she was 21 years old, and admits that she tends to be obsessed with lexical items in the ST. For instance, in the presence of a difficult word in the ST, she becomes obsessed with that particular word to the extent that she can no longer focus on listening to the rest of the speech. In the above, she committed various errors: S+V+O analysis failure, substantive addition failure, and omissions. By all means, "[l]istening is the most crucial part of the interpreting process"(Láng 19) and she mistook "experience" for "experiments", and "taxes" for "taxis". Such an S+V+O analysis failure, which leads to the question: "What do you do if you do not know a word or an expression that you hear in a speech?" (Jones 11). The answer lies in the interpreter's ability to infer from the context (11-12). Although it is understandable that she misheard the word "taxes" as "taxis" because of the verb "drive" in front (she admitted so in her student journal), she could have inferred the word from the context that suggests nothing related to taxis. At the same time, students are cautioned against making any substantive additions to the discourse. When the speaker only implied

that "population growth is reducing our opportunities to enjoy nature," the student added that "our nature is increasingly devastated," which is something that the speaker may or may not have intended. Such a risk is not something that the interpreter should take. After the above exercise, we had a critique session using the integrated model so as to trace what caused her to commit such errors and identify in what areas she should improve on for the future. Such discussions are noted down and are reminded to the same student the next time she performs CI in the class so that we can track her improvement. The major points mentioned in the critique session serve as a short-term goal that she should attempt to meet to improve her CI performance.

The second ST talks about the existence of ghosts.

- ST: Some **paranormal investigators** even try to back up claims about ghosts by using scientific instruments. However, skeptics assert that the laws of physics can easily explain away the vast majority of alleged ghostly encounters. "Cold spots" are actually just drafts. Ghostly "voices" or other noises **are** just low frequency sounds caused by household appliances or other sources distant from the supposedly haunted site. Photographs that seem to show ghostly apparitions **are really** showing the effects of light, dust, fog, mist, or smoke.
- TT: **비현실적인 현상을** 연구하는 사람들은 (어...) 귀신의 존재를 증명하기 위해 과학적인 방법을 사용하기도 합니다. 이들은 사진이나 음향 같은 장비를 사용해서 귀신의 존재를 증명하려고 하는데요. 하지만 예를 들어서 음향 같은 것들은, **예를 들어서... (어...)** 귀신의 존재를 증명한다고 하는 음향은 단순한 낮은 주파수의 음향이거나 실제로 귀신의 존재와는 관련이 없을 **수도 있습니다**. 이런 사진 같은 것들도 실제로 귀신의 존재를 증명하기보다는 단순한 **물리적인 현상의 일부일 수 있습니다**.
- Back translation: People researching **unrealistic events ... uh...** use scientific methods to prove the existence of ghosts. They use photographs and sound devices to prove the existence of ghosts. But the sound, **for example, ... uh...** the sound that is believed to be of evidence of ghosts **may** actually have no relations to the existence of ghosts. These photos do not prove the existence of ghosts, but rather **may be** a part of a physical phenomenon.

The above student also studied six months abroad in Australia when he was 21 years old. The errors he committed range from hesitation, target language mistakes to false sense (though all will not be mentioned). For instance, he said "unrealistic events" instead of "paranormal activities" basically because of his lack of subject matter knowledge (understanding section of the integrated model). Here, however, we will focus more on the production phase rather than the reception phase: he obviously hesitated much with meaningless fillers ('uh') in between words. Although most CI classes would focus only on the 'effect' that is the very act of hesitation along with a simple advice not to commit them again, the integrated model enabled the students to go through the entire process of CI and ponder upon the 'cause' of such an error. In his student journal as well as his critique session revealed that he had difficulties coming up with certain words. Indeed, as Mead (78) discovered, formulation (the very effort exerted to formulate sentences) is the main cause behind students' hesitations. With the integrated model, the cause was identified; and the suggestion was made to the student that he could lower his register (e.g. use easier expressions that he could easily handle rather than go for the more difficult ones) when performing CI as internalizing high-registered words/expressions takes time. Additionally, he delivered to some extent a false sense to the ST. When the ST flatly denied the "existence of ghosts" by saying "noises are just low frequency sounds" and that "photographs ... are really showing the effects of light", the student said "they may be" something else than what ghost believers claim them to be. Again, we traced the 'cause' through the integrated model and discovered that he missed the 'verbs (analysis phase of the model)' when listening. Such a way of being able to trace the cause of errors and going through the overall process of CI enable students have a more thorough understanding of the CI process and thus, help them set a more befitting short-term goal

for themselves.

The last ST is about the power of SNS.

- ST: Where do young people go to grieve? After the typhoon in Indonesia, after the deaths of famous celebrities, after school shootings, and in the wake of suicides, young people in mourning are now turning to social networking sites such as Facebook for support. This raises the question: Are social networking sites a better spiritual partner than a church, mosque, or temple? Why is it that people seem more open to share their sadness and loss on the net, a space that seems far from being intimate? Part of the willingness seems to be associated with the fact that on Facebook people can say what they truly feel without censoring one's emotions.
- TT: 젊은 사람들은 유명 인사가 죽거나 인도네시아에 태풍이 휩쓸고 지나가는 등의 슬픈 일이 일어났을 때에 어디로 가서 위로를 받을까요? (음...) 이들은 (pause) 페이스북과 같은 SNS로 가서 위로를 받습니다. (pause) 이러한 SNS가 교회나 사원, 절과 같은 종교적인 장소보다 더 위로를 줄까요? (pause) (음....) (pause) 젊은, (pause) 젊은 사람들은 이런 SNS에서, SNS에서 자신의 생각을 좀 더 숨김없이 표현할 수 있고 감정을 나눌 수 있기 때문에 더 선호합니다.
- Back translation: When a celebrity dies or a typhoon hits Indonesia and other sad events unfold, where do young people go for consolation? (uh...) They (pause) go to Facebook and other SNS sites for consolation. (pause) Do these SNS sites give more consolation than a church or a temple and other religious sites? (pause) (uh...) (pause) Young (pause) Young people prefer these SNS sites because they don't have to hide their feelings and can express how they feel and share their feelings with others.

The above student also studied for six months in the U.S. when she was 23 years old. The evident errors she committed was adding fillers ('uh') and pauses. While the typical class would not be able to identify the 'cause' of her 'pauses', we were able to do so through the help of the integrated model. As emphasized numerous times, CI is a multi-tasking act, and students need to exert 'efforts' in various fronts and 'coordinate' such 'efforts' (Gile 178). In her student journal, she admits that she paused because she was too preoccupied thinking about what she was uttering at the time that she couldn't think of what comes next. In CI, even

when the interpreter is uttering a certain sentence, she should constantly be aware of what comes next so as to provide a seamless rendering. She should constantly 'coordinate' the various 'efforts' she is exerting so that one 'effort' does not compromise her other 'efforts' that also require a certain level of her attention.

Thus far, the actual application of the suggested integrated model of CI has been described. The model assisted students to better understand the process of CI (especially that CI is a multi-tasking act) and enabled them to go through the entire process of CI so as to trace the 'cause' of the 'errors' they committed.

## V. Concluding Remarks

The present study has described my experience of teaching E-K CI to undergraduate T&I students and aimed to i) introduce and combine the various theories of CI suggested in the literature; ii) propose an integrated model of CI; iii) apply the model to my class and review the results through the means of ST-TT analysis, student journals, and in-class critique sessions in order to demonstrate the effectiveness of applying theory to a performance-oriented class and discuss future implications.

In particular, the suggested integrated model of CI assumes that many students often fail to realize that CI is a very complex multi-tasking act and that the ultimate goal of CI education is to enable autonomous or self-directed learning. Autonomous learning can only be achieved if students learn how to evaluate their own CI performances as a single semester or even four years at the university is not enough to fully internalize the skills of CI. The integrated model enabled students to have a bird's-eye-view of the overall mechanism of CI and helped them better

identify the causal relations that lie between the 'cause' and 'errors' in their CI performances. And lastly, the integrated model would serve as a platform on which students' progress in CI performance can be tracked. For this, to some extent, the suggested integrated model has demonstrated its usefulness and effectiveness, thus, revealing the potential of applying theory to a performance-oriented class.

Nonetheless, the present study has many shortcomings, and it would take a large-scale study so as to reach a definitive conclusion regarding the above. So far, students have been fairly favorable to the process of having to identify the causes of CI errors based on the integrated model. At the same time, however, they have complained that having to write an extensive journal after each CI performance can be burdensome. In recognition of this, a shorter version of journals have been devised. Nonetheless, the process of having to write a transcript of their CI performance and identifying causes of CI errors continue to be exercised with positive responses from students. Further review of student responses will be carried out at the end of the semester. Additionally, the suggested integrated model needs to be further tested for semesters to come and on a larger body of students from various backgrounds. In this regard, the author hopes that this paper serves as a starting point for such continuous efforts to better educate our students.

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Abstract

## Teaching Consecutive Interpreting at the Undergraduate Level: Application of Theory to a Performance-oriented Class

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The present study describes my experience of applying theory to a performance-oriented class titled *Intensive English-into-Korean Consecutive Interpreting* for third-year students at an undergraduate T&I program and demonstrates how applying theoretical models to a performance-oriented class assists both instructors and students to better identify where students need to improve in their consecutive interpreting (CI) performance.

More specifically, this paper i) combines the various theories of CI suggested in the literature; ii) proposes an integrated model of CI; and iii) applies the model to my class and reviews the results through the means of (original speech vs. student interpreting performance) text analysis, retrospective student journals, and in-class discussions. The suggested integrated model of CI assumes that many students often fail to realize that CI is a very complex multi-tasking act and that the ultimate goal of CI education is to enable autonomous or self-directed learning. Through the means of the integrated model of CI and other educational tools, this paper suggests that students can learn how to evaluate their own CI performances and thus in due course realize autonomous learning.

**Key words:** consecutive interpreting, undergraduate T&I Education, student journal, error analysis, causal relations  
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논문접수일: 2013. 04. 24.

심사완료일: 2013. 05. 28.

게재확정일: 2013. 06. 17.

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