ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

ЎЗБЕКИСТОН ДАВЛАТ ЖАҲОН ТИЛЛАРИ УНИВЕРСИТЕТИ

ТАРЖИМАШУНОСЛИК НАЗАРИЯСИ ВА АМАЛИЁТИ КАФЕДРАСИ

Хусанова Бахтинисонинг

NOTE-TAKING AS AN OPTIMAL MEANS OF ORAL TRANSLATION

МАВЗУСИДА

5120200 – Таржима назариясиваамалиёти (инглиз тили)
таълим йўналиши бўйича бакалавр даражасини олиш учун

БИТИРУВ МАЛАКАВИЙ ИШИ

"ҲИМОЯГА ТАВСИЯ ЭТИЛАДИ"

"Таржимашунослик назарияси ва
амалиёти"кафедраси мудири
_____п.ф.н., доц. В.И.Нормуратова
2018 йил "____" _____

ИЛМИЙ РАҲБАР:

_____ каттаўқитувчи
Г.П.Курбаназарова
2018 йил "____" _____

Тошкент – 2018

CONTENTS

INTRODUCTION

"We must take to the logical end our broad-scale work being accomplished in this sphere, in particular, our national programs adopted on education and upbringing. With such a goal, the most important task of the Government, relevant ministries and departments, entire system of education, our esteemed teachers and professors is to take our work up to a new level on giving a comprehensive education to younger generation, upbringing it as physically and spiritually mature persons. The time itself necessitates upgrading our work aimed at creating the modern jobs for our younger generation and ensuring it to take a commendable place in life. We will continue the state policy on the youth with resolve and consistency. We will not only continue, but we will raise this policy to the higher level in line with the latest requirements as our top priority task".[1]

Interpretation occurs during cross-cultural communication when two interlocutors do not share a language. By bridging the gap between languages, the interpreter helps speakers to discharge their duty to make them understood and helps listeners to satisfy their need to understand what is being said. The goal of interpretation is that a message makes the same impact on the target audience that a speaker intends for an audience of his language.

Interpreters are expected to have much more than just language skills. Besides having thorough knowledge of the target language, interpreters should also master their own language and culture, as well as the cultures of the foreign languages with which they work. There are also other significant aspects in interpreting: ethical and professional principles; the role of the interpreter as a communication agent and as the liaison between languages and cultures.

Consecutive interpreting is one of the two working modes used in conference interpreting. Consecutive interpretation follows after a certain

---

[1] Address by Sh. Mirziyoyev at the joint session of the Chambers of oily Majlis dedicated to a solemn ceremony of assuming the post of the President of the Republic of Uzbekistan - 2016

segment of the speech was delivered, the interpreter listens to it and takes notes from which he/she could later reconstruct the speech in the source language.

Topicality of the paper One of the most important parts of true consecutive interpreting is note-taking. The interpreters do not have to rely only on their memory; they have their notes to help them, note-taking is an integral part of the classic consecutive interpreting. Nowadays universal symbols of note-taking do have its practical value and the most important tool of an interpreter working in a complex sphere such as consecutive interpretation.

The aim of the paper is to provide an insight into the development of note-taking systems for consecutive interpreting. For every consecutive interpreter, having an individual, effective note-taking system is indispensable. This paper presents the basic principles and guidelines, as found in the existing literature, to serve as a base and inspiration for developing one's own note-taking system.

The tasks of the research The following tasks have been set:
- to define consecutive interpreting and explain its use;
- to give a brief historical overview;
- to study the development of note-taking systems;
- to study basic principles and guidelines as found in the existing literature;
- to explore existing universal note-taking symbols;
- to introduce some principles of note-taking that are adjusted to the Uzbek language;

Literature review The topic of interpreters' notes has a long tradition in the history of interpreting, but very little empirical research has been conducted on this issue. While working we reviewed the following published work on the topic: Rozan, J. F. Note-Taking for Consecutive Interpreting, R. Jones, Conference Interpreting Explained, Albl-Mikasa, M. "(Non-)Sense in note-taking for consecutive interpreting", Albl-Mikasa M. and Kohn K. "Note-taking in consecutive interpreting, Gillies A., Note-taking for Consecutive Interpreting, Miňjar-Beloručev, R. K. , Zapisi v posledovateľnom perevode, Seleskovitch, D., Interpreting for International Conferences, A. P. Cuzakin and S. G. Spirina

(2007)"Osnovi perevodcheskoy skoropisi", O.Muminov, A.Quldashev, "English for translators"

The object of the graduation qualification paper is the investigation of universal symbols of note-taking in consecutive interpretation.

The subject of the graduation qualification paper is the basic principles and universal symbols of note-taking, investigation of its principal use.

Novelty of the paper The present graduation qualification paper discusses consecutive interpreting, explains its use and provides a brief historical overview and note-taking is presented as a part of consecutive interpreting and its function explained. An attempt is made to introduce some principles of note-taking that are adjusted to the Uzbek language, most of the existing ones being written from English, Russian perspectives. The work will serve as a base and inspiration for developing the Uzbek language note-taking system.

The structure of the work The work consists of an Introduction, two Chapters, Conclusion and Bibliography.

The first chapter defines consecutive interpreting, explains its use and provides a brief historical overview and note-taking is presented as a part of consecutive interpreting and its function explained.

In the second chapter basic principles and propositions for developing a note-taking system are presented and explained in detail, as proposed by experts in the field. An attempt is made to introduce some principles of note-taking that are adjusted to the Uzbek language, most of the existing ones being written from English, Russian perspectives.

CHAPTER I Note-taking as an Optimal Means of Oral Translation

1.1. Types of interpreting modes: Consecutive interpreting explained

The terms translation and interpretation are often confused and used interchangeably. Translation generally consists of transferring a written text from a source language into a target language. It is a process in which a written product is obtained. Interpretation, on the other hand, is a process that consists of orally transferring a delivered speech or written text from a particular source language to a target language. This process renders the message into oral speech, and is called *interpretation.* However, the source material does not necessarily have to be oral; an exception being sight translation, in which the source material comes from a written text.

Interpretation occurs during cross-cultural communication when two interlocutors do not share a language. By bridging the gap between languages, the interpreter helps speakers to discharge their duty to make them understood and helps listeners to satisfy their need to understand what is being said. The goal of interpretation is that a message makes the same impact on the target audience that a speaker/signer intends for an audience of her/his same language. Communication involves intention, context, form, gist, gesture, tone, relations of power, etc. The different situations where interpretation takes place make very different demands of the interpreter. Interpretation requires superior language ability in at least two languages. It also requires the ability to accurately express information in the target language. Besides deep knowledge of both languages, it is crucial that an interpreter also understands the subject matter of the text or speech he is interpreting. Interpretation is not a matter of substituting words in one language for words in another. It is a matter of understanding the thought expressed in one language and then explaining it using the resources and cultural nuances of another language, so they can express the source text or speech so that it sounds natural in the target language. The interpreter relies mainly on the ability to get the gist of the message across to the target audience on the spot as

an interpreter is expected to convey the essence of the message immediately in satisfactory paraphrase or a rough equivalent in order not to keep the audience waiting.

Consecutive interpreting is one of the two working modes used in conference interpreting. Unlike simultaneous interpreting where, as the name itself says, the interpretation simultaneously follows the speech that is being given; consecutive interpretation follows after a certain segment of the speech was delivered, the interpreter listened to it and took notes from which he/she could later reconstruct the speech in the source language.

He listens to the speaker's message in one language while taking notes, and reproduces it in full immediately afterwards (consecutively) in another language as if he were delivering his own speech. This may be done for the whole speech if it does not last more than 20 minutes or so … [2]

It is suitable for meetings during which it is not required to interpret in more than two languages.

Consecutive interpreting is typically used for press conferences, after-dinner speeches and similar occasions. The statements to be interpreted can be as long as 20 minutes. As the capacity of the human memory is insufficient to provide a consecutive of longer statements, the interpreters make notes to support their memory and thus to facilitate the rendition in the target language.[3]

One of the most important parts of true consecutive interpreting is note-taking. Namely, the interpreters do not have to rely only on their memory; they have their notes to help them. In the case of short consecutive, taking notes is not necessary, because segments to be interpreted are very short, up to a sentence or two, while note-taking is an integral part of the true or classic consecutive.

Wikipedia describes consecutive vs. simultaneous as follows:

---

[2] Taylor-Bouladon, Conference interpreting: principles and practice- 2011 pp67
[3] Albl-Mikasa M. and Kohn K. "Note-taking in consecutive interpreting -2002 pp 257-272

"In *consecutive interpreting (CI)*, the interpreter speaks after the source-language speaker has finished speaking. The speech is divided into segments, and the interpreter sits or stands beside the source-language speaker, listening and taking notes as the speaker progresses through the message."

"When the speaker pauses or finishes speaking, the interpreter then renders a portion of the message or the entire message in the target language."

"In *simultaneous interpretation (SI)*, the interpreter translates the message in the target-language as quickly as he or she can formulate it from the source language, while the source-language speaker continuously speaks. In the ideal setting for oral language, the interpreter sits in a sound-proof booth and speaks into a microphone, while clearly seeing and hearing the source-language speaker via earphones."

Interpreting takes on various forms depending on the context and needs of the present situation. Here is an outline of the 6 major forms of interpreting (simultaneous, consecutive, escort/travel, whisper, scheduled telephone, on-demand phone).

Simultaneous Interpreting

In simultaneous interpreting, the interpreter must translate the sentence into the target language while simultaneously listening to and comprehending the next sentence. Strictly speaking, "simultaneous" is a misnomer: interpreters cannot start interpreting until they understand the general meaning of the sentence.

Simultaneous interpreters process and memorize the words that the source-language speaker is saying now, while simultaneously outputting in the target language the translation of words the speaker said 5-10 seconds ago. The goal for simultaneous interpreting is not to paraphrase, but to convey the exact language.

Simultaneous interpreting is used for big meetings, conferences or trade shows (This form of interpreting is similar to UN interpreting). Typically, while doing simultaneous interpreting, the interpreter sits in a booth wearing headphones and speaks into a microphone.

Liaison /Escort/Travel Interpreting can behave almost as an assistant, helping clients to navigate while they are traveling around on (business) trips. These interpreters may accompany clients to a meeting or to a handful of meetings. These escort/travel interpreters are not just interpreters, but often act as cultural liaisons, responsible for everything from ordering food to closing multi-million dollar business deals. Liaison interpreting is a very common form of interpreting and takes place in a range of different situations ranging from very formal contexts, such as business or talks between heads of state to less formal situations such as work visits, parties or even casual conversation between people who do not share the same language.

Whisper Interpreting   Whisper interpreting is similar to simultaneous interpreting but the interpreter does not use a headset or microphone, rather the interpreter sits next to the person (or group of people) that require interpreting and whispers or speaks softly while interpreting in the target language. This form of interpreting is much harder on the interpreter's voice.

This is often used for a business meeting where just one person requires interpreting, or for example, in a courtroom where someone in the back of the room requires interpreting to understand what is being said.

 Scheduled Telephone Interpreting (OPI or Over-the-Phone Interpretation)

Scheduled telephone interpreting (also called OPI or Over-the-Phone Interpretation) can be either simultaneous or consecutive. This form of interpreting is performed during an established appointment where the interpreter does not see both parties in person, but executes the interpreting via telephone.

On-Demand Phone Interpreting is for individuals or organizations that need to communicate across language barriers immediately. This form of interpreting is performed when a party calls a service, selects the required language pair and is connected to an interpreter. The interpreter then comes on the line and interprets the conversation.

Consecutive interpreting explained

Consecutive interpretation is a mode in which the interpreter begins their interpretation of a complete message after the speaker has stopped producing the source utterance. At the time that the interpretation is rendered the interpreter is the only person in the communication environment who is producing a message. Good memory is a prerequisite of good interpreting. Memory in consecutive interpreting refers to the capacity for storing and retrieving information of the interpreter. Many people say that although they can understand the message the speaker is delivering, they find it difficult to commit content of the message to their memory. As a result, it is impossible for them to interpret what has no longer been retained in their mind into a different language. Then the major problem here is how to supplement the memory for consecutive interpreting. And the solution to the problem is to acquire note-taking skill.

The memory of the interpreter but they can never replace the role of memory. A basic principle for successful consecutive interpreting is that memory comes first and notes function to support it. Target language reproduction should not be based on notes only but on the combination of memory and notes.

During Consecutive Interpreting the speaker stops every 1–5 minutes (usually at the end of every "paragraph" or complete thought) and the interpreter then steps in to render what was said into the target language. A key skill involved in consecutive interpreting is note-taking, since few people can memorize a full paragraph in one hearing without loss of detail. Interpreter's notes are very different from those of, say, a stenographer, because writing down words in the

source language makes the interpreter's job harder when he has to translate the speech into the target language.

Consecutive interpretation is a mode that requires a lot of memory effort and the ability to make logical judgments regarding the speech. In order to handle large amounts of information at a time, the interpreter should take notes. It is very important to be able to master note-taking, since it is the main strategy used in consecutive interpreting. For note-taking, the interpreter not only needs a notebook and a pen, but also a profound knowledge of abbreviations, symbols and other resources that allow the process to be done in a quick and efficient manner. In addition, it is also important to possess the ability to analyze the structure, cohesion, and articulation of the speech, in order to be able to take notes from the original speech, retain and understand the same, and finally reproduce it into the target language.

Consecutive interpreting as a cognitive process

In order to be able to interpret a text the interpreter must be able to receive and understand the incoming message and then express its meaning in the target language. In order to accomplish this task, the interpreter must go through an overlapping series of cognitive processing activities. These include: attending to the message, concentrating on the task at hand, remembering the message, comprehending the meaning of the message, analyzing the message for meaning, visualizing the message nonverbally, and finally reformulating the message in the target language. Seleskovitch, among others, points out that there is another practical reason for the interpreter to discard the form of the source text, there is only so much that a person can hold in their short-term memory. As the interpreter receives the source text the information passes initially through their short-term memory. If the interpreter does not do anything with this information it will soon disappear. A.Smith notes that, "Short term memory has a very limited duration. We can remember six or seven items only as long as we give all of our

attention to them". If an interpreter attempts to retain the form of a source utterance their short-term memory will be quickly filled with individual lexical items, which may not even compose a full sentence. It is because of the limitations of short-term memory that interpreters are required to drop form and concentrate on meaning. [4] Both Seleskovitch and Smith propose that meaningful segments of great size can be placed into long-term memory and retrieved later. Of course a chunk of information must be understood in order to be meaningful. Due to the greater ease of assimilating larger meaningful chunks of information it force the interpreter to focus their attention on these larger chunks. A larger chunk of text will usually contain a greater amount of meaning. This relationship will help the interpreter to understand the source text when working consecutively Interpreters are not charged with merely understanding the message, they must also be able to remember it, in order to deliver their interpretation. Seleskovitch notes that dropping form aids the interpreter's memory because they are not concentrating on remembering the words or even the structure of the source text. Instead, the interpreter understands the message, connects it to long-term memory, and is then able to reformulate it in much the same way the movie goers can relate the points of a film. To this end interpreter working consecutively will often make notes as they take in the source utterance. These notes help the interpreter retrieve the message from their long-term memory and consist of, "symbols, arrows, and a key word here or there". These few notes are effective because interpreters do not produce their target texts based on the form used by the speaker but on what they understood of the meaning of the source text. The "key words" may consist of words that will remind the interpreter of the speaker's point, or of specific information "such as proper names, headings and certain numbers" [5]

---

[4] A.Smith, P.Flowers, M.Larkin, Interpretative Phenomenological Analysis: Theory, Method and Research-SAGE UK-2009-p38

[5] Seleskovitch, D., Interpreting for International Conferences. -1994-UK: Pen & Booth. p7-36

Wei HeZhong, considers 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 reproduce a target-language speech from memory and from notes. a. 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 interpreter's 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 an undivided part of the first phase. b. Phase Two- Reformulation Phase: CI = R (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.[6]

According to Jones, a consecutive interpreter "listens to the totally of a speaker's comment, or at least a significant passage, and then reconstitutes the speech with the help of notes taking while listening; the interpreter is thus speaking consecutively to the original speaker, hence the name". Thus, there are three main skills that have to be mastered by a good consecutive interpreter i.e.: a. Listening Skill As what has been explained before, Listening Phase is the first phase to do in consecutive interpreting. Listening is an activity of paying attention to what speaker say and trying to work out what they mean. Listening requires full focus, engagement, involvement and comprehension. If comprehension is incomplete, interpreting will not be complete either; it will not be a success interpreting as comprehension of the entire meaning is the first condition of interpreting.[7]

---

[6] Wei, H.Z., *Memory in Interpreting,* Translation Journal, Volume 7, No. 3, 2006
[7] R. Jones , Conference Interpreting Explained Manchester: St Jerome -2002, p5-6

1.2. Brief history of consecutive interpreting

Beginnings of consecutive interpreting are associated to the League of Nations conferences, especially between the two World Wars, when meetings were held in French and consecutively interpreted in English. "Conference interpreting today – as opposed to interpreting as it has existed from time immemorial and which has often been called the second oldest profession – started with the foundation of the League of Nations, where everything was interpreted consecutively"[8]

The development of technology in the 20th century made the use of simultaneous interpreting possible, thus making consecutive interpreting less needed. "It was only in the 1920s, when transmission equipment was developed to enable interpreters work simultaneously, that it became meaningful to distinguish between consecutive interpreting and simultaneous interpreting". The prevalence of simultaneous mode of interpreting over consecutive mode occurred during the Nurnberg Trials, when due to the time consuming process of the latter, and use of four languages simultaneous mode was preferred. They tried to use simultaneous interpreting at the League of Nations, but in the end, the consecutive mode prevailed. "The interpreter waited until the speaker had finished and then strode up to the podium and delivered his interpretation from his notes. The speech might have lasted 45 minutes or even an hour …" The United Nations used the consecutive mode till 1950s.

Ancient Times Interpretation is known to exist since ancient times despite the limited existing information sources in this field. The first mention of this profession dates back to the third millennium A.C. and is found in many inscriptions on the Elephantine Princes' funeral monuments. Interpreters were

---

[8] Taylor-Bouladon, Conference interpreting: principles and practice- 2011 p4-21

known to be used in Egypt and in the Persian Empire and there are hieroglyphics that prove this. Interpretation also existed in Greece and Rome.

Middle Ages   Interpretation in the Middle Ages was developed in translation schools like the School of Translators in Toledo, in which they frequently produced oral versions of their translations. During the Crusades, the intervention of interpreters became necessary to the point that there are experts that consider this moment as the birth of modern diplomatic interpretation. These interpreters were given the name *dragomen.*

During the Modern Age, interpreters in Spain played an important role in the great discoveries of the 15th and 16th centuries. It should also be noted that already established rules existed from the 16th and 17th centuries onwards for interpreters living on the American continent, while the first Royal Order applicable to the Iberian Peninsula did not appear until 1783.

Throughout the 19th century, rules were established in order to regulate the activities of court interpreters. Interpretation in the diplomatic and political fields during this period began to assume a greater importance and the names of professionals became more and more well known, leaving anonymity behind for the first time.

The Appearance of Conference Interpreters

Interpretation as a profession experienced an important qualitative leap at the beginning of the 20th century with the appearance of a new figure: the conference interpreter, a mode that arose from the geopolitical circumstances of that period in World War I (1914-1918). At that moment, anyone who could serve as a link between military units, unable to understand each other, were of vital importance to the war machine. They were known as war interpreters.

At the end of the war, some of them would later act as linguistic mediators at the Peace Conference that was held in Paris in 1919. At this conference, the representatives of four of the victorious countries (the United States, the United Kingdom, France and Italy) met to discuss a series of topics that would culminate, among other things, into the signing of the Treaty of Versailles and the

creation of the League of Nations. The Paris Peace Conference was characterized as being the first major multilateral conference in which interpretation was systematically used in the two official languages: English and French. Thus, speakers had to express themselves in one of the two languages and an interpreter provided a version of the speech in the other official language. The most utilized mode was, of course, consecutive interpretation, but sight translation and *chuchotage* or whispered interpretation was also used.

Interpretation during the Interwar Period

As we have already mentioned, the League of Nations (LN) was formed as a result of the Paris Peace Conference. Once again, the co-official languages of this organization were English and French, which meant that if speakers wanted to express themselves in a third language, they had to provide their own interpreters. It is important to note two significant events that were representative of the progressive professionalization of interpretation. The first is the introduction of selection processes for interpreters and the second is the achievements relative to the working conditions of freelance interpreters. In as far as the process of interpretation is concerned, the predominant mode used in the LN continued to be consecutive. However, this mode, which worked well in an organization with only two official languages, turned out to be less advisable in the International Labor Organization (ILO), where a larger number of languages were spoken. After this, the need for the use of simultaneous interpretation rose steeply.

In the late 1920s, experts began conducting analysis following the International Labor Conferences and thus began adapting the system to fit the needs that they identified. As the years went by, things improved not only on a technical level, but also in regard to interpreters' training with the creation of a special training course in 1928. The LN, on the other hand, was a lot more reluctant to adopt the simultaneous interpreting method. Finally, tests were performed in order to

determine the validity of simultaneous interpreting at the 1931 and 1932 Assemblies, but the new system did not take off in the LN, most likely because of the reluctance of the interpreters themselves. Therefore, simultaneous interpretation did not become popular until more than ten years later, during the Nuremberg Trials.

The Nuremberg Trials The Nuremberg Trials were held in Nuremberg, Germany, between 1945 and 1946, after the end of World War II, where the countries participating were Great Britain, the United States, France and the Soviet Union. The consequent linguistic diversity, accentuated by the presence of German, would prove to be an important obstacle for communication during the trials. Since it was not possible to resort to consecutive interpreting due to the presence of four languages, one of the judges was shown the advantages of simultaneous interpretation, and this was the method that was finally chosen.

However, the aforementioned predominance of consecutive interpreting during the interwar period meant that the number of interpreters trained to participate in the trials was very small. Therefore, a selection process based more on intuition rather than on reliable tests was used. In some cases, the selected candidates went through a very brief training process in which they practiced with simulated trials. In other cases, they were sent directly to the booths without any type of previous training. Technical and logistics difficulties, the spoken speed of the speakers burdened the early interpreter' tasks. However, the speed problem was solved by using a system of lights that allowed the interpreters to request speakers to slow down their pace or stop completely.

1.3   Note-taking in consecutive interpreting

Consecutive interpreting is typically used for press conferences, after-dinner speeches and similar occasions. The statements to be interpreted can be as long as 20 minutes. As the capacity of the human memory is insufficient to provide a consecutive of longer statements, the interpreters make notes to support their memory and thus to facilitate the rendition in the target language.

Note-taking is commonly regarded as some kind of supporting technique, developed by practitioners for practitioners to help them retrieve part of their source text understanding from memory. In order to fulfill this function, note-taking aims at keeping the processing effort as low as possible. Three basic principles can be identified:

– Economy: to minimize the processing effort any notation should be as scarce and brief as possible.

– Instantaneous seizability: the strain on the memory can be effectively relieved only if the interpreter can read the notes at a glance.

– Individuality: note-taking is not governed by any obligatory rules or regulations.

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, 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. Finally, notes can also be used to highlight missing details, inconsistencies within the speech and anything implausible that needs attention latter. Obviously, the skill of note-taking is very helpful to interpreters, the 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 Hanh (2006), 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: a) what to note; b) how to note; and c) when to note.[9]

What to note   Notes can be considered as the frame outline of the speech shaped with main ideas and the links between them. It is crucial for an interpreter to have the ability to identify, select and retain important ideas and omit anything which is not relevant to the understanding of the original speech. Moreover, the interpreter can easily trace back the structure of the speech; hardly misses out important ideas; and always keeps fidelity to the original content by recording the main ideas in notes.

The links between ideas is the following thing the interpreter should consider in note taking. The relations between individual ideas influence the overall meaning of the text.

---

[9] Hanh,PhamHong Note taking in Consecutive Interpreting-2006

Thus it is obvious that the interpreter should realize and render the such links. According to Jones, the ways in which ideas may be linked together are:

- ✓ the logical consequence which is expressed clearly with words such as *consequently, as a result, accordingly or therefore;*
- ✓ the logical cause which can be recognized with the words *because, due to, as, or since;*
- ✓ opposition which often goes with *but, yet, however or nevertheless*

According to Jones, it is also important to note down tenses of verbs. That means "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 on the meaning of a sentence.

How to Note   How to note is also very important. Obviously, 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. a. Abbreviation To take notes quickly, the interpreter can use abbreviations. Additionally, abbreviations can also help the interpreter in saving time spent on other activities in the process of interpreting. In order for the interpreter to understand immediately when reading back notes, these abbreviations must be definitive and unambiguous because under time pressure the interpreter has no chance to reconsider the meaning of abbreviations.

According to Hanh, there are many principles and rules for the use of abbreviations. 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 Abbreviation of common international organization

should be remembered by the interpreter. The interpreter must have some background knowledge about it. The following are some common names in abbreviation: [10]

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

A symbol is something such as an object, picture, written word, sound, or particular mark that represents something else by association, resemblance, or convention. Symbols are quicker and easier to write than words. Similar to abbreviations, firstly symbols need to be prepared in advance. Any symbol 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 to this point, the interpreter can avoid mistakenly "deciphering" the meaning of the symbols he or she uses. The most important of all, abbreviation must be well understood by the member of interpreter's group.

When to Note An interpreter should know when to take notes. It is a very important and also tough decision that requires the interpreter to arrive at properly

---

[10] Hanh, Pham Hong Note taking in Consecutive Interpreting-2006, p 36

and wisely. Interpreters should start the notes as soon as possible without having to wait for a complete "unit of meaning". Therefore, when the interpreter can sense the meaning of a sentence which might has not 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 note. It is also worth mentioning that as soon as speakers finish their utterance, 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.

Although there are various approaches to how notes should be taken, all scholars highlight the same thing - note-taking plays a key role in consecutive interpreting, being an indispensable aid to the interpreter. Considering the way in which consecutive interpretation takes place, it is clear that an interpreter could not possibly remember a speech lasting from 10 up to 60 minutes without writing down something that will revive his or her memory.

In order for notes to be functional, they must be personal, and also enable easy retrieval of the speech that has to be interpreted. For this reason, even though many books on note-taking have been written, the fact remains that interpreters have to develop their own note-taking systems to be able to use them efficiently. Notes should be minimal cues, in whatever form, for retrieving a maximum of conceptual content. As Nolan notes "developing a personal system of notes also helps to form the habit of summarizing and

symbolizing words and phrases, which is an important aspect of the interpretation process." [11]

Effort model of consecutive interpreting and note-taking

Daniel Gile has developed the Effort Models "to explain well-known, recurrent difficulties in interpreting, as well as advice given to students to overcome them …" He developed them initially for simultaneous interpreting, but a modified version of the first model can also be used for consecutive interpreting. As he himself states they are "essentially didactic and have been developed in such a way as to be immediately understood by student interpreters". According to that model, there are two phases of consecutive interpreting that can be clearly distinguished. The first phase is the comprehension phase (listening and note-taking), and the second phase is speech production (or reformulation).

Gile explains that, during phase one, the interpreter listens to the speech, analyses it and takes notes. Four efforts can be distinguished: L – Listening and Analysis, N- Note-taking, M- Short-term Memory operations and C- Coordination. The Memory Effort refers to the „time between the moment it is heard and the moment it is written down …" [12]

There is, however, a Production Effort in the first Phase of consecutive, and „it is devoted to the production of notes". As explained in Gillies (2009:7), the most common problem for student interpreters is that due to our finite intellectual capacity and the multitasking involved, interpreters cannot listen to the source speech and at the same time write it down, because they are

---

[11] Nolan, James Interpretation Techniques and Exercises.-2005, Multilingual Matters Ltd : New York, p294

[12] Gile, D., Basic Concepts and Model for Interpreter and Translator Training- John Benjamins -2009, p 176-189

thinking too much about how to note it, and do not listen carefully. Also, it happens often that they simply do not hear what was said.

In the second phase, three efforts can be distinguished: Rem- Remembering, Read- Note-reading, P- Production. Notes taken thus note-taking in phase one, play an important role in the phase two of interpreting, because Rem processing capacity can be reduced if the notes are good. „When notes are taken according to a few simple layout rules, the layout itself can be hypothesized to act as a visual stimulator of memory regarding the logical structure of the speech" (Gile 2009:176).   In Gillies (2005:7) clear notes are compared to stage directions, because they tell the interpreter "when to pause, when to add emphasis and when not to."

The most widely used note taking structure is based on the work of Jean Francois Rozan. His method abstracts the source-language message into a symbolic form. Very few words are written down, and the focus is on ideas, or concepts, rather than words. This way, key words are identified, which will eventually trigger the memory of the entire concept. The most important techniques used in this method are:

• To write down key concepts and words diagonally across the page, from left to right.

• To use indentation, spacing, and vertical organization of words and symbols.

Notes written this way:

• Are easier to read as our eyes move naturally from left to right.

• Have an at-a-glance, simple to follow structure.

• Place the beginning of each concept on the left, where we will see it first.

• Eliminate syntactic interference in the target language (frequently the result of horizontal notes).

• Provide space for additional notes.

Logical connectors, called "links," connect and clarify individual concepts or ideas. It is a good idea to draw a vertical line about an inch from the left side of your notepad and write such link words to the left of the line, while noting the subject-verb-object (S-V-O) concepts to the right of it. For example, typical link words, in their abbreviated form, include:

• COS because

• THO although, despite

• TO (in order) to, so that

• Eg for example

• + in addition, not only, also

• B but, however, in spite of this

• _ consequently, this means that, the result is

Symbols are pictures, letters, and words that represent something. Rather than individual words, symbols typically represent ideas or concepts. Symbols are quick and easy to write. On a page with notes, they are easy to see and easy to read. Symbols can be used instead of verbs, nouns, and recurring ideas. Examples include:

>> (suggest, propose)

O (world, planet)

$ (money)

Representative of the Russian school Minjar-Belorucev in his professional interpretation career occupied in detail with theory and methodology of consecutive interpretation and formation of note-taking. He minutely

acquainted the principles of note-taking following J. Herbert and J. F. Rozan and he further developed and modified these principles. He deals with the individual phases of consecutive interpretation process:

1) Active listening with comprehension and analysis

2) Storing the information into memory and note-taking

3) Decoding the notation and oral realization of a target communication. According to the author a very important is a technique of note-taking as a memory pillar and stimulation of intellectual activity as it is not possible for human memory to keep in completeness a large communication for longer time. [13] The interpreter's role is predominantly to fix basic ideas and not the individual words. The note-taking must follow this requirement which is to support and complete ideas and must be transparent in maximum level. Thus it is important to find a logical chain in the text and on the basis of it to set aside supporting semantic points that will enable to understand the text more profoundly.

M. Belorucev formed the complete basic principles of note-taking in which he relies on the following ones:

1) Equivalent transfer of the idea with the use of maximal economy of expressive means, mainly he means by this those discourse elements that are difficult to be remembered and they become supporting memory points at reproduction.

2) Shortened notation of words relying on theory of redundancy in the language.

3) Economy and continuity reached by vertical layout of notation with regard on syntactical relations.

---

[13] Миньяр-Белоручев Р.К., Записи в последовательном переводе – Москва-2005, стр. 86

4) Maximal use of symbols and abbreviations with invariant meaning which substitute several concepts on the basis of identical signs.

A. P. Cuzakin and S. G. Spirina (2007) who understood note-taking not as a means itself and not as a "universal cure, but as a flexible tool the use of which an interpreter decides himself or herself. It is sufficient for an interpreter to note down only some basic key pieces of information. Note-taking has a short-term lifetime and the authors use a metaphor which clarifies that note-taking lives twice: the first time when it is being created, noted down and the second time at its deciphering. Note-taking is something as a skeleton of heard information that should not contain details. The authors offer at the same time the list of their own abbreviations with international validity that can be applied at note-taking.[14]

Notes, as an external storage mechanism of our memory, are present in many areas of human activity, from simple shopping lists to sophisticated business note taking systems. Despite this, note taking is sort of a neglected stepchild of consecutive interpreting. As interpreters, we learn early on that taking notes is beneficial, even crucial, to the overall success of our performance and optimal quality of our work for the benefit of the customer, but we are seldom introduced to the various techniques available. Granted, note taking styles differ from person to person. In the absence of any standards or typical schemes to follow, individuals develop their own technique and style. The problem with this is that we tend to develop habits that might make our interpreting more difficult and less effective, and, in some cases, nearly impossible. The main problems we typically see include: • Writing too much. • Writing unstructured notes. • Noting words instead of ideas. • Using nonstandard abbreviations, which are difficult to

---

[14] Чужакин А.П., Спирина С.Г., Основы последовательного перевода и переводческой скорописи, Москва, Экспримо-2007, 91 стр.

decipher when we look at our notes later. • Taking notes on random or loose pieces of paper.

Structured note taking is suitable for any consecutive interpreting scenario. Although we may have an assignment where hardly any notes need to be taken, it is good practice always to have a notepad and pen available just in case we need to jot down numbers or names. In most cases, however, taking notes constitutes an inseparable part of the interpreting process. Interpreters also take notes during simultaneous interpreting, but these typically consist of short messages only, and the notes lack the structure that is necessary for interpreting larger chunks of speech during consecutive interpreting.

An interpreter should first and foremost rely on his or her memory, the capacity of which can be strengthened through the use of proper visualization techniques. To a certain degree, note taking interferes with listening. Active listening, of course, is the cornerstone of proper interpreting. You must first hear and understand the message within a specific context to be able to interpret it effectively. Therefore, writing a minimum amount of notes as opposed to writing almost everything is important.

Most interpreters prefer writing notes in the target language. Writing notes in the original language works just as well for others. Just avoid mixing the languages and using both, which, in an already stressful situation, can cause you to forget which language you are interpreting into.

There is no unified note taking system to suit everyone's needs. Since everybody's memory works differently, has varied capacity, and stores information using different methods, it would be impossible to come up with a one-size-fits-all approach. Every interpreter eventually comes up with his or her own system, solidified through practice and experience, and finds out what impulses trigger retrieval of stored information from memory.

CHAPTER II Creating Effective Note-taking System

2.1. Basic principles of note-taking

Noting ideas and not words is one of the most important principles in the literature on note-taking. Rozan, as one of the pioneers of note-taking indicates: what is important is the translation of the idea and not the word. This is even truer of interpretation since the interpreter must produce a version of the text in another language immediately. He must be free of the often misleading constraints that words represent.

Gillies argues that there are two types of ideas. The first type refers to "parts of the message", which inform us about "who did what to whom", and "for the purpose of note-taking" he defines this type as the notion of the term idea in his book Note-taking for Consecutive Interpreting- a short Course . The second type are ideas which Rozan described, and they refer to underlying meaning of a word or expression. Gillies refers to this type of ideas as "concepts". He suggests that the answer to the question "who did what to whom", which helps us determine the idea of the message, is the sentence, thus its basic units- subject, verb and object. In other words, Gilles suggests that the idea which interpreter should note down always consists of SVO group. As he admits, he "bent"the definition used in describing language, and allowed verbs "to be" and "there is/are" to take objects. He also makes no difference between the direct and indirect object. In the case that the object is not a single word, but a whole clause (usually preceded by the verbs of speech or thought: "say", "think", "declare", "consider", or by words like "that", "which", "who"), the interpreter should note a symbol to indicate a clause, separate the clause in SVO group, and then note it. [15]

---

[15] Gillies A., Note-taking for Consecutive Interpreting - A Short Course, St. Jerome Publishing-2005, p 35-36

Speech analysis

In order to be capable of understanding the message of an utterance and moreover to be able to determine the main idea and make clear and concise notes, the interpreter first has to analyze the speech. Gillies argues that the "original speech is a group of ideas in a certain order; it is not an arbitrary muddle of unrelated ideas." He explains that every speech has a micro-structure, i.e. words, expressions and ideas, and a macro-structure, i.e. the structure, framework, skeleton of the speech. Therefore, he emphasizes the importance of speech analysis skills. As he indicates:

You will not only be listening to the words and the content as the normal listener does, but you will also be dissecting the speech in your head, analyzing its structure and progression to find out what fits with what and why. He claims that "speakers, even if improvising, will often stick to certain conventions, and therefore recommends learning some standard conventions for giving speeches. He also suggests a bottom-up approach in analyzing the source speech. As Gillies explains, "here it means using a note-taking system to learn how to analyze a source speech, rather than using speech analysis to create notes." [16]

Seven Principles of Note-taking in Consecutive Interpreting by J-F Rozan

Jean-Francois Rozan based his note-taking on a thorough linguistic, semantic and cognitive analysis of the original. He offered his own perceptive way of dealing with equivalent reformulation and effective communication. In his practical manual dedicated to note-taking which was called "Note-taking in Consecutive Interpreting ", he formulated seven basic principles how to make notes. He recommended to take down notes as much as possible in the source language – apart from standard short words such as connectives, taken mostly from English and used irrespective of the language pair. To summarize his

---

[16] Gillies A., Note-taking for Consecutive Interpreting - A Short Course, St. Jerome Publishing-2005 p 239

principles the interpreter should translate the meaning and not word by word, use abbreviations, note the sequence of ideas and the links between them, always note the negation, use emphasis, the principles of verticality and shift that form the backbone of the note-taking system and shift. As he proclaims, his manual should not serve something as dogma but as an inspiration at forming interpreters' own notes. Many other authors were inspired by his book – for example R. K. Minjar-Belorucev, H. Matyssek and the others.

There are seven of these principles suggested by Rozan; in order they are:

1. Noting the idea rather than the word

Take any text and give it to 10 excellent English translators. The result will be ten very well translated texts, but ten very different texts in as far as the actual words used are concerned. The fact that we have ten good translations, but ten different texts, shows that what is important is the translation of the idea and not the word. This is even truer of interpretation since the interpreter must produce a version of the text in another language immediately. He must be free of the often misleading constraints that words represent. It is through the analysis and notation of the ideas that the interpreter will avoid mistakes and a labored delivery. Whenever taking notes the interpreter must concentrate on the major idea and how this can be noted clearly and simply (preferably in the target language, although this is not essential).

2. The Rules of Abbreviation

A. Abbreviation of Words

The rule of thumb is that unless a word is short (4-5 letters) the interpreter should note it in an abbreviated form. If we have to note „specialized" it is more meaningful and reliable to note *spe-d* than to write *spec*.

Other examples: Stat. could be read as „statute" or „statistics" whilst Stu-te and St-ics are unambiguous.

Prod. could be read as „production", „producer", „product" or „productivity" while Pr-on, Pr-er, Pr-ct, Pr-vity are unambiguous.

Com. could be read as „Commission" or „committee" while C-on and C -tee are unambiguous.

B. Indicating Gender and Tense

Having abbreviated a word or an idea (be it by the use of a symbol or a contraction of its component letters) it can also be very helpful to give an indication of gender and tense).

Thus in the expression: „I will come back to this a little later", noting the future tense will render the words „a little later" superfluous. We will see below that „I speak" can be noted: I ". Therefore we note: I ll"

C. Abbreviating the Register

The expression „which have contributed to" is long. The word help is short. Wherever possible we must abbreviate by using a word which conveys the same meaning but is shorter. Similarly, „...which are worth looking at" can be noted **int-g** (interesting).

„In order to arrive at some conclusions" can be noted *to end*.

„Taking into account the situation at the present time" can be noted as ***sit-on now.***

3. Links

The part of any speech that is both the most important and the most difficult to note is the sequence of ideas and the links between them. An idea can be distorted completely if its relation to the previous idea is not clearly indicated. When taking notes then, we should never miss out the links. Indeed what we actually see is that if the links are noted well the rest of the idea can be summarized in just a few strokes of the pen.

A. Noting links becomes very simple if we use the key words that follow. (Over time this will become automatic.)

as, why-   and that is because, this is the reason why, since, given the fact that, (in some instances)given that; to convey explanation.

tho- although, despite the fact that; to convey opposition

but -on the other hand, but, nevertheless, however; to convey limitations if it is possible that, assuming that; to convey supposition.

as to- as far as x is concerned, on the matter of; to convey reference

tfe- therefore, one can then conclude; to convey conclusion.

=   the same goes for, one might say the same of; to convey the idea of equality or correspondence

in +   in addition, furthermore, if we also take account of; to convey the idea of additional precision.

B. Linking is not just about representing the idea; it will often impact on the very content of the speech. It is a question of noting quickly and without repetition the group of subject words and the group of complement words to which the idea relates. This problem can be solved quickly and easily by using the recall arrow. [17](Jean Herbert)

4. Negation

Negation might be noted by means of a line running through a word or symbol. Example:

If we use OK to signify „agree", then „disagree" will be OK. It is also possible to write the word no before the word to be negated (thus in our example we would

---

[17] Jean Herbert, The interpreter's handbook: how to become a conference interpreter-:Geneva -1952, p56

note no OK). This second method is clearer and since „no" is a very short word using it is not a problem.

5. Emphasis

To emphasize a word we can underline it (twice if we are dealing with a superlative or absolute).

Example:

„(The study) is interesting" : int-g

„(The study) is very interesting" : <u>int - g</u>

  „(The study) is extremely interesting" : <u>int – g</u>

  In some cases the line may be replaced by a circumflex to avoid confusion arising from the use of verticality. Alternatively emphasis can be noted with a dotted line.

Example:

„This report might be useful": <u>useful.</u> The use of underlining to denote nuance allows us to qualify the word (or idea) underlined without noting the qualifier.

Example:

„Important question" becomes:**?**

„We should look at this very carefully" becomes: ***look at***

„I would like to say in the strongest possible terms" becomes: ***I say***

„...an imperfect solution" becomes: ***sol- n***

 6. Verticality

Verticality means taking notes from top to bottom rather than from left to right. This method makes it possible to:

a) group ideas logically, allowing a complete and immediate synthesis when we come to read back our notes,

b) to do away with many links which would otherwise be essential to the clarity of the text.

Stacking

„Stacking" consists of placing different elements of the text above or below one another.

„The report on western Europe"

R -ort
W Eur.

„the report on western Europe is an interesting document"

R-ort   *int-g*
W Eur.

„Since the French, US and UK delegations have suggested...."

$$
As \quad \begin{matrix} Fre \\ US \\ UK \end{matrix}
$$

$$
As \quad \begin{matrix} Fre \\ US \\ UK \end{matrix} \; suggest^d
$$

„The chapters of the report which deal with economic situation in Europe offer additional information and new statistics"

$$
\frac{Ch^{rs}}{Ec.Eur} \quad give\ new \quad \begin{matrix} info \\ stat^{ics} \end{matrix}
$$

If the sign → is used to denote „offer" and the sign + to denote „additional" and „new" then our notes will look like this:

$$\frac{Ch^{rs}}{Ec.Eur} \qquad \rightarrow \quad + \qquad \begin{array}{l} info \\ stat^{ics} \end{array}$$

B. Using Brackets

Brackets are an important part of the verticality system. In every speech there will be certain elements, which are mentioned to clarify an idea or to highlight a particular point, but which are not integral to the speaker's train of thought.

These parts of a speech should be noted in brackets, below the main element to which they refer.

Examples:

„....which leads to new investment, particularly in the transport sector"

$$\rightarrow \qquad \begin{array}{l} + inv^{ts} \\ (T^{ort}) \end{array}$$

To encourage a natural use of the verticality technique it is recommended that you use relatively large but narrow pieces of paper. This will allow you to note the maximum amount of text on one page whilst automatically bringing your notes back to the left hand side of the page.

7. Shift

Shift and Verticality are the fundamental principles underlying this note-taking system.

To explain Shift let us take an example:

„Over the course of 1954, prices rose, although not to the same extent as income, thus the population's net income increased."

Our notes will be as follows:

$$54,\ prices \nearrow$$
$$but \text{———} no = \nearrow income$$
$$so \text{———} Pop^{on} \nearrow$$

Word for word on the first line: Over the course of 1954, prices rose,

Word for word on the second line: although not to the same extent as income,

Word for word on the third line: thus the population's net income increased.

Having used Shift to give our notes a vertical layout on the page, noting the links is almost enough to give us an accurate and full version of the text.

Shift means writing notes in the place on a lower line where they would have appeared had the text on the line above been repeated.

The examples below show how notes would be positioned during interpretation, but have not been abbreviated.

„The report on the economic situation in Europe is a fine document which discusses some interesting topics":

$$\underline{R^{ort}} \qquad\qquad good$$
$$Ec.Eur$$
$$\qquad discusses\ interesting\ topics$$

„to understand the program, one must"
$$to\ understand\ the\ program$$
$$one\ must$$

„Thus in the Report and the Study we find a theoretical and practical analysis which will help in the adoption of......"

(in   R^{ort}   )
Study
                      theoretical
there is analysis practical
                        which will help in the adoption

of

SOV

"What did what to whom?"

Basic unit of communication:

- Subject
- Verb
- Object

"Who does what to whom (or to what)?"

S   V   O   O

We… …took stock of… relations… …and the situation

For the purposes of note-taking in consecutive interpreting an idea is…⟶ **SVO**

	There
	were
	developments
	--
	We
	Took stock
	relations
	+situations
	--
	It
	is
	too early
	--

Using symbols and abbreviations

Symbols

To illustrate the importance of symbols, Rozan dedicates one entire chapter of his book only to symbols. However he advises not to use too many of them, and recommends a total of 20, 10 of which "are indispensable." They are divided into categories: [18]

The symbols of expression –thought   - **:**

Speech   **-** "

Approval   - OK

The symbols of motion - the arrow for direction or transfer

the arrow for increase   ↗

the arrow for decrease   ↘

The symbols of correspondence- relation   -/

equivalence   **-** =

framing   - [ ]

plus and minus   **+/-**

According to Rozan group of symbols for concept of words that occur frequently:

Country, nation – □

International, abroad – ⊠

Global, universal, world – **W**

Labor, work, action – **w**

Issue, problem, question **- ?**

Members, participants – **Ms**

Trade, trade relations **- Tr**

On the other hand, according to Ilg and Lambert , Matyssek "opts for a very systematic and detailed code of drawings and symbols, so much that beginners

---

[18] Rozan, J. F., Note-Taking for Consecutive Interpreting. Krakow: Tertium-2002 p 26-31

tend to perceive his approach as an interpreter's shorthand … his method has exerted considerable influence …" [19]

Gillies advocates using symbols for "concepts that come up again and again" (e.g. verbs like agree, decide, discuss, propose, or consider). As Nolan also notes, one should "adopt use the symbols that are useful for the subject you are dealing with." Gillies also agrees with Rozan that there is no sense in having a symbol for every word, but for "more or less synonymous words and expressions", because symbols represent ideas or concepts. He asserts that a symbol can be a picture, short word, pair of letters or a single letter. Nolan recommends thinking of a symbol that would always have the same meaning, i.e. "the main subject of the speech". To the question "why use symbols", he gives a simple answer- because they are easy and quick to write, easy to read and represent concepts and not words.

Nolan recommends using pictorial or graphic devices … because one is not "writing out the speech, one is "drawing a picture …" Gillies also argues that symbols have to be clear and unambiguous, quick and simple to draw, prepared in advance, consistent, organic and they must mean something to you. Nolan agrees, and gives an example of this usage, e.g. if you decided to use the symbol **x** for time, the following variations are possible. Nolan also notes that a symbol should always have only one meaning in a given context. [20]

Nolan's propositions for organic symbols

x-	Timeless, eternal
xx	Many times, often
xx+	Many times more
xx-	Many times less

---

[19] Ilg G. and Lambert S., "Teaching consecutive interpreting", 1996 p72
[20] Nolan, James Interpretation Techniques and Exercises.-2005, Multilingual Matters Ltd : New York, p294-296

x t x	From time to time, occasionally
=x	Equal time
+x	More time, longer time
-x	Less time, shorter time
2x	twice
3x-/	Three times less than
100x	A hundred times
100x+	A hundred times more
ltdx	A limited time
oldx	old time, old fashioned
x!	It is time, the time has come
x̲	Now, this time
gdx	Good time
xly	Timely, on time
unxly	Untimely, late
x)	Time limit, deadline
ovrx	overtime
xtbl	Timetable, schedule
ptrx	Part time
X,x	Time after time, repeatedly

Abbreviations

In the section dealing with abbreviations, Rozan differentiates between abbreviated words, indications of tenses, gender and number, and abbreviating the register (group of words). Regarding the abbreviated words, he advises to write the word in its abbreviated form, "unless a word is short (4-5 letters)". He recommends abbreviating the word in such a manner that you keep the first and last few letters (e.g. committee and Commission should not be written com., because it is ambiguous, and it should be therefore be C-tee for committee

41

and Con for Commission). He advises to indicate the tense by adding **ll** for the future and **d** for the past. To indicate plural, he advises the use of **s**. Henderson proposes to use the verb plus suffix –ll for future, suffix -ed for past, and suffix –id to indicate conditionals. [21]

Nolan suggests using abbreviations or acronyms for often used phrases "examples: asap= as soon as possible; iot= in order to; iaw= if and when)." Also, he considers adopting symbols for prefixes and suffixes, e.g. "pre-", "anti-", "-tion", "-ment". One of his recommendations for abbreviating words is not to write vowels and double consonants when possible.

Nolan's suggestion for abbreviating words by leaving out vowels and double consonants:

Zbr	Zebra
Arpln	Airplane
Hstry	History
Cmtee	Committee
Bmb	Bomb
Ptrl	Petrol

Gillies also recommends thinking of single letters to replace suffixes in words. He proposes using the letter n for suffixes –ition, -ation, -ution, -istion (constitution = const); letter z for – ize, -ise (privatize= privz); letter v for –itive, -isive, -ative (comprehensive= compv); letter y for –ivity (competitivity= compy); letter t for –ment (government= govt); letter b for – able (fashionable= fashb). One of the suggestions is also to write words down phonetically as opposed to writing them correctly.

Gillies and Nolan address the question of where to find symbols. Both agree that they are all around us. Gillies "there are already lots of them around, so don't reinvent the wheel!" He suggests some sources of symbols: mathematics,

---

[21] Henderson, John A. "Note-Taking for Consecutive Interpreting", Babel V22, No3, 1976.

science, music, keyboard, punctuation, maps, short words in other languages, other alphabets, registration plates, currencies, chemical symbols, text messaging.[22] Nolan indicates that it is not important from where one adopts the symbols, as long as they are used consistently. To name just a few of the possible sources of symbols he suggests: proofreaders' marks, symbols or abbreviations from dictionary entries, books on semiotics, ancient writing systems, pictographs and pictographic devices borrowed from ancient hieroglyphic scripts, sins of the zodiac, capital letters used for a specific meaning, children's "picture-writing", legal symbols, monograms, etc. [23]

2.2. The choice of language in note-taking

Note-taking system is a very broad issue for discussion that can be dealt with from different aspects. One of the questions frequently discussed is the language in which note-taking should be realized. There are two stances adopted by researchers– one group recommends using the target language, while the other advocates the use of the source language. Dam (2004: 4) briefly summarizes the arguments used by both groups:

Those who recommend using the target language do so basically for two reasons: for one thing, the target-language option logically forces the interpreter to move away from the surface form of the incoming speech and should therefore ensure better processing of the speech; for another, writing in the target language is thought to facilitate production of the target speech. The relatively smaller groups of authors who question the TL recommendation tend to do soon the grounds that writing notes in the target language requires language conversion during note-

---

[22] Gillies A., Note-taking for Consecutive Interpreting - A Short Course, St. Jerome Publishing-2005 p 128
[23] Nolan, James Interpretation Techniques and Exercises.-2005, Multilingual Matters Ltd : New York, p297

taking and therefore add to the number of functions that the interpreter has to perform during the listening phase.[24]

Rozan seems to belong to those that favor taking notes in target language, but does not stress this view very strongly – "preferably in the target language, although this is not essential."

The other option may be backed by Gile, but again there is no strong statement about which option is definitely better. He claims that because of the processing capacity necessary for conversion, using the target language may be "an unwise choice", but adds that "until empirical evidence is available, it is difficult to say which of the positions, equally valid in theory, is more of practical value" [25]

They recommend to realize note-taking in the language which is an interpreter just listening to as this noting down should ensure less information losses and bigger concentration towards the heard discourse, however, they add the fact that note-taking is an individual matter of each interpreter, but at the same time they admit the use of abbreviation in the language which just offers shorter solution.

A. Cuzakin and S. Spirina talk about the use of target language in the beginnings of interpreter's practice but later an interpreter should decide himself or herself which language in note-taking to use.

All these views seem to refer to the general choice of the language (i.e. the choice of the language for the whole of the noted text) and focus on two languages – the source language and the target language. However, there appears the question of preparing "mixed" notes – the choice of language for the given ideas or expressions would be dependent on the lingstic features of those expressions in the given language, or even on the features of the language itself.

---

[24] Dam, Helle V.. "Interpreter's notes. On the choice of language", 2004, p 4

[25] Gile, D., Basic Concepts and Model for Interpreter and Translator Training- John Benjamins -2009, p 176-189

In other words, it would be based on the convenience of the use of a given solution at the moment of taking notes. In real situations it often appears that professional interpreters and students switch languages while preparing notes for their speeches.

2.3. Creating individual effective note-taking system

When interpreting in the consecutive mode of conference interpreting, every interpreter needs to have a well-developed note-taking system. There are numerous suggestions as to how one should take notes, but they should serve only as a base for developing an individual system of taking notes.

A personal system of note-taking is very useful not only in consecutive interpretation but also in simultaneous interpretation (e.g. to jot down the jargon of a meeting as it is taking place, or to jot down figures, names or proposed wordings in a drafting group), as well as for translators (who, in some jobs, are required to write summary records from notes).

Developing a personal system of notes also helps to form the habit of summarizing and symbolizing words and phrases, which is an important aspect of the interpretation process. Note-taking is most important to the consecutive interpreter. Consecutive interpretation relies on long-term memory. Psychological studies have shown that long-term memory fades very rapidly. However, they have also shown that, although it is very difficult to remember a large number of words, it is not so difficult to remember a series of ideas.[26]

Consequently, a successful note-taking technique for consecutive interpretation calls for a method of reducing words to ideas and putting the ideas into symbols that can then be re-expressed in another language. An interpreter must not try to

---

[26] Deborah A. Garretson, "A Psychological Approach to Consecutive Interpretation", Meta 26 (3), September 1981, p. 244.

write down word for word everything the speaker says because a hundred words may contain only one idea, while one word may imply several ideas.

James Nolan (2005) also dwells on the use of symbols. He is of the view that would be interpreters should:

- Develop symbols for topics they are handling
- Develop symbols for the main topic of the speech
- Formulate symbols for two and three zeros
- Develop symbols for commonly used suffixes and prefixes
- Develop acronyms or abbreviations for commonly used phrases
- Under no circumstances double consonants. In addition, any vowels that are not vital in making the word identifiable should be deleted.[27]

Study of Rozan's classic book on this subject is a good way to begin developing one's own note-taking system.

There are some basic guidelines on note-taking that should be followed:

• Your note-taking system must be your own. It must be one that you can easily use, based on your own style of handwriting.

• It is helpful to learn a stenographic system such as shorthand, or a note-taking system such as Speedwriting, or to invent your own way of "writing phonetically" (representing sounds as well as words or ideas). English, for example, has only about 40 sounds. But it is not helpful to get into the habit of trying to write down everything a speaker says verbatim.

• Adopt and use symbols that are useful for the subjects you are dealing with.

• Always use a symbol to mean only one thing in a given context.

---

[27] Nolan, James Interpretation Techniques and Exercises.-2005, Multilingual Matters Ltd : New York, p291

• Use pictorial or graphic devices like circles and squares or lines and arrows. You are not "writing out the speech"; you are "drawing a picture for yourself" of the speech.

• Arrange your notes on the page in a meaningful way (for example, with the main points at the top and minor points at the bottom). Use indentations logically and consistently.

• Learn and use conventional abbreviations and acronyms (for example, the telegraphic business abbreviation "cak" meaning "contract", or the morse-code acronym SOS to mean "help").

• Adopt a simple, one-stroke symbol which, whenever you write it, will mean "the main subject of the speech".

• Adopt a simple sign which will mean "three zeros", so that you can write down large numbers quickly (for example, if – means "three zeros", then 89 – – means "89 million"). Adopt another symbol to represent two zeros.

• Adopt or coin abbreviations or acronyms for often-used phrases (examples: asap = as soon as possible; iot = in order to; iaw = if and when).

• Invent symbols for common prefixes and suffixes, such as "pre-", "anti-" or "-tion", "-ment".

• When you write out words, do not double any consonants, and delete any vowels that are not necessary to make the word recognizable or to distinguish it from another similar word.

• When interpreting consecutively, write your notes as much as possible in the target language.

• Always have enough sharp pencils or functioning pens at hand.

Use Symbols

1. Figure out which symbols work for you and practice using them in advance of the assignment. Never improvise during the speech.

2. Symbols must be clear and easy to draw.

3. Be consistent when using symbols. If "I" denotes "industry," do not use "I" somewhere else in your notes to stand for "international."

4. Symbols create associations in your mind, so have a set of symbols that you have made your own. Since we are all unique, with different educational backgrounds and life experiences, no one's system will be exactly alike.

Write Down the Most Important Items: 1. Title of the speech (if any). 2. Ideas and concepts, rather than words.3. Link words. 4. Modal words and verb tenses.5. Who the speaker is, proper names numbers, dates, and lists. 6. Terms and words about which you are unsure (and that you might be able to decode from further con text). 7. The last sentence (punch line).

Use Effective Note Taking Techniques

1. Practice on written text first, getting your mind used to noting the S-V-O structure.

2. Make a deliberate effort to locate parts of the speech that you will be able to recall fairly easily using minimal notes.

3. Review your notes and decide which parts you could have omitted to still get the same result.

4. Listen to a recorded speech or have someone read a story aloud and take notes, and then try to put the notes aside and see how much you can recall just from your memory.

This is a difficult task, but it illustrates how much writing actually interferes with listening.

5. Listen to a different recorded speech and take more notes, making sure to use the correct S-V-O structure, symbols (if applicable), and link words.

Mathematics:

+   (addition to)

- (less)

% (percentage)

< (less than)

> (greater than)

= (equal to)

Geography:

N (North)

S (South)

E (East)

W (West)

Country codes:

D (Germany)

UK (United Kingdom)

F (France)

PL (Poland)

DA (Denmark)

CH (China)

CAN (Canada)

Currency codes:

SFR (Swiss franc)

USD (U.S. dollar)

DEM (German mark)

AUD (Australian dollar)

GBP (pound sterling)

JPY (yen)

CZK (Czech koruna)

Keyboard:

@ (at)

(number)

& (and)

% (percent)

© (copyright)

® (trademark)

Chemical symbols:

CO (carbon monoxide) H_2O (water)

Na (sodium)   Fe (iron)

CO_2 (carbon dioxide)

2.4. Note-taking system from the Uzbek language perspective

Books on note-taking have been written by many authors from different countries, but none of the proposed note-taking principles and/or systems was concerned with the Uzbek language. Most of the publications were either written in English or Russian or translated into one of these languages. As far as symbols are concerned, they are language-independent, and therefore can function in any language and be easily incorporated in abbreviations. Our suggestions will for that reason, mainly be concerned with abbreviations.

O. Muminov and A. Quldashev presented a number of note-taking symbols in their book "English for Translators", which was the first step to note taking system in the Uzbek language. Below we give some examples:

< — ҳаракат бошланиши, бошламоқ

> — ҳаракат охири, тамомламоқ, охирига етказмоқ

I—I — бир неча давр ичида

p — халқ

P2 — халқлар, миллатлар

f — бошлиқ, бошқарувчи

f 2 — бошлиқлар[28]

Regarding abbreviations, a few authors (Gillies, Rozan) already proposed using the morphology of a language to form symbols or abbreviations for certain prefixes and suffixes.

We can give some examples for noting short words:

мен (eng. I), *улар* (eng. they), *ҳа* (yes), *йуқ* (no), etc.

---

[28] Муминов О., Кулдошев А.,"Английский для переводчиков"Ташкент, Шарк- 2005, стр.384.

They are short both in English and Uzbek, so there is no use in interchange between languages.

Regarding phrases that might be frequently used in consecutive interpreting we will give a few suggestions:

Ўзбекистон ҳукумати – uz.gov

Ҳонимлар ва жаноблар!-ХЖ, LG

Чин дилдан табриклаймиз- ♥т

As suggested by Nolan, some words can be written without vowels; below we suggest some words in Uzbek noted without vowels:

Ташриф - тшрф
Дастур - дстр
Барқарор - брқрор
 Ривожланиш - рв-ш
 ҳамжамият - ҳжмят
 миллий-мллй
 ҳукумат - ҳкмт
 вазирлик -взрлк
 қабул қилинди - ққди
глобаллашув- глблв
According to Rozan to emphasize a word we can underline it (twice if we are dealing with a superlative or absolute). We attempted to use this principle in the following example:

Қизиқарли маълумотлар Қзқ-ли

   Қизиқарлироқ маълумотлар Қзқ-ли

      Энг қизиқарли маълумотлар Қзқ-ли

The symbol for Uzbekistan could be UZ (international)

RUz -indicating Republic of Uzbekistan – Ўзбекистон Республикаси

„Stacking" consists of placing different elements of the text above or below one another. Note-taking in the Uzbek language according to Rozan's principle-Verticality-stacking:

<div align="right">S</div>

Ўзбекистон Республикаси сув хўжалиги вазири бошчилигидаги **делегация**

O   V

Бразилия Федератив Республикасига   **ташриф буюрди**.

 РЎз Сув хуж-и ваз-к
   Д-я

                БразФР

                        тшрф б-ди

In the current competition, 523 journalists submitted about 7100 materials for the XIII National award "Oltin Qalam".
Бу йилги "Олтин қалам" XIII Миллий мукофоти учун халқаро танловда 523 нафар   журналист 7100 дан ортиқ ижодий иши билан қатнашди.

"Олтин қалам"   **7100 иж-й иш**
XIII Мл-ий мкф-ти   **523 жрнлст қат-ди**

Representative offices of prestigious international organizations operating in the country, such as the UN, UNESCO, the World Bank, UNAIDS, USAID established awards for journalists of Uzbekistan.

Журналистлар мамлакатимизда фаолият олиб бораётган нуфузли халқаро ташкилотлар – БМТ, ЮНЕСКО, Жаҳон банки, ЮНЭЙДС, ЮСАИД, ваколатхоналари томонидан таъсис этилган мукофотлар билан тақдирланди.

Жур-р ҲТ-лар   БМТ

        ЮНЕСКО

        Ж банки   ....   <u>таъсис эт-ган</u>

        ЮНЭЙДС   мукофотлар б-н тақдир-ди

        ЮСАИД

Embassies of the USA, Turkey, Azerbaijan, Georgia and the People's Republic of China, the Public Fund for Support and Development of Independent Print Media and News Agencies presented their awards.

АҚШ, Туркия, Озарбайжон, Грузия ва Хитой Халқ Республикаларининг элчихоналари ўз мукофотларини топширдилар.

АҚШ

Туркия

Озарбайжон   **элчх-ри**

Грузия

Хитой ХР   **мкфт-ни топш-р**

Below we attempted to adapt universal note-taking symbols to the Uzbek language:

The symbols of expression –**фикр**   - **:**

                       нутқ   - **"**

<div align="center">**розилик** - OK</div>

The symbols of motion - the arrow for direction or transfer

<div align="center">**кутарилиш, ўсиш** ↗</div>

<div align="center">**пасайиш** ↘</div>

The symbols of correspondence- **алоқа** **-/**

<div align="center">**тенглик** **- =**</div>

<div align="center">**қавсга олиш** **- [ ]**</div>

<div align="center">**қўшиш ва айириш** **+/-**</div>

Symbols for concept of words that occur frequently:

Давлат, мамлакат – □

Ҳалқаро, ҳорижий – ⊠

Глобал, бутунжаҳон – **W**

Муаммо **- ?**

Mathematics:

+ (қушимча) - (кам) % (фоиз) < (..дан кам) > (..дан кўп) = (..га тенг)

Geography:

Шл (Шимол) Ж (Жануб) Шқ (Шарқ) Ғ (Ғарб)

Keyboard: @ (..да) # (рақам) & (ва)

Below universal symbols of note-taking have been translated into Uzbek:

Symbol	Meaning
∅	соҳа, йуналиш, жиҳат
%	фоиз, процент, қизиқиш
Ω	шартнома, келишув, битим
∞	... билан боғлиқ, тегишли
∈	тегишли бўлмоқ
≠	тенгсизликлар, келишмовчиликлар, фарқлар
↶	бир томондан
↷	бошқа томондан
☉	ташвишланиш, безовталик, хавотир
☺	қувонч, бахт,бахтли бўлмоқ
☹	қайғу, ҳафалик
⚠	ҳавф, қорқув
⚠	таввакал
OK	розилик
↕	чегара
§	ҳукм қилиш
∮	нуқтаи назар,қараш
?	савол, муаммо
⊠	муаммони ечмоқ

o—o	куч, қатъиатлик
ɪɲ	чора, чоралар куриш
φ	дунё, планета, ер, глобус, ер шари
□	мамлакат, давлат
⧄	Миллат, миллийлик
Å	одам, инсон
⊘	ҳалқ, аҳоли
○	қишлоқ, қишлоқ жой
□	гуруҳ, компания, идора, фирма, бўлим, ташкилот
Δ	майдон, пункт, объект, штаб
४	пул, капитал
४	инвестиция, сармоя
|४|	банк
४	кредит
४	тулаш
४→	сарф қилиш
४	субсидия
४	зарар
४	фойда, даромадлар
¥	ҳар бир , ҳар қандай

♀	аёл	
♂	эркак	
♀	президент,раҳбар, бошқарувчи, шахс	
♀	ҳукумат, бошқарма	
@	мақсад, мақсадга эришиш учун	
®	маъсулият, вазифа, бурч	
№	сон	
⚡	тезкор, тез, зудлик билан, алоқа	
→←	зиддият, тоқнашув, қарама-қаршилик,мудофа, можаролар	
!	жуда, айниқса, аҳамият	
⚔ ⚔	уруш, кураш	
ā�æ	ўзгариш, қайта куриб чиқиш, революция	
↔	усул, йул, ечим	
V	ҳажми, доираси, қамрови	
≈	тахминан,	
∑	сумма, жами	
+	қушиш, қушимча қилиш, қушимча	
||	параллель, бир вақтнинг узида, синхрон	
∫	ўртача, оддий,одатта	
⊗	воқеа	

Abbreviations of some International organizations

Uzbek		English	
ЖССТ	Жахон соғликни сақлаш ташкилоти	**WHO**	World Health Organization
ЖСТ	Жахон савдо ташкилоти	**WTO**	World Trade Organization
ЖТТ	Жахон туризм ташкилоти	**WTO**	World Tourism Organization
ЖБТ	Жахон божхона ташкилоти	**WCU**	World Customs Union
ЖИМТ	Жахон интеллектуал мулк ташкилоти	**WIPO**	Word Intellectual Property Organization
ЖМТ	Жахон метереология ташкилоти	**WMO**	World Meteorological Organization
-	Европа парламенти	**EP**	European Parliament
ҲТТБ	Ҳалқаро тикланиш ва тараққиёт банки	**IBRD**	International Bank for Reconstruction and Development
-	Ҳалқаро Қизил Ҳоч Қумитаси	**CICR**	International Red Cross Committee
АЭХА	Атом Энергияси бўйича Халкаро Агентлик	**IAEA**	International Atomic Energy Agency
ҲВФ	Халқаро Валюта Фонди	**IMF**	International Monetary

			Fund
ХМТ	Халқаро Меҳнат Ташкилоти	**ILO**	International Labour Office
МФСР	Международный фонд сельскохозяйственного развития	**IFAD**	International Fund for Agricultural Development
НАСА	Миллий Аэронавтика ва Фазо Маъмурияти	**NASA**	National Aeronautics and Space Administration
-	Нодавлат ташкилот	**NGO**	nongovernmental organization
НАТО	Шимолий Атлантика алъянси	**NATO**	North Atlantic Treaty Organization
ОБСЕ	Европада Хафсизлик ва Ҳамкорлик Ташкилоти	**OSCE**	Organization for Security and Cooperation in Europe
БМТ	Бирлашган Миллатлар Ташкилоти	**UNO**	United Nations Organization
ЮНИДО	БМТ саноатни ривожлантириш ташкилоти	**UNIDO**	United Nations Industreal Development Organization
ОПЕК	Нефтьни экспорт қилувчи давлатлар ташкилоти	**OPEC**	Organization of Petroleum Exporting Countries

ЮНЕСКО	БМТ таълим,фан ва маданият ташкилоти	UNESCO	United Nations Education, Science and Culture Organization
ЮНИСЕФ	БМТ болалар фонди	UNICEF	United Nations Children's Fund

These are all just suggestions, and due to complexity of the Uzbek language and much of English words and abbreviations which are often used, it is hard to think of something that would be a better solution for a lot of terms, therefore, a much deeper research would be necessary to establish a whole note-taking system with the Uzbek language as its base.

Future of note-taking

The development of technology might bring some changes into the note-taking as we know it. In the future, a notepad and a pencil may not be the only thing an interpreter can use. A new method might be introduced, i.e. the so called simultaneous consecutive interpreting. It functions in a way that the original speech is recorded by a digital voice recorder, and then played back to the interpreter via earphones, and the interpretation then follows in the simultaneous mode.

According to Pöchhacker et Hamidi, the first to successfully use the "digitally mastered consecutive" was the EU staff interpreter Michele Ferrari. He tried this method in a real setting in 1999, in 2001 and again in 2003 within the DG Interpretation in a series of tests. "The aim of these tests was not only to compare traditional and simultaneous consecutive interpreting, but also to examine different devices, such as handheld PC, a notebook with digital audio-

editing software, and a digital voice recorder" [29]. The results of the first series of tests showed that simultaneous consecutive was "more complete and precise", but also sounds "too artificial" for certain language combinations. The second series showed that simultaneous consecutive was a "viable possibility", but that the use of electronic devices needs to be practiced. There are two more interpreters in the United States who also tried the new technique, namely John Lombardi (2003) and Erik Camayd-Freixas (2005), who used it for court interpreting. Lombardy tested it informally; Camayd-Freixas carried an experiment at Florida International University in 2005 and even "established label marketed by his language consulting firm". The aim of the experiment was to compare classic consecutive, with notes and simultaneous consecutive and to determine the accuracy of the interpretation, which was estimated regarding the words that were missing in the interpretation. Higher accuracy rate was measured in the simultaneous consecutive mode, especially when longer statements were involved. The interpretation using the new method proved to be more faithful to the original regarding intonation and liveliness, and the interpreter is able to listen to the speaker more carefully, since he is not taking notes, which results in better comprehension of the speech.

Another study was conducted at the Vienna University Center for Translation Studies. The aim of the study was to answer the following questions:

1. Does technology-assisted consecutive interpreting yield better results than the conventional consecutive method?

2. How does the audience respond to the new consecutive technique compared to the traditional one?

3. Is simultaneous consecutive likely to be adopted by professional interpreters as an interpreting method in its own right?

---

[29] Hamidi A. and Pöchhacker F. "Simultaneous consecutive interpreting: a new technique put to the test", 2007, Meta 52 (2), 276-289.

There was one group of three interpreters with at least ten years of experience as interpreters, who had to interpret two similar speeches, the first one using a digital voice recorder, the second one in the classic consecutive mode. The results showed that two of three interpreters felt more comfortable doing the simultaneous consecutive, and that they considered the interpretations done in that mode to be superior. As an advantage of this mode, they indicated that it is not as strenuous as consecutive, and it offered them a chance to listen to the original twice. It was however pointed out that they had to interpret everything, which was considered as a drawback. After the performances were assessed on the basis of transcript analysis, self-assessment and audience response, the results showed that the new method "permits enhanced interpreting performances, reflected in more fluent delivery, closer source-target correspondence, and fewer prosodic deviations" [30] These results were corroborated by the "favorable response" of the audience regarding the new method. These ratings were again confirmed by the interpreters who had participated in the study, who easily adopted this mode and consider it "a viable technique." This new method needs to, however be further investigated.

---

[30] Hamidi A. and Pöchhacker F. "Simultaneous consecutive interpreting: a new technique put to the test", 2007, Meta 52 (2), 276-289.

CONCLUSION

Interpreting is like a gap-bridge of language barrier in cross cultural communication. The goal of interpretation is to convey a message that make the same impact on the target audience that a speaker/signer intends for an audience of her/his same language. The different situations where interpretation takes place make very different demands of the interpreter. There are three basic skill requirements in consecutive interpreting namely Listening (Understanding), Note Taking (Analyzing) and Speaking (Re-Expressing). The skill that occurs in consecutive interpreting is Note Taking. It is an importance skill to be mastered. In order to be able to take notes effectively, an interpreter should have a comprehension on three basic requirements of note-taking as follows: a. what to note; b. how to note; and c. when to note.

As has been mentioned, the aim of this paper was to give a brief overview of the development of note-taking systems for consecutive interpreting, an efficient note-taking system being the essential part of this mode of interpreting.

After having given an introduction to the consecutive interpreting in general, and the note-taking as a part of it, the basic principles of note-taking were presented. All in all, there are many different approaches as to how one should take notes. Principles and examples presented in this paper were taken from relevant literature in the field, and should serve as a basis and an inspiration in developing one's own note-taking system. Opinions and propositions were made for every relevant aspect of note-taking, as proposed by major experts in the field. In the end, a proposition of possible adjustment to the Uzbek language was given, and the future of note-taking discussed, in terms of technology improvement, which suggest that note-taking soon might be replaced by digital voice recorders.

Books on note-taking have been written by many authors from different countries, but none of the proposed note-taking principles and/or systems was

concerned with the Uzbek language. Most of the publications were either written in English or Russian or translated into one of these languages. As far as symbols are concerned, they are language-independent, and therefore can function in any language and be easily incorporated in abbreviations. Our suggestions will for that reason, mainly be concerned with abbreviations. A number of universal symbols of note-taking were presented in "English for Translators" by O. Muminov and A. Quldashev, which was the first step to note taking system in the Uzbek language. In the paper we presented some of these symbols:

< — ҳаракат бошланиши, бошламоқ

> — ҳаракат охири, тамомламоқ, охирига етказмоқ

Short words: *мен* (eng. I), *улар* (eng. they), *ҳа* (yes), *йуқ* (no), etc.

They are short both in English and Uzbek, so there is no use in interchange between languages. Regarding phrases that might be frequently used in consecutive interpreting we presented a few suggestions: Ҳонимлар ва жаноблар!-ҲЖ, LG Чин дилдан табриклаймиз- ♥т

As suggested by Nolan, some words can be written without vowels; below we suggested some words in Uzbek noted without vowels: Ташриф – тшрф ҳамжамият – ҳжмят ҳукумат – ҳкмт вазирлик –взрлк глобаллашув- глблв

We attempted to use the principle of emphasis suggested by Rozan:
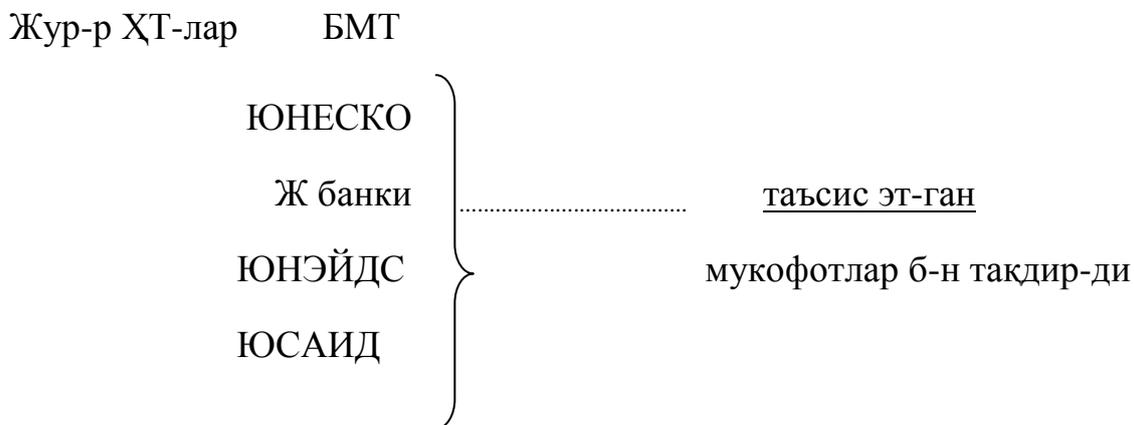
Қизиқарли маълумотлар Қзқ-ли

  Қизиқарлироқ маълумотлар <u>Қзқ-ли</u>

    Энг қизиқарли маълумотлар <u>Қзқ-ли</u>

We adjusted some note-taking principles to the Uzbek language, illustrated examples of sentences in English, taking notes in the Uzbek language translated into Uzbek.

Representative offices of prestigious international organizations operating in the country, such as the UN, UNESCO, the World Bank, UNAIDS, USAID established awards for journalists of Uzbekistan.

Жур-р ХТ-лар   БМТ

           ЮНЕСКО

           Ж банки   ....   <u>таъсис эт-ган</u>

           ЮНЭЙДС   мукофотлар б-н тақдир-ди

           ЮСАИД

Журналистлар мамлакатимизда фаолият олиб бораётган нуфузли халқаро ташкилотлар – БМТ, ЮНЕСКО, Жаҳон банки, ЮНЭЙДС, ЮСАИД, ваколатхоналари томонидан таъсис этилган мукофотлар билан тақдирланди.

As you notice we in translation of the above sentence we used note-taking in the target language.

Then we attempted to adjust universal note-taking symbols to the Uzbek

language: фикр   - :   нутқ - "   розилик - OK

The symbols of motion - the arrow for direction or transfer

                     кутарилиш, ўсиш   ↗

                     пасайиш   ↘
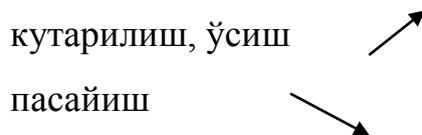
The symbols of correspondence- алоқа   -/

                         тенглик   - =

                     қўшиш ва айириш   +/-

Symbols for concept of words that occur frequently:

Давлат, мамлакат – □   Ҳалқаро, ҳорижий – ⊠

Глобал, бутунжаҳон – Ж   Муаммо **- ?**

These are all just suggestions, and due to complexity of the Uzbek language and much of English words and abbreviations which are often used, it is hard to think of something that would be a better solution for a lot of terms, therefore, a much deeper research would be necessary to establish a whole note-taking system with the Uzbek language as its base.

It should be noted that interpreters are expected to have much more than just language skills. Besides having thorough knowledge of the target language (usually the foreign working languages), interpreters should also master their own language and culture, as well as the cultures of the foreign languages with which they work. There are also other significant aspects in interpreting: ethical and professional principles; the role of the interpreter as a communication agent and as the liaison between languages and cultures.

In consecutive interpreting, and for the most experienced interpreters, note-taking is, to a large extent, small in importance when compared with the constant efforts to analyze what is being said, understand its meaning and render it into speech in simultaneous interpreting. However, for the less experienced interpreters, note-taking is a tough hurdle to overcome.

- This cannot be a mechanical process: the more mechanical the interpreter's notes, the lower the quality of the interpretation.
- Taking notes is not the same as taking dictation; it's meant to jog the memory of the interpreter when he/she has to render the interpretation.
- Notes are short-lived and can only be used within minutes after the speech to be interpreted is delivered. When the speaker finishes the speech, it is still fresh in the memory of the interpreter and the notes are there to jog his/her memory.
- Notes are personal; this is why they can only be used by the interpreter who jotted them down and only for a specific period of time.

- The problem with too many notes is that we might pay too little attention to the speaker's words. Rendition may, therefore, end up being a superficial speech with serious mistakes and easily avoidable contradictions.

One should always take notes of:

- The main ideas: secondary ideas will be remembered during the mental interpreting process and rendition;
- Opinions and points of view: they are always perceptible and the interpret might not be able to transpose them to his/her interpretation during rendition;
- Numbers: they are very important for the speech, are the same in every language and are easy and quick to note down (as opposed to dates that are more difficult to understand);
- Proper names: because you don't have to translate them. For proper names difficult to understand, the interpreter should jot them down as they sound. Also take note of geographical names, names of companies and organizations, abbreviations and acronyms.
- Technical terms: they are less frequent and may sound uncanny to the interpreter;
- Connectors: they connect the memory and what the speaker has said. They are important because they show the sequencing of ideas and also opposing ideas;
- What happened and when (verb tenses): because they situate the speech in time;
- The sentences said by the speaker that serve as introduction and conclusion, as they help to understand the speech;
- Keywords: they are important not for their linguistic meaning, rather for what they mean in the interpreter's mind (the meaning they acquire for the speaker).

- Notes should be taken in the language into which the interpretation will be made (target language), because it allows the interpreter to dissociate the two

languages. The interpreter will, therefore, be less likely to use a literal translation in the heat of the speech.

- If the interpreter doesn't remember a word in the target language when taking notes – and to avoid being stuck on that word and getting lost in the speaker's speech – he/she should note down the term in the source language and continue to take notes. This will save lots of time until the right word comes to his/her mind.

 The interpreter should jot down as little as possible, as quickly as possible to avoid getting stuck on words. The aim is to deliver a fluent and accurate speech, yet based on the information he/she jotted down.[31]

In short, the work of interpreters is complicated by the immediacy of each moment and the brevity of each sentence. There is no perfect method, rather proven good practices that may be a good starting point for all those who wish to embrace this art.

---

[31] http://smartidiom.pt/en/note-taking-in-consecutive-interpreting

BIBLIOGRAPHY

1. Address by Sh. Mirziyoyev at the joint session of the Chambers of oily Majlis dedicated to a solemn ceremony of assuming the post of the President of the Republic of Uzbekistan – 2016

2. Муминов О., Кулдошев А.,"Английский для переводчиков" Ташкент, Шарк- 2005, стр.384.

3. Миньяр-Белоручев Р.К., Записи в последовательном переводе – Москва-2005, стр. 86

4. Чужакин А.П., Спирина С.Г. Основы последовательного перевода и переводческой скорописи. – М., 2007.стр.88

5. Albl-Mikasa,M., "(Non-) Sense in note-taking for consecutive interpreting", 2008- Interpreting 10:2, p197-231.

6. Albl-Mikasa M. and Kohn K."Note-taking in consecutive interpreting, 2002.

7. Baker M., In Other Words- Routledge-2017 p 370

8. Baselli, V. "Which language do interpreters use in Consecutive Interpreting?" (Advanced Research in Scientific Areas 2012 December, 3. - 7. 2012).

9. Dam, Helle V., "Interpreter's notes. On the choice of language", 2004, p 4

10. Downie J., Being a Successful Interpreter: Adding Value and Delivering Excellence- Routledge 2016 p 124

11. Gile, D., Basic Concepts and Model for Interpreter and Translator Training-John Benjamins -2009, p 176-189

12. Gillies A., Note-taking for Consecutive Interpreting - A Short Course, St. Jerome Publishing-2005, p 35-36, p 239

13. Gura T., Powell B., Oral Interpretation- Routledge-2017 p 392

14. Hamidi A. and Pöchhacker F. "Simultaneous consecutive interpreting: a new technique put to the test", Meta 52 (2)-2007, 276-289.

15. Henderson, John A. "Note-Taking for Consecutive Interpreting", Babel. V22, No3, 1976. pp107-116

16. Herbert J., The interpreter's handbook: how to become a conference interpreter-: Meta 26 (3), September 1981, p. 244.

17. House J., Translation: The Basics, Routledge-2017 p210

18. Ilg G. and Lambert S., "Teaching consecutive interpreting", 1996 p72

19. Kozin, Alexander V., Consecutive Interpreting an Interdisciplinary Study-Palgrave Macmillan-2018

20. Munday J., Introducing Translation Studies- Routledge-2016 p 376

21. Nolan, James Interpretation Techniques and Exercises.-2005, Multilingual Matters Ltd : New York, p294

22. Pöchhacker, F., Introducing Interpreting Studies, Routledge-2016 p 268

23. Rozan, J. F., Note-Taking for Consecutive Interpreting. Krakow: Tertium-2002 p 26-31

24. Tipton R. Dialogue Interpreting-A Guide to Interpreting in Public Services and the Community, Routledge-2016 p 312

25. Tomozeiu D., Koshkinen K., Intercultural Competence for Translators-Routledge-2017 p 116

26. Venuti L., The Translator's Invisibility- Routledge-2017 p 320

27. Wei, H.Z., Memory in Interpreting, Translation Journal, Vol 7, No. 3, 2006

INTERNET SOURCES

1. http://accurapid.com/journal/25interpret.htm

2. http://interpreters.free.fr/consecnotes/symbolexamples2.htm

3. http://interpreters.free.fr/consecnotes/rozan7principles.doc

4. http://id.erudit.org/iderudit

5. http://translationjournal.net/translation-books

6. https://www.twirpx.com/files/languages/english/translation/ft.course/

7. http://ut.uz/ru/

8. https://books.fledu.uz/wp.

9. http://smartidiom.pt/en/note-taking-in-consecutive-interpreting

APPENDICES

World Languages Abbreviations used in Note-taking

Language	Code
English	en
Arab	ar
Bulgarian	bg
Hungarian	hu
Greek	el
Dutch	da
Spanish	es
Italian	it
Chinese	ch
German	de
Polish	pl
Portuguese	pt
Romanian	ro
Russian	rus
Turkish	tr
Ukrainian	ukr
Finnish	fi
French	fr
Hindi	h
Czech	cs
Sweden	sv
Japanese	J

World Countries Currency Symbols used in Note-taking

Country/Region	Currency	Currency Symbol(s)	Currency Abbreviation
Antigua	E.C. Dollar	E.C. $	XCD
Argentina	Pesos	$	ARS
Australia	Dollar	$	AUD
Austria	Euro	€	EUR
Bahamas	Dollar	$	BSD
Bahrain	Dinars	or BD	BHD
Barbados	Dollar	$	BBD
Belgium	Euro	€	EUR
Belize	Dollar	BZ$	BZD
Bermuda	Dollar	$	BMD
Bolivia	Bolivianos	$b	BOB
Botswana	Pulas	P	BWP
Brazil	Real	R$	BRL
Cameroon	Communauté Financière Africaine Francs	CFAF	CFAF
Canada	Dollar	$	CAD
Cayman Islands	Dollar	$	KYD
Chile	Pesos	$	CLP
China	Yuan Renminbi	元	CNY
Colombia	Pesos	$	COP
Costa Rica	Colones	₡	CRC
Cyprus	Pounds	£C	CYP
Denmark	Kroner	kr	DKK
Dominican Republic	Pesos	RD$	DOP
Ecuador	United States Dollar	$	USD
Egypt	Pounds	£	EGP
El Salvador	Colones	$	SVC
Fiji	Dollar	$	FJD
Finland	Euro	€	EUR
France	Euro	€	EUR
Germany	Euro	€	EUR
Greece	Euro	€	EUR
Guatemala	Quetzales	Q	GTQ
Honduras	Lempiras	L	HNL

Hong Kong	Dollar	HK$	HKD
India	Rupees	Rs	INR
Indonesia	Rupiahs	Rp	IDR
Ireland	Euro	€	EUR
Italy	Euro	€	EUR
Jamaica	Dollar	J$	JMD
Japan	Yen	¥	JPY
Kenya	Shillings	K Sh	KES
Korea	Won	₩	KPW (north)
		₩	KRW (south)
Kuwait	Dinars	KD	KWD
Liberia	Dollar	$	LRD
Liechtenstein	Switzerland Francs	CHF	CHF
Luxembourg	Euro	€	EUR
Macau	Patacas	P	MOP
Malawi	Kwachas	MK	MWK
Malaysia	Ringgits	RM	MYR
Malta	Liri	€	EUR
Mauritius	Rupees	Rs	MUR
Mexico	Pesos	$	MXN
Morocco	Dirhams	DH	MAD
Netherlands	Euro	€	EUR
Netherlands Antilles	Guilders (Florins)	ƒ	ANG
New Zealand	Dollar	$	NZD
Nigeria	Nairas	₦	NGN
Norway	Kroner	kr	NOK
Oman	Rials	﷼	OMR
Pakistan	Rupees	Rs	PKR
Panama	Balboa	B/.	PAB
Papua New Guinea	Kina	K	PGK
Paraguay	Guarani	Gs	PYG
Peru	Nuevos Soles	S/.	PEN
Philippines	Pesos	Php	PHP
Portugal	Euro	€	EUR
Puerto Rico	United States Dollar	$	USD
Qatar	Rials	﷼	QAR
Saudi Arabia	Riyals	﷼	SAR

Singapore	Dollar	$	SGD
So. Africa	Rand	R	ZAR
Spain	Euro	€	EUR
Sweden	Kronor	kr	SEK
Switzerland	Francs	CHF	CHF
Taiwan	New Dollars	NT$	TWD
Tanzania	Shillings	TSh	TZS
Thailand	Baht	฿	THB
Turkey	New Lira	YTL	TRY
United Arab Emirates	Dirhams	Dh	AED
United Kingdom	Pound Sterling	£	GBP
Uruguay	Pesos	$U	UYU
Vanuatu	Vatu	VT	VUV
Venezuela	Bolivares	Bs	VEF
Zambia	Kwacha	ZK	ZMK
Zimbabwe	Zimbabwe Dollar	Z$	ZWD