

# **The Importance of Teaching Techniques to Improve Cognitive Processes in Interpreting Courses**

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Oral translation or interpreting has always been understood as a task involved with high proficiency in two languages or a superior form of bilingualism practiced. This study aims at identifying the importance of studying human cognitive processes operational in language interpreting, especially in the process of training interpreters. During the study, it has been identified that many of the interpreting courses, their trainers and amateur interpreters have overlooked the role of cognitive processes namely, attention, memory, speech perception, comprehension and speech production during the course of interpreting. The main objective of the study is to challenge the current point of view of the interpreters and trainers that the language proficiency is the utmost need of a good interpreter. The study puts forward the question whether efficient bilinguals / translators can still go wrong in their interpretations and what are the underlying causes for the errors and omissions made by them. In carrying out this study, a sample of 15 undergraduates who had offered translation methods as a core subject for their B.A. degree at the University of Kelaniya were tested for the errors and omissions they made during interpreting tasks. By comparing the results of two interpreting attempts and a translation, the relationship between the cognitive factors and interpreting is emphasized given the fact that for most of the errors and omissions, the cognitive intrusions could have influenced. Several techniques are suggested to be used in future interpreting-training in order to enhance the quality of interpreting. The findings of this study aim at delivering ideas for future research in this line by applying these methods introduced.

***Key words:*** *Interpreting, Cognitive processes, Attention, Memory, Interpreters.*