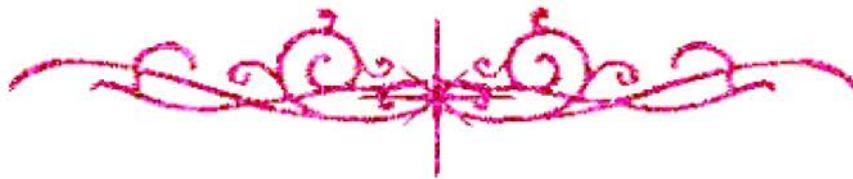


# بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ





# شبكة المعلومات الجامعية التوثيق الالكتروني والميكروفيلم



# جامعة عين شمس

التوثيق الإلكتروني والميكروفيلم

## قسم

نقسم بالله العظيم أن المادة التي تم توثيقها وتسجيلها  
علي هذه الأقراص المدمجة قد أعدت دون أية تغييرات



## يجب أن

تحفظ هذه الأقراص المدمجة بعيدا عن الغبار





Faculty of Al-Asun  
Department of English



Ain Shams University

**Cognitive Aspects of Consecutive Interpreting:  
Gile's Efforts Model and Rozan's Note-Taking Technique**

An Empirical Analysis of English to Arabic Consecutive Interpreting  
by Three Professional Interpreters

A Thesis  
Submitted in Partial Fulfilment of the Requirements  
for the Degree of Master of Arts

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## List of Abbreviations

<b>Abbreviation</b>	<b>Stands for</b>
SL	: Source Language
TL	: Target Language
ML	: Mother Language
ST	: Source Text
TT	: Target Text
STM	: Short-term memory
LTM	: Long-term memory
EU	: European Union

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## **Abstract**

This empirical study highlights the cognitive aspects of consecutive interpreting based on Gile's Efforts Model and Rozan's seven-principle note-taking technique. The study examines the significance of extra-linguistic knowledge about the subject matter in easing cognitive loads and improving anticipation during note-taking, thus helping interpreters to better use their processing capacity. The study analyzes the notes and performance of three professional consecutive interpreters during real-time events to come up with authentic, rather than tailored or presupposed, outcomes, unlike members of controlled groups, who normally respond differently. The study coins a new term the "Blind Consecutive Interpreter", which describes consecutive interpreters, who either fail to recognize their own notes or have no background information about the subject matter. The study recommends not to improvise symbols in note-taking to avoid falling into a vicious circle of decoding. The study suggests teaching shorthand to interpreting studies students to boost their competence.

### **Key words:**

*Consecutive interpreting, Cognitive aspects, Gile's Efforts Model, Rozan's note-taking technique, processing capacity.*

## **Introduction**

Interpretation studies falls within the broader discipline of translation studies and this is why it is often referred to as a sub-discipline of translation studies. However, interpretation studies has recently become more autonomous and diversified. Interpretation studies is distinguished by its unique object of study, which is real-time human translation. A key form of interpreting is consecutive interpreting, which is a result of complicated cognitive activities carried out by the interpreter including listening, comprehending, analyzing, noting down, retrieving, reading and reformulating. Several models of analysis, including the Effort Models by Daniel Gile, were developed by researchers, using cognitive science, to analyze these complicated mental processes starting from receiving to retrieving.

Note-taking is a fundamental technique used by interpreters involved in consecutive interpreting during press conferences, business meetings or any other similar events. Note-taking technique is a tool to help relieve memory loads and improve accuracy of the output. Thus, consecutive interpreters should have a well-organized note-taking technique and avoid improvising symbols and abbreviations so that they would not fall in a vicious cycle of encoding that requires additional, though needless, tremendous mental efforts. The seven-principle note-taking technique developed by François Rozan assists professional interpreters in organizing their notes, and noting down the main ideas in a manner that can facilitate their rendition. Counting on short memory with its limited capacity without taking notes could result in a lot of confusion like what happened during a joint press conference held between the former European Union (EU) Representative Mrs. Ashton and the then Vice President of Egypt Dr. Mohamed ElBaradei on the 30th of June 2013, when the EU interpreter did not note down the

statements and committed several mistakes prompting the European Union Commission in Egypt to issue an apology in the press next day.

This empirical study is based on the analysis of notes and the output of three professional consecutive interpreters against the source speech during real-time events, thus making the results more credible compared to the performance by a controlled group. One of the key objectives of the study is to draw attention to the significance of background information about the subject matter in easing memory loads and improving the final output. The Efforts Model designed by Gile is an essential tool to investigate the cognitive aspects and mental loads at the various stages of the consecutive interpreting process. The prosodic features of final delivery, including voice quality and hesitation pauses, do not fall within the scope of this study.

### **Objectives of the Study**

The main objective of this empirical study is to explore the reflection of the cognitive aspects in various stages of consecutive interpreting using Gile's Efforts Model. So, the study tries, through its findings, to give support to the Efforts Model as a conceptual tool for explaining the cognitive aspects implied in the consecutive interpreting process. The study seeks to prove the importance of note-taking techniques without relying only on the short memory with special reference to Rozan's note-taking technique. The study also seeks to show how consecutive interpreters should not improvise symbols or abbreviations in their notes, which could be problematic. The study highlights the importance of striking a balance in allocation of the limited processing capacity during the two stages of consecutive interpreting in order to avoid failures. One of the key objectives of the study is to

draw the attention of consecutive interpreters to the significance of background information about the subject matter in easing memory loads

## **Research Questions**

The study attempts to give answers to several questions, such as,

1. How far can Gile's Efforts Model be helpful in analyzing the cognitive aspects in various stages of consecutive interpreting?
2. Is note-taking a helpful tool in interpreting in a more accurate manner?
3. Do professional consecutive interpreters fail sometimes to recognize their own notes?
4. How far does background information help consecutive interpreters fill in the gaps during the performance?
5. What is the language used for note-taking; SL or TL or a mixture of both ?
6. Is the claim that the quantity of notes related to better quality input valid or not?

## **Chapterization of the Study**

The thesis consists of an introduction, three chapters and a conclusion. Chapter one covers definitions and basic concepts, and also presents a review of the relevant literature on consecutive interpreting; cognitive aspects implied in the consecutive interpreting process according to Gile's Efforts Model and Rozan's technique of note-taking. Chapter two outlines the procedural analysis and additional information on the subjects and the corpus of the study. Chapter three gives detailed analysis of the various efforts exerted at the two stages of consecutive interpreting by the three subjects and insightful description of their notes. Finally, the conclusion covers the findings, recommendations and points suggested for further research.

## **The Significance of the Study**

One of the most significant aspects of the study is that its results are based on real-time performance by professional consecutive interpreters, thus making them more credible compared to those reached with controlled groups, whose performance mostly results in controlled conclusions rather than actual ones. Thus, this empirical study can be used as a tool to explore reality as it is, as opposed to preconceived ideas, and so can later help improve this reality through highlighting failures and the means to avoid them.

The study coins a new term; the “Blind Consecutive Interpreter”, which describes consecutive interpreters, who either fail to recognize their own notes at the delivery stage or have no background information about the subject matter of the event they are requested to consecutively interpret.

The study also suggests teaching “shorthand” as a key subject to undergraduate students of translation and interpreting studies to help future interpreters build their own note-taking technique, which can enhance their competence at the professional level. The study proposes the development of an application for smart phones and tablets to help make note-taking faster and clearer, thus eliminating the problem of illegibility of notes.

## **Notes and Disclaimer**

APA (American Psychological Association) stylesheet, 6<sup>th</sup> edition is herein used for documentation. The APA Manual covers writing format (font, line spacing, quotations, etc.), in addition to page titles, pagination, in-text citations, and the reference page. However, some of these guidelines relevant to font size,

line spacing and margins were relaxed in this draft for the purpose of improving readability of the hardcopy. In addition, the margin on the left-hand side is made larger for easier binding. The new 7<sup>th</sup> APA Style manual was released in October 2019, but it is only available for ordering in hardcopy with a period of a month for actual delivery, and is not in pdf format. In addition, the paper was finalized almost at the same time of the release of the 7<sup>th</sup> edition. The official website of the Publication Manual of the American Psychological Association clearly indicated, “most students and professionals will start using seventh edition style in the spring semester of 2020 or thereafter.” (<https://apastyle.apa.org>)

The researcher attended all these events to ensure that no external element affected the overall performance of subjects and to note down any important observation, which could be relevant to the analysis.