

DEVELOPING NOTE-TAKING SKILLS IN CONSECUTIVE INTERPRETING WHICH SHOULD BE INTRODUCED IN THE INTERPRETING CURRICULUM (IN THE UNDERGRADUATE STUDENTS)

Sh.Serchmaa⁷⁰

Товч утга: Гадаад хэл зааж байгаа их, дээд сургуулиудын сургалтын хөтөлбөр нь тухайн гадаад хэлний эзэмшвэл зохих мэдлэгийг эзэмшихийн зэрэгцээ тодорхой ур чадвар, хандлагыг эзэмшүүлэх нийгмийн хэрэгцээ шаардлага тулгарч байна. Гадаад хэл зааж байгаа их, дээд сургуулиудын хичээлийн хөтөлбөрт бичгийн болоод аман орчуулгын хичээл нь мэргэжлийн судлах хичээлд багтдаг. Эндээс аман орчуулгыг авч үзвэл, нэг хэлээр илэрхийлсэн санааг өөр хэлээр дамжуулахдаа дагаж хэлмэрчлэх, зэрэгцэж хэлмэрчлэх гэсэн хоёр аргыг хэрэглэдэг. Дагаж хэлмэрчлэх аргыг тодруулан авч үзвэл орчуулагч тухайн яриа (speech)-г сонсонгоо тэмдэглэл хөтлөөд тэмдэглэлээ ашиглан хэлмэрчилдэг. Дагаж хэлмэрчлэх явцад тэмдэглэл хөтлөх арга нь тухайн ярианы (speech) гол хөтөч болдог. Тухайн сэдэвт гарч байгаа үг хэллэг, илэрхийлэл, гол санааг нь микро түвшинд, илтгэлийн бүтэц, хүрээг нь макро түвшинд нь авч үздэг. Хэлмэрчлэхүй хичээлийн хөтөлбөрт дагаж хэлмэрчлэх орчуулгын аргачлалыг тусгах нь тэмдэглэл хөтлөх, тэмдэгт болон товчилсон үг, хураангуйллыг стандартын дагуу зөв бичиж сурах дадлагыг хөтөлбөрөөр нь дамжуулан оюутанд олгосноор аман орчуулга хийх дөртэй болох юм. Цаашилаад бид хэлмэрчлэхүй хичээлийн хөтөлбөрийг боловсронгуй болгоход анхаараад зогсохгүй хичээлийн хэлбэр, заах арга зүйд анхаарах шаардлага зайлиггүй байна.

Key words: *consecutive interpretation (CI) - дагаж хэлмэрчлэхүй, simultaneous interpretation (SI) -зэрэгцэж хэлмэрчлэхүй, speech- яриа/илтгэл, note-taking techniques- тэмдэглэл хөтлөх аргачлал, symbol- тэмдэгт, short-term memory (STM)- түр зуурын ой санамж, long-term memory (LTM)-урт хугацааны ой санамж*

Theoretical background

The history of interpreting is not well documented, although it is generally agreed that as an activity it is older than written translation. Firstly, the communication skills, which it requires are clearly different, as interpreters need to be expert oral communicators. Secondly, while translators often have relatively unlimited opportunity to make alterations and improvements before submitting a final version, interpreters are required to create a finished product in ‘real time’ without the possibility of going back and making revisions; in other words interpreting, unlike written translation, is both non-correctable and non-verifiable. Thirdly, interpreters must ensure that any background knowledge, which they are likely to need has been acquired in advance;

⁷⁰ Ph.D, English Language Department, International University of Ulaanbaatar

seeking colleague's advice or consulting reference works is not generally possible during the actual process of interpreting. Fourthly, interpreters are performers who are constantly making split-second decisions and taking communicative risks; consequently, they typically experience higher stress level while on the job than most translators. Various types of interpreting can be distinguished either by the context in which it occurs (conference interpreting, court interpreting, community interpreting, liaison interpreting) or in the way in which it is carried out (consecutive interpreting, liaison interpreting, simultaneous interpreting).

Consecutive interpreting involves listening to a speech delivered in one language in front of an international audience, taking notes and then giving the same speech in another language, making sure it is as close to the original as possible in terms of content, delivery and style. The activity is taught and practiced through memory exercises, listening comprehension, summarizing, abstracting and note-taking. There is some very useful literature on note-taking for consecutive interpreting aimed both at trainee interpreters and at interpreter trainers. The most frequently cited works are Jean Francois Rozan, (1956) *Note-taking in Consecutive Interpreting*; Roderick Jones, (2002): *Conference interpreting explained* Andrew Gillies, (2017): *Note-taking for consecutive interpreting*. Even though note-taking constitutes an integral part of the interpreting process, it may detract interpreters from active listening. This means that the note-taking task involves filtering and ruthless selection, as well as translation, so that the speech can be then delivered in another language. Because of the bilingual nature of the task, shorthand would not be effective in helping to reproduce the original speech verbatim and thus eschew the process of filtering, as shorthand is based on standardized symbols of sounds, not meaning. More importantly, the role of interpreters' notes should be to "relieve memory" (Jones, 2002: 42) and to outsource tasks that cannot be performed by memory alone. In other words, notes should be an aide-memoir, not a schematic representation of the entirety of the speech. Because of the mutual dependence of memory and notes and the highly contingent nature of memory, notes are highly personalized to the extent that "no two interpreters will ever produce an identical set of notes" (Andrew Gillies, 2017) for the same speech. At the same time, the majority of speeches tend to be formulaic to the extent that they "present the interpreter with a limited range of the same problems, for which effective solutions have already been worked out and are applied by many, many interpreters" (ibid.). This means that despite the contingent and subjective nature of notes, there exist basic principles of note-taking in consecutive interpreting that *can* be taught. Despite this, there is no one-size-fits-all note-taking system, which poses a particular challenge for learning and teaching. The basic principles mentioned above are supposed to become "internalized" (Andrew Gillies, 2017) and ultimately individualized to follow a personal style as well as the requirements of any given speech, speaker or setting. This is easier said than done. The current learning experience involves teaching students some basic note-taking symbols and abbreviations of terms that occur in most speeches, as well as strategies in noting down numbers, links, tense and how to separate ideas. Learners practice interpreting speeches based on no notes, minimal notes, only symbols,

only numbers etc. They are also encouraged to share their notes to see examples of different note-taking styles and even to try to reproduce the original speech based on other people's notes. However, they do not get an insight into *how* different styles of notes are produced – how quickly the interpreter takes notes, how much of a time lag there is in producing these notes, how selection of information takes place, which language is chosen for note-taking etc. Class time is too limited for carrying out these activities and for helping learners develop the creativity required to assimilate the techniques taught and make them their own. Maybe uploading pre-recorded videos of real-time note-taking on a virtual learning environment such as Blackboard would be useful for learner practice. The videos would not be prescriptive, but they are meant to trigger reflection and generate ideas. It would save class time and create the space necessary for students to be creative, experiment and develop a personal note-taking style. It would also offer an insight into the professional world by demonstrating different types of real-time note-taking. The opportunity for reflection is important, as students can go back and deconstruct the process while exploring and developing their own efficient system. In this way, they are encouraged to be “active makers and shapers of their own learning” (JISC, 2009: 51).

Note-taking in Consecutive Interpreting

Memory plays an important role in interpreting. There are two types of memory for human beings. The first one is short-term memory (STM) which keeps the information for a short period of time (up to 30 seconds) and no neural mechanisms for later recall is created in it. The second is long-term memory (LTM) which creates neural pathways to save information which can be recalled weeks, months or years later. LTM is a learning process and is an important element in interpreting, since Review of Applied Linguistics Research information stored in LTM may last for minutes to weeks, months or even an entire life. Having powerful memory is very important in interpreting, and students of interpreting should be taught to empower their memory. But which of these two kinds of memory should be trained? The answer is STM. Since in interpreting memory lasts for a short time and when the job is finished the interpreter moves on to another conference with different subjects, speaker and audiences. Therefore, he doesn't need to keep the information of a specific conference to his mind. Each interpreter needs two kinds of qualifications to do his best in the challenging work of interpreting: a good short-term memory to retain what he or she has just heard and a good long-term memory to put the information into context. Interpreting is based on short term memory. The notes can support memory to restore more information. CI of speeches longer than two or three minutes, note-taking is necessary. It has been proved that note-taking is useful in CI due to several reasons. First, notes facilitate the reception and analysis of the SL speech by improving concentration and preventing distraction. Second, notes decrease the burden imposed on memory, as interpreters can resort to their notes for remembering names, dates, numbers, etc. Third, notes can be used to highlight missing details and anything that requires latter attention. In consecutive interpreting, the speeches are divided into several segments. The interpreter listening to what is being said and taking notes while the speaker finishes the segment. When the

speaker stops speaking, the interpreter then renders the portion of the message or the entire message, depending on how it was delivered, into the target language. If the speaker talks in a sentence or two, it is easier for the interpreter to translate. However, when the speaker talks longer, the interpreter has to take notes in order to deliver the message accurately. A speaker can talk for five minutes before pausing. A consecutive interpreter has to have an excellent memory aside from being fluent in the source and target languages. Moreover, the interpreter needs excellent note-taking skills. They use a special note system, wherein they use symbols to represent words that denote emphasis, negation, entailment, consistency and more. More often, the consecutive interpreter is required to recreate, rather than memorize, the meaning of the speech. It takes times even years of experience and practice for interpreters to develop their own efficient, tried and tested system of note-taking for consecutive interpreting. In order to be a good consecutive interpreter the students must be able to listen very actively, analyze what the speaker is saying, make useful notes which will jog your memory of the speech as you give it back, and then be able to make the speech as if it were your own in your active language. There are three main actions are:

1. *Listen actively (understand)*
2. *Analyze (take structured notes)*
3. *Reproduce (communicate)*

Let us consider about the followings:

1. *Listen actively (understand)*

A number of different skills are involved – beyond the understanding of the passive/foreign language. A consecutive interpreter first has to learn how to 'listen actively'. This might sound straightforward but interpreters listen in a very different way to other people (just as a psychoanalyst also has a special way of listening to people talk) – because the purpose of the listening is different. Interpreters are not listening to react or join in the conversation, they are listening to be able to remember and reproduce accurately and faithfully in another language what was said (and psychoanalysts are listening for clues as to the mental state of their patient). In order to learn this special skill interpreters are first taught how to be able to reproduce a speech without taking notes.

2. *Analyze (take structured notes)*

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

3. *Reproduce (communicate)*

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

You are not an interpreter just because you happen to speak more than one language; it is much more complex than that.

There are several reasons why having a considered and consistent system for taking notes in consecutive interpreting is useful. In economics micro means looking at the individual, the small scale, whereas macro means examining the workings of the whole national or international economy. Macro means looking at the bigger picture. Whereas words, expressions and ideas are part of the micro-level, the structure, framework and way the speech is built up from the macro-level. Notes taken in consecutive interpreting are a representation of the skeleton structure of the speech. The original speech is a group of ideas in a certain order; it is not an arbitrary muddle of the unrelated ideas. In the speaker's mind at least, the ideas that make up a speech are related to one another, be it logically, chronologically or by their relative importance. These relationship and the structures used to express them are limited in number and occur repeatedly in all sorts of speeches, so once have learnt to recognize them, you will need a quick and consistent way of noting them. In this way, notes become the visual representation of your analysis of the source speech. The notes must be at least as clear as the analysis preceding them; otherwise the analysis is wasted, and usually the notes will be clearer in structure than the original speech, so that the interpreter can easily transmit the same message to the audience. You will be listening at two levels; to the words of the speech in order to understand them but also to the overall speech, to how the bits fit together. This is what we mean by a macro- approach. Consecutive interpreting involves a number of different tasks that have to be completed at the same time with finite and competing intellectual capacities- multitasking. These tasks as follows:

Phase1: While the speaker is speaking

Listening and analysis, note- taking, short –term memory operations, coordination of these tasks

CI= L (listening) + M (Short-term Memory) + N (Note-taking)

Phase2: While the interpreter is speaking

Note- reading, remembering and production

CI= R (Remember) + R (Read the notes) + P (Produce the speech in the target language)

In Phase 1, the most common problem for student interpreters is that it is difficult to do all these things at the same time. We have finite intellectual capacity. If you are thinking too much about how to note something, you will listen less well. In fact not hearing something is much more common among student than not understanding something. You do not hear because you are concentrating too much on deciphering the original or on taking notes. Note also that these four tasks are inextricably linked to one another. Listening makes analysis possible, but good analysis in turn means quicker, clearer notes. And vice versa: a sound note-taking system helps you to analyze the source speech. Finally good analysis and note taking will promote

effective short term memory operations. If your notes are unclear or illegible, your production will suffer because you will put too much effort into reading them. Clear notes, on the other hand, offer something stage directions. Telling the interpreter when to pause, when to add emphasis and when not to. Note-taking system is not a system in the way shorthand is a system. There is no single right way to note a source speech. The note-taking system has its roots in the Indo-European languages of Europe. It reads from left to right and is built around word order of these languages. There are historical and practical reasons for it: conference interpreting was born in Europe and much of its literature was written there.

There is a question what to note? Interpreters should be aware of the fact that in the process of note taking, they should note ideas rather than isolated words. Words of language are just containers for concepts and ideas. Interpreters cannot write down every single word they hear in a speech, since the speed of writing is always slower than that of speaking. Consequently, the interpreter should have the ability to detect and keep the main idea but delete any irrelevant element. The second thing that interpreters should keep in mind while note taking is paying attention to the links between ideas. Ideas are connected to each other by means of links and connectors. Jones (2002) divided these links into three groups. a) The logical consequences expressed by: consequently, as a result, accordingly, or therefore. b) The logical cause showed by words like: because, due to, as or since. c) Opposition showed by: but, yet, however or nevertheless. While note-taking, the interpreter should simply write down links, as he can use them to join the written ideas on his notes later in his turn for rendering the message. Links can really prevent confusion for interpreters. Paying attention to non-contextualized information in a speech is another important thing in note-taking. They are elements that cannot be recalled by analyzing a text and logical thinking. Proper names, terminologies, lists of things and numbers are examples of non-contextualized elements. There is a difference between these elements and main ideas of a speech. The interpreter can easily remember main ideas as they form a kind of mental image in his mind. Whereas, non-contextualized information are easily disappear, if they are not written down by interpreters. The final thing that should receive attention in note-taking is tenses of verbs. Jones (2002) explained that "when noting verbs, interpreters should thus take care to the tense correctly, and if appropriate the mode, in particular conditional". This is due to the effect of mode and tense of verbs on meaning.

The second question is how to note? It is obvious that notes are aimed at helping the interpreter to recall much more information while rendering the speech. Therefore, they should be taken in an organized way to reach their aim. Otherwise, notes not only are not helpful for interpreters but also they waste his time and distract his attention from concentrating on the speech. Thus, notes should be economical and short to save interpreter's time on writing. That's why using abbreviations and symbols is one of the curtail features of note-taking. Abbreviations help interpreters take notes quickly. They should be "unequivocal and unambiguous". Abbreviations should be used automatically and this is possible only when interpreters develop their own system of

abbreviations beforehand. Although, abbreviations may be meaningless for others, they must be meaningful for interpreters. Abbreviations can be classified into three groups:

- a) Common abbreviations: which are most derived from Latin. Such as:

C.F.	compare
i.e.	that is
e. g	for example
NB	note well
No	number
etc. (et cetera)	and so on

- b) Discipline-specific abbreviations: as the term reveals are technical abbreviations used in specific fields of study. Every interpreter depending on his interest in different subjects, should be familiar with the common abbreviations of that discipline. For example,
in chemistry: **Au** is an abbreviation used for gold, **GM** is an abbreviation used for magnesium.
- c) Personal abbreviations: these kinds of abbreviations are created by interpreters themselves and will vary from one person to another. For example, an interpreter may use the following abbreviations:

pres → president

countr → country

poli → policy

According to Rozan (2005) interpreters can follow a principle in creating abbreviations.

- a) Write what they hear just by recording the sounds of that word. For instance, interpreters should write the abbreviated form hi for the word high

- b) Drop medial vowels. For example, the word **legal** can be abbreviated as **lgl**,

- c) Write initial and final vowels. Thus, **office** can be written as **ofs**.

Interpreters to avoid ambiguity in writing abbreviations. Therefore, if they have an abbreviation such as prod in their notes it could be read as: production, producer, product, or productivity. Whereas, if written this way the ambiguity is removed: pr^{on}, pr^{er}, pr^{ct}, pr^{vity}. Moreover, the tense of verbs should also be stated clearly, thus, for future tense ^{ll} and for past tense ^d should be used. To avoid writing long expressions in notes and saving time, it is recommended to use a shorter word with the same meaning.

The final question is when to note? The final question regarding note taking is making decision about the correct time for taking notes. Interpreters have been advised to take notes as soon as possible, and they have been recommended not to wait for a

complete unit of meaning. Since, if they hesitate in writing down the information immediately after they have been uttered by the speaker and wait for more chunk of information, then they may not be able to jot down what they have heard, the result of which is loss of some parts of the uttered information. Consequently, when the interpreter can get the meaning of a sentence, even if it is not completed yet he should write it down. As the interpreter has the ability to forecast the upcoming information, he can write that part latter. In addition, notes should not necessarily be presented in exactly the same way as uttered by the speaker, thus he is not obliged to wait for the end of the sentence to take notes. It should be mentioned that, interpreters should start their rendering of the message immediately after the end of the speech. Finally, interpreters should be cautious to stop taking notes instantly after the end of speech. In other words, right after the speaker’s speech, it is interpreter’s turn to start his task and he should not be busy taking notes in his time.

Basic principles of note-taking

Noting ideas- Noting ideas and not words is one of the most important principles in the literature on note- taking. What is important is the translation of the idea and not the word. This is even truer of interpretation since the interpreter must produce a version of the text in another language immediately. Andrew Gillies refers to this type of ideas as “concepts”. He (2005:35-36) suggests that the answer to the question “who did what to whom”, which helps us determine the idea of the message, is the sentence, thus its basic units- subject, verb and object. In other words, Gilles suggests that the idea which interpreter should note down always consists of SVO group.

Table: 1

	<i>Subject</i>	<i>Verb</i>	<i>Object</i>

	<i>Subject</i>	<i>Verb</i>	<i>Object</i>

For example:

S V O

American Culture may be slightly more prevalent in the UK, not least given our common language, than in other European countries.

S V

But **countries like Spain** are certainly **catching up-** be it through the media, television, films, music or food.

S

So much so that across Europe now, our **interaction with American culture** has to a

V O

large degree **become** unconscious, **second nature**.

S V O

Importantly, however, **the process is not one way**.

The speech might look like this Table: 2

	<p><i>US Culture</i></p> <p>_____</p> <p><i>countries like Spain</i></p> <p>_____</p> <p><i>interaction with American culture</i></p> <p><i>unconscious</i></p> <p>_____</p> <p><i>the process</i></p>	<p><i>may be</i></p> <p><i>more prevalent in the UK</i></p> <p><i>catching up</i></p> <p><i>become</i></p> <p><i>is not</i></p> <p><i>one way</i></p>
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Next if there are two subjects for the same verb in one group, that is, a list of two items of “equal value” in relation to the verb and the object. To represent this on the page, they are noted on the top of one another in the same column. This technique, which is also known as *vertically*, was first described by Jean Francois Rozan and is most commonly used. Used together with diagonal notes, it holds up to any number of permutations and still offers the interpreter a clear picture of what is going on. There could be of ten countries rather than three. The same technique can be applied to the other columns if, for example there are more than one verb or object. The following examples will show clearly. In the following sentence, there is one element in each column.

Example: 1 Because the French government has cut customs duties.

Example: 1

<i>COS</i>	<p><i>Fra</i></p> <p>_____</p> <p><i>cut</i></p> <p><i>duties</i></p>
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Example: 2 Because the French, German, and British governments have cut customs duties. In this example French, German, and British are of equal “value”. They are noted vertically parallel to one another.

Example: 2

COS	Fra Ger UK	<i>cut</i>	<i>duties</i>
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Example: 3 Because the French, German, and British governments have cut customs duties, visa fees and administration charges.

Example: 3

E x a m p l e	Fra Ger UK	<i>cut</i>	<i>duties</i>
		<i>visa fees</i>	<i>admin charges</i>

: 4 Because the French, German, and British governments have cut, simplified, or abolished customs duties, visa fees and administration charges

Example: 4

U S i	Fra Ger UK	<i>cut</i> <i>simplified</i> <i>or abolished</i>	<i>duties</i>
U		<i>visa fees</i>	<i>admin charges</i>

Using symbols

When and how to use symbols in note-taking is important for Consecutive Interpreting. A symbol does not have to be a picture. It can be a single letter or a pair of letters. A symbol represents concept, not a word. This is often what interpreters mean when they say “note the ideas, not the words!” For example:

B you can use a capital *B* to represent all contradictions, so not just but also *however, nonetheless, on the other hand etc.*

→ An arrow can be used to represent consequence; A leads to B. *causes, therefore, as a result etc.*

Why use symbols?

<i>Symbols</i>	<i>are quicker and easier to write than words.</i>
	<i>are quicker and easier to read on the page than words.</i>
	<i>represent concepts not words; they are not one- to-one translations, so they help us avoid source language interference when we interpret.</i>
	<i>can save space on the page, leaving the structure of your notes clearer.</i>

What to note with symbols?

Concepts that come up again and again. In all sorts of speeches, there are concepts and expressions that are the stock and trade of every speaker, things that come up every time, such as verbs like *agree, decide, discuss, propose, or think*. Symbols for these concepts will be used repeatedly. One symbol for a group of more or less synonymous words and expressions, not one symbol per word. According to the Andrew Gillies things that must be noted are the following: ideas; links; who is speaking; verb tense and modal verbs; proper names, numbers, dates, lists; terms to be trans coded (certain words that the speaker is using, e.g. technical terminology) and the last sentence of the speech (often conveys an important message).

There are several general rules for the use of symbols. Above the mentioned:

- a. Symbol must be convincing both in form and meaning.
- b. Where possible, a symbol should be independent of any language
- c. Symbols that derive from a language should be derived from the mother tongue.
- d. Notes can be taken in the language of the interpreter's choice
- e. A symbol should represent not just a word but a whole field of meaning
- f. Symbols should be combinable with other symbols

Frequently occurring Verbs Table 3

<i>speak, say, announce, declare etc</i>	“
<i>want, wish, desire, hope for</i>	∩
<i>think, consider, hold the view, be minded to</i>	Ǿ

Frequently occurring Nouns Table4

<i>support, backing, endorsement, etc</i>	S
<i>consequence, result, end-effect, ramifications</i>	→
<i>problem, difficulty, hindrance, stumbling block</i>	M
<i>country</i>	□
<i>policy</i>	π
<i>finance, money, payment</i>	£

Organic symbols

Organic means that one symbol should be starting point for other related symbols. A group or family of symbols will grow from a common root. One of the most commonly used symbols is a simple square that denotes *country, nation, land, state*, depending on the context.

Country, nation, state- □ Table5

□ ^{al}	<i>national</i>
□ ^{aly}	<i>nationally</i>
□ ^{ze}	<i>nationalize</i>
□ ^{zth}	<i>nationalization</i>
□ ⁰	<i>national (noun) citizen</i>

Arrows

The arrow is most versatile and most useful of all symbols. It is ultimate distillation of meaning. This versatility leaves the interpreter with great freedom to choose the vocabulary of their version of the speech. Here is showed was possible with just one arrow.

Table6

country's ↑	country's development
↑duties	an increase in duties
↑science	scientific progress
↑patient	the patient's recovery
↑salaries	a rice in salaries
↑living st ^{and}	an improvement in the standard of living
↑prices	inflation

Conclusion

As we mentioned interpreting is based on short term memory. It is of such great importance that the issue of empowering STM should be considered in training students of interpreting. Systematic exercises designed to develop cognitive and interactive processes for translation and consecutive interpreting, we could help students master the interpreting process. Such training, whether in the classroom or workshops, includes the memory development through structured practice exercises designed to enhance short-term memory and note-taking and mapping techniques. However, due to the undisputed role of note-taking in consecutive interpreting, students of interpreting should be taught this skill. Finally we offer the programs that structure the teaching of consecutive interpreting from integrated approach across their curriculum and throughout the entire program contribute to shifting practices in our profession toward incorporating research and best practices.

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