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INTERPRETER’S NOTE-TAKING AS A COGNITIVE SUPPORT SYSTEM IN CONSECUTIVE INTERPRETING

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Interpreter’s note-taking has traditionally been studied as a practical technique within consecutive interpreting, most notably in the works of Jean-François Rozan [5], who formulated a system of principles for efficient note-taking, and later in the cognitive framework of Daniel Gile, who analysed interpreting as a complex coordination of mental efforts [2]. Despite these contributions, note-taking is still often treated primarily as a technical skill rather than as a cognitive mechanism.

The aim of this paper is to examine interpreter’s note-taking as a cognitive support system that facilitates information processing, structuring, and retrieval in consecutive interpreting.

This perspective is grounded in the well-established assumption that human cognitive capacity is limited. As demonstrated by George A. Miller in his seminal study *The Magical Number Seven, Plus or Minus Two* (1956), short-term memory can only retain a restricted amount of information [4, p. 11]. This limitation was further elaborated in the model of working memory proposed by Alan Baddeley, which includes the central executive, the phonological loop, and the visuospatial sketchpad [2].

In the field of interpreting studies, these cognitive constraints were systematised by Daniel Gile, who introduced the concept of limited processing capacity within his *Effort Models* [1]. According to this approach, interpreting involves the simultaneous coordination of listening, memory, and production efforts, all of which compete for finite cognitive resources.

Contemporary research confirms that successful performance in both simultaneous and remote interpreting largely depends on the interpreter’s ability to manage limited cognitive resources, particularly working memory and cognitive load [6].

In this context, interpreter’s note-taking can be understood as an effective strategy of cognitive offloading, which allows part of the information to be externalised and thus reduces the burden on memory. Rather than attempting to retain the entire message internally, the interpreter selectively records key semantic elements, logical relations, and structural cues.

This process not only alleviates memory constraints but also enhances the organisation of information and facilitates its subsequent retrieval during speech production. Consequently, note-taking functions as a mechanism that supports

more efficient management of cognitive resources and contributes to the overall effectiveness of the interpreting process.

The paper also considers the pedagogical implications of this approach, particularly in the context of teaching interpreting. It is argued that effective note-taking should be taught not as a fixed system of symbols, but as an individualised strategy that develops in accordance with the interpreter's cognitive style and professional needs.

The study demonstrates that interpreter's note-taking functions as a dynamic cognitive tool that not only supports memory but also structures meaning and facilitates the reconstruction of discourse in the target language.

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