| RESEARCH ARTICLE

Consecutive Interpreting Competence: Theoretical Analysis

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| ABSTRACT

The concept of competence was known through the 1970s-1980s. Any interpreter should have training or some knowledge about it. However, the idea of consecutive interpreting competence is developed timidly in many areas around the world. Similarly, the research on the models of translation and interpreting necessitates further research. Translation models are compared to consecutive interpreting ones. This study tries to find out if the same competencies used in interpreting as well as in translation are identical or show similarities regarding the skills and knowledge. So, the present study is an attempt to participate in this field through an empirical theoretical method. Consecutive interpreting competence (CIC) is studied, and the same items are studied in translation. Findings showed that at the level of skills and knowledge there are similarities between the two domains. However, consecutive interpreting competence require more mental efforts and skills than translation.

1. Introduction

Interpretation has existed since ancient times due to human contact with each other, wars, trade, and diplomatic relations. Recently, in the twentieth century, studies were developed regarding interpreting competence. Such contacts yielded some conference interpretation. So, interpreting, translation, and linguist scholars searched for solutions. Since the 1970s, solutions were given with the emergence of what is called 'interpreting, or translations competences. These researches and the ongoing ones affirmed the role and task of the interpreter and the translator. In international or local conferences, the competencies of interpreters significantly contribute to the success of the conference and the satisfaction of the participants and the audience. This competence is at the center of the conference as the interpreter interprets and conveys the speeches and interventions of the participants, facilitating their exchange of views and communication. Here comes the importance of the interpreting competence.

1.1. The Importance of the Problem
Consecutive interpreting Competence and model are import. The transfer of a language into another underlines this importance.

Interpreting is a field that necessitates specific intellectual, linguistic, and extralinguistic competencies.
Consecutive interpreting is the bridge that links sight translation to simultaneous interpreting. Note-taking links it to translation and writing. As done orally, it has all the features of the oral process of interpretation. For all these factors, competence and the model of consecutive interpreting and translation underline this importance.
Many studies are conducted on competence in linguistics, translation, and interpreting. Hence, this study will be built on the two major topics of consecutive interpreting competence and translation.
This study will discuss the issue concerning the models of translation and consecutive interpreting.

The study will develop themes that will show the importance of these topics and how the lay translator and the professional one will profit when they focus on these competencies. The importance is enhanced in the fact that these competencies and models prevail since the 1930s of the 20th century.

2. Literature Review

The researcher shall develop themes of consecutive interpreting competence, translation competence, and the components and competencies discussed therein.

2.1. Consecutive Interpreting

Consecutive interpreting has been practiced since the beginning of human contact, wars, diplomatic missions, marriages between kingdoms, trade contacts, etc. These contacts necessitated the intervention of translators and consecutive interpreters.

"Why was consecutive interpreting the most present? To answer such a question, we imagine that, for instance, a foreign messenger was received in a king's court or by a certain responsibility. The messenger spoke for a short time, delivering some sentences. Then the interpreter translated the short speech or three to five sentences delivered by the messenger, for the King (...) (Author, IJALEL 2020)

In this important type of interpreting, the interpreter conveys a speech from language (A) source language into language (B), known as the target language. It is practiced like other modes in small meetings. The person on the stand or a specific speaker of the SL speaks for a while or delivers 3-5 sentences. Then, the interpreter converts these sentences using note-taking, memorizing, and a third technique: the mixture of these two methods. The interpreter uses other skills and techniques by identifying himself to the speaker of the SL, expressing emotions, and imitating the tone if necessary. The purpose is to convey the speech as closely and accurately as possible.

In the last century, Herbert J. (1952) wrote a book on note-taking. As well, Rozan J-F. published a book on consecutive interpreting (1956*).*

After that, machine translation works, Microsoft tools and apparatus, and recently the artificial intelligence (AI), tablet interpreting and cell phone usage in consecutive interpreting facilitated the works in this domain *(Goldsmith, J. 2018)*

With generalization and the spread of international conferences, local meetings, and the like, consecutive interpreting took an important place among the types and modes of interpreting, such as simultaneous, remote, sight, and whispered interpreting.

2.2. Consecutive Interpreting Competence Model:

Many approaches discussed the issue of interpreting and the efforts maintained by the interpreter to convey a specific speech in interpreting.

2.2.1. Gile's Model

Daniel Gile proposed a model for interpreting aiming at helping interpreters understand the "difficulties [that may occur during the process of interpreting] and select appropriate strategies and tactics" (Gile, 1992: 191)

For Gile, interpreting derives from some principles: (1) mental energy, (2) interpretation process exists and consumes all this energy. Daniel Gile's model for consecutive interpreting is built on two main ideas. According to Gile, there are four efforts that the interpreter confronts: listening and analysis efforts, memorizing efforts, producing effort, and coordination effort.

In the first phase, the interpreter listens and understands the speech, register, dialect, or utterance.

During the production, the interpreter takes notes and produces the speech. He/she may memorize what has been listened to. This process is known as interpretation.

These models are useful in Saudi Universities such as Qassim University (QU), where students are taught the steps to produce an accurate interpretation. However, in practice, the phase of note taking students are given the choice to take notes in English, or Arabic or both languages, or to memorize only or combine memorizing with note taking (See Author IJALEL (2020).

2.3. Consecutive Interpreting Competence:

It is the linguistic, professional interpretation and the cultural decisions that the interpreter takes to fulfill the work of an interpreting conference or meeting. This said competence necessitates cognitive processing, cultural background, language proficiency, deep knowledge, high training, and interpreting strategies.

2.4. What is Translation?

The concept and notion of 'translation' are known since early times. J-C Catford in defines it as follows: *"Translation [is] the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)"*

Some scholars such as Nida E. A. and P. Newman developed theories on it. IN his works, Nida derived some concepts from N. Chomsky. Nevertheless, he wrote about the equivalences and competences in translation. The author of this study, in one of his books entitled [1] Adam Hamid, *A. (*2004, Oct.). Arabic, English & French Lexicography. Khartoum: Afro-Tayeb, *P. 09*, defines translation as follows:

"Translation is a divine gift. It is like other sciences: converting a text from one language into another by mastering two specific languages (or more than two). The translator has to know the source language (SL) and the target language (TL). He/she has also to know the cultures of the two concerned languages, to have a deep experience, even short, and to convert the text looking for the best and closest corresponding terms and equivalencies in the TL in honesty, accuracy, and sincerity." I say translation is an "art" because it is a divine gift that needs intuition and strength in memory, and this is like any other gift that God Almighty gives. I say the process should be done in a "technical" way, because the translation has to be handled in a professional method, because it is a technical process in some of its branches, such as the scientific and technical translation. It should be conducted "*in honesty and sincerity,*" contrary to the saying, "A translator or a convertor of disbelief is not a disbeliever." *'Trust' is obligatory in translation and interpreting accordingly, I do not support free translation, except in conveying themes of science fiction and rhetorical images of literary works composed by human beings."* *(Author, 2004)*

2.4.1. Translation Competence Model:

Since 2004, in this definition, the author suggests the competencies needed in translation. The first important is linguistic competence: fluency in the SL and the TL. Some other competencies are culture and other skills related to the field and type of translation of the concerned meeting or conference. This competence shall be discussed in the point on the assumptions.

Researchers such as Neubert discuss translation as a concept. For them, it is not limited to the linguistic field. It is an approximate concept. These discussions of the beginning of the millennium were preceded by concepts forwarded and maintained by Gile at the end of the 20th Century, who describes translation as an activity about the working languages. Translation turns around the subject of the concerned speeches or texts to translate.

Since the 1990s, some scholars have developed tables illustrating the competencies necessary for translation and interpreting. (See A Beeby and others, Building a Translation Competence Model. 2003, in Alves, F. (ed.) Triangulating Translators in prospectives in Process Oriented Research, Amsterdam, John Benjamin). All these tables comprise the said competencies.
Scholars and researchers since the 1930s have tackled models of translation with the works of Sanz. Some other works forwarded by Gile and Lambert in the 1990s. On the same level, Keiser presented a model in 2008 that dealt with language knowledge and its mastering.
However, one of the most important works on the subject is the discussion by PACT. The group talks about the need to redefine the 1998 Translation Competence Model. These researchers speak about linguistic sub-competence. The expert translator as bilingual translator can change from one language to another. He/she as a translator can separate the two languages are in contact. They discuss the sub-competence of translation (PACT 2000).

2.4.2.   The PACT efforts
Some models designed in the KSA or Western Europe cover four components: (1) Competency, (2) Knowledge, (3) Skills, and (4) Attributes. The American Translators Association (ATA) developed a competence model like the others. All the models share components such as knowledge which involves items such as vocabulary, grammar rules, idioms, or skills like those of language such as terminology, writing, analysis of contents and text or discourse analysis as well as fields dealing personal competencies such as thinking analytically, comprehending dialects, register reading and writing skills in the two concerned languages.
A. Beeby and others, in their analysis of the redefined model, speak about many aspects of competence: (a) the bilingual sub-competence and (b) the extra-linguistic sub-competence. Furthermore, they forward a point on (c) knowledge about translation sub-competence, (d) Predominantly declarative, (e) Instrumental sub-competence, (f) Procedural knowledge related to the use of documentation sources and information and communication, (g) strategic sub-competence which aims to solve translation problems, and finally, (h) Psycho-physiological components that deal with different types of cognitive and attitudinal components and psycho-motor mechanisms. They include: (1) cognitive components such as memory, perception, attention and emotion; (2) attitudinal aspects such as intellectual inquisitiveness, determination, accuracy, perilous; spirit, knowledge of and confidence in one's abilities, the ability to measure one's abilities, inspiration or motivation, etc.; (3) abilities such as creativity, logical reasoning, analysis and synthesis, etc. (See PACTE. 2000)

3. Methodology
The methodology used in this study is empirical. Its objective is to draw out a discussion aiming at knowing consecutive interpreting competence on the one hand and instantaneous interpreting competence on the other. The methodology also looks forward to developing a that will show the influence of the mother tongue or the language on the process of interpreting. A third purpose of the present methodology is to analyze the two interpreting types discussed in the present study: consecutive interpreting competence and instantaneous interpreting competence.

4.   Assumption and Analysis
In this section, the author tackles consecutive interpreting competence (CIC) and translation competence (TC) in light of the interpreting methods and techniques.

4.1. E. A. Nida and the Concept of Competence

The notion or concept of 'competence' was introduced into linguistic studies by N. Chomsky. He discussed generative grammar. Some other scholars borrowed this concept from him. The first one to use it was E. A. Nida. His systemic approaches are tacked in his books: *Towards a Science of Translation* (1964) and the co-authored book written with Taber, the Theory and Practice of Translation (1969). The irony is that Nida did not develop the theme or the concept. Nida did not propose a model for translation. But focused on other languages and cultures, aiming at translating the Bible into languages.

Later, other scholars such as Wilss (1974) borrowed the concept of translation competence from Chomsky. Before that, scholars such as Toury (1974) used the model. The main features of the translation and interpreting competencies are the main components of a language: pragmatics, culture, and linguistic competence. The most attractive model is the new one drawn by PACT, presented above.

4.2. Consecutive Interpreting Competence Model: Gile's Model as an example

In D. Gile's Model, $I = L + M + P + C$.

The letter (I) represents 'interpreting', the (L) means listening and analysis, (M) for memory effort, (P) for Production effort, and (C) for coordination.

4.3. Translation Competence Model (TCM)

The example given by the author of this article in the Literature Review shows similarity with the Consecutive Interpreting Model. The interpreter's work depends on his/her memory, culture, pragmatics, and stylistic efforts digging into literary terminologies and scientific terms, making interpretation skills such as note-taking, anticipation, etc. He/she also uses intellectual, strategic, and professional competencies.

The translator may use dictionaries. He/she has time to consult linguistic items.

4.4.   Empirical Stage

The models are designed and then applied to the participants or students in the case of University or College training programs. The trainer focuses on the linguistic components at the base of the linguistic competence. Moreover, there will be an emphasis on the cultural competencies generally applied to the program. The trainer may observe some discrepancies and shortcomings regarding the models or the competencies. Yet, teamwork and repetition during the note-taking phase will help solve such problems.

5.   Conclusion

Course programs in translation and interpreting are designed for Qassim University (QU) to fulfill certain academic purposes. The utility of the objectives of these courses is shown in the course specifications, which are set out to meet the market needs of the graduate students. However, some students are brilliant and show a high level of bilingualism and a promising future. Others need deep training by applying the KSA model of translation competence or that of the PACT discussed above. The author, as a professor of translation and interpreting and a former conference interpreter, formulates some remarks: It is necessary to focus on the cultural aspects of the competencies and the phonological or linguistic ones. Emphasis on the semantic field and communicative and semantic translation of P. Newman will help to improve their specializations. The training should focus on the cognitive skills of the interpreter, such as consecutive principles of interpreting by training students on note-taking techniques, memorization, attitudes of the interpreter, shared attention during simultaneous interpretation, emotions, etc. Translation competence training vis-à-vis des programs should elevate the status if it includes writing competencies regarding the SL and the TL. Other modes and types of interpreting such as chuchotage, sight interpreting, site interpreting, cell-phone interpreting, and public service interpreting (PSI) should be made available so students may work in groups of three or four playing the role of, for instance, a businessperson, an English-speaking alien, who is a future employee, and an interpreter. In the case of four students, the fourth one plays the role of a journalist or assistant to the businessperson. These findings may help ameliorate the competencies of translation and interpreting. In the future, programs for postgraduate students, the levels and curriculum, and training done at the undergraduate level should be considered.

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