
This is the **published version** of the bachelor thesis:

Fuentes Morales, Xènia; Walker, Jonathan, dir. Contrastive analysis in note taking for interpreting studies. 2020. (0 Grau en Traducció i Interpretació)

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FACULTAT DE TRADUCCIÓ I D'INTERPRETACIÓ

GRAU DE TRADUCCIÓ I INTERPRETACIÓ

TREBALL DE FI DE GRAU
Curs 2019-2020

CONTRASTIVE ANALYSIS IN NOTE TAKING FOR
INTERPRETING STUDIES

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Barcelona, 4 de juny de 2020

Datos del TFG:

Título: Contrastive analysis in note taking for interpreting studies

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Centro: Facultat de Traducció i Interpretació

Estudios: Grau de Traducció i Interpretació

Curso académico: 2019-2020

Palabras clave:

Interpretación, análisis, símbolos, interpretación consecutiva, toma de notas

Paraules clau:

Interpretació, anàlisi, símbols, interpretació consecutiva, presa de notes

Key words:

Interpreting, analysis, symbols, consecutive interpretation, note taking

Resumen del TFG:

En este trabajo se analizará la toma de notas basándose en alumnos de cuarto de carrera del grado de Traducción e Interpretación de la UAB. Se estudiará su eficacia relacionada con la teoría para aprender este mecanismo y con el desarrollo personal de cada individuo.

Resum del TFG:

En aquest treball s'analitzarà la presa de notes basant-se en alumnes de quart de carrera del grau de Traducció i Interpretació de la UAB. S'estudiarà la seva eficàcia relacionada amb la teoria per a aprendre aquest mecanisme i amb el desenvolupament personal de cada individu.

Summary:

The aim of this thesis is to analyze note taking based on senior year students from the Translation and Interpretation degree at UAB. I will study its efficacy related to the theory to learn this procedure and the personal development of each individual.

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I. INTRODUCTION

In this project, my main goal is to analyze the process of note taking in consecutive interpretation in students and how efficient it is depending on the individual.

As a translation and interpreting student, I have actively interested in interpretation training since I started my degree four years ago. Unfortunately, we do not practice this discipline until the third year of the degree. We have a subject known as Iniciació a la Interpretació (ININ) where we start practicing on consecutive interpretation from Spanish to Spanish. I was a little bit disappointed when I first discovered I had to wait a couple of years to study interpreting, because I was very excited about discovering and learning everything about it as soon as possible. However, when I began taking the subject I understood, as a student, that we cannot start from scratch with this discipline. The subject of interpretation requires a type of maturity that we only come to gain over the degree. In the initial stages, when we started ININ, consecutive interpretation was the type of interpretation which with we began working in. At first, I thought it was the easiest of all kinds, but its true complexity became more apparent. The never-ending list of symbols hypnotized me and I was also fascinated by the idea of creating new ones for myself. I ended up loving this discipline so much that I decided to continue my interpreting studies as soon as I finish the degree.

When it came to the moment that I had to decide what this paper was going to be about, I had several doubts. It took a great deal of thought to finally choose, but one thing I knew for sure was that the project was going to have something to do with interpreting, especially consecutive interpretation. The work related to note taking, symbols, abbreviation and features about consecutive interpretation has always attracted me. Note taking is an individual and untransferable practice, and that feature is one of many that I think makes the discipline unique.

With this paper I intend to study more thoroughly the interpretation training process in students. In this paper I will first look at the history of interpreting and its development as a profession. I will comment on the skills required to be an interpreter and then give an overview of different types of interpretation. My study will then focus on consecutive interpretation techniques. Once this background has been established, I will then focus on the experiment I undertook for my study into interpreting and provide an analysis of the results and give a summary of the findings. In the conclusion I will outline the key observations of the study.

II. THEORETICAL FRAMEWORK

2.1- INTERPRETATION: DEFINITION AND HISTORY

2.1.1- Definition

Many experts have given numerous definitions throughout time of what we know as interpretation. I will provide some of the most noteworthy hereunder in order to understand how the profession has been seen as time has gone by.

2.1.1.1- Jean Herbert

Jean Herbert (1897-1980) was one of the first interpreters in the League of Nations and the founder of the United Nations Interpretation Service as well. Herbert has been an enormous inspiration through decades for interpreters from all around the world. He stated a definition in his book *The Interpreter's Handbook*:

How to become a conference interpreter as it follows: The mission of the interpreter is to help individuals and communities to acquire a fuller knowledge and a deeper understanding of one another, and, what is still more important, a greater respect for one another. Also to come to an agreement if they should want to do so. [...] The conference interpreter is an assistant whose intelligent contribution is an indispensable factor in any international gathering (Herbert, 1952: 3).

With these words, Herbert moved away from the idea of the interpreter as an automatic and mechanic machine that translates words into different languages.

2.1.1.2- Christiane Nord

Christiane Nord (1943) is a German translation scholar. From 1967 she has been involved in translation teaching at Heidelberg University, and her husband and herself took part in the translation of some sections of the Bible. She talked about interpretation and the act of interpreting in her book *Text Analysis in Translation* (1991):

Interpreting is a special form of translation, because the situation requires the presence of the ST recipient (ST-R) as well as the translator and the TT recipient (TT-R). Since interpreting is a form of face-to-face communication, both the sender and the recipient are present -as is shown in the usual models of communication-together with the translator in the role of TT producer. All the participants communicate in the same place at the same time using the same medium, and the function of the text is the same for all of

them except the translator. However, what is different is the cultural background of the ST-S and the ST-R on the one hand, and the TT-R, on the other (Nord, 1991: 6).

Nord was the first interpreter to introduce communication and intercultural transfers in the interpreting concept.

2.1.1.3- Daniel Gile

Daniel Gile (1948) is a former mathematician and translator. He explores information transfer during simultaneous interpretation, the didactics of translation and interpreting, and the cognitive process employed while making a consecutive interpretation. In his paper *Basic Concepts and Models for Interpreter and Translator Training* (1995) he presents a professional point of view of interpreting and sees it as a communicative service. He states:

[...] Interpretation differs from translation in that the Sender (the speaker) generally speaks either to the target-language listeners only, [...] or to both source-language listeners and target-language listeners. It should be noted that in interpreting, unlike translation, all parties concerned are aware of the communication situation, including possible difficulties associated with the interlingual and sometimes intercultural transfer (1995:21-24).

Gile remarked the relevance of some points that can determine whether if an interpretation is better or worse. These words highlight the core elements to comprehend the interpretative act. It musters factors such as work environment, ethics, or economic aspects. The expert talks about translation and interpreting as a service given to a customer which success will be hold to diverse factors.

2.1.1.4- Adolfo Gentile

Adolfo Gentile wrote *Liaison Interpreting: A Handbook* in 1992. In it, he returned to the idea of interpretation as being a service. He also includes a mention to situational and temporal context as well as semantic, semiotic, and pragmatic dimensions in communicative exchange.

The essence of interpreting skills is to receive a message which is not formulated for the interpreter and to deliver that message in a form and a character indistinguishable from the original. The message includes all the elements which constitute the act of communication (comprising semantic, pragmatic and semiotic dimensions) in a particular temporal and situational context. The skills of an interpreter therefore extend beyond the linguistic and include the capacity to internalize and transmit the many nuances of a particular situation (1996:39).

2.1.2- Antiquity

Despite there being little evidence on the subject, it is known that the figure of the interpreter existed since antiquity due to the necessity of communication in public

administration, commerce, religion, and the army. The oldest proof of the existence of interpreters dates on the 3rd century B.C: on the Egyptian tomb of the Prince of Elephantine. It contains a reference for the interpreter's character described as "leader of the interpreters".

In Greek and Roman times, there was a massive need for interpreters to develop military and commercial activities. They believed it was shameful to know the languages of the territories they were going to conquer, and subsequently then interpreters became in demand. However, this job was usually done by slaves or prisoners of war because people positioned those who had mastery of a language as shaman seers.

2.1.3- Middle Ages

Interpreters started gaining importance throughout this period. They had an official job in the state, and they were considered part of the organization of the royal court and army. Very differently from the Greek and Roman period, people admired interpreters for their abilities with languages.

The role of the interpreter became relevant due to the peace devoir and several other duties such as crusades and non-commercial expeditions. Chiefly, Europe's conversion into Christianity would have been impossible without interpreters.

During the conquest of the New World by Hernán Cortés appears the very first known interpreter: Malinche. She was an Aztec princess handed to Hernán Cortés after the battle of Centla. She did not only become Cortés' right hand because of her bilingualism, but also his most loyal advisor and mediator.

2.1.4- Modern Period

Interpreters began to gain more prominence through the 15th and 16th centuries during the exploration of America. Nevertheless, it was more common to see native speakers from indigenous populations learning how to communicate with Europeans rather than the other way around. Furthermore, rules began to be established in relation to interpreters on 16th and 17th centuries in America, but the first time there was an official law related to this position in the Iberian Peninsula was in 1783. From the 19th century, the interpreters' job was more standardized, and they were no longer anonymous background figures.

2.1.5- Interwar period

During World War I, interpreters were crucial due to the necessity for military units to communicate. Some of them became language mediators in the Paris Peace Conference where the winning countries gathered to discuss the Treaty of Versailles, among other topics, and to create the League of Nations (LN or LoN). These countries were the United States of America, the United Kingdom, France and Italy. In this conference, there were two official languages: French and English, as the United States was beginning to be a new emerging power. While they were making the rules for this conference, a debate arose. The defenders of French as a language of diplomacy disagreed with the co-official use of English. Furthermore, not only were French diplomats upset with the end of the hegemony of their language, but also Italians and Japanese.

At that moment, consecutive interpretation appeared because diplomats had to communicate either in English or in French, and it was the most common technique to be used. There were other techniques apart from consecutive interpretation: sight translation, where the interpreter has to translate a written text orally, and chuchotage, in which the interpreter whispers the translation of the oral text into the ear of the recipient. By that time, interpreters did not receive any professional training in the trade. In fact any person who was able to speak in two different languages correctly could practice the profession. It appears that, in fact, they were entrusted with tasks that they did not have to do, such as writing speeches.

2.1.6- The Nuremberg Trials

Held for the purpose of bringing Nazi war criminals to justice, the Nuremberg trials were a series of trials carried out in the German city of the same name immediately after the end of the World War II. As a result of being an international matter, these trials needed interpreters not only to communicate with the key participants of the trial but to talk to the juries and audience too. During this process numerous languages were involved as the four winners of this war were Great Britain, the United States, Soviet Union and France. Consequently, French, English, German, Russian and an extensive list of other languages were in need of being translated for everyone. Participants soon discovered that simultaneous interpretation was more efficient for this type of situations, so it gained a power above consecutive interpretation. However, not all the interpreters were prepared to work with simultaneous interpretation—a vast majority were only trained in consecutive interpretation—and as a result created a selective process to determine whether the professionals were capable of making a simultaneous interpretation or not. Most of the candidates were selected intuitively and not for their actual skills. Additionally, there was a

short training period for those who were selected. Many of the interpreters were also prisoners of war, and they had to interpret in spite of their non-existent interpreting abilities. They had to learn as they did the work as and when they were required to, and so they became simultaneous interpreters.

2.1.7- Second Half of 20th Century

After World War II, interpreting began to be a well-recognized occupation, and it began to be taught in an academic context. Numerous courses appeared, and now we can also study this discipline at college. Nevertheless, simultaneous interpretation was disregarded by veteran interpreters because they thought it was a threat to their status since it was initially regarded as a mechanical procedure. Despite that, simultaneous interpretation continued to develop, and nowadays it is studied with an equal status to consecutive, among others.

2.2- THE INTERPRETER

2.2.1- Skills Required To Be A Good Interpreter

Some people think interpreters do not become so; they are born thus. For some interpreters, that is true, but in reality, those who are born with unique qualities are very few. To become an interpreter, it is necessary to undertake extensive academic training in interpreting studies and numerous hours of practice. However, professionals agree that an interpreter must gather some specific qualities in order to be able to develop interpreting skills. According to Clara Bosch March's book, *Técnicas de Interpretación Consecutiva: La Toma de Notas*, the competencies are the following: language proficiency, analysis capacity, memory, general culture, and stress management.

In interpretation, it is common to refer to languages as language A, language B and language C. Pursuant to AIIC (Asociación Internacional de Intérpretes de Conferencias), language A stands for the mother tongue, the one that the interpreter has a total mastery of nuances and registers, and can express with complete fluency. There is a tendency to neglect language A, but that would be a catastrophic error due to the high level required in the mother tongue. Language B represents the second active language, which the interpreter knows thoroughly but not as much as their language A. To end with, language C represents a language that the interpreter has complete and profound knowledge about and may interpret from their language A.

Every interpreter should be able to work in these directions:

- A > B
- B > A
- C > A

Following these guidelines, if we take an example where the interpreter is Spanish, their language B is English and their languages C are Portuguese and Italian. This interpreter can interpret from Spanish to English, from English to Spanish, and from Portuguese and Italian to Spanish.

When it comes to analysis and synthesis capacity, it is considered that the interpreter has to avoid the mot à mot technique, that is to say, translation word by word. It is considered that not doing so would lead to a disastrous result, and eventually, the audience would pay less and less attention. In conclusion, the communicative act would end in failure, not achieving its main goal. The intermediary has to understand every tiny piece of information the speaker is projecting, even non-verbal material: tone, intention, etcetera. This allows the intermediary interpreter to comprehend as entirely as possible the context of the message. Furthermore, it is essential for the interpreter to distinguish between primary information and secondary information; otherwise, they may be confused or even lose track of the original speech. That being said, synthesis and analysis abilities are a must for interpreters, either beginners or professionals.

According to Bosch (2012) the ability to memorise is without any doubt especially meaningful for interpreters. It is so imperative that, in masters and superior interpreting studies, practically the first weeks of the syllabus are activities to strengthen the interpreter's memory. Short, medium and long-term memory are three of the most necessary skills when interpreting. Firstly, short-term memory helps the interpreter to hold information for a few seconds, which are certainly crucial, and this is often done via symbols and abbreviations. Shortly after, their notes will help them reproduce the speech accurately. Secondly, medium-term memory maintains material (e.g. said or shown on a conference) retained in the mind, and it will be a guidance to contextualize the speech. It is useful to retain as much as possible of what is said during a speech and provide a correct representation of this content after

some minutes. Finally, long-term memory is the one that helps the interpreter the most not only in the current hypothetical conference but also in the future. It is well-known that interpreters have to research the topic of the conference, and provide valuable information. Allows the researcher to be prepared for any specific language and terminology and also be generally prepared for all possible contexts arising from the speech or conference.

As was said before, the interpreter will need to gather information about the topic they are going to interpret. In a perfect situation, the interpreter will have plenty of time provided to prepare the subject in question, but, unfortunately, that does not often happen. In spite of that, interpreters must be ready for any situation that the speakers may bring up in their speeches. The interpreter is the nexus between orator one and orator two. It is therefore essential that the interpreter checks daily the media, what is happening in the world. Interpreters need to be aware of all current events such as what armed conflicts are opened internationally, what political party is governing in France, or the governor of a neighboring country. For that reason, it is highly recommended for interpreters to maintain an interest in current events and to have the desire to investigate, and to be informed.

It is common for interpreters, especially younger beginners, to feel nervous when interpreting. That is because there is a tendency to have a certain anxiety about possibly not knowing how to say something in the target language, having to deal with distractions, being unable to maintain absolute attention, or feeling generally exposed—especially when interpreting to large crowds or participating in live broadcasts, for example, the Oscars gala—. Each one of these anxieties creates a potential barrier to the interpreter's main goal: communicative success. That is because these insecurities contribute to thinking the interpreter is not capable. That thought invades the interpreter's mind and makes them believe it is true; therefore, they are going to make mistakes and give a lousy restitution to their client. For these numerous reasons, a suggestion for interpreters would be to learn how not encourage laxity before these kinds of situations and, above all, to practice consistently. Practice makes perfect, and inexperience is usually the cause of being nervous, so practicing as much as possible is an ideal technique to let go of fears and build confidence around their skills. In addition to these attributes, an interpreter needs to offer impartiality and confidentiality.

However, one thing is true: the profession is a tough one, and the interpreter should know that mistakes are allowed. Not always is it going to be perfect, and it is important to be humble with themselves.

2.3- TYPES OF INTERPRETATION

2.3.1- Simultaneous interpretation

Simultaneous interpretation is the one that one or several speakers make a speech in language A, and one or two interpreters reproduce that same speech simultaneously to the listeners of language B. The interpreter never works alone in this kind of interpretation because it can be precarious for the final result of the speech. It is common for interpreters to work as a team in the same booth, and to work with the same language combination in order to alternate every 25-30 minutes approximately. In this type of interpretation, the interpreter is not seen by the audience.

It is required excellent equipment in order for this interpretation to work correctly:

- Audio booths
- Wireless receivers
- Speaker systems
- Microphones
- Monitors

It is also essential to have a sound technician who will check and make all these components work optimally.

Sometimes, we may see simultaneous interpretation being carried on by radio-frequency transmitter and receivers, but it may bring some interferences and, with this, problems when interpreting. In a conference, using a booth is so much better due to the quality of its equipment.

2.3.2- Liaison interpretation

In liaison interpretation, the interpreter is used as a link between two or more people who speak different languages. The liaison interpreter translates speeches from each of the speakers in both directions, and interventions are usually shorter than in consecutive or simultaneous interpretation.

It is common to see liaison interpreters accompanying the client to meetings, business trips, sightseeing, or anywhere they may need to go and understand what others are saying.

The perfect situation for a liaison interpreter would be the following: the client makes contact with them —it can be through an agency or not— several days or weeks in advance of the event. Once all the required information is provided, the interpreter must study everything that may or may not appear in the conversation between their client and the others. For instance, if the meeting is going to be about botany, the interpreter should know as much terminology as possible and every specific word that may be said during the speech: plant biochemistry, plant ecology, plant evolution, plant physiology, systematic botany, and a lot more information needed to develop an impeccable translated speech. Interpretations' goal is optimal communication.

In this kind of interpreting, the interpreter can be located next to their client. The use of booths in liaison interpretation is not necessary.

2.3.3- Whispered interpretation

This type of interpretation is also known as chuchotage interpretation. Basically, it is a simultaneous interpretation given for one single listener. The client hires an interpreter to interpret for their native language in a low voice so the other listeners in the hall do not get disturbed by the interpreter. Chuchotage is not so common a practice, and it is not the ideal condition for the interpreter. They have to whisper for considerably long periods of time, and that can cause several sore throat problems.

2.3.4- Sworn interpretation

Sworn interpretation is mainly carried out in Courts. It is not a different type of interpretation, but it is a liaison interpretation approved by a sworn interpreter appointed by the Ministry of Foreign Affairs¹. Once the interpreter has finished, they have to sign and swear everything that had been interpreted orally or written.

2.3.5- Consecutive interpretation

In consecutive interpretation, the speaker gives a speech in a language and the interpreter gives the same speech after the speaker finished their presentation in the language of the listeners.

It is typical that the speaker and the interpreter had agreed to make pauses from time to time in order to let the interpreter make their speech. The speaking times of the speaker usually last around 3-5 minutes each.

It is normally used in bilateral meetings, where the interpreter has to interpret for both speakers in their corresponding languages. It is also used in negotiations, press conferences, interviews, welcome speeches and presentations, among others.

2.4- CONSECUTIVE INTERPRETATION TECHNIQUES

2.4.1- Stages Of Consecutive Interpretation

Strange as it may seem, CI is not just about note taking. There is a whole process before note taking and it is as vital as that phase of the interpreting act.

Comprehension of the speech is a key step to begin with. When we talk about comprehension in CI, people may think that what interpreters merely do is understand words and translate them, but words should not be merely understood. In CI, we should interpret concepts or ideas in order to give a speech a better quality. Words can negatively chain interpreters' creativity to re-express. Consequently, one of the processes interpreters need to do is *deverbalize*, a phase proposed by Seleskovitch on *The Theory of Translation*² established in the 1970s, that is to say, get away from the word itself and focus on the idea, comprehend the

¹ The Ministry of Foreign Affairs is the government department responsible for the state's diplomacy, bilateral, and multilateral relations affairs as well as for providing support for a country's citizens who are abroad.

² See Bibliography page 30.

concept and what they are listening to. That demonstrates why the interpreter does not 'translate', they 'interpret.' Common mistakes in the comprehension of the speech are usually linguistic ones (mostly in the languages the interpreter controls less), and the solutions proposed by Bosch (2012) would be keeping in contact with the language, keep studying it or actually live in a country where that language is spoken. That is precisely why comprehending incorrectly one word is a little issue to worry about because, as was said before, interpreters do not translate word by word, they interpret the whole concept. Along with their professional training as interpreters, they develop some techniques to deal with these problems successfully.

It may be obvious, but active listening is the very first phase necessary for interpreters to receive all the information, and it is vital to stay concentrated every single second while listening to the speech. But that obviousness disappears when we remember that listening is not hearing. During this stage, the interpreter is able to discern principal ideas from secondary ideas, identify the typology of the speech, analyze it and sympathize with the orator so the interpreter can predict some aspects of the speech.

The next phase to address is the analysis of the speech. Contrary to what is commonly believed, this process does not take place when reading the notes, it takes place in the active listening stage. It is an unconscious process, which the interpreter learns during their training, and helps to distinguish main information from irrelevant—which eventually would be eliminated from the final restitution—.

Last but not least, there is the reformulation phase. Contrary to the other three stages, it is the last phase to be carried out during the whole process of consecutive interpreting. Bosch (2012) explains that, if the first three points have been conducted correctly, reformulation should not be a problem as no complications will arise; it is just about reading their notes. In the learning environment our CI teacher always stressed that when we have to reformulate the orator's speech, all the hard work has been done. However, if there are any issues from an early phase, they will be presented during reformulation, such as false meanings, contradictory information, or leaving behind some pieces of crucial information. There can also be obstacles orally such as lack of fluency, failure to project the voice, etc. These kind of errors are commonly seen among beginners.

That is why Bosch (2012) insists so much on the huge relevancy of a good analysis of the speech and writing down good-quality notes.

2.4.1- Note Taking

Note taking is a technique for interpreters to support their short-term memory when reformulating the original speech. It is essential to understand that the interpreter's notes are not everything, they are a support for the memory, but it is not recommendable for the interpreter to rely exclusively on their notes.

2.4.1.1- The 7 Principles of Note Taking by Jean-François Rozan

Jean-François Rozan (Rozan 1984) suggested seven steps to note taking which can be summarised in the following way:

1. **Noting the idea rather than the word**

Words alone can be often misleading, especially for interpreters because they have to produce a new version of a speech in a new language.

2. **Abbreviation**

Unless the word is already short (4-5 letters), there should be a way to abbreviate words in order to make notes clearer. For example, if the interpreter wants to write "product" the word could be abbreviated as *Prod.*, but this in itself can be confusing as it may also refer to the word "producer," "production" or "productivity". Consequently, it is useful to include the last two letters of the word we are abbreviating as this is also helpful when maintaining gender and number consistency.

3. **Links**

It is essential to keep ideas and speech connected, and that should be represented in the interpreter's notebook. Furthermore, the register of the speech should be maintained too, and that can be done by writing down specific words of the original speech.

4. **Negation**

There are plenty of types of representing negation: with a cross next to the concept, with a cross on it, with a line running through a word or a symbol, among others. One thing is sure: it should be noted redundantly.

5. **Emphasis**

To emphasize a word, it should be underlined (if the interpreter is dealing with a superlative, for example) or with a line of dots under the word to mitigate.

6. Verticality

Verticality is one of the most important note-taking principles. It refers to taking notes from top to bottom rather than from left to right. It lets the interpreter make a quick and more comfortable reading of the notes. In addition, it is easier to group the ideas logically and read back notes — which would be helpful if further information has to be added—.

7. Shift

Shifting is also crucial. It is a system which allows interpreters to divide their notes into three categories: SUBJECT, VERB and OBJECT (but not in a grammatical way). This enables the interpreter to see the “who does what?”. This is the base to shift and classify information.

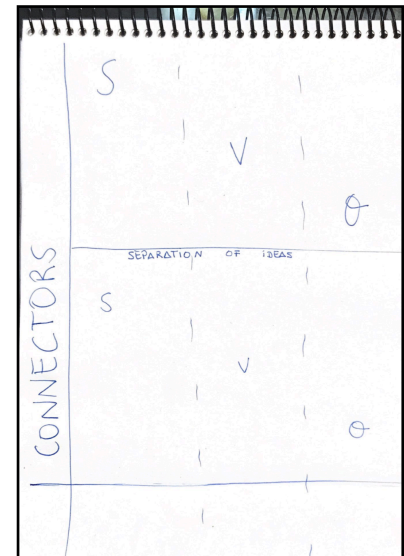


Figure 1: división de la página.

2.4.1.2- The Notebook

The notebook is one of the most important items for the interpreter, yet also the least. In principle, any material can work for the interpreter if the speech given is good. However, it is more than advisable that the notepad is 15 cm wide and 25 cm in length, not being so big that the notebook takes all the protagonism (bearing in mind that the interpreter has to speak in front of an audience) and not being so small that the interpreter does not have space for writing and is hindered in their work.

Even though it is very tempting to use it otherwise, the notebook should only be a source of support for the interpreter’s speech. The interpreter should be able to make a speech exclusively from their memory, but the notebook helps the professional to follow the course of the speech.

2.4.1.3- Symbols

The objective of using symbols is to detach words and their meanings. In other words, to represent ideas rather than the words themselves. Unlike words, symbols are visual representations of concepts that allow the

interpreter to drift apart from the message's linguistic features and focus on the sense. What is more, symbols can be related to huge ideas. In other words, one single symbol can represent several different words and even sentences.

There is no standard way of unifying all symbols, especially if we consider that the act is a very personal mechanism for each person. However, there are a series of basic symbols (*organic*³ for Gillies) from which many others symbols are dreived. Some of these symbols can be the following⁴:

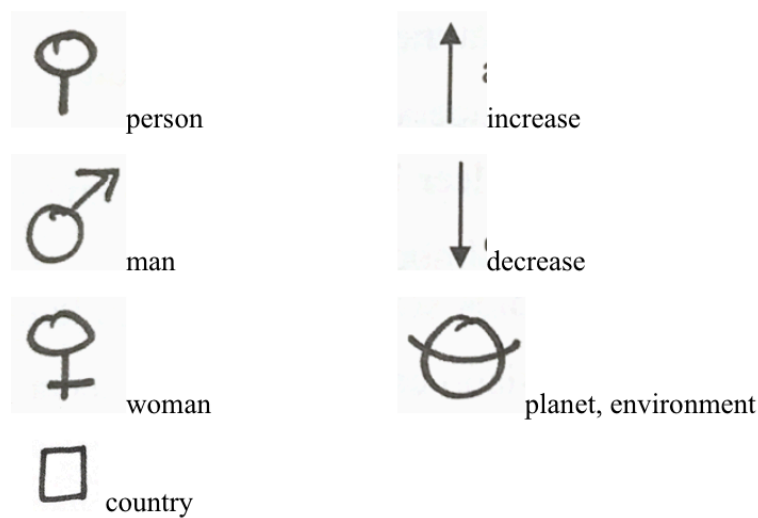


Figure 2: símbolos básicos. Técnicas de interpretación consecutiva: la toma de notas. Manual para el estudiante. Clara Bosch March. P. 24.

³ GILLIES, Andrew. *Note-taking for Consecutive Interpreting — A Short Course*. St Jerome, p.104.

⁴ Basic interpreting note taking symbols as suggested by Clara Bosch March (2012). Page 24.

III. ANALYSIS

3.1- “THE EXPERIMENT”

3.1.1- Description of the experiment

This experiment is about analyzing behaviors when it comes to taking notes. In this phase of the interpreting process, the individual takes a certain number of decisions that make their notes easier or more difficult to read.

I chose 5 volunteers to reformulate a speech from an original in English. My main idea was to monitor these volunteers while listening to the speech and doing their own speeches in Spanish. My original intention was that after that, I would ask them to complete a printed questionnaire, with which I would analyze their notes and speech. However, due to the situation with COVID-19, my experiment had to be adapted and the experiment conducted remotely and communication was on line. Consequently, I sent the participants a recording of the original speech and asked them to time themselves. The participants then listened to their recorded speech, made notes and sent me a recording of the resulting reformulated speech. They then scanned and sent me their.

The questionnaire consists of eight questions. Each question was formulated and set based on The 7 Principles of Note Taking by Jean-François Rozan.

3.1.2- Purpose

With this experiment I aim to find out and analyze how 4th year interpretation students learn and apply the ground “rules” of note taking in consecutive interpretation. My intention is that the results will show if 4th year students are able to work implementing these 7 principles.

3.2- THE QUESTIONNAIRE

Every question from this questionnaire has a purpose behind it. I decided to create two different questionnaires: one in English and one in Spanish⁵. That is due to the nationality of the volunteers for this experiment.

⁵ See annex pages 31 and 32.

As I gave the questionnaire to the volunteers in Spanish, the questions I commented on here are in their original Spanish form.

1. *¿Tus notas son verticales y escalonadas? Si la respuesta es **no**, ¿te resultó difícil dar una buena restitución? ¿Crees que tus notas o el mensaje son confusos?*

This question is devised to find out if the students have taken the habit of arranging the information in ‘vertical’ and ‘shifted’ form. Taking their notes this way will make it easier and more comfortable for them to subsequently read their notes, according to the seven principles of note taking by Jean-François Rozan. If they have not done this process, their speech will in theory be less natural than the speech of the those who made their notes in vertical and shifted. Taking notes in vertical is the action of writing from top to bottom, and shifting is the method of situating every concept we note in different places of the page since it will have different meanings depending if it is written at the top left part or the bottom right part of the notebook. For the interpreter, vertical reading facilitates the understanding of their notes since the human eye reads faster from top to bottom rather than from left to right.

2. *¿Prefieres crear nuevos símbolos o abreviar palabras? ¿Por qué?*

It is important to know that students tend to use symbols or abbreviate words because both symbols and abbreviations work differently in the notes. For some words or verbs, the use of symbols is recommendable. There are some ‘generic’ symbols that help learners to associate concepts to the ideas they caught while listening to the original speech. Moreover, symbols should be clear and unambiguous, so it is advisable to have the minimum number of symbols as possible to avoid confusing them with other symbols or even creating an excessive number of symbols. There is a tendency among learners to invent new symbols for almost everything, and most of the time, one symbol can summarize plenty of concepts. On the other hand, for long words and words that lead to confusion, it is advisable to abbreviate them in a way that does not confuse the student. For example, the word ‘recommendation’ is too long to write it in their notes. To make it shorter, it can be written like this: recom^{ion}. The purpose of abbreviating is saving as much time as possible because every stroke it is made takes valuable milliseconds that can be invested in following the original speech less overwhelmed.

3. *¿En qué lengua tomas notas? Si las tomas en inglés, ¿crees que es más difícil traducir tus notas mientras llevas a cabo la restitución del discurso?*

Taking notes in a foreign language can make the student translate literally (E. G. Raining cats and dogs.... It is not *gatos* and *perros*). It is essential that the student “detaches” from

the original speech and creates a bigger idea, not focusing on the exact words the speaker gave.

As for the second question, it is more difficult to translate while reformulating the speech. It is easy to follow the structure of the original language and not sounding natural in the target language. Additionally, translating while reformulating is counterproductive. It minimizes the time the interpreter needs to think of a natural equivalent in the target language.

4. *¿Cómo representas estos conceptos en tus notas? OBJECCIÓN, SUPOSICIÓN, ADICIÓN, CONCLUSIÓN.*

One element of the original speech that must not be forgotten is noting the emphasis and connectors. That will help the interpreter recognize the intentions of the speaker, the purpose of the message or link ideas between them, among others. If the student is able to mark that emphasis in any way and later represent that emphasis in their delivery of the speech, it would improve the final result.

5. *Escribe, al menos, 5 sinónimos de los siguientes conceptos: DECIR, PENSAR, QUERER, “IR HACIA ARRIBA”.*

This question is included in order to demonstrate students' mother tongue abilities. If the sentence the speaker said was “I said my sister was older than me,” it is highly recommendable for the interpreter to have in mind a wide variety of vocabulary and be able to use it. Having greater control of their mother tongue will determine how efficient their speech will be.

6. *¿Cómo representas las formas del futuro, presente y pasado en tus notas?*

Future and past tenses must be represented in the notes because changing verb tenses can severely affect the meaning of the message the speaker tried to express. It is crucial to be loyal to the original speech. Marking verb tenses is even more important than noting the verb per se as the verb can easily be held in the short term memory but verb tenses can be quickly forgotten.

7. *¿Cuando no entiendes lo que el orador ha dicho, ¿cuál es tu estrategia? ¿Qué haces?*

This question is made in order to establish the level of the concentration skills and stress management of the student. There is a tendency for students to become blocked when the student does not understand what the speaker is saying. Consequently, the student stops listening, and that can severely prejudice the interpreter's final speech as perhaps essential information has been missed.

8. *¿Cómo distingues en tus notas entre PRODUCTOR / PRODUCTIVIDAD / PRODUCCIÓN / PRODUCTO?*

This question has to do with abbreviation techniques. There are many ways to abbreviate words that have the same root, but the student has to be able to develop a mechanism that lets them distinguish between these type of words. For example, “producer” can be differentiated from “productivity” writing them like this: *prod^{er}* and *prod^{ion}*.

3.3- OVERVIEW: REFORMULATED SPEECH PARTICIPANTS' QUESTIONNAIRE RESPONSES AND PARTICIPANTS' NOTES

In the following section, I will comment and analyze the notes, the speech and the questionnaire of five volunteers, who are 4th-year students from the degree of Translation and Interpretation from Universitat Autònoma de Barcelona: Anna (volunteer 1), Pablo (volunteer 2), Ana (volunteer 3), Clara (volunteer 4) and Silas (volunteer 5). All participants agreed to participation and publication of the findings included here. Full transcript responses to questionnaire and participants speeches can be found in the annex.

The original text⁶ includes key ‘problems’ hidden in the text, such as the use of false friends, emphasis, or verbs or actions that can be expressed in different ways in Spanish, among others. It is necessary to say that this speech is prepared for students who are at earlier phases of the learning process. That is the reason all participants present satisfactory reformulated speeches in the target language.

VOLUNTEER 1

Generally, Volunteer 1, the first student I am going to analyze, stays very loyal to the original speech. She does not miss any piece of information, although she makes very few additions and almost any meaning error.

Her notes are shifted and vertical from the beginning to the end of the speech. That would explain why she is able to distinguish every sentence of the original speech without missing any piece of essential information. Her notes are organized and clear, which helps her to remember everything. In addition, she speaks naturally in Spanish, with typical expressions of the target language, which denotes a great command of the language. A remarkable point about her notes and speech is when she writes *ahora* in the connectors column. At first, she wrote *hoy*, but she ends up changing it as that could lead her to confusion.

Another point worth noting is that she marks clearly verb tenses. In her speech, she manages to express past tenses just as the original speaker does. In her notes, she makes a difference when noting “but” and “however,” which is not recommendable because they are

⁶ See annex page 53.

usually synonyms. Nevertheless, she succeeds when it comes to representing the variety of connectors throughout her whole speech.

Volunteer 1's tone and intonation were excellent. She pronounced every word correctly and she was clear and understandable.

According to Volunteer 1's questionnaire, she tries to abbreviate words rather than use symbols for everything. The symbols she uses are "basic," that is to say, the ones used generally to express broad concepts, such as "increase."

Moreover, she has a vast range of vocabulary to express consequence. However, in a specific moment of the original speech, the speaker says: "**I guess** I realized that..." and Volunteer 1 does not note nor express the concept of assumption the speaker attempted to represent. Despite this, it is not a significant problem as she succeeds in giving a great version of the speech.

Her tone is very accurate for the type of speech she is facing, and also the speed of her speech is suitable.

According to Volunteer 1, she prefers to translate her notes while listening to the speaker rather than translating them while reformulating the speech. Therefore, her notes are mostly in Spanish. She writes a few words in English, which is not a wrong decision since English tends to have shorter words than Spanish. Writing in English can be a great technique for abbreviating. For example, the word *intentar* is much longer than its translation in English "try." Volunteer 1 uses very few words in English, but when she does that, she manages not to translate literally and finds excellent alternatives in the target language.

Having a close look at Volunteer 1's notes, it is fair to say that they are very well organized, and that this is reflected in her version of the speech in Spanish. Nonetheless, sometimes she does not emphasize the key points of the original speech. That is caused by not having that emphasis marked in her notes.

In conclusion, Volunteer 1's notes are very efficient. Her speech is very accurate, and her note-taking techniques are adequate for the learning stage she is in. She is starting to automate some mechanisms that will help her with her training into an interpreter.

VOLUNTEER 2

Volunteer 2 uses a large number of symbols and abbreviations throughout his notes. Thus, he mostly uses his ability to remember the speech in a short period of time and does not rely entirely on his notes. By and large, he gives a successful reformulation of the speech in spite of a few specific points in his notes and speech where some pieces of information are slightly different or mistaken.

All his notes are shifted and vertical, and that denotes a great mastery of expressing every idea in his speech, likewise an excellent proficiency in the target language. However, he

abuses using *sin embargo*. The original text has some intentional features where the objective is to see if the student is able to find different ways of expressing the same idea, and Volunteer 2 falls into the trap a couple of times.

Another factor to consider is that, in a few specific points, Volunteer 2 interprets almost literally, which does not sound so natural in Spanish, but on the whole he finds really creative ways to express ideas less artificially in the target language. When he takes information from memory, his oral expression in Spanish is much better than when he has to rely more on his notes. Also, according to his answers in the questionnaire, he usually takes notes in Spanish to avoid translating later, but he confesses that sometimes he writes words in English. In one sense, this is an efficient way of abbreviating words, but in his case, it makes him translate literally, although it does not happen often.

In general, Volunteer 2 clearly marks all verb tenses and manages to stay loyal to the original. However, there are some occasions when he does not mark any verb tense, and that makes him err on the verb tense. According to his questionnaire, when he does not make any mark in the annotated verb, it means that the verb is in the present tense, but in his speech he makes a mistake and turns a future verb into a conditional verb. It is the perfect example to show the importance of clarifying future, past and present tenses or other variations, such as hypothetical situations.

When it comes to emphasizing, he is very creative. Sometimes it seems like he is not going to do any accentuation on the intention of the speech, but suddenly he reformulates the following sentence in a way that the listener can identify whether if he is angry, happy, or whatever the intention of the original speech was. That is a remarkable aspect of Volunteer 2's abilities when interpreting.

Lastly, there are a couple of errors related to meaning in the whole translated speech. At the end of the original speech, the speaker says, "I believe I have learned to be more efficient and organized," and Volunteer 2 changes the main verb "believe," saying *espero* in Spanish, which is not the same as the original speaker's intention.

To sum up, Volunteer 2 gives a highly accurate version of the speech in the target language. It should be born in mind that the main objective is always that communication is optimal, and the change of language does not alter the message, and that this is undoubtedly what Volunteer 2 achieved. His speech was not missing any piece of essential information, and, after all, that is what the interpreter is looking for.

VOLUNTEER 3

A very distinguishing characteristic of Volunteer 3's speech is that she does not translate literally at all. She gives a totally different and unique version of the speech, while also managing not to miss any piece of primary information. Although she does not include some

pieces of secondary information Volunteer 3 is still able to provide full understanding of the speech.

On the whole, Volunteer 3 makes several omissions throughout the speech, and also many additions. That does not mean she is not giving a trustworthy version of the speech, but she was the volunteer who free translated more frequently than the other participants.

Her notes are shifted and vertical. She can see the shape of the speech as she moves forward her notes. Moreover, her tone and intonation are fantastic. They help the listener to maintain focus and interest in what she is saying. It is undoubtedly an appealing version of the original speech in Spanish. However, sometimes it is difficult to understand what Volunteer 3 says because she does not tend to pronounce every word clearly enough.

Sometimes she gets too enthusiastic and changes the meaning of what the speaker said. These are not huge mistakes, but are not the same idea the speaker attempted to express. For example, there is a part where the speaker says he thinks he is currently more organized, but instead, she says *hay que ser más organizado*. It is not the same the speaker said since he feels that eventually he is more organized than before, and what Volunteer 3 said was that there is a general necessity of being more organized.

She has a vast repertoire of connectors in the target language, as well as a wonderful control of the language. One common expectation is that students will overuse *sin embargo* and *pero* in their speeches, but Volunteer 3 manages to find many different ways of expressing objection, such as *de todos modos*. It is very curious since, according to Volunteer 3's questionnaire, she does not have any symbol or way to represent objection in her notes, even though it is more than recommendable for her to have one. In this respect, one would expect her to make mistakes when it comes to reformulating what the speaker said because it is very easy to jeopardize the speech by using wrong connectors between sentences. It is one of the first things that the interpreter forgets when it comes to short term memory, so it is advisable to find an efficient way to represent objection on her notes.

According to Volunteer 3's questionnaire, she tends to take notes in Spanish, but on some occasions, she writes down English words. As I mentioned before, it is an excellent technique to abbreviate. However, she also says that she uses determinate symbols to represent assumption, addition and conclusion of the speech. It turns out that, in her notes, those symbols do not appear anywhere. That may be because she is trying to implement those into her note-taking mechanism but has not succeeded yet.

There is a specific part of the original speech, where the speaker talks about his female neighbour and how she goes into her house because she is shy and embarrassed. That was not part of the primary information, but it certainly gave the speech a gentle trait. Volunteer 3 said in her questionnaire that, when she does not understand what the speaker said, she omits that detail and goes on listening. In longer speeches, that would have been a fantastic

solution to her problem since the main idea is there. Nevertheless, this speech was not a long one and skipping information or generalizing; it is not so good a solution. In any case, missing that piece of secondary information does not jeopardize the full version Volunteer 3 gave.

To conclude, Volunteer 3's version has been the freest of them all, and it gives the listener a natural way of expressing the same ideas in Spanish but more adapted to the vocabulary, expressions and intonation of the target language.

VOLUNTEER 4

Volunteer 4's speech meets and exceeds expectations. She is very clear and concise about everything she says. Furthermore, she does not miss any piece of primary nor secondary information, which means her version in Spanish is very complete and satisfactory. She was very close to the English structure, but, even so, her Spanish expression was natural. Nonetheless, there were some inaccuracies in her speech, such as saying *un conocido* when the speaker was talking about a relative; or saying *más o menos a las siete de la mañana*. In any case, none of those inaccuracies jeopardize her version in Spanish.

An important fact to mention is that Volunteer 4's notes are vertical but not entirely shifted. In fact, she makes several attempts to organize her notes in diagonal, but what it is seen is that she writes a lot of words and symbols, and it is difficult to see a path through her notes according to her speech. Many aspects about her notes not being sufficiently abbreviated will be commented hereinafter, but mainly what Volunteer 4's notes need is more organization through shifting. By doing so, she will be able to sort information more visually and not always being helped by her own memory, which is possible it fails from time to time, especially when the original speech is longer than the ones the volunteers did.

When it comes to abbreviation or the usage of symbols in her notes, Volunteer 4 affirms that she prefers to combine both techniques. Examining her notes, it is evident that she feels more comfortable using symbols rather than abbreviating. Moreover, she does not abbreviate as frequently as would be ideal. Volunteer 4 also states that she sees through her notes more clearly when she uses symbols, depending on the side of the page the symbol is. It is a matter of dividing the notepad page mentally, so when she uses a symbol at the top right side, she will recognize that as a subject or the main concept to talk about. According to Volunteer 4's questionnaire, on some occasions, she fails to understand her abbreviations to words and then remembering what that combination of letters meant, thus she is frequently confused by her own notes.

Volunteer 4 has a rich repertoire of Spanish vocabulary. She alternates the use of some connectors as there is a tendency to use *pero* and *sin embargo* very frequently. Some examples of expressions she uses are *ya que*, *de esta manera*, or *consecuentemente*.

Her notes are mainly in the original language, and she admits that causes her many problems when reformulating as she feels she is doing sight translation, and she has several problems in finding equivalents in the target language. Sometimes that technique is useful for abbreviating since some terms in English are shorter than in Spanish.

According to Volunteer 4's questionnaire, she states that she marks verb tenses via arrows under the word. However, having a look at her notes, it is surprising to see she does not mark any verb tense and somehow remembers to express every verb on the tense it should be. This speech was quite short, so maybe she remembered everything by consulting her short term memory, but in longer speeches, it will not be a helpful technique. Thus, it is highly recommendable for her to start getting into the habit of writing down every verb tense, or, at least, during her training phase.

Furthermore, Volunteer 4's tone and intonation are adequate for the speech she is reformulating. She also marks emphasis where the speaker marked it, and it happens to sound very natural in Spanish as well.

Lastly, Volunteer 4 affirms that she does not have a strict way of distinguishing between similar words such as "producer" and "product," but also claims that she thinks she would write the word with as fewer vowels as possible. For instance, "producer" on Volunteer 4's notes would be written like this: *prodctr*.

In conclusion, Volunteer 4's speech is functional, but not because of her notes entirely.

Short term memory played an important role in her speech and notes, and that helped her to reproduce a great version of the speech in Spanish.

VOLUNTEER 5

Volunteer 5's version is the one with most differences to the others due to the time he has not been practicing interpretation. His Spanish is clear most of the time, but he tends to make sentences longer than necessary.

His notes are not vertical nor shifted. This creates very confusing notes for Volunteer 5 and, thereby, generating the unnecessary burden of reformulating the speech mostly from his short term memory. According to his answers in the questionnaire, he has trouble making his notes in diagonal due to a lack of practice. In addition, he does not use a standard interpretation notepad, which is specifically made for learners to feel more comfortable since it is already a vertical notebook. If his notes were better organized and distributed on the page, his version in Spanish would have been cleaner and, most importantly, clearer.

Volunteer 5 states that he tries to take notes quicker, but he eventually fails in his attempts. He also claims that he tends to abbreviate words rather than using symbols. When looking at Volunteer 5's notes it is noticeable that there are a huge amount of letters, although it is wrong to think he uses a bad technique to abbreviate. He does use some symbols, but very

rarely. However, the abbreviation technique he uses is based in just removing letters from a word or deleting the last syllabus of the word he wrote. Most of the times, that procedure works and he is able to remember what the speaker meant to say, but there are other times where he is confused by his own notes. Volunteer 5 states that he tries to take notes quicker, but he eventually fails on his attempts. He also claims that he tends to abbreviate words rather than using symbols. When looking at Volunteer 5's notes, it is noticeable a considerable amount of letters, although it is wrong to think he has a poor technique to abbreviate. He does use some symbols, but very rarely. However, the abbreviation technique he uses is just removing letters from a word or deleting the last syllabus of the word he wrote. Most of the time, that procedure works.

Furthermore, due to the lack of symbols in his note-taking practice, Volunteer 5 mentions in the questionnaire that he does not have a system to express objection. This will have consequences when reformulating longer speeches. Moreover, he does have a way to represent addition in his notes. Volunteer 5 writes *y*, and maybe that is the reason why in his final speech he is continually repeating that Spanish conjunction. He links almost every sentence saying '*y*' instead of stopping there and starting a new one. That could damage his skills in expressing in Spanish.

On the other hand, Volunteer 5 has a vast repertoire of vocabulary in the target language and manages to reformulate the speech very naturally in Spanish. He has free translated more than most of the students, but still, he includes some aspects, like intonation, that make his expression more similar to the original speech. Speaking of which, his intonation and tone are very correct during his entire version of the speech, although he is likely not to emphasize the parts of the speech where the speaker did.

Generally, Volunteer 5 has trouble identifying and noting what is really essential, such as verb tenses and emphasis. As I commented several times before, this speech was not long enough to make relevant mistakes when reformulating, and that is why Volunteer 5 manages to give a good version of the speech in Spanish. Nevertheless, if he is interested in continuing to practise note-taking and interpretation, it is recommendable to change those techniques and force oneself to implement improvements. For example, it would be a good start to begin to mark verb tenses under the verb in question. Doing this, the interpreter should be able to differentiate between "he plays" and "he played."

All things considered, Volunteer 5's notes and speech have nothing to do with each other. His notes are certainly confusing and not organized, while his speech meets communication's target: the message is not changed between the speaker and the listener.

IV. RESULTS

On the whole, each version of the volunteers' speech was correct. That is to say, all the speeches meet expectations and achieve the communicative success: the main message being transmitted from the speaker to the listener without any modification. All participants have an enormous repertoire of connectors and vocabulary in Spanish, which allows them to be fluent and natural in their mother tongue. Furthermore, their ability to comprehend English and not fall into any of the traps has been magnificent. For example, nobody said *librería* instead of *biblioteca*.

Everybody managed not to abuse the use of phatic language like *eehh* or *bueno* at the beginning or the end of their sentences. This use of phatic language is a common feature among learners. Phatic language is the use of words to 'fill' the conversation. That gives the speakers time to think about the following sentence, but these volunteers managed not to make excessive usage of this feature.

However, a noticeable feature to mention is that the students who are currently taking interpretation subjects are more organized and clear when note taking in comparison with those who have only just begun studying interpretation recently. Interestingly, some of the participants have trouble marking the emphasis via intonation on their final version of the speech in Spanish. They tend to use verbs in the target language that imply that emphasis, such as *odiar*.

Furthermore, none of the participants rely exclusively on their notes, which is a very positive aspect. According to experts in this field, working with short-term memory helps the interpreter more than relying entirely on their notes. Notes are essentially a support for the memory when it fails to the interpreter, so it is good news that the participants made a clear distinction between reading their notes and bringing back all the information from the original speech.

Generally, the final result of the speeches came out as I expected, but there was an outcome that surprised me. The speaker talked about a female neighbor who was very shy. The first two participants said *vecino* instead of *vecina*. After that coincidence, I decided to explore what could be the source of that mistake since the other three participants referred to the neighbor in the female gender. It turned out to be a simple error when hearing the original speech in both cases. The participants stated that they imagined the speaker talking to a man instead of a woman when they were listening to the speech, thus this imagining process led to the subsequent error.

V. CONCLUSION AND INTROSPECTION

In summary, this paper tries to show that note taking is a very practical activity for consecutive interpretation. It is a discipline where the interpreter has to be constantly learning and training. One of the essential features of this area is the mastery of every language the interpreter is going to work with. That is why the students who are currently taking interpretation lessons are more organized and precise with their notes than the participants who have not practised recently. Moreover, those volunteers who still practise their note-taking techniques are even more familiar with the seven principles of Rozan, which the experiment was based on. These principles help learners when they are in their training phase, and the three students applying this approach stood out from the other two in terms of clarity, organization and outcome as interpretation lessons are linked to these principles. In interpretation, like any other aspect of life, it is evident that the more one practices, the better one becomes.

The experiment has demonstrated that those participants who are more used to practising consecutive interpretation in their daily life have a higher domain of usage of symbols. In other words, they distinguish better when and how they should use some symbols, as well as abbreviation. A noticeable fact is that the theory is reflected in practice. In addition, this group of volunteers synthesized their notes more clearly, and that helped the final version of their speech to be more accurate. Interestingly, none of the students were tempted to follow their notes exclusively, but also relied on their memories and their note-taking abilities. The purpose of note taking is to not lose sight of the speech. In other words, to use notes 'just in case'.

What is more, the experiment allows the conclusion that in spite of having plenty of handbooks, techniques and methods, note taking is a very personal mechanism to develop. It is also non-transferable, which means that most of the symbols, abbreviations, or marks of verb tenses, among others, may not work the same way for everyone; it is a unique procedure. However, one can clearly see some key points from my experiment. Firstly, that it is important to make notes which identify past, present future and conditional forms. Likewise, interpreters need to identify and represent points of emphasis in sentences, such as emotion. Additionally it is possible to see that one should not omit words in shorter speeches. It is also worth mentioning one of the volunteers' interesting method of omitting vowels from certain word structures.

As a reflection, I would also like to mention that adding new ideas to this subject area has been challenging. In this study, I have extracted a lot of information from books, articles, or academic papers, among others, and also my own experience as a translation and interpretation student. My interpretation lessons at university have been the reason I wanted to study this discipline more profoundly. Consequently, I acknowledge and cannot stress enough the importance of learning from

the advice and knowledge of my interpretation teachers. They are experienced professionals who can offer invaluable guidance in the professional field.

What I think this TFG brings to the table is the importance of preparation and note-taking and reproduction of notes in the process. Therefore, I think that the training in this area should begin as early as possible, but with certain guidelines. In the case of our university this could really be introduced in the B3 English language course, where the students are introduced to English to English note taking. One of the activities carried out in B3 is a summary activity, where the students listen to a speech in English and then create a summary of what they have listened to. From those notes, they summarize the information into half of the volume of the original speech. This would be a suitable opportunity to introduce some of the basic points I have covered in my dissertation. In fact I have already made a suggestion to the course coordinator regarding this idea and my recommendations will be incorporated into the next academic course.

The proposal I offer consists of giving students basic and simple recommendations based on note-taking techniques. Therefore, students would know how to take notes more efficiently. However, my intention is not to give students the more advanced foundations of interpretation; after all, they will do that at their third year of the degree with experienced teachers. My proposal involves teaching second year students basic instructions of abbreviation. According to their level, I believe abbreviation is the most efficient technique to let them experiment with one of the principles Roza suggested for learners but without over complicating the skills requirement at this level. However, I feel that showing students the mechanism of symbols without spending time to teach them how to use them would be counterproductive. I would not be inclined to confuse novice students with the symbols element since it is very tempting to create and use symbols without possibly creating bad habits in their future interpretation training process.

Therefore, abbreviation and marking verb tenses would be the best start for students. Baby steps are crucial at this learning stage since it will be these students' first contact with the discipline. In terms of abbreviation, my recommendation for them is to write the root of the word and then the last two or three letters of the word, e.g. 'production', that would end up looking like this: prod^{ion}. This way, the student can differentiate between words with the same root, such as 'producer' or 'productivity'. Writing the entire word can cost valuable time of note taking for the student. When it comes to verb tenses, my recommendation is to draw an arrow under the verb. Assuming the verb is 'play', in order to know if the speaker said 'played' or 'will play' the student would have to draw an arrow pointing to the left if the verb is in a past tense, and an arrow looking to the right if it is in a future tense. These guides can allow students to gain an introduction to note-taking techniques without overstepping and creating bad habits.

In conclusion, this TFG has significantly broadened my knowledge of and provided me with the right tools to understand the process of note taking for interpreters. It has especially allowed me to apply these techniques in my own training process and also help other students to improve their interpreting skills as well. In general, I feel that this dissertation has also allowed me to develop my research skills, my ability to work autonomously and to develop a more critical eye towards my future profession. I have been able to combine a great deal of the knowledge I have acquired throughout my degree and actively test, evaluate and challenge my interpretation skills and understanding. What is more, this dissertation has allowed me to apply my English Language writing skills and improve my understanding of that language. Overall and, most importantly, I feel that I have learnt a great deal during formulation, research and creation of this dissertation.

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VII. ANNEX

QUESTIONNAIRES

English questionnaire:

After doing the reformulation of the speech, answer the following questions:

1. Were your notes in vertical and shifted? If the answer is **no**, do you find it difficult to give a good reformulation? Do you find the notes or the message confusing?
2. Do you prefer to create new symbols or abbreviate words? Why?
3. In which language do you take your notes? If you take them in English, do you find it more difficult to translate them while reformulating the speech?
4. How do you represent these concepts on your notes?

*If you do not have anything to represent a concept, put “-“ .

Objection	
Assumption	
Addition	
Conclusion (end of the speech)	

5. Write at least 5 different ways of saying the following:

Say	
Think	
Want	
“Go up”	

6. How do you represent future, present and past tenses on your notes?
7. When you don't understand something the speaker said, what is your strategy?
8. How would you distinguish between PRODUCER / PRODUCTIVITY / PRODUCTION / PRODUCT ?

Spanish questionnaire:

Después de restituir el discurso, contesta las siguientes preguntas:

1. ¿Tus notas son verticales y escalonadas? Si la respuesta es **no**, ¿te resultó difícil dar una buena restitución? ¿Crees que tus notas o el mensaje son confusos?
2. ¿Prefieres crear nuevos símbolos o abreviar palabras? ¿Por qué?
3. ¿En qué lengua tomas notas? Si las tomas en inglés, ¿crees que es más difícil traducir tus notas mientras llevas a cabo la restitución del discurso?
4. ¿Cómo representas estos conceptos en tus notas?

*Si no tienes ningún símbolo que represente estos conceptos, pon « - ».

Objeción	
Suposición	
Adición	
Conclusión (final del discurso)	

5. Escribe, al menos, 5 sinónimos de los siguientes conceptos:

Decir	
Pensar	
Querer	
“Ir hacia arriba”	

6. ¿Cómo representas las formas del futuro, presente y pasado en tus notas?
7. Cuando no entiendes lo que el orador ha dicho, ¿cuál es tu estrategia? ¿Qué haces?
8. ¿Cómo distingues en tus notas entre PRODUCTOR / PRODUCTIVIDAD / PRODUCCIÓN / PRODUCTO ?

Volunteer 1's questionnaire:

CUESTIONARIO

Después de restituir el discurso, contesta las siguientes preguntas:

1. ¿Tus notas son verticales y escalonadas? Si la respuesta es **no**, ¿te resultó difícil dar una buena restitución? ¿Crees que tus notas o el mensaje son confusos?

Mayoritariamente sí.

2. ¿Prefieres crear nuevos símbolos o abreviar palabras? ¿Por qué?

Prefiero símbolos solo para los **conceptos** recurrentes, que suelen aparecer en discursos sea cual sea la temática.

La abreviación de palabras, sin embargo, es mucho más útil para los discursos con temáticas específicas que mencionan palabras no tan recurrentes, aunque se ha de tener cuidado con crear una abreviación que no dé pie a confusión con otras palabras.

3. ¿En qué lengua tomas notas? Si las tomas en inglés, ¿crees que es más difícil traducir tus notas mientras llevas a cabo la restitución del discurso?

Prefiero tomar las notas directamente en el idioma de llegada (español) porque a la hora de restituir el discurso ya tengo que pensar bastantes cosas como para además tener que traducir todas mis notas a la vez que hablo, pero es inevitable apuntar palabras o incluso frases en inglés.


Creo que es preferible traducir cuando estás haciendo la toma de notas, ya que, con la práctica, la toma de notas se vuelve algo casi automático y traducir todo lo posible en ese momento facilitará mucho el trabajo a la hora de restituir.

Todo lo que se pueda dejar hecho antes de la restitución es trabajo que te quitas y te permite centrarte más en otros aspectos como la entonación, la gramática, el control de nervios, etc. Además, hay menos probabilidades de que te quedes bloqueado en la traducción de una palabra o expresión.

4. ¿Cómo representas estos conceptos en tus notas?

*Si no tienes ningún símbolo que represente estos conceptos, pon « - ».

Objeción	⊗
Suposición	-

Adición	⊕
Conclusión (final del discurso)	Para la conclusión: - Para indicar el final del discurso: 

5. Escribe, al menos, 5 sinónimos de los siguientes conceptos:

Decir	"afirma", "explica", "asegura", "muestra", "expone"
Pensar	"creo", "opino", "en mi opinión", "considero"
Querer	"me gustaría", "deseo"
"Ir hacia arriba"	"elevar", "ascender", "aumentar", "subir", "crecer"

6. ¿Cómo representas las formas del futuro, presente y pasado en tus notas?

Presente

VB

Futuro

VB

Pasado

VB

7. Cuando no entiendes lo que el orador ha dicho, ¿cuál es tu estrategia? ¿Qué haces?

Apunto lo que he entendido. Si puedo deducirlo por el contexto (con la certeza de que no me estoy inventando nada), lo apunto, y si no consigo entenderlo lo omito a la hora de hacer la restitución.

8. ¿Cómo distingues en tus notas entre PRODUCTOR / PRODUCTIVIDAD / PRODUCCIÓN / PRODUCTO?

Producto sería mi palabra principal y la anotaría abreviada como "prod."

Para productividad, producción no tengo ninguna estrategia, las anotaría de forma que pudiera leer el final de la palabra.

Para productor colocaría dos puntos sobre "prod.". Así: **Pröd.**

Volunteer 2's questionnaire:

CUESTIONARIO

Después de restituir el discurso, contesta las siguientes preguntas:

1. ¿Tus notas son verticales y escalonadas? Si la respuesta es **no**, ¿te resultó difícil dar una buena restitución? ¿Crees que tus notas o el mensaje son confusos?
Si, siempre verticales y escalonadas.
2. ¿Prefieres crear nuevos símbolos o abreviar palabras? ¿Por qué?
Prefiero abreviar palabras, normalmente quitando las vocales. Crear nuevos símbolos es peligroso porque puede que se te olvide durante la restitución. Creo que hay que tener los símbolos que estén presentes en la mayoría de los discursos.
3. ¿En qué lengua tomas notas? Si las tomas en inglés, ¿crees que es más difícil traducir tus notas mientras llevas a cabo la restitución del discurso?
Normalmente en castellano, pero algunas expresiones las escribo en inglés. A veces es difícil encontrar una equivalencia en la lengua meta, pero son fórmulas que tengo bastante fijas, así que no suele
4. ¿Cómo representas estos conceptos en tus notas?
*Si no tienes ningún símbolo que represente estos conceptos, pon « - ».

Objeción	x
Suposición	-
Adición	+
Conclusión (final del discurso)	L

5. Escribe, al menos, 5 sinónimos de los siguientes conceptos:

Decir	Hablar, afirmar, comentar
Pensar	Reflexionar, cuestionar, preguntarse
Querer	Desear, gustar
“Ir hacia arriba”	Aumentar, ascender, crecer

6. ¿Cómo representas las formas del futuro, presente y pasado en tus notas?

Presente sin nada.

Futuro con una flecha hacia la derecha.

Pasado con una flecha hacia la izquierda.

7. Cuando no entiendes lo que el orador ha dicho, ¿cuál es tu estrategia? ¿Qué haces?

Depende: intento escuchar toda la idea, a ver si sigue una lógica para poder plasmarla y sino, pues omito la información.

8. ¿Cómo distingues en tus notas entre PRODUCTOR / PRODUCTIVIDAD / PRODUCCIÓN / PRODUCTO?

Poniendo el principio prod- y cambiando el final en cada una de las palabras -tor, -dad, -ción, -cto.

Volunteer 3's questionnaire:

CUESTIONARIO

Después de restituir el discurso, contesta las siguientes preguntas:

1. ¿Tus notas son verticales y escalonadas? Si la respuesta es **no**, ¿te resultó difícil dar una buena restitución? ¿Crees que tus notas o el mensaje son confusos?
 - Sí (la mayoría)
2. ¿Prefieres crear nuevos símbolos o abreviar palabras? ¿Por qué?
 - Sí, porque considero que me ayudará a poder tomar las notas de manera más rápida, y si adapto símbolos podré tomarlas de una manera mucho más visual y, por tanto, me será más fácil a la hora de memorizar.
3. ¿En qué lengua tomas notas? Si las tomas en inglés, ¿crees que es más difícil traducir tus notas mientras llevas a cabo la restitución del discurso?
 - Procuero tomarlas en la lengua meta (en mi caso, español) la mayoría de las veces, pero en algunas ocasiones las apunto en inglés, o bien porque la palabra se escriba más rápido que en español, o bien porque en el momento no me da tiempo a anotar la traducción.

Objeción	---
Suposición	(?)
Adición	➔ +
Conclusión (final del discurso)	E.C

4. ¿Cómo representas estos conceptos en tus notas?

*Si no tienes ningún símbolo que represente estos conceptos, pon «-».

5. Escribe, al menos, 5 sinónimos de los siguientes conceptos:

Decir	Hablar, exponer, comentar, explicar, comunicar
-------	--

Pensar	Crear, razonar, deducir, imaginar, suponer
Querer	Desear, apetecer, estimar, apreciar,
“Ir hacia arriba”	Crecer, incrementar, aumentar, subir, dispararse

6.

7. ¿Cómo representas las formas del futuro, presente y pasado en tus notas?

- Añado una flecha debajo de la palabra o símbolo anotados y, dependiendo del tiempo verbal, va en una dirección o en otra: si es en pasado, la flecha irá de derecha a izquierda (\leftarrow), y, si es en futuro, de izquierda a derecha (\rightarrow). Si la palabra está en presente, no añado ninguna porque ya interpreto a qué tiempo verbal se refiere.

8. Cuando no entiendes lo que el orador ha dicho, ¿cuál es tu estrategia? ¿Qué haces?

- Eludo aquella información que no he entendido porque prefiero obviarla antes que arriesgarme e inventar lo que ha dicho y, sobre todo, no dar una versión fidedigna del discurso original.

9. ¿Cómo distingues en tus notas entre PRODUCTOR / PRODUCTIVIDAD / PRODUCCIÓN / PRODUCTO ?

Productor \rightarrow Prdctor

Productividad \rightarrow Prod.

Producción \rightarrow Producc.

Producto \rightarrow Prdcto

Volunteer 4's questionnaire:

CUESTIONARIO

Después de restituir el discurso, contesta las siguientes preguntas:

1. ¿Tus notas son verticales y escalonadas? Si la respuesta es **no**, ¿te resultó difícil dar una buena restitución? ¿Crees que tus notas o el mensaje son confusos? **Si, aunque a veces me cuesta escalonar.**
2. ¿Prefieres crear nuevos símbolos o abreviar palabras? ¿Por qué? **Prefiero combinar ambas opciones, ya que a veces cuando abrevio palabras no me acuerdo de la palabra entera, en cambio si veo un símbolo me viene el concepto rápido a la cabeza, sea sujeto, verbo u objeto.**
3. ¿En qué lengua tomas notas? Si las tomas en inglés, ¿crees que es más difícil traducir tus notas mientras llevas a cabo la restitución del discurso? **Tomo notas en inglés. Creo que tiene una dificultad añadida ya que tienes que llevar a cabo una traducción a la vista y a veces me cuesta encontrar la traducción adecuada y hago muchos calcos.**
4. ¿Cómo representas estos conceptos en tus notas?

Obiección	/
Suposición	~
Adición	+
Conclusión (final del discurso)	Conc.

*Si no tienes ningún símbolo que represente estos conceptos, pon «-».

5. Escribe, al menos, 5 sinónimos de los siguientes conceptos:

Decir	Hablar, expresar, afirmar, exponer, declarar
Pensar	Razonar, considerar, rumiar, reflexionar, meditar
Querer	Desear, amar, apetecer, anhelar, ansiar
“Ir hacia arriba”	Aumentar, ascender, elevarse, alzar, erigir

6. ¿Cómo representas las formas del futuro, presente y pasado en tus notas?

PRESENTE



PASADO (X=tiempo)



FUTURO



|

7. Cuando no entiendes lo que el orador ha dicho, ¿cuál es tu estrategia? ¿Qué haces?

Intento no ponerme nerviosa, dejar de apuntar e intentar captar lo que dice el orador hasta el final de la frase. De esta manera si capto el concepto ya puedo reexpresar la idea general, aunque omita detalles.

8. ¿Cómo distingues en tus notas entre PRODUCTOR / PRODUCTIVIDAD / PRODUCCIÓN / PRODUCTO? No tengo ningún sistema para las terminaciones de sustantivos, creo que simplemente apuntaría PROD. y alomejor por contexto podría averiguar qué opción es u omitir vocales de la palabra, supongo que quedaría así:

PRODUCTOR: prodctr

PRODUCTIVIDAD: prodctvd

PRODUCCIÓN: prodccn

PRODUCTO: prodct

Volunteer 5's questionnaire:

CUESTIONARIO

Después de restituir el discurso, contesta las siguientes preguntas:

1. ¿Tus notas son verticales y escalonadas? Si la respuesta es **no**, ¿te resultó difícil dar una buena restitución? ¿Crees que tus notas o el mensaje son confusos?

Lo he intentado, pero no lo són. He tenido algún fragmento confuso. Estoy bastante fuera de práctica y me cuesta mantener el ritmo del orador.

2. ¿Prefieres crear nuevos símbolos o abreviar palabras? ¿Por qué?

Me gustaría utilizar muchos más símbolos, pq uno de mis mayores defectos hacer una toma de notas rápida. Pero estoy seguro que tengo tendencia a abreviar, simplemente pq no tengo la agilidad mental requerida para crear nuevos símbolos eficaces al momento.

3. ¿En qué lengua tomas notas? Si las tomas en inglés, ¿crees que es más difícil traducir tus notas mientras llevas a cabo la restitución del discurso?

Las hago en ambos idiomas. Intento escribirlas en el idioma meta si puedo, pq así me ahorro tiempo en la restitución, pero a veces no se me ocurre el equivalente al momento, o simplemente ya tengo un palabra inglesa mucho más corta y eficiente en mente. En tales situaciones prefiero agilizar la toma de notas.

4. ¿Cómo representas estos conceptos en tus notas?

*Si no tienes ningún símbolo que represente estos conceptos, pon «=».

Objeción	-
Suposición	A veces con un interrogante
Adición	y
Conclusión (final del discurso)	Flechas o una palabra como "en def"

Sin espaciado

5. Escribe, al menos, 5 sinónimos de los siguientes conceptos:

<u>Decir</u>	Hablar, manifestar, expresar, indicar, ordenar
<u>Pensar</u>	<u>Reflexionar, creer, opinar, razonar</u>
<u>Querer</u>	<u>Desear, pretender</u>
<u>“Ir hacia arriba”</u>	Subir, crecer, aumentar, elevar, ascender

6. ¿Cómo representas las formas del futuro, presente y pasado en tus notas?

Quando me acuerdo, una flecha en el verbo. Pasado (flecha izquierda), futuro (flecha derecha)

7. Cuando no entiendes lo que el orador ha dicho, ¿cuál es tu estrategia? ¿Qué haces?

Rezar para que no sea la idea clave de la oración y intentar esquivar el fragmento.

8. ¿Cómo distingues en tus notas entre PRODUCTOR / PRODUCTIVIDAD / PRODUCCIÓN / PRODUCTO ?

En mi restitución no lo he hecho, pero si lo pudiera hacet ahora:

Producción = Pon

Productividad= Pdad

Productor= P°

Producto= P

NOTES

Volunteer 1:

Handwritten notes on a spiral-bound notebook page, divided into three horizontal sections by lines.

Top section: "Hello ev. Gracias x estar aqui"

Middle section: "Today I" with a checkmark and "típico día Qa Covid".

Bottom section: "Ahora ~~hoj~~ I" with "tengo +- rutine" and "x6 hace 3 sem. era] caos".

Handwritten notes on a spiral-bound notebook page, divided into three horizontal sections by lines.



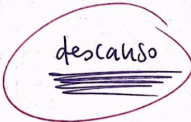
Top section: "I" with "get up | todo día" and "work |".


Middle section: "Huv now I" with a checkmark and "I + organizat.". Below this is "descansar | hasta noche".

Bottom section: "I" with "me di cuenta |".

		neces distintar work - F&T
Cons.	Mi temps libre	↑
	Familiar	↻
		levantara antes
So	now I	lev.

		sobre 7:30
	I	eup. trabajar
xo	no Nadie	ayudar
		WORK probs.
x so	I	paso <u>tiempo</u>
		mails h

	I		this
xg			dependen otros
Am asf			<u>Pausas</u>
(+)	Al final del día I	sit	BALCON

		y punto ... ⊕ try hablar vecino
xo		- es vergontoso - desaparece
Analy	I	
		situ. acabe pronto
	wando acabe I	comer see friends

y cosas
simplex
↓
- ir biblo. (libros)

Concl. 1

aprend

ser +
eficiente/
org.

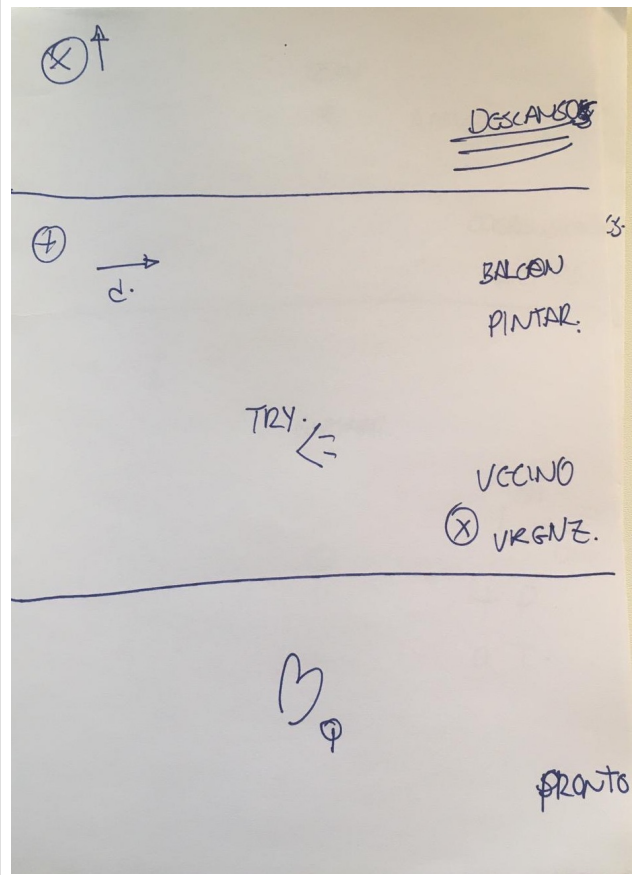
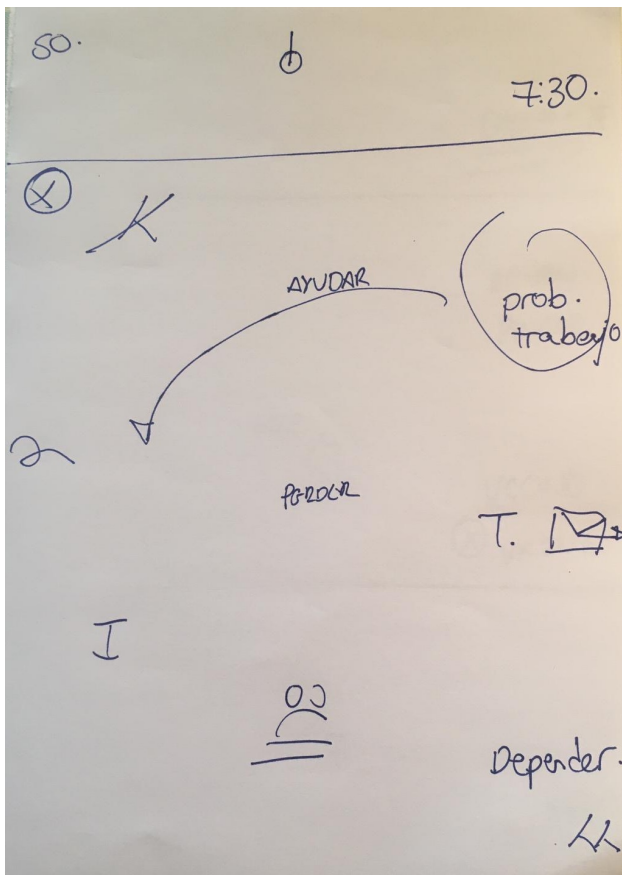
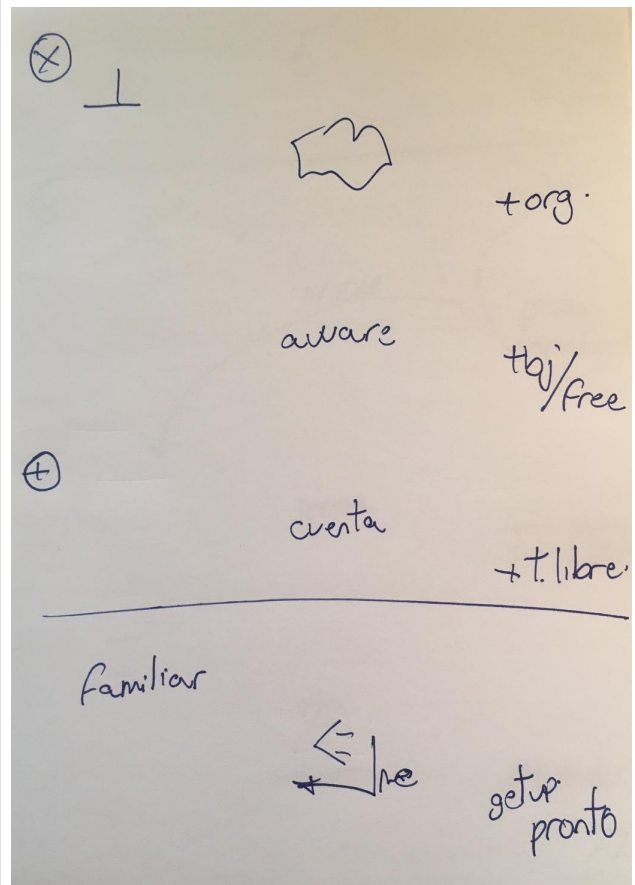
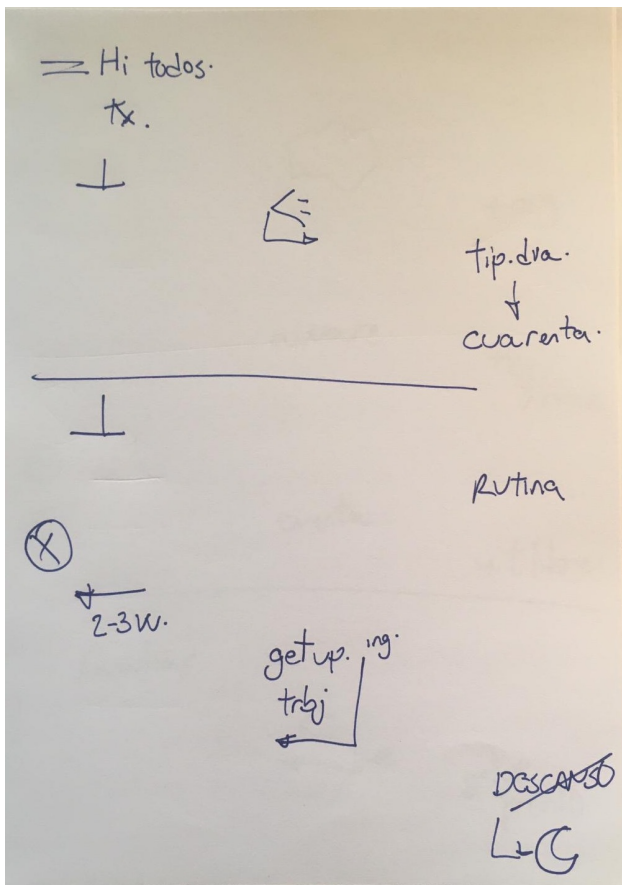
1

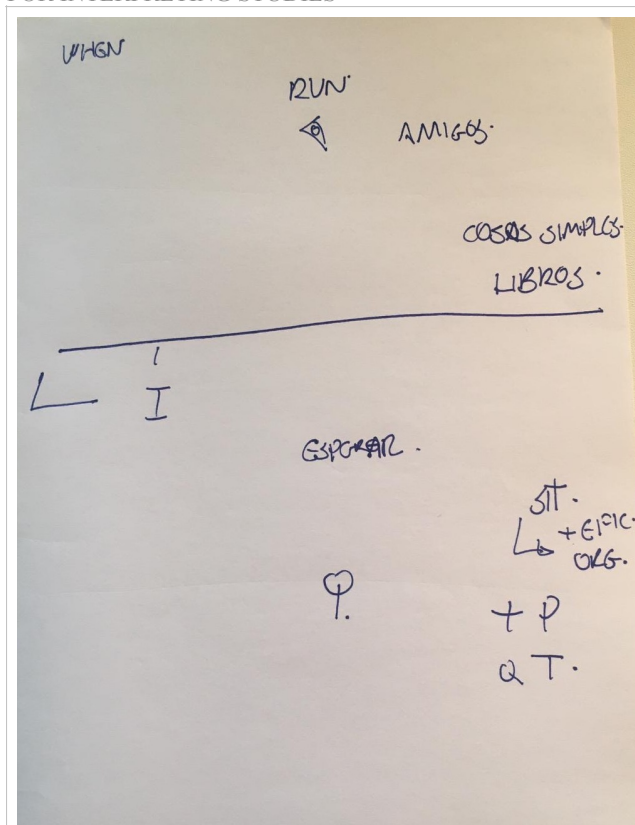
espero

esto
acabe +
pronto y
tarde

Gracias x vuestra atención.

Volunteer 2:





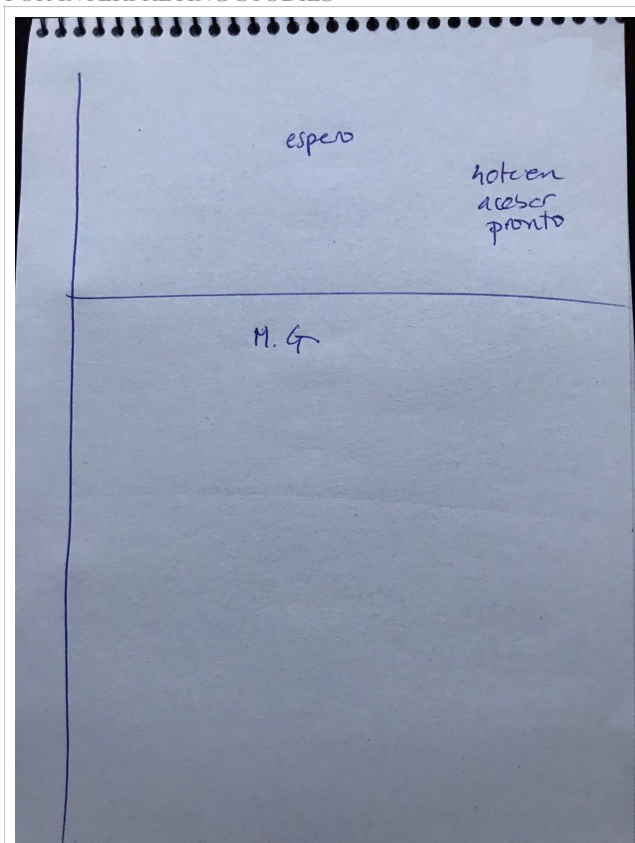
Volunteer 3:

H.mt Hoy
" típico día
40teen
+- tengo rutina
2/3 d ←
trabajar
descanso
caótico
Hw
∞
+ organizado

dar cuenta
trabajo ≠ + libre
oio??
fam.
" levantarse
pronto
(+1.30±)
nadle
help
problemas
tras.

conseg.
send concos
↓
xg
dependen
otros
A power
+ breaks
(x.g) paint

DTM
want
aceser
40teen
pronto
correr
meat
amijos
libre
E.C
; aprender
+ organizado



Volunteer 4:

TPG
XENIA

Help every TK join	one
I	day COVID quarantine
I	routine
5+ 2/3w	Catholic
however I think more	All day working no break till night organized

I	guess I realized distinct work (freetime)
consec	↑↑ increased
relative	W/UP early (≈ 7h)
5+ Start working	no 1 to help w/ problem Job questions

Conting

↑↑ fine
marking
people

depending
on other

A person
be
I many
↑↑ breaks

End day working	sit balcony paint
tried ←←	neighbor disappears

I	situation run see friends Simple library = look books
conc. I believe	learned + efficient organized
I	stop prints Gracias

Volunteer 5:

<p>Hola tod mund Thaks join me Hoy << tip dia quare Hoy ruti pero ayer caotic</p>	<p>Trabj tod dia Pero ahora much org ten W/T Libre + tiemp.</p>
<p>F^a desp temp + 7:30 end W per assit tiem Escrib email qusta dep</p>	<p>tom desc / final dia bal pint A vez <= vecin tim. I ♥ termine para sit cuand bibl leer B y salir</p>
<p>En def organiz T esper termine pronto. thks</p>	

TRANSCRIPTIONS

English speech's transcription:

Hello everyone, thanks for joining me.

Today I am going to talk about a typical day during the corona virus quarantine.

Today I more or less have a routine, but two or three weeks ago, I was absolutely chaotic. I had been getting up and working all day and not really taking a break until night time.

However, now I think I'm more organized. I guess I realized that I needed to make a clear distinction between work and free time. As a result, my leisure time has actually increased.

A relative told me to wake up early. So now, I get up around 7:30, and I start working.

But I have no one to assist me with my work-related problems. Consequently, I spend a lot of time mailing people. I hate this because I really dislike having to depend on others.

Despite this, I take many breaks!

What is more at the end of my working day, I sit on my balcony and do some painting

I even try to talk with a neighbour, but she's too embarrassed and always disappears.

Anyway, I really, really want the situation to finish soon. When it does, I'll go outside for a run and see my friends and just do simple things like go to the library and look at books.

In conclusion, I believe I have learned to be more efficient and organized. And I really hope this situation ends sooner than later.

Thank you for listening today.

Volunteer 1 speech's transcription:

Hola a todos y gracias por estar aquí. Hoy voy a hablar de un típico día de cuarentena por el coronavirus, que estamos viviendo en estos días. Ahora tengo más o menos una rutina establecida, pero hace tres semanas era un completo caos. Me levantaba y trabajaba todo el día sin descansar hasta la noche, pero creo que ahora he aprendido a organizarme. Porque me di cuenta de que tenía que distinguir entre el trabajo y mi tiempo libre. En consecuencia, mi tiempo libre ha aumentado. Un familiar me dijo que me levantara antes, así que ahora me estoy levantando sobre las siete y media para empezar a trabajar. El problema es que nadie me puede ayudar con mis problemas del trabajo, por eso me paso muchísimo tiempo enviando mails. Odio esta situación porque no me gusta nada depender de los demás. Aun así hago muchas pausas, y al final del día me siento en el balcón y pinto algo. Además intento incluso hablar con mi vecino, pero es bastante vergonzoso y siempre desaparece. En fin, quiero que esta situación acabe pronto, y cuando acabe saldré a correr, quedaré con mis amigos y haré cosas simples como ir a la biblioteca a buscar algunos libros. En conclusión, creo que he aprendido a ser más eficiente y organizado y espero que esto acabe más pronto que tarde. Gracias por vuestra atención.

Volunteer 2 speech's transcription:

Hola a todos. Gracias por estar aquí hoy. Hoy os hablaré de mi día típico durante la cuarentena en la que estamos. Ahora mismo tengo una rutina, pero hace dos o tres semanas, me levantaba y estaba trabajando sin descanso hasta medianoche. Sin embargo, ahora creo que estoy más organizado y soy consciente de que tengo que tener tanto trabajo como tiempo libre, y me he dado cuenta de que mi tiempo libre ha aumentado. Un familiar me dijo que debería levantarme pronto, así que me levanto a las 7:30 y empiezo a trabajar. Sin embargo, no tengo a nadie que me ayude con los problemas relacionados con el trabajo, y por eso pierdo mucho tiempo enviando emails. La verdad es que odio depender de otras personas. Y aunque me pase todo esto, me tomo muchos descansos, y de hecho, al final del día, salgo al balcón y me pongo a pintar, y además intento hablar con el vecino, pero es muy vergonzoso y siempre se mete para adentro. Me gustaría que esta situación acabase pronto, y cuando acabe me gustaría poder salir a correr, ver a mis amigos y hacer cosas simples como ir a por libros. En conclusión, espero que esta situación me haya servido para ser más eficaz y organizado, y también espero que acabe más pronto que tarde. Muchas gracias.

Volunteer 3 speech's transcription:

Hola a todos. Hoy voy a hablaros de la típica rutina de un día de cuarentena. Ya más o menos la tengo, pero hace dos o tres días era mucho más caótica, porque trabajaba muchísimo y no descansaba nada. De todos modos, creo que hay que ser más organizado, y me he dado cuenta de que hay que distinguir entre el trabajo y el tiempo libre, porque si lo haces, tendrás mucho más tiempo para dedicarle al ocio. Un familiar me dijo que estaría bien levantarme pronto, al rededor de las 7:30 de la mañana, porque así podría establecer esa rutina. Por otro lado, tampoco tengo a nadie que me pueda ayudar cuando me surjan problemas en el trabajo, así que por eso estoy todo el día mandando correos. Y no me gusta, por que odio tener que depender de los demás. A pesar de ello, sí que me tomo más descansos y los invierto en pintar, por ejemplo. De todos modos, deseo que esta cuarentena acabe pronto, porque así podré ir a correr, podré quedar con mis amigos, y podré ir a una biblioteca a buscar un bien libro y leérmelo. En conclusión, opino que he aprendido a ser más organizado, y aún así espero que esta cuarentena acabe más pronto que tarde. Muchas gracias por haberme escuchado.

Volunteer 4 speech's transcription:

Buenos días a todos. Muchas gracias por estar hoy aquí. Hoy me gustaría hablaros sobre un típico día en cuarentena. Ahora, más o menos, ya tengo mi rutina establecida, pero hace dos o tres semanas todo era muy caótico. Me pasaba todo el día trabajando, y no tenía ningún descanso hasta por la noche. Sin embargo, ahora creo que me he vuelto mucho más organizado. Supongo que me he dado cuenta de que tendría que hacer una distinción entre mi trabajo y mi tiempo libre. Consecuentemente, mi trabajo... [corrección de la intérprete], mi tiempo libre ha aumentado exponencialmente. Un conocido me dijo que me tendría que levantar pronto cada día. Y así hago, me levanto más o menos a las 7 de la mañana y empiezo a trabajar. Pero no tengo a nadie que me ayude con mis problemas en el trabajo. De esta manera, tengo que gastar mucho tiempo mandando emails a la gente, cosa que odio, ya que no me gusta depender de otros. A pesar de ello, me tomo muchos descansos. Además, cuando acaba mi jornada laboral, me siento en mi balcón e intento pintar. E incluso he intentado hablar con mi vecina, lo que pasa es que es un poco vergonzosa y acaba desapareciendo. Me gustaría mucho que esta situación acabara pronto, ya que podría salir a correr, a ver a mis amigos, y hacer cosas tan simples como ir a la biblioteca y mirar libros. En conclusión, creo que he aprendido a ser mucho más eficiente y organizado, y me gustaría mucho que esta situación acabara pronto. Muchas gracias por escucharme.

Volunteer 5 speech's transcription:

Hola a todo el mundo. Muchas gracias por estar hoy aquí conmigo. Hoy quiero hablarles de cómo está siendo la cuarentena y un típico día de cuarentena en mi vida. Hoy ya tengo una rutina, pero tengo que decir que hace unos días mi vida era mucho más caótica. Me pasaba todo el día trabajando y tenía poco tiempo para mí. Pero ahora estoy mucho más organizado. Tengo un equilibrio perfecto entre trabajo y tiempo libre, y esto me permite tener mucho más tiempo. Un familiar me aconsejó que me despertara, me levantara antes, y eso es lo que hice. Empecé a levantarme a las siete y media para poder trabajar, pero el problema con mi trabajo es que no tengo a nadie que pueda ayudarme y, por ese motivo, me paso mucho rato escribiendo emails, que es algo que no me gusta porque no me gusta depender de los demás. Bueno, al final cuando termino de trabajar, al final del día me gusta desconectar y voy a mi balcón y me pongo a pintar un rato. Y a veces intento hablar con mi vecina, aunque tengo que decir que es bastante tímida y siempre consigue escabullirse. Cuando todo esto termine, me gustaría, bueno, primero de todo me gustaría que todo esto termine, y cuando lo haga lo que haré, una de las primeras cosas que haré será ir a la biblioteca y coger un libro, para poder leer un libro que me guste, y poder salir fuera. En definitiva, ahora, bueno, he aprendido, con esta situación he aprendido a organizarme mucho mejor y gestionar mi tiempo, pero estoy deseando que todo termine. Muchas gracias.

FIGURES:

Figure 1:

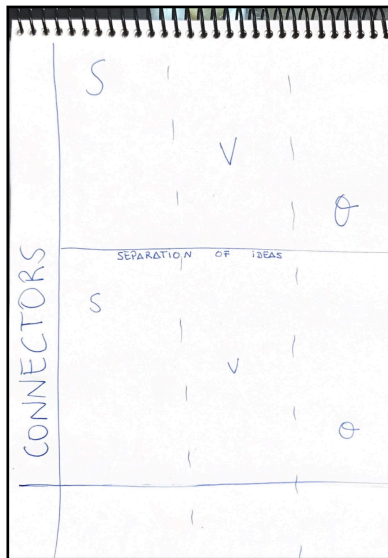


Figure 1: división de la página.

Figure 2:

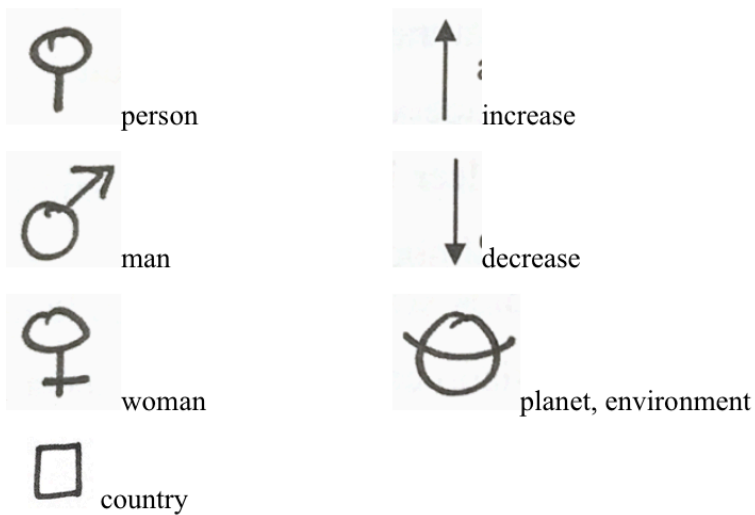


Figure 2: símbolos básicos. Técnicas de interpretación consecutiva: la toma de notas. Manual para el estudiante. Clara Bosch March (2012). P. 24.