
Applying both Retrospection and Introspection in Interpreting Training: A Blend Pedagogical Model (Experience of A BS Interpreting Training L2 Class)

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Abstract

The study aims at applying a Blended Model of Retrospection, Introspection and Efforts for teaching interpretation on a beginner level of interpreting class. to know its validity, outcomes and feasibility in the teaching of interpretation. The experience of applying this blended model on multilingual and multicultural students is unique in the sense that the trainees belong to multiple nationalities i.e. Pakistan, China, Arab world, Africa, and Thailand. For the majority both the language pair Arabic <> English are 2nd languages whereas interpreting a 2nd language or B language into another 3rd language or C language is a real challenge. To cope with this challenge this blended model of teaching has been designed. This modified model supported and assisted the education and training of interpretation in such a multilingual class. The trainees were directed to apply the proposed efforts in pre-interpreting phase as retrospective application to prepare for introspective applications inside the real time interpreting class. This blended methods enhanced the potential of both the smart trainees and the low performer trainees. Surely, the study enriches the area of interpreting training with good insights and findings.

Keywords: Retrospective, Introspective, Interpreting, Training, Pedagogy, Efforts

1. Introduction

Interpreting is, currently, touching cognitive sciences due to its complex cognitive-linguistic nature. Mathematically, the psychomotor functions of the brain are difficult to be measured due to its innate cognitive ability. To use this ability for enhancing a new skill needs various types of methods, strategies, and techniques. The interpreting trainers and theorists applied various methods, strategies under the umbrella terms 'retrospective and introspective' for the enhancement of interpreting skills of consecutive and simultaneous interpreting. For memory enhancement still various mnemonics and TAPs are applied such as rendered by Marwa Shamy &

R.P. Ricoy (Retrospective Protocols: Tapping into the minds of interpreting Trainees:2017), and B.E. Dimitrova & E. Tiselius (Retrospection in Interpreting and Translation: Explaining the Process 2014).

But, due to the infinity of human thinking abilities, the area still needs more research and empirical studies specifically, when the learners and trainees belong to various nationalities with diverse competencies and more seriously, when both the SL and TL are the second languages.

The current study is an explorative one to apply both retrospective and introspective methods and their TAPs with blended modified efforts on an interpreting training class of beginner level from Arabic into English comprising multilingual nationalities to enrich the area with new insights and findings. The sample of the study is the students of BS Translation & Interpretation of 7th semester and MS Translation Studies of 2nd semester provisional belonging to Pakistan, China, Thailand, Arab, Africa and Turkey. This unique experience carried out in an interpreting class of different language competencies and skills from Arabic into English. Another unique feature of the study is that both the SL and TL are the second languages of the majority of students. It becomes, sometimes, challengeable to apply an interpreting training method on such multilingual trainees having diverse linguistic competencies. The trainees were directed to use urgent tactics in terms of coping strategies with unexpected situations according to Giles Effort Model of interpreting (D. Gile 2018).

2. Objectives

The study aims at finding out the role of retrospection and introspection with Gile modified efforts as a blend interpreting method in the following points:

- To find out the role of retrospection method in increasing the extent of memorization of STM and LTM, interpretational fluency, text comprehension, translation skills and summarizing skills retrospectively, creation of notetaking abbreviation and symbols.
- To find out the role of introspection method in enhancing interpreting skills, memory enhancement and Note taking speed.

3. Research Questions:

The research questions or the hypothesis which the study tries to find out the answers for are the following:

- To what extent this Modified Blend Method/Model applying both retrospection and introspection along with Modified Efforts enhances the interpreting skills?

- How it enhances the preserving capacity of STM and LTM in terms of interpreting process?
- To what extent this blended method/model is workable in the interpreting training?

4. Methodology:

The study is basically an experiencing and empirical in nature applying a set of rules both inside the interpreting training class and prior to this a set of activities outclass on the same text applying the effort model of Danial Gile. (1999, 2011) The Efforts have been divided into two parts;

1. Efforts for Retrospection: I have modified a set of ‘efforts’ or ‘functions’ such as listening and analysis, STM, and Production utilizing the Gile model of Effort. I have added some more efforts to them i.e. “Reading Effort, translating effort, Memorization of key terms/words effort, Effort of creating abbreviations or symbols for Note Taking,” Reading Effort or in other words Sight Translation, comprehension effort.

At this stage an indirect observation (based on recorded audios and their texts reading) (Franz Pochhacker 2015: 57) has been applied practicing the technique of summarizing the listened audios, or the text of the same audio, then translating into target language and memorizing the terms and words.

2. Efforts for Introspection: Listening the source text; Repeating the ST, Translating the difficult words, Note Taking, Note producing, and Interpreting consecutively first than simultaneously. At this stage a direct observation has been applied to observe the cognitive level and interpreting enhancement of the trainees.

5. Theoretical Framework

The theoretical framework of Retrospection applications and Introspection Applications and Denial Gile Model of Efforts have been adopted for the research study. Ulric Neisser (1967, quoted in Franz 2015:56) introduced the concept of ‘cognitive psychology’ explaining the process of information storage by human brain although cognitive approaches vary to some extent from biological and other sociocultural approaches (ibid). In interpreting studies the scholars defined many theories and models for the mental activities during interpreting task (ibid). According to Neisser (quoted in Franc 2015: 56) under the paradigm of information-processing, the human brain has the ability of interpreting distinct symbol systems, having the capability of inputting, storing , retrieving, combining and outputting the data, being consisting of several billion of neurons, every neuron plays the role of a processor and all the processing functions (Franz 2015:56). Whereas according to the

‘connectionist paradigm’ the brain uses the network of neurons for task processing (Bechtel & Abrahamsen 2002, quoted in Franz 2015: 56). A recent invention is the ‘situated cognition or embodied cognition’ in which the physical experience embedding cognitive task including translation. (Risku 2013. Quoted in Franz 2105:56)

5.1. Introspection:

Introspection, in psychology, is the oldest method for subjective observation of the various stages of brain process directly (Franz 2015:57), showing the behavior (Nunan 1992:115), feelings, learning, conscious thoughts, mental states, and reasoning (Schultz 2012) . The scholars of Interpreting studies explored interpreting by backward introspection or in other words, delayed introspection which further has given birth to ‘retrospection’ or ‘retrospective observation’ (Franz 2015: 57), because concurrent auditory inputs and outputs seem impossible. In psychology, scholars (Pochhacker 1904a, 1995c; Monacelli 2009), use ‘observation methods’ for measuring human brains, behavioral method, and psychophysiological methods. (Franz 2015: 57). Therefore, introspection method has divided into two parts; Verbal Reports and Diary Studies. Hence, Verbal Reports have further been divided into two parts; one is ‘Think Aloud’ protocol and the second is ‘Retrospection’.

5.2. Retrospection:

Ericsson& Simon (1993) explained retrospection as a sequential layer of thoughts which are stored in the long term memory during performing an activity. Then these thoughts are regenerated and retrieved retrospectively through cueing stimuli (Ericsson& Simon 1993;119). Therefore, after doing any cognitive activity, advising a group of students to produce the thoughts in verbal report form.

5.3. Gile Model:

D. Gile Effort model is one of the four ‘Cognitive Processing Models’ applied in interpreting studies. The model suggested a range of efforts during the process of interpreting both simultaneous and consecutive. In simultaneous the efforts consist of ‘LA (Listening and Analysis of source voices renamed as ‘Reception), M (Short Term Memory), and P (Production in target language). Equation Sim: $LA+M+P \leq A$ (Available Processing Capacity) (Gile 2018: 4). Then Gile added another effort called ‘Coordination effort’ (Gile 2018: 5). The model suggests that (EOIs) errors, omissions and infelicities often occur due to incorrect comprehension of source speech, incorrect or clumsy target speech, incorrect storage and retrieval of data from STM, and due to Slowing Down any one effort (Giel 2018: 8). He presented the ‘Tightrope Hypothesis’

which means that even the skilled interpreters rather having full knowledge of the working language and topics, commit EOIs due to the lack of 'Attentional Resources' which are necessary for comprehension, memory storage, retrieval and production (Gile 2018: 9). Gile effort model for long consecutive interpreting consists of two phases: a) Comprehension Phase: L (listening)+ M (STM) +NP (Note Production)+C (Comprehension), and b) Reformulation Phase: NR (Note Production)+SR (Speech Reconstruction from memory)+P+C

6. Specification and Limitation of the Study:

The study has carried out on a training class of BS Translation & Interpretation in which the source text was Arabic, taken from an online Arabic Language Book 'Modern Standard Arabic': (<https://modern-standard-arabic.net/>). The Audio lessons were collected from Lesson No. 13 to 16 which were interpreted into English. Every lesson contains two Arabic lessons; one plain text and the other a dialogue along with bilingual vocabulary and their audios. The study conducted in a multilingual interpreting training class comprising of Chinese, Thais, Pakistanis and Arab students. The total population was 23 students including 7 male students (3 Pakistani and 4 Chinese), 16 female students (8 Pakistanis, 3 Chinese, 3 Thais, 2 Arabs)

The unique feature of the study is that for the majority of students both Arabic (SL) and English (TL) were 2nd languages which, in fact, a challenge to interpret correctly. It can be counted that it falls under the "elective bilingualism/multilingualism" (Valdes & Figueroa 1994 quoted in Franz Pochhacker 2015:36).

7. Retrospection Applications

I have blended the various Efforts of Gile's Model and divided into two phases;

- a) Prior Interpreting Phase
- b) Interpreting Phase

a) Pre- Interpreting Phase:

Pre- interpreting phase contains 8 types of efforts which the trainees have to do in a course of one week for preparing one recorded audio. The trainees were directed to accomplish these efforts through a recorded audio lesson at home prior to interpreting phase. The trainees are neither bound with time limits; fixation of time period for the suggested efforts, nor bound with place of the activity. The trainees were directed to prepare one audio recorded lesson applying the various types of efforts in the proposed period of time. The suggested and blended efforts are as under:

EF1: L (listening the audio recorded lesson at least three times),

EF2: R (reading the written text of the audio recorded lesson at least one time),

EF3: W (writing the S/ audio/text on the prescribed audio preparation note book)

EF4: M (Memorization consists of two activities, a) writing difficult bilingual words/terms on the prescribed form and, b) memorizing them)

EF5: C (creating symbols and Note Taking Abbreviations for the terms and words memorized)

EF6: T (Translating the ST (Arabic) into TT (English),

EF7: SST (Summarizing the ST Retrospectively (conceptualizing as a result of the efforts done)

EF8: STT (Summarizing the TT Retrospectively (verbalizing the efforts done).

b) Interpreting Phase:

In this phase the trainees were directed to apply the introspective applications.

8. Introspection Application

At this stage the trainees were involved in various efforts to apply the introspective applications. But at this stage the trainees were time bound and inside the training class room. The efforts are as under:

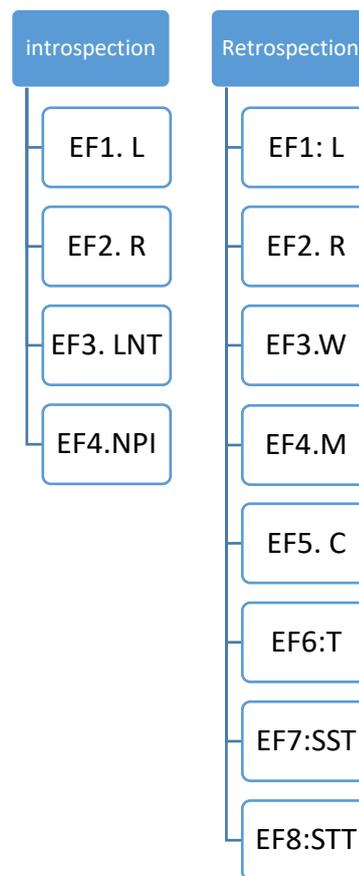
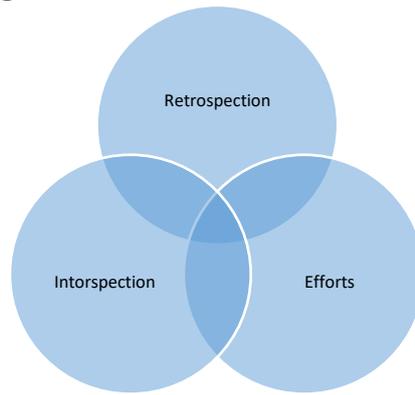
EF1. L (listening the recorded audio with pause starting from 30 second, adding 30 second after every pause)

EF2. R (Repeating the source word and sentences)

EF3. LNT (Listening+ Note Taking: after doing the first two Efforts, the trainees were directed to listen and take notes for consecutive interpreting. The trainees were then directed to use the previously self-created/invented symbols and abbreviations during taking notes. Whereas, the starting listening limit was 30 second and adding 30 seconds after every listening effort)

EF4.NPI (Note + Production+ Interpretation: the trainees were directed to reproduce the Notes using linking techniques)

The Blend Pedagogical Model



9. Data Analysis

The data used for practice was collected from the Modern Standard Arabic (online book) lesson 13 to 16, eight audios (four texts and four dialogues). The data comprises various modern topics, new words and terminologies. The words of the source data and the data produced by the trainees during application of various efforts, has been counted manually. During counting the Arabic data of the Source Audio (written texts of the same audios which were provided in a print shape), all the Arabic attached objective and possessive, prepositional pronouns, and the prefixal attached definite article are counted as separate word whereas in the retrospective summary of the Arabic data all the definite articles are not counted as separate.

9.1. Specification of the Used Data:

The following data was utilized for the practice of the study

Lesson Audio/Text	English Translation	Types of text	Total words	Page No
الرياضة	Sports	Prose	276	340-341
عند شركة الهاتف المحمول	With the Cell Phone Company	Dialogue	313	348-349
الفن المعماري الإسلامي	Islamic Architecture	Prose	209	370-371
عند الخبيرة الاقتصادية	With the Economic Expert	Dialogue	313	379-380
عالم الانترنت	Global Internet	Prose	324	395-396
حوار إذاعي	Media Talk Show	Dialogue	370	401-402
الشريعة والحياة	Islamic Law and Life	Prose	240	421
عن البنك الإسلامي	About Islamic Bank	Dialogue	268	427-428
Total source words			2293	

9.2. Single Trainee Progress of Pre-Interpreting Efforts:

The efforts done by one trainee which is a female Thai trainee, is entered here.

F-Student- (T)

Lessons	Less on/ words	Transl ated words	Terms/ words memori zed	Sym bols	Abbrev iation	Ret ro- TT	Retro -TT
الرياضة	220	239	46	-	-	100	93
عند شركة الهاتف المحمول	183	202	62	-		130	135
الفن المعماري الإسلامي	268	311	54	24		134	83
عند الخبيرة الاقتصادية	313	343	54	-		18	79
عالم الانترنت	315	300	85	18	33	86	78
حوار إذاعي	370	315	48	-	-	-	-
الشرعية والحياة	240	236	53	12	36	81	49
عن البنك الإسلامي	268	265	52	12	35	86	69
Total	2277	2211	454	66	114	335	504

Data Analysis:

This is the data of one trainee who listened 8 recorded audios containing data of 2277 token words. The trainee again applied the Reading Efforts and then, translated the multi-topic data into 2211 token words. The trainee, applying Memorizing effort, scored 454 terms and difficult words. Applying the Creation Effort, using the space of time and opportunity of thinking, created a total number of 66 symbols, and 114 abbreviations that will help the trainees in the interpreting phase and surely will release the tension of STM memory and reduce the its burdon of thinking in real time for the creation of symbol or coining abbreviation. Then for the retrospective purpose the trainee first summarized the ST and then the TT and verbalized the actual gaining of the Efforts done before. Here, the retrospective score gained by specifically this trainee is 335 words for ST and 504 words for TT which fluctuate and vary from trainee to trainee due to the application of the Efforts effectively and seriously with responsibility.

9.3. Cumulative Progress Data of Pre-Interpreting Efforts:

The study was carried out on a total number of 23 male and female multilingual training students of interpreting class. Here the data of just 10 trainees is entered for the analysis of the learning outcomes of the study.

Trainee/ Country	Lesson/ words 2293	Translated total words	Terms/ words memorized	Symbols	Abbreviation	Retro-ST	Retro -TT
T-1 (F T)	2277	2211	454	66	114	335	504
T-2 (F T)	-	2312	505	65	39	720	829
T-3 (F T)	-	1838	481	31	35	578	618
T-4 (F C)	-	2275	507	95	95	454	509
T-5 (F C)	-	2240	695	79	45	602	591
T-6 (M P)	-	1235	260	-	-	397	405
T-7 (M P)	-	2021	404	-	253	533	603
T-8 (MC)	-	955	368	-	254	472	448
T-9 (MC)	-	1717	373	-	319	510	619
T-10(MC)	-	1601	480	-	-	254	332

Note: T=Trainees, FT =Female Thai, FC=Female Chinese, MP=Male Pakistani, MC=Male Chinese

9.4. Discussion and Data Analysis:

The above data has been taken from an E-Book named Modern Standard Arabic which is taught our primary classes for Arabic Language teaching. Total lessons are eight comprising on dialogues and general texts relating to various topics. The students pre-phase interpreting level has been examined whether they have fulfilled the Efforts devised in this model or not. To judge the accuracy and validity of translation should be fresh. The population is the total number of male and female students who are getting familiar of Pakistan.

10. Conclusion:

The outcomes of this blended method of Retrospection and Introspection along with the application of various types of Efforts modifying Gile's Model of Efforts can be concluded in the following points:

1. The blend method of retrospection and introspection along with modified efforts applied on a multilingual L2 Interpreting training class has been applied as a pilot project to test the validity of the method and feasibility of the prescribed models in actual interpreting training and academic classes.
2. The idea of this blending the two psychological memory testing models with Giles model of effort was the result of a series of training practices

of more than three years (six training semesters of Interpreting from Arabic to English and vice versa) at BS Translation & Interpretation level in the Department of Translation and Interpretation, International Islamic University Islamabad Pakistan.

3. According to the results of this blended method, the Retrospection phase and the 8 efforts contribute in the successful application of introspection in both simultaneous and consecutive interpretation. This effort put great influence over the processes of introspection by prior subject matter knowledge, memorization, and creation of note-taking symbols and abbreviation.
4. The method facilitates the direct functions of the memory, enhances its productivity by prior memorization effort, Creation efforts of symbols creation and coining abbreviations for Note-Taking activity. This is something unique to enrich the memory with pre-coined words, symbols and acronyms which surely helps the interpreter to pace with the voice speed of the speaker, take a quick note which is already understood, so, it makes easy by quick comprehension of the Note-Reading and Reproduction process.
5. The Efforts enhanced the listening comprehension skill, reading comprehension skill, writing skill, translating skill, memorization capacity, and improving the capability of creating new symbols and abbreviations.
6. The variations in the figures show the lack of attention in the application of the retrospective efforts in the pre-interpreting phase.
7. On the basis of variation in gained figures, it is suggested that a careful observation must be taken to implement the application of Efforts effectively. The strategies of intrinsic and extrinsic motivation can be utilized for the better results of the proposed and modified model.
8. In the 'Interpreting Phase' fewer efforts were applied by the trainees. Listening the ST, Repeating it, and then taking –Notes using the pre—self-coined symbols and abbreviation to know the introspective outcomes.
9. At this stage sufficient time is required for better implementation of the efforts and model.

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