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The Effect of Note-Taking on the Consecutive Interpretation Efficiency Among

EFL Learners

The Case of Master One Language Sciences Students at Larbi Tebessi University
Tebessa

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Dedication

A challenging work is in need of self-efforts, patience, as well as support and guidance of people around us. I'm thankful to Allah then my family for supporting and motivating me throughout my journey of this research paper. Thereby, I dedicate this to:

- My beloved parents

- My sisters and brothers

- My sister Khawla

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I dedicate this work to my loving little family: my precious mother and dear father for their endless guidance and care, I cannot express my sincere gratefulness, my beloved sister and brother: Amina and Islam .

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List of Abbreviations

EFL: English as Foreign Language

LS: Language Sciences

TL: Target Language

SL: Source Language

CI: Consecutive Interpretation/ Interpreting

SI: Simultaneous Interpretation**/** Interpreting

ST: Source Text

TT: Target Text

STEM: Science, Technology, Engineering, Mathematics

SPSS: Statistical Package of the Social Sciences

ICT: Information and Communication Technologies

WWII: Second World War

MA: Master of Arts

SA Strongly Agree

A Agree

SD Strongly Disagree

D Disagree

N Neutral

F Frequency

P Percentage

R Response

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Abstract

This research aimed to investigate whether consecutive interpretation quality is affected by note-taking skill among EFL learners. To reach this aim, researchers opted for two questionnaires that were designed and submitted to Master one Language Sciences students, and two translation teachers at the English Department of Larbi-Tebessi University-Tebessa. Both participant' categories were asked to give their impressions and attitudes towards consecutive interpretation and note-taking. The collected data was analyzed quantitatively. The findings pointed out that participants hold a positive perception towards note-taking effectiveness on consecutive interpretation efficiency in EFL learning, so that the first formulated hypothesis is proved. Furthermore, it seemed clear that consecutive interpreting has a significant role in helping students to improve their English and develop listening and speaking skills besides vocabulary and accuracy. Based on the findings, some recommendations and implications were proposed to foster interpretation in EFL learning .

Key words: Consecutive interpretation, note-taking, efficiency, EFL learners

General Introduction

1. **Background of the Study**

The world has become closer and the activities related to communication are performed regularly. Although people are in daily interactions, language diversity and differences are considered as a challenge that affects communication. For that reason, interpretation as a communicative activity is required everywhere and the need for interpreters especially, professionals, is increased. Interpretation is a verbal translation that facilitates communication by rendering a given message in one language into another. The most common mode of interpreting is consecutive interpreting, which is done after the speaker has delivered a speech in the source language in short sentences and pausing to allow the interpreter to render what is said in the target language. Interpreters are expected to be proficient, so that a number of different skills are involved, in addition to note-taking that is emphasized by the most consecutive prominent interpreters as an important skill and essential aid in consecutive interpreting, which supports memory, allows interpreters to record what they heard, and then recalling information will be easy and rapid. In this regard, note-taking should be developed as a skill including its systems and techniques to achieve a successful interpretation quality.

There is a large body of literature on the subject of note-taking in the field of consecutive interpreting. Emilia et al. (2011) conducted a case study that aims to examine the abilities, issues, and solutions to students' difficulties that they encounter in taking notes in consecutive interpreting in the subject Liaison Interpreting in the English Department in Indonesia. The researchers also considered the perspectives that students have about note taking in consecutive interpreting. The findings from students' notes, observations and video recording indicate that students, high achievers' group, have the ability to implement note-taking principles, like noting the idea and links. However, students, low achievers' group, did

not perform well and resort to write down everything they heard. The results of the interview reveal that students were aware about note-taking efficiency in performing a good interpretation. In relation with the previous study, Chen (2017) explored note-taking in consecutive interpreting from a cognitive view. She investigated note-taking in terms of language and form choice, the relationship between note-taking and interpreting performance and the relationship between note-taking and cognitive load. Her sample consisted of five professional interpreters work in Chinese and English language, using pen recording method they asked to interpret a speech from English into Chinese and vice versa. The results show a preference for language over symbol, abbreviation over full word and a preference of B language (English) to A language (Chinese), the performance is referred to both quantity and quality of notes. Pen data present that language choice is over symbol, full word over abbreviation and Chinese is the same as English.

Finally, the cognitive load seemed to be symbol and full word over language and abbreviation and Chinese over English. In the same scope, Yamada (2018) conducted a study, to investigate the effects of interpreting treatment given to Japanese students, Yamada (2018) then examined new learners' notes validity by checking their consecutive interpreting with or without note status in the case of Japanese as a first language and English as a second language and vice versa. The result did not demonstrate the usefulness of note-taking in consecutive interpreting for new students' interpreters, as opposite to the study carried out by Mušinović (2021), This study took into consideration experienced interpreters, to analyze the issues they face when taking notes, as well as, to investigate the use of strategies to resolve these obstacles.

The previously discussed studies share the same subject of study that is note taking in consecutive interpreting; however, the researches did not cover the main aim to be studied in this dissertation, which is the reason that raises the interest to conduct research at Larbi

Tebessi University. The current study attempts to examine the effects of note taking on the efficiency of consecutive interpreting among English as Foreign Language (EFL) learners. In other words, the study seeks to investigate whether the perfection and the organization of notes improve the quality of interpretation and help EFL students to perform better in consecutive interpreting.

2. Statement of the Problem

Consecutive interpreting is delivering the speech in the target language after the speaker has finished this speech. It involves note-taking as a main element that helps interpreters in the interpreting process by taking notes of important elements and information that are not easily remembered. As Master 2 students at Laarbi-Tebessi University, we are concerned with note-taking as an essential aid in consecutive interpreting. This raised the interest to consider whether the perfection or imperfection of note-taking shape the efficiency of consecutive interpreting performed by EFL learners.

3. Research Question

- Is consecutive interpreting in EFL classes affected by note-taking?

4. Research Hypothesis

- Consecutive interpreting is affected by note taking.

- Consecutive interpreting is not affected by note-taking.

5. Aim of the Study

The main aim of this research is to investigate the impact of note-taking on the efficiency of consecutive interpreting among EFL learners. Consequently, the study seeks to identify whether the technique of taking notes affects the quality of the interpretation carried out by EFL learners.

6. Research Methodology

In order to answer the research question and to test the hypothesis, the present study followed a correlational design, and applied a mixed approach to analyze the findings. Data were collected through online questionnaires, the first one for students, the other for teachers. The target sample were Master One students who were specialized in Language Sciences at Laarbi-Tebessi University-Tebessa. Among 37 students, only 20 participated in the research. Both translation' teachers took part in the study as well. The questionnaires were designed to explore participants' attitude towards note-taking and consecutive interpreting.

7. The Structure of the Dissertation

The dissertation is organized along two chapters, beginning with general introduction followed with chapter one divided into two sections, reviewing the literature of consecutive interpretation and note-taking in EFL learning. The second chapter describes the research methodology, and presents the analysis, interpretation and the discussion of results. It ends with a general conclusion, limitations, implications and some recommendations for further research.

Chapter One: An Overview of Consecutive Interpretation and Note-Taking

Introduction

  Interpreting is a widely profession that is requisite in different places and occasions, one of its modes is consecutive interpreting that is used overwhelmingly in conferences. Consecutive interpreting (CI) is needed and demanded in various settings to fit many services, one of its main advantages is the requiring of no sound equipment, thus it requires many skills that enables a good interpretation process. Interpreters have highlighted note-taking as main skill, since many researchers were conducted in this scope investigating the role of notes in supported memory and information analysis. Therefore note-taking is a technique used in CI to recall stored ideas and help interpreters take their time to achieve successful interpretation. Basically, note-taking skill needs an expressive knowledge of the principles of how to note, and this can be developed through practice.

  The first section provides a general overview of the origin of interpretation. It opens with defining the term interpretation in general than consecutive interpretation in specific. In addition to shedding the light on the existing differences between interpretation/interpreter and translation/translator. Besides providing a brief explanation about interpretation types generally then specifying consecutive interpretation with its competences, when it is used, its advantages and disadvantages, challenges that face consecutive interpreters and how to overcome them. Finally, it discusses the different strategies that are used for teaching consecutive interpretation.

  The second section introduces note-taking as a technique used in consecutive interpreting, beginning with defining the term, providing the difference between note-taking and not-making, followed by the importance of note-taking in recalling information. Also discusses its methods, skills, how, when and what to note. It ends with an explanation of the

challenges that face consecutive interpreters in note-taking, then with how to develop note-taking in consecutive interpreting through practice.

Section One: Consecutive Interpretation

The current section is concerned with the review of the related literature to consecutive interpretation.

1.1.1 History of Interpretation

Interpreting is an old profession that rooted in ancient times, and recently it has been considered as a field or domain of study due to the language change and the development of the world because of globalization. Interpretation has become a necessity since the convergence of different cultures, and the international communication has increased as well.

Hermann (1956/2002) and Vermeer (1992) as cited in Pöchhacker (2004) described interpreting as an ancient human practice; he dated its beginning before inventing writing and translation. The term interpreting is enunciated in some Indo European languages via words that are broadly independent in origin from written translation. Expressions in Germanic, Scandinavian and Slavic languages that indicating someone acting interpreting can be returned to Akkadian, the old Semitic language of Assyria and Babylonia, almost 1900 BC, and therefore the Akkadian root "targumānu" by a derivation from Arabic "ترجمان"and lead to the emergence of the independent English expression dragoman for interpreter.

Wilss (1999) reported that interpreting dated back to the ancient Egyptians (3000 B.C) that had a hieroglyphic letter refers to (interpreter). The following known practice of interpreting took place in ancient Greece and Rome. Romans and Greeks considered that the acquiring of the language of the countries they conquered is offensive. Consequently, slaves and low class people were obliged to learn languages to interpret for nobles. After that period, in 17th century, in Europe Latin was the language spoken in diplomacy, thus speaking this language was necessary to conduct diplomatic relations. Through time, interpreting was

spread overall the world due to religion expansion and trade between territories and spreading language and religion. The most common religions were Islam and Christianity. The geographic exploration was another factor in interpreting development and famous interpreters emerged from this era in early 16th C as they work between explorers and native people .

In brief, interpretation has seen a great progress through time; it has changed many times till reaching a high level of advance in many perspectives to assure the process for people in need of such services. Interpretation helps a lot in understanding other languages and different cultures. It is a necessary tool to facilitate business, politics and other domains for prosperity and development**.**

1.1.2 Definition of Interpretation

The role of interpretation and translation is not only limited in transferring information, studies or researchers from one language to another, indeed this role extends beyond that, the interpreter or translator should not be only familiar with vocabulary contained in dictionaries but must respect the different aspects of translation process in terms of style, vision and behavior. As well as the infinite environmental and cultural differences that could affect the translating process and spoil the meaning. According to Pöchhacker (2004) as cited in (Asgari, 2015) interpreting is a translation form wherein a first and final version in a language is created based on a one-time presentation of statement in the source language (p. 11). Gentile (2019) said that interpretation is an operation on the original message which consists of a series of words, facial expressions, pauses and intonations as well as cognitive content.

Another definition by MakaMu (2017) described interpreting as an action that requires knowledge and skills in the languages being interpreted, as it requires the ability to

provide spontaneous responses to the oral exchanged information at an unpredictable average of speed and register.

Interpretation is often referred to as the second oldest profession in the world, it is considered an opposed to written translation. It involves conveying orally the meaning of the source text (ST) by the target text (TT), for both spoken and sign languages (Temime,n.d).In short, it can be deduced from the definitions above the interpreting is the oral transformation of messages from SL to TL in real time.

1.1.3 Interpretation Types

Since the conversion of messages in interpretation is done in different ways and places and due to the circumstances, parties involved, participants or audience, the topic discussed and the setting in which interpretation is carried out, multiple types are distinguished.

1.1.3.1 Modes. Reoffering to the modes of which interpreting is conducted there are:

- *Consecutive Interpretation.* Consecutive interpretation (CI) is one of the three modes of conference interpreting. Gillies (2019) stated that CI enclose the production of the same message in target language after the speaker has finished his speech that may take from one minute to twenty minutes, the role of interpreters here is to listen well, take notes, and rely on memory, cognition, knowledge to create new version of the source. He also added that this form of consecutive is called long consecutive opposite to short consecutive, in which the speaker stops after he finishes a sentence or group of sentences to enable the interpreter to translate. Furthermore, Pöchhacker (2004) mentioned that consecutive interpreting does not require a particular time of the original speech it can be a series that contain a translation of utterances of one word as well the whole speech or long or short parts thereof at once. Consecutive

interpretation needs note taking for longer speeches unlike the short ones that don't necessitate this technique.

- *Whispered Interpretation.* Another mode of conference interpreting is whispered interpretation. Pöchhacker (2004) mentioned that whispered interpreting is done where the interpreter is next to one listener or more and he speaks the target language in low volume in the ear of the listener. Diriker (2004) marked out the importance of the booths, she said that interpreting in booths with the technical sound materials allow interpreters to work properly and control the incoming sound to balance between listening, speaking and monitoring their output.

- *Simultaneous Interpretation.* Simultaneous interpretation is another mode of conference interpreting. Nolan (2005) explained that a simultaneous interpreter listens to the speaker equipped by headphones and a microphone, taking a soundproof booth as a seating position, reproducing the target speech as in the source one, this requires being at time, practice and attention, simultaneous interpreters generally work in team of two, they take turn of 30 minutes. Phelan (2001) further clarified that interpreters have to analyze the source information and produce them in the target language. That is why interpreters wait for enough block of information to deliver an accurate interpretation. Simultaneous interpreters need to have a background about the speaker and the displayed information shown in conferences.

- *Telephonic Interpretation.* Telephone interpreting is a type of interpretation done through telephone. It is also called telephonic or over-the-phone interpreting (Kelly, 2007).

- *Sight Translation.* Sight translation combines both interpretation and translation. NCIHC (2009) defined sight translation as the oral translation in one language into another of a written text. It is done immediately. It requires understanding of the text

(reading skill) and delivering an oral text in the target language (speaking skill).Pöchhacker (2004) involved the sight translation as a form or type of simultaneous interpretation because it is the rendition of a written text at sight when it is used immediately by the audience in the same time it would be appropriately denoted as sight interpreting.

1.1.3.2 According to Settings. Interpretation is witnessing a great development, it is found everywhere and due to the multiplicity of the settings it is possible to differentiate between nine types of interpreting based on the place, as Kamel (2011) stated in his Arabic book.

- *Conference Interpreting.* Conference interpreting allows participants in a multinational meeting to communicate with each other in a continuous manner that overcome language barriers between them, and it is done simultaneously by interpreters.

- *Seminar Interpreting.* Unlike conference interpreting, seminar interpreting takes place in a small meeting, the difference here is the size of the conference.

- *Companion Interpreting.* Companion interpreting refers to the translation offered to official employees, businessman, investors, supervisors, and others who do a field visit.

- *Media Interpreting.* Media interpreting is performed in press conferences, public meetings, interviews, also in movies, video tapes, video conferences, radio and TV shows as well.

- *Court or Legal Interpreting.* Court interpreting refers to the interpretation delivered in courts and any kind of legal issues, it refers to the translation that is done in a legal situation inside the court or in the attorney's office.

- ***Business Interpreting.*** Business interpreting involves business management, in the narrowest meanings, this term means that two businessmen are discussing between them via the translator, but translation in business and trade is widely taken. It may cover all situations out of sociology, medicine, and law that require an intermediary in the conversation.

- ***Medical Interpreting.*** Medical interpreting also known as health care, hospital or medical cases translation. It comprises several situations as a routine consultation with a doctor or emergency proceedings.

- ***Educational Interpreting.*** Educational interpreting is in growing and fast spread especially between sign language interpreters. This type is concerned with translation delivered to the students whom cannot understand the language used in education inside classrooms, as well as the translation between teachers and parents.

- ***Community Interpreting.*** Community interpreting is also known as cultural interpreting, this term was the most controversial of all the other types, it means the translation that allows people who do not speak fluently the official languages of the country to communicate with the employees of the public services sector.

That is to say that interpretation is a profession that requires different ways of performing in addition to the technical equipment. Interpreting with its various types has to meet many objectives and services in conferences, work, education, or inside society and facilitate the communication to open the door for new perspectives.

1.1.4 Interpretation in EFL Learning

Interpretation is a demanded job everywhere, it needs language mastery to communicate and deliver messages, so that it is recommended to be taught in EFL classes and the educational team has to give it much importance since it has a great role in learning and developing foreign languages and its aspects as well. Translation and interpretation can

be considered as a tool to teach and learn second or foreign languages due to their importance in improving language learning.

Beatriz, 2006; Cook, 2007; Duff, 1989 andShiyab and Abdullateef, 2001 as cited in Rido (2011) showed that the translation activities help to ameliorate the for skills and improve accuracy, clarity and flexibility in addition to encourage communication skills of students. They assumed that interpreting and translation are useful for students to be aware about phonology and grammar of both working languages L1 and L2, they are also useful in simplifying grammar and teaching vocabulary. Rido (2011) examined the use of translation and interpreting in language learning especially the second language through students' experiences by interviewing them. The results showed that interpreting develops speaking and listening skills of the second language and pronunciation and fluency, students showed the ability to shape the accent and enrich vocabulary of L2, he found that interpreting supports students to listen to recordings attentively. Furthermore, Rido (2001) agreed that interpretation and translation engage learners in an active learning so students can involve in discussions and share ideas between them. Therefore, it can be said that translation and interpretation seem to have the same function in second /foreign language learning. In other words, interpretation activity with all its modes provides chances for learners to learn the language and develop it and helps them make a correlation between their L1 and L2 based on the intercultural aspects. It further enables to notice the linguistic system and the non-linguistic elements in L1 and target language and how both languages work. Interpretation process improves English as a foreign language; it helps learners to learn from each other, acquire and strengthen their knowledge and competences, it facilitates comprehension and increases their motivation to learn English as well as other languages. As consequence, it is worth mentioning that the integration of interpretation into language learning is beneficial and practical.

In the case of Larbi Tebessi University, translation is taught starting from the second year till the first year of Master degree. In the second year, translation course introduces general account about translation as a field of study and some other aspects related to it (definition, types, terminology, techniques,..). To practice, students are given sentences, phrases or expressions and they are required to translate them from English into Arabic or the opposite, here students are constructing their skills of translation based on activities at word and sentence levels. Gradually, in the third year, the first semester, students are concerned with the translation of texts, they deal with different types of texts and its characteristics, and this can help them to develop many skills and know how to analyze, think and solve some problems related to translation. The second semester, interpretation is introduced theoretically and practically. Two modes of interpretation are taught: simultaneous and consecutive interpreting. Practice is designed for both, enabling students to improve their level of accuracy and vocabulary in addition to develop English as a second and foreign language. Finally, translation is also designed for Master one students and the course content is the translation of texts from English into Arabic or vice versa.

1.1.5 Consecutive Interpretation

Figure 1

Consecutive Interpreting
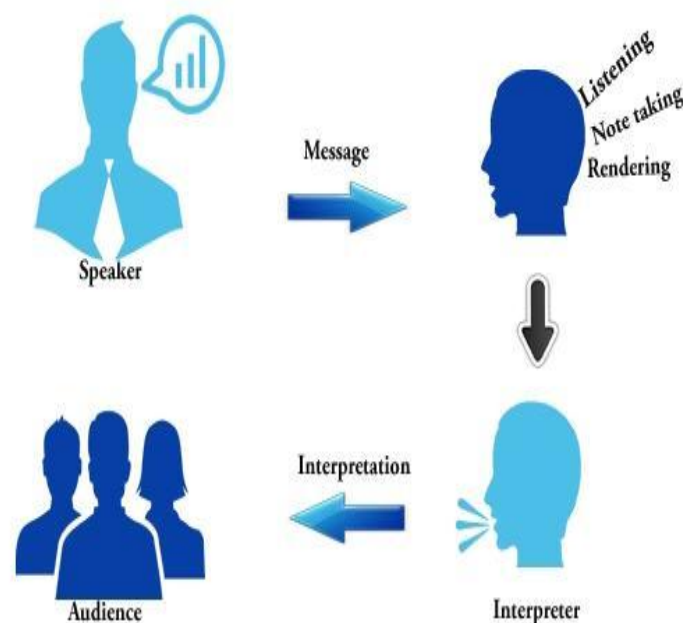
Note. From*"CCjK.com ",* By S. Az, 2021.

  1.1.5.1 Definition of Consecutive Interpretation. Consecutive interpretation (CI) is one of the modes that is conducted in conferences, it was performed in the ancient civilizations, thus, it is an old practice. This mode is almost found in press conferences, courtrooms, business meetings, as well as in other places in which the technical equipment needed for simultaneous interpreting is not available. CI is done in front of an audience; interpreters listen to the speech or part of it and then they interpret it to the target language (TL) after the speaker has finished. Therefore, interpreters are required to be a good note taker and have an entire knowledge of both source language (SL) and target language (TL) in addition to their physical gestures and appearance and voice tone that should be appropriate for the context and the event.

  Nolan (2005) defined consecutive interpretation as delivering the speech in target language after listening to the speaker, and in the same time taking notes. Referring to the speech extent, CI can be done all at once or in various portions. the consecutive interpreter here depends basically on memory; however, a note-taking technique is a main guide. Along with, he stated that CI was the typical mode before the first practice of simultaneous interpretation (SI) on a wide range; it was exercised at the Nuremberg Trials. Unlike simultaneous interpretation, CI needs less equipment, it is still favored and adopted in particular occasions as in individual interviews, secret hearings, brief public appearances by notable figures, or some judicial procedures.

  Kohn and Albl-Mikasa (2002) stated that CI is practiced in press conferences, after dinner speeches and similar events. What interpreters tend to interpret can be 20 minutes or more. Since humans' memory is inadequate to do long statements, interpreters rely on note-taking to help their memory and make the delivery in target language easy.

Phelan (2001) added that CI consumes time, but some practitioners expected that this additional time was beneficial to allow people to think. However, the spread of simultaneous, CI is still useful and taught and it is considered as an important part to enter many interpreting posts as well as interpreting training.

In general, consecutive interpretation is a demanded mode across the world in the business organizations or the educational institutions; however, it takes time and does not enable a multilingual conference. It needs much effort and advanced level of cognition as well as interpreters have to be well trained and have some skills and qualifications that allow them to become professionals.

1.1.5.2 The Competences of Consecutive Interpreters. It seems to be an easy task to consecutively interpret passages, indeed it needs a systematic learning, taking various exams, practice, besides the competences that every interpreter should acquire. Mickelson (1999) and Kamel (2011) agreed on set of skills and competences the interpreter must possess.

- *Subject Knowledge.* All interpreting experts and workers recognize the need to acquire technical terms and to know the content of the subject to be interpreted.

- *Linguistic Skills.* Interpreters need to master the languages which they need in their work in order to produce a good, accurate, and correct interpretation.

- *Analytical Skills.* Specialists confirmed that analysis is the first strategy used by the interpreter, analysis is considered as part of the interpretation process rather than an additional tactic. They also assert that analyzing speech before interpreting it increase the efficiency of the interpretation process.

- *Listening and Recall.* Effective interpretation requires active listening skills. It is necessary for interpreters to have active listening, recalling process, besides having a strong memory. Active listening permits interpreters to avoid making

misinterpretation, then recalling what have been heard will provide accurate and correct interpretation.

- *Ethical Behavior.* Interpreters' behavior has a great impact on their work, especially when speakers describe delicate situations that requires interpreters to understand their role and provide complete interpretation.

- *Speaking Skills.* Speaking skill is considered as important, as it is the concern of interpreters during their training. Interpreters need to have clear voice, ability to select appropriate terms, vocabulary and sentences, consequently, the audience understand the message as it is in the source language.

- *Cultural Knowledge.* It is important for interpreters to be fully aware and familiar with cultural differences, customs, and traditions. Interpreters are considered as cultural mediators since they have to bridge the gap between culture and concepts that hinder participants in their meetings.

- *Interpersonal Skills.* Interpreters must possess strong communication skills, politeness, respect, positive relationship, and good judgement. Hrehovčík (n.d.) agreed with the previously mentioned competences, since interpreters need to have active listening, good memory, note taking, and mental ability to transpose and verbalize messages into the TL. Also acquiring linguistic skills and develop the interpersonal skills.

Similarly, Gillies (2019) pointed out some qualities that are necessary in interpreting consecutively.

- An approved level of native language, having vocabulary and speaking accurately.

- Having knowledge about other languages and understanding them as well as their cultures to meet conference interpreting aims.

- General familiarity about other disciplines like: science, history, technology.

- Public speaking without fear and pressure and being brilliant enough.

- The capability of summarizing input.

- Introducing others' opinions trustfully without discrimination even if the interpreter does not agree with them.

- Physical ability and good health, because consecutive works are tired and pressing.

To sum up, interpreters are highly requested to have the needed qualities, and competences in order to avoid making mistakes during interpreting events, even though errors in general will be little to zero, since interpreters have the opportunity to take notes that help them to remember, but if interpreters lack some qualities in certain settings, it does not mean that they are not needed.

1.1.5.3 Consecutive Interpretation Usage. When it comes to consecutive interpretation, the common mode that has many benefits of use, it is suited in different places and occasions depending on needs, preferences, the nature, and the aim of the event. It is generally performed in meetings or in community and other cases. Gillies (2017) stated that conference interpreting was the same as consecutive interpreting (CI) before the Second World War (WWII) and the simultaneous mode or its equipment, had not been discovered, and consecutive mode was the established in multi-types international meetings. The coming of SI was after the WWII and with the beginning of the 1970s had overwhelmed consecutive as the major mode of conference interpreting. Nevertheless, CI still exists and it is considered as a part of the interpreter's stock. However, simultaneous interpretation (SI) became the used form instead of consecutive. Gillies (2017) mentioned that there are conditions and cases in which consecutive still alive and preferable:

- *Ceremonial Speeches.* There are events where a speaker delivers an official speech that has to be interpreted without the presence of simultaneous equipment, like in

feasts or receptions. The organizer wants to tell something to the guests and they want to respond, so the interpreter(s) role is to make it easy.

- ***Visits, Guided Tours and Escort Interpreting.*** Experts, businessmen, MPs and other workers sometimes go abroad as part of their work. The aim is to see the run of jobs in other places, then moving from complete prepared conference place to consecutive country. The places to be visited are varied, for instance in a farm with agricultural experts or in an industrial zone, slaughter houses, pharmaceutical units, fish- filleting plants and factories, in which there is a consecutive interpreter.

- ***Working Meetings without Equipment.*** In demoded meeting room often, interpreters do consecutive interpreting of what the present persons say to each other.

- ***Accreditation Tests.*** Master of arts (MA) graduation exams in conference interpreting consist of consecutive interpretation (CI). interpreters should have post-graduate MA in conference interpreting before the consideration for accreditation in international institutions, then consecutive examination is essential. Consecutive trainers help interpreters to understand the two languages to facilitate communication, and a test is recommended for a future occupation.

In short, it can be said that there is no end to consecutive interpretation and its situations, although consecutive takes time, it still exercised because it is cheaper and without the need of a full equipment. In fact, this mode is beneficial, it enables interaction and clarification between participants about the context, and it is not easy because it requires effort and practice since any type of interpretation service has its own benefits and disadvantages and fits several objectives.

1.1.5.4 Advantages and Disadvantages of Consecutive Interpretation. Consecutive interpretation has some significant advantages that can be taken into consideration; however, it is not free of disadvantages.

- *Advantages.* Bernadine (2020) mentioned set of advantages of CI.

- Since interpreters have enough time to prepare an intonation and melody of each sentence, they can convey the message more fluently and with more emotions.

- There is no need for the interpreter booth, electronic a technical equipment.

- Interpreters will convey a better quality interpretation, where they come up with the most suitable interpretation since they have more time.

- The audience show more attention since they understand the message, hear the speaker's tone of voice, as well as body language of the interpreter.

- *Disadvantages.* The disadvantage of consecutive interpreting discussed follows(Piazza and Sales, 2015)

- Consecutive interpretation takes longer time to interpret messages, since interpreters require from the speaker to take pauses to step in and translate what is being said. In other words, consecutive interpreting process takes additional time to complete the interpretation which may be considered as an issue for busy participants and it longer the event.

Even though CI takes two times longer in the interpretation process, and interpreters may face some challenges when interpreting, however it is still applicable for various settings and discussions.

1.1.5.5 Challenges Interpreters Face. Among other tasks engine features have to do is conveying the speakers' messages to other people based on the context. However, the process does not always require word by word translation but rather understand the topic being discussed, problems being solved and convey the meaning as intended by speakers, which can be challenging in most cases. Bernadine (2017) Suggested four main challenges interpreters face.

- ***Difficulty Hearing the Speaker.*** Various circumstances could occur during the interpretation, the malfunctioning of the audio equipment, deficient sound system, the ineptitude of the technician, or when the speaker walks around the stage leaving the fixed wired microphone. Also misplaced or hindered microphone by clothing can affect the clearness of sound.

- ***Knowledge of Local Culture.*** Interpreters must be highly knowledgeable of the culture of different countries, speakers often use local idioms, slang and jargon, also words are used differently indifferent cultures. Interpreters will not be able to check dictionaries and other references, they listen, analyze, and construct the message in a tone of voice that reflects how it normally sounds in the target language.

- ***Lack of Prep Materials.*** Interpreters go over conference's materials day or two before schedule in order to prepare themselves. It is considered as an obstacle if interpreters receive no to little briefing about what will be tackled during the meeting, that causes unfamiliarity with topics, terminology and speakers.

- ***Challenges Interpreters Face With Humor, Sarcasm and Jokes.*** This situation is considered as one of the most difficult challenges, maintaining the integrity of a message without damaging it while interpreting a joke, humor or sarcasm can affect even the highly experienced interpreters, because culturally accepted jokes in one culture might not be accepted in another.

In line with Bernadine, Murtiningsih and Ardlillah (2020) discussed other common challenges the face interpreters.

- ***Linguistic competence.*** Interpreters should master a high vocabulary level from different languages, and lack of linguistic competence would hinder interpreters from delivering accurate interpretation, in other words failing to convey messages is caused by unfamiliar vocabulary. Accent also plays a challenge during the interpretation

process, since interpreters are unfamiliar with accents that may come up from different dialects, the interpretation may not be achieved.

- *Cultural Background.* The cultural background influences international communication. Unfamiliar culture or language for interpreters would cause a problem in their job. Consequently, interpreters should have different cultural backgrounds in order to avoid misinterpretation.

- *Time Constraint.* Interpreters may not have the luxury of time which cause conveying inaccurate interpretation of the message received from the speaker.

- *Interlocutor's Speaking Speed.* When the speaker speaks rapidly interpreters might not hear all words, which requires the interpreters to ask for repetition, or they deliver wrong, inaccurate interpretation.

- *Issues With Word Memorization.* In terms of interpreting, having issues with memorization would lead to performing unwell job, as a consequence interpreters must use both long and short term memory to better interpretation.

Although interpreters, whether beginners or experts, face several obstacles caused by linguistic barriers, and cultural unfamiliarity, however, they should work on to follow some strategies to overcome the challenges.

1.1.5.6 Strategies to Overcome Interpreting Challenges. There are endless strategies to overcome interpreting challenges that are adopted to solve the difficulties in interpreting activities. Murtiningsih and Ardlillah (2020) Provided general strategies commonly applied by interpreters when facing challenges.

- *Working in Team.* One of the most effective solutions is working in team, which can ease the comprehension of topics and target language. The work will be divided between the interpreter and his assistant, the first one will understand what speaker is saying, and the other one supplies him or her with extra documents and information.

- *Preparation.* Generally interpreters are informed about what they may encounter, and who their clients are. The preparation is done by familiarizing themselves by searching and understanding what is needed.

- *Using Dictionaries.* When the issue is related to linguistic competences, lexicon, semantic or syntax it can be solved by the use of dictionary weather printed or the one that is found in smart phones.

- *Asking for Repetition and Clarification.* It is used to avoid misunderstanding words and sentences, in case the speaker is speaking rapidly. Interpreters when facing difficulty in understanding the pronunciation or to confirm and clarify a certain information they ask for repetition from the speakers.

- *Asking for Using Second Language.* This strategy is used when there is a lexical gap, which means to fulfill the lack of certain vocabulary and the source language.

- *Using Body Language.* Body language is considered as a tool of communication and expressing oneself. It can be case of lack of vocabulary. Interpreters can get to the point of speakers that they are explaining through observing their body language.

Interpreters must come to the conclusion themselves if they can or cannot do their job. If interpreters cannot interpret effectively, they must look for solutions to overcome the challenges in order to successfully interpret the messages.

Section Two: Note-Taking in Consecutive Interpreting

Introduction

Consecutive interpretation (CI) requires memory effort and the ability to logically judge the speech. To give a large Information at a given time, interpreters have to take notes because note-taking is a basic strategy among other skills to facilitate CI process thus, they have to master this strategy and especially how to take good and concise notes through the use of symbols and abbreviations that suit them to rapidly and effectively proceed in

interpreting. It is important also to focus on the speech and its structure and analyze it, grasp the meaning and the idea and keep them the same to produce an equivalent speech in the target language.

1.2.1 Note-Taking Definition

Note-taking can be defined as a process of writing down the needed information, ideas and main pints, then note-taking is a good method for many objectives to reserve what is important and recall it when it is needed.

Boyle (2007) explained that note-taking is a complicated activity. During a lecture, note-taking is a challenging process for students as it relies on listening, processing, and writing skills at the same time or moving between them.

McPherson (2018) stated that note-taking is a mean to encode or store information efficiently in memory. Then, the process of note-taking itself is remarkable than the result. Another main point is that note-taking needs paraphrasing, organizing, and make information meaningful.

Mogeeb and Mohd (2013) mentioned that note-taking is a process of capturing information from reading, oral discussion, and a lecture. he added that notes are used to record events, and for several learning purpose. They added that note-taking is a summarizing process in which information are summarized in a form of short sentences which leads to shorthand quickly a large amount of information. Note-taking is a process of recording key points of information, notes can be considered as a study aid when they are taken during lectures, while notes provide materials foe articles, books and essays if they are taken during an interview (Richard, 2019).

In summary, note-taking refers to jotting down what you hear for later use, however what makes it different from note-making?

1.2.2 The Difference Between Note-Taking and Note-Making

Note-taking usually refers to writing what a person hears, whereas note-making is related to writing notes from reading any form of text.

Note-taking depends on authors' language which seems to be fast and easy, consequently the issue of a poor, easily forgotten content appears. In contrast, note-making depends more on one's own language which leads to slow process, which results an easy understood, and remembered content (Le Cunff, n.d).And since it is difficult to make difference between note-taking and note-making, people generally use note-taking to refer to both of them, hence there are multiple differences such as note-taking is faster, involves using the speaker' words which is a kind of copying whatever heard or seen, while adding one's own words and thoughts in note-making. Note-taking involves taking notes from one source, which is the opposite case for not making since the notes are made from different sources, note-making brings improvement towards studying skills where it necessitates full understanding of the topic or the concept to be noted, but note-taking does not bring full improvement of the studying skills because it requires copying what is heard or seen. As for the similarities, both note-taking and not-making involves writing notes, studying and preparation, both are necessary for conferences and meetings, both aid concentration, active learning and remembering points (Samuel, n.d.).

Accordingly, the distinction between note-taking and note-making is that note-taking take place when copying down what is said in an oral discussion, whereas note-making occurs when writing notes from reading written texts. Nevertheless, note-taking is considered as an important process in consecutive interpretation.

1.2.3 The Importance of Note-Taking

Note-taking is an active and a basic skill in consecutive interpreting thus, note-taking has a vital role for recalling the information. It needs a lot of practice, effort and fully understanding of the speech to perform a good interpretation. Therefore, having strong note-

taking skill is crucial since it has a great importance and enables interpreters to exercise their capacities.

Naseri (2017)mentioned that notes enable memory to rest because short term memory cannot store everything of what is said. Notes facilitate information and essential ideas recall then the interpreter can make reasonable connection through hints and signals. In the same way, Ferdowsi (2014) pointed out that note-taking is applicable in consecutive interpreting referring to many reasons. First, notes help the source language speech analysis and reception via enhancing concentration and stopping distraction. Second, notes reduce the charge on memory, so that interpreters refer to what they note to remember names, dates, numbers,.. etc. Third, using notes to focus on lost details and everything that needs attention. In line with, during note-taking interpreters keep concentrated and the reception and analysis of the speech will be easier. Moreover, note-taking assists interpreters to set on the paper an adequate number of meanings of the source speech. Taking notes is required because relying only on memory is not enough especially when long speeches are involved, it makes the interpreter confident and quite in any case, it also raises the sufficiency of the translation and the quality of its oral representation; allows to convey the accurate information in a practical way without being lost; decreases the pressure on memory. Furthermore, a good note-taking system have to be developed to show clear interpretation through remembering and presenting needed names, dates, places, and figures, as a result, this technique should be developed under professional interpreters training (Nuriddinovna, 2017).

Lu (2013) clarified that the aim of note-taking is to raise effectiveness of memory, not to write everything has been said. Interpreters guarantee their accuracy in career through the high level of memory. Since taking notes a lot decreases memory effectiveness, consequently, it should be reduced and one should know that memory has a great deal in assuring accuracy in interpreting.

In fact, humans' memory has a limited capacity, that is why interpreters in CI resort to take notes because they cannot store large information in a short time and then recall what has been said. Note-taking is a practical technique, it supports memory and helps interpreters to become more accurate and rapid, it can be done through adopting different methods that fit the interpreter.

1.2.4 Note-Taking Methods

On the surface, note-taking maybe considered as jotting down the important points or notes, in fact there are several methods that are important to adopt when taking notes that ease reviewing the taken notes.

Figure 2

Outline Note-Taking Method
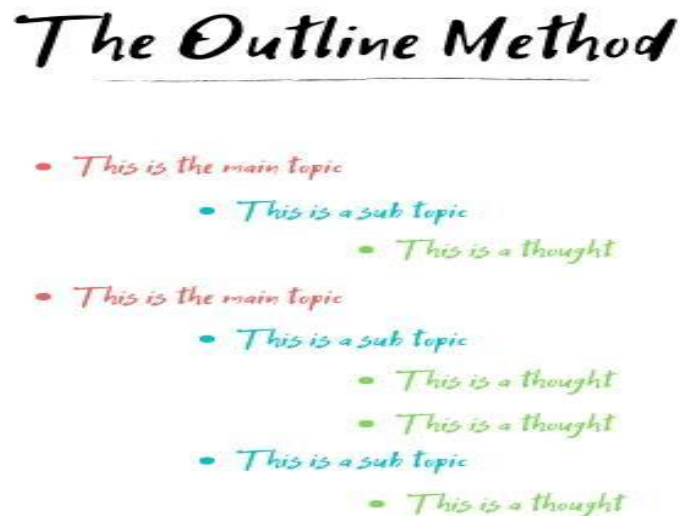
Note. From *" Medium.com"* , By W. Liedner, 2020.

1.2.4.1 Outline Note-Taking Method. The outline note-taking method is considered as the most efficient method, since it creates well organized notes, this method requires writing key points and each one construct of sub points, as a result, it allows the writer to see the existing relationship between topics (Tamm, 2021).

- *Advantages*

- Visible relationship between topics, and logical order of the notes that ease the review

- No special materials are required, and utilizable during classes

- *Disadvantages*

- Impractical for Science, Technology, Engineering, Math subjects (STEM).

- Requires concentration and strong thoughts.

Figure 3

Cornell Note-Taking method
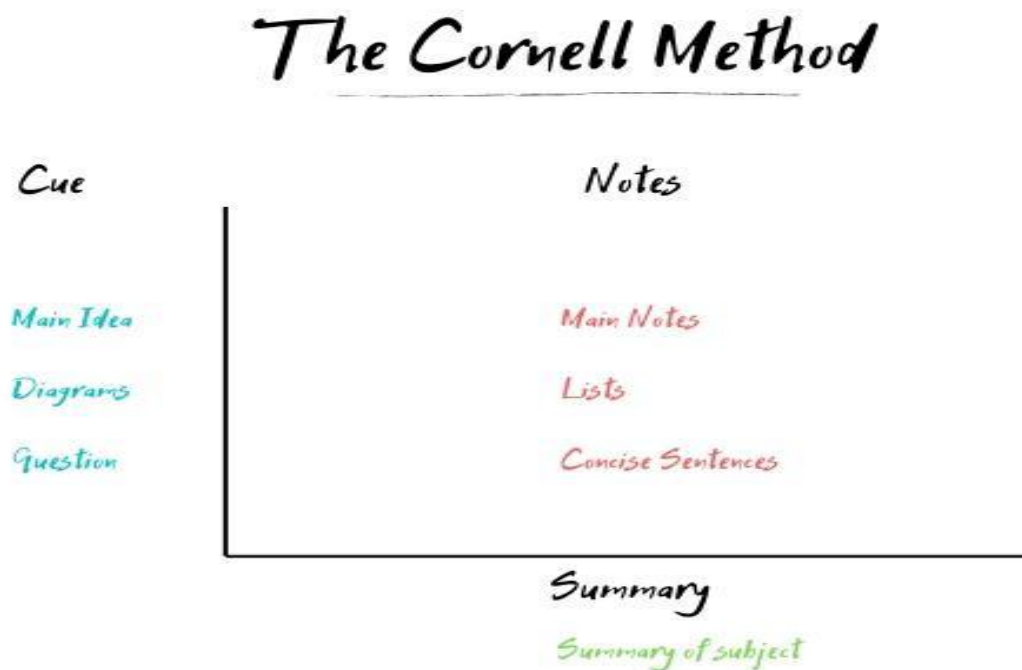
Note. From *" Medium.com"* , By W. Liedner, 2020.

    1.2.4.2 Cornell Note-Taking Method. The Cornell note-taking method requires to break the page into three sections (Tamm, 2021)

- Cue: narrow column devoted to the main points.

- Notes: a wider column used to explain the cues.

- Summary: written at the bottom and used for summarizing all information.

- *Advantages*

- Easy as both recording and reviewing notes, time efficient.

- Practical in most subjects, and helpful in extruding the important concepts and ideas.

- *Disadvantages*

- Requires creating special pages, and unsuitable for large notes

Figure 4

Boxing Note-Taking Method
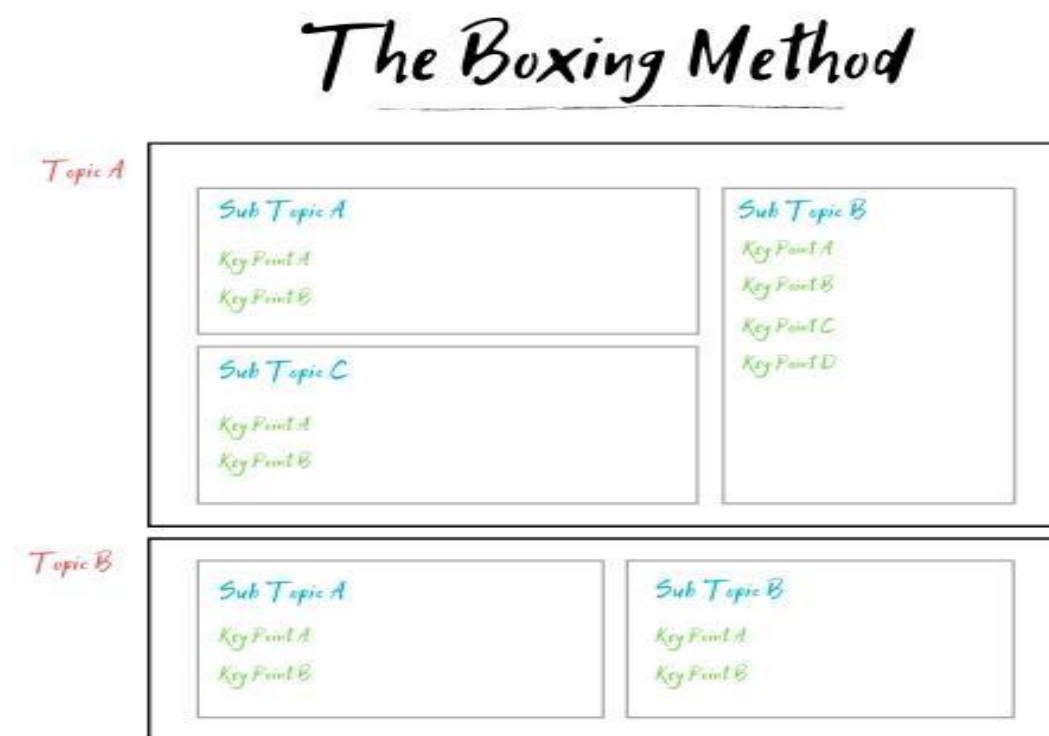
Note. From *" Medium.com"* , By W. Liedner , 2020.

1.2.4.3 Boxing Note-Taking Method. The boxing note-taking method is useful in case of noting several topics that are separately organized in boxes, which facilitate the process of taking and reviewing notes for visual note-takers (Tamm, 2021).

- *Advantages*

- Considered to be practical for visual learners, note-takers.

- The notes are aesthetically pleasing.

- *Disadvantages*

- Takes long time, and impractical for note-taking in class

Figure5

Charting Note-Taking Method

Note. From *" Medium.com"* , By W. Liedner, 2020.

1.2.4.4 Charting Note-Taking Method. The charting note-taking method uses charts to organize notes in columns and rows. Each column has its own category and each row have its own topic (Tamm, 2021).

- *Advantages*

- Useful with facts and statistics.

- Reduces notes' size and comparison between topics.

- *Disadvantages*

- Unsuitable for most subjects because it requires basic understanding of topics.

Figure 6

Mapping Note-Taking Method
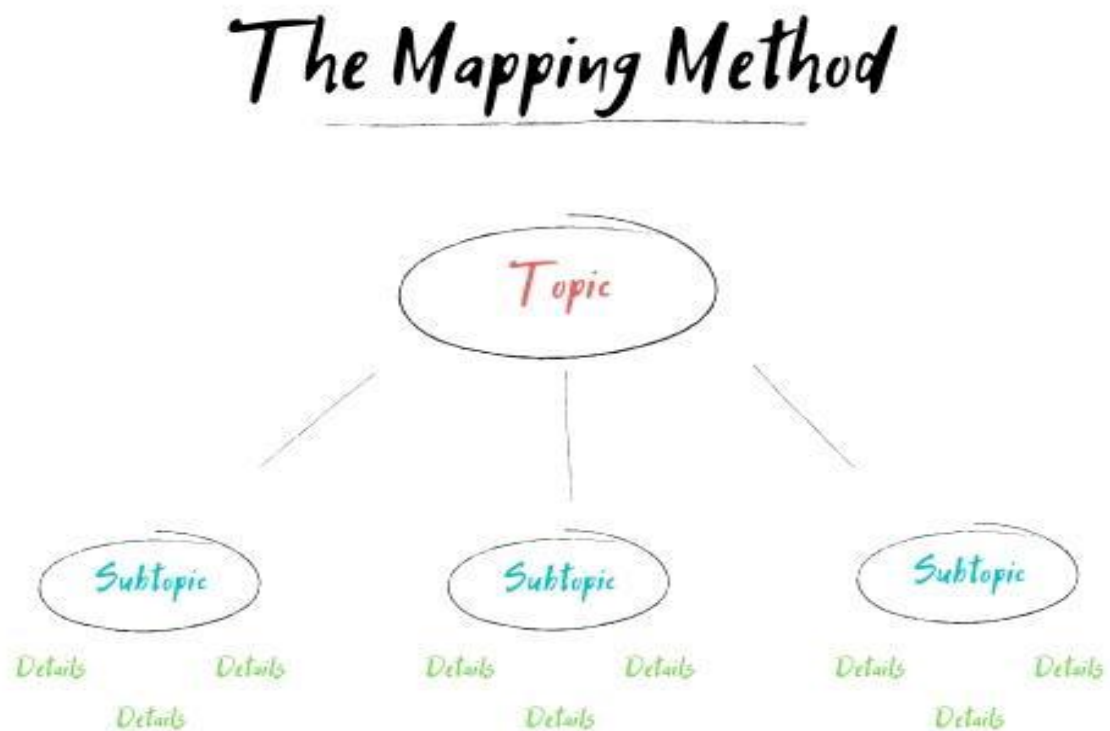
Note. From *" Medium.com"* , By W. Liedner, 2020.

1.2.4.5 Mapping Note-Taking Method. The mapping note-taking method provides graphical representation of notes, it starts with central topic to be branched out into subtopics, supporting topics, and smaller details (Tamm, 2021).

- *Advantages*
- Useful for visual learners, facilitates reviewing and detecting the connection between elements.
- *Disadvantages*
- Time consuming method, unsuitable during class

Figure 7

Sentence Note-Taking Method
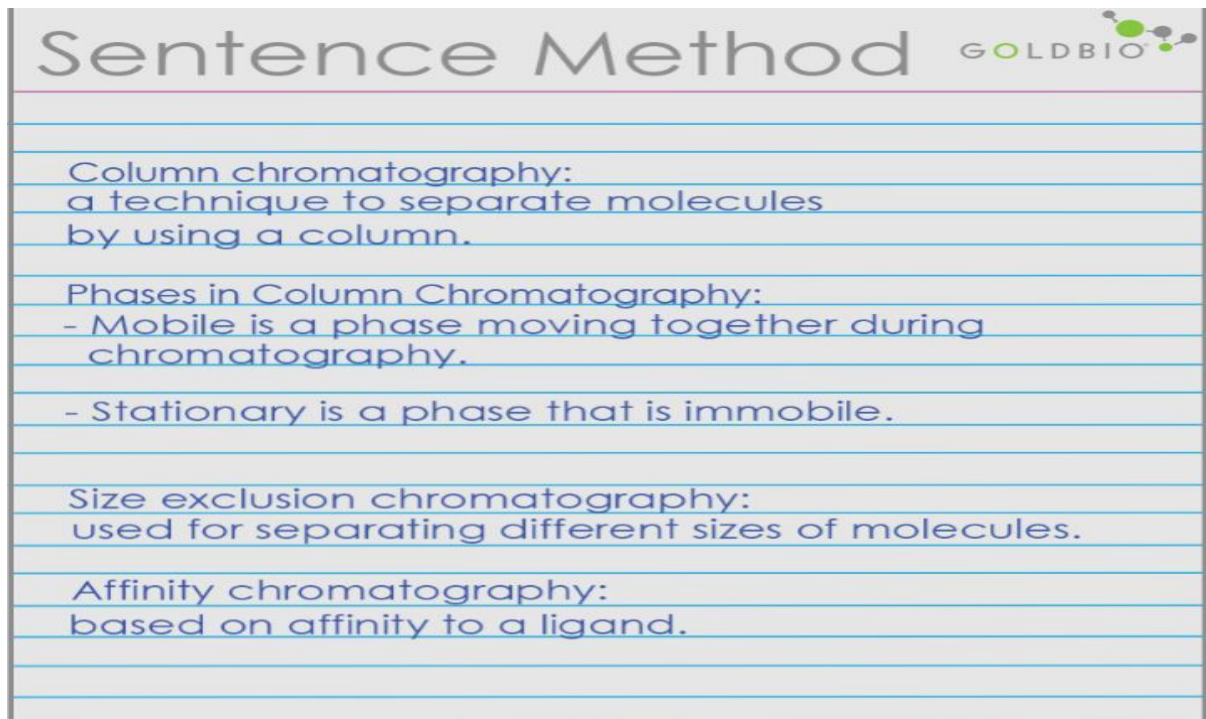
Note. From " *Goldbio.com*", By T. Kroemer, (n.d).

1.2.4.6 Sentence Note-Taking Method. Sentence note-taking method uses lines and sentences, each new idea is written in a new separate line and it contains as much information as possible (Tamm, 2021).

- *Advantages*

- Good for any subject and for quick note-taking.

- *Disadvantages*

- Difficult in reviewing notes, Requires quick writing.

To conclude, each note-taking method has both advantages and disadvantages, each method is suitable for its own situation depending on the preferences and choices of the note-taker, besides collaborating with other main skills.

1.2.5 Note-Taking Skills

Note-taking as a skill does not function independently, rather it involves other broad skills. Suiritsky and Hughes (1991) proposed that note-taking work out with four skills: listening, cognitive processing, recording lecture content in written forms, and reviewing noted information.

- **Listening.** Unless note-takers attention is focused on what the speaker is currently saying, there will be little chance that note-taking will follow, in other words, active listening is the most necessary skill needed to succeed in note-taking process.

- **Cognitive Processing.** Cognitive processing stage is referred to as encoding. The processing of lectures content involves understanding ideas and notes of lecture than making connection between previously existing knowledge and the new one.

- **Note-Taking.** Note-takers Faced challenges to balance between listen, process, and note- taking, and to determine the noteworthy, it means how to differentiate between the main notes and the expandable ones. Although the detailed ideas often help in reconstructing main ideas at later time.

Gillies (2019) accurately summarized the aforementioned skills, saying that when interpreting, interpreters listen to the speech distinctively from the common people do. They do not just listen to the sentences and meaning, rather, they have to divide the speech first in mind, and make an analysis to the structure and development to know what goes with what and for what reason, in addition identify the core ideas and the minor ones and know the relation between those ideas. Furthermore, the speaker has to show sections or parts beginning and ending, generally by pause, and interpreters will dissect based on the content and intonation. Basically, the ability of summarizing is an essential skill to distinguish between relevant information and irrelevant ones in note-taking. When summarizing, either to rely on speaker's words or interpreter own words (pp. 51,57,59,60).

To sum up, note-taking co-work with numerous skills that leads to successful notes, additionally note takers are in need to know how, when, and what to note.

1.2.6 Note-Taking Elements, Time and Form

A successful note-taking skill in consecutive interpreting (CI) requires a practical strategy to minimize the speech into ideas and transferring ideas into symbols because interpreters do not jot down everything said by the speaker, they just make a summary of the important and relevant information because CI is shorter than the original. Basically, the taken notes have to be clear and arranged on the paper to help interpreters delivering rapid and accurate interpretation. Interpreters have to consider before starting notation the primary questions :what, how and when to note.

- **The Elements Needed to be Noted.** Naseri (2017) mentioned that note-taking firstly requires the source speech understanding to be able to take notes. Interpreters focus on the sense of the speech instead of the words of the source language. He added that notes are: "cues and clues that help to remember the content and structure of the speech. In other words, notes function as the skeleton outline of the speech (p.9)".

Phelan (2001) advised not to write everything heard because interpreters' ability of speech analysis with all its elements is essential. Agreeing with Phelan, Rozan (1984) recommended the transposition of the idea rather than the word, and interpreters when taking notes have to concentrate on the main idea and how to note it clearly and simply. Interpreters should focus on the important elements as well as the elements that are not easily recalled. Gillies (2017) stated details that need to be noted, such as ideas, links, indication of relative importance, verb tense and modal verbs, proper names, numbers, lists and dates, transcoded terms, the last sentence of a speech, and the first sentence of each new idea.

- **Notes' Form.** Notes help to remember information, they should be concise, clear, well-structured and understandable to save time and focus on the speech. Interpreters

can rely on their own system to take notes, but there are followed techniques that experts established in order to help them and facilitate their work.

Figure 8

Notes Structure
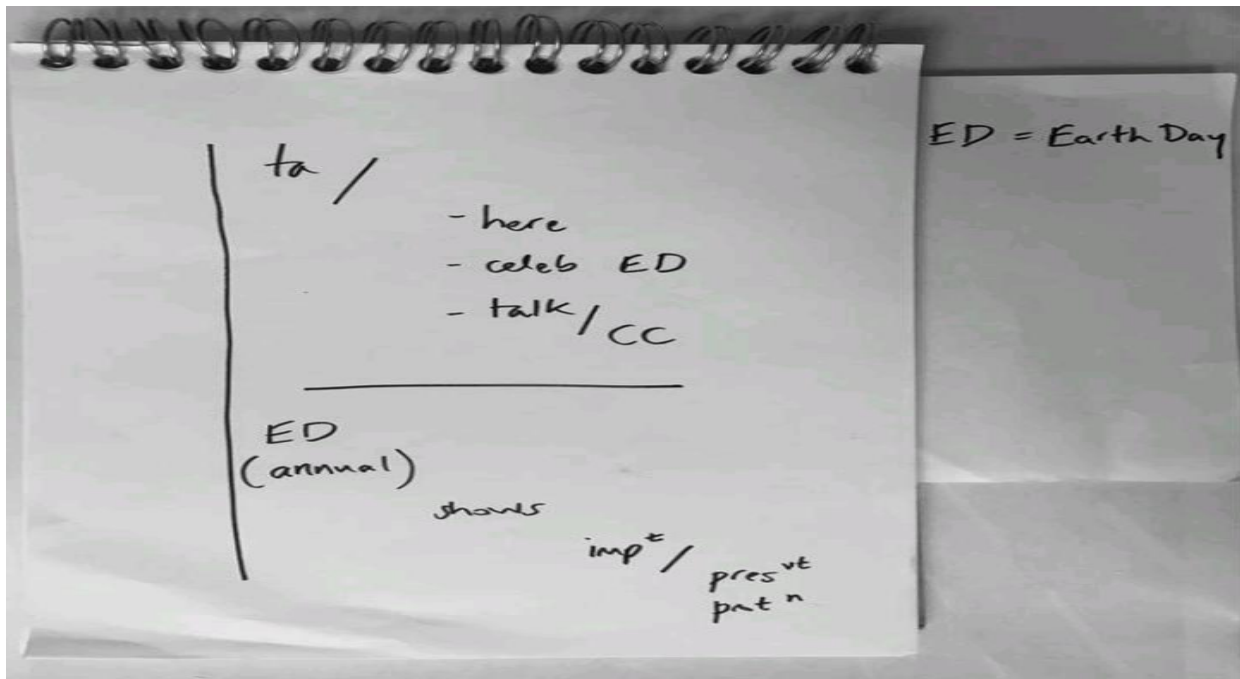
Note. From*" Note Taking for Consecutive Interpreting"*, By A. Gillies, 2017

- ***The Structure of Notes.*** Organized notes facilitate smooth interpretation, Seleskovitch (1975) and Seleskovitch (1989/2002) and Thiéry (1981) as cited in Gillies (2017) advised to note clearly and minimally to read notes easily at a glance. Concerning the order, they added that the interpreter is not obliged to note in the order given by the speaker. Notes should be legible and the page structure should be seen from 3 meters. Laurenzo (2008) suggested to use suitable notepad, 6×9 spiral-bound steno pad with cardboard back to facilitate writing, in addition to use pens. Others recommended to use pencils that flow rapidly in the page.

In case of missed idea, Gillies (2017) called things that interpreters did not catch omissions, this happens when interpreters miss to note something specially lists and items, then the place of the omission have to be marked with a hyphen (-) to easily remember that

there is missed word. Interpreters can ask the speaker at the end, to do so if to draw a big cross on the right hand side of the page and keep the pencil between the pages or to fold the page, as a result they can return to it rapidly.

Figure 9

The Diagonal Layout

subject

verb

object

Note. From *"Conference Interpreting Explained"*, By R. Jones, 1998/2002

- **Verticality and Diagonal Layout:** To arrange notes it is better to avoid noting horizontally, Gillies (2017) recommended the verticality technique, especially to note lists. In Rozan (1984) verticality is to take notes from the top to bottom not from left to right, this technique enables grouping ideas logically to easily read notes and make synthesis. He distinguished stacking, the use of brackets in which some elements are used for clarification but they are not essential so they should be noted between parentheses.

Importantly, according to Gillies (2019) verticality goes in parallel with the diagonal form. It means that noting subject, verb, object from left to right and from up to bottom and if the subject, verb, object (SVO) group consists of more than one subject, verb, or object they should be noted in a vertical list. Jones (2002) showed that diagonal layout allows interpreters to construct notes without confusion, as a result, they can read clearly and each new idea will

be marked. The diagonal layout allows a natural movement of eyes in reading from left to right and top to bottom.(see figure 9)

Figure 10

The Left Hand Margin
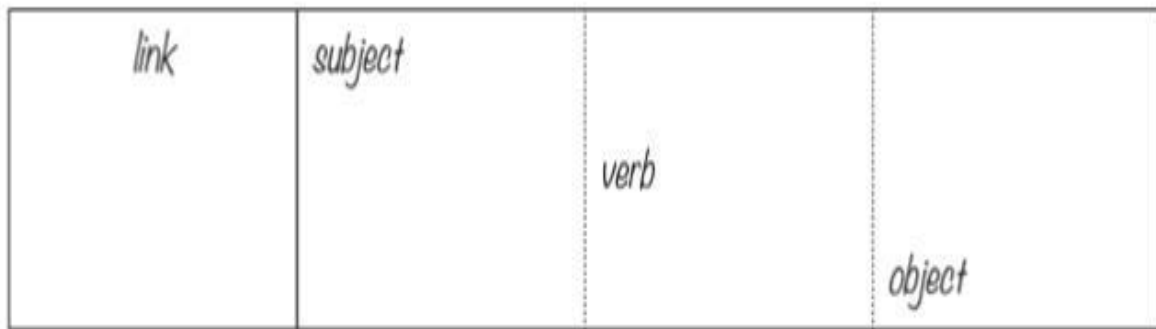
Note. From "*Note Taking for Consecutive Interpreting*", By A. Gillies, 2017

- **The Left Hand Margin:** Links are important because they show the sequence and the relation between ideas so that they should be noted. Jones (1998/2002) stated that there is a special place devoted to links. He suggested to put them in the left most edge of the page just before the standing idea starts and this done by leaving 1 to 2 cm left hand margin. Furthermore, the left hand margin can be used also to note points of view and key elements. Figure 10 shows how the left hand margin should be.

Matyssek (1989) as cited in Gillies (2017) advised to separate ideas by horizontal line to avoid mixing between the parts of the message.

Figure 11

Symbols and Abbreviations

SYMBOLS & ABBREVIATIONS FOR NOTE TAKING

Symbol	Meaning	Symbol	Meaning
&	and	govt	government
=	is, are I	mpt	important
≈	about, approximately	ea	each
>	more than	tho	though
<	less than	thro	through
#	number	probs	problems
x	times	min	minimum, least
→	leads to, caused	max	maximum, most
Δ	change	btwn	between
/	or	bkgd	background
∴	therefore	vs	versus, against
↑	increase, grow, gain	qty	quantity (amount)
↑	decrease, loss	hv	have
♀	female, woman, girl	N.B.	note well (important)
♂	male, man, boy	e.g.	for example
yrs	years	i.e.	that is
@	at	cp (cf)	compare
w/	with	ct	contrast
w/o	without	B4	before
w/i	within	p	after
wrt	with respect to	q	every
re:	regarding	ASAP	as soon as possible
b/c	because	STAT	immediately
s/t	something	f	frequently (often)
s/o	someone		

Note. From "Scoop. It", By T. Charles, n.d.

- *Abbreviations*. Abbreviations is a beneficial aid due to their time saving and they help interpreters to write down quickly. Rozan (1984) advised to abbreviate long words in which the first and the last two letters are noted or search for an equivalent short word. short words (4-5 letters) are not abbreviated. Nolan (2005) stated that abbreviations and acronyms are tend to be common, he suggested to adopt abbreviations or acronyms for most common expressions.

Additionally, Gillies (2017) proposed to adopt single letters to substitute suffixes (the letter n for -ition/-ation/-ution/-istion, the letter z for -ise/, letter y for -ivity, letter t for -ment, letter b for -able). To note plurals according to him, adding (s) to the abbreviated word.

To indicate verb tenses, Rozan (1984) distinguished future and past, for future tense adding (ll) and (d) for the past. To abbreviate the register (style), he suggested to use a short word that means the same as a long expression. Another important element is the models, Gillies (2017) stated that the long model verbs need to be abbreviated.

There are some points in the speech that are emphasized or negated, thus to indicate emphasis Jones (1998/2002) mentioned underlining, for example; very important can be as important, highly stressed words are underlined twice. Herbert (1952) gave two options for negation, the first is to use a line crossing the word, to show disagreement note ~~OK~~, the second is to write no before the negated word, no OK.

- ***Symbols.*** Symbols are very useful in notes and easy to write. Jones (1989/2002) agreed that symbols should be clear and mean something to interpreters since they develop their own symbols and one interpreter symbols can be meaningless to another interpreter. Rozan (1984) recommended to use 20 symbols and only ten were necessary. He pointed out that the excessive use of symbols will end up having a full page of signs that need to be deciphered.

Nolan (2005) suggested to derive other symbols from one symbol linked to a particular meaning, and to invent a simple sign for many numbers. Answering the question where symbols can be found, he mentioned symbols sources in which they are found in dictionaries, semiotic books, old systems of writing or pictographs, symbols also can be adopted from mathematics, punctuation marks or Zodiac signs, and even business and science, picture writing of children is also considered to be used. Gillies (2017) showed that symbols must be clear not ambiguous, fast and simple to draw, previously prepared and familiar with them, one symbol for one concept, organic and meaningful. To note contradictions, he proposed to write a capital B and an arrow $\rightarrow$ to note consequence. Symbols are practical because they are quick and easy to note and read, they represent concepts rather than words and have the advantage of space saving, they can be in form of pictures or letters of any language.

Weber (1984) showed that the use of shorthand is not supported for many reasons. One reason is that shorthand slow interpretation. Second, shorthand notes are written in the

source language without analysis and translation. Third, shorthand does not simplify interpreters' task but rather it makes it hard, and finally, however shorthand can be used when symbols substitute keywords or making direct quotation from written document.

 As a recap, Gillies (2019) stated that notes are a result of the speech analysis like when the interpreter knows that it is a list, consequently, he will take it vertically, or using brackets for extra information. The taken notes and its place on the page should manifest what is done in analysis(p.118).

- ***The Language Used to Note.*** The language used in taking notes is controversial subject since there are different views whether to note in source or target language (working language) or both of them. Nolan (2005) advised to take notes in the target language, in line with Nolan,(Jones, 1998; Herbert,1952; Rozan, 1956/2002) as cited in Chen (2017) proposed also the use of target language for notes because it facilitates the production of the target speech and the source speech analysis. Phelan (2001) stated that most interpreters note in the target language since it is not a time consumer and effortless when it comes to interpretation in addition to interpreters' ability to stay away from the source language. Dam (2004) conducted a study showing that note taking language choice guided by the A/B language instead of source/target language and her participants preferred their A language, the target language. Gillies (2019) pointed out that notes can be written in a third language, he advised to note in the language that seems to be easy and quick in writing. However, source language is recommended in (Alexieva,1994; Gile,1995/2009; Kirchhoff,1979) as cited in Chen (2017) assuming that it reduces effort and save capacity when listening. In other words, it does not matter which language to note in, notes may include two or more languages depending on interpreters' choice and preference, the message being

conveyed and the context. As a result, language is a personal choice and interpreters are just required to deliver a clear and accurate interpretation in good performance.

- **Note-Taking' Time.** The final question is concerning the time when to start take notes. According to Jones (1998/2002) the exact time of note-taking is problematic, first because interpreters want to start rapidly to avoid being late. Second, logically speaking, without understanding, one cannot note and interpreters are required to deal with ideas not words and waiting for a full idea does not go with being in time with the speaker. So that interpreters are recommended to start notation as soon as possible and they do not wait for a full sentence or clause. Yet, they should note if an element is appropriate for its context. Interpreters can take notes in any order they prefer whether to start with subject, verb or object. There is no a certain order to be followed. Ferdowsi (2014) argued that interpreters should not wait for long information, they will not be able to write what they heard and information will be lost.

In short, note-taking is essential in consecutive interpreting, thus interpreters should master its skills and techniques. A successful note taking relies on what interpreters note and in which manner and so far, the principles of note-taking were highly developed and interpreters can use them as a practical guide and notes systems will rest personal, that is why interpreters can establish their own effective system, however interpreters may encounter some difficulties in doing this task.

1.2.7 Challenges Face Consecutive Interpreters in Note-Taking

Despite the importance of note-taking, many interpreters still struggle with this skill and face some challenges in notation.

Among the difficulties during not-taking is the speaker speed, so that interpreters cannot catch the ideas because the memory capacity is limited to store huge amount of information. Some interpreters write down everything instead of focusing on the main ideas as well as the unfamiliarity with the topic that causes troubles in listening and understanding.

Additionally, in some cases interpreters cannot strike a balance between concentration and note-taking which leads to incomplete notes. Moreover, another main difficulty related to writing is spelling mistakes, grammar, and not enough vocabulary. In the same way, Mazzei (n.d.) mentioned that the overthinking about how to note will make interpreters listen less, and concerning the structure of notes, if it is not well arranged and not clear the production will not be good enough due to the effort put in reading.

In other words, interpreters have to be good listeners, ability to analyze the speech, and knowing the note taking principles to master this skill, so that dealing with the difficulties will be easier and relying on practice to enhance this technique.

1.2.8 Developing Note-Taking Skills in Consecutive Interpreting

Note- taking skills can be improved through practice. One possible way represented in practicing taking notes while interpreting short paragraphs, overtime the number of words and symbols jotted will be reproduced, and note- taking will be quick, comprehensive, with the use of concise, logical, and legible information that help the interpreter to recall the original information immediately (Lu, 2013). The following example provided by Lu (2013) explains how the practice help in developing note-taking (p79-80):

I'm very happy to have the privilege to attend the conference, and address the topic of "Change and Global Economy". Throughout the history there have been periods characterized by themes. The theme that characterizes our age is rapid change. Advances in transportation, medicine, and the nature of political or commercial relationships have all changed rapidly, with great impact on societies across the world. We should remember the philosophical statement that "The art of progress is to preserve order amid change, and to preserve change amid order".

Note-taking in the first time:

I   pril to attd conf. & sp topic "chan & W eco"//

→histo periods char. themes//

Theme char. our age= rapid chan//

↗trans, med, pol or TR chan fast/ big ↓ soc →W//

rem phil S: art of↗: order in chan & chan in corder//

Through practice the notes will be:

  attd conf. & sp "chan & W eco"//

histo char. themes// Our age = fast chan// ↗

trans, med, pol or TR ↓ soc W//

rem phil S: art of↗: order in chan & vv//

      Briefly, interpreters are needed to practice taking notes through interpreting short passages which results concise and logical notes with reduced number of words and symbols.

      It follows that note-taking is both necessary and helpful and it can be free or systematic. This technique reflects interpreter ability to analyze, with the help of memory, since consecutive interpreting is a complex task that needs efforts, it is a beneficial strategy to improve all skills, language and expressing thoughts clearly through the continuous practice. Thus, professional interpreters tend to develop a well-working and neat note taking method that fits in all situations when CI is used.

      To conclude, the related chapter has attempted to demonstrate the two variables: consecutive interpreting (CI) and note-taking theoretically, by presenting an overview of the main elements. The first section tackled interpretation and some of its aspects, then it specified to CI with basic definitions and the origin, mentioning its benefits and challenges, besides to working settings, and the competences that interpreters should be proficient in. It closed with some strategies to teach CI. Throughout the second section, note-taking was covered starting to define this technique, highlighting skills and the adopted methods. Note-

taking improvement, importance and the difficulties encountered by interpreters were reviewed too, and mainly answering the questions of how, what and when to note.

Consecutive interpreting seems to be a complex process. It needs a lot of training to achieve a high level of accuracy, listening and speaking. However, it helps to communicate effectively and to be open to the world, and reach professionalism. It makes interpreters exposed to different cultures and working languages. CI major requirements is note-taking, the productive and the active skill that has to be developed because interpreters' task is linked to the immediacy of the speech and the brevity of interpretation. Note-taking involves various principles and guidelines. Yet, interpreters are free to establish their own system of note-taking.

Chapter Two: Research Methodology, Data Analysis and Discussion

Introduction

This chapter is dedicated to the field work of the research. It is devoted to give detailed account of the methods followed in this study, it tackled the study design, sample and settings, research instruments and data collection/analysis procedure. This chapter presents the quantitative analysis of the data obtained from the questionnaires of both teachers and students, exploring their perceptions towards the effect of note-taking on consecutive interpreting quality among EFL learners. A discussion of the overall results in reference to research question and hypothesis is also tackled, in addition to limitations, implications, and the suggested recommendations.

Section One: Research Methodology

This section includes a description of the research design, tools, sample and settings. It also explains the followed method and the data collection/analysis procedure that are applied.

2.1.1 Study Design

To test the hypothesis that states "if there is a relationship between note-taking and consecutive interpretation efficiency among EFL learners", the researchers adopted the correlational design, that is a statistical test used to identify the direction for two or more variables, in order to consider if there is an influence between variables (Creswell, 2012). The correlation design was used by the researchers due to its relevance to investigate the effect of note-taking on the quality of consecutive interpretation among EFL learners. Following a mixed-method approach.

2.1.2 Sample and Setting

Sampling as an important element in research, is a method of selecting a small group (participants) from larger group (population). A representative sample allows researchers to

obtain successful analysis of the gathered data, which results reliable findings. Researchers planned to consider third year students of English at Laarbi-Tebessi University-Tebessa as the population, however, as they did not study interpretation, but rather translation in the sixth semester they focused on translating different specialized texts, consequently, the attention was directed to Master one Language Sciences (SL) students, since they dealt with interpretation in the second semester of their third year (theory and practice). For this reason, researchers considered Master one students as an appropriate population. Researchers tended to work with the whole population which represents thirty-seven students, according to the received answers twenty students were interested to take part in the study.

Translation' teachers took part as well in this study for further reliability to the findings.

2.1.3 Research Instruments

In order to conduct any type of study, distinctive research instruments are needed. Research instruments are tools used to gather data from sample to answer research problem. Among the available instruments, researchers considered the questionnaire as the appropriate tool to collect data, the questionnaire is a research tool aims to gather data from participants to be utilized in studies, it consists of a set of questions. Questionnaire's questions needed to be written in comprehensive language and described the exact situation in order to avoid confusion and get measurable information from participants.

Researchers designed two questionnaires: one devoted to Master one students. Mrs. Bouchoucha and Mrs. Bourezg translation' teachers at Larbi-Tebessi University-Tebessa answered the second questionnaire that was devoted to teachers.

2.1.3.1 Students' Questionnaire. The designed questionnaire for students explored different perspectives of the participants towards the effect of note-taking on the efficiency of consecutive interpreting among EFL learners. The questionnaire is composed of twenty-three questions divided under three sections. The first section aimed to gather general information

about the participants. The second section consisted of ten questions related to students' knowledge about note-taking and the last section incorporated eleven questions targeted note-taking in consecutive interpreting. The second and the third sections of the questionnaire were consisted of multiple choice questions, five-point Likert scale format ranging from strongly agree to neutral and from always to never, Yes/No questions were added, in addition to open-ended questions that permitted respondents to further explain their perceptions.

      2.1.3.2 Teachers' Questionnaire. The questionnaire's objective was to test the effect of note-taking on the efficiency of consecutive interpreting among EFL learners. Teachers' answers were with a great help to strengthen the reliability of results. The total number was twenty questions of different types: multiple choice questions, Yes/ No and open-ended questions, five- point Likert scale format ranging from always to never. Questionnaire's sections were divided as follows: first section, teachers were kindly asked to answer two general questions. The second section provided seven questions about consecutive interpreting and the last section was formed of eleven questions concerning note-taking in consecutive interpreting.

2.1.4 Data Collection/Analysis Procedures

      Data collection procedures are a set of actions which go through a certain order to collect data for a study. The researchers agreed on selecting the questionnaire as a research instrument. After the questions have been revised, two brief definitions of note-taking and consecutive interpreting were added to refresh participants knowledge about the topic. Students' questionnaire was sent online to the thirty-seven students of Master one at Larbi-Tebessi University at the English Department Tebessa, on the 20th of May 2022. Researchers received twenty answers within two days. Therefore, researchers considered the twenty answers as a source of reliable results. The data was analyzed using the Statistical Package for the Social Sciences (SPSS) program. Tables and figures were used to present the results.

To analyze the questions, descriptive statistics, frequency, percentage, were utilized. During the analysis, responses were compared, similar ones were collected and the new answers were considered. Findings were analyzed and summarized to answer the research question

Section Two: Data Analysis and Discussion

2.2.1 Analysis of the Questionnaires

The collected data from the questionnaires was analyzed quantitatively using the following statistics: percentage and frequency for the five point Likert scale, open-ended questions were also utilized. Tables were used to present and illustrate the data.

2.2.1.1 Students' Questionnaire

- **Section One: Personal Information**

A necessary step is to picture out students' profile, the information gathered was about their age and gender.

Table 1

Students' Age

Age	21 years old	22 years old	23 years old	24 years old	26 years old	30 years old	33 years old	40 years old
Frequency	6	2	5	2	1	1	1	2
Percentage	30%	10%	25%	10%	5%	5%	5%	10%

As table 7 shows, the age of students was ranging from 21 years old to 40 years old. The majority of students with 30% were 21 years old. 10% represents students who were aged 22, 24, 40 years old were with 10% for each. While participants whom age was 23 formed 25%. Finally, students who were 26, 30, and 33 years old represents 5% for each category.

Table 2

Students' Gender

Gender	Male	Female
Frequency	8	12
Percentage	40%	60%

Table 2 shows that the majority of the participants were females with 60%, while males formed only 40% of the total population.

- **Section Two: Note-Taking**

This section seeks to answer the questions concerned with note-taking. The data was analyzed according to the five-point scales ranging as follows: *Strongly Agree* (SA), *Agree* (A), *Strongly Disagree* (SD), *Disagree* (D), *Neutral* (N), and from *Always*, *Often*, *Sometimes*, *Rarely*, to *Never*. In addition to *Yes/No Questions*, and *multiple Choice Questions.* in order to reflect students' answers, *Frequency* (F) and *Percentage* (P) were added. *Responses* (R) was also used to reflect *Open- Ended Questions*. This analytical method was taken into consideration to analyze the third section' questions of this questionnaire.

Table 3

The Frequency of Students' Notes in other Modules besides Consecutive Interpreting

No.	Items	R	F	%
03	How often do you take notes in other modules besides consecutive interpreting?	Always	6	30%
		Often	8	40%
		Sometimes	3	15%
		Rarely	3	15%
		Never	0	0%

Table 3 shows that the majority of students 40% often took notes in other modules besides consecutive interpreting, while 30% of them always took notes. The remaining students, 15% of them sometimes took notes, however the final 15% said they rarely took notes, while none of the participants opted for never.

Table 4

The Elements that Students Note

No.	Items	R
04	What do you take notes of ?	Main points/The important parts of lessons/The key words/Important information and ideas/Every single piece of information given by the teacher/Technical terms/Complicated words to be translated.

As table 4 shows, participants approximately agreed on the same answer. They took notes of the main, important, key terms, ideas, and information, besides technical terms and complicated words to be translated.

Table 5

The Frequency of Students Understanding of Their Notes

No.	Items	R	F	%
05	Do you understand your notes?	Always	12	60%
		Often	7	35%
		Sometimes	1	5%
		Rarely	0	0%
		Never	0	0%

As it is noted in Table 5, the majority of participants 60% always understood their notes, and 35% of them stated that they often understand what they noted. The last 5% of students sometimes understood their notes. And 0 answer for the options rarely and never.

Table 6

The use of Abbreviations and Symbols in Students Notes

No.	Items	R	F	%
06	Do you use any abbreviations or symbols in your notes?	Yes	20	100%
		No	0	0%

As table 6 shows, regarding the use of abbreviations and symbols, all participants showed a positive response towards using abbreviations and symbols.

Table 7

Abbreviations and Symbols Effectiveness

No.	Items	R	F	%
07	Abbreviations are more effective than symbols.	Yes	20	100%
		No	0	0%

According to table 7, the results show that students preferred to write abbreviated words than using symbols. All of them 100% agreed and answered with a yes.

Table 8

Students' Confusion about Notes When Using Symbols

No.	Items	R	F	%

08	Taking notes got me confused on what to read first especially when I use symbols.	SA	1	5%
		A	3	15%
		SD	1	5%
		D	11	55%
		N	4	20%

The table 8 demonstrates that 55% of the students disagreed that they get confused on what to read first especially when they use symbols and 5% strongly disagreed. While 15% agreed and 5% strongly agreed that they get confused on what to read first especially when they use symbols, however, 20% of the students were neutral.

Table 9

Notes Difficulties

No.	Items	R	F	%
09	I find it difficult to take notes due to	Taking notes distracts me from recalling what the speaker said.	5	25%
		I do not have enough time to listen and take notes in the same time.	7	35%
		I found it difficult to listen, write and memorize what was said by the speaker.	6	30%
		We are always under pressure of time and how fast the speaker goes.	10	50%
		I found it difficult to write full	7	35%

	sentences even when paraphrasing the general idea of the speech.

Table 9 shows that 50% of the students found it difficult to take notes due to time pressure and the speaker speed. 35% of the students faced the difficulty in writing full sentences even when paraphrasing the general idea of the speech. The same percentage 35% of the participants struggled with the short amount of time which prevented them from listening and taking notes at the same time. 30% of them agreed on the difficulty of listening, writing, and memorizing what was said by the speaker. The remaining 25% considered note-taking as a main reason in distracting them from recalling what the speaker said.

Table 10

Other Unmentioned Difficulties

No.	Items	R
10	Other unmentioned difficulties face you during taking notes, mention.	Classroom noise/Interruptions and destructions/When taking notes in chaos way without following a good method/Difficulty in understanding teacher's idea/Difficult terminology/ Speaker's speed in explanation/Non organized ideas/Afraid of losing ideas/Struggle to choose which important information to note/The huge amount of information/The unclear voice of the speaker.

From the results gathered in table 10, the respondents confirmed that the main difficulty that they faced during taking notes was interruption and distraction such as: classroom noise, in addition to encountering difficulty in understanding teachers' ideas and terminology especially if the teacher goes fast with unclear voice which leads to ideas omission in case of huge amount of information. They also struggled to choose which ideas are the most important to note which leads to a non-organized text. Furthermore, respondents considered not following a good method as another difficulty.

Table 11

Students' Opinions about Having one Hour Session per Week to Practice Interpretation

No.	Items	R	F	%
11	In my opinion, one-hour session per week during COVID-19 period was not enough for me to practice interpretation and be familiar with the process.	SA	11	55%
		A	8	40%
		SD	0	0%
		D	0	0%
		N	1	5%

In table 11: in this question, participants' opinions about whether one-hour session per week during COVID-19 period was enough to practice interpretation and get used to the process were as follows: 5% of them were neutral, 40% and 55% of them agreed and strongly agreed that one-hour session per week during COVID-19 was not enough.

Table 12

Students' Opinions about Having one Semester to Practice Interpretation

No.	Items	R	F	%
12	I think only one semester of practicing interpretation is not enough.	SA	10	50%
		A	10	50%

		SD	0	0%
		D	0	0%
		N	0	0%

The table 12 shows that half of the participants 50% agreed and the other half 50% strongly agreed that one semester was not enough for students to practice interpretation.

- **Section Three: Note-Taking in Consecutive Interpreting**

The current section deals with the analysis of the questions concerned with note-taking in consecutive interpretation.

Table 13

Students' Opinions about Translating What They Hear and Take Notes in Target Language

No.	Items	R	F	%
13	It is easier to convert what I hear then I take notes in the target language.	SA	2	10%
		A	9	45%
		SD	2	10%
		D	3	15%
		N	4	20%

As table 13 shows, 45% of the participants agreed and 10% tend to strongly agreed that it is easier to translate what they hear then they take notes in the target language. On the other hand, 15% of the participants disagreed and 10% strongly disagreed on the easiness of translating what they hear then they take notes in the target language. However, 20% were neutral.

Table 14

Notes Effectiveness on Translation

No.	Items	R	F	%
14	Taking notes helped me do the translation easily.	Yes	20	100%
		No	0	0%

In the table 14, taking notes helped students do the translation easily. 100% of the answers showed a positive response towards this question.

Table 15

Notes Effectiveness to Grasp Main Ideas of the Speech

No.	Items	R	F	%
15	Taking notes helps me grasp the main idea in the speech.	SA	9	45%
		A	11	55%
		SD	0	0%
		D	0	0%
		N	0	0%

As presented in table 15, 45% of the respondents strongly agreed and 55% agreed that taking notes helped them to grasp the main idea in the speech and for the other options no responses were remarked.

Table 16

Notes Effectiveness in Remembering Speaker Statements

No.	Items	R	F	%
16	Taking notes made it easier to remember what was said by the speaker.	Yes	20	100%
		No	0	0%

In table 16, the question investigated if taking notes facilitates remembering what the speaker said, referring to the results, the totality of 100% have agreed on it.

Table 17

Language Choice in Taking Notes

No.	Items	R	F	%
17	In which language do you take notes?	Source language	12	60%
		Target language	3	15%
		Both of them	4	20%
		Another language(abbreviations).	1	5%

Table 17 demonstrates that concerning language choice in note-taking, most participants 60% take their notes in the source language, 15% of them, the target language was their choice, while 20% opted for both of them. Whereas, only 5% choose another language (abbreviations).

Table 18

Language Choice' Impact on Note Taking

No.	Items	R	F	%
18	Language choice in taking notes does not affect the result.	SA	1	5%
		A	3	15%
		SD	6	30%
		D	9	45%
		N	2	10%

Table 18 shows that 15% off respondents agreed on that, and 5% of them strongly agreed that the results will not be affected by the language choice while taking notes. On the other hand, 45% disagreed, and 30% strongly disagreed that language choice does not affect the result. Only 10% were neutral.

Table 19

Using Mother Language to Take Notes

No.	Items	R	F	%
19	I take notes in my mother language because I write faster in Arabic.	Yes	2	10%
		No	18	90%

Table 19 shows that the large portion of participants does not take their notes in their mother language, whereas 10% of them prefer to take notes in Arabic as it is their mother language.

Table 20

The Advantages of Language Choice in Note-Taking

No.	Items	R
20	What are the advantages of your language choice in taking notes?	Gaining new vocabulary/To better understand accurately the ideas being explained/English is with great help in enhancing EFL learners' level in case of considering English as source language during interpretation/The right choice of language facilitates note-taking and makes it easier to grasp the meanings/Facilitate understanding/The

		right language choice helps to faster the
		process of taking notes in a useful and
		meaningful way.

In table 20, participants agreed that, in the case of considering English as a source language for the EFL learners, language choice improved their vocabulary, and their understanding of ideas. Also, it enhances EFL learners' level. They also consider the right choice of language facilitates the method of taking-notes which leads to an easy grasp of meanings.

Table 21

Note-Taking Methods

No.	Items	R	F	%
21	Which note-taking method is more practical for you?	Cornel method.	6	30%
		Charting method.	0	0%
		Boxing method.	0	0%
		Mapping method.	10	50%
		Sentence method.	11	55%
		Outline method	0	0%

As it is shown in table 21, among the six available methods of note-taking, 55% of the participants considered sentence method as the practical method, 50% opted for mapping method, and 30% for the cornel method.

Table 22

Consecutive Interpretation Effectiveness in Developing EFL Learning

No.	Items	R	F	%
22	In what way did consecutive interpretation help you developing EFL learning?	Vocabulary	9	45%
		Fluency and speaking	8	40%
		Listening skills	12	60%
		Accuracy	5	25%

Table 22 shows that the highest percentage of 60% represents listening skills as the most developed skill due to consecutive interpreting practice. Vocabulary comes after with 45% as the second most developed skill, while fluency and speaking and accuracy formed 40% and 25% of the total population.

Table 23

Note-Taking Effectiveness on Consecutive Interpreting Correctness

No.	Items	R	F	%
23	When I take notes effectively, my interpretation will be correct.	SA	12	60%
		A	8	40%
		SD	0	0%
		D	0	0%
		N	0	0%

Table 23 illustrates the relationship between interpretation efficiency and notes correctness, the collected answers were divided into: 60% of participants who strongly agreed, and the other 40% of them were agreed.

2.2.1.2 Teachers' Questionnaire

- **Section One: Personal Information**

This section enables researchers to draw the profile of the teachers.

Table 24

Duration of Teaching Translation

No.	Items	R	F	%
01	How long have you been teaching translation?	0-5 years.	2	100%
		5-10 years.	0	0%
		More.	0	0%

Table 24 shows that both teachers had an experience for 0-5 years in teaching translation with 100% as a ratio.

Table 25

Number of Semesters Being Taught

No.	Items	R	F	%
02	How many semesters have you taught third year students' interpretation?	1-3semesters.	2	100%
		More.	0	0%

As it is shown in table 25, teachers have taught interpretation to third year students for 1-3 semesters

- **Section Two: Consecutive Interpreting**

The current section is concerned with data analysis of teachers' responses about consecutive interpreting. To illustrate and interpret the gathered data, the five point scale ranging from *Always*, *Often*, *Sometimes*, *Rarely*, to *Never*. In addition to *Yes/No Questions*, and *multiple Choice Questions* and *Open-Ended Questions*. Teachers' answers were reflected using *Frequency* (F) and *Percentage* (P) and *Responses* (R). This categorization was applied to analyze section three' responses.

Table 26

Students' Interest in Translation and Interpretation

No.	Items	R	F	%
03	Students are more interested in:	Translation.	1	50%
		Interpretation.	1	50%
		Neutral.	0	0%

According to table 26, teachers responded that students were interested in both translation and interpretation with 50% for each.

Table 27

Reasons Behind Students' Interest in Translation and Interpretation

No.	Items	R
04	Explain why students are more interested in translation or interpretation.	It refreshes their memories and boosts participation in class.
		Because they have a written text and they

believe that they have time to translate it.

Table 27 illustrates the reason behind choosing interpretation as the most interesting module for students, compared to translation, was because it refreshes their memories and boosts participation in class, while translation was chosen due to the idea of having enough time to translate the written text.

Table 28

Teachers' Opinion About a one Semester Period to Teach Interpretation to EFL Learners

No.	Items	R	F	%
05	Do you think that a one-semester period is enough to teach interpretation to EFL students?	Yes	0	0%
		No	2	100%

Table 28 shows that both teachers agreed that one semester is not enough to teach interpretation to EFL students.

Table 29

Teachers' Opinion about the Role of Translation and Interpretation in Helping Students Acquire English Language

No.	Items	R	F	%
06	Do you think that translation and interpreting help students acquire ENGLISH language?	Yes	2	100%
		No	0	0%

In table 29, teachers share the same opinion with 100% that translation and interpretation help students acquire English language.

Table 30

The frequency of Using Videos and Technology to Explain the Process of Interpreting

No.	Items	R	F	%
07	How often do you rely on videos and technology to explain the process of interpreting?	Always.	1	50%
		Often.	0	0%
		Sometimes.	1	50%
		Rarely.	0	0%
		Never.	0	0%

Table 30 demonstrates that one teacher always relies on technology and videos in class and the other one sometimes relies on them to explain the process of interpreting, which represents 50% for each answer.

Table 31

The Tasks Used in Consecutive Interpreting Practice

No.	Items	R	F	%
08	How do you practice consecutive interpreting with your students?	Role play (only students who participate).	1	50%
		Being speaker A/B.	2	100%
		Recordings (audio/video).	1	50%

Table 31 shows that activities in class differ from one teacher to another; 50% represents role play and recording while both teachers 100% opted for being speaker A/B.

Table 32

Type of Texts Used in Consecutive Interpreting

No.	Items	R	F	%
09	What type of texts do you use?	Political.	0	0%
		Technical.	0	0%
		Economical.	0	0%
		Other types.	0	0%
		It depends on students' preferences.	2	100%

Table 32 shows that both teachers depend on students' preferences when choosing the type of text with a ratio of 100%.

- **Section Three: Note-Taking in Consecutive interpreting**

The third section tackles the analysis of note-taking in consecutive interpretation' questions.

Table 33

Knowing Whether all Student Take-Notes During Consecutive Interpreting

No.	Items	R	F	%
10	Do all students take notes during consecutive interpreting?	Yes	1	50%
		No	1	50%

According to table 33, teachers answers' ranging from 50% yes, and 50% no when it comes to taking-note during consecutive interpreting.

Table 34

Students' Language Choice

No.	Items	R	F	%

11	Students take notes in:	Source language.	1	50%
		Target language.	0	0%
		Mixture.	1	50%

According to table 34, concerning language choice and according to the teachers, students took notes either in source language, which represents 50%, or they mix the languages, which represents 50%.

Table 35

Students' Notes

No.	Items	R	F	%
12	Students' notes are:	Full sentences.	0	0%
		Abbreviations.	1	50%
		Symbols.	0	0%
		All of the above.	1	50%

The results in table 35 report that 50% of the participants said that students' notes are in a form of abbreviations. Whereas, all of the above option (full sentences, abbreviations and symbols) was chosen by the other 50% of the participants.

Table 36

Teachers Checking Students' Notes

No.	Items	R	F	%
13	Do you check their notes?	Yes	2	100%
		No	0	0%

Table 36 shows that both teachers, with a ratio of 100%, agreed that they check their students' notes.

Table 37

Teachers' Opinions About Students' Missing Ideas in Note-Taking

No.	Items	R	F	%
14	Do they miss some ideas?	Yes	2	100%
		No	0	0%

Table 37demonstrates that teachers assumed that students miss some ideas during note-taking' process, which represents the whole sample.

Table 38

The Missing Ideas in Source Text Leads to Incomplete Interpretation

No.	Items	R	F	%
15	When students take notes they forget some ideas from the source text which gives an incomplete interpretation.	Yes	2	100%
		No	0	0%

As table 38 shows that teachers confirmed that incomplete noted ideas of students from the source text give an incomplete interpretation, with a ratio of 100%.

Table 39

Reasons Why Students Miss Ideas

No.	Items	R
16	Explain why students miss some ideas.	When the speaker goes fast.
		Most of time they are focusing on an idea or a sentence or a word specially when

they are not clear and forgot to complete

taking notes.

Table 39 shows that teachers assumed that students miss some ideas when taking notes due to the speaker's speed and the focus only on specific ideas especially the unclear ones.

Table 40

Students Difficulty to Keep up with the Speaker

No.	Items	R	F	%
17	Do they find it difficult to keep up with the speaker?	Yes	2	100%
		No	0	0%

Table 40 demonstrates that, according to teachers, students have difficulties keeping up with the speaker with the ratio of 100%.

Table 41

Teachers' Opinion About Paraphrasing as a Good Interpreting Method

No.	Items	R	F	%
18	Do you think that paraphrasing is considered as a good interpreting method?	Yes	2	100%
		No	0	0%

Data in table 41 illustrates that both teachers, with a ratio of 100%, agreed that paraphrasing is considered as a good interpreting method.

Table 42

Students Notes between Full Statements and Main Ideas

No.	Items	R	F	%

| 19 | Students do not have to interpret every single word, so they only have to take notes of the main idea of the source text. | Yes | 2 | 100% |
| | | No | 0 | 0% |

The results in table 42 report that a 100% ratio was devoted to the idea that students are not obliged to interpret every single word but rather take notes of the main idea of the source text.

Table 43

The Influence of Note-Taking on The Quality of Interpretation

No.	Items	R	F	%
20	Taking notes influences the quality of interpreted text.	Yes	2	100%
		No	0	0%
		To some extent	0	0%

Table 43 shows that the quality of interpreted texts depends on the effectiveness of note-taking, in this regard, a 100% of teachers confirmed that note-taking affects interpretation efficiency.

2.2.2 Discussion and Interpretation of Results

The study aims to answer the research question: if note-taking affect consecutive interpreting efficiency among EFL learners. To achieve this aim, researchers elaborated two online questionnaires devoted to Master one students, and both translation' teachers Mrs. Bouchoucha and Mrs. Bourezg at Laarbi-Tebessi University-Tebessa. Both questionnaires were divided into 3 sections, starting with two personal questions. The two final sections were about note-taking, consecutive interpreting and note-taking in consecutive interpreting. The questionnaires sought to highlight students and teachers' perception towards note-taking

effectiveness on consecutive interpreting quality among EFL learners. The obtained results in the current study are consistent with the results of Emilia et al. (2011), They showed that their participants were aware about note-taking benefits in order to perform a good interpretation.

2.2.2.1 Discussion of Students' Questionnaire

The analysis of section 1 in the questionnaire gave a clear image about students' background. Most of the participants were females, and the age of the whole population between 21-40 years old. With regard to the analysis of section 2, according to students' responses, the majority of them used to take notes in other modules besides consecutive interpreting (CI) due to its advantages in helping them to recall the important information, ideas, technical terms and complicated vocabulary that they noted, this falls within the same line with LeBauer (2000), who argued that one of the advantages of note-taking for EFL students is capturing unfamiliar terms, names and ideas in texts for later comprehension and memorization, Kiewra (1991) added that note-taking allows students to benefit from the course and understand what they are studying, in addition to its importance in classroom in raising the attention of students. According to participants, their notes were often understood, because they write in an organized way besides using abbreviations and symbols, although less than half of participants agreed that abbreviations are more beneficial for them than symbols, this was due to the hardness of used symbols, which causes confusion most of the time. Regarding the use of abbreviations, the results of this study are consistent with the results of Chen (2017) that showed that her participants preferred abbreviations to full words and language over symbols. It was clear that students faced difficulties while taking notes, the difficulty that most of participants agreed on was time pressure, speakers' speed, unclear voice, struggle of finishing notes due to losing attention on some ideas because of distractions and interruptions, or in case the ideas were difficult to understand. The huge amount of

information is considered as an obstacle too, besides not following a good method which leads to a complicated note-taking process.

Additionally, consecutive interpreting needs to be practiced in order to achieve satisfying results, participants agreed that they did not have much time because of COVID 19 period, besides consecutive interpreting (CI) in Laarbi-Tebessi University is usually taught in only one semester which certainly insufficient.

The analysis of Section 3 involved students' perception about note-taking in CI; Researchers were interested to know if participants take their notes in target or source language, most of their answers were about translating what they hear then taking notes in target language. The reason behind that was to reduce the length of the process of taking notes in source language then to interpret. As to note-taking benefits for students, participants agreed that the taken notes helped them to easy translate the needed tasks, grasp the main ideas of the speech besides helping them to remember the speech delivered by the speaker, because notes reduce the burden on memory and can be revised whenever needed. Friedman (n.d) said that taking notes does not only help in learning, promoting long term retention, and document events, it also allows to outsource the memories to an external source (paper) and make clear content for future references. Concerning language choice in relation to taking notes in CI, language choice can be taken as controversial subject in note-taking, according to results, participants prefer to note in both source and target languages in addition to abbreviations. The reason behind preferring source language is that students find it easy to write especially if it is the mother language, source language also supports memory and reduce effort. Target language is more practical, it does not consume time and gives students time to think directly in what they note, besides it leads to a better target speech delivery. Relying on both languages is also useful to emphasize some concepts and ideas. This corresponds with Seleskovitch (1975) who reported that some notes can be taken only in

source language, other notes in the target language and others in a mixture of both languages. Accordingly, Dam (2004) was interested in what governs interpreters' choice of language, she found that language choice is ruled by the language position if it is A or B language, but less by its position in the interpreting task if it is source or target language. She also found that to reduce efforts and keep it for other tasks, interpreters can note in a language that it is easy and rapid like in writing in native language. In other words, language choice depends on each student preference and needs; however, it may affect the interpretation as most students reported. From the opposite view, some students agreed that language choice does not affect the result and in both cases the language students use to note depicts their level of understanding and speech analysis. The majority of participants agreed that they take notes in target language even though they write faster in Arabic; however, even only two students have chosen to write notes in Arabic. By reference to participants' perception about the advantages of language choice in taking notes, students believed that language choice helped in gaining new vocabulary, better the understanding of the explained ideas, enhance their level. They assumed that the right choice of language facilitates note-taking process, which leads to an easy grasp of ideas, information and knowledge. Note-taking follows a certain method, each one is suitable for the specific subject, and it also depends on the preferences of note takers. Cornell, charting, boxing, mapping, outline and sentence methods were the available ones. Participants used to adopt sentence, Mapping, Cornell methods during note taking process. Sentence method is beneficial for any subject and help to rapidly write notes as sentences. Mapping helps visual participants as it allows them to graphically write the needed notes. Cornell method on the other hand, is useful when separating main points, explanations, and summary in the different sections.

Participants reported that consecutive interpreting help them develop listening skills, vocabulary, fluency, speaking and accuracy; during the practice of consecutive interpreting

learners deal with both working languages (Arabic and English) as source and target languages, students carefully listen to the source speech, take notes and consider new vocabulary items as well, then, after the interpretation process, students deliver the interpreted speech with accurate and fluent speaking. As an answer the main question that is related to note-taking effectiveness on consecutive interpreting quality, participants answers suggested that the perfection and organization of notes function as a main factor in consecutive interpreting success, because the well-structured and complete notes reduce the chance to commit errors during the interpretation process which leads to efficient and correct consecutive interpreting, in addition to a good performance while delivering the interpreted message. In this context, Dam (2007) examined 5 interpreters notes working from Spanish into Danish, she concluded that the number of notes influence consecutive interpreting (CI) performance, in other words, more notes lead to good interpreting performance. Unlike Cardoen (2012) who focused on notes of interpreters working from Spanish into Dutch, he found that the few notes lead to fluent performance.

2.2.2.2 Discussion of Teachers' Questionnaire

Section 1 in teachers' questionnaire reveals teachers experience in teaching translation and interpretation. Both teachers have taught translation from 0-5 years; within this period of time, 1-3 semesters were devoted to interpretation.

The analysis of the second section demonstrates that students are interested in both translation and interpretation, according to teachers' view. Referring to the given reasons, interpretation helps students refresh their memories, boosts participation, on the other hand, translation provides extra time to translate the written texts in addition that interpretation and translation aid in developing students' writings, listening, speaking and communicative skills in English language learning, however a one semester period is not enough to teach and practice interpretation, since it requires efforts and time. Russell et al. (2010) believed that in

order students learn consecutive interpretation, there is a need to firstly acquire the theory then experience using consecutive interpreting (CI). CI practice relies also on video and technology, Stepanova (n.d.) gave an importance to the use of information and communication technologies (ICT) in interpreters training course in which it enables students to consider the good practices in CI. Thus, in order to develop skills of interpreting, the online sources offer video and audio materials, and in order to practice interpretation it is better to rely on recordings, therefore teachers will control and give feedback to their students as they are speaking. Consequently, technology, videos, and audio visual materials are considered as teaching aids besides reading materials (different types of texts such as political, technical, economical and other types depending on the choice and preferences of students). Role plays, being speaker A/B, and recordings, are also considered as helpful tools in the process of learning. All the previously mentioned strategies support raising students' attention and focus to understand an beware about interpretation process and how it works.

Results of section three indicate that most students take notes during consecutive interpretation (CI). Taking notes reduces the charge on memory; however, students with a good memory capacity prefer to rely on their memories rather than taking notes. In this context, Peverly et al. (2007) asserted that studies have agreed that EFL students have a short term memory in English and face difficulties in understanding what was said. Moreover, according to Baddeley (2001) the working memory capacity differs from one person to another, so that the performing of processes will be different, consequently the result of skills will be also different. Students take notes in both source and target language differently; in a form of full sentences, abbreviations, and symbols. Then, those notes will be checked by teachers to see how they are arranged and if students are applying note-taking main principles. Teachers found that students miss or omit some ideas which results an incomplete interpretation due to facing the difficulty to either keep up with the speaker or when focusing

on some ideas and forget to complete taking notes. Teachers considered paraphrasing as a good interpreting method, because it is a good technique that enables students to clarify, reformulate and show their understanding of the source speech. Consequently, students do not have to interpret every single word but rather take notes of main ideas of source text, they are thus required to analyze and make a summary of the key information tackled in the source speech. Finally, teachers have the same perception as students that taking notes influences the quality of interpreted text.

All in all, the findings of this study show note-taking as an important element in consecutive interpreting (CI), even though, note takers encountered with difficulties while taking notes, but it has the advantage of reducing burden on memory and it eases translation and interpretation process by adopting a certain method that facilitates the organization of notes. As including CI in EFL learning, it has a great role in helping students to improve their English as a foreign or second language and develop many skills. As a response to the research question if CI is affected by note-taking and to prove or disprove the hypothesis that CI is affected by note-taking, according to the analyzed results researchers found that note-taking affect CI efficiency among EFL learners.

Section Three: Summary of results, Limitations, Implications, Reconditions

Summary of Results

Taking in consideration the analysis of data, the discussion and interpretation of results, the following conclusions were reached:

Is consecutive interpreting quality affected by note-taking ?

- The first hypothesis: " consecutive interpreting is affected by note-taking" was approved.

- The second hypothesis: " consecutive interpreting is not affected by note-taking" was disapproved.

Limitations of the study

Despite the fact that researchers made efforts to present reliable results, limitations were part of the study and might affect the findings.

The limitations of the current study were:

- An experimental study was planned to take place with third year students at university. Researchers were given one hour session to complete all the necessary steps of the experiment which was insufficient to explain the process theoretically and practically.

- To accomplish the research in this field, researchers did not deal with interpretation as a module in their third year of study at university due to COVID-19 period.

- The current sample studied only one semester in COVID-19 period, the attendance was mandatory.

Pedagogical Implications

The findings of the study suggested some notable implications that educational leaders in Algeria may take into consideration to enrich the Algerian university curriculum. Interpretation needs focus by considering it as a fundamental module besides translation, due to its effectiveness in enhancing students' vocabulary, listening, speaking, fluency and accuracy. Note-taking also is in need to be part of the curriculum design, consequently students will develop their knowledge about its principles and methods to end up with good notes and enhanced writings.

Recommendations

Researchers have proposed the following recommendations for further researches:

- Further researches could adopt the experimental design and it is better to opt for a pre-test and a post-test procedure so as to test the effect of note-taking on CI quality and make the results more valid and reliable.

- Similar studies could select their sample based on EFL students who have practiced interpretation, or interpreters that have a good experience in this field as well as the students who are specialized in interpreting.

General Conclusion

The main aim of this study highlights whether consecutive interpreting is affected by note-taking. Moreover, it shed light on interpretation importance in developing students' English learning. The dissertation is consisted of two chapters. In chapter one, the literature was reviewed on both variables consecutive interpretation (CI) and note-taking. The second chapter dealt with the field work; it sought to describe the followed methodology, it covered the research design, sample and setting, procedures, and the instruments used to collect data, besides data analysis, discussion and summary of results, in addition to limitations, implications, and the suggested recommendations. The dissertation ended with a general

To better serve the aim of the study, the correlational design was used to investigate the influence of note-taking on CI efficiency. The mixed-method approach was applied to analyze quantitatively the data gathered from the two questionnaires designed for 20 Master one students and two translation teachers. The analysis of results proved the first hypothesis which states that note-taking affects CI efficiency. To benefit from the present study, some implications and recommendations were offered and they can be a starting point for further researches. The limitations have certainly acknowledged to be taken into account for future studies.

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Appendices

Appendix A

Students' Questionnaire

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People' Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Larbi Tebessi University-Tebessa-

Faculty of Letters and Languages

Department of Letters and English Language

Questionnaire

</div>

Dear respondents, your cooperation in this study of our Master dissertation entitled "**The Effect of Note-Taking on the Efficiency of Consecutive Interpreting Among EFL Learners**" is highly appreciated. Be sure that all your personal information will be kept private and confidential.

N.B: Simple definition of key words is as follows

- Consecutive interpretation (CI) is delivering the speech in target language after listening to the speaker, in other words, the speaker says few sentences then pauses so the interpreter interprets the speech in the target language(s).

- Note-Taking is a process of condensing heard or read information into small sentences, i.e. Recording, writing, jotting down what others are saying, these writings can be reviewed for later use.

Guidelines: You are kindly requested to truthfully and honestly fill in this questionnaire by ticking the appropriate box or providing the answer if necessary.

Section One: Personal Information

Age: ………….

Gender: **a)** Male   **b)** Female

Section Two: Note Taking

1.How often do you take notes in other modules besides consecutive interpreting ?

a) Always   **b**) Often   **c)** Sometimes   **d)** Rarely   **e)** Never

2. What do you take notes of ?

……………………………………………………………………………………………………..

3. Do you understand your notes ?

a) Always   **b**) Often   **c)** Sometimes   **d)** Rarely   **e)** Never

4. Do you use any abbreviations or symbols in your notes ?

a) Yes   **b)** No

5. Abbreviations are more effective than symbols.

a) Yes   **b)** No

6.Taking notes got me confused on what to read first especially when I use symbols ?

a) Strongly agree   **b**) Agree   **c)** Strongly disagree   **d)**Disagree   **e)**Neutral

7. I find it difficult to take notes due to:

- Taking notes distracts me from recalling what the speaker said

- I don't have enough time to listen and take notes in the same time

- I found it difficult to listen, write and memorize what was said by the speaker

- We are always under pressure of time and how fast the speaker goes

- I found it difficult to write full sentences even when paraphrasing the general idea of the speech

8. Other unmentioned difficulties face you during taking notes, mention.

……………………………………………………………………………………………………..

9. In my opinion, one-hour session per week during covid-19 period was not enough for me to practice interpretation and get used to the process.

a) Strongly agree   **b**) Agree   **c)** Strongly disagree   **d)** Disagree   **e)** Neutral

10. I think only one semester of practicing interpretation is not enough for students to practice interpretation.

a) Strongly agree   **b**) Agree   **c)** Strongly disagree   **d)** Disagree   **e)** Neutral

Section Three: Taking Notes in Consecutive interpreting:

1.It is easier to convert what I hear then I take notes in the target language.

a) Strongly agree   **b**) Agree   **c)** Strongly disagree   **d)** Disagree   **e)** Neutral

2. Taking notes helped me do the translation easily.

a) Yes   **b)** No

3. Taking notes made it easier to remember what was said by the speaker.

a) Yes   **b)** No

4.Taking notes helps me grasp the main idea in the speech.

a) Strongly agree   **b**) Agree   **c)** Strongly disagree   **d)** Disagree   **e)** Neutral

5. In which language do you take notes ?

a) Source language   **b**) Target language   **c)** Both of them   **d)** Another language

6. I take notes in my mother language because I write faster in Arabic.

a) Yes   **b)** No

7. Language choice in taking notes does not affect the result.

a) Strongly agree   **b**) Agree   **c)** Strongly disagree   **d)** Disagree   **e)** Neutral

8. What are the advantages of your language choice in taking notes.

……………………………………………………………………………………………………..

9. Which note-taking method is more practical for you ?

a) Cornell method   **b**) Charting method   **c)** Boxing method

 d) Mapping method   **e**) Sentence method   **f)** Outline method

10. In what way did consecutive interpretation help you developing EFL learning

a) Vocabulary   **b**) Fluency and speaking   **c)** Listening skills   **d)** Accuracy

11. When I take notes effectively, my interpretation will be correct.

a) Strongly agree   **b**) Agree   **c)** Strongly disagree   **d)** Disagree   **e)** Neutral

Thanks for your cooperation.

Appendix B

Teachers' Questionnaire

People' Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Larbi Tebessi University-Tebessa-

Faculty of Letters and Languages

Department of Letters and English Language

Teachers' Questionnaire

Dear teachers, you are kindly asked to answer the items included in the questionnaire about our Master dissertation that is entitled "**The Effect of Note-Taking on the Efficiency of Consecutive Interpreting Among EFL Learners**". We appreciate your cooperation and participation in this study.

Section One: Personal Information

1.How long have you been teaching translation?

   a) 0-5 years   **b)** 5-10 years   **c)** More

2.How many semesters have you taught third year students interpretation?

  a) 1-3 semesters   **b)** More

Section Two: Consecutive Interpretation

1.Students are more interested in:

a) Translation   **b)** Interpretation   **c)**Neutral

2.Explain why?

…………………………………………………………………………………………..

3.Do you think that a one-semester period is enough to teach interpretation of EFL students?

a) Yes   **b)** No

4.Do you think that translation and interpreting help students acquire ENGLISH language?

a) Yes   **b)** No

5.How often do you rely on videos and technology to explain the process of interpreting

a) Always   **b)** Often   **c)** Sometimes   **d)** Rarely   **e)** Never

6.How do you practice consecutive interpreting with your students?

a) Role play   **b)** Being speaker A/B   **c)** Recordings (audio/video)

7.What type of texts do you use?

a) Political   **b)** Technical   **c)** Economical   **d)** Other types

e) It depends on students' preferences

Section Three: Note-Taking in Consecutive Interpreting

1.Do all students take notes during consecutive interpreting?

a)Yes   **b)** No

2.Do you check their notes?

a) Yes   **b)** No

3.Students notes are:

a) Full sentences   **b)** Abbreviation   **c)** Symbols   **d)** All of the above

4.Do they miss some ideas?

a) Yes   **b)** No

5.Explain why?

……………………………………………………………………………………………..

6.Do they find it difficult to keep up with the speaker?

a) Yes   **b)** No

7.Students take notes in:

a) Source language   **b)** Target language   **c)** Mixture

8.Do you think that paraphrasing is considered as a good interpreting method?

a) Yes **b)** No

9. Students do not have to interpret every single word, so they only have to take notes of the main idea of the source text.

a) Yes **b)** No

10. When students take notes they forget some ideas from the source text which gives an incomplete interpretation.

a) Yes **b)** No

11. Taking notes influences the quality of interpreted text.

a) Yes **b)** No **c)** To some extent

Thanks for your cooperation

Résumé

Le but principal de cette étude c'est la vérification si la qualité de l'interprétation consécutive influencée par la prise de note parmi les étudiants en langue Anglaise comme langue étrangère. Afin d'etteindre les objectives de l'étude. Deux questionnaires ont été conçus et ils ont été distrubiès aux étudiants de la 1ère année Master, ainsi qu' aux de professeurs de traduction du département d'Anglais à l'université Larbi TEBESSI Tébessa. Les participants ont été invités á donner leurs impressiosn et leurs points de vue envers l'interprétation consécutive et la prise de note. Les données collectées ont été analysées en suivant l'approche quantitative. Les résultats ont montré que les participants avaient une pérception positive envers l'influence de la prise de note sur l'efficacité de l'interprétation consécutive dans l'apprentissage d'Anglaise e tant que langue étrangère, et donc la première hypothèse a été validée. De plus Il était clair que l'interprétation consécutive est essentielle pour aider les étudiants à améliorer leurs Anglais et à développer leurs compétance d'écoute et d'expression orale ainsi que leurs vocabulaires et leurs précisions. Sur la base des résultats, quelques recommandations et suggestions ont été proposées pour améliorer l'interprétation dans l'apprentissage de l'Anglais comme langue étrangère.

Mots-clés: l'interprétation consécutive, la prise de note, efficacité, Apprenants d'Anglais comme langue étrangère

الملخص

الهدف العام من هذه الدراسة هو التحقق ما اذا كانت جودة الترجمة الشفوية التتابعية تتأثر بمهارة تدوين الملاحظات بين متعلمي اللغة الانجليزية كلغة أجنبية. من أجل تحقيق أهداف الدراسة تم تصميم استبيانين، تم توزيعهما على طلبة سنة اولى ماستر وكذا استاذتي الترجمة في قسم اللغة الانجليزية بجامعة العربي التبسي تبسة. حيث طلب من المشاركين تقديم انطباعاتهم و مواقفهم تجاه الترجمة الشفوية التتابعية و تدوين الملاحظات. تم تحليل البيانات التي تم جمعها باتباع المنهج الكمي. أظهرت النتائج أن لدى المشاركين تصور إيجابي تجاه تأثير تدوين الملاحظات على كفاءة الترجمة الشفوية التتابعية في تعلم اللغة الإنجليزية كلغة اجنبية، وبالتالي تم اثبات الفرضية الأولى. علاوة على ذلك، كان من الواضح أن الترجمة الشفوية التتابعية لها دور فعال في مساعدة الطلاب على تحسين لغتهم الانجليزية وتطوير مهارات الاستماع والتحدث إلى جانب المفردات والدقة. بناء على النتائج تم اقتراح بعض التوصيات و اقتراحات لتعزيز الترجمة الشفوية في تعلم اللغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية: الترجمة الشفوية التتابعية، تدوين الملاحظات، الفعالية، الكفاءة، متعلمي اللغة الإنجليزية كلغة أجنبية