

University of Basra
College of Arts
Department of Translation

الترجمة المتعاقبية

A Handbook of Consecutive Interpretation

By

Dr. Abdulsalam Abdulmajeed Al Ogaili

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1.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 skills that need to be acquired for successful interpreting. They are understanding, analysis, re-expression, memory and note-taking.

2.Interpreting

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, p. 11) 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 substituting a text in one language for a text in another". Another definition of translation put forward by Edmond cary (1985, p. 85), as cited in Lederer, 2003, on page 7, 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, a European Union senior conference interpreter, did not set up a "standard" definition of interpreting. He only stated that interpreting is "immediate oral translation" (2002, p. 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, p.3) 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.

It is obvious that both interpreting and translation "...consist of understanding an original text, de-verbalizing its linguistic form and then expressing in another language (with) the ideas grasped and emotion felt..." (Marianne Lederer, p.8) however, while translation refers to converting a written text from one language into another, interpreting refers to orally converting one spoken language into another.

3. 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, p.5-6). He stated that a consecutive interpreter "listen to the totality of a speaker's 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 equivalent in a different language.

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 seconds phase is reformulating, during which the interpreter reproduce a target-language speech from memory and from notes.

Phase one –listening phase:

CI = L (listening) + M (short-term memory) + N (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 split 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, p.5). 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.

3.1 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, 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" [231, p. 52 - 53]. According to M. Heidegger, it is necessary to "listen attentively" to the

language itself, the words of the language. And “to listen” what they say “by themselves” beyond the historical context [80, p. 285].

3.2 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.

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.

3.3 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.

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- the same ideas: therefore, they can invert the order of two sentences, merge tow 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 publications 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.

4. Skills Consecutive Interpreters Always Need

4.1 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 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.

4.2 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 not 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 signals that call up the information in speech. We have 2 ways that help in note taking to save time in the process of interpretation which are abbreviation and symbols.

During the interpretation process, both memory and notes should be cultivated. While memory is 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 Selekovitch 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 it 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 items, 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, p. 39), 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". It can be seen from the diagram below (figure 1) that if the speech has not been fully understood, all efforts to make notes are just in vain. 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.

2.1 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.

2.2 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.

2.3 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 the 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, p.28-29). Hardly does the interpreter get confused, if he or 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.

2.4 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 or she has no choice but keeps 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.

2.5 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" (p.42). 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.

2.6 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.

2.7 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. His Notizenschrift and Sybolschrift 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 sprachunabhängige 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 (Lang, n.d). 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.

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; sav- sv; budget- bjt; etc.

- *write initial and final vowels*:

For example: office- ofs; eay- 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*"(Rozan, n.d). 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*" (Rozan, n.d.)

-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"* (Roza, n.d.)

The presentation of the table 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.

Abbreviations of common international organization should be remembered by the interpreter. The working environment of the interpreter is varied, and he or she mostly often finds himself or 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 following table contains some common names 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 t this point, the interpreter can avoid mistakenly "*deciphering*" the meaning of the symbols he or she use. Following are some 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 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" (Jones, 2002, p.39). What is the use of abbreviations and symbols, if they do not help the interpreter to do his work better? For the interpreter to fully get benefits from not taking, a system of abbreviations and symbols that is logical, connected and unequivocal should be developed on his or her own.

2.8 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.

2.9 When to Note

In the process of note-taking, the interpreter is burdened 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. The interpreter should start the notes as soon as possible without having to wait for a complete "unit of meaning". If he or she waits too long, there is a 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 not have been completed, he or 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 or 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 notes.

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 or she will delay the interpretation, which is not wanted. The interpreter cannot afford to take longer than the speaker. He or 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 the 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 an 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.

4.3. 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.

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

4.4 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.

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

4.5. 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. 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 translator's duty in this position is to the audience and thus he/she completed his/her work as a communicative intermediary.

- Talk loudly with a clear voice.
- Convey a meaning in a clear and natural way.
- Use appropriate communicative body language to make a meaning clear and understandable.
- Improvise 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, 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 thoughts are unclear_ if you don't understand something or 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 conduit role after clarification.

The interpreter must not insert him/ herself in the session because it is not his/ her role to add or omit anything in the message. The interpreter 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.

4.6.Self-Confidence

You should have a self confidence and the focus should be on your audience and not on you as the speaker on the stage. Public speaking with confidence is important because it allows you as the speaker to do a good job.

- 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 own abilities. (Mitchell 2007) Physically, a self-confident person looks confident with positive body language and good posture. That are, standing, sitting and waking 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. (2 Know Myself 2007) (Raudsepp 2007) Your viewers will see your confidence 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. (USA Swimming 2004) 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. (2 Know Myself 2007) These positions labeled you as uncomfortable, unfriendly, annoying and not interesting which caused people around you will unlikely to 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.

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. (Lopper 2007) 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. (USA Swimming 2004) 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. (Lopper 2007) 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 n hope such as lost of 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 you failed. 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 bad a habit where you will forget what is good about you as you comparing you poor criteria with others will put yourself at the week 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.

4.7. 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.

5. How to Interpret in Front of Audience

According to (FINDING CLARITY) It's said that our biggest fear of 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 reading 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.

5.1 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, s the more

you can see yourself as calm during your speech, the more train your brain and body to have this response.

5.2 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.

5.3 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.

6.Communication Barriers

There is a lot of communication barriers which cause misunderstandings and misinterpretation between people, language obstacle is the most common one (1).

Communication may be defined as the field of study concerned with the transmission of information. (2)

In order to handle any issues, we must know what cause it.

6.1 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.

6.2 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.

- Stressed, anger and low self-esteem

7. Developing Communication skills

7.1 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.

7.2 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.

7.3 Empathize

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

7.4 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.

5 . Use Humour.

6 . Maintain a positive Attitude and smile

7 . Minimise stress as much as possible

8 . Only complain when Absolutely Necessary

9 . improvisation

10 . eye contact

8.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.

8.1 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 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 cause 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 t be inquisitive about the language, the culture and the subject area-without first learning how things work.

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 verbalise his/her reasons for choosing a translation solution. Nevertheless, s/he 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.