ACTIVITIES IN CONSECUTIVE INTERPRETING TRAINING ONLINE AND OFFLINE

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The article is devoted to the study of peculiarities of basic practice activities in Consecutive Interpreting training online and offline. Consecutive Interpreting is defined as a practical discipline with pre-interpreting exercises that are implemented to train key elements of Consecutive Interpreting technique. Examination of different approaches to Consecutive Interpreting training and at the same time, combining interactive and individual exercises in the models of training online and offline, combination of both models in future practices allow transforming Consecutive Interpreting training to dynamic and busy process mastering professional interpreting competences to achieve goals in training market-driven interpreters. Studying current practices in training Consecutive Interpreting with pre-interpreting exercises that provide voice practices, training fluency, improving listening practices as well as achieve goals training glossary implementation in practice and create powerful fundamental experience in basic practice activities to achieve goals in professional training.
Keywords: *consecutive interpreting training, basic practice activities, online and offline interpreting training.*

INTRODUCTION

Being a practical discipline for undergraduate students of AEP "Translation", Consecutive Interpreting is always challenging training with multitasking, including basic practice activities that are implemented to train key elements of this interpreting technique.

Consecutive Interpreting focuses on mastering professional interpreting competences, in fact, it provides a complex of practices and work-outs to achieve goals in training market-driven interpreters.

In spite of basic practice activities sometimes are underestimated, they are very important elements in interpreting training that provide students with voice coaching, memory training, speech delivery, active listening, shadowing, sight translation and other activities to create a solid base for further training (Gillies, 2024). All these activities, connected with interpreting practices, were usually performed offline in the classroom. Lately, COVID-19 pandemic and whole scale invasion changed traditional approaches to higher education (Mospan, 2023a; Mospan, 2023b) and training Interpreting, shifting the focus to online learning, in particularly. And, with dynamic increase of digital platforms, software and interactive apps interpreting training acquired a diversity of offline, online models and new blending model combining online and offline learning (Turchyn, 2023).

Taking into account current offline and online environment for Consecutive Interpreting training it is possible to overcome challenges through planning suitable basic practice activities and combining them with focusing on professional interpreting practising skills as in any other practice through practice (Gillies, 2024).

Providing basic training for Consecutive Interpreting definitely comes with some challenges online. To minimize issues in basic practice activities is to combine interactive and individual exercises online and offline, to provide voice coaching offline, meanwhile, create memory training exercises available in both models and within their combination. Consecutive training is a very dynamic process involving time management, which can be easily combined with speech delivery. Moreover, exercises should be submitted to the main practice topics to be relevant not only in special key elements training but glossary training as well. Proper planning of basic practice activities with their correspondence to online or offline training models, creative approach to task generation, clear guidance and combining online and offline models of training make it possible to minimize challenges in Consecutive Interpreting training.

BACKGROUND

What are basic practice activities in Consecutive Interpreting training? There were not many studies connected with this notion.

Several researches on Conference Interpreting, including practices both in Consecutive and Simultaneous Interpreting were carried out by Dawrant & Setton (2016) with their key visions on pedagogical principles in organisation of Conference Interpreting training, proving training all techniques, including Sight translation, Consecutive and Simultaneous interpreting with authentic speeches for core interpreting training. Additionally, the scientists provided deep study of Interpreting training process and created a detailed Conference Interpreting Trainer's Guide combining theory and practice of Conference Interpreting.

Stachowiak-Szymczak (2019) studied the process of Conference Interpreting as complicated communication process with the aim to unveil and understand the cognitive actions behind interpreting. Gile (2009) worked on basic concepts and models for interpreter and translator training. He proposed theoretical components in interpreter and translator training and included analytical part in the process of translation. The most significant contribution in study of Conference and Consecutive interpreting training was made by Gillies (2013; 2019; 2024), interpreter-trainer working for EU and European institutions in Brussels, Paris and Munich. His two editions of Conference Interpreting practice books involve theoretical possessions and valuable practical recommendations on Interpreting learning, with detailed instructions to basic practice activities. His practical approach to Conference Interpreting training is gained by his personal experience in Interpreting. Additionally, his studies of Consecutive Interpreting are based on theoretical and practical views and comprehensive approach to the process of interpreting (Gillies, 2017; 2019). While there are several basic studies with comprehensive approaches to the process of Interpreting, Consecutive Interpreting is still underrated by scientists.

METHODOLOGY

Objectives of current study of peculiarities of basic practice activities in consecutive interpreting training online and offline are as follows: to clarify the notion of basic practice activities in consecutive interpreting training, to describe their possible challenges in online and offline practical training and outline the ways of their

implementation of consecutive training practice online, offline and blending practice to achieve the goals of this study.

RESEARCH RESULTS

Basic practice activities in Consecutive Interpreting training in Encyclopedia of Interpreting studies are identified as preliminary exercises that are practised before the trial of the extensive task, either as primary mode (at the beginning Consecutive training) or warming up exercises (Pöchhacker, 2015, 317). Gillies (2024) defines basic practice activities as practical exercises for training key elements or key skills of interpreters, including memory training, reproduction exercises or speaking with the same language as the source text for training. Active listening is among these exercises too.

The first group of exercises is considered as basic practice activities and is defined as exercises for analysis and comprehension. They are designed for listening practice and understanding information and messages (Pöchhacker, 2015, 317). To specify these exercises for interpreters, information should include some specific items: dates, numbers, names, etc. Moreover, we can arrange numerous variants of the tasks taking into account: to render specific items into Ukrainian, online or offline, either blending models of training.

To provide practice of listening, "*ABC news"* are the best to train numbers with their short videos "By the Numbers". The task is to watch video with making notes. After video ends, students should recollect all the numbers they have heard in the video story and observed their visual reflection on the screen. Average video with numbers lasts 1 minute and 20 seconds.

In the following transcript of the video, it is obvious that this text includes a big amount of numbers. Though, the task for students is to recollect all the numbers in the order they were revealed in the story, with information that supported them. All these videos are devoted to one special topic that may help in reproduction of the information.

Table 1

Script of ABC News: By the Numbers: Streaming wars (ABC News, 2022)

If you're streaming with us right now, you're well aware that a growing number of platforms are racing for subscribers and profits.
We're gonna have a look now at the streaming war by the numbers. 221 million subscribers for *Disney plus*, *Hulu* and *ESPN* put the company in the number one slot in the streaming wars.
The announcement yesterday bumped *Netflix* with 220.7 million subscribers to number two.
$1.1 bln, that's how much *Disney's* video streaming business lost in the   third quarter.
The segment has lost more than $7bln dollars since its 2019 entry into the streaming race.
A 37 % price hike is part of *Disney's* answer.
Ad free *Disney plus*   will cost 10.99 a month starting in December or for the current 7.99 rate you can watch with advertisements.
2023: that's when *Netflix* says it too will launch an ad supported subscription rate.
Nearly 30 % of *HBO Max* customers *OPT* for an ad supported service with lower monthly fees, and Paramount Plus is finding popularity as well with ads.
Meantime, *Amazon Prime's* growth has stalled at around 172 million subscribers after its $20 a year price hike earlier this year.
It's a shifting landscape as media companies race to figure out who you will choose to stream with.

Variants of these tasks can be connected with pure reproduction of the information with the same language, or it could be rendering into another language. As far as this information is presented in video, this exercise can be offered as basic practice activities online, offline and in blending models of training.

Voice quality and diction training is definitely that type of basic practice activity to obtain challenges both to students and to the trainer. This practice involves different voice training with changing registers and voice loudness, shadowing practices and sight translation with public speaking.

The first among this practice is connected with voice modulation or creating waves changing loudness of speaking from very loudly to whisper and vice versa. The materials for these types of pre-interpreting exercises are tongue twisters.

Peter Piper picked a peck of pickled peppers.

A peck of pickled peppers Peter Piper picked.

If Peter Piper picked a peck of pickled peppers,

Where's the peck of pickled peppers Peter Piper picked? (EngVid, 2024).

The first example of tongue twister is convenient to provide modulation of voice. How does it work? Student start reading this tongue twister loudly and from the middle of the first line he (she)turns slowly to whisper at the end of the line. Reading the second line, the student returns to speaking loudly. This modulation exercise ends with the end of tongue twister. This voice basic practice activity is available offline. With clear guidance, it is possible, reproducing modulation of voice person by person, without creating voice tension it is possible to train online.

Shadowing practice or, so called, broken message practice is for offline training as far as this team training, when the first member of a team receives a short message, news or quotation, printed on paper. Another printed message is given to the first member of the second team. They start in the same breath. The whole process of delivery a message to neighbouring member of the team, from one to another, reminds shadowing practice as every member of the team percepts the message in one language but transfers it to the next in another one. As a result, the message is announced loudly by the last member of the team. This practice is repeated several times with changing first person responsible for the launch of the message. Obviously, this practice is impossible to be trained online.

Public speaking is a universal basic practice that is more complicated to reproduce offline after a long time of online training. This is the case when technologies give us more comfortable mode of communication, reducing background noises and regulating our speaking with settings of microphone so this take us far from real communication, when we need to regulate the volume of our voice without technical help.

Thus, when we wish to achieve goals while training Consecutive Interpreting online, all technical issues should be examined and were settled before training.

CONCLUSIONS

The analysis of modern approaches to training Consecutive Interpreting showed the possibility of creating very dynamic and interesting practice online and offline. Blending different models of training, we uncover technical possibilities of training interpreting. Sometimes underestimated basic practices become powerful fundamentals for Consecutive training with their adaptation to the environment of the training process, necessary to achieve goals in training Consecutive interpreting. Understanding the importance of various basic practices in Consecutive interpreting training uncovers new opportunities to successful blending of different models of training allows reaching the news level of Consecutive Interpreting practices to train professional market-driven interpreters.

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ОСОБЛИВОСТІ БАЗОВОЇ ПРАКТИЧНОЇ ДІЯЛЬНОСТІ З НАВЧАННЯ ПОСЛІДОВНОГО УСНОГО ПЕРЕКЛАДУ ОНЛАЙН ТА ОФЛАЙН

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Стаття присвячена вивченню особливостей базової практичної діяльності під час навчання послідовного перекладу онлайн та офлайн. Послідовний усний переклад визначається як практична дисципліна з вправами на підготовку до перекладу, які застосовуються для тренування ключових елементів техніки послідовного перекладу. Вивчення різних підходів до навчання послідовного перекладу і водночас поєднання інтерактивних та індивідуальних вправ в моделях навчання онлайн і офлайн, поєднання обох моделей в майбутніх практиках дозволяють перетворити навчання послідовного перекладу в динамічний і насичений процес оволодіння професійними перекладацькими компетенціями для досягнення цілей у підготовці перекладачів, орієнтованих на ринок. Вивчення сучасних практик у навчанні Усний послідовний переклад за допомогою вправ з попереднього перекладу, які забезпечують голосові практики, тренування вільного володіння мовою, удосконалення практики аудіювання, а також досягнення цілей впровадження навчального глосарія на практиці та створюють потужний фундаментальний досвід базової практичної діяльності для досягнення цілей у професійній підготовці.

Ключові слова: *тренінг з послідовного перекладу, базова практична діяльність, навчання усному перекладу онлайн та офлайн.*