AL-FARABI KAZAKH NATIONAL UNIVERSITY

International Relations Department

Chair of Diplomatic Translation

**Translation business in the field of international and legal relations**

**“Practice of Simultaneous Interpreting ”**

2024-2025 academic year fall semester

**Lecture 12**

**Cognitive mechanisms in SI**

Language can influence cognition in a lot of different ways. Thelatter lies behind language, going far beyond it, and can be referred to ascognitive backstage (Eftekhari, 2019, p. 1) rather than a scientific notation.Cognitive problems arising in interpreting process are for the mostpart conditioned by certain socio-cultural and historical experience shared byrepresentatives of the target language culture. This wealth of experience ismanifested in various forms: mental and emotional images, socio-culturalstereotypes and norms, discursive communication strategies, etc. In thisrespect, translation and interpreting, in particular, appear to be the primaryaspects of cross-cultural communication.Cognitive abilities play a crucial role in these processes since humansare “cognitive niche builders, extending the mind into space to think moreefficiently” (Queiroz & Atã, 2019, p. 20). Furthermore, they can extendcognition through nonbiological devices, merging our cognitive activitieswith the operation of cognitive artifacts and creating an external anddistributed cognitive system (Queiroz & Atã, 2019, p. 19). In the individual'smind, social environment, everyday and spiritual life of community, and  
standards of human conduct are reflected in certain cognitive structures,realized in linguistic forms. El-Zawawy (2019, p. 50) holds the view that theintegration of the semantic, syntactic, and pragmatic (and cultural) aspectsdoes not operate in the void but is geared towards exploring the cognitivedemands and processes of interpreting.In 2016, Setton and Dawrant pointed to three basic steps of theinterpreting process: understanding, speaking, and mediating (p. 159). Whileacting as a mediator, an interpreter can face some barriers, which preventefficient communication and information transfer. The scholars claim thatlinguistic barriers occur while using the concepts of deverbalization andtranscoding and exploring the traps of language transfer, especiallyinterference. Cognitive barriers can be easily overcome if the interpreterprojects the cognitive environment of the parties to the exchange. Theinterpreter's role in the process is undeniably profound as he/she shouldinstill the ethos of impartiality and step into the speaker's shoes. Theevidence from the studies suggests that only by employing the linguisticanalysis and entailing extralingual factors in the message production can theinterpreter realize the potential communicative intent of the source languagespeaker in the target text.Recent developments in the field of cognitive sciences have paved“the way for a better understanding of critical and creative thinking, problemsolving, strategy developing, perceiving, learning and memory processing”(Erton, 2020, pp. 1912-1913) and led to a renewed interest in the issues ofthe interpreter’s role in the process of interpreting. One major theoreticalissue that has dominated the field for many years concerns how interpretersfunction in their role. Regarding both modes of interpreting, the interpreteris believed to be a bilingual communicator who facilitates the transmissionof the verbal message. Consistent with this view, throughout this paper, wesuggest that interpreting is not just a cognitive process requiring constructingoutput in the target language based on input provided by the source-language speaker but a communicative act mediated by an interpreter.It turns out that performance problems and communicative‘breakdowns’ may arise not only in simultaneous but in consecutive mode.The former is a “highly complex verbal task” (Lin et al., 2018, p. 1),requiring various actions to be completed simultaneously with definiteintellectual capacities. It presents a unique type of multitasking,encompassing speech comprehension and production, a switch of attention,self-correction, and many other concurrent activities. There is anunambiguous relationship between both modes of interpreting as theypresuppose multitasking.

**REFERENCES**

1. Arutyunova, N. D. «Diskurs [Discourse].» *Lingvisticheskiy entsiklopedicheskiy slovar’*, gl. red. V. N. Yartseva (1990): 136-137 (In Russ).
2. Deyk T. A. van. «Analiz novostey kak diskursa [Analysis of news as a discourse].» *Yazyk. Poznaniye. Kommunikatsiya* (2000): 111-160 (In Russ).
3. Vinogradov, V. V. «Itogi obsuzhdeniya voprosov stilistiki [Results of discussion of questions of stylistics].» *Voprosy yazykoznaniya* 1 (1955): 60-87 (In Russ).
4. Gayda, S. «Aktual’nyye zadachi stilistiki [Actual problems of stylistics].» *Aktual’nyye problemy stilistiki* 1 (2015): 11-21 (In Russ).