

**THE APPLICABILITY OF HADDAD'S
CONSECUTIVE INTERPRETING MODEL ON
NOVICE INTERPRETING STUDENTS'
PERFORMANCE: A CASE STUDY**

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Abstract

Haddad's (2008) model on consecutive interpreting is one among many other models that focus on the nature of the training programs that novice interpreters should enrolled in. The model is divided into two phases: the first one deals with liaison interpreting while the second one deals with consecutive interpreting. This research paper is an attempt to find the applicability of this model on a sample of twenty undergraduate students at the Dept. of Translation, College of Arts/ Tikrit University. There has been a pre-test for the students before teaching them the principles of consecutive interpreting and a post-test in order to examine the development of their performance. Though interpreting is not an easy task, the post-test results show a remarkable progress on the students' performance as compared to their results of the pre-test. The results also reflect the importance of memory training and the self-training as a key solution to overcome problems of consecutive interpreting. Intensive and practical interpreting courses are recommended for novice interpreters in order to increase their self-confidence to fulfill such task.

Keywords: Haddad's Model, Novice Interpreters, Students' performance and Consecutive Interpreting

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Introduction

Interpreting is widely used in different settings all over the world and it necessitates a good command of both languages used in the communication. This type of communication is a highly cognitive process and it must be taught according to specific training programs for the students. In interpreting, a high level of concentration is vital and rich of vocabulary is required.

In this paper, consecutive interpreting (CI) is the main field of this study and what is the suitable teaching method that can be employed by the teacher to train the students the basics of the interpreting mode. The students can acquire consciously and unconsciously language skills that have crucial effect on the students' performance in managing interpreting task. Teaching such type of communication needs training programs based on clear criteria that help to develop the students' knowledge and awareness of the strategies which play a direct influence of their performance.

On the basis of the model employed in this paper, three major challenges emerge from in teaching interpreting as they related to each other: neglect of theory in teaching interpreting and its impact on the practical side, use of new technology in teaching interpreting is less than what is expected and students' knowledge of the vocabularies and their awareness of other linguistic skills are not satisfied.

Clearly, adopting such model simplifies interpreting task for the students because it increases their self-confidence and makes them be familiarized with the teaching methods through which they can manage this task successfully.

2.The Concept of Interpreting

Interpreting as a form of communication requires a high degree of accuracy and wide knowledge of the related languages. It is a unique type of contact between two or more persons that depends on skills, knowledge, cognitive processing of information and memory capability to retrieve the information due to time limitation while rendering the source message (SM) into the target language (TL). Interpreting necessitates an integration of skills, processing of language and linguistic competence to be performed to make the receptor understand the meaning easily.

Interpreting is defined by Salevsky (1993:15) as a situation-related and function-oriented complex series of acts for producing a target message (TM). In this definition three aspects are involved: situation, function and message within a complex rendering activities. Pöchhacker (2004:11) defines interpreting as a translational activity in which the SM is rendered into TM, and this rendering is one-time –presentation during where the utterance is rendered directly and related with a time factor. Pöchhacker adds that interpreting is a time related process during which time must be taken into account by the interpreter. Furthermore, Nolan (2004:3) states that interpreting is a process of conveying understanding in which the meaning of the SM is expressed in her/his mother language and understood by the listener successfully. He (ibid) adds that during interpreting, the interpreter listens to a spoken message in the source language (SL) and renders it orally whether in consecutive or simultaneous modes.

Interpreting, then, requires a cognitive processing of the information received from the speaker and reformulated it within a specific time frame to reach a clear message understood by the listener. We may coin an operational definition for interpreting as "**a cognitive activity of information processing in which an interpreter receives a SM and reformulates it into a TM within a limited period of time**". The students need a

course of training for such translational activity in order to master it efficiently and render SM successfully.

Types of Interpreting

Interpreting has been classified according to the mode in which it is conducted. There are many types of interpreting widely used in meetings, conferences, dinner speeches etc. Each event has its own type and it requires unique skills and knowledge of both languages concerned in this event. Moreover, the interpreter has to practice interpreting in a real situation in order to have a background regarding this process and what are the factors that support his performance in rendering the SM effectively.

In this study, two main types (consecutive interpreting and liaison interpreting) are taken into consideration for its importance to improve students' performance.

3.1. Consecutive Interpreting:

In consecutive interpreting (CI), the interpreter receives a message from the speaker and renders it for the audience within a limited period of time, however; the interpreter has enough time to render the message in special occasions such as press conference, dinner speech and question & answer sessions. Russell (2000:42) states that the interpreter has to wait until the whole thought is said and then starts interpreting and reformulates the SM into TM accurately. Russell adds that this type of interpreting is the most difficult one because it is challenging to retain all the aspects of the SM especially when questions and answers are lengthy or are not completely coherent.

Darwish (2003:168) highlights the performance of the interpreter which depends on his ability to perceive the intents of the speech, retrieves the information and reformulates them into the language of the listener. Note-taking strategy is also important for the consecutive interpreter to write down the basic information during the speech and to decrease the cognitive load of processing information. Darwish says that the time limit of speaking during this type of interpreting (30 seconds into 1 minute) and the interpreter has the right to stop the speaker in order to have enough time for reformulating the SM successfully.

Note-taking is fundamental to consecutive interpreting and for Pochhacker (2004: 18) it is involved in the two types of consecutive interpreting "classic consecutive" and "short consecutive". Classic consecutive includes systemic note-taking as established by pioneers of conference interpreting, in contrast to short consecutive without notes, which usually entails a bidirectional mode in a liaison constellation.

Clearly, Ribas (2012:812) refers that CI entails a number of cognitive, psychomotor and sentimental processes, all of which create major challenges for the interpreter who is continuously opposed with unexpected situations that must be dealt with while he/she is already employing at the limits of his/her available processing capacity.

3.2. Liaison Interpreting:

Liaison Interpreting (LI) is a type of interpreting that is widely used in different places. LI is used as a generic name to cover all types of community-related interpreting such as community interpreting, cultural interpreting, escort interpreting and contact interpreting. Gentile (1996:16) clarifies that LI is used in upward area of interpreting throughout the world: in business settings, where executives from different countries meet each other, in meetings between a society's legal, medical, educational and welfare institutions and its immigrants who speak a different language; in relations between a

dominant society and native people speaking different languages; in a whole host of less formal situations in tourism, educational and cultural contacts.

For Wadensjö (1998: 106) liaison and community interpreting are commonly seen as practices of intercultural communication where the aim is human interaction. As an interlocutor, the interpreter should know (or learn) when to mediate, when to stop the flow of the talk in order to render a phrase into another language and when to render it from "a culturally and socially established role, in specific cultural contexts". Wadensjö adds that the main aim of the liaison interpreter has to bridge the communication gap and make everything is accessible into the listener's mind. Blinstrubaité (2000:125) defines LI as a process of interpreting commonly used when two or more speakers do not speak the same language and need an interpreter for bridging the communication gap. It can be used in different situations which vary from medical consultation, via teacher-parent interviews, court cases, business negotiations, group therapy, to pre-trial briefings and police negotiations. A liaison interpreter is required in a communication between two different cultures in which different principles, attitudes and beliefs meet. The mismatch whether linguistic or cultural in both languages must be managed or harmonized by the interpreter; in order to support the interaction between individuals who cannot speak each other's language. The interpreter's role is central for communication.

In this perspective, Smirnov (2010:215) highlights that language proficiency and specialized lexical competence will support liaison interpreters to minimize such redundancies and misinterpretations. Specialized lexical competence is principally vital in medical and court interpreting.

4. Interpreting Process:

In the recent years a significant attention has been paid into interpreting and how it occurs. There are some specific factors are involved in interpreting to support the students' performance and having acceptable rendering of the SM in turn. These factors including skills, linguistic knowledge, cultural awareness and vocabulary stowage have direct impact on the each stage in this process. Also, there are three important stages that must be considered in performing an interpreting task: *comprehension, reformulation and production*.

4.1. Comprehension:

Comprehension is an important stage during which the interpreter has to comprehend the SM carefully in order to render it successfully. This is so because the interpreter starts with this stage and initiates rendering the SM into the TM. Good command of the two languages increases the interpreter's comprehension and supports his/her background knowledge of the subject.

Pochhacker (2004: 118) states that comprehension comprises: phoneme identification, word recognition, lexical disambiguation and sentence parsing (see also Gile:2009,115)).

For Vandergrift (2007:11) one key factor in comprehension is the role of background knowledge in compensating for low linguistic item or small vocabulary. Furthermore, prior knowledge about the topic, textual genre, cultural knowledge and other information stored in long-term memory have an impact in comprehending both working languages.

4.2. Reformulation:

It is the second phase in interpreting process in which the interpreter has to break down the sentences into a series of easier. Hale (2004: 21-22) mentions that this phase is

considered as a mental one, and it initiates when the interpreter starts making mental choices about the best way to interpret the SM. This involves finding equivalence in the target language. As direct equivalents are rarely available in different languages, interpreters will be confronted with a different number of choices.

4.3.Production:

Al-Zahran (2007:44) says that Levelt production model is considered as the most widely accepted and influential psycholinguistic one in language production. In this model, a conceptualizer produces an output, called preverbal message, which forms the input for a formulator that translates this conceptual structure into a linguistic one, called internal speech (phonetic/articulatory plan), through grammatical and phonological encoding. The formulator's output (internal speech) forms the input for the articulator which executes the phonetic/articulatory plan and produces overt speech. Hale (2004:5), on the other hand, considers this phase as the interpreter's verbal output and the result of the previous two phases. It refers not only to the production of the converted propositional content of the message, but also to the manner in which it is presented. Just as the delivery of an original message has an impact on listeners' understanding of such message and on the impressions formed about the speaker, the delivery of the interpreter's rendition produces the same effect.

5.Haddad's Model in Teaching CI:

Haddad's model is one of the effective models in teaching interpreting for the novice interpreters, In the current research paper, it has been applied in teaching CI at the classroom. This model consists of two phases in the first phase a liaison interpreting is applied first. Haddad (2006:189) states that liaison interpreters mediate between two individuals, or more, who speak different languages. This requires a high level of contribution and a rich vocabulary. In phase I, the interpreter will prepare for the next part of the model to manage some more difficult processing of information that needs a high level of attention for an appropriate equivalent. CI is used in phase II where longer sentences including many ideas are uttered. Here, the interpreter will need more concentration supported by note-taking strategy in order to decrease the cognitive load.

Haddad (2008:36) explains that phase I, deals with liaison interpreting, and stage II, deals with consecutive interpreting. In stage I, student interpreters are provided with interviews recorded at a normal speaking rate, with appropriate pauses for interpreting. The interviewers' and interviewees' contributions are produced in two different languages (English and Arabic in our case). Students have to listen to every recorded segment and start interpreting during time pauses.

Furthermore, she (ibid) adds in stage II, student interpreters are first provided with two versions of the same text accompanied by its translation. The first version (V1) is recorded in short segments, and the second (V2) in relatively longer segments. In both versions, the speaker speaks at a normal speaking rate. Students are guided to listen to a segment of version 1 and start consecutive interpreting. After they have completed all of the segments of version 1, they are guided to do the same with version 2. In both versions, they are guided to take notes (dates, names, etc.). Once the interpreting process is completed, they are asked to check how close/far their translation is to/from the translation provided. Students are later given few texts recorded at a normal speaking rate, and are divided into short segments to practice consecutive interpretation.

7. Data Analysis:

The data of this study have been analyzed statistically by using T-test for analyzing the performance of twenty students who have been selected randomly from the third level/ Department of Translation / College of Arts / University of Tikrit . The students have elicited individual differences in their performance when they interpret consecutively some journalistic texts. Then, the students are enrolled in two courses of CI. In the first course they have taught according to the traditional teaching methods of CI, in which the students are interpreting directly. While in the second course, they have been taught according to Haddad's model which consists of two phases. In the first phase LI and the second one CI.

During this course, the basic strategies that can be used during interpreting have been explained in details. One of these strategies is the note-taking by which the process of CI will be performed easily and efficiently . The test had been divided into pre-test and post-test and each one lasted 4 weeks. In both tests, the performance of the students has been analyzed statistically according to the T-test which gives us the mean of their performance of each week. The T-test showed significant difference in the mean for each week according to the point each students got during each week of the pre-test and post-test.

In such comparison, the differences are shown based on the performance of the students during the interpreting process while they are using the strategy of note-taking in order to facilitate this process. This result encourages the lecturer to focus on teaching and explaining the impact of such model to improve the students' performance in consecutive interpreting.

7.1. The Pre-Test Analysis

This test has been conducted to see to what extent the students will use note-taking as they are interpreting the text. The data of this test that takes four weeks have been analyzed by T-test so as to find the mean.

$$X_1 + X_2 + X_3 + X_4 + \dots + X_{20}$$

$$\text{Mean} = \frac{\dots}{20}$$

20

Table (1) **Mean of the Pre-test**

Weeks of Pre-test	Week1	Week2	Week3	Week4
Mean	1.000	1.000	1.150	1.400

In this test, we have scored a very little progress in the students' performance because there is specific teaching method or adopting a model to teach them the basics of interpreting they goes specifically to the mode of interpreting which requires a wide knowledge of the interpreting process. This explains the low percentage of their performance because without teaching methods there is no outline can be followed by the students to manage such process. Moreover, this test is a first step in their course as

they have no idea of the basic aspects of such process and the theoretical background of CI. In this test, the students are hesitated to interpret consecutively because they have no knowledge or idea regarding the strategies which support their performance in managing such cognitive task.

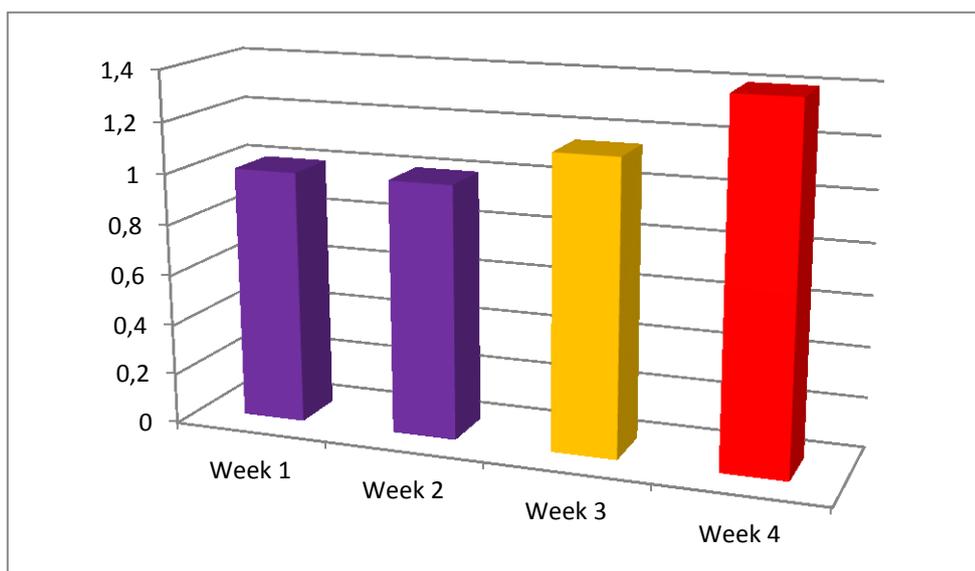


Figure (2) **Mean of the Pre-test**

7.2. The Post-Test Analysis

This test includes certain steps taken by the researchers in order to watch the differences in the students' performance as they are taught according to Haddad's model which is divided into two phases: LI and CI in which they learn how to manage the process of interpreting and be familiarized with basic steps in learning CI.

According to the statistics of four weeks classes, the students made a significant progress in which they initiate with LI as first phase which enables them to manage the interpreting task successfully. There has been an apparent progress in their performance because they have been adopting two different modes of interpreting in which they increase their self-confidence and acquire some sort of knowledge in the first phase which is LI during which they become able to bridge the communication gap that occurs in the first four weeks. Also it has a direct effect on their performance by overcoming the interpreting difficulties as they do not hesitate to initiate the interpreting task. While their performance in the second phase was totally different because they have acquire a good command of the task and to manage the CI efficiently. Their performance is totally different in the post-test because they overcome the interpreting difficulties they have faced in the pre-test and become familiarized with strategies that help their memory to retrieve the information during the interpreting task. The last week indicates to a good rate in the mean of their performance because the knowledge they have concerning the type of interpreting in which the cognitive processing of the information is required. All

these difficulties have been overwhelmed in adopting such model by the researchers in teaching interpreting and facilitate this task.

Table (2) **Mean of the Post-test**

Weeks of Post-test	Week1	Week2	Week3	Week4
Mean	2.150	2.650	2.800	2.900

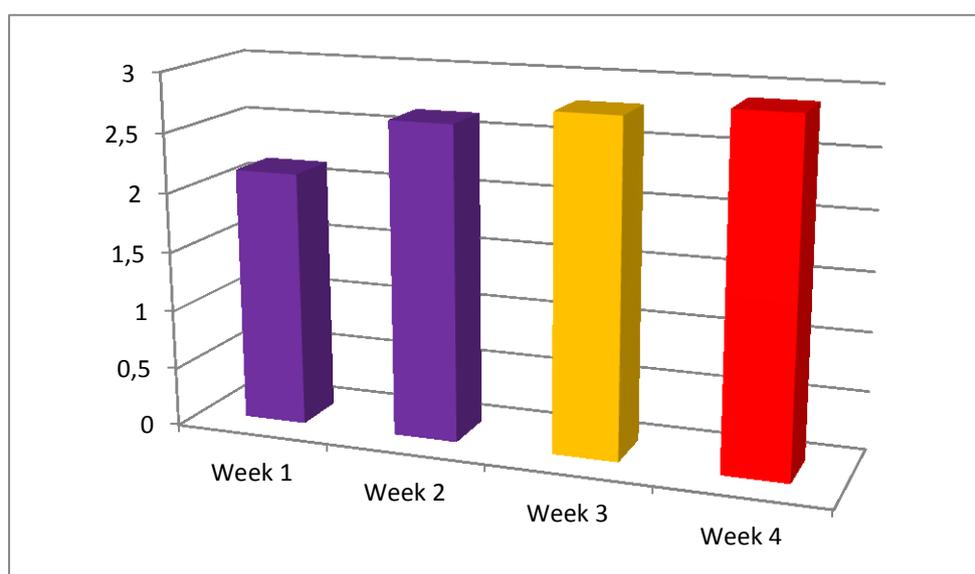


Figure (3) **Mean of the Post-test**

Months	First Month	Second Month
Mean	4.55	10.5

Table (3) **Comparison of the mean between two months of performance**

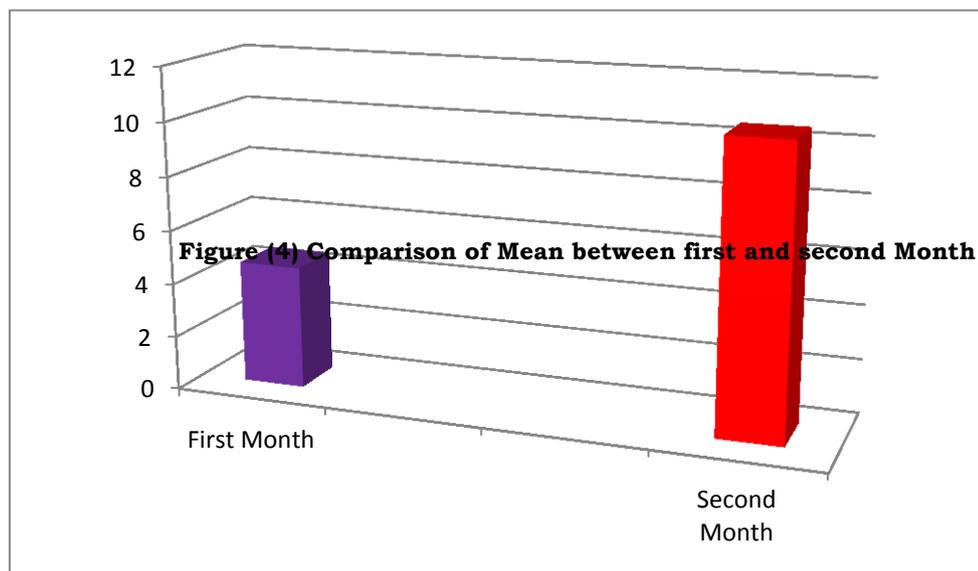


Figure (3) **Comparison of the mean between two months of the students' performance**

Conclusion:

The current paper attempt to test the applicability of Haddad's Model (2008) on a corpus of data. On the light of the preceding results, the following points are worthy to note:

- 1-Self-confidence:** The nature of interpreting is a stressful one and students find it a very difficult type of translation. However; applying Haddad's model (2008) resulted in absorbing their tension and building high confidence for the students. They were highly motivated to practice this type of translation.
- 2-The note-taking:** Competence in note-taking is an essential element in the process of interpreting because it leads the interpreter to recall and retain the relevant information in the TL text. The results show a great progress in the students' performance at the post test.
- 3- Developing the long-term memory:** The consecutive interpreter tends to use long-term memory for the storage of information being captured from the texts. The students were asked to listen carefully to the SL text in order to recall the information and then retain them in the TL text. The post-test results well clarify this argument (see table No.3 and figure No.3). For pedagogical reasons then, memory-training exercises at the beginning of each course are inevitable to improve the translation skills for the students.
- 4- Lexical item selection:** A great divergence of the results is found in the pre & post -test. The students selection during the pre-test was in a mess while the case is not so in the post-test. The students show a high level of accuracy in selecting the appropriate lexical items in the TL text during the post-test as compared with the poor level in the pre-test.

5- The current study demonstrates the effectiveness of the instructor's role to develop the students' preparation when interpreting. In the pre-test analysis, students used to focus on translating words. During the four weeks training, the interpreting instructor highlights the importance of dealing with translating units of meanings rather than words.

6-The study emphasizes the need for specialists in CI to elevate the quality of their performance. Academic teaching programs are helpful to meet the challenges the students face in CI. There is an urgent need for directing teaching methodologies to meet the learners' need.

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Students' Scores in Pre-test and Post-test

Post-test						Pre-test						Samples
Percentage	Total Points	Week 4	Week 3	Week 2	Week 1	Percentage	Total points	Week 4	Week 3	Week 2	Week 1	
3	12	4	3	3	2	1.75	7	2	2	1	2	Sample1
3.25	13	3	4	3	3	1.5	6	2	1	2	1	Sample2
4	16	5	3	4	4	1.75	7	3	2	1	1	Sample3
2	8	3	3	1	1	1	4	1	1	2	0	Sample4
2.25	9	2	3	2	2	1	4	1	2	0	1	Sample5
2.5	10	3	3	3	1	0.5	2	1	0	1	0	Sample6
2.25	9	3	2	2	2	0.5	2	1	1	0	0	Sample7
3.5	14	3	4	4	3	1.5	6	2	1	1	2	Sample8
3	12	4	3	3	2	1.75	7	2	2	2	1	Sample9
1.75	7	2	2	1	2	1	4	1	0	2	1	Sample10
1.5	6	1	2	2	1	0.75	3	1	0	1	1	Sample11
2.75	11	3	2	3	3	1.25	5	2	2	0	1	Sample12
1.5	6	1	2	2	1	0.75	3	0	1	2	0	Sample13
3	12	3	2	4	3	1	4	1	2	1	0	Sample14
1.5	6	1	2	2	1	0.75	3	1	0	0	2	Sample15
4	16	5	4	4	3	1.75	7	2	2	1	2	Sample16
3	12	4	3	3	2	1.25	5	2	1	1	1	Sample17
2	8	2	2	3	1	0.75	3	1	0	0	2	Sample18
2	8	2	3	1	2	0.5	2	0	1	1	0	Sample19
3.75	15	4	4	3	4	1.75	7	2	2	1	2	Sample20