

## **A Guide to Consecutive Interpretation**

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BY

**Dr.Abdulsalam Abdulmajeed Al Ogaili**

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**Dr. Abdulsalam Abdulmajeed Al Ogaili**

دار المعارف للكتاب الجامعي

**To My Lovely Family**

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## Preface

You are not an interpreter just because you happen to speak more than one language; it is much more complex than that. In order to be a good consecutive interpreter you must be able to listen very actively, analyse what the speaker is saying, make useful notes which will jog your memory of the speech as you give it back, and then be able to make the speech as if it were your own in your active language.

The three main actions are:

- 1) Listen actively (understand)
- 2) Analyse (take structured notes)
- 3) Reproduce (communicate)

A number of different skills are involved - beyond the understanding of the foreign language.

A consecutive interpreter first has to learn how to «listen actively». This might sound straightforward but interpreters listen in a very different way to other people because the purpose of the listening is different. Interpreters are not listening to react or join

in the conversation, they are listening to be able to remember and reproduce accurately and faithfully in another language what was said.

Note - taking is part of the second phase of «analysis». This necessitates the ability to prioritise information and distinguish between primary and secondary information, to be able to clearly note down who has said what, when something happened, (who, what, when, where, how) the speaker's opinion and so on. platform.

The third and final phase of «reproducing» what you have heard requires again a number of different skills. The ability to access short - term memory, understand your notes, communicate in an engaging way to name but a few. Stress management and voice care are an important part of this too.

Consecutive Interpretation book will deal with the above skills among others that are needed to be learnt in consecutive interpreting in order to lay a groundwork for the 3rd year students of translation. The book aims at:

Increasing the students» knowledge of the basics of consecutive interpretation.

Improving the students» spoken and listening skills and  
Developing other skills students/consecutive interpreters always need.

## Introduction

Interpreting, like playing chess, is a game of problem solving, evaluation, critical thinking, intuition, and forecasting. Every game is different and each game is a challenge, which requires interpreters to unceasingly develop knowledge and experience. It is a disciplined study and repeated practice of many techniques and skills that bring victory to the interpreter. Apart from basic requirements of language mastery and cultural sensitivity, there are quite a few stages such as understanding, analysis, re-expression, and skills such as memory, note-taking, an acquaintance of latest technology, linguistic and cultural mediation, fluency, clarity, accuracy, self-confidence and eye-contact that need to be acquired for successful interpreting.(1)

In order to give a clear definition of interpreting, it is useful to relate it to another activity for which interpreting is often mistaken - translation. A straightforward explanation of translation given by Catford (1965) can help even non-professionals have an overall picture of what translation is. He simply described translation as an «operation performed on languages, a process of substituting a text in one language for a text in another».(2)

Another definition of translation put forward by Edmond Cary (1985) as cited in Lederer, 2003, has received the approval from many linguistic theorists. Translation is a process which attempts to establish equivalents between two texts expressed in two different languages. These equivalents are, by definition, always dependent on the nature of the two texts, on their objectives, on the relationship between the two cultures involved and their moral, intellectual and emotional conditions. What is Interpreting? To arrive at a convincing answer to this question, Roderick Jones(2002), a European Union senior conference interpreter, did not set up a «standard» definition of interpreting. He only stated that interpreting is « immediate oral translation».(3)

Interpreting, just like translations, is fundamentally the art of re - expressing, the interpreter listens to a speaker in one language, gets the content of what is being said and then immediately verbally re - expresses his or her understanding of the meaning in another language. From other angle, Cynthia Roy (2000 ) applied the linguistic approaches of discourse analysis to the analytical study of interpreting in her book entitled «Interpreting as a Discourse Process». She said, «interpreting for people who do not speak a common language is a linguistic and social act of communication». That means interpreting is a process of conversational exchanges between two primary speakers and through a person called

interpreter who has knowledge and understanding of the entire communicative situation, including fluency in languages, competence in appropriate usage within each language, and in managing the cross - cultural flow of talk.(4)

It is obvious that both interpreting and translation «...consist of understanding an original text, deverbalizing its linguistic form and then expressing in another language (with) the ideas grasped and emotion felt...» (Lederer,2003) however, while translation refers to converting a written text from one language into another, interpreting refers to orally converting one spoken language into another. (5)



## **Chapter One**

### **Consecutive Interpreting**

As far as the classification of interpreting is concerned, most people who get involved into linguistic study, would give their attention to what is meant by consecutive interpreting and simultaneous interpreting. In fact, consecutive and simultaneous are the two sub - types of interpreting, based on the interpreting mode used by the interpreter: simultaneous, which occurs nearly at the same time as the original utterance of a speech: consecutive, which follows a chunk of speech varying in length from very few sentences to an entire speech lasting several minutes. A more detailed picture of differences between the two main modes of interpreting can be seen clearly with the definition given by Jones (2002). He stated that a consecutive interpreter «listen to the totality of a speakers comments or at least a significant passage, and then reconstitutes the speech with the help of notes taken while listening: the interpreter is thus speaking consecutively to the original speaker, hence the name». And he explained the second

mode as follows: «Here the interpreter listens to the beginning of the speakers comments then begins interpreting while the speech, to finish almost at the same time as the original. The interpreter is thus speaking simultaneously to the original, hence again the name». From the above brief description, it is clear the primary and significant difference between consecutive interpreting and simultaneous interpreting is the time gap between the delivery of the speakers message and the beginning of the interpretation, however, whether working consecutively or simultaneously, the interpreter first has to actively listen to the speakers, properly understand and logically analyze what is being said and then restructure the speech in an appropriate equivalence in a different language.(6)

Wei Hezhong cited on page1, in the article - memory Training in Interpreting that Daniel Gile (1992, 1995) views consecutive interpreting as a process consisting of two separable phases. The first phase is listening during which the interpreter listens to the source - language speech and takes notes, the second phase is reformulating, during which the interpreter reproduces a target - language speech from memory and from notes.

Phase one - listening phase:

$$\underline{CI = L (\text{listening}) + M (\text{short - term memory}) + N (\text{note - taking})}$$

In this phase, the interpreter is required to listen attentively,



selectively and actively to the original speech, then the interpreters short - term memory is used to store the messages that have been heard to put them either in memory or in notes or both. It is easy to recognize that note - taking is undivided part of the first phase.

Phase two - Reformulation phase:

CI = L (remember) + R (read the notes) + P (produce the speech in the target language)

In the second phase, the interpreter retrieves messages from their memory as well as from the notes, and produces the speech in the target language. Consecutive interpreters are said to produce a more accurate and equivalent interpretation than simultaneous colleagues because « the interpreter does not need to spilt their attention between receiving the message, and monitoring their output, as is required in simultaneous, they can devote more of their processing to analysis and reformulation of the text» (Santiago, 2004). Moreover, because consecutive interpreters have time to take notes which serves as a very effective tool of the interpreters. There are three stages of a consecutive interpreter's work are the understanding of the speaker's original message, the immediate analysis of its content and the re - expression of the same content in another language, with the help of some notes the interpreter writes down upon hearing the original message.(7)

## **Understanding in Consecutive Interpretation**

The understanding we refer to here is not of words but of ideas, since an interpreter has to convey concepts. But what happens if an interpreter doesn't know a word or an expression that he/ she hears in a speech? First of all we can underline that an interpreter can understand a speaker's meaning without actually understanding every single word and expression used. Moreover, interpreters cannot be expected to be encyclopedic dictionaries, and they must accept that there are times when they do not know a word or idiomatic expressions. In a situation of direct contact with the delegates, the interpreter must admit his/ her ignorance and, if necessary, clarify the question with delegates, the interpreter does not have the right to guess at meanings in order to hide a normally possible, even if embarrassing, situation, in order to understand meaning without knowing all the lexical items, and to be able to deduce from context, interpreters must in any case have a thorough knowledge of their working language, and that's one of the reasons why it takes three to four years on average to form a professional with sufficient knowledge to allow him/ her to undertake this career. The kind of attention needed here is not a natural gift: it is something which can be internalized through a specific training, and requires a great concentration power, a clear mind as well as a sound psychophysical condition.

Different kinds of text.

Speeches may be of different kinds. They can present

\*Logical arguments

\*polemical speeches

\*A narrative, chronological speech

\*descriptive speeches

According to M. Heidegger, every word of the language leads beyond it, it refers to something staying behind the language. The existence stands behind the language. However, the essence of language remains undisclosed. M. Heidegger considered it necessary to get rid of the rational - logical explanation of the language and take advantage of the image - symbolic means which can best meet the nature of language. M. Heidegger pointed out that the language for the first time gives the name to the heart of the matter, therefore, «for the first time transforms the heart of the matter into the word and a phenomenon». One can conceive the true meaning of existence only through language, because the language holds «formed conceptual importance».(8)

## **Analysis in Consecutive Interpretation**

In the analysis of a message, the interpreter has to identify the main ideas and give them their proper relevance in the interpretation. Moreover, owing to the intrinsic difficulty of a speech or to the speakers speed, he/ she might be forced to omit one or more elements of the original. It is clear that if the interpreter doesn't translate some details, the interpretation will not be perfect but still adequate, whereas, if he/ she misses out significant points of the discourse, the result will be a seriously flawed performance. Indeed, interpreters should be capable of providing a summary of a speech, since delegates often don't want a detailed interpretation but only an exhaustive and precise summary of what has been said. The interpreter has to stress the most important ideas of a speech, pay great attention to verb forms, identify the relative value of the secondary elements of the discourse and leave out anything which is irrelevant to the understanding of the original message.(ibid,8)

A speech is not only a sequence of ideas, but also a series of ideas related to one another in a particular way. Ideas may be linked by logical consequences, logical causes, put together without cause - effect relation, and may also be expressed by a series of opposing concepts. In the first and second case, the interpreter will devote special attention to the connectors used - e.g. therefore, so, consequently, as a result, due to, owing to, as, since, because

- whereas in the case of sequential ideas the interpreter should not abuse the word and, thereby avoiding the risk of stylistically impoverishing the translation.(9)

### **Re - Expression in Consecutive Interpretation**

After understanding and analyzing, interpreters have to re - express the speech they have just heard. It must be clear that they are not required to give an academically perfect translation, their role is to make sure the speaker is understood by the audience. Interpreters must recognize that they are public speakers and therefore they have to establish contact with the audience, speaking clearly and articulating precisely. They are supposed to establish eye - contact with the audience, since there is always the risk of looking at their notes all the time, thereby losing contact and communicative interaction with the recipients of the message. A good interpreter will look at his/her notes only from time to time, and express the translation in an effective way, without wavering or repeating ideas, though a steady but not monotonous rhythm when dealing with figures, for instance, he/she will reduce the pace so that the delegates can jot down notes.(ibid,8)

The general gist of the speech will be conveyed also by means of a correct use of pauses and changes in tone, in order to enliven the performance. Interpreters understand the ideas of a discourse and

have to re - express the same ideas: therefore, they can invert the order of two sentences, merge two sentences in one, or divide long sentences up into a number of shorter ones. Here, there's another point to be kept in mind: real interpreters have to continue to work on their working languages, including their mother tongue, with the aim of keeping them rich, lively, effective and up - to - date. To this end, it is possible to suggest the following:

a - Be informed about the latest national/ international events with the purpose of learning new terminology and also of grabbing the spirit of the era we're living in.

b - Constantly enrich one's general vocabulary and style through regular reading of a broad range of well - written publication in all working languages.

c - Following the press in one's native language too, this is of particular importance for interpreters living abroad.

d - Watch television, see movies go to the theatre, listen to songs in their original language.

e - Take advantage of all the possible resources available in their working languages in order to reach an effective, clear and elegant level of performance.(ibid,9)

## Chapter Two

### Skills Consecutive Interpreters Always Need

#### Memory

A consecutive interpreter listens to a speech and then reproduces it in a different language, interpreter needs to have a good memory to recall in great detail. Memory can be divided into short - term, long - term and sensory memory.

- Sensory Memory: it has a limited ability to store information for seconds.

- Short Term Memory: it is where much of our information can be saved. It is where we try to make sense of what we see or hear and convert that into meaningful information, and retained for between 15 and 30 seconds, which is just long enough.

- Long - term memory: our long - term memory provides for the lasting retention of information, from minutes to a lifetime.

A consecutive interpreter listens to a speech and then reproduces it in a different language. This means that he/ she must resort to short - term memory. For this reason, mnemonic techniques are of paramount importance in interpreters training.

One possibility is that of internally visualizing the content of a speech, creating images in one's mind, and concentrating on ideas, not on single words. Another option is that of connecting the main ideas to a series of numbers, but an effective technique is that of concentrating on the main ideas and on the links among them, trying to reproduce the structure of the speech as a kind of skeleton. In the context of speech analysis, we have to underline another basic point, that is the importance of the beginning and the end of the text to be interpreted. The beginning is just the starting point of a journey, and it often includes significant elements which are useful to understand the overall of a speech. The end is usually the most important part of a message, since it contains its conclusions, or a summary of what has just been said, or a comment of vital significance.(ibid,9)



## **Note - Taking**

Interpreters have to follow long speeches and interpret them in detail as soon as possible which involves a lot of stress. You know that there's no enough time to write every sentence. We just focus on putting the core meaning by using notation system. Notes improve concentration because they prevent distraction and activate the memory of interpreters with singles that call up the information in speech. We have two ways that help in note taking to save time in the process of interpretation which is abbreviation and symbols. During the interpretation process, both memory and notes should be cultivated. While memory is of crucial to interpreters, notes can be of certain support. The importance of note - taking in consecutive interpreting had not been well recognized until Rozan laid down fundamental principles of note - taking in 1956 and Selekovtich solidified the benefits of the skill in 1975. Experience has shown that the consecutive interpretation of speeches that are longer than two or three minutes requires at least some form of note - taking, of course, this also depends on the interpreter's personal need, expertise and familiarity with the subject.

Note - taking has been proved to be very useful for the interpreter working consecutively. Firstly, notes improve concentration; prevent distraction, thus facilitating the reception and analysis of the speech. Secondly, notes help the interpreter relieve the memory. Although the

interpreter may have understood the ideas of a speech, he or she cannot remember every point in the speech because one characteristic of short - term memory is that only keeps information for a limited amount of time, cognitive scientists also show that for nearly all speakers of all languages, list retention peaks at around seven item, plus or minus two. By recording the specific details and data such as proper names, numbers, figures, lists of things, or specialized terms, technical expressions, etc, notes release the interpreter from bearing the whole thing in mind. Thirdly, as mnemonic, notes activate the memory of the interpreter with cues or signals that call up the information in the speech. With notes, the main ideas, the secondary elements and the links among them become clear and easier for the interpreter to visualize. Notes can also be used to highlight missing details, inconsistencies within the speech and anything implausible that needs attention later. Conspicuously, the skill of note - taking is very helpful to interpreters, that content and structure of a speech are reflected in notes, and the notes in turn are used as a path to verbalize the speech.

Thus, notes play an important part in consecutive interpreting. However, taking proper notes needs a lot of practice, and the gap between the «theory of note - taking» and «actual notes» can be very large. In order to bridge the gap, first, an understanding of note - taking process is required. According to Jones (2002), note - taking is part of the whole process of consecutive interpreting including:

understanding, analysis and re - expression, and if these activities «are not done correctly, the best notes in the world will not make a good interpreter». In this case, the interpreter may only write down individual words which are put together forming a meaningless chunk of information. And if note - taking is separated from the activity of analyzing the speech, the interpreter may be lost in the information overload. The interpreter cannot identify what are the main ideas, what are the secondary elements, and what are the connections between them in order to decide what should be noted and what should not. Inevitably the notes become nothing more than a mess, which will definitely push the interpreter in a very difficult situation later. When looking back notes, the interpreter cannot have a clear review of the speech content. And this obviously goes against one of the basic functions of notes.

The process of note - taking is not a simple one. In order to make notes become an aid to enhance consecutive interpreting, the interpreter must answer the three basic questions as follows:

- (i) what to note;
- (ii) how to note; and
- (iii) when to note.(ibid,9)

It can be seen from the diagram below that if the speech has not been fully understood, analyzed and re - expressed, all efforts to make notes are just in vain.

Understanding



Analyzing



**RE-EXPRESSION**

What is the speaker talking about?



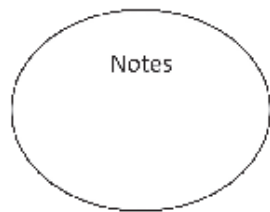
What to note?



How to note



When to note



## **What to Note**

Notes taken by students have shown that they tend to stick to words. They hesitate to free themselves to concentrate on meaning by throwing away the lexical form like words and structure etc. they try to retain each word of the source utterance, consequently, their short - term memory will be quickly overloaded with individual lexical items, which may not even form a meaningful sentence. Moreover, their attention will be wasted on finding equivalent lexical items in rather than the meaning of incoming message. Clearly, these students may not have recognized that things to be noted are logically related to «the mental analysis of the speech». Notes are not expected to be complete or organized exactly the same way as in the original speech. Instead they are expected to provide the cues necessary to remember the information in the speech. Notes can be compared to the skeleton outline of the speech shaped with main ideas and the links between them.(12)

## **Main Ideas**

The first thing to be noted should be main ideas. For the fact that the writing speed is always slower than speaking speed, it is impossible for the interpreter to write down everything spoken by the speaker, the interpreter is required to have the ability to identify, select and retain important ideas but omit anything which is not

relevant to the understanding of the original speech. Furthermore, by recording the main ideas in notes, the interpreter easily traces back the structure of the speech; hardly misses out important ideas; and always keeps fidelity to the original content.(Ibid,12)

### **The Links**

The second thing the interpreter should consider to take notes is the links between ideas. The connections between individual ideas determine the overall meaning of the speech. Thus it is necessary for the interpreter to realize and render such links. The ways in which ideas may be linked together are (I) the logical consequence which is expressed clearly with words such as consequently, as a result, accordingly or therefore; (ii) the logical cause which can be recognized with the words because, due to, as, or since; and (iii) opposition which often goes with but, yet, however or nevertheless (Jones,2002). Hardly does the interpreter get confused, if he/she notes links systematically. It is just liken to the act of marking road for each turn. Thanks to logical connections, the interpreter can follow every movement and direction change made by the speakers without any difficulty.(13)

## **Non - Contextualized Information**

Numbers, proper names, of things and terminology are some in the group of the elements that cannot be recalled on the basis of analytical and logical thinking in a given context. If the interpreter wants to remember these elements, he/she has no choice but to keep repeating them over and over again. Clearly this is not a preferable manner because if the interpreter's mind is too preoccupied with rehearsing such «non - contextualized information», in all likelihood, the interpreter will be distracted from listening comprehension and target language production. In addition, unlike «main ideas» which have strongly impressed themselves on the interpreter's mind in the form of either specific images or general concepts and tightly linked with each other, most of these elements are not tagged with any kind of mental images and they independently stand on their own. Therefore, it is no exaggeration to say that numbers, proper names, lists of things and terminologies most deserve to be the priority of the interpreter's note - taking.(14)

## Verb Tenses

According to Jones, it is also important to note down tenses of verbs. That mean «when noting verbs, interpreters should thus take care to note the tense correctly, and if appropriate the mode, in particular «conditional». The modes and tenses of verbs have decisive influence to the meaning of a sentence. To sum up, in the notes of consecutive interpreter, at least main ideas and the links between them must appear in order to help the interpreter visualize the structure of the speech. Besides, to relieve the memory, the interpreter should also note down «non-contextualized elements» including numbers, proper names, lists of things and terminologies, etc. Other things like tenses of verbs and points of view of the speaker may be or may not be noted down, depending on the decision by each individual interpreter under certain circumstances. Some interpreters prefer the notes with very little detail while others prefer taking advantage of the notes with as much detail as possible. Both attitudes are justifiable provided that notes are not allowed to be counterproductive, harming the interpreter's listening comprehension and target language production.(15)



## **How to Note**

In order to take notes effectively, the most important thing the interpreter must do is to decide what to note. However, according to experienced interpreters, how to note is also very important. Conspicuously, notes that are clearly separated and logically organized help the interpreter avoid all confusion when reading back notes. And notes using abbreviations and symbols are very helpful in activating the most information with the least effort

## **Abbreviation and Symbols**

First and foremost, notes should be as possible in order to save the interpreter's effort on writing. In this case, abbreviations and symbols appear to be efficient tools. So far, several attempts have been made to create complete system of abbreviations and symbols used in notes for consecutive interpreting. The first of these is Becker system. Becker was a conference interpreter and interpreter trainer and he created special cues for note - taking. He offers many tip for inventing symbols and abbreviations. The other note - taking system was created by Matyssek who devised the similar system with sophisticated rules so that complex symbols could be derived from basic one in his Notation. However both note - taking systems can never be as effective as the one intended to supplement the memory of consecutive interpreter for the reason that they are

used to encode all information in systematic way for wider use not just for interpreters only. The use of symbols and abbreviations should be automatic because any new one created in the process of interpreting may require so much attention. It is not advisable for the interpreter to be distracted from his work by whatever causes. Only by developing his own system of abbreviations and symbols beforehand, can the interpreter make them come to his pen automatically.(16)

### **Abbreviation**

Abbreviations help the interpreter take notes quickly, saving time spent on other activities in the process of interpreting. The abbreviations used in the notes for consecutive interpreting are not wholly identical to those used in the student's notes or secretary's reminders. These abbreviations must be unequivocal and unambiguous enough for the interpreter to understand immediately when reading back notes because under time pressure the interpreter has no chance to reconsider the meaning of abbreviations. An abbreviation may be meaningless to others, but must be meaningful to the interpreter using it. There are many principles and rules for the use of abbreviations. However the most important one is that abbreviations must be consistent, if an interpreter has chosen «pop» standing for «popular» then he should find another abbreviations for «population», for example, «pop». The

following suggestions about creating abbreviations are based on the truth that the fewer strokes are written; the more time can be saved.

- Write what is heard: The interpreter can write a word by recording its sound only.

For example: high - hi; know - no; free - fre; fee - fe; night - nite; etc.

- Drop medial vowels:

For example: build - bld; legal - lgl; bulletin - bltn; save - sv; budget - bjt; etc.

- write initial and final vowels:

For example: office - ofs; easy - ez; follow - flo; value - vlu; open - opn; etc.

The rules of abbreviations set up by Rozan are classified into three categories:

- (i) abbreviation of words;
- (ii) abbreviation to indicate verb tenses and
- (iii) abbreviating the register.

- According to the first rule, «unless a word is short (4 5 - letters), the interpreter should note it in an abbreviated form» and «write some of the first and last letters rather than trying to write as many letters as possible from the start onwards». For example, prod. could be read as «production», «producer», «productivity» while Pr on, Pr er, Pr ct ,Pr vity are unambiguous.

- The second rule reads that «to indicate tense we add for the future and for the past».

- The third one is applied to abbreviations which are too long, for example, «In order to arrive at some conclusion» can be noted «to end»; «Taking into account the situation at the present time» can be noted «as sit on now»; «with the intention of/with the purpose of» can be noted «to». The rule here is «wherever possible we must abbreviate by using a word which conveys the same meaning but is much shorter».

The presentation of the table (1) below is not aimed at systematically displaying an ambitious collection of abbreviations. In the table, there are only some abbreviations which have been amassed through both personal experience and practical observation. (17)

1.kilometre	Km	1.labour	Lbr	1.especially	Esp.
2.kilowatt	Kw	2.people	Pp	2.approximately	Appr.
3.kilowatt hour	kwh	3.society	Soc.	3.according	Acc.
4.centimetre	Cm	4.economy	Eco.	4.abbreviation	Abbr.
5.millimetre	mm	5.monetary	Mon	5.example	eg
6.number	no	6.politics	Pol	6.television	tv
7.figure	fig.	7.popular	Pop	7.dictionary	dic
8.maximum	max	8.export	Exp	8.computer	pc
9.minimum	mini	9.import	Imp	9.technology	tech
10.hundred	H	10.professional	Pro	10.electricity	elec
11.million	mil	11.production	prod	11.definition	Def.

12.thousand	thou	12.department	dep	12.laboratory	lab
13.mathematic	math	13.bureau	Bu.	13.recreation	rec
14.literature	Lit.	14.agriculture	agr	14.university	uni.
15.chemistry	chem	15.industry	indus	15.individual	indiv
16.physics	phys	16.corporation	corp	16.calculation	cal
17.hour	hr	17.company	com	17.problem	prob
18.Tuesday	Tue	18.commerce	comm	18.influenza	Flu
19.week	wk	19.information	info	19.system	Sys
20.year	yr	20.telecommunication	telecom	20.president	Pres
21.century	cwn	21.elevated railroad	El	21.professor	Prof.

**Table 1. List of Abbreviations in Common Use**

Abbreviations of common international organization should be remembered by the interpreter. The working environment of the interpreter is varied, and he/she mostly often finds himself/herself at conferences on a wide range of topics with many representatives coming from different international and/or local organizations, agencies and corporations, etc. It is possible to say that the interpreter must have some background knowledge about those groups. It is the duty of the interpreter to remember their names in abbreviations as part of the required knowledge. The table (2) contains some common names in abbreviation.

World Bank	WB
European Union	EU
Asian development Bank	ADB
World Trade Organization	WTO
World Health Organization	WHO
International Monetary Fund	IMF
United Nations Children's Fund	UNICEF
North Atlantic Treaty Organization	NATO
Food and Agriculture Organization	FAO
Asia - Pacific Economic Cooperation	APEC
International Atomic Energy Agency	IAEC
Association of Southeast Asia Nations	ASEAN
United Nations Development Programme	UNDP
International Criminal Police Organization	INTERPOL
United Nations High commissioner for Refugees	UNHCR
United Nations Educational, Scientific and Cultural Organization	UNESCO

Ministry of Trade	MOTD
Ministry of Justice	MOJ
Ministry of Finance	MOF
Ministry of Industry	MOI
Ministry of Fisheries	MOF
Ministry of Construction	MOC
Ministry of Home Affairs	MOHA
Ministry of Public Health	MOPH
Ministry of Transportation	MOT
Ministry of Foreign Affairs	MOFA
Ministry of National Defense	MOND
Ministry of National Security	MONS

Ministry of Information and Culture	MOIC
Ministry of Education and Training	MOET
Ministry of Science and Technology	MOST
Ministry of Investment and Planning	MOIP
Ministry of Post and Telecommunication	MOPT
Ministry of Labour, Invalids and Social Affairs	MOLISA
Ministry of Agriculture and Rural Development	MOARD
Ministry of National Resources and Environment	MONRE








**Table 2. Lists of Names of International Organizations and Agencies in Abbreviation**







## Symbols







Although the abbreviation is commonly used in notes, its most prominent drawback is that it tends to entice the interpreter to stick to the word level instead of meaning level. In other words, it easily leads the interpreter to think in terms of words rather than ideas, which could harm the interpretation. Therefore symbols are more preferable for their capacity of representing ideas and eliminating source language interference. A «symbol» is anything a mark, sign or letter used to represent a thing or a concept. Symbols are quicker and easier to write than words. Similar to abbreviation, firstly symbols need to be prepared in advance. Any symbols improvised in the middle of interpretation could drive the interpreter into a difficult and intense situation. One basic rule for the interpreter: only use the symbols which are already stuck in the mind. Secondly, symbols





must be consistent. That means symbols are instantly associated for the interpreter himself with the meaning he gives them. Attending this point, the interpreter can avoid mistakenly «deciphering» the meaning of the symbols he/she use. Following are some symbol examples retrieved from electronic source at Interpreter Training Resource as shown below in table (3).(18)


















Word	Symbol	Word	Symbol
Consequences		Development	
Relation		Agriculture	
Agreement	OK	Environment	
Role		Energy	










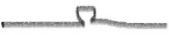
Word	Symbol	Word	Symbol
Success		Trade	
Problem		Politics	
Repression		Democracy	

Impact		Work	W
country		Money	\$
meeting		Inflation	\$
industry		Continue	
Deficit		Surplus	A

Word	Symbol	Word	Symbol
Look forward to		Change	
Want to		Increase	

Know		decrease	
Decide		Join	
propose		Listen/hear	
Lead to, cause		Say	
Promise		Attack	
Agree	OK	Thanks	

Word	Symbol	Word	Symbol
On the one hand		Now	
On the other hand		Until	

On behalf of		From that time on	
As opposed to		Before	
Recently		More than/ less than	
All		Any	
Similar/equal		End	
Different/not equal	OK	See note	*

**Table 3: Lists of Symbol examples retrieved from electronic source at Interpreter Training Resource**

Some could say that symbols clearly help the interpreter take notes more quickly and effectively, and then it is wise to use as many symbols as possible. However, it would not seem rational to set up a rigidly unchanged rule for a degree of symbolization, each interpreter through practice would find their own balance. For some, symbolizing as much information as possible is good. For others, it is not necessary to do so.

To sum up, abbreviations and symbols are, like other elements in notes, «a means to an end, not an end in themselves». What is the use of abbreviations and symbols, if they do not help the interpreter to do his/her work better? For the interpreter to fully get benefits from note taking, a system of abbreviations and symbols that is logical, connected and unequivocal should be developed on his or her own.(ibid,15)

### **When to Note**

In the process of note - taking, the interpreter is burden with making decisions all the time. When to take notes is a very important and also tough decision that requires the interpreter to arrive at properly and wisely. Interpreter should start the notes as soon as possible without having to wait for a complete «unit of meaning». If he/she waits too long, there is danger of not being able to jot down sufficiently what has come earlier. Therefore, when the interpreter can sense the meaning of a sentence which might has not been completed, he/she should note it down. Here the interpreter has the ability to «forecast» or «feel» upcoming things. Besides the interpreter is not required to take everything exactly the same way as the speaker, his/her notes are not presented in exact order as they were said by the speaker, so there is no need for the interpreter to wait until the speaker finishes an utterance to take note.

It is also worth mentioning that as soon as speakers finish their utterance(s), the interpreter should stop taking notes instantly and start reproducing ideas. If the interpreter is too preoccupied with notes, he/she will delay the interpretation, which is not wanted. The interpreter cannot afford to take longer than the speaker. He/she is expected to react immediately after the speaker has finished.

In conclusion, through the review of literature in this chapter, firstly it can be seen that interpreter's notes are different from the notes taken by students for study, secretaries for drafting memoranda and minutes or by shorthand typists who record everything almost word for word, without critically analyzing the meaning. For interpreters, they need notes that can help them reproduce the full message content with the speaker's intention or point of view as faithfully as possible. Interpreters' notes are for short - term use only, unlike students' notes for later review or long - term use. A good note should give the main ideas of a speech, the links between those ideas, tenses of verbs, figures, and numbers, Lists of things, proper names, if mentioned, so as to relieve interpreters' memory. A good note should also be as economical as possible with abbreviations and graphic symbols; then should be unequivocal and logical with diagonal layout, separating lines between ideas, and a useful left - hand margin. Which language used in notes and when to note are also important issues that should be taken into consideration by interpreters.(19)

## Which Language Used in Notes?

The question of consecutive interpreter's choice of language for their notes is still open for debate. A large volume of literature and research papers have been written on the issue. There are diverse opinions about which language should be used in notes by the interpreter: the source language or the target language. The source language means the language in which a speech is made in the original, and from which an interpretation is to be made. The target language is the language into which a speech spoken in another language is to be interpreted.

An ideal «language - independent system» for note - taking was proposed by Matyssek. However, up to now, this suggestion has not come into reality for the reason that such «complicated system of ciphers» would definitely place a big burden on the interpreter's memory. Except for Matyssek, most writers about note - taking in consecutive interpreting tend to adopt one of two contrasting positions: some advocate the use of the target language, e.g. Herbert 1952; Rozan 1956; selekovitch 1957; dejean Le feal 1981; Laplace 1990 while others like Iig 1988; Alexieva 1993; Gile 1995 argue that the source language may be a better choice (as cited in Dam). Those who recommend using the target language basically have two reasons: first, the target language logically forces the interpreter to put aside the surface from of the incoming speech, instead, to concentrate on the meaning layer, that means the interpreter can avoid «intellectual

laziness», following the speaker and noting their words passively; second, taking notes in the target language is thought to effectively facilitate the re-expression phase. For others who doubt the benefits of using the target language for taking notes defend their point of view that writing notes in the target language, the interpreter has more activities to deal with during listening, understanding and analyzing phase. The activity of language transformation from the source into the target makes the interpreter's concentration divided. Moreover, taking notes in the target language, the interpreter cannot have «a full set of notes at the end of a speech» as he takes notes in the source language. However, some recent findings from a research paper conducted by Hellen V. Dam have showed that «the choice of language in note-taking is governed by mainly the status of the language in the interpreter's language combination, i.e. it is whether A-language or B-language (A-language is also called mother tongue and B-language is the language of which the interpreter has perfect mastery), and much less than by its status in the interpreting task, i.e. whether it functions as the source language or the target language». This would seem to be true because in an attempt to save processing capacity for other requirements throughout the whole process of note-taking, the interpreter is likely to take notes in whichever language is easier. Obviously, writing in the first language (B-language) which is not mother tongue.(20)



## **An Acquaintance of Latest Technology**

Some translation scholars have broadly considered the relationship between changes in technology and culture. Referring to the way computers have changed the way we write, read and think, and that have led to conceptual changes that challenge their definition of translation. Technology involves deep conceptual changes and therefore affects tasks. Localization is one of these tasks that has been affected by technology and makes use of it. It is the result to cope with new media, using new tools and learning new skills. Scholars introduced the idea of the translator going beyond just transferring the language elements to paper. They saw the translator as actually reaching out and adopting the technology required to take a step further into previously uncharted territory into the realms of multimedia, software, video and websites. They did however draw the line at programming. They claimed their view was increasingly consistent with that documentation engineers or managers. They concluded that localization is the result of technological changes but it is also firmly in the domain of technology.

Other scholars, adopting a narrower concept of localization as adopting a text (or a product) to a local audience, did not consider there to be any deep conceptual changes but did strongly advocate the idea that the translator must have a new skill set. Translators should be able to bridge the gap between technical people who lack the necessary cultural awareness and translators who do not possess sufficient technical know-how.

The scholars also asked what the relationship is between translation memories, localization and traditional translation. They saw localization as a branch of translation that requires a fundamental awareness of translation theory but represents an activity that is far more complex in its use of it. They felt that the underlying concept of adaptation to the local target audience remains constant, but what changes is the extent of technical know-how involved.

Scholars' definition of localization centers on new technology and internationalization. They stated the concept of internationalization should be central. This would involve the idea of the source text as a draft which is then converted as efficiently as possible into localized and final version. They said that localization is the translation of the new age. It has not brought conceptual changes to translation but has instead broadened the concept.

The way technology has developed has forced a change in the industry whereby traditional translation skills must now be combined with technical ability. Consequently, the translator needs to be acquainted with the latest technology. (10)

### **Linguistic and Cultural Mediation**

We know that translation is not the translation of words, even though the final product of our translations appears in the form of words and sentences. Words in themselves are very fragile entities. Each one of us develops different connotations in our encounter with every word. Thus, we have to acquire a sense for the magnetic field of words, their semantic fields both in the present as well as in the past. We often need to go back to the origin of a word, the moment that a word entered the world because at that time words were still very closely related to the visual image they project. Some of the visual energy inherent in words gets lost over a longer period of time. We fail to experience the original power and intention of a word.

For a text to be transported from a foreign language into English or vice versa, an interpretation and an understanding of the text under consideration must be initiated first. A great number of mistakes in translation occur because translators do not fully understand the text that they are supposed to translate. Naturally, the misunderstanding or misinterpretation of the text has very little to do with the fact that the translator might not know a word, on the

contrary, the words are known as words but they are not known as constructing elements of a particular situational context. Differently said, the words have a clearly defined boundary of meaning.

As translators, carry across language borders is always packaged in words: pronouns, verbs, nouns etc. However, the problem with words is their imprecision, hardly any word can be forced into clearly defined conceptual contours that would suggest the exact same thing to every person who comes in contact with the word. We know that words create different conceptual and emotional resonances in each one of us. Because of the fragile nature of words, we can hardly ever take them at their face value. Therefore, we must consider the words on the page as signposts toward a situation - the situation behind the words - that we must reconstruct.

We constantly say that we are transferring cultural situations from one language into another. It almost appears as if we take this statement for granted without seriously reflecting on the implication of such an assumption. We know that there is no such thing as two words - within the same language - that project the exact same meaning. Similarly, correspondences between two words from different languages never find an exact equivalent. There can only be analogous correspondences. If we extend this thinking to the nature of cultural situations, it becomes quite clear that the exact nature of a situation, whether emotional, social or psychological,

cannot be transferred to a new language. Something always has to be left behind. In a sense, we actually create a new foreignness in the new language that, however, corresponds in its atmosphere to the magnetic field of the situation in the original language.

Translation thinking and research can train us to feel comfortable with complex situations. The translator is always connected to the inside movement of a word in relation to a similar, yet different movement in the other language. The constant moving back and forth cultivates an associative way of thinking that establishes connections and recognizes the impossibility of creating exact correspondences. Complex situations are never static, they continuously create movement in themselves and movement in the minds of those who are exposed to the intricacies of complex interactions. Translators, more than any other specialists, are equipped with the necessary tools to establish the interaction between cultures and, at the same time, they are keenly aware of the limitations of translation.

By its very nature, translators are always in between two places: the reality of the source - language and the possibilities of the receptor language. Through the act of translation the translator opens the door for «dialogue». That must be the translator's greatest mission in today's world in which nations and countries fall back into building walls among themselves rather than opening themselves to the foreignness of other cultures.(ibid.10)

## **Fluency**

It's an important aspect of interpretation. Interpreters should have the ability to speak and write easily in speech. You have to be brave enough to spit out the word, learn to pronounce them and start putting them together in sentences interpreters should increase their fluency by practicing new vocabulary right away in sentences. Being a fluent translator requires:

- Expressing the meaning easily with a normal speed, no hesitation and no excessively long pauses.
- Conveying the message smoothly using familiar concepts, example, and other matters relevant to the topic.

## **Accuracy**

Interpreters should speak with correct grammar, knowing when to use the simple past and when to use the simple present, it's too necessary in speech. Interpreters should increase their accuracy by speaking with a native English speaker and ask them to correct a grammar mistake. Becoming accurate translator needs to:

- Pronounce each word correctly using right stress and intonation.
- Use good grammatical structures with correct tenses.
- Choose appropriate words relevant to the topic.(21)

## Clarity

Interpreters should be able to convey their message in the pure form to the other person through verbal communication. Without clarity, the listener will not understand the message. The most important trait that must be available for good communication is clarity, so this is also the most important trait to have a good interpretation. When the interpreter interprets, he/she has to convey the message clearly to the listeners in order to understand what the speaker wanted to say, even if the speaker does not speak clearly, the most important trait that must be available for good communication is clarity, so this is also the most important trait to have a good interpretation. It is the translator's duty in this position to clarify what is said to the audience, and thus he/she completed his/her work as a communicative intermediary. What makes a translator clear are:

- Talking loudly with a clear voice.
- Conveying a meaning in a clear and natural way.
- Using appropriate communicative body language to make a meaning clear and understandable.
- Improvising a message correctly.
- Replacing the content in the source language with a standard target language content which does not clash with the target language culture.

According to Nina Amir when you have clarity, you see and understand things clearly, if you feel confused or you send mixed message into the world; thus, people may not comprehend what you are saying or wanting.

Clarity relates to thought. If your thought are unclear, if you don't understand something, you can't express yourself clearly because your thinking is ambiguous, then the world reflects that back to you.

According to (Clarity Interpreting) the professional interpreter should be speaking in first person. I.e. when the speaker say I went to the store, he/she must interpret this as even if the speaker is not speaking clearly the interpreter must interpret and deliver the message clearly to the audience. In order to do that he/she should ask for clarification. The interpreter should tell the audience (the listeners) «as interpreter I need to clarify something and then ask the speaker about that thing. After the speaker clarify what he/she said, the interpreter returns to his/her interpreting role. There are three mistakes that interpreters usually make in clarification:

1 - Excluding one part from the clarification process i.e. if the interpreter doesn't include one part in the clarification process that will confuse that part.



2 - Not returning to the transparent conduct role after clarification.

The interpreter must not insert himself/herself in the session because it is not his/her role to add or omit anything in the message. The interpreter's role is just to transfer the message as it is.

3 - Providing unnecessary clarification.

The interpreter should ask for clarification only if he/she can't interpret this thing not if he/she doesn't know what it is about, why the speaker said that or what the speaker thinks.(22)

### **Self - Confidence**

Interpreter should have self - confidence and the focus should be on his/her audience and not on him/her as the speaker on the stage. Public speaking with confidence is important because it allows you as the speaker to do a good job. Being confident, interpreters need to:

- Convey the correct meaning with full confidence and no hesitation.
- Talk confidently even when a mistake was made regarding the meaning, the grammatical structures and tense, and word choices.

Upon understanding what self - confidence is, it encompasses to know how a self - confident person is. A self - confident person is an optimistic, loving, independent, assertive, eager, self - respect and self - control person, and believe and know well about his/her own abilities.

Physically, a self - confident person looks confident with positive body language and good posture. That are, standing, sitting and walking with straight back, grasping hands in front or back of body, walking with wide steps, firm handshakes, making eye contact and smiling are signs of self - confidence. Your viewers will see you confident and they will have trust in you as you are telling them that «I can do it». When you talk, walk, think, behave and feel, self - confidence is shown. In contrast, a lack of self - confidence person is a pessimist, passivity, distrust, perfectionist, sensitive to criticism and failure, inferior, isolated, self - confidence person always put on a sad, worry or confuse look, slump or bend shoulder when sitting and walking, and folding arms, sometimes with crossing leg. These positions ladled you as uncomfortable, unfriendly, annoying and not interesting which caused people around you to unlikely approach you as you are telling them «Do not come near me», «I cannot help you» or «I cannot do it». Hence, you should not blame them for ignoring you.(23)

The first and main way to improve your self-confidence is thinking positively. Thinking positively is being happy, healthy with optimism and powerful with hopes. You have to be positive even though you are feeling negative. This is because thinking negatively is very much affecting your self-confidence. You may have P's with you when you want to do something, that is, positive because if you always think about negative things, it is sure that you will fail. However, this does not mean that you are ignoring the negative events but you accept them, look for the best in the events, and obtain ways to turn them into positive. There, you will see opportunity and hopes to restart again. Moreover, for an example, you have lost in a competition. No doubt, you were feeling depressed, disappointed, angry, embarrassed, regretful and hopeless, or even worst, want to die. Initially, calm down yourself and recall some happy or past successes in your life included during the competition and success that you desired. When you are recalling, of course, the sad moments of the competition will make you more depressed and emotional. Then, you will keep on asking yourself, «Why am I so stupid?», « I should have done that» or «Why did I do that?» as these are negative questions that make you feeling negative. Now, look for way and opportunity by telling yourself, «yes, I can restart. I shall prepare for the coming next competition. I will try harder this time.» Hence, you will feel relief and happy and able to stand up again. Some events such as competition have second round

but some events seem like no hope such as losing a family member. However, no matter how, there is always hope and you should forget the past and face the future happily. This is because your family member wants you to continue your life happily.

Firstly, you need to think positively by accepting and loving yourself. If you treat, judge or criticize yourself too cruel, you are lowering down your self - confidence. You should accept, be thankful upon what you have and feel proud of yourself, as there is meaning and value beneath it then, you should love yourself by taking care of your health, relaxing, awarding yourself when you have done well and advising yourself when you fail. Hence, you are feeling happy, good and positive with yourself. That is, you have your self - esteem and self - confidence. The most common negative view about oneself is the physical look, that are, not beautiful, not charming, fat body, too short, small eyes on flat nose. You must not compare yourself with others because it is a bad habit where you will forget what is good about you as you comparing your poor criteria with others will put yourself at the weak and as a result, you will lose. The concept of self - confidence is commonly used as self - assurance in one's personal judgment, ability, power, etc. One increase self - confidence from experiences of having mastered particular activities.(Ibid,23)

## **Eye Contact**

Eye contact is a form of nonverbal communication and is thought to have a large influence on social behavior. Eye contact is a vital element in emotional information. People, perhaps without consciously doing so, search other's eyes and faces for positive or negative mood signs. In some contexts, the meeting of eyes arouses strong emotions during a social conversation. This primarily is because it provides details on emotions and intentions. While someone does not give eye other hand prolonged eye contact can tell someone, you are interested in what they have to say. It is important that you make eye contact with audience to develop a good connection. Maintain eye - contact with the audience by looking across the whole place. (24)



## **Chapter Three**

### **The Multiplicity Nature of the Role of the Interpreter**

Both interpreters and translators are required to have a good command of the native language and at least a foreign language, analytical ability, high concentration, subject matter knowledge and sensitivity to culture issues. However, there are different sets of indispensable skills for each. While a translator must also be sharp writer and skilled editor, it is important for an interpreter to have extraordinary listening abilities, exceptionally good memory aided by good note - taking techniques and excellent public speaking skills. In addition, interpreters must have intellectual capacity to immediately transform idioms, colloquialism and other culturally specific references into similar statements that the target audience can understand without using dictionaries and supplemental reference materials. Above all, unlike translators, interpreters have to deal with oral message under time constraints without the opportunity of revising, improving or polishing their interpretation.

For these reasons, many people who see interpreters at work think that being an interpreter is extremely demanding and challenging.

(25)

### **Development of Interpreters» Training**

Over the past 50 years the ways in which translators and interpreters carry out their works has changed, and the ways in which translation theory has looked at this work has also changed. whatever the expectations of how visible translators and interpreters should be, translation and interpretation are acts, and translators and interpreters actors. The degree to which these actors intervene in the process, the nature of that intervention, and the perspective from which these actors intervene in this process, the nature of that intervention, and the perspective from which that intervention is seen, lie at the heart of what is taught in training courses and what is published in scholarly journals. Attitudes to intervention themselves are intimately tied to notion of professional behavior. The most overt expressions of these attitudes are the norms and codes of ethics published by associations and developed by institutions which use interpreting and translating services. (kearns, jhon 2008).



## Developing Interpreter's Competence

When we see the word competence there is questions came in our minds first of these questions is what is translator/interpreter competence and how can we build and develop it? (Beeby, 2000). The attempt to define translation/ interpretation competence can easily result in the compilation of extensive skills lists that seek to reflect the multidisciplinary nature of the role of the translator (who may also act as a mediator, typesetter, editor, proof - reader, writer, or localization expert for example) yet fail to identify the core competencies that set translators apart from other professions. Indeed many models of translation competence «combine a number of different sub - competencies that seem to include the world, the universe and everything and are intricately interrelated».

The concept of translator/ interpreter's competence besides acquiring linguistic, cultural, specialized and other kinds of knowledge essential to the practice of translation, translation/ interpretation requires: «joining a number of communities such as the group of educated users of several languages, those conversant in specialized technical fields, and proficient users of traditional tools and new technologies for professional interlingual concepts. The competence can indeed be developed. However, questions to be addressed in this respect include the dynamic nature of the learning process, an open - ended of not only how but also when translator/ interpreter's competence can be developed, and through what stages. (26)

## Challenges For Interpreter's Training

Current reforms in higher education in Europe place great importance on students acquiring competence that they can apply not only throughout their courses but also in their professional careers the EU tuning project clearly establishes a set of generic competences that all university students should acquire while leaving it up to each discipline to establish the specific competence required to train graduates in each field students are to become actively involved in their training, with the emphasis clearly on student centered learning while universities are encouraged to establish much needed links between training, society and the job market. According to Hurtado (2007) these challenges fit within framework of three categories which involve teaching being adapted \*first to a model that can be compared and recognized at an international level \*second to a model that will meet both the demands of society and the job market and \*third to new pedagogical models in order to do this (Catherine way, systematic assessment of translator competence) she proposes that curricular design be based on competence based training.(27)

## **Interpretation Evaluation and Interpreter's Training**

The quality of translation/interpretation is subject to negotiation between the client and the translator/ interpreter, and translation/ interpretation may be tolerated under certain conditions, but in interpreter/ translator's training some prescriptivism is unavoidable. Interpreter/translator's training is based on the belief that untrained interpreter/ translators will usually provide lower quality interpretation/ translation than trained interpreters/ translators, so there is a difference between good and bad. With respect to ready - made language this means that we must develop a phraseological competence in trainee interpreters/ translators that includes knowledge of ready - made phrases used in various registers in both languages, an ability to match them and an ability to evaluate them from the sociolinguistic point of view. This means that interpreters/ translators should be aware of the fact that while all technical registers presuppose a certain degree of routinization, they are expected to hit the target accurately: a higher or lower degree of routinization might give grounds for complaint. The traditional complaints of prescriptive stylistics should not be taken at face value, but a trained interpreters/ translators must know when and how much ready - made language and which ready - made units they can use. Without such a phraseological competence,

translation under time pressure would be impossible and in real life there are hardly any translation jobs without time pressure. In interpretation/ translation quality assessment the efficient and judicious use of ready - made language, i.e. correspondence to the expected degree of reutilization could also be used as an important criterion.(28)

## **Chapter Four**

### **?How to Interpret in Front of Audience**

#### **Finding Clarity**

It's said that our biggest fear is death. In second place, apparently, is the fear of public speaking. We've all been there, face sweating, heart racing and an adrenaline rush similar to that riding a roller coaster. Doing a presentation in front of our team or even senior leadership can be a stress inducing experience. But here's the thing, it doesn't have to be. Here are some tips that can help you become a more competent and confident public speaker.

#### **Breathe and practice**

Fear generates the fight or flight response and a side effect of this is shallow breathing then. Unfortunately, this shallow breathing then feeds the fear response creating an unhealthy cycle. Short circuit the fight response by taking a deep breath before you present. This tells your brain that there's nothing to fear and that it can relax. Train

yourself before your interpretation day focus on remaining calm. Visualize yourself as relaxed and notes if you have tension in your body. Remember, neurons that fire together wire together, so the more you can see yourself as calm during your speech, the more you train your brain and body to have this response.

## **Film Yourself**

Before you interpret, film yourself. Note the tone of your voice, body language miscues and pacing inefficiencies. Consider inviting a friend to watch the video or watch you in real time. Ask for feedback. Be open to changing your presentation. After all, something that seems clear to you as the expert on the topic, may not be getting effectively conveyed.

## **Body Language**

Albert Mehrabian's communication model reveals the importance of body language in determining how a message is received, particularly if we're communicating feelings or attitudes:

55% - of the message comes from our perception of a person's facial expression.

38% - of our understanding of the message is derived from a person's tone of voice.

7% - only is communicated by the words that are spoken.

## **Communication Barriers**

There is a lot of communication barriers which cause misunderstandings and misinterpretation between people, language obstacle is the most common one. Communication may be defined as the field of study concerned with the transmission of information. In order to handle any issues, we must know what cause it.

## **Effective Communication Issues**

There are so many reasons that may cause incomplete message. In many communications, the sent message may not be received as in the way that the sender intended. It is, therefore, important that the communicator seeks feedback to check that their message is clearly understood or not.

## **The most Common Barriers of Communication**

- Complicated expression: Over - complicated, unfamiliar and/or complex technical terms.
- Emotional barriers and taboos.

Many of us cannot easily express their emotions and some personal topics. Taboo or difficult topics such as, politics, religion, racism and any opinion that may be seen as unpopular.

- Lack of attention, interest, distractions, or irrelevance to the receiver.

- Differences in perception and viewpoint.
- Physical disabilities such as hearing problems or speech difficulties.
- Language differences and the difficulty in understanding unfamiliar accents.
- Cultural differences.
- Stress, anger and low self - esteem(30).

## **Developing Communication Skills**

### **Learn to listen**

There is a difference between listening and hearing, in listening you focus on every word and the implied message of that word.

### **People's Emotions**

Feel of other people's misfortunes and congratulate their positive landmarks. Make and maintain eye contact and use first names where appropriate. Do not hesitate of asking others for their opinions as this will help to make them feel valued. Consider the emotional effect in another word treat as in the way that you want to be treated by.



## **Empathize**

Empathy is when we try to see things from other's point of view. When communicating with others we should accept their ideas and beliefs whether it is right or wrong, so that we can understand them much better.

## **Encourage**

Offer words and actions of encouragement, as well as praise, to others. Make other people feel welcome, wanted, valued and appreciated in your communications. If you let others know that they are valued, they are much more likely to give you their best. Try to ensure that everyone involved in an interaction or communication is included through effective body language and the use of open questions.

- Use Humor.
- Maintain a positive Attitude and smile.
- Minimise stress as much as possible
- Only complain when Absolutely Necessary.
- Improvisation.
- Eye contact (31)



## **Chapter Five**

### **The Importance of Being Decisive in Consecutive Interpretation**

Decisiveness is defined as being characterized by firmness and decision. Being decisive means that you have the ability to decide from the strength of a decision then have the ability to act, it simply means «Being the leader of your own life». It is both a skill you can build and an Internal state you can summon when you need it.

#### **The Importance of Decisiveness in an Interpreter's Personality**

Decisiveness as a skill should be found in an interpreter's personality, especially in the situations when he is required to interpret in limited time cause decisiveness other definition is: Being able to make clear decision quickly in any decision you should decide a course of next action in a few minutes. When interpreter faces a problem or difficult situation in interpreting new words or expression he/she hears for the first time his decisiveness should appear. It is the most rational way to make one any problem. The

interpreter observes the information he/she has and then decide, what would be the most successful course of action, If It is possible to get more information decide how to get it. If it is not possible he/she decides with the facts available.

Good interpretation is more than just having a good grabs of language. Interpreting is essentially a spoken form of Translation which allows real - time verbal translation to occur in settings where two or more people need to communicate their conversation. This may be face - to - face or over the telephone and involves the interpreter translating what was said in one language into another so that the correspondence is understood by both parties. By that definition, we can see the importance of interpreting as a communication tool, for such a duty interpreter should be characterized by certain adjectives and having the six keys of good interpreter which are very related to decisiveness or even can improve that side of interpreters personality:

1. Be an extremely good listener: interpreters need to pick up on every meaning they must make sense of a message composed in one language articulating the same message in another tongue.
2. Be culturally aware: interpreter must also be aware of the culture of the language they are interpreting from and into that the target audience can understand.

3. Cope with stress and self - control when dealing with difficult speakers because not everyone speaks with precision and clarity. Accents can be difficult to discern, thus interpreters need to keep their cool and remain relaxed even in difficult situation.
4. Have an extensive vocabulary of multiple language: the subject - matter and the language and abbreviations or jargon associated with the subject.
5. Be an excellent communicator having people skills and ability to communicate with individuals from different cultures is also important. we often need to make small talk, observe certain way.
6. Being inquisitiveness make the world go around: as interpreters, we translate the meaning, never the words, and we would never be able to relay the meaning of any concept in another language unless we understand it in our mother tongue. It is important to be inquisitive about the language, the culture and the subject area without first learning how things work. (32)

## **Problem Solving in Consecutive Interpretation**

Translation as a decision - making process, associated with problem - solving activity, has been approached... Results showed that intrinsic motivation towards accomplishment and competence have the capability to predict problem - solving in a positive and significant way. Finally, in view of these findings, several strategies addressed to strengthen competence and intrinsic motivation towards accomplishment among translation trainees are suggested in order to help translator trainers to improve the learning and teaching. Space does not permit us to describe in detail the state of the art in the greatly neglected field of problem solving strategies in translation.

This project sets out to qualitatively describe the complexity of interplay involved in problem solving and decision making in translation revision, using think - aloud protocols as a research method. The translator first has to find a translation problem. However, the translation problem itself can evolve over time in the revision process. In other words, a single translation problem can be subdivided into several smaller problems and be tackled individually. Meanwhile, the translators may choose to merge several problems into a single problem that requires a translator does not generally verbalize his/her reasons for choosing a translation solution. Nevertheless, he/she an appropriateness there should in

mind, so that s/he can judge and compare them. It is proposed that the main tasks of Translation should be to help solve certain social problems. This may provide a model of interdisciplinary where the definition of problems precedes and orients the many disciplines that may be used to solve them.

It is suggested that suitable problems may be recognized in terms of three ethical criteria:

- 1) the possible solutions should concern linguistic Mediation.
- 2) the aim should be to promote cooperation between cultures.
- 3) the problems should proceed from social disagreements.(33)

Problem - solving and decision - making strategies are the most important issues that translators face in translation process. Tirkkonen - Condit states that choice and decision - making are perhaps so fundamental in translation that almost any theoretical or research - oriented treatment is bound to relate to them in one way or another.

## **Problem Solving in Cognitive Psychology**

The searching of solution means that a problem solve works to reduce the differences between the initial state and the goal state. A basic assumption is that these two steps interact frequently and continuously. In fact, it is a common belief that when an initial state and a goal state are clearly defined, a problem is half - solved. (34)

## **Decision Making in Cognitive Psychology**

Decision making, a noting closely related to problem solving, is also an essential concept in this study. Three decision - making models will be reviewed in turn, as these models are seen to complement each other and help us understand decision making in the translation process.

This model views decision making as a process of searching for a dominant choice. It starts with a pre - editing stage, where different attributes and alternatives are evaluated and selected. This screening process lasts until a promising alternative is found.

If all the relevant information is evaluated and the decision - maker finds that an alternative is indeed dominant, then s/he has reached a decision and the process terminates. However, if the decision - maker still has some doubts regarding the dominant alternative.



The simple idea of setting out to solve a problem has several immediate advantages for an interdisciplinary. The most obvious is that the problem may be relatively independent of disciplinary locations, and possible solutions may be sought in any number of old or new science.

So, our task, if we want to address the potential problem should be to currently struggle to recognize such problems; it thus has remarkably few conceptual for working on them. But the first step is to insist on the general form of problem - solving as a way to approach such things. A second simple advantage of problem - solving is that the model can be applied to both the practice of translating and the study of translation. A third advantage is that problem - solving encourages us to avoid stating the obvious over again. If we look at a translator at work, we find that most of the procedures do not involve problem - solving at any explicit level.

The translator can do all that without any help. But then they stop. There is a problem without immediate solution. How should they render non - standard dialogue? Should the foreign term be used as a loan? Should a sick pun be omitted?

There are many problems that, in many situations, have no standardized solutions. Translators have to solve those problems, often using quite complicated reasoning involving many factors.

Those are the points where they might appreciate a few pointers from translation studies, even if the help involves no more than the simple message that they are not alone with their quandary. Note, though, that the help is needed only at the points where problems are encountered and solutions are not obvious, or rather, at the points where there is no general agreement on standard solution. Those are the points where researches of translation practice should ideally find their problems; if we can see that translators only invest effort in problem - solving when there are important problems to solve, one final advantage: As we have said, to propose solutions to a social problem means trying to help someone. It might also mean helping to form some kind of agreement.

To solve problems is to propose solutions, to someone, in the hope that some kind of improvement might result. There are patterns in behavior and that our prime task is to represent those patterns in language of some kind. The result is sometimes called «understanding» (35).

## What Kind of Problems?

Translation studies might usefully deal with:

1. The problem dealt with by Translation studies should be those of translation as mode of linguistic mediation. This means we should not mindlessly exclude from our vision other modes of mediation (language learning, for instance), as if we were professionally convinced of the superiority of translation in all cases.
2. If the aim of all linguistic mediation, including translation, is to promote long - term cooperation between cultures, its problems can involve anything that impedes that aim. It follows that the same ethical aim should guide the problems and solutions of Translation Studies. We attach the proviso that the potential solutions should in some way within various modes of linguistic mediation (wars impede cooperation, but translation studies cannot pretend to impede all wars on its own).
3. Most effort should be spent on the problems that are most important, in the sense that they concern disagreement and debate between different social groups, rather than more internal problems solved through the apparently disinterested agreement of professionals.

These three criteria concern the scope of our discipline, its ethical aim (which could be the same as that of translations) and the kind of relationship we should have with the people around us. In short, they concern the whole of translation studies. Here we can do more than open them of future debate.

One very legitimate criticism is based on the idea that research is not a simple stimulus - response operation, as if a problem were fed in at one end and a solution came out the other. Often, we solve problems while working on something quite different from the problem itself. We do not know the problems before we find the solution (36).

## Chapter Six

### Ambiguity Avoidance in Consecutive Interpretation

Ambiguity, which is pronounced /ambɪɡuːəti/, is the property of being «ambiguous», where a word, term, notation, sign symbol, phrase, sentence, or any another form used for communication, is called ambiguous if it can be interpreted in more than one way. Ambiguity, however, is context - dependent, i. e. the same linguistic item, be it a word, phrase, or sentence may be ambiguous in one context and unambiguous in another. Ambiguity to Crystal (1988:15) is the reference to a word or sentence which expresses more than one meaning and this reference has to do with linguistics.

In this regard, several types of ambiguity can be recognized; these include grammatical (or structural) ambiguity in a phrase like «new houses and shops» which could be analyzed as either «new (houses and shops)» i.e. both are new, or «(new houses) and shops», i.e. «only» the houses are new. Another major type of ambiguity is the semantic (or lexical) ambiguity which might be viewed in a

sentence like «Visiting speakers can be awful», it is awful to visit speakers «whereas the second one is «Speakers who visit are awful».

Another definition of ambiguity is forwarded by Hartmann and Stork (1976;11) who state that ambiguity is a construction which admits more than one interpretation. An instance is «Patent medicines are sold by frightening people» the ambiguity arises due to the fact that we cannot tell whether the sense intended is „ Patent medicines are sold by putting fear into people «or» Patent medicines are sold by people who are frightening. (37)

### **Types of Ambiguity**

Linguistics theories have identified two main types of ambiguity.

1. Syntactic Ambiguity: This type of ambiguity is also known as «structural ambiguity». Syntactic ambiguity arises when the role a word plays in a sentence is unclear, as in: 1 - Squad helps dog bite victim.
2. Lexical Ambiguity: This type of ambiguity is also known as «semantic ambiguity». Lexical ambiguity arises when a word has more than one generally accepted meaning, as exemplified in: 2 - Drunk gets nine months in violin case. Here is necessary to mention the fact that we may, at times, come across the label «lexical - semantic ambiguity», especially in «linguistics» to refer to lexical

or semantic ambiguity. As stated above, it is a type of ambiguity that arises out of the fact that a word may have more than one meaning. In most cases, the intended meaning is made clear by the context. To illustrate the case, let us adduce these examples: 3 - Child's stool is great for use in garden. 4 - I saw a bat.

Other types of ambiguity, however, have also been identified by linguistics. These generally exist in subtypes of «syntactic» or «lexical» ambiguity. These subtypes are listed below:

3 - Scope ambiguity: It is still under debate whether this type of ambiguity is a form of syntactic or lexical ambiguity, or whether it represents a unique class of ambiguity. An example of such ambiguity is: 2 - Prostitutes appeal to Pope.

4 - Phonological Ambiguity: This is a subtype of lexical ambiguity that occurs when a set of sound can be instance in more than one way. In essence, it is a type of ambiguity that arises at the level of the surface structure rather than the deep structure. An instance is the following: 6. Psychological Vs. Psycho therapist.

5 - Punctuation Ambiguity: This can be considered as a mix of syntactic and lexical ambiguity. The ambiguity in this case is also in the surface structure, notice, for example:

7 - I want you to notice your hand me the glass..

7 - a - A woman without her man, is savage 7 - b - A woman, without her, man is savage.

6 - Grouping Ambiguity: This is a type of «syntactic» ambiguity. In this case, the ambiguity arises from the precariousness of the clarity as to whether a modifier in a sentence modifies only one or several objects; for instance: 8. Hand me the red and yellow balls. 9. Hand me the red ball and yellow ball. 10. Hand me the balls that are red and yellow.

7. Cross - reference Ambiguity: cross - reference ambiguity is a type of «syntactic» ambiguity, that of «referent», especially when using pronoun; a good example is: 11 - Bob kicked Tom, and he broke his leg. Furthermore, we may come across several other types of ambiguity based on elliptical elements or on a lack of situational mediums.

### **Structural Ambiguity**

According to transformationalists, there are two distinct deep structure expressing, on the one hand, the fact that: 1. Annie had an umbrella and she whacked a man with it and, on the other hand, that: 2 - Annie whacked a man and the man happened to be carrying an umbrella are actually represented in the same surface structure form; notice: 3 - Annie whacked a man with an umbrella. This last sentence is «syntactically» ambiguous in the sense that is two different underlying interpretations which would be represented differently in the deep structure, as stated in (1) and (2) above.



Even phrases, however can also be «syntactically» or (structurally) ambiguous, as in the expression below:

- 1 - The hated of the killers which could mean either:
2. Someone hated the killers.
3. The killers hated someone.

The case, as such, indicates that «Killers» stands in subject - verb relation as well as in object - verb relation, and this accounts for the ambiguity of the superficial structure of (1) above.

### **Translation Ambiguity**

Natural languages are notoriously ambiguous on various levels. Semantically, a single word can have more than one meaning, with the two readings belonging either to the same (i.e., bank) grammatical categories or parts of speech (Lyones,1995). Syntactic ambiguity arises when an entire sentence can imply more than one underlying structure, as in flying planes can be dangerous (for perspectives on ambiguity resolution see Cliften, Frazier, & Rayner,1994; Gorfien,2002). Thus, the intended meaning of a single word can vary greatly depending on the linguistic context in which it appears. Psycholinguistic studies of monolingual language processing have demonstrated that, in most cases, both meanings of ambiguous words are accessed,

and that the cognitive system overcomes this obstacle mostly by relying on the linguistic context (Gernsbacher, Robertson & Werner,2001;Kambe, Rayner & Duffy,2001; Kellas, Ferraro & Simpson,1988). for a review of cross - linguistic lexical ambiguity resolution, see Applied Psycholinguistics 32:1 95 Prior et al.: Translation ambiguity Altarriba & Gianico,2003). It is somewhat surprising that the cross - linguistic implication of word sense ambiguity, as well as additional sources of translation ambiguity, have only recently come under experimental scrutiny within cognitive psycholinguistics (Degani, Prior, & Tokowicz, et al., 2009) Translation equivalents may have a one - to - many mapping for different reasons. 1.synonymy: Words that are very close in meaning in a first language (L1) may have a single translation in a second language (L2). For example, English close and both translate to Spanish cerrar; Spanish serpiente and shut both translate to English snake. 2.Polysemy: One word in the L1 may have several related meanings, each expressed by a different word in the L2. For example, Spanish sombra can be translated to English as either shade (of a building or a tree) or shadow (cast by a person). 3.Homography, homophony, and homonymy: Linguistic «accidents» can cause two unrelated words to be written in the same way. Such forms are called homographs. For example, English bark can be mapped to Spanish corteza (outer layer of a

tree) or ladrido (sound made by a dog). Homographs may have the same pronunciation, in which case they are also homophones.

In Contrast, the English word row has two homographs that are not homophones. One homograph of row matches Spanish pelea (fight) and the other matches Spanish hilera (straight line). When homophones, they are called homonyms. Homographs may belong to the same grammatical class (i.e., nouns, verbs) and share the same part of speech, as in the examples above, or belong to different parts of speech, as in bow - noun (incliner).

### **Morphological Ambiguity**

In languages with limited morphology, like English, inflectional and derivational variants of some lexeme may have identical forms. When translated to a morphologically rich language, like Spanish, such variants may be mapped to different forms. For example, the English word walk can be translated into several Spanish nouns such as paseo, caminata, or vuelta. In addition, it can be translated into over 20 possible verb forms based on the stem camina - (caminas, caminaste, caminr, caminaba, caminaron, etc.), depending on the tense, aspect, person, and number of the verb.(ibid)

## Semantic Discrepancy

There are cases where multiple translations are a result of the differences in the conceptual - lexical mappings of the two languages. The meaning of the English verb know, which covers both knowing facts and knowing people, is carried by two distinct verbs in Spanish, saber for the former and concern for the latter. Conversely, the Spanish noun reloj covers the concepts denoted by both clock and watch in English, each of which is a correct translation. What happens when a bilingual needs to choose among possible translations of a given ambiguous word? In an experimental laboratory setting, when words are presented without supporting context, any one of the translations constitutes a satisfactory response. Bilinguals are also able to provide second and third translations for some words, when requested to do so (Degani et al.,2009). Under these circumstances, translation choice seems to be sensitive to the lexical properties of Applied Psycholinguistics 32:1 96 Prior et al.: Translation ambiguity the optional translations in the target language: bilinguals are more likely to choose translations that are rated as being more imageable (Prior et al.,2007;Tokowicz et al.,2002). Bilinguals are also sensitive to the degree of form overlap between the translation equivalents in the two languages, and show a preference toward producing a cognate translation, if one exists. Finally, the probability of selecting a specific translation, namely,

its conditional probability given the ambiguous word in the source language, is related to the overall lexical frequency of the word in the target language. Higher frequency items tend to be higher probability translations. There are lexical variables are also known to influence the speed and accuracy of translation unambiguous words(De Groot, 1992). Linguistic context can act to reduce lexical ambiguity. As a result, fewer translations may remain appropriate in a given context. This might be the case when multiple translations are a result of homonymy or polysemy, that is, when the word in the source language has more than one meaning. So, in the context of the sentence «John finished drinking and placed his glass on the table,» it is clear that the appropriate translation is Spanish is vase, which denotes the drinking vessel and not vidrio, which denotes the substance. Similarly, morphological ambiguity can be resolved by the syntactic context. However, when translation ambiguity is a result of synonymy in one of the languages, context might not necessarily act to determine a single correct translation. Thus, semantic context cannot normally act to determine that either «autumn» or «fall» are correct in a specific sentence, because they are mostly interchangeable(ibid).

## Sources of Translation Ambiguity

There are many examples of translation ambiguity, and some of the most salient examples are instances in which a word has multiple possible translations because it does not transfer well to the other language conceptually (e.g., Moore, 2004). As an example, the word «gezellig» in Dutch can be translated as «cozy», «friendly», «comfortable», or «homey», yet none of these precisely captures the full meaning of the word.

There are also words that are translation ambiguous because one language has a conceptual distinction that is not present in the other (e.g., Spanish has two verbs that indicate «to be»; «ser» and «estar»). Another source of translation ambiguity is lexical ambiguity, which appears when words have more than one meaning, and therefore more than one translation across languages. For example, the English word «bark» indicates both the outer layer of a tree and the sound a dog makes; these two meanings are unlikely to be captured by the same translation in another language. A similar situation arises for polysemous words, which have multiple related senses (38).

## **Translation Ambiguity and Translator's Performance**

The translation ambiguity influences language processing at least for moderately - proficient bilinguals. Additional research has examined the extent to which translation ambiguity may influence the initial stages of language learning. In the first study of its kind, Degani and Tokowicz(2010) taught a set of Dutch vocabulary words (from Tokowicz et al.,2002) to native English speakers with no prior exposure to Dutch or similar languages.

Some of the words were translation ambiguous in that a single English word had two Dutch translations. Of these translation - ambiguous items, half were form translation ambiguous (trained using identical definitions). For example, the English word «boot» translates into «laars» and «schoen», which represent the same meaning. The other half were meaning translation (trained using definitions instantiating different meanings). For example, the English word «change» translates into «verandering» when indicating alteration and «wisselgeld» when indicating coins of small denomination. Overall, translation - ambiguous words were translated less accurately than translation unambiguous words. This disadvantage went beyond a simple frequency disadvantage that might be expected for translation - ambiguous words because Degani and Tokoiczequated the number of presentations of the Dutch words in the ambiguous and unambiguous conditions. In

addition, the translation - ambiguity disadvantage was larger for form - ambiguous than meaning - ambiguous words. Furthermore, within the separate training condition, there was an advantage for the translation that was trained first.

They concluded that the together training may help alleviate some of the translation - ambiguity disadvantage because it allows the learner to establish appropriate one - to - many mappings during training that do not need to be revised later (see also Medina, Seeker, True swell, & Gleeman,2011). Thus, the practice of training multiple translations of translation - ambiguous words benefits learning and should be considered one way to reduce the disadvantage typically associated with learning translation - ambiguous words.

Eviuous training studies, the type of ambiguity was manipulated as a dichotomy of form versus meaning - ambiguous words. Having established an overall translation - ambiguity disadvantage in early vocabulary learning, Bracken, Degani, Eddington, and Tokowcz(2013) examined the role of the similarity between the two translations of an ambiguous word in learning. Specifically, they devised a measure called the Translation Semantic Variability (TSV) score, to measure the similarity of a word's translation continuously (e.g., Laxen & lavaur, 2010). Words with a high TSV rating would encompass meaning words and words with a low TSV rating would encompass meaning translation - ambiguous words. The advantage



of this method is that it acknowledges that the similarity between translations is not a dichotomy, but rather a continuum with polysemous words falling between the two ends of homonymous and synonymous words.

Translation ambiguity norms are now available for several pairs of languages, allowing researchers to examine this issue directly, or to control for it in experimental studies. Furthermore, cross - language comparisons show that some aspect of the source word leads to translation ambiguity because the number of translations from English into four other languages is correlated, as is the dominance of homonym meanings and translation probability. In numerous studies, translation ambiguity has been shown to affect language processing, in translation production and recognition tasks, with a variety of language pairs.

Furthermore, translation ambiguity affected performance in a single - language lexical decision task, demonstration that its effects are not simply a by - product of the translation task per se. Several studies have also demonstrated that translation ambiguity leads to poorer L2 word learning, and that the mapping of words to meaning seems to be the source of this finding. Interesting, the only instance in which the translation - ambiguity disadvantages disappeared across numerous studies was when the two translations of translation - ambiguous words were trained one right after the

other, suggesting a possible method of instruction specifically aimed at avoiding the difficulties associated with learning ambiguous words. (39)

## Chapter Seven

### Linking Words and Phrases

Linking words and phrases are used to show relationships between ideas. They can be used to join two or more sentences or clauses (a clause is a group of words which contains a subject and a verb).

Linking words/phrases can be used to add ideas together, contrast them, or show the reason for something.

Adding ideas and information

Also this is used to give more information or ideas. It can be put at the beginning of a sentence, or between the subject and the verb.

- We are unable to repair this watch. Also, this is the fourth time this has happened.

- I want to be an astronaut. I also want to be a biologist. What should I do?

Besides/Besides this/Besides that

This is usually placed at the beginning of a sentence. It is used to make an additional point.

- Traffic congestion is a problem in my city. Besides this, the trains are very expensive.

- I can't afford to go to the concert. Besides, I don't really like classical music.

As well as this/that

This is very similar to besides/besides this/besides that. It is usually placed at the beginning of a sentence. It is used to make an additional point.

- My boss is the only other person who sells the watches. As well as that, he might blame me.

- We went to the park today. As well as that, we did some shopping.

For information about and, as well as, in addition to, go to the Flatmates episode. (29)

As and since are used to introduce the reason for something. They are similar in meaning and use to because. They can be placed at the beginning of the sentence, or in the middle.

As

- As the watch you have returned is not genuine, we are unable to repair it. - We are unable to repair the watch you have returned as it is not genuine.

Since

- Since the watch you have returned is not genuine, we are unable to repair it.

- We are unable to repair the watch you have returned since it is not genuine.

Consequently and as a consequence are linking words which link reasons with results. They are common in formal writing.

Consequently

- This is the fourth time that this has happened and, consequently, we can't accept further watches from you.

- This is the fourth time that this has happened. Consequently, we can't accept further watches from you.

As a consequence

- This is the fourth time that this has happened and, as a consequence, we can't accept further watches from you.

- This is the fourth time that this has happened. As a consequence, we can't accept further watches from you.

For information about so, because and because of» go to the Flatmates episode. (Ibid)

**Vocabulary:**

genuine (adj)

real and authentic \_ not a fake or forgery

further watches

more watches

curious(adj)

you want to know more about something

**Examples of linking words within one sentence:**

Linking Words	Examples of Use
As long as provided (that) providing	You can take my car as long as/provided (that)/providing you don't damage it. (I will lend you my car on condition that you don't damage it.)
Although/even though	Although/even though he is rich, he lives in a small house. (In spite of the fact that he is rich, he lives in a small house.)
Even if	He is poor and has no house, but even if he had money, he wouldn't buy a house. (Supposing he had the money, he still wouldn't buy a house.)
In case	Take an umbrella in case it rains. (It might rain, so it's a good idea to take an umbrella.)
In spite of/ Despite	In spite of/despite the rain, she walked to the station. In spite of/despite being blind, he walked to the station. (without being affected by the rain or by being blind.)
So that	She arrived early so that she could help her colleagues. (She arrived early for the purpose of helping her colleagues.)
Whatever	You can count on me whatever you decide to do. (No matter what your decision is, you can count on me.)
Whereas	Tom is rich, whereas Jack is poor. (Tom is rich; in contrast Jack is poor.)
Whenever	I will lend you my car whenever you need it. (No matter when you need my car, I will lend it to you.)
Wherever	My thoughts will be with you wherever you go. (No matter where you go, my thoughts will be with you.)

**Table 4: list of linking words within one sentence**

**Examples of linking words that connect two separate sentences or two clauses:**

**Note :**

If linking words start a sentence, they are followed by a comma. When they are used to connect two clauses, a semi - colon is used at the end of the first clause, and a comma is often used after the linking word(s).

Linking Words	Examples of Use
As a result Consequently Therefore	Prices were reduced by 20%.As a result, sales increased. The company is expanding. Consequently,there are jobs on offer. A hurricane has been announced. Therefore, air traffic will be disrupted.
Besides Furthermore In addition Moreover	The trip is too expensive. Besides, I don't really like hot weather. Computers are cheaper nowadays; furthermore, they are lighter. You haven't paid the rent yet. In addition, you owe me money. The report is badly presented. Moreover, it contains inaccuracies.
For instance For example	There are several problems to consider; for instance/for example, there is a lack of public transport.
Conversely On the contrary On the other hand	Northern European countries had a great summer. On the contrary/conversely, southern Europe had poor weather. Laptops are convenient; on the other hand, they can be expensive.



<p>However</p> <p>Nevertheless</p> <p>Nonetheless</p>	<p>The hotel was open. However, nobody came to the reception desk.</p> <p>He had severe injuries; nevertheless, he completely recovered.</p> <p>The weather was bitterly cold. He went hiking nonetheless.</p>
<p>In the same way</p> <p>Likewise</p> <p>Similarly</p> <p>By the same token</p>	<p>Alex enjoys telling jokes; in the same way /similarly / likewise, his son adores funny stories.</p> <p>Teenagers should be more respectful; by the same token, parents should be more understanding.</p>
<p>To sum up</p> <p>Briefly</p> <p>To conclude</p> <p>In conclusion</p>	<p>I've covered the main events of the year.</p> <p>To sum up / briefly, our team is now one of the best in the world.</p> <p>To conclude / in conclusion, I want to wish you all a very happy holiday season. (40)</p>

**Table 5: list of linking words that connect two separate sentences or two clauses**

## Consecutive Interpretation Questions

### Sample 1

Q.1 What did you get out of the Arabic audio No.1?

Q.2 What did you get out of the English audio No.1?

Q.3 What is the importance of «Note - Taking» in Consecutive Interpretation?

Q.4 What do the following «Symbols» and «Abbreviations» stand for?

Symbols		Abbreviationsw	
Symbol	answer	Abbreviation	Answer

## Consecutive Interpretation Questions

### Sample 2

Q.1 What did you get out of the Arabic audio No.2?

Q.2 What did you get out of the English audio No.2?

Q.3 What is the importance of «Fluency» in Consecutive Interpretation?

Q.4 What do the following «Symbols» and «Abbreviations» stand for?

Symbols		Abbreviations	
Symbol	answer	Abbreviation	Answer

## Consecutive Interpretation Questions

### Sample 3

Q.1 What did you get out of the Arabic audio No.3?

Q.2 What did you get out of the English audio No.3?

Q.3 What is the importance of «Memory» in Consecutive Interpretation?

Q.4 What do the following «Symbols» and «Abbreviations» stand for?

Symbols		Abbreviations	
Symbol	answer	Abbreviation	Answer

## Consecutive Interpretation Questions

### Sample 4

Q.1 What did you get out of the Arabic audio No.4?

Q.2 What did you get out of the English audio No.4?

Q.3 What is the importance of «Understanding» in Consecutive Interpretation?

Q.4 What do the following «Symbols» and «Abbreviations» stand for?

Symbols		Abbreviations	
Symbol	answer	Abbreviation	Answer

## Consecutive Interpretation Questions

### Sample 5

Q.1 What did you get out of the Arabic audio No.5?

Q.2 What did you get out of the English audio No.5?

Q.3 What is the importance of «Consecutive Interpretation» and «Simultaneous Interpretation» in Consecutive Interpretation?

Q.4. What do the following «Symbols» and «Abbreviations» stand for?

Symbols		Abbreviations	
Symbol	answer	Abbreviation	Answer

## Consecutive Interpretation Questions

### Sample 6

Q.1 What did you get out of the Arabic audio No.6?

Q.2 What did you get out of the English audio No.6?

Q.3 What is the importance of «Analysis» in Consecutive Interpretation?

Q.4 What do the following «Symbols» and «Abbreviations» stand for?

Symbols		Abbreviations	
Symbol	answer	Abbreviation	Answer

## Consecutive Interpretation Questions

### Sample 7

Q.1 What did you get out of the Arabic audio No.7?

Q.2 What did you get out of the English audio No.7?

Q.3 What is the importance of «Clarity» in Consecutive Interpretation?

Q.4 What do the following «Symbols» and «Abbreviations» stand for?

Symbols		Abbreviations	
Symbol	answer	Abbreviation	Answer



## **Consecutive Interpretation Questions**

### **Sample 8**

Q.1 What did you get out of the Arabic audio No.8?

Q.2 What did you get out of the English audio No..8?

Q.3 What is the importance of «Self - Confidence» in Consecutive Interpretation?

## Consecutive Interpretation Questions

### Sample 9

Q.1.What do the following «Symbols» and «Abbreviations» stand for?

Symbols		Abbreviations	
Symbol	answer	Abbreviation	Answer

## Consecutive Interpretation Questions

### Sample 10

Q.1 What did you get out of the Arabic audio No.9?

Q.2 What did you get out of the English audio No.9?

Q.3 What is the importance of «Accuracy» in Consecutive Interpretation?

Q.4 What do the following «Symbols» and «Abbreviations» stand for?

Symbols		Abbreviations	
Symbol	answer	Abbreviation	Answer

## Consecutive Interpretation Questions

### Sample 11

Q.1 What did you get out of the Arabic audio No.10?

Q.2 What did you get out of the English audio No.10?

Q.3 What is the importance of «Symbols and Abbreviations» in Consecutive Interpretation?

Q.4 What do the following «Symbols» and «Abbreviations» stand for?

Symbols		Abbreviations	
Symbol	Answer	Abbreviation	answer

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