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Enhancing strategic memorization: exploring the synergy of emotions and mnemonics in Translation Studies

Strateginio įsiminimo stiprinimas: emocijų ir mnemonikos sinergijos vertimo studijose tyrimas

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Abstract

This article explores strategic competence in interpreting, with a focus on mnemonic techniques. Following an overview of interpreting challenges based on Daniel Gile's Effort Models, it presents a pilot study investigating how mnemonic strategies can enhance memory and cognitive processes in Translation Studies. Previous research on translating medical abbreviations suggests that mnemonics – such as acronyms, expressions, models, rhymes, note organization, imagery, and associations – play a key role in supporting interpreters' cognitive abilities.

The study introduces an innovative algorithmic approach that highlights the crucial role of emotions in memory retention, offering a new perspective on how emotions and mnemonics synergize in interpretation. It underscores the interdisciplinary link between Translation Studies and psychology, especially in terms of memory, attention, perception, decision-making, and affective processes.

The article aims to examine how emotions and mnemonic techniques impact strategic memorization in interpreting, emphasizing their combined effects on memory retention and interpreting proficiency. Through the lens of Robert Plutchik's theory of basic emotions, the study classifies key mnemonic techniques as essential tools in addressing the cognitive challenges of interpretation.

KEYWORDS: translation studies, translation strategy, cognitive processes, mnemonics, emotions.

Introduction

Interpreting has long been a complex endeavor, requiring simultaneous engagement of various cognitive, psychomotor, and neural processes (Halverson & Marín García, 2022; Hervais-Adelman & Babcock, 2020), with interpreters facing unpredictable situations that push the limits of their cognitive capacity (Gile, 1995). Cognitive processes encompass a spectrum of mental functions, including memory, attention, perception, understanding, decision-making, and action. Conversely,

affective processes, such as emotions and sensory experiences, resist precise modeling. Nonetheless, the interplay between cognitive and affective dimensions is integral to interpreting.

This recent advancement in oral interpretation has catalysed a paradigm shift, moving from the perception of language as merely a collection of symbols to an understanding of it as a sophisticated cognitive and mental construct that serves to both ascribe meaning and organise experience (Muñoz, 2022, p. 14). This expands cognition to other areas like emotions and mnemonics in interpretation. Moreover, the identification by Daniel Gile (1995) of four key challenges in interpretation that are based on cognitive processes – listening and analysis effort, memory effort, production effort, and coordination effort (Gile, 1995) – form the basis for mnemonic principles, which aid interpreters in managing the complex task of interpretation. Here we are inclined to state that with the introduction of cognitive theory to linguistic studies, mnemonics and emotions are treated as a part of Cognitive Translation Studies.

In 2017, Anna Kukarina's dissertation, titled "Methods of Translating Abbreviations in English and Ukrainian Medical Discourse," catalyzed the adoption of an interdisciplinary approach to translation studies, integrating marketing strategies such as the PEA framework, SMART methodology, and SWOT analysis. This study provided a deep exploration into the intricate relationship between cognitive processes and mnemonic techniques in the context of translation (Kukarina, 2017). The research demonstrated that mnemonic techniques play a crucial role in translating various types of abbreviations, each undergoing a transformation akin to the metamorphosis of butterflies. Abbreviations evolve from simple diacritical signs to fully established forms, much like the developmental stages of butterflies from larvae to mature insects.

Translating abbreviations involves navigating their diverse classifications, from buzzwords to specialised jargon, each requiring a tailored approach. This analogy between the life cycle of abbreviations and butterflies sheds light on the structured application of mnemonic strategies in translation. Just as butterflies progress through distinct developmental stages, mnemonic schemes offer translators a systematic framework to tackle translation challenges. By associating each mnemonic strategy with a memorable image of a butterfly, interpreters can leverage the positive and vivid connotations of butterflies to enhance their mnemonic recall.

In the exploration, we examined how mnemonic techniques could be systematically applied to different types of abbreviations, facilitating more effective and accurate translations. By leveraging cognitive insights and the metaphor of butterflies, my research aimed to develop innovative strategies that improve the efficiency and reliability of translating abbreviations in multilingual medical contexts.

Delving deeper into the connection between cognitive processes and mnemonics, we turn to research on the translation of abbreviations. Mnemonic techniques play a crucial role in translating various types of abbreviations, each undergoing a metamorphosis akin to butterflies. From their inception as diacritical signs to their final form as fully established abbreviations, their journey resembles that of a butterfly's life cycle. Translating abbreviations involves navigating their diverse classifications, from buzzwords to jargon, each requiring a tailored approach.

Marginal translation methods of the units in our study depend on the life cycle of each individual abbreviation. As someone who sees symbolism in everything, we present the idea that the life cycle of abbreviations can be compared to lepidopterans (to maintain the intrigue, we use the scientific name).

Abbreviations undergo metamorphoses like butterflies. Born in the form of a diacritical sign, similar to an egg embryo, they then progress to the larval stage as ligatures or as yet unestablished abbreviations in speech, "feeding" on borrowed terms and undergoing the influence of external factors. They require a certain amount of time to transform into a pupa, with some abbreviations remaining in this state for most of their existence, until finally emerging as butterflies.

The methods of translating abbreviations depend on their types according to our classification. Bright butterflies, like buzzwords and neologisms, are one category. The *Lonomia*, a poisonous butterfly, represents the false friend of the translator. Next, we have polysemic and homonymic abbreviations that blend into their surrounding context. There are also night moths, abbreviation-butterflies used only as jargon. Transparent at first glance, butterflies like mnemonics and holophrases appear simple but are complex in nature. If an abbreviation becomes fixed in the language, it is akin to a pinned butterfly for a certain period. An abbreviation dies when it decomposes back into its individual components, which can then become compost for new neologisms.

Thus, consistent with our previous research (Holubenko & Demetska, 2020) on various theoretical frameworks, methodologies and different translation approaches, such as semantic, pragmatic, syntactic, and cognitive perspectives, we came to a conclusion that the analogy between the life cycle of abbreviations and butterflies sheds light on mnemonic strategies in a new cognitive turn in translation. Just as butterflies undergo distinct stages of development, mnemonic schemes offer interpreters a structured approach to tackle translation challenges. By associating each mnemonic strategy with a memorable image of a butterfly, interpreters can leverage the joyous connotations of butterflies to enhance their mnemonic recall.

The central focus of this paper is the synergy between translation studies, with its theoretical and methodological advancements on cognitive translology, and mnemonics infused with emotions. Through this interdisciplinary lens, we aim to elucidate effective memorization strategies for professional interpreters.

Theoretical Background

The nexus of Emotions, Mnemonics, and Translation Studies constitutes the focal point of scholarly investigation in this endeavor. Emotions are deeply rooted states within our neurophysiology, intricately connected to our bodily functions and subjective experiences. They play a pivotal role in influencing various cognitive processes, notably affecting how memories are formed, consolidated, and recalled, as well as shaping our decision-making abilities. On the other hand, mnemonics encompass a diverse array of tools and techniques specifically crafted to optimise memory functions. These mnemonic strategies are tailored to enhance the encoding, retention, and retrieval of information, offering practical methods to improve memory performance (Metivier, 2024). Emotions orchestrate profound effects characterised by physiological manifestations and subjective phenomenology, thereby wielding a significant sway over cognitive faculties, notably memory consolidation and decision-making processes. Mnemonics, conversely, represent a spectrum of the devices and strategies meticulously devised to augment the efficacy of memory encoding, retention, and retrieval mechanisms. Within the expansive domain of translation studies, a discerning appreciation of the symbiotic interplay between emotional dynamics and mnemonic methodologies assumes paramount importance in elucidating the multifaceted dimensions of interpretation and translation endeavors.

To fortify the scholarly scaffolding of this inquiry, we anchor our discourse in a rich tapestry of seminal theoretical constructs and empirical paradigms. In delineating the emotional landscape, we draw upon seminal theories proffered by luminaries such as Robert Plutchik (Plutchik, 2001) and Aristotle (Gabbe, 2016), whose taxonomies furnish invaluable insights into the intricate nuances of affective states. Complementing these foundational frameworks, contemporary scholarship on emotional memory furnishes a nuanced understanding of its pivotal role in shaping cognitive architectures. Mnemonics, tracing their lineage to antiquity with the method of loci and evolving through modern taxonomies championed by scholars like Adam L. Putnam (2018), present a rich reservoir of mnemonic strategies for enhancing cognitive efficacy (Putnam, 2018). Within Translation Studies, we delve into seminal contributions by stalwarts such as Daniel Gile (2010), whose seminal Effort Models delineate the intricate cognitive underpinnings of the interpretative process.

Commencing this segment of our research, it is imperative to underscore that emotions are innate states intricately linked with the nervous system, eliciting neurophysiological changes that manifest diversely in thoughts, feelings, behavioral responses, and varying degrees of pleasure or displeasure (Gabbe, 2016). Despite the absence of a universally agreed definition, emotions intricately interweave with disposition, personality, identity, temperament, creativity, and motivation. Over the past two decades, research on emotions has burgeoned across diverse fields, including neuroscience, psychology, endocrinology, pharmacology, history, sociology, and computer science (Gabbe, 2016).

Various theoretical frameworks (Clark, 2008; Hervais-Adelman et al., 2020) have sought to elucidate the origin, neurobiology, experience, and function of emotions, thereby catalysing intensified research in this realm. Contemporary investigations into emotions encompass the development of stimuli that evoke and modulate emotional responses. From a general perspective, emotions can be construed as positive or negative experiences associated with distinct patterns of physiological activation, engendering diverse physiological, behavioural, and cognitive changes. Historically, emotions evolved to drive adaptive behaviours conducive to survival, reproduction, and kin selection (Ekman, 1972).

The Plutchik Model of Emotions offers a systematic approach to understanding emotions (Plutchik, 2001). However, before delving into the specifics of Plutchik's research, it is pertinent to explore Aristotelian classifications of emotions. Aristotle's "Rhetoric" posits a taxonomy of emotions, including emotions, which intricate facets of human experience, ranging from the fiery intensity of anger to the tranquil depths of friendship (Gabbe, 2016). Anger, a visceral reaction often juxtaposed with calmness, reflects agitation contrasted with serenity. Friendship embodies joyous bonds and camaraderie, fostering a sense of belonging. Fear, countered by courage, encompasses anxiety met with bravery in the face of adversity. Shame, contrasted with confidence, entails embarrassment versus self-assurance. Kindness, antithetical to cruelty, manifests as compassion versus malice. Pity evokes empathy for others' suffering, while indignation stems from perceived injustices. Envy, akin to jealousy, denotes covetousness or insecurity. These emotions, each with its distinct hue, paint the rich tapestry of human experience. Such an emotional taxonomy provides a foundational framework for our research, grounding our investigation in its origins. Notably, early explorations into emotional memory by French psychologist Theodule Ribot (Damasio, 2003) underscored the enduring impact of sensory experiences on memory formation, highlighting the affective nature of memory. Robert Plutchik's theoretical framework further elucidates the Wheel of Emotions, delineating eight foundational emotional categories. These include: Fear, which invokes sensations of apprehension, fright, or terror; Anger, characterised by manifestations of intense displeasure or rage; Sadness, typified by profound feelings of sorrow or grief; Joy, eliciting sensations of happiness or gladness; Disgust, prompting strong aversion or revulsion; Surprise, emerging from unforeseen events or circumstances; Trust, fostering sentiments of confidence, admiration, or acceptance; and Anticipation, nurturing positive expectations for future occurrences.

In amalgamating these ideas, we aim to provide a comprehensive understanding of emotions within the context of our research, thereby enriching scholarly discourse on the intricate interplay between emotions, cognition, and mnemonic processes.

Through the synthesis of these scholarly edifices, our scholarly pursuit endeavours to illuminate the intricate nexus of emotions, mnemonics, and translation studies. By unravelling the tapestry of interconnections between these domains, our aim is to furnish insights into the underlying cognitive mechanisms that undergird language interpretation and translation practices, thereby enriching the scholarly discourse within the academic community.

Methodology

The methodology employed in this research involves a multifaceted approach to gather and analyse data. Pilot studies were conducted to examine interpreting problems and mnemonic usage within the framework of Translation Studies. These studies utilised qualitative and quantitative data collection methods, including observational analysis to capture a comprehensive understanding of the subject matter.

Data analysis was carried out using thematic analysis to identify recurring patterns and themes related to mnemonic strategies and emotional influences in interpretation. Additionally, interdiscursivity analysis was employed to explore the synergy between different disciplinary perspectives, such as psychology and translation studies.

To ensure the validity and reliability of our results and conclusions, multiple sources of evidence were triangulated, including theoretical frameworks, empirical data from pilot studies, and existing literature in the field. Rigorous peer review and consultation with experts in relevant disciplines further bolstered the credibility of our findings.

In the context of Plutchik's wheel of emotions (Plutchik, 2001), which provides a robust framework for understanding the intricacies of emotions, it becomes evident that there exist eight primary emotions: anger, anticipation, joy, trust, fear, surprise, sadness, and disgust. Each of these primary emotions is complemented by its polar opposite, forming a comprehensive spectrum of human emotional experiences. Emotions wield a profound influence on human cognition, particularly in the realms of memory and interpretation. Damasio (2003), an expert in neuroscience underscores the significance of emotions in facilitating successful learning endeavours, indicates that emotions play a pivotal role in enhancing memorization through two primary mechanisms.

Emotional reactions serve to captivate and sustain attention, directing focus towards the subject matter or new knowledge. The intensity of the emotional response to new material correlates with its memorability. Its trigger the activation of the amygdala, a crucial brain structure signalling the importance of information, thereby facilitating its processing and conversion into long-term memory.

Results and Discussion

In the realm of interpreter training, the cultivation of emotional intelligence stands as a cornerstone for effective communication and interpretation. Recognising the intricate interplay between emotions and language, it becomes imperative to design training regimens that not only bolster linguistic proficiency but also nurture emotional acumen. In this vein, we present a series of scientifically informed exercises tailored to enhance interpreters' emotional competence within the context of translation studies.

Emotional intelligence, encompassing the ability to perceive, understand, regulate, and express emotions, underpins successful interpretation by facilitating nuanced comprehension and communication of affective content. Drawing from interdisciplinary research in psychology, neuroscience, and linguistics, and data obtained from the analysis of strategies our exercises are meticulously crafted to engage cognitive processes associated with emotion recognition, regulation, and expression. Each of four exercises is designed to target specific facets of emotional competence essential for interpreters:

- Exercise 1** Emotional improvisation invites interpreters to engage in spontaneous emotional expression, fostering adaptability and flexibility in navigating diverse emotional contexts during interpretation tasks.
- Exercise 2** Emotional reading, by practicing the interpretation of emotionally charged texts, interpreters hone their ability to recognize and convey nuanced emotional states, enhancing empathy and emotional intelligence.
- Exercise 3** Emotional paraphrasing, when the participants dynamically adjust their emotional expression while paraphrasing spoken content, refining their capacity to modulate emotional tone and affect in real-time interpretation.
- Exercise 4** Emotional translation: through translating emotionally laden material, interpreters sharpen their proficiency in conveying affective content across languages, maintaining emotional fidelity in their translations.

Such emotional reaction scenarios as immersive scenarios elicit specific emotional responses, empowering interpreters to regulate and adapt their emotional reactions in diverse socio-cultural contexts, thus enhancing emotional resilience and versatility.

Grounded in scientific principles and informed by the latest research in emotion and cognition (Ekman, 1972; Gabbe, 2016), these exercises offer interpreters a holistic approach to emotional skill development. By integrating emotional intelligence training into interpreter education, we aim to equip interpreters with the tools necessary to navigate the complex interplay between language and emotion, thereby elevating the quality and efficacy of interpretation practice.

In the realm of Translation Studies, the interplay between emotions and mnemonic techniques plays a pivotal role in the creation of resonant and memorable translations. Translators often find themselves emotionally engaged with the source text, drawing inspiration from its profound messages and vivid imagery. For instance, phrases like "*La vie est trop courte pour être petite*" (lit. *Life is too short to be small*) evoke a sense of urgency and aspiration, compelling translators to convey the same emotional resonance in English: "Life is too short to be insignificant" (*FluentU*).

This emotional engagement is further facilitated by the use of mnemonic techniques, such as association and visualisation, which aid in the memorisation and retention of key phrases. Research in cognitive psychology

(Levin, 1990) demonstrates that emotionally charged phrases are more likely to be remembered. Translators leverage this emotional impact to craft memorable translations that resonate with the audience:

Ex 1 “*La liberté est l’oxygène de l’âme*” (FluentU).
“*Freedom is the lifeblood of the soul*”.

This French maxim “*La liberté est l’oxygène de l’âme*” (lit. *Freedom is the oxygen of the soul*) carries profound emotional weight, inspiring translators to create an equally impactful English rendition.

The use of imagery and visualisation further enhances the emotional resonance of translated texts:

Ex 2 “*Les étoiles sont des guides*” (FluentU).
“*Stars serve as guiding lights*”.

In **Example 2**, the French expression “*Les étoiles sont des guides*” (lit. *Stars are guides*) conjures vivid imagery of stars leading the way. Translators harness this imagery to create compelling English translations: “*Stars serve as guiding lights*” (FluentU). However, navigating cross-cultural differences in emotional expression poses a unique challenge for translators. Cultural nuances must be carefully considered to ensure the faithful conveyance of emotional content.

Ex 3 “*L’amour est la seule chose qui peut être partagée sans jamais être épuisée*”
(FluentU).
“*Love is the only thing that you can give away and still have more of*”.

The French aphorism “*L’amour est la seule chose qui peut être partagée sans jamais être épuisée*” (lit. *Love is the only thing that can be shared without ever being depleted*) underscores the importance of cultural sensitivity in translation. Translators adeptly navigate these nuances to produce translations that resonate across linguistic and cultural boundaries: “*Love is the only thing that you can give away and still have more of*” (FluentU). In essence, the synergy between emotions and mnemonic techniques in Translation Studies underscores the transformative power of language, enabling translators to create emotionally resonant and memorable translations that transcend linguistic barriers.

However, it is imperative to recognise that both positive and negative emotions exert a substantial impact on the learning process. Negative emotions, such as anger and fear, are particularly effective in capturing attention and enhancing memory consolidation. For instance, the induction of fear emotions is utilised in educational programmes aimed at memory erasure, highlighting the intricate interplay between emotions and memory (Izquierdo et al., 2015).

In the early 20th century, an American intelligence officer named Richard S. Lemon was sent on a secret mission to France during World War I (Hevesi, 2007). His objective was to gather information about the German army’s plans to capture a strategically important city on the French front. During his mission, Lemon employed an unusual mnemonic technique based on associations with scents and smells. He associated key moments of his intelligence work with specific aromas, creating a kind of “scent map”. For example, the scent of lavender reminded him of secret meetings with informants, while the smell of smoke reminded him of clandestine briefings at headquarters (Hevesi, 2007). Upon his return from the mission, Lemon not only provided a detailed report on the German army’s plans but also surprised his superiors with an associative scent map he used to memorise key moments of his mission. This remarkable example demonstrates that mnemonic techniques can be adapted to individual needs and circumstances, and even the most unusual approaches can be effective in carrying out intelligence tasks.

On the basis of mnemonics and emotional involvement based on data obtained we offer an unconventional exercise named “Emotional Labyrinth” consisting of several stages:

Stage 1 Divide participants into groups of 3–4 people.

- Stage 2** Each group receives a map of the labyrinth, on which various key terms from your presentation are marked. The group's task is to navigate through the labyrinth, associating each term with a specific strong emotion and explaining their choice.
- Stage 3** Participants can use visual, verbal, or even physical methods to demonstrate their associations with emotions and terms.
- Stage 4** Upon completion of the exercise, each group presents their route through the labyrinth and explains their associations to the other participants.

This exercise allows participants to visualise and physically embody their associations with emotions and terms, making the memorization process deeper and emotionally richer.

This aspect of the study closely intertwines with the exploration of primary emotions – anger, anticipation, joy, trust, fear, surprise, sadness, and disgust – which can serve as valuable tools for interpreter training and note-taking. In this study, a comprehensive analysis was conducted on 70 texts, including academic articles, professional interpreting transcripts, and recorded interpreting sessions. These texts were sourced from various linguistic and cultural contexts to ensure a diverse and representative sample. The analysis aimed to trace the impact of primary emotions – anger, anticipation, joy, trust, fear, surprise, sadness, and disgust – on mnemonic associations and memory retention. Each primary emotion elicits distinct mnemonic associations, enhancing the retention and recall of information. For instance:

- ◆ Fear, triggered by perceived threats, instigates physiological and behavioural responses aimed at self-preservation.
- ◆ Anger, characterised by intense emotional arousal, prompts non-cooperative reactions in response to perceived provocations or threats.
- ◆ Sadness encompasses feelings of despair, loss, and melancholy, often manifesting in symptoms of depression.
- ◆ Joy elicits feelings of happiness and pleasure, with mnemonic devices like the Hippo wearing a hat aiding in the memorisation of limbic system structures.
- ◆ Disgust evokes repulsion towards offensive or repugnant stimuli, influencing both emotional and physiological responses.
- ◆ Surprise induces a brief state of astonishment in response to unexpected events.
- ◆ Trust fosters reliance and confidence in the integrity and capabilities of individuals or entities.
- ◆ Anticipation generates excitement and expectation towards future events.

Translation Studies, as an interdisciplinary field, necessitates a comprehensive examination of all pertinent factors. Interpreters, under the sway of emotional influences, can forge meaningful connections between concepts, thereby enhancing their efficacy in the translation. Translation Studies is an interdisciplinary field that continually evolves, and this article delves into the inherent connection between emotions and mnemonics from various perspectives. Initially, the focus is on code-switching in translation and the interpreter's capacity to discern emotional cues for information retention, drawing on the Effort Model.

Emotion-Driven Memory Retention in Translation Training

Fig. 1 illustrates the intricate relationship between primary emotions and their dual impact on frequency of occurrence and effectiveness in memory retention within the context of translation training.

Frequency of emotion occurrence. Joy (25%) and Anticipation (20%) are the most frequently occurring emotions, suggesting that positive and forward-looking emotions are prevalent in translation training scenarios. Anger (15%) and Fear (18%) also have significant presence, indicating that high-stress or high-stakes situations are common and impactful. Surprise (12%), Trust (10%), Sadness (8%), and Disgust (5%) occur less frequently but still play notable roles.

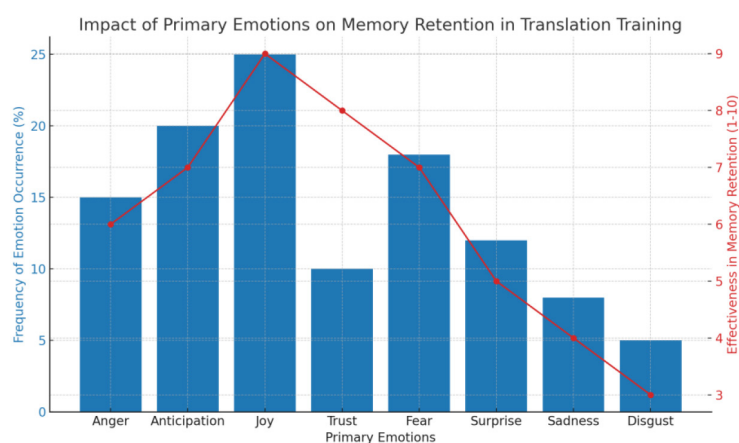


Fig. 1 Impact of primary emotions on memory retention in translation training

Effectiveness in memory retention. Joy (9/10) stands out as the most effective emotion for memory retention, likely due to its association with positive reinforcement and pleasure. Trust (8/10) and Anticipation (7/10) follow closely, highlighting the importance of confidence and expectation in enhancing mnemonic strategies. Emotions such as Anger (6/10) and Fear (7/10) show moderate effectiveness, potentially due to their ability to heighten focus and alertness. Surprise (5/10), Sadness (4/10), and Disgust (3/10) are less effective, suggesting that while they are less frequent, they might not significantly aid long-term memory retention.

Implications for Translation Studies

The data underscore the value of leveraging positive and anticipatory emotions in translation training programmes to enhance mnemonic associations and memory retention. Training methodologies could be designed to incorporate elements that evoke joy and trust, thereby optimising the cognitive processes involved in language translation.

Moreover, understanding the less frequent but still impactful roles of emotions such as anger and fear can help in structuring scenarios that prepare trainees for real-world high-stress interpreting situations. By strategically incorporating a diverse range of emotions into mnemonic training techniques, Translation Studies can significantly benefit from improved memory retention and recall capabilities. This interdisciplinary approach offers a robust framework for advancing both theoretical and practical aspects of interpreter training, fostering a more holistic and effective educational environment.

Conducting workshops where translators are exposed to emotionally charged texts, such as motivational speeches by Tony Robbins (an American author, entrepreneur, and motivational speaker who is widely regarded as one of the leading figures in the self-help and personal development industry) (Britannica, n.d.) and observing their emotional responses during the translation process allows researchers to examine how emotions influence strategic memorisation techniques and translation strategies. When translating motivational speeches by Tony Robbins, translators encounter the expression of deep feelings and emotions typical of the author. For instance, the vigour and inspiration with which Tony Robbins addresses his audience demand from translators not only the accurate conveyance of his message but also the transmission of the emotional charge he imbues in his speeches.

Research indicates that emotions play a significant role in the process of memorisation and information transmission. Translators working with Tony Robbins' texts can leverage this knowledge by focusing on the emotional aspects of the text and employing mnemonic strategies to enhance both memorisation and transmission of content.

In focus group discussions, participants assess the emotional resonance of translated texts, particularly those derived from motivational speeches like those of Tony Robbins. Participants can describe how well the

translated texts capture the intended emotions and whether mnemonic techniques enhance emotional authenticity. Cognitive processes encompass memory, attention, perception, understanding, thinking, decision-making, actions, and influences. Mnemonic techniques offer a potent means to memorise vast amounts of data, yet they remain underutilised in education today. The novelty of this research lies in its exploration of the emotive component, aligning with modern synergy principles that combine disciplines within Translation Studies. The study traces the origins and development of emotion concepts, with a particular focus on Plutchik's wheel and its implications for interpreting.

The findings of this paper underscore the connection between Translation Studies and cognitive processes. Plutchik's wheel provides a comprehensive framework for understanding emotions and their influence on interpreter memory, especially concerning primary emotions such as anger, anticipation, joy, trust, fear, surprise, sadness, and disgust. This discussion lays the groundwork for future research into interpreters' employment of secondary memory emotive techniques.

As elucidated in the paper, Gile's Effort Models are examined through a psychological lens and integrated with Translation Studies. The study reveals that translation places greater demands on emotive components. Trained memory, viewed from a cognitive perspective, helps elucidate various phenomena and the impact of emotions on memory recall, highlighting the synergy between disciplines in information encoding and processing by interpreters (Gile, 1995).

Moving beyond theoretical aspects, illustrations of secondary emotions offer avenues for further investigation. Future research may entail experiments confirming that interpreters and interpreting trainees employ mnemonic techniques with an emotive component. Moreover, future studies could delve deeper into psycholinguistics to uncover insights into the effective activation and inhibition of mnemonics in second language acquisition.

Additionally, the development of a mnemonic system tailored for interpreters holds promise for enhancing their efficiency. This article delves into the inherent connection between emotions and mnemonics from various perspectives. Initially, the focus is on code-switching in translation and the interpreter's capacity to discern emotional cues for information retention, drawing on the Effort Model.

Conclusions

The field of Translation Studies is characterised by its interdisciplinary nature and ongoing evolution. This article has investigated the multifaceted relationship between emotions and mnemonic strategies through various lenses. The exploration began by focusing on code-switching in translation and the interpreter's skill in detecting emotional cues that are essential for information retention, framed by the Effort Model.

Cognitive processes encompass a wide range of functions, including memory, attention, perception, comprehension, reasoning, decision-making, and behaviour, all of which play a critical role in cognitive engagement. Despite the significant potential of mnemonic techniques to facilitate the retention of substantial information, their application in contemporary educational settings remains limited.

The study delves into the evolution of emotional concepts, with particular attention to Plutchik's wheel of emotions, offering valuable insights into how these emotional frameworks inform and influence the process of interpretation. Our findings reveal that emotions, particularly primary emotions such as anger, fear, and joy, play a significant role in shaping interpreters' cognitive processes, especially in terms of memory retention and decision-making. This emotional engagement not only affects the accuracy of interpretation but also impacts the interpreter's ability to navigate complex cognitive demands. The "Emotional Labyrinth" exercise exemplifies an innovative approach, fostering emotional engagement and reinforcing memory through interactive and associative tasks.

Our findings suggest that specific primary emotions – joy, trust, and anticipation – are particularly effective in memory retention, while emotions like fear and anger, despite their intensity, contribute moderately by sharpening focus under high-stress conditions. The insights derived from this research offer valuable implications for curriculum design in Translation Studies, suggesting that emotion-driven training can significantly elevate the quality and fidelity of interpretation and translation.

By analysing the aforementioned approaches, we have determined that further investigations could involve experiments confirming the idea that interpreters and interpreting trainees are mnemonicists with an emotional component. The study has shown that the acquisition of mnemonic interpreting skills involves more than just skill development but also efficient use of memory. Future studies may also pay greater attention to psycholinguistics, which could reveal information on the effective activation and inhibition of mnemonics in second language acquisition. Additionally, the development of a mnemonic system for interpreters is a promising avenue for enhancing their skills and effectiveness.

Conflict of Interest

The authors declare no conflict of interest regarding the publication of this article.

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Sources

Santrauka

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Strateginio įsiminimo stiprinimas: emocijų ir mnemonikos sinergijos vertimo studijose tyrimas

Šiame straipsnyje nagrinėjama strateginė kompetencija vertime, didžiausią dėmesį skiriant mnemonikos technoms. Pateikus Danielio Gile'o pastangų modelių apžvalgą, pristatomas bandomasis tyrimas, kuriame aiškinamasi, kaip mnemoninės strategijos gali pagerinti atmintį ir kognityvinius procesus vertimo studijose. Anksčiau atlikti tyrimai, susiję su medicininių santrumpų vertimu, rodo, kad mnemonikos būdai – akronimai, frazės, modeliai, eilėraščiai, užrašų organizavimas, vaizdavimas ir asociacijos – atlieka svarbų vaidmenį, palaikant vertėjų kognityvinius gebėjimus.

Tyrimas pristato novatorišką algoritminį požiūrį, kuris pabrėžia emocijų, kaip atminties išlaikymo, svarbą, siūlydamas naują perspektyvą į emocijų ir mnemonikos sinergiją vertime. Tai pabrėžia tarpdalykinį vertimo studijų ir psichologijos ryšį, ypač kalbant apie atmintį, dėmesį, suvokimą, sprendimų priėmimą ir afektyvius procesus.

Straipsnio tikslas yra ištirti, kaip emocijos ir mnemonikos technikos veikia strateginį įsiminimą vertime, akcentuojant jų bendrą poveikį atminties išlaikymui ir vertimo kompetencijai. Remiantis Roberto Plutchiko pagrindinių emocijų teorija, tyrimas klasifikuoja pagrindines mnemonikos technikas kaip esminius įrankius, sprendžiant kognityvinius vertimo iššūkius.

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