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ПРОБЛЕМИ СИНХРОННОГО ПЕРЕКЛАДУ

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Видання друге, перероблене та доповнене

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Одним із найважливіших чинників здійснення міжкультурної комунікації в сучасному світі є перекладацька діяльність, потужну роль у якій відіграє синхронний переклад. Автори навчального посібника «Проблеми синхронного перекладу» (видання друге, переробл. та допов.) охоплюють широке коло питань перекладознавства, зокрема, мовні, соціолінгвальні та перекладацькі параметри; перекладознавчий аналіз; стандартизації й кодифікації сучасної наукової термінології; національно марковану лексику; переклад номінативних та комунікативних одиниць.

Навчальний посібник розрахований на студентів, які навчаються за різними спеціальностями мовами транслятора (англійською або українською) та може бути використаний під час викладання дисциплін «Вступ до перекладознавства», «Вступ до германського мовознавства», «Історія германських мов», «Основи синхронного перекладу».

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LECTURE 1

Introduction

The notion "**перевести**" is voluminous and polyfunctional.

Cf.: *to transfer into another place;*
to put a clock on/back;
to take across the road;
to remit money;
to switch a train;
to convert into the metric system;
to take a breath;
to translate from ... to.

Translation is centuries old. It goes back to the ancient times. The term "**translation**" isn't a simplistic one. It works for oral and written translation of different texts.

There are standard and different features between written and oral translations. There is a great tendency to use the term "**interpretation**" for the oral translation. The term "**interpretation**" is being widely discussed by scientists. Roberts and Gentile don't see distinctions among different types of interpreting. Gentile, in particular, advocates eliminating the adjectives and simply talking on interpreting. Garber points out that there are some profound differences between types of interpreting, and titles are helpful for distinguishing them. Garber contends that the labels alleviate confusion and give interpretation some practical meaning.

It is widely recognised that the interpreting is becoming an increasingly common activity; it is an essential part of human interaction at all levels. More and more people are employed as interpreters in government and public agencies, non-governmental organisations and private industry. The demand for interpreters far exceeds the supply. But interpreters are almost unanimous in complaining that they are underpaid, undertrained and underappreciated, that their pay and working

conditions are deteriorating.

The lay public has particular ideas about interpretation, such as:

- Conference interpreters perform simultaneous interpretation; only court interpreters are concerned with ethical considerations such as confidentiality and impartiality.

- Community interpreters are always amateurs with limited formal education.

- Conference interpreters always interpret for trained public speakers, always get the speeches in advance with plenty of time to prepare.

- Only community interpreters deal with cultural differences.

Classification of different types of interpretation should dispel these and other misconceptions.

The interpreter must first listen to the speaker, understand and analyse what is being said, and then resynthesize the speech in the appropriate form in a different language. Interpreting in its subcategories focuses on the mode of delivery and the subject matter of the interpreted event. In the hierarchy that prevails, interpreters are placed in their differentiation at the pinnacle or at the "bottom of the heap".

1.1 Types of Interpretation

Simultaneous interpreting suggests providing the target-language message at roughly the same time as the source-language message is being produced. In **simultaneous interpretation**, the interpreter is isolated in the booth. He speaks at the same time as the speaker and, therefore, has no need to memorise or jot down what is said. The process of analysis-comprehension and process of reconstruction-expression telescope. The interpreter works on the message bit by bit, giving the portion he has understood while analysing and

assimilating subsequent text.

In **consecutive interpreting**, the interpreter waits until the speaker has finished before beginning the interpretation. The interpreter does not begin speaking until the original speaker has stopped. He has time to analyse the message as a whole, making it easier for him to understand its meaning. He speaks to his listeners face to face and, therefore, he becomes the speaker.

Their functions intend **whispered interpretation** (so-called *chu-chotage*) in the case when equipment for simultaneous interpretation is not available. One participant speaks and simultaneously an interpreter whispers in the ear of one or at most two people who require interpreting service.

Conference interpreting is equated with simultaneous interpreting these days, though interpreters must be prepared to perform in consecutive mode as well.

Conference interpreting enables the participants to communicate with each other in a seamless fashion, making the language barrier almost imperceptible.

Seminar interpreting takes place in the meetings and small conferences. The fundamental difference between conference interpreting and seminar interpreting is the size of the meeting.

Escort interpreting refers to the services provided for government officials, business executives, investors, observers, and the like who are conducting on-site visits. Such interpretation is marked by spontaneity and a wide range of situations in which interpreters may find themselves (formal meetings, tours of factories, cocktail parties, etc.). The mode is consecutive, limited to almost a few sentences at a time.

Media interpreting is performed at press conferences, public appearances / interviews / films / videos / TV / radio conferences.

Court interpreting refers to services provided in the courts and in legal cases of all beings.

Business (commercial or trade) interpreting refers to business people discussing business matters (welfare / medical / legal rubric) through an interpreter. Interpreting settings range from arts, sports, tourism, recreation to parents negotiations or government to government meetings of delegations. Business interpreting may entail either consecutive or simultaneous interpreting. Sign-language interpreters are called upon to interpret with increasing frequency in commercial settings.

Medical interpreting (alternation terms are *health, health care interpretor, hospital interpreting*) encompasses various situations.

Compare routine consultation with a physician, emergency procedures, prepared childbirth classes, support for complex laboratory testing, industrial injury claims and personal injury lawsuits.

Education interpreting is a rapidly growing field of specialization. Either consecutive or simultaneous interpreting may be required in the classroom for students who cannot understand the language of instruction, between teachers and parents at school board meetings and disciplinary hearings.

Over-the-phone interpreting (OPI) or remote interpreting refers to services provided over the telephone (including video links included). OPI is mostly done consecutively in telecommunication technologies. Simultaneous interpretation prevails in telecommunication technology.

Community interpreting enables people who are not fluent speakers of the official languages of the country to communicate with the providers of public services so as to facilitate full or equal access to legal, health, education, government and social services. There is little consensus about the definition of quasi-synonymous terms (*liaison, ad hoc, three-cornered, dialogue, contact, public service, cultural interpreting*).

Community interpreting is seen as an umbrella including

both court and interpreting, and community interpreters are seen as amateurs and well-meaning but misguided "do-gooders".

Liaison interpreting describes the process better. The term "*community interpreting*" has an adverse effect on the profession. It perpetuates the "Cinderella image". Nevertheless, the term "*community interpreting*" is steadily pushing aside the other terms used throughout the world.

1.2 Challenges of Interpreting

With interpretation for politicians, you have to be very *certain* of your technical language, whether it is political or economic, and of the correct diplomatic terms. So the first consideration is that if one has to interpret, let it be to Gorbachev or other members of his delegation, for example, one must be fully *aware of* the necessary vocabulary. And the conditions in which you interpret are not always straightforward. You have to change very rapidly from *simultaneous* interpretation in a *booth*, with earphones and microphone that is immovable in front of you, to *consecutive* interpretation, where any good interpreter will always have a little notebook and will make *short notes*, because again, not a single part of what is said can also be paraphrased; it's got to be very exactly interpreted and all the terms must be in place and intact.

The language of the course is a bearer and expression of culture, and culture means a certain cast of mind, certain attitudes, certain understandings of given values, and all this must be conveyed in interpretation. In that sense, it is great to have the opportunity of interpreting not only in the political field, with its very technical demands, but also in the cultural field.

Some words are easy to translate, but may acquire or have always had somewhat different *connotations*. For example, when we talk about democracy in terms of the long history of

democratic institutions and *respect for* the law that supports *democracy*, this is a new experience for some countries and therefore the word *democracy* has connotations associated with the historical development of recent years.

Another word that is always tricky is the word *compromise*. Now, when the English talk about compromise, they are talking about positive *give-and-take*. *In contrast*, *compromise* is an extremely difficult word to translate because the concept *tends* to go more in the direction of compromise, where this is the best that can be done, but far from the ideal, rather than a *give-and-take* process.

Interpreters will always be necessary. No matter how much English language skills improve among an increasing number of people, there will still be areas where interpretation is needed. But in the political, commercial and probably for some time yet in the cultural spheres, interpreters will still be needed. Interpreting is an attempt to *convey* the *literal meaning* of words, but the interpreter will always wants to *convey the values and concepts behind* what one side or the other is saying.

1.3 Assignments

1 What translation operation works here (addition, omission, modulation)?

– It was Friday and soon they'd go out and get a drink (I. Braine). – Була п'ятниця, день отримання зарплати, і незабаром ці люди вийдуть на вулиці і почнуть пиячити.

– For dessert you got Brown Betty which nobody ate (Salinger). – На десерт принесли пудинг "Руду Бетті", який ніхто не захотів їсти.

– There were pills all over the place, and everything smelled like Vicks Nose Drops (Salinger). – І тут і там стояли краплі нежиті.

– Manson slung his bag up and climbed into a battered gig

behind a tall, angular black horse (Cronin). – Мейсон поставив свою валізу і вліз у розхитаний віз, у який був запряжений величезний кістявий кінь.

2 Increase on the efficiency of the interpreter using these units:

- Source Language (SL) knowledge.
- Target Language (TL) knowledge.
- Contrastive knowledge.
- Text-type knowledge.
- Genre knowledge.
- Bilingualist.
- Specialist.
- Diplomat.

3 Enlarge the list of "false friends" units. Comment on this phenomenon in terms of translation.

Magazine "журнал", decade "десятиріччя", conductor "диригент", "провідник", replica "копія", data "дані", decoration "нагорода", mattress "колба", spectre "привід", prospect "перспектива", challenge "завдання", habitant "мешканець", philosophy "принцип", complexion "колір (обличчя)", lunatic "божевільний", accurate "точний", aspirant "пошукач", pattern "закономірність", routine "регулярний", marginal "нерентабельний", history "розвиток".

4 Identity cases of transcription, transliteration, generalization, and concretization in terms of translation:

– The British people are still profoundly divided on the issue of pointing Europe. – У англійців досі існують глибокі розбіжності відносно вступу Англії у Спільний ринок.

– The temperature was uneasy 50. – Було нестерпно гаряче.

- Firth of Clyde – Ферт оф Клайд (затока).
- Beatles – Бітлз.
- I packed two Gladstone. – Я спакував дві валізи.

LECTURE 2

Qualities and Qualifications of Interpreters

There is a large amount of literature dealing with the description of the ideal interpreter. The following qualities are identified as essential for good interpreting:

2.1 Interpreter's Skills

Language skills. Even philistines recognize that interpreters must have a good command of their working languages to interpret accurately, though they underestimate the extent of that command, the depth of linguistic proficiency.

The scientists are unanimous in making the point that language is just *a prerequisite* for mastering / interpreting techniques.

Analytical skills. Scientists emphasize how important it is to analyze speech before interpreting it. The standards of practice prove that analysis is a key element in interpreting proficiency. Analysis is an intrinsic part of the interpreting process, rather than an ancillary tactic.

Listening and recalling. In interpretation, memory and understanding are inseparable: the one is a function of the other. An interpreter must retain and include in the target language a message and even paralinguistic elements. Effective interpreting requires practical listening and memorization (or recalling) skills.

Interpersonal skills. Much emphasis is placed on the interpersonal skills of the interpreter, a model of direct personal contact with this clients, conference delegates, people in business, people from all walks of life, ranging from factory workers to housewives, farmers, refugees, etc. Conference interpreters are encouraged to develop these skills unlike interpreters sitting in their booths and addressing the faceless

bureaucrats in a disembodied voice.

Ethical behaviour code has the greatest impact on the interpreter's work in legal settings. Ethics is a major consideration for all interpreters. Interpreters should understand their role and exercise. Good judgement helps to understand the importance of the issues being interpreted.

Speaking skills. The public speaking is indeed a key component in the training of all types of interpreters. Effective speaking skills range from quality of voice to choice of idioms, vocabulary and phrasing. What comes out / of the interpreter's mouth and the way it comes out / is very important in the overall fundamentality of interpretation.

Cultural knowledge is universally acknowledged. Interpreters need to be acutely aware of cultural differences. They should be both linguistic and cultural *intermediaries*. In their work, interpreters should bridge the cultural and conceptual gaps separating the participants in a meeting.

Subject knowledge is badly needed to interpret accurately. Some understanding of subjects implies an adequate discussion, let alone interpretation. All experts on interpreting recognize the need for proper technical terminology and content knowledge in relevant fields.

All interpreters must demonstrate the qualities listed above, regardless of where and for whom they interpret.

Interpreters must undergo extensive training and demonstrate a high level of skills to be able to work efficiently.

The qualifications and qualities of a good interpreter are apparent. It is not advisable to embark upon his career without having a good university education or its equivalent. Knowledge of languages and technical subjects comes to the forefront. The variety of subjects to speak upon is fantastic. Say, atomic energy, legal issues, statistics, finance, demographic problems, measurements, lighting of coasts, etc. This envisages both extensive knowledge and mental readjustment. An interpreter is

on the alert to obtain a quick mental grasp of what is being said and get it across in another language. An interpreter, like an actor, is supposed to speak in public without any trace of stage fright or even shyness. Bashfulness won't do. Discretion is another necessary quality of the interpreter. The latter is supposed to speak freely and grasp a meaning with lightning speed, psychological understanding, and a significant presence of mind. He is to overcome obscure things, to remedy non-standard wording and clarify situations. A point of honour on the part of the interpreter is not to ask for help. He is not to be reluctant to make the translation clearer than the original.

Interpretation should be pleasant and easy to listen to. Highly relevant are public speaking skills. An interpreter should possess the ability to communicate well, i.e., transmit the message desired in a way that the listeners will receive and understand. Visual communication is welcome too. Presentation is a widely sought-after skill. It is not so much what you say as to how you say it. A presentation becomes enjoyable in case the interpreter is aware of the audience and the procedure itself. The interpreter shouldn't violate the tradition. He must:

- tell what you are going to tell them;
- tell them;
- tell them what you have already told them.

Examples, figures and stories make hard facts soft. Humour must be in good taste and relevant. Take care not to spoil the flavour of a good translation with too many details. Short words and phrases make audience feel comfortable with it. Jargon isn't advisable. Rehearsal practice erases the weak points and gaps. One should pronounce figures and names correctly and confidently.

Here are a few techniques for making an effective presentation:

- Do not fall into the trap of speaking too quickly because you are nervous.

- Prepare your talk well. You will be less nervous and more confident.

- Rapport is actually about the relationship between you and your audience.

- Avoid any distracting mannerisms like pacing, rocking back and forth on your feet. Don't forget that openness conveys sincerity.

- Consider volume, tone and pace.

The sound of your voice must be loud enough to be heard by everyone and quick enough to keep the audience interested, but not too fast for them to follow. If what the audience hears differs from used words, the audience will believe the sounds.

Developing effective presentation skills is the most rewarding. This will go a long way to further your career.

Here are some other tips:

- Record yourself talking; don't despair if you dislike what you hear.

- Practice breathing by panting like a puppy.

- Slow down a machine-gun speaking patterns pausing on vowels, trying to visualize them as a river of sounds channelled by consonants.

- Wear discreet clothing.

- Try to see the podium beforehand.

- You must know everything about the subject – at least as much as your audience does.

- You should believe in what you are saying with your mind and heart.

2.2 Interpreter as He Is

The translation is a human activity known since ancient times, and an interpreter or a translator is among the oldest professions dating back to the biblical era and earlier.

We know about translation as much or as little as our

ancestors. By tradition, it has been outside the mainstream of linguistic science and philosophy. But it would be wrong to say that research of translation was scarce or the results were futile. There are still vast black areas in translation theory and practice to be addressed by linguists, interpreters and translators.

They say: Translation is an art, interpreting is a craft. Craftsmanship is of an old make.

In the armies of Alexander, the Great and King Darius of Persia, interpreters were distinguished by badges with the logo of a parrot. In the 4-th century B.C., almost 2400 years ago, translation was a profession rather than just an occupation or a hobby. But it happened so that until the late nineteen fifties translation had not been much in the focus of scholar's attention. There work some reasons:

- The abundance of an easily available and relatively cheap workforce to do the job at an acceptable low quality level.

- Relatively low quality of the translation was generally satisfactory for the existing market. Until the introduction of computers and market globalisation, the flows of multilingual information had been rather fragmented.

- Finally, translation is one of the most complex problems that the human intellect may face.

Everybody is aware that he hesitates many times when faced with a choice (profession, fiance, working place, residence, friends, etc.). The opulence of existing opportunities for young resolute people makes the choice of future profession easier, on the one hand, because everyone can find something to his taste, but, on the other hand, far more difficult due to excess of possible answers to the question "What am I going to be?"

Nowadays, there is a number of professions that are considered popular and fashionable (lawyer, economist, advertising agent, etc.); the profession of an interpreter is among them.

It's well known that translation or interpretation is a

specific kind of human activity, which consists in providing mutual understanding of interlocutors speaking different languages.

The work of an interpreter is exciting and to some extent unpredictable. You never know what the candid moment will bring and what surprises it may contain. Such surprises are everywhere where interpretation reigns. Communication is always new, fresh and mostly done on the go.

One should point out that the work of an interpreter is linked with hard and strenuous work, concentration, great efforts, the continuous mastering of foreign languages, constant creativity, and permanent training of memory. Though the job is rather strenuous, it is profitable as well. To the advantages one may refer meeting interesting people from different countries, gaining experience and the like.

What should an interpreter be like? An interpreter is a person who must always be on the alert. He must have good manners and a ready tongue. Besides, clothes make a man. It is necessary to look smart, otherwise, there may be less mutual understanding (especially at some official meetings or conferences). In short, an interpreter should be up to the mark.

There is a perception that an interpreter is a gobetween or even some kind of a machine that provides proper communication between two or more people of different language communities. Without an interpreter, the speech act would not have taken place and the desired effect would not have been achieved. He is the main link of the chain, although many people underestimate this.

It is typical of an interpreter to be involved in a conversation adding some information only when the meeting is regarded as personal and unofficial. It is unthinkable to get oneself involved in a conversation between the leaders of the states.

To become an excellent interpreter requires much practice,

a willingness to achieve some goal and, last but not the least, a love for foreign languages and cultures.

2.3 Assignments

1 Use these units in your talk on interpreting and interpreters:

- microphones;
- earphones;
- sound recording;
- craftsmanship;
- of an old make;
- missionaries;
- envoy;
- carrier;
- intermediates;
- delicate talks;
- advisors;
- a means of communication;
- a language of diplomats;
- global communication;
- a booth;
- double burden;
- to relay;
- two-way translation;
- to switch on/off;
- to drown out the voice;
- to hammer energy;
- agenda;
- sharpened pencil;
- of the working vocabulary;
- lifebelt, ring buoy;
- awaken the auditorium;
- check against delivery;

- amendments;
- modifications on the go;
- Van Doren’s erudite;
- situation;
- watchfulness, vigilance;
- go mad;
- script/version of a text;
- confused, inconsistent speech;
- centipede;
- Jack of all trades;
- a burst of gun;
- unexperienced observer;
- conference facilities, communication aids;
- a blunder (rough mistake);
- theory of chances, probability;
- diagnosis, prognosis;
- efficiency;
- competence;
- tragic results, aftereffects;
- nonsense, chaos, absurdity;
- strong power;
- expert;
- connoisseur;
- vagaries, whims, queer things;
- eternal briefing of life;
- public confidence and trust;
- adherents of the theory, advocates.

2 Enlarge on the translation terms:

- adequate translation;
- consecutive translation;
- descriptive translation;
- synchronous translation;
- rough translation;

- transliteration;
- sight translation.

3 Is an antonymic translation

- affirmative or negative in its semantic structure?

Cf.:

- take your time – "не поспішай";
- keep your head – "не падай духом"

4 Define a descriptive translation using the given list:

- the shift of levels in ST and TT;
- explicit structures differ;
- the meaning stays.

Cf.:

- come what may – "що буде, те буде";
- mad as a hatter – "цілком божевільний".

LECTURE 3

Some Basic Distinctive Features of Simultaneous Interpreting

3.1 Status of Simultaneous Interpreting

Simultaneous interpreting (SI) is distinguished among other translation activities by its *structure, speed of translation, and by the type of linguistic transformations of lexical and grammatical organization of utterances during the translation process.*

The most important distinctive feature of the structure of SI lies in parallel management of listening to a speech in one language while making translation choices and speaking in another language. Under the conditions of SI, these processes are defined as *orientation in the source text, search and selection of translation options and their implementation.*

The interpreter switches or is periodically redirected from perceiving the original speech to searching and making a choice of translation options and delivering the speech in the target language

SI executed by an amateur interpreter is managed due to the mechanism of perceiving original speech and producing the interpretation in the target language in turns. Consciousness of the interpreter switches or is periodically redirected from perceiving the original speech to searching and making translation choices, and to delivering the speech in the target language. But this mechanism is not efficient when the speech rate is high. It results in omitting some significant parts of translation due to the inability of the interpreter to concentrate on the source text while searching for and selecting a translation.

On the other hand, a professional interpreter manages all three processes to flow simultaneously. One of the basic mechanisms of such coordination is the mechanism of

synchronization.

This is a hierarchically organized mechanism of regulation which ensures the parallel and simultaneous flow of the three processes. This mechanism regulates the distribution of the levels of consciousness (from actual consciousness to sub-conscious control) between the components of translation activity. The leading level of consciousness is focused on the *creativity-related* components, such as information processing, comparison and analysis, which defines another important step in the choice of translation from other possible options. The mechanism of synchronization operates if many of the speech pattern skills function on a subconscious level.

The mechanism of synchronization puts some limitations on the processes of interpretation activity:

– *Orientation in a source text is based on discrete speech perception.* Selected words perceived by an interpreter constitute a message resembling a telegram. On a scale of one word, discrete perceiving is expressed incomprehension of several syllables creating a phonetic outline of this word;

– *Searching and choosing translation options are based on using the “home storage of the interpreter”.* Broad background knowledge and experience reduce to a minimize those cases when creativity is needed to find options and make translation choices. This is brought to a reflective reaction of using lexical, phraseological and syntactical equivalents.

The successful functioning of the mechanism of synchronization depends greatly on the deep orientation of the interpreter in the situation of communication, and thus making the prognosis of the object, contents and form of the utterance; predisposing to making translation choices and constant developing and amplifying the projection made in the processes of interpreting.

Another specific feature of structure of the interpreter activity is a *smaller range of translational activities*. In SI,

translational activities are carried out upon intonational and semantical units, such as syntagmas and rhythmical groups, syntactical blocks and other parts of utterances. In contrast, in other types of translation, there are separate phrases and extra-phrase units that are disposed to such activities. It means that skills and experience gained in some other types of translation, i.e. written translation or consecutive interpreting, are not sufficient for simultaneous interpreting, and the interpreter must be familiar with special techniques used in SI particularly.

Temporal characteristics of SI are the most essential in this type of translation. SI is the quickest type of translation: the source U-xl is translated at the same speed. Temporal characteristics are differently implied in interpreting processes.

This lack of time affects orientation in the source text more strongly than other Si processes – extracting information, its syntactical organization and its lexical-phraseological content is a complex process. Searching and making translation choices is also characterized by time deficit. Almost every other interpreter is defining or amplifying the syntactical structure of the utterance in the target language and its particular lexical filling.

Delivering the translation choices is not significantly affected by the time factor. The main difficulties are connected with the necessity of combining this process with other two processes of SI.

There are two aspects concerning *lexical and grammatical transformations* of the speaker's utterances in SI.

First of all, the need to translate the speech by segments smaller than a phrase, makes an interpreter decide on the syntactical structure of the utterance on the basis of orientation in its first components. That is the reason why the syntactical structure of the text in the target language in SI differs in the degree of similarity to the source-text syntactical structure from that one of the same text translated under the other

circumstances.

Then, the necessity to combine the processes of orientation in the source-text, searching and making translation choices and delivering the translation choices in the target language together with the need of keeping the usual speech rate in the target language prompt the interpreter to compress the source text due to the informational excess in the original speech. Both aspects – the specific syntactical structure transformation and compression of the text in the target language – are subject to the development of the interpreter's corresponding professional skills.

The point of mastering the SI skills does not lie in learning the techniques of the processes adduced above but combining them all in one activity.

The process of mastering SI comprises the development of an orientation to the skills of working with the source text, as well as the search for translation options and practicing the translation selection skills in a parallel flow; creating a synchronization mechanism, that distributes the attention of the interpreter between the components of his activity; development of skills of speedy translation skills, as well as learning the techniques of speech compression and various linguistic transformations.

3.2 Interpreting Practices in Evolution

Until 1914, international negotiations were entrusted only to diplomats. With the emergence of a several permanent international bodies, official diplomatic interpreters came to be in high demand. At that time no one had any special training for this work. Those were hard times for synchronous translation with its various aspects, problems, and requirements. Consecutive interpreting preceded it. In this case, the interpreter listens to a speech and takes notes as it goes on. Notes made by

a listener, i.e. an interpreter, are supposed to be as scanty as possible to enable the interpreter to reconstruct the sequence of arguments and to keep the dominant words for rendering the colouring of the speech. A good interpreter is never expected to ask the orator to stop to enable the interpreter to render information bit by bit.

It's a tremendous effort on the part of an interpreter to render a speech of an orator after, say, half-an-hour talk. Interpretations are usually shorter than original speeches. Especially exhausting is the work connected with tense international situations. The stormy atmosphere is keenly felt by interpreters for their part is very important.

An interpreter is aware of the fact that every single word is fraught with significance and is closely watched by parties, so any slip-up or even weakness of the interpreter can have the most serious consequences. The interpreter is short of time to jot down the notations – to take notes and re-read them. He can render a speech competence provided he reasons the sequence of arguments from the beginning to the conclusion. A chairman may ask the interpreter to summarize the speech.

3.3 Interpreter's Notation

Interpreter's Notation (IN) helps keep fresh precision units, say, numerals, proper names and titles. IN is more connected with thoughts, assertions than with words. There are logical, traditional symbols of IN, for example:

tell, inform, remark, admit, assert –

approve, support, agree –

OK –

in future – ↑

in past – ↓

doubt –?

intensification – !

plurality – N²
repetition – R
more – >
less – <
duty – d
necessity – n
thousand – t
million – m
billiard – b
trillion – tr
conference, congress, meeting – c
conflict, war – x ↓
to resign – r ↓
deployment – ∪

Uncommon symbols are individual and made on the go. Precise information lets synchronous translation. Precise information materializes in the written translation and is not difficult for transformation into the target language, while in synchronous translation, this precise information should be reduced through the symbols of interpreter's notations, so indispensable for this process.

In contrast to precise information, basic information refers to the background knowledge of the interpreter individually.

Interpreter's notes as a system are not a *metalinguistic* invention, that is they are not an artificial language or code invented by someone to make the interpreter's life easier and the student's life harder. It is a system of taking down oral speech which *evolved* (developed) spontaneously from among those conference interpreters who were engaged in practical work in the period between the two World Wars and immediately after the World War II.

The System Evolves

Professors at the Geneva School, after having reviewed their own as well as their colleagues' *writing pads*, which had been collected for this purpose, came to the conclusion that although each interpreter had his or her own manner of writing, there was something common to all the notes reviewed. This indicated the need for further analysis, and the *finding* was that all the interpreters *assumed* similar *tactics* in their notes. In fact, it turned out that all interpreters, no matter how different their manner of writing was, stuck to a certain system in their notes, and this system was coming through despite the differences.

In those times nobody bothered to take seriously research such a *throw-away thing* as an old interpreter's writing pad. It is true enough that research was premature, psycholinguistics was not yet born; and the theory of translation, which was in its early childhood, was preoccupied with comparing texts.

However, the necessity to teach students how to *take notes compelled (made)* people to see and recognize a system in the puzzling, hastily scribbled notes in the interpreters' writing pads and introduce it in class. The reason was obvious-qualified interpreters were in growing demand, and the standard was *stringent* (strict, tough) – the interpreter had no right to interrupt the speaker while he was delivering his statement to the listener.

The Medium (Interpreter) and the Message

So it is quite clear that practical needs rather than a theoretical interest *brought* the system *to light*. Today, however, we are both practically and theoretically well equipped to look into the system more closely.

Discussions of the process of speech perception lead to the conclusion that the model of conference in the interpreter's writing pad carries a *transcript of conceptual representation of the message utterance by utterance*.

The rules of making such a transcript reflect semantic

relations within utterances and between them. The *syntax of interpreter's notes* is adapted to *express deep semantic relations* rather than formal relations of surface structures.

Language and Thought

The system of note-taking tends to *eliminate the difference between language and thought* which results in reducing the infinite variety of sentences of human speech to a simple three-member logical proposition: *the subject – the predicate – the object*. Since the interpreter's notes are *devoid of* all grammatical forms, the members of the proposition acquire fixed positions on the pages of the interpreter's writing pad with each member on a separate line and with three lines shifted to the left:

(I) Subject

(II) Predicate

(III) Object

If the third member is missing, the line remains unfilled.

All *extenders* to the corresponding elements on the surface structure assume the status of attributes, and their positions are also fixed to the right of the member and a little above the line:

/attr/

(I) Subject

/attr/

(II) Predicate

/attr/

(III) Object

Helpful Order

This present *positioning* of the members of the source language, logical proposition permits the interpreter to *depart from* the surface structure of the SL, and also to start taking down the utterance as soon as the nature of the segment he receives has been identified. If the utterance begins with *adverbial*

modifiers, the interpreter identifies them as a *predicative tribute*, forecasts the sentence structure and puts down a word/symbol of these modifiers in the centre of the page just above the place where the predicate should be.

This demonstrates that the stages of sound speech analysis take place simultaneously, the process of analysis is continuous and indivisible, and that both structural and semantic are instrumental for the interpreter.

It should also be mentioned that the figures of the three-member proposition are treated in a broad sense: *action and state come within the same category*, as do the object, the address, and the purpose of the action.

Breakaway from Surface Structure

The interpreter's notes as well as human thought do not need grammatical tenses, but the category of time relation is necessary for both. Therefore, the interpreter utilizes special symbols to mark the time. The actual symbols vary, but the marking is always there just preceding the figure (symbol) of the action.

Since complex syntactical structures of the surface can be reduced to simple ones, compound and complex sentences are brought down to a set of simple propositions, so the interpreter *breaks away from* the surface structure of the SL, marking in his notes the semantic links between parts of a complex sentence or a larger unit of speech.

Semantic Code

Each interpreter makes a broad use of *graphical symbols* to substitute words and whole notions, which again *reverts us to* the internal semantic code with which we operate while receiving a message in a natural language and processing it for our own understanding. The internal semantic code goes alongside with *word-based, image-based, and symbol-based*

ones. What we see in the interpreter's notes are contracted words (vowels are redundant in polysyllabic words) which are often *used to substitute whole notions or concepts*, symbols, which, also, represent notions and concepts in a most expressive way. Those words and symbols are chosen in such a way as to represent the most *semantically charged element* in the segment of the utterance being recorded, and this indicates that the interpreter *excludes language and speech redundancy* from his notes.

The interpreter does a lot of "*forecasting*" in the process of his work: he or she predicts the sentence structure and the sense of the utterance just to be able to put it down in time before the speaker passes on the next one.

So what the interpreter *arrives at* as a result of his note-taking is the *semantic programme for the message in the TL*, recorded utterance by utterance. The model of the interpretation process shows that the notes actually contain all the stages of the process except the last two ones: syntactical and morphophonemic structuring.

3.4 Assignments

1 Some units to let the topic go:

- I should possess a strong concentration power. My dress will be both smart and inconspicuous.
- I'd be an invisible person, a voice through earphones, an unnamed third person.
- My top skills are sure to be mastery of two languages, concentration, and stamina.
- To work as a staff interpreter until I become the head of the interpreting office.
- I'm reluctant to be the centre (focus) of attention, in the limelight, that is, to steal the show or to be star-struck.
- I wish my speakers would not veer away from the texts

to be interpreted.

– To be good at what I do and not to be noticed by listeners / speakers.

– I'd like to switch languages with a great speed (lightning speed). I wish I were quite at ease, comfortable, and lucky with what I do. I should detach my personal feelings from the job at my hand.

– I don't mind wide range of activities at all – consulting, translating, working in television.

– I would like to see that interpreting is not only to convey the literary meaning of the words but also the values and the concepts that lie behind what is being said by whichever side.

2 How are phraseological units translated (by separate words, phrases, sayings...)?

We made good time of – ми швидко добралися;
to put one's nose in – появлятися;
wind in the head – зазнайство;
to see eye to eye with – погодитися з ким-небудь;
to lead sb by the nose – підкорити собі;
to stretch one's legs – прогулятися;
to stew in one's own juice – розплутувати;
to put salt on sb's tail – насолити;
under one's hand – власноруч;
to run sb to earth – знайти когось;
to hang one's head – похнюпитись.

3 Make a proper succession of translation processes which are listed in random order here:

- select words;
- encode the message;
- receive signals;
- recognize the message;
- decode the message;

- retrieve the message;
- comprehend the message;
- transmit the ST into the TT.

4 Trace the losses and increments in the following sentence.

A student is reading a book. – Студент читає книжку.

Identify the analytical and synthetical forms in these correlated sentences.

Increase cases of multi-level equivalence ($L_1 :: L_2$; $Str_1 : Str_2$; $Mean_1 :: Mean_2$).

Cf.:

1) harm :: хам Дом :: дім	$S_1M_1 = S_2M_2$
2) complexion :: вид fraction :: фракція	$S_1 = S_2$; $M_1 \neq M_2$
3) book :: книжка note-book :: зошит	$S_1 \neq S_2$; $M_1 = M_2$
4) I wonder :: цікаво I say :: послухай	$S_1M_1 \neq S_2M_2$

5 Find the dominant word for the listed ones:

complete incomplete full partial translated untranslated parts restricted free	literal unbounded interlinear adequate accurate equivalent rigorous strict
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LECTURE 4

Training Interpreting through Exercises

4.1 Interdisciplinary Nature of Simultaneous Interpreting

The translation is closely interwoven with sociolinguistics, contrastive linguistics with concepts of thinking and cognitive aspects. It is an interlinguistic communication which presupposes both language and culture encoding and decoding. The communicative intention is realized due to the actualization of the major linguistic functions – denotative or referential, expressive, emotional, phatic and poetic. Semantic equivalence makes translation work, because contents precede forms and meaning comes to the fore.

One cannot be an interpreter without a certain amount philological and translation knowledge. It is easier said than done. What matters here is the preparatory work in the process of training specialists. It is common knowledge that translators are to develop a wide spectrum of skills in reading, writing, listening, speaking, recalling, fluency, grasping intentions and comprehending situations. Preparatory translation work resembles the hidden in the ocean part of an iceberg, which implies the upper part – original and target texts. New forms in the training process are greatly expected nowadays to reach the quality in the matter.

The major strategies of an interpreter are afunctional – to comprehend what has been said and to render it in another language. The realization of the illocutionary goal demands much effort on the part of an interpreter. Diverse vectors of his speech activities, vital problems of oral translation, etiquette and social niceties confront the interpreter in his polifunctionality.

The needs, the intentions of the medium are interwoven to serve to promote and maintain harmony between people who

speak different languages. The crucial task of an interpreter is to meet the requirements of the listeners, to identify the message delivered first in a foreign language (original) and then in a target language. To identify means to grasp the unity of the biological and the social, the individual and the common, the world-wide and the ethnospecific. To bring the information to the listeners, the interpreter must keep a close eye on his intentions and strategies (Grice, 1975).

It goes without saying that an interpreter's attention is to be used upon the original text, the situation involved, and social grounds into that: Readjustment of interpreter swings from the text decoding stages to the encoding of the translation. As to the components of the speech model, they are various: speaker, interpreter, listener, intention, situation, and metacommunication – channel, code, tactics and strategies. At the forefront of the interpreter's career come the qualifications and qualities that contribute to the achievement of great goals. The obvious things with an interpreter are knowledge of languages and social thesaurus.

It's common knowledge that an interpreter is supposed to have a good university education, or its equivalent, and extensive knowledge of technical terms to deal with the fantastic spectre of subjects ranging from atomic energy, legal issues, demographic problems, the rights of man to the tonnage measurement or lighting of the coast. The interpreter is to obtain in a quick mental grasp what is being said to render it quickly into another language. Bashfulness or stage fright won't do either. He should do his work with discretion, great presence of mind and psychological understanding. His work is crowned with success in the case when he lets discussion go, unobscured on his part. This is his point of honour. To communicate well for the interpreter means to transmit the message in a way that will be received and understood properly by the audience. This skill is widely sought-after. One should always think of the ways

what and how to say it.

There are some profits which surely make an interpreter's job go easier. The interpreter is advised to use examples, figures, stories, and humour in good taste. The "flavour" of the interpreting style may be spoiled by too many details.

One should make his audience comfortable with short words and sentences. Figures and proper names should be pronounced correctly and confidently. The report and rapport should go together not only in terms of information, but also in terms of the way it is presented, which matters much in speech activity. It is crucial that the medium monitors the audience's reaction to his speech and makes readjustments.

The proper presentation has always been rewarding as a genuine effort of thoughtful, careful and intensive work of an interpreter. His craftsmanship becomes an art in the workshop of interdisciplinary training in terms of cognitive quest in pedagogical and psychological insights, translation and literary studies, and the innovative culturally oriented paradigm of language learning.

4.2 Major Types of Exercises

Interpreters are not born, they are trained. Special syllabuses and methodological approaches facilitate interpreters' training. Assignments are aimed at further development of interpreting skills, enhancing erudition through exercises, texts for translation, talks on relevant topics, comments on aspects of intercultural communication, practical tips and the like. The high quality of translation derives much from the deep background knowledge of trainers, their efficiency in the interlinguistic and intercultural thesaurus. Much should be done here by the contrastive analysis of original and target texts and by constant search of differences and similarities in linguocultural systems.

The process goes efficiently while dealing both with

aspect (A) and text categories (B). Quick solutions to challenges are naturally acquired and developed through the relevant paradigm of exercises:

(A) – Match the Ukrainian folklore names with their English equivalents.

- Say it in English (words and phrases).

- Pick out words relevant to the topic.

- Suggest suitable Ukrainian versions for cultural phenomena.

- Match the units in A and B columns.

- Enlarge the list of synonyms.

- Give antonyms to the words and phrases; choose the proper words.

- Pick out the words of address.

- Pick out expressions and words of politeness.

- Commit to memory paradigms of certain language units; pick out seemingly international units and comment on their meaning.

- Identify cases of transcription, transliteration, generalisation and realization in the original and target communicative units.

- How are phraseological units translated in the given sentences?

- Comment on the way the international units are translated in the texts.

- Trace losses and increments in the following sentences (original and target).

- How are the given verbal / nominal / adjectival construction translated?

- Identify the denotational, situational, descriptive and communicative equivalents in the given sentences.

- Pick out cases of complete, partial equivalents and translation loanswords.

A translator is to exercise his craftsmanship by developing

text comprehension skills and overcoming linguistic shock and attention span. Dealing with texts as the highest communicative units, translators should keep in mind major categories of textuality (specific features of a particular text) and intertextuality (typological features of any text).

Prerogatives belong to the text assignments of the type:

(B) – Listen to the text (small in form) and pick up some dominant words:

- Make a summary of the text.
- Put questions on the text.
- Answer the questions on the text;
- Make consecutive, spontaneous translations of the text.
- Complete the text.
- Name major blocks of the text.
- Give situations illustrating the proper novels.
- Correct the proverbs.
- Make a sight translation of the text.
- Identify difficulties and challenges of the source text.
- Identify precision information units in the text.
- Jot down the text in the universal interpreter's symbols.
- Analyse the text (typological aspects).
- Find the cases of ambiguity in the text.
- Correct the sentences before interpreting them.
- Complete proverbs with suitable units.
- Make informal liaison (two way) interpreting of the dialogue.

– Make formal liaison (two way) interpretation of the dialogue (interview, talk).

– Make discourse interpretation of a speech (lecture, appeal, briefing, toast).

Thus, exercises and assignments make the training process mainstream. They expand the interpreter's thesaurus, promote his background knowledge of grammatical, discourse, sociolinguistic and strategic categories. They facilitate the

interpreter's cognition of valid procedures concerning text encoding and decoding, relation with communicators on both sides. The involved process makes the stable cycle:

Text₁ (speaker) > Text₂ (interpreter) > Text₃ (listener).

T₁ (speaker) and T₃ (listener) usually represent different languages and cultures.

T₂ (interpreter) lets communication go.

Translation text analysis is highly beneficial for future specialists: it reveals to the trainers how the factors work (social, linguistic, cultural) and how the text is verbalized in its explicit and implicit means. The following list of metalanguage for the terms of translation text analysis:

- The text under analysis belongs to (newspaper, belletristic, official, scientific, colloquial, etc.) style.

- The dominant words.

- They refer to ...

- They make the topic go ...

- The pragmatic foundation of the text is to be verbalized by special means of TL.

- The precision words (proper names, numerals) are rendered literally for they bear exact information and they are devoid of connotation.

- One can trace here terminological units. While translating them, one should take care about which system they belong to.

- The author's intentions should not be neglected either.

- The translator should focus his attention on the modal words, phrases and parentheses, which are relevant here.

- The structure of the text should be taken into consideration too.

- The stylistic means of SL and TL matter much at that.

- Redundancy, abundance and modeling work validly while rendering inner structures from SL to TL.

An interpreter communicates comfortably with people in

another culture provided he is quite at ease both with language and culture differences in T_1 and T_2 cycles. Interpretation is cross-cultural communication. The effectiveness depends much on the interpreter who sees the whole iceberg deep within the ocean just as much of culture is deep within people.

Thus, the training process is voluminous and multiaspected. It prepares trainers for a thorny path of bringing people with different languages and cultures together. Language is the bearer of culture, and "*culture*" means a certain cast of mind, certain attitudes, certain understandings of values, and all of that has to be adequately conveyed through interpretation. Interpreting is not only an attempt to convey the meaning of the words but also to convey the values and concepts behind what is being said by whichever side.

4.3 Speech Compression Methods

When comparing translations of the same text achieved by SI and written translation, reducing the number of syllables can easily be revealed. This is done, however, without violations of the communication tasks. The divergences between the texts of written translation and SI can be differentiated into two big groups:

- The divergences resulting from total extraction of separate Information units. Syllable compression of this type has made 76 %.

- The divergences resulting from synonymous replacement of a sentence or a phrase by a shorter sentence, word combination, or a word. Syllable compression of this group has made 22 %.

There are some particular methods of compression. The methods below correspond to the First Group of Divergences.

- 1 We are extracting the segments of the text which are compensated by the extra-linguistic situation of communication.

(The example follows: the source text – written translation – simultaneous interpretation with compression):

I attended all previous meetings of the International Conference on Peace and Disarmament. – Я був присутнім на всіх попередніх засіданнях міжнародної конференції з питань миру та роззброєння. – Я був присутнім на всіх попередніх засіданнях.

In the example above, the extraction of the segment "International Conference on Peace and Disarmament" in the translated text does not violate any communication tasks. The audience is sure to understand that the sentence concerns this very conference.

Or: *To start with, I would like to declare that our delegation is satisfied by the course of the events... – Перш за все я хотів би заявити, що наша делегація задоволена перебігом подій... – Наша делегація задоволена перебігом подій...*

In this example, the segment "*To start with, I would like to declare*" is a standard way of beginning a speech. The fact of starting off with the declaration itself allows the interpreter to omit the initial part of the utterance which is compensated by the extra-linguistic situation.

2 Extracting those text segments which duplicate some piece of information in the speech.

The weapons and primarily the nuclear weapons... – Зброя, і в першу чергу ядерна зброя... – Зброя, і в першу чергу ядерна...

Such repetitions and parallelisms are quite common rhetoric devices, so this method of speech compression is used widely.

3 Extracting the segments which are regarded as common patterns of politeness, deviations, some epithets, etc. Sometimes even numerical data can be avoided (again, it should not result in violating the tasks of communication).

However, the interpreter should pay attention to the reliability of the communication process and thus define the margins of such transformations of the source text.

The second group is the Group of Compression Methods which is characterized by the replacement of a sentence or a phrase by a shorter sentence, word combination, or a word. Here are some typical ones:

1 The replacement of the full name of the organization, state, etc. by abbreviation:

North Atlantic Treaty Organization – *Організація Північно-Атлантичного договору – НАТО.*

The United Kingdom of Great Britain and Northern Ireland – *Об'єднане Королівство Великобританії та Північної Ірландії – Великобританія.*

2 The replacement of word combinations such as "verb + noun" with the meaning of action, process, or state, by a verb representing the same action, process, or state:

To give contribution – *надавати підтримку – підтримувати.*

To make a choice – *робити вибір – вибирати.*

3 The replacement of word combinations such as "noun + linking participle + preposition + noun" by a nominative word combination without a participle:

Reforms imposed by the government – *Реформи, запропоновані урядом – Реформи уряду.*

4 The replacement of the subordinate clause by participial or prepositional phrases.

Those issues which were discussed at the last meeting... – *Питання, які були обговорені під час останнього засідання...* – *Питання, обговорені під час останнього засідання...*

Those ties that unite our countries... – *Зв'язки, що об'єднують країни...* – *Зв'язки між нашими країнами...*

There is a number of other effective methods of speech

compression used in SI as well.

Speech compression is a result of particular conditions, which characterizes SI activity, i.e. temporal limitations, and a parallel flow of translation processes. The extent of compression is dictated by the need to retain moderate speech rate by the interpreter. Speech compression is somewhat a type of adjustment of translation activities to particular circumstances of the communication process. The methods of speech compression are the devices of adjustment of translation activities to these particular circumstances and may be regarded as operations. Speech compression is possible due to excess of information in the source-text, and it does not affect the tasks of communication. However, it results in some semantical transformations: the lexical-semantical structure is reduced, and the semantical-syntactical structure is simplified.

4.4 Assignments

1 How are the following units translated:

- a dancing teacher;
- drawing children;
- a reading teacher.

What transformations are helpful here?

Cf.: John is the proud owner of a new car. – Джон має нову машину, якою він дуже пишається.

Does the semantic analysis work here?

2 Identify the equivalent types (denotational, situational, communicative, descriptive):

1 Ukraine gained its independence in 1991. – Україна отримала незалежність в 1991 р.

2 He was standing with arms crossed. – Він стояв, схрестивши руки на грудях.

3 You are not serious! – Ви не жартуєте?

4 He answered the door. – Він відчинив двері.

5 A rolling stone gathers no moss. – Кому на місці не сидиться, той добра не наживе.

6 Maybe there is some chemistry between us that doesn't mix. – Буває, що люди не сходяться характерами.

3 How can one render the message of unserious nature?

– The way to fight a woman is with your hat. Grab it and run away (Barrymore).

– When a man acts, he is a puppet. When he describes, he is a poet (Wilde).

– In two words: impossible (Goldwyn).

– They gave me it for an unbirthday present (Carrol).

4 Identity complete, partial equivalents and translation loans.

– The game is not worth the candles. – Гра не варта свічок.

– The sword of Damocles. – Дамоклів меч.

– to turn back the clock – повернути назад історію.

– to mind one's P's and Q's – бути обережним.

LECTURE 5

Some Practical Aspects of SI Activities

5.1 Phonetic Prognosis

The proficiency of the interpreter in making phonetic prognosis should be very high.

In SI the interpreter deals with units smaller than extra-phrasal units. The translational activities are carried out upon intonational and semantical units such as syntagmas and rhythmical groups, syntactical blocks and other parts of utterances. Therefore, the interpreter should easily recognize words by phonemes.

Here are some examples illustrating the result of the inability to make phonetic prognosis:

Listeners render the phonetic complex of (*his tenure of office*) as "десять років, що він відпрацював на посаді", "his ten years of office".

Another phonetic complex of (*a foreign power launches an attack*) was rendered as "якщо чотири держави нападуть".

The examples above indicate the need for developing the proficiency of making phonetic prognoses. For this, one should:

- a) know the most common English names and surnames;
- b) know the names met in the Bible as well as the names of popular literature figures and mythology characters;
- c) be familiar with geographical names;
- d) be familiar with as many notions as possible concerning the topic of the conference (including the body of the participants, the names of the most important public figures in this field;
- e) be able to render the numbers.

It goes without saying that thesaurus of the interpreter should be extensive enough to perceive an unknown unit only as

an unknown unit, but not to confuse it with another familiar one.

5.2 *Typical Lexical Combinations*

1. First of all, it involves typical semantical ties and lexical valency of verbs. For example: *to win smth. (a war, a prize, a contest, a race, an election, etc.)*; **cf.:** *перемогти (когось, щось), досягти перемоги (над кимось, чимось)*, and also *to win (over) smb; to contribute to (a solution, victory, cause, etc.)*; *to settle smth. (the matter, the conflict, the issue, etc.)* and so on.

2. Besides, the interpreter should be familiar with the most frequent attributive combinations. For instance: *peaceful (solution, settlement, etc.)*; *fundamental (principle, problem, etc.)*.

Cf.: *It is the opinion of my Government that, to be able to contribute effectively to the peaceful solution of the problem, the United Nations should recommend a solution based on several principles which appear fundamental to me. It seems to me there are very complicated, yet perfectly capable of solution, if we approach them seriously, problems.*

As seen from the extract, typical combinations may be distributed quite distantly in the sentence, and the knowledge of the most common ones can facilitate prognosis.

5.3 *Syntactical Structure Peculiarities*

Another difficulty met in SI process is using complicated syntactical structures by speakers. It can be regarded as a rhetoric device. Its factors are:

- a) big number of predicative units;
- b) distant distribution of semantic groups of phrases – the components of complex utterance;
- c) complicated system of subordination of predicative

units;

d) non-linear correlation of predicative units.

The analysis of the following sentence will help to illustrate these peculiarities:

If I assume

that we accept

that a conscious movement towards a new security

system is preferable to anarchic and spontaneous change

then one of the main criteria

by which even disarmament proposals should be judged

must be their contribution towards the creation of a new security system.

There are some predicative units in this sentence, and some are contracted into nominative units. Such contraction blocks their comprehension significantly. Compare the following paraphrase:

1. *We seem to prefer that we move consciously towards a new security system instead of allowing the situation to change in an anarchic and spontaneous way*

2. *... then one of the main criteria* stands at a distance of some words from the subordinate *If I assume...*, and the pronoun *their* in the phrase *their contribution* stands 6 words aside from *disarmament proposals*, to which it is directly linked.

3. If we paraphrase this sentence, so that it has a linear, retaining the logical sequences, we obtain the following distribution of its semantical segments:

"We seem to reject anarchic and spontaneous change and to prefer"

"that we move towards a new security system consciously".

"If that is so",

"then one of the main criteria of assessing disarmament proposals"

"should be their contribution to a new security systems".

This distribution is much more convenient for an interpreter, but, nevertheless, most of the speakers would consider it less emphatic.

4. As it had been discovered in the experiments, there are two important factors that determine comprehension of speech. They are:

- a) the number of words in the sentence;
- b) the deepness of the regressive structure of the sentence.

By "regressive structure" we understand the number of branching units in the sentence (the sentence, thus, has a tree-like structure). The worst level of comprehension is reached with the maximum number of words and the sentence's deepest structure. There is one more factor which is so important in the process of speech perceiving – it is the distance of location of branching units.

The listener has to keep in his operative memory some incoming branching units without encoding them into bigger semantical blocks until the reception of the whole syntactical structure is completed. Therefore, the length of the sentence plays a very important role not to exceed theoretically defined limits of our operative memory volume (7 ± 2 units).

5.4 The Importance of Background Knowledge

As it was mentioned above, the process of searching and making translation choices should be based on using the "home storage of the interpreter". It reduces to a minimum those cases when creativity is needed to search the options and make translation choices, thus saving a lot of time. First of all, this concerns the knowledge of proverbs, famous quotations (especially from classical works and the Bible), for those are used often as rhetorical devices.

For instance, the English-speaking part of the audience at the UN conference would easily recognize the quotation from

"Julius Caesar" by W. Shakespeare, and so should do the interpreter.

... *If you want to act, it should be now or never.*

Mr. President, *there is a tide in the affairs of men, which, taken at the flood, leads on to fortune.* So, let us *take the current when it serves*, lest we will not only *lose our venture*, but lose, above all, our sense of responsibility, our serious-mindedness and our self-respect...

Cf.: "There is a tide in the affairs of men,
Which, taken at the flood, leads on to fortune;
Omitted, all the voyage of their life
Is bound in shallows and in miseries.
On such a full sea are we now afloat;
And we must take the current when it serves,
Or lose our ventures".

At the UN General Assembly, a representative from Singapore gives a piece of advice using a quotation from the Bible: "... in a dispute between the two states with which one is friendly try not to get involved. If that is unavoidable, support the stronger against the weaker, for although it may be true that *the meek shall inherit the earth*, that is only a contingent interest, and the strong who possesses the earth shows no sign of immediate mortality... ".

Блаженні лагідні, бо
землю впадкують вони
(Новий Заповіт, Матв. 5, 5)

The background knowledge and the "home storage" should allow the interpreter to recognize such quotations and make relevant translation reflexively.

Almost the same situation with proverbs – recognizing a proverb and finding its equivalent quickly, using the "home storage" is a great advantage. For a professional interpreter who has mastered reflexive translation of quotations and proverbs,

this skill provides considerable extra time – making prognosis after hearing the beginning of a proverb or quotation and making the translation choice appear faster than regular phrases.

Still, there is a problem concerning the creativity of a speaker. Very often we have a [metaphoric] paradigm shift between the proverb in the source language and its equivalent in the target language. And the interpreter may find him/herself in a very complicated situation if the speaker intends to develop the metaphor:

During his speech, a speaker used a proverb *to put the cat near the goldfish bowl* which was translated as *пустити козла у город*. Shortly, the speaker drowned the cat in the aquarium, and the interpreter could not manage to develop somehow his variant of the proverb. Therefore, interpreting proverbs and idioms, metaphors and set expressions is case-sensitive, and sometimes it is worth giving an equivalent with the same object:

A bird in the hand is worth two in the bush.

1 *Синиця в руці краще, ніж журавель у небі.*

2 *Пташка в руках краще, ніж дві в куцах.*

(The second choice is preferable in SI).

Another type of quotations made quite often by the speakers of different conferences refers to statutes of particular organizations (i.e., the interpreter of the UN conference should know the Statute of the UN) and other realities, such as popular TV commercials and slogans. For example, the Inauguration Address of J. F. Kennedy comprised quotations from a number of various sources: the Bible, the speech by President Lincoln, and even popular children rhymes.

Thus, the interpreter should enlarge the "home storage" and use it fluently, bringing the interpreting of various quotations and setting expressions out on a reflective level.

5.5 Assignments

1 Enlarge on the terms:

- source language (SL);
- target language (TL);
- source text (ST);
- target text (TT);
- exact / accurate translation;
- viva voci translation;
- literary translation;
- literal translation.

2 Identify equivalents in:

Freedom-ride – "похід за свободу";

Fragile – "Увага, скло!";

No parking – "стоянка заборонена";

Wet paint – "пофарбовано";

instant coffee – "розчинна кава";

to swallow the bait – "пійматись на гачок";

Keep off the grass – "по траві не ходити".

3 Situational equivalents are differently worded, aren't they?

Cf.:

Хто його питає?	Who shall I say is calling?
До себе!	Pull!
Пофарбовано	Wet paint.
Він зійшов на берег у четвер.	He left the ship on Thursday.
Петро стиснув зуби.	Peter's face muscles tightened.

LECTURE 6

Practical Exercises on Developing Simultaneous Interpreting Skills

6.1 Getting the Feel of the Booth

The purpose of this exercise is to become familiar with machines, to learn how to behave in the booth, how to switch on and off the microphone and control the sound in the headphones. When the microphone is on, one should note that there should be no noise in the booth, such as coughing, rolling a pencil, rocking a chair, etc. The actions of switching and controlling the sound systems should become automatic, without producing any noise.

6.2 Speaking into the Microphone

While learning how to use a microphone (i.e. the distance of positioning the microphone), the interpreter is training his / her voice. The speech (reading of written texts), in both English and Ukrainian, has to be recorded and should take 2 or 3 minutes at a time. After working the training of voice out with the reading of written texts, one should proceed with spontaneous speaking on the given topic.

6.3 Listening Comprehension

This exercise allows one to get used to the conditions of perceiving the source text in the booth, it develops perceptive abilities. The texts should be in a foreign language only. The level of lexical and speech rate complexity should be gradually increased. After the listening, one should retell the text paying attention to the most complicated parts of it. The texts should be initially 3 to 5 minutes long, and the retelling should take 2 to 3

minutes. The texts should be 15 to 20 minutes long for personal practice, the retelling – 5 to 7 minutes.

6.4 Repeating the Source Text

This exercise is targeted at the management of parallel listening and speaking. Initially, the interpreter is listening to a source text in the native language and trying to repeat it in a regular low voice into the microphone simultaneously. The lag is not decisive here. The text should be up to 5 minutes long. Then the repeating of the text in English, with long pauses between the phrases, is exercised. The interpreter should also try to speak louder and at a more regular rate. After some repeating courses, the syntactic structure level and the speech rate in the source text are upgraded. The most complicated texts are those with so-called "torn" speech rate, because the repeating should be done at a regular smooth speech rate.

6.5 Repeating the Source Text with a Given Gap

This exercise develops the skill of breaking up the source text into segments and speaking with an optimal lag. There are two types of segments: the first – semantical-intonational, and the second type – segments divided according to their syntactical structure. (Both variants should be worked out.)

To start with, a text with exaggerated logical pauses is chosen. A written copy of the text can be a great help. Until the initial skills are formed, the source text should be read, afterwards the recording is used. The interpreter learns to articulate the text into segments and repeats the text segment after segment, making big pauses after each semantical-intonational unit of definite type (rhythmical group, syntagma intonational member). During the first reading, the interpreter picks out only the smallest semantical-intonational groupings

like rhythmical groups. During the second reading, he pays attention to syntagmas. The most important aspect is to keep regular speech rate and even lags.

For the second variant, the source text should contain sentences with complex syntactical structure. The first step is to make the structure analyses of the sentences using the written copy of the source text. Then, after analysing and marking the syntactical blocks of sentences, the written text should be read with pauses between the divided units. After that, the interpreter can get down to listening comprehension and articulating different syntactic blocks – the group of the subject and the group of both subject and predicate. The final result is the lag approximately one sentence long. The source texts are 3-5 minutes (group training) to 15 minutes (personal training) long.

6.6 Listening to the Source Text and Delivering Another Speech Simultaneously

This exercise helps to develop a mechanism of synchronization. This mechanism regulates the flow of the process of listening and speech delivery on different levels of consciousness.

At first, the exercise is done in the native language. The attention should be paid to the regular rate of the delivered speech. After that the source text is recited with special emphasis on personal nouns, geographical names, and numbers. Then the source text is upgraded (i.e. it should contain more specific data), then the source text is delivered in a foreign language. Simultaneous delivering of the text in the native language is then replaced by a poem or another text reciting in the native language memorized beforehand. This exercise is also very efficient for developing special psychological qualities. It should be done regularly, with the role of an icebreaker.

6.7 Consolidation of Lexical and Syntactical Equivalents

1 Consolidation of lexical, phraseological equivalents, and terms:

– For this purpose, the interpreter creates three mini-dictionaries: one – listing the terms, another – containing words and set expressions on social and political topics, and the third – containing words and set expressions on those specialized topics he / she will be working on. The criteria for choosing the equivalents are stylistic neutrality and non-contextual meaning. Dictionaries on set expressions should be done in two variants: one – with the translation from native into a foreign language, another – vice versa. Besides, a list of proverbs, idioms, popular quotations and slogans should be made as well. It is crucial to memorize the words and expressions from these dictionaries and the list and to have strong associations with each of them on subconscious level. It is important to memorize the words and expressions from these dictionaries and the list and have strong subconscious associations.

2 Consolidation of syntactical equivalents:

– This is done mainly by comparing the syntactical structure of the source text with its translated version (SI version) and analyzing the transitions between word combinations and sentences of the source text with those of the translated text. After the recognition of the syntactical transition models, the interpreter exercises SI of word combinations and phrases, analyzed beforehand. At first, he / she is allowed to listen to them to the end, but then he / she tries to interpret the phrase until its delivery in the source language is succeeded. Thus, it develops the skill of making a prognosis of the syntactical structure.

The third phase of the exercise combines the above points together, i.e. simultaneous interpreting extra-phrasal units,

starting with the most common and typical ones, and familiar to the interpreter.

6.8 Speech Comprehension Exercises

(Basically, this paragraph refers to ***Speech Comprehension Methods*** listed above)

At first, the interpreter becomes familiar with speech comprehension methods, then consolidates these methods practically, beginning with fluent at-sight translation and moving up to SI and trying to use various speech compression methods. It is recommended to start with smaller lexical units.

6.9 At-Sight Translation

As a preparatory phrase, at-sight translation is known to be very efficient in developing specific skills for SI:

- Fluent translation of big texts containing difficult lexical and syntactical units helps to develop linguistic flexibility.

- It is also effective for endurance training and intensive work skills.

- This improves the speed of speech delivery in the native language, resulting in an above-average rate of speech.

There are two ways of doing this exercise: with texts translated beforehand and with unfamiliar texts. When given a text, the translation should be done *orally*. There is no point in doing written translation. At the beginning, it worthwhile making a list of equivalents of the most complicated words and the list of the best translation options. If the text is handed over only 10–5 minutes before the speech, the interpreter gets familiar with its content and prepares her / his versions of the translation for the most difficult parts of the text. The delivered speech should contain some new information for mastering these skills and differ from the initial text.

The first version of this exercise should smoothly flow into the second one – spontaneous at-sight translation; it is an advance stage of this exercise. The written copy of the speech is handed over before it is delivered or after the beginning of the delivery. The speech should be different from the written copy.

Thus, simultaneous interpreting is a type of translation having its own specific structure – processes defined as *orientation in a source text, searching and making choices and their realization* and flowing simultaneously due to the *mechanism of synchronization*; distinctive features, such as *time pressure, no interaction with the speaker, making prognosis*; and accompanied by *linguistic transformations*, primarily due to *speech compression*.

Simultaneous interpreting requires special training, i.e., developing background knowledge, mastering SI techniques, such as speech compression and making a prognosis, consolidating lexical equivalents including proverbs, popular slogans and quotations, as well as doing practical exercises developing the mechanism of synchronization, speech delivering (intonation and speech rate), the lag, and using the equipment in the booth.

6.10 Simultaneous Reading of the Text Translated Beforehand

This exercise allows you improve the speech rate – having translated the text beforehand and delivering it while listening to the same text, the interpreter pays attention to the correspondence with the speaker's speech rate and intonation. The text is upgraded due to irregular speech rate of the speaker. Various speech compression methods should be used as well. At the final stage of this exercise, the delivered speech should contain some differences in the new information content and pieces.

6.11 Assignments

1 Make a sight translation.

Cognitive Aspect of Numeric Words

Words in their polyfunctionality nominate things, concepts, make sentences work, and keep memory of the bygone days. People use words not only for communication but also for investigation. Numeric words make no exception here. They witnessed the ways people used to cognise the world. Numeric words belong to counting names of discrete things. But in remote times these words were of another nature. This is proved by linguistic investigation, reconstruction of old forms in diverse languages, the study of semantic laws, tendencies, and by evolution of these paradigmatic units. The etymological analysis of number and measure linguistic signs brings forward adequate and fruitful results. The mentioned analysis brings closer remote times, the way of life of bygone generations, their way of thinking, which spans efforts of people to cognise Universe.

Numeric words usually go back to nominal units. Counting as a process embrace those who count and the things counted. Many of the scientific papers were devoted to the issue matter of nomination, but so far it is still open for discussion. English numeric words are being traced in old European forms. These units fulfil not only nominative but also cognitive function. By the cognitive function we understand the ability of the mentioned units to reflect the major stages in the evolution in number cognising. Number cognising implies, first and foremost, the practice of identification – quantitative identification. The close study of quantitative units reveals their anthropomorphic nature. These words go back to the names of body parts, people, tools used, things they counted and measured. The anthropomorphic tendency works with both numeric words and measure units. Though the former have an

old function, the latter follow their semantic evolution.

Cf.:

Numeric words

Measure words

<p><i>dozen, couple, pair, brace, score, one, five, ten, thousand, hundred, billion, million, milliard</i></p>	<p><i>ell, span, foot, fathom, yoke, brace, acre, pint, stone, pound, bushel, ton</i></p>
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Measure words are of later make and some of them are still units of speaking terms. For example, *ell, span, foot, brace* etymologically go back to the parts of body and their position. Another group (*pint, bushel, ton, chaldron*) go back to the names of containers in which things for measuring were kept. Other measure units (*yard, rod, pole, par, stone*) go back to the measuring instruments. Some quantitative words are used for both numeric and measuring functions (*dozen, couple, brace, yoke, score*). Their similar evolution is vivid in metonymic shift: object-name → quantity → name. With proper numeric words – numerals – the first link (object name) is lost over time. The reconstruction of old numeric forms in many languages illustrates the secondary nature of numerals, their constant modifications in terms of semantics. The first ten numerals go back to their unquantative predecessors which were once converted into the present-day units. The derivative nature of numeric words is objectivized by social factors. Counting as a means of cognition works as a team with advanced abstract linguocreative thinking. The numerals 1–10 go back to the names of the fingers and toes. This tendency is traced in many languages. Denominal nature is verified in the succeeding cycles of their evolution which somehow repeats the previous stages ($N_1 \rightarrow \text{Num} \rightarrow N_2$).

Cf.: *fiver (\$5), sixer (a team), millionair, millionairdom, etc.*

Denominal nature of numerals is also traced in the process of lexicalization. In set expressions, numerals lose their quantitative meanings. In this case numeric components yield to nominal ones. Quality comes forward: *forty winks, as thick as two thieves, nine wonders, two dogs over one bone*. Here numerals don't matter much, they may be dropped or substituted.

Cf.: *to make two (both) ends meet, saying and doing are two (different) ways, as drunk as (seven) lords*.

Original nominal property comes forth in words related by conversion: *thousand people* → *thousands of them*. The bisemy of numerals, i.e. their quantitative and non-quantitative meanings, is proven again and again is proved in their diachronic polyfunctionality.

Cf.: *two or three, two upon ten, to be in two minds, when two Sundays come together*.

Deep reconstruction analysis of numeric words proves that binary oppositions were the first to usher in a sequence of stages of number cognition. This statement is backgrounded by diverse data from mythology, legends, folklore, ethnography, archaeology and anthropology. Moreover, it has been revealed and rigidly established that the semantic evolution of these units has its own collocations and universal laws that work with different language systems.

The binary opposition goes back to the notion of entity. The latter precedes the binary one: *entire* > *binary* (dismembered in two) → *singling out perception*.

Cf. *man and woman, sky and earth, light and darkness, etc.*

This opposition of two was considered primarily as an entity. Gradually oneness was singled out of the binary entity. Succeeding notions of three, four, etc. have gradually followed. Scientists assert that counting started with "two". And it is true for two reasons: "two" introduced any other number set ($2 > 1$, $3 > 1$, $4 > 1$) and the concept of "two" was dismembered into one

diachronically. The study of binary opposition gives ground for an interesting linguistic assertion: antonyms (**Cf.** binary oppositions *day-night, light-darkness*) preceded synonyms which although they outnumber present antonyms.

Dual system is the oldest one which is known for its objective nature. The Late Paleolithic Period finds show that people counted and depicted the results of their efforts in drawings. The remnants of object standards are stored in the treasury of language forms. Some counting words go back to medieval times and still work today.

Cf.: *brace, yoke, fathom, pair, couple.*

In the Late Stone Age, 35–10 thousand years ago, people marked the results of counting by lines, dots and cycles. It was called Paleolithic ornament. In those times people were afraid of nature and were scared of numbers. They couldn't overcome the diversity and power of nature while cognising it. Hunting, cattle breeding and agriculture made people attentive to singling out certain phenomena. They tried to overcome the categories of time and space. The survivals of distant cultures prove the great difficulties people have overcome by starting with duality.

Cf.: *Burial of two tweens, the unsplit figures, two goddesses, etc.*

The categories from their start were of tripartite nature – objective, logical and linguistic. Until now the dual number is traced with the names of two eyes, two legs, left and right sides of the body, two hands, two arms, the moon and the sun, a sunrise and a sunset, a day and a night, etc. Thus entity and duality have gone together but apart since time immemorial.

Duality (they say) is associated with the fact that matriarchy yields to patriarchy. Closely related to the latter is the concept of "three". In mythology it is proved by the symbol of the of one god and two goddesses. With Slavonic people, three cycles symbolized the god of Sun implying morning, afternoon and night. In folk-tales, there existed three-headed

snakes, three kingdoms, three urgent problems, three sons, three efforts and the alike.

Cognising is slow in its progress. The number of four repeated the evolution of 1, 2, 3 numbers. The Tripol agriculture was four number oriented due to the pressing urgency of land measuring. Four aspects (components) are anthropologically oriented too.

Cf.: *ahead, behind, left, right; cross image; four-faced god ruling the Universe.*

Proverbs keep the results of cognition fresh and stable: each succeeding number was firstly perceived in terms of "many".

Cf.: *two heads are better than one; four eyes see better than two; two is company, three is none.*

The days of the week in their names go back to god's names, three in number.

Cf: *Thursday, Wednesday and Tuesday.*

Thus the words keep history of civilization fresh and open to those people who are not reluctant to cognize it.

The explicit markers of remote object standard units are lost, for written numerals of nowadays present names of abstract quantitative units but the proof of their old backgrounds is verified by the study of primeval language numerals (1), measure units of later make (2), reconstruction of old forms (3), semantic laws of quantitative words (4), their combinability and collocation (5), word-building potentiality (6) and anthropomorphic factors (7).

2 Identify the style of the units:

- headlines, highlights;
- advertisements;
- specific lexics;
- slang, allusions, neologisms;
- accepted norms;

- to be restricted in the choice of words and structures;
- differences in terminology;
- definitions;
- the formal register (style).

3 Verbal translation works on the morphemic level, doesn't it?

Cf.: fearful – страшный.

fearless – безстрашный.

Expand this list, give your comment.

4 What is a written translation? Choose units from the list to answer:

- a ST is in a written form as a TT;
- dictation of "at sight" translation of a written text to the typist or to the short-hand writer → translation in TL in a written form;
- a special form of speech.

LECTURE 7

Interlinguistic and Intercultural Aspects of Interpretation

7.1 Interlinguistic Aspects of Interpretation

Ambiguity works with polysemic words, the choice of which depends much on the context.

Cf.: Ukr. *Місце* Eng. *Place, area, spot, locality, locale, role, past, turn, job seat, birth, space, room; a passing glance a vacant stare; a fixed gaze; bold view; triumphant air; reproachful look; outlook on life; to exchange glances; to renounce one's opinions*

Ambiguity is the property of language units to bear several different meanings.

Cf.: *Ви бачите голову?*

In this sentence the ambiguous word is "голова" ("a chairperson", "a head"). The English sentence *A bare conductor ran in the car* is so ambiguous that it has become a joke of translators (*Голий кондуктор бігав по вагону*).

Interpreters should always keep in mind the common scientific opinion that there are no direct links between the sign (language unit) and the denotatum (a fragment of the real world relating to a certain concept). We understand other people speaking the same language as well as they understand us because every time we speak to listen to others speaking, writing, or reading we clarify the meaning of the words using the following three powerful disambiguation tools:

- context environment;
- situation;
- background information.

By background information, we understand common sense, knowledge, experience, and how things are in life.

Polysemy is another obstacle in the way of translation. Polysemy is an ambiguity of a single word or expression to have

different meanings.

Homonymy also constitutes a serious translation problem for both translators and interpreters.

Interpreters and translators cope with the extralinguistic world, the perception of the latter by various social, professional and ethnic groups. Apart from these discrepancies in perception, interpreting is hampered by such an innate / language feature as connotation. Connotation consists of all the components of meaning that add some contrastive value to the basic meaning.

Cf.: *eagle* "a connotation of freedom, courage";
fox "cunning, deceptive".

7.2 Intercultural Aspects of Interpretation

We do many things with language: we report an accident, express our emotions, give shape to our experiences, translate a passage, describe our research. Language makes sense through cognitive frames, the latter are thus decisive in how we experience the world. Frames or frameworks are principles of organizing experience. Frames are cognitive models. Cognitive frames project an intellectual stage or horizon and then legislate over what can and cannot appear on the stage. The world mirrors back to us our own face in an inverted form. Cognitive linguistics is hard to overestimate when analysing original and target texts information: their formal and semantic structures, author's intentions, reader's perception and the like.

Cognition finds its way into semantics, language reflection potentials, sign asymmetry, world mapping, cross-cultural aspects and speech communication. International cultural contacts and cross-cultural connections came into being due to the great efforts of translators who strive for efficient ways of understanding, respect, harmonious international collaborationism, scrupulous study of customs and traditions, communicative standards, people's behaviour, etc.

Cross-cultural training, which has become a common practice in many countries, is now gaining momentum. Language and culture go together, not dissociated from each other. This makes a translation process (both oral and written) valid and crucial. Training of translators is constructed on major categories: grammar and discourse, sociolinguistic and strategic. These components make a mainstream of translation. The first two (grammar and discourse) mirror the language at work – its inner laws, substance and function, the efficiency of its units, intersentential relationship.

Sociolinguistic and strategic subcategories refer to communicative parameters – social context, interaction of participants, goals, strategies, intentions.

Sociolinguistic factor is gaining stronger and stronger position in the training process of translators. Nowadays, cross-cultural aspects are on the par with contrastive studies of languages. They both feedback training process and make it efficient.

Cross-cultural aspects permeate translation / interpretation: sociolinguistic competence works wonders with actualization of goals. A translator faces a great problem with the cultural disparity of source and target languages. Cultural differences impact the forms and functions of language. In this condition, translator must be aware of the verbal and nonverbal behaviour of the language community – beliefs, values, manners, feelings, paralinguistic phenomena like gesture, posture, facial expression, movement. In a nutshell, the interpreter must be on the alert for acceptable / unacceptable things.

Communicatively relevant choices encourage people to act likewise. Words like garments clothe the ideas, make them real. **Enormous** or microscope effect depends on the proper usage of words, their explicit and implicit adequacy, cultural sources. Culture being rooted in ethnic identity lives in ideas, values, behaviour of **Community** individuals and can't be

ousted from language acquisition. Translators and interpreters must be exposed to intercultural aspects let alone the interlingual aspects related to their would-be profession.

They are conversant with the contexts of utterances (narrow and broad, linguistic, cultural, situational boundaries). A translator is to be equipped both with declarative and procedural knowledge. The obvious bilingual environment of the translator requires the efficient acquisition of linguistic and cultural skills. Broad-based education of translators requires the appropriate level of exposure to culturally-oriented form of authenticity and language adequacy. The notions of the script, scheme and frame facilitate comprehension of human cognition, communication, and activities. These provide translators with structures of expectation. The knowledge structures represented in the language are either universal, or individual in or ethnographic nature. It is obvious that the translator must be aware of many things, paying much attention to the ethnographic character. Cultural aspects constitute a major part in the training translators, providing an adequate comprehension of ethnographic peculiarities. Special cultural models are taken-for-granted, presupposed to be dealt with the process of translation for efficiency. Many scripts are mostly acquired via cultural norms subconsciously in contrast to knowledge that is gained mostly consciously. Special discourse patterns and culturally predetermined expectations are essential for the translator / interpreter to fulfil his / her task faithfully.

7.3 Assignments

Make a sight translation

Pavel Palazchenko

The role of the interpreter in our century has become evermore crucial, though that's only imperfectly understood

outside those tiny groups at the summit.

I started working for the UN in 1974 in the interpretation service of the United Nation's Secretariat, worked there for 5 years, so that was, probably, what you would call the big experience and certainly a major learning experience for me. I would say that professionally I owe everything to, first of all, my school, the Institute of foreign Languages in Moscow, and secondly, my 5 years of working at the UN.

Well, any meeting when you interpret at the highest levels of government, any summit meeting work requires a lot of concentration and you do feel, you know, more than kind of average responsibility. On the other hand, any interpreter, when he or she do any kind of work, have to concentrate. This is *a must* whether you interpret at a summit or you interpret at some conference.

Normally my interpretation style is that you try to be a little more neutral than the speaker, because the *principal speaker* has other ways of expressing whatever he wants to express, whether it is warmth, or strength, or cordiality, or relaxed manner, *the body language* also works. And it is good to leave it to the *principal ...* to use the body language and to use all the other resources.

So my interpretation style is always somewhat more neutral than what the speaker is saying. I believe that that's the right approach. So, certainly, the *evolving* relationship and the *emerging* warmth, the *emerging* human relationship is mostly expressed by the speaker, by the President or whatever the person is. I never try to act too much; I never try *to pick it up* altogether. After all, I'm an interpreter, I am not someone who is playing the role of my *principal* in a different language.

Bruce Boeglin

The experiences before I became an interpreter have been invaluable. I don't think you can be an interpreter without a

certain *baggage or luggage*, if you like, that you carry around, of things that you've learned and forgotten, the way people behave, the things that people know, the things that people say, the customs. All these things have been assimilated, and when you go to a meeting you bring all that with you. There are only words I know, but interpretation is more than words.

It was just a way of solving my financial situation. So I came to the UN as a translator.

Do you know that translators write, interpreters speak? The translator has *all the time in the world*, perhaps, the interpreter doesn't. The translator can have his *references* and consult them, the interpreter can't; the translator takes his work home, when it's not finished; the interpreter must finish when the meeting finishes, etc. Translation for me was really a drudgery, my nature doesn't accept it very easily. Quite honestly I couldn't really live very happily as a translator. And at the end of 2 years I was told by my *superiors* that there was a programme going alone at the United Nations, being launched whereby translators could train to become interpreters.

If you are a translator, you are an *erudite* person, perhaps a slow-thinker, it doesn't matter, but a *thorough* person. An interpreter has to be quick even if he isn't thorough. From the character standpoint, they are completely different people. They thought that anyway the translator could *sweat away* at his desk all morning and then, in the afternoon, go *zipping through* a meeting without a hesitation, without an "amm..." or "ar...". It was impossible, but what was possible for me was to say, "I'd rather leave the translation section altogether and go into the interpretation section", which I did. There is some kind of, as we say, *mental reactions* that have to be trained – to hear and speak at the same time. But evidently, I think you are *wired for* it, meaning that you are born with it like music being able to play the piano. You know, some people can just sit down without training and play the piano. They have a talent for it. And I think

interpreting is the same thing.

There are two kinds, forgive me for being a little technical here, there are two kinds of interpretation. One is *consecutive*, when you speak after the speaker, in other words, you've *memorized* it or *taken notes*, and you *rebuild* the speech. It can be a whole speech. And there's another kind, called the simultaneous which is when you've got earphones on, you hear "good morning", you say "Bon jour". And the speech goes on, fast or slow, slurred or well-articulated – you follow. But my most embarrassing moments have been – and then they really have been embarrassing – I've had several times when I was sitting just three people in the room around the table, very important people, in very awkward situations, when one person says to another something that is very close to an insult, and the other person, not speaking English, didn't understand, and I had to interpret looking him in the eyes 3 feet away and very politely telling him the insult. And I could see the red rising from his colour right up to the root of his hair. I've done the same thing with another lady ambassador. I found it a very, very awkward moment.

Oh, I love this profession so much that I ... You know, I do have a school here, in New York and I do have young recruits who *come along* and I do try to *light the fire in them*. And tell them how wonderful it is to start this profession. Not only will you find that you are someone who helps another group of people understand the first party, but you will find yourself... you will *derive so much enrichment*, personal enrichment from it. And you will get such enormous satisfaction in being able to create understanding and to explain things that may have been, otherwise I don't know any other profession like it and I'm still, still at it.

Aleck Tumayan

You have at all times to maintain a dignified and somewhat impersonal *posture* ... at the same time I don't know if I make everything clear, but it is very important to reflect the nuances, reflect the feelings, reflect the exact words or thoughts because there is a very important principle. The speaker's thoughts and ideas are his or her *prerogative* and *should not be interfered with*, but the choice of words to convey that meaning – that is the interpreter's *prerogative* and that too *should not be interfered with*. So you have some leeway, *provided* you know exactly what you're doing. You have some leeway and sometimes you will use more words and the *bottom line* is – have you achieved communication? That's really what we're talking about – *problem solving in the process of communication*.

I think *the body language* is quite obvious, quite clear. And if there is a tense situation you should not try to defuse the tension.

It may be the intention of a speaker to convey that he's very-very annoyed and he's getting very-very impatient.

The language skills are, perhaps, the most important component in interpreting. And this may sound paradoxical, but I know some who are very poor linguists and are excellent interpreters because they have innate skill for communication. And I know some superb linguists who are not very good interpreters because they simply cannot put themselves in that particular *groove* where you need to be a good interpreter.

Yes, you do need to *do your* homework, you do need to *brief yourself* not only about the subject at hand but any other subject that might *come into to the picture*, because that always can be unexpected. You may have a meeting which is supposed to discuss economic issues and at the end somebody will say "and by the way, we have this political problem (to discuss)". So you really are to know a deal about issues by trying to keep yourself in form: you read newspapers, you listen to the news,

you try to do *background reading* in a variety of subjects.

You are born with the skills whatever they are that you need to be an interpreter. Just as you are born with a knack for music or the *manual dexterity* that you need to be a surgeon, they are certain *innate skills* that you are born with, that you can develop by training, by working. I consider that even after all these years every time I interpret I learn something new, every time I interpret I become better *at the craft*. I learn new ways of expressing thoughts, new vocabulary evolves, of course, because so many technologies are *evolving*. So it's a matter of being born with it. And sometimes you don't even know it. I didn't know it myself until I've just discovered by accident.

We may be going into a situation where more and more people will communicate in one language, English. English without any doubt the *dominant* language in the world today. So we may all be going into a situation where we are decreasing the number of interpreters in the major languages. At the same time, we are increasing the number of interpreters in the languages which a *generation* ago were never considered to be international languages: Byelorussian, Ukrainian. So, is it a drop or is it a shift? Only time will tell, but it seems to me that in the situation we are moving into.

I usually *retain from* giving advice to younger people. But I would say unless you are very-very *proficient*, don't even think about it; unless you have a very genuine deep interest in the process of communication *per se* and are willing to be informed about many-many subjects ..., don't even consider it; unless you have a very good *retentive memory*, which is a gift, of course, you can develop it, but the raw material has to be there at first.

I consider myself extremely fortunate to have known people I've known, and it has been a tremendous experience!

LECTURE 8

Additional Information on Interpreting

8.1 Roots of Interpreting

Although it was never written or properly studied, the history of interpreting *goes back* to ancient times and remotest antiquity. People who did not know each other's language still wanted to talk to each other to make peace or to exchange goods. And they resorted to the services of those who could help them in their exchanges and who could talk for both sides, that is, a bilingual *mediator* in the complex process of negotiations.

However *scarce*, we could still *trace back* some evidence of interpreting and interpreters playing an important role in human affairs in the past history. It is known for a fact, that a French lawyer advised his king, in the early XII century, to set up a school of interpreters for use in the Middle East during the crusades. We also know that two centuries later Christopher Columbus sent young Indians to Spain to be trained as interpreters. And we also know that all embassies in foreign countries had interpreters for contacts with local people and governments. Peter I in *his "Table of ranks"* even assigned a special place for interpreters and translators. In those times there was no discrimination between the two *domains* and both were regarded rather as a *skill or trade* than a profession.

All this is totally different from what is known today as *conference interpreting*, which is highly professional field requiring advanced learning and special training. Conference interpreting (CI), actually, started during World War I, and until then, all international meetings of any importance had been held in French for that was the language of the XIX-th century diplomacy.

After the *Armistice* (11.11.1917) had been signed, interpreters were invited to work for the Armistice Commissions

and, later, at the Conference on the Preliminaries of Peace. This was the period when conference interpreting techniques started to be developed. According to the conference interpreter of the time Jean Herbert, they interpreted in consecutive teams of two, each into his mother tongue. They had to take down and translate *verbatim (word for word)* speeches which occasionally lasted well over an hour. It may be said that that *exacting exercise* led us to develop, for the first time in history, a technique of consecutive interpretation, with taking notes, etc., as we know it.

8.2 From Skills to Profession

So conference interpreting was becoming a profession, assuming certain standards between the two World Wars. It started as a nonprofessional skill, developed from *sentence-by-sentence* interpreting into *consecutive* proper and involved special techniques of taking notes as well as many others.

This interpreting process continued throughout the life of a person and required: a) a tact and diplomacy, b) above average physical endurance and good nerve, with the interpreter going to the rostrum to deliver his translation as soon as the speaker had come down. Interpreters of that time had never had any particular training for the profession, they simply evolved from among *young* bilingual officers and diplomats and their inauguration into the profession was a rather painful process.

8.3 Rules and Standards

However, hard was the time when certain standards, or rules for the interpreter's conduct were being set. Among those, the following should be mentioned:

1. The interpreter is not supposed to interrupt the speaker, how ever lengthy the latter's speech might be.

2. The interpretation should not take more time than the original speech.

3. The interpretation should be *verbatim*, in the sense that it should not be reduced to a summary or an expose of the original text, but should be a complete and adequate translation of the latter. The standards were few, but they were strict rules and are thoroughly observed until today.

8.4 Personal Qualities

Personal qualities of a professional interpreter, which make a long list of *assets*, and which we shall mention here, should be added to them:

- A broad education background.
- Perfect mastery of the active languages (the languages from which and into which the interpreter can work).
- University training or its equivalent.
- The faculty of analysis and synthesis.
- The capacity to adapt immediately to the subject-matter, speakers, public, and conference situations.
- The ability to concentrate.
- Good short- and long-term memory.
- A gift of public speaking and a pleasant voice.

8.5 Schools of Interpreting

Schools of interpreting were *set up* in many countries to turn out qualified personnel. The Geneva school of interpreters is the oldest one; there are schools in Paris, London, Washington, Heidelberg, Leipzig, Trieste, and Moscow.

Enrolment qualifications and the term of study in these schools differ, but they are well-established and broadly recognized schools.

As the scope of international contacts grew, so grew the

need for conference interpreters. Within the profession specialization developed to serve bilateral and multilateral contacts, which *consecutive* interpreting (C1) remained the *principal mean* of communication in *bilateral contacts*. At the same time, *simultaneous translation* is a conventional and universally recognized *tool at multilateral meetings*.

8.6 Specialization

However, by specialization, we do not *imply* (mean) that interpreter should necessarily specialize either in consecutive or simultaneous interpreting. *To qualify one as* a conference interpreter actually means *to qualify* in both, and all schools of interpreters' train out people trained to do both.

Under specialization we, rather, mean different techniques employed by the consecutive interpreter, consequently, the necessity to master these techniques in training.

Combination of words "conference interpreting", "conference interpreter", "consecutive interpretation", and "simultaneous interpretation" have now become terms in the profession as well as in the theory of translation. Prior to defending the terms, it will be useful to describe their meaning from a pragmatic view by associating them with certain practices.

8.7 Types of Interpreting

Conference interpreting differs from other types of interpreting (*discourse interpreting*, interpreting in court, tourist and travel agencies, etc.) mainly by the techniques used: consecutive rendering of *whole* speeches and simultaneous rendering of all that is being said in the original (the speaker's) language over a certain period of time, usually half an hour at least, while the traditional mode of other types of interpreting –

even far back in history – has been, and is a *sentence-by-sentence* translation.

The conference interpreter is the one whose task is to translate orally the speeches of participants in meeting, conducted in two or more languages. This mission may be performed simultaneously or consecutively in the participant's presence.

Consecutive interpretation is performed by the interpreter who sits with participants in the conference room and takes notes of what is being said. At the end of each statement, he gives an oral translation with or without the help of his notes.

8.8 CI Subvarieties

Within the described varieties of conference interpretation, there are *subvarieties* which should be mentioned. Consecutive interpretation may not be also necessarily performed in the presence of the participants, but can be dictated from the interpreter's notes into a dictating machine or to a typist in case the statement of the speaker (his language) has been understood by the listener, and they want to *ponder* and absorb it after the session to be able to take appropriate decisions on it.

This subvariety is usually referred to as *postponed consecutive interpretation*.

8.9 Assignments

1 Can you explain the units:

- a conventional term;
- faithful rendering of meaning / form;
- various transformations are available?

2 A word-for-word translation is:

- consecutive;
- verbal;
- oral;
- out of text meanings;
- retained word-order.

3 Do you agree that the discrepancy between the transmitted and received messages is structural / semantic?

Cf.: He is *a hearty eater* (AdjN). – (Ukr.) Він любить поїсти.

– It was so dark that I couldn't see her. – (Ukr.) У темряві я не міг її бачити.

– That was a long time ago. It seemed like 50 years ago
– (Ukr.) Це було давно – здавалось, що пройшло вже років 50.

– I am a sound sleeper. – (Ukr.) Я міцно сплю.

LECTURE 9

Translation and Discussion

9.1 Prototypical Equivalence in English-Ukrainian Translation

In recent developments in cognitive linguistics G. G. Pocheptsov, O. O. Vorobyova account for the necessity of reevaluating the situation with cross-cultural studies of English as a second language. Yet much remains to be done in terms of text linguistics, typology and translation. Modern linguists (G. G. Pocheptsov, I. V. Korunets, I. K. Кобякова, S. O. Shvachko) are preoccupied with the anthropocentric, linguistic and social aspects of communicative units. But there are still a many problems from the in-depth investigation of saying the contrastive study of texts, their evolution, function and translation from SL into TL. The concept of the involved scientific translation direction is based on the best experience of scientists of Ukraine: O. M. Bilous, I. P. Biskup, S. M. Yenikeeva, Y. A. Zatsny, V. I. Karaban, I. M. Kolegaeva, L. V. Kolomiets, O. V. Rebriy, O. I. Cherednichenko, L. M. Chernovaty, I. S. Shevchenko.

The theory of congruence and equivalence applied to nominative units can be expanded to communicative units. This theory is based on the assumption that linguistic constructions can be characterized by clusters of pragmatic, semantic and syntactic properties. Different constructions appear exhibit various degrees of correspondence. This kind of correspondence can be referred to as matching, and it extends over a continuum from full matching, via partial matching, to no matching at all. A higher degree of matching of syntactic, semantic and pragmatic properties reflects the higher degree of overall equivalence in terms of translation. Pragmatic equivalence is vivid in production of the perlocutionary effect. Lexical and

syntactic properties may vary from SL to TL.

Cf.: *Birds of a feather flock together* – (Ukr.) *Рибалка рибалку бачить здалеку.*

To kill two birds with one stone – (Ukr.) *За двома зайцями.*

Semantic and pragmatic identity of these communicative units may not befriend the syntactic and lexical identity, though they may go together.

Cf.: *He who doesn't work either shall eat* – (Ukr.) *Хто не працює, той не їсть.*

He who laughs last laughs best – (Ukr.) *Сміється той, хто сміється останній.*

Thus, the proverb *Fine feathers make fine birds* may be rendered by different syntactical structures: (Ukr.) *Одяг красить людину. Або: Прибери пеньок і він гарним буде.*

Different images (Eng.) *features-birds*; (Ukr.) *Одяг – людина, пеньок – гарний* are used in these proverbs. But these divergencies are not detrimental for semantics, for meaning is prior here.

Complete matching is to be observed in such semantic, lexical, syntactic, and pragmatic environment that is quite obvious in the text and not does go beyond the verbal situation.

Cf: *Add fuel to the fire (flame)* – (Ukr.) *Підливати масла у вогонь.*

Add wings to – (Ukr.) *Надавати крила, окриляти.*

Against the hair – (Ukr.) *Проти шерсті.*

All cats are grey in the night – (Ukr.) *Вночі всі коти бурі.*

Partial matching is rooted in the semantic identity while other parameters vary.

Cf.: *Anything for a quiet life* – (Ukr.) *Чим би дитина не бавилась, аби не плакала.*

Feel the draught – (Ukr.) *Бути в скрутному становищі.*

Fetch one's salt – (Ukr.) *Заробляти на шматок хліба.*

Matching works on different parameters – semantic,

syntactic, pragmatic – with different languages.

Thus we assume that constructions and communicative units with semantic identity may be different or similar in their surface aspect, i.e., explicitly.

The universality of the semantic base is specifically rendered by the lexicon and syntax of a certain language. This assumption leads to the theories of translation performance and equivalence that characterize the bilingual competence of a translator. The objects of translation are always referentially charged, thematically and anthropologically oriented. But the identity of the theme does not necessarily presuppose the identity of the rheme.

(1) *A friend – a person, whom one likes, respects and meets often.*

(2) *A friend in need is a friend indeed.*

(3) *In every mess I find a friend. In every port – a wife.*

(4) *A friend in power is a friend lost.*

(5) *A steady patriot of the world alone. The friend of every country but his own.*

(6) *There is a friend who sticks closer than a brother.*

(7) *They were my guide, philosopher and friend.*

(8) *O friend unseen, unborn, unknown,*

Student of our sweet English tongue,

Read out my words at night, alone:

I was a poet. I was young.

(9) *Give me the arrowed, erect and manly foe;*

Firm I can meet, perhaps return the blow;

But of all plagues, good Heaven, the wrath can send,

Save me, oh, save me, from the candid friend.

In (1), (2), (6), (7), the concept "friend" is treated due to the tradition. In (3), (9), the linguo-creative function modifiers social experience and gives its own vision: humorous (3), (4), (5); serious and ironical (9).

The concept "friend" is represented differently due to the

author's intention. To render statements (1) – (9) into TL the translator must necessarily maintain their real axiological character.

Perlocutionary parameters depend greatly on the authors' and translators' competence to render, for example, serious or frivolous serious information. Rendering of proverb texts present significant difficulties.

Cf.:

(10) *An apple a day keeps a doctor away – A laugh a day keeps a doctor away* (Coblin).

(11) *Take care of the pence and the pounds will take care of themselves (proverb) – Take care of the sense, and the sounds will take care of themselves* (Carrol).

(12) *An old friend is better than two new ones (proverb) – better a new friend than an old foe* (Spencer).

Examples (10) – (12) refer to the textual derivation process. Derivative texts provide here a new perspective; in this case, serious texts may be converted into non-serious. Authors may play on their form.

Cf.: *When I am good, I am very, very good, when I am bad, I am better* (West). Linguistic jokes of this type give much trouble to translators. Linguo-creative function works wonders here, producing a humorous effect.

One cannot investigate the issue of pragmatic value of an utterance in abstraction from its specific context (verbal or non-verbal). There is no pragmatics outside the context of language users. It is an untenable assertion that texts are alike in their perlocutionary effect. Identity of effects does not guarantee pragmatic equivalence of speech units.

Cf.:

(13) *All visitors are kindly requested to leave the boat immediately.*

(14) *Get the hell out of here!*

Both have identical perlocutionary effects (visitors leaving

the boat); but pragmatically, the units differ greatly.

Pragmatic equivalence appears to depend on elements of extralinguistic context, attending the production of equivalent utterances that differ greatly.

Properties that are important in determining pragmatic equivalence constitute a GESTALT in the sense of Lakoff, i.e., an integrated structure, an entity: **cf.** in (13), (14) respectively "polite and impolite requests to leave the boat". The relevant parameters are tripartite: type of speech act (request, order), modality (politeness or rudeness) and anticipated perlocutionary effects (visitors leaving the boat). The most accurate equivalent correspondences are at work with all parameters – semantic, syntactic and pragmatic – due to which more prototypical and less prototypical equivalents appear in translation; so intercultural aspects can be considered as a multifocal space with various linguistic forms in SL and TL, connected by identical GESTALTS.

A high degree of matching (syntactic, semantic and pragmatic) is caused by the fact that the most prototypical, equivalent senses are inherent in the TL. Care should be taken with linguistic jokes of the following zeugmatic type:

They covered themselves with dust and glory.

He could permit himself a red tie and some private opinions.

He would set out of bed and humour.

Maxims, as well as conundrums, universally work with any language but their translation is a great nuisance, especially when these texts are marked by idiosyncrasy. In linguistic curiosity shop dominant are cases of play on words, zeugma and oxymoron, which should be rendered by special linguistic means of TL and handled with special care:

(15) *Don't trouble trouble until trouble troubles you (pun)*

– (Ukr.) *He біжи поперед батька в пекло.*

(16) *The **business**_of the US is **business** (Coolidge) –*

(Ukr.) *Головний бізнес США – це бізнес.*

In (16) wordplay is similar due to the international nature of the word "business". Such words are not always the translator's "true friends", some of them serve as "false friends of translators" (FFT).

Cf.:

Robe – "long garment", "academic robe", "judge's robe"
– (Ukr.) *роба*;

Costume – "woman's tailored suit" – (Ukr.) костюм;

Decade – "a period of ten years", "a group of ten" – (Ukr.) декада;

Academy – "a school devoted to special training", "a military academy", "an academy of art" – (Ukr.) академія, вища школа;

Lunatic – "mad", "insane" – (Ukr.) лунатик, сновида;

Medicine – "substance used in treatment" – (Ukr.) медицина;

Sympathy – "sharing of grief sorrow" – (Ukr.) симпатія.

Intercultural studies of English and Ukrainian bring students to the conclusion that a smaller degree of similarity is effected by the inner laws of the language, typological distance, semantic volume and structure of SL and TL.

Cf.: *freedom-ride – (Ukr.) похід за свободу;*

America-firster – (Ukr.) ура патріотизм;

"Fragile" – (Ukr.) Увага, скло!

"Wetpaint!" – (Ukr.) Пофарбовано!

Curiosity cases are not chaotic. There are certain principles and factors that rule them, cf. homonyms which give trouble for translators. These units are different in different languages (especially linguistic jokes are unpredictable). Here is a search in daylight with candles to create a similar effect in the TL.

Cf.:

– *Waiter? – Yes, sir.*

- *What's this? – It's bean soup, sir.*
– *Never mind what it has been. I want to know what it is now.*

Thus, a translator should be first of all a philologist. Dealing with set expressions, a translator should resort either to equivalents or to analogies. Equivalents in TL may be absolute (17) and (18) close.

Cf.:

(17) *a lost sheep* – (Ukr.) *зблудла вівця*; *the fair sex* – (Ukr.) *прекрасна стать*; *Alladin's lamp* – (Ukr.) *лампа Алладіна*.

(18) *Baker's dozen* – (Ukr.) *чортова дюжина*; *love is another love* – (Ukr.) *кохання породжує кохання*; *one fool makes many* – (Ukr.) *дурість заразлива*.

An overwhelming majority of English idioms have similar corresponding phraseological units (PhU) in Ukrainian, so-called idiomatic analogies. As at rule, these PhU are very close in their meaning and metaphoric at that. **Cf.:** *To have the ready tongue* – (Ukr.) *за словом у кишеню не лізти*; *like mistress, like maid* – (Ukr.) *яблуко від яблуні недалеко падає*, etc.

Approximate analogies are partially similar to the SL idioms, though not less picturesque or expressive at that. **Cf.:** *To lose one's breath* – (Ukr.) *кидати слова на вітер*; *no bees, no honey* – (Ukr.) *під лежачий камінь вода не тече*.

Descriptive translation consists in the shift of SL and TL levels; the structures of the units differ, while the meaning of them remains. **Cf.:** *Wind in the head* – (Ukr.) *зазнайство*; *mad as a hatter* – (Ukr.) *божевільний*.

Translation operations are not devoid of addition (19), omission (20) or modulation (21), provided these operations do not deteriorate the meaning in TL.

(19) *It was Friday and soon they'd go out and get a drink* (J. Braine) – (Ukr.) *П'ятниця, день отримання зарплати, і незабаром ці люди вийдуть на вулиці і почнуть пиячити*.

John is a proud owner, of a new car – (Ukr.) *Джон має машину, якою він дуже пишається.*

(20) *There were pills all over the place and everything smelted like Kicks Nose Drops* (Sallinger) – (Ukr.) *І тут, і там стояли каплі від нежиті.*

(21) *For dessert we got Brown Betty which nobody ate* (Sallinger) – (Ukr.) *На десерт принесли пудинг "Руда Бетті", який ніхто не захотів їсти.*

Complete and partial equivalencies reflect the degree of matching in terms of structure (S) and meaning (M).

Let us examine more examples. The Ukrainian-English word pairs of the type *house* "дім", *teacher* "вчитель" are alike in their meanings and structure. The models $S_1M_1 = S_2M_2$ present complete equivalence. Partial equivalence appears in the pattern with structural differences in which $M_1 = M_2$, and $S_1 \neq S_2$.

Cf.: *book* – (Ukr.) *книжка*; *note-book* – (Ukr.) *зошит*;
I wonder – (Ukr.) *цікаво*; *I say* – (Ukr.) *послухай*.

FFT do not enlarge the group of partial equivalence for their meanings-dash.

Cf.: *Complexion* – (Ukr.) *колір шкіри*; *fraction* – (Ukr.) *дріб*; *artist* – (Ukr.) *художник*.

It is common knowledge that the translation process covers both nominative and communicative units. Rendering humorous stories presents quite a challenge. The mental category of humour is a great nuisance for comprehension and translation. Humour is of ethnic nature, and in translation, its intercultural aspect is of great importance. Humour of English speaking people varies geographically. They say that American humour has much in common with humour of other people.

American humour is a minute variation of British humour. The English people laugh with Mark Twain. American humour is a frequenter with Londoners. The English *Punch* used to be a resident of Boston clubs, though it was born in Lancashire as

after-dinner stories. *New Yorker*, as a miniature of American humour, is welcome into England – the land of caricature and parody. Experts used to say that British humour renders the rational ridiculous while American humour renders the ridiculous rational. British humour favours litotes and understatements. American humour prefers hyperboles and overstatements, while American jokes are lengthy and winding, English ones are snappy, pertinent and compressed.

Both present difficulties for translation because of different ethnic and cultural backgrounds. British humour is curiously private and domestic; it manifests itself in grins, chuckles, old conventions, and offers almost nothing to the casual arrival from other countries. American humour flows from the merry traits of American nature, it is spontaneous, quick and unexpected basic commodity.

Cf.: *California is a fine place to live in if you happen to be an orange* (Allan).

We are the first nation in the world to come to the poorhouse in the car. Vice-president: a spare tire on the automobile of Government (Garner).

How can you stop a dead fish from smelling? – Cut off your nose (Allan).

Shoe-repairs: We can't make you rich. But we guarantee to keep you well-heeled (**Cf.:** *heal :: heel*).

Wit and humour make harmony between men who are opposed in politics, morality and character. Contrastive study of humorous stories in SL and TL is most timely with regard to modern trends in linguistics.

Tentative conclusions which can be drawn from our study are as follows:

- The linguistic forms of a SL have more or less prototypical equivalents in TL.
- The prototypical effects vary over a considerable range of units in TL.

- Non-prototypical effects arise due to language divergencies and fill gaps of linguistic competence.
- A smaller degree of similarity (looser pattern matching) is expected to be present in typologically remote languages.

9.2 Substandard English via Translation

Language fulfils an extremely wide variety of functions in human society. Through language we shape and express our thoughts and convey our feelings and wishes. Language in its written and oral form is a mass media, press, television and cinema tools. For the realization of various language functions in speech, there have developed various types of language which are characterized by special lexical, grammatical and phraseological means.

We single out the following styles: colloquial, academic, official or business, and literary. The term "colloquial style" is used with two meanings. On the one hand, it is used to denote the degree of literacy to be observed in speech and is incorporated in the following gradation: high style, middle style, low style. This classification is convenient when describing vocabulary and is used for stylistic labelling in dictionaries. On the other hand, the same term is used to designate one of the functional varieties of the literary language. To avoid confusion resulting from this ambiguity, the term "colloquial style" is often used for the latter. Slang is of obscure origin; its forms, nevertheless suggest the connections with the English word "sling" that is "to fling", "reproach".

All colloquial words and phrases which have originated in the rude speech of vagabonds and unlettered classes or belonging in form to standard speech which have acquired or have had given them restricted, capricious, or extravagantly metamorphic meanings, and are, therefore, regarded as vulgar or inelegant, may be considered slang. Slang is also currently

widely used and understood language, consisting of new meanings attributed to existing words or of wholly new words, generally accepted as lying outside standard polite language. Originated from the attempt to produce new fresh impression into a language, slang will either pass out of usage in time or be accepted into a standard usage: a conventional language that is peculiar to a group, profession or social class a teacher's slang, schoolboy slang, etc. It comes in different forms: single words, simple phrases, idioms and compound phrases.

Cf.: *Dip* – "п'яний", *deep pocket* – "багатий", *See you later*, *alligator* – "побачимось пізніше", *walk away with* – "вкрасти щось", *Who shot John?* – "самогон".

Slang is indeed used by persons of every grade of life. It changes with fashion and taste and sometimes leaves the permanent and recognized additions to the language. It consists of words stand out predominately in colloquial speech, and the very sense of the word *slang* implies the concept of a spoken standard language; many other normal forms of speech popularly are regarded as correct. Slang differs much from the dialect, for the latter is a local or professional form of speech, characterized by some peculiarities of accent, pronunciation, or grammatical usage. Actually, slang comes more or less to all colloquial speeches and inferior popular literature as well as to newspapers and political addresses.

Nicknames are indeed a kind of slang, and like slang may be used for the purpose of concealing meaning from the hearers. When slang is used, our life seems a little fresher, a little personal. The sheer newness and information of certain slang words produce pleasure. Slangy words are understood only by native speakers, they usually win general recognition as fresh innovations: *beans* – "money", *dough* – "brass", *upper* – "head".

The expressiveness of slang words may be result of their figurativeness in some cases: *to skin* – "to steal everything", *to rubber* – "to be inquisitive". The expressiveness of some slangy

units may be caused by their phonetic peculiarities, by their onomatopoeic nature (*posh, smash*), or by the abbreviation or distortion of the common words: *telly* – "TV", *ad* – "advertisement".

Expressiveness, novelty, certain coarseness makes slang words emphatic and emotive compared with neutral synonyms. After a slang word has been used in speech for certain period of time, people get accustomed to it, and it ceases to produce that shocking effect for the sake of which it has been originally coined. Some of them become the part of the literary vocabulary: *doc* – "доктор", *movie* – "стрічка", *odd* – "дивний".

Slang units nominate things, notions, and phenomena; alongside they render special pragmatic power, realize negative connotation, and are of expressive, emotional coloring. They are known for evaluation of non-literary units, in which denotation yields to connotation and connotation takes over denotation. These units are far from neutral and official style. Some of them sound rude and brutal because units are marked like terms of abuse, terms of contempt: *dark* – "a fool", *scumbag* – "a descriptive person".

70 % of slangy units are pejorative and explicit on the morphological level: *cheapo* – "дешевий", *dumbo* – "тупий", *nutso* – "божевільний". The suffix is a borrowed element of negative connotation.

Slangy words are expressive synonyms of literary ones. The great bulk of synonyms refers to the most expressive and powerful paradigmatic group of sex, money and drugs. Thus the synonyms of paradigm "*drunk*" embrace 220 units, that of money – 160 units. The heavy concentration of synonyms is relevant to vices and sins (murder, drags and prostitution). Especially attractive is Black English; 23 % of non-literary units alongside with the new meanings keep the old ones, i.e., functioning polysemantically: *ace* – "один доллар", "кращий друг", "рятівник", "чоловік, який надає перевагу яскравому

одяг". The slangy units are made by means of word-building (58 %) and semantic derivation (29,5 %). The borrowings are not numerous (8,5 %), nonce-units make only 4 percent. One can witness a great productivity of composition (32,5%). The group of compounds is various in its juxtaposition. Colloquial vocabulary is distinguished by its variety of nuances. Colloquial words can be of any colour and be in any part of speech. Some colloquial words have seemingly the same root as words in general use, **cf.:** *marijuana* – *Mary*, etc.

Linguists, characterizing the most conspicuous features of "dang", point out that it requires continuous innovations. It never grows stale, it is replaced by new slang units. It is claimed that this sacrifices the natural desire for fresh, newly created expressions of the utterance, an emotional colouring and a subjective evaluation. Indeed, it seems to be in correspondence with the traditional point of view of English conservatism that a special derogative form of term should have been coined to help preserve the "purity" of standard English by hindering the penetration into it of undesirable elements. The point is that the heterogeneous nature of the term serves as a kind of barrier, which checks the natural influx of word coinage in polishing up the literary language. This can be proved by the progressive role played by any conscious effort to shift innovations, some of which are indeed to be unnecessary, even contaminating the body of language.

Slangy words, as we see, acquire new meanings and these meanings are pejoratively declined. As we have stated, slangy units become less expressive in their meaning. They are expressive, emotional, fresh and negative. The negative meaning is kept both in words and their combinations. This should be kept in mind while translating.

Generally, neutral words from the standard language acquire notorious meaning: *baby* – "любий/люба", "річ", "машина", "праця", "маріхуана". Standard words of negative

meaning may become respected and acquire good meaning: *bad* – "дужий", "міцний", "гарний".

Cf.: *Man, that is really bad music! I got some new skills that are really bad.*

Translation badly needs both linguistic and social competence on the part of the translator. This group goes alongside with acronym types which flourish in the SL and acquire double attention in the process of translation.

Cf.: *Bilateral meeting* – "bilatt", *catalytic converter* – "cat", *fabrication plant* – "fab", *magnetically elevated train* – "maglev", *temporary worker* – "temp".

Euphemistic units are close to acronyms and sometimes go back to taboo words. They are used in newspapers, cf.: *L* – symbol for "ліберал", *S* – symbol for "соціалізм з негативним відтінком", *O* – symbol for "літня людина" (Old man).

The tendency of euphony works with slangy word *economical*, which is politer than deceitful. While translating, the connotation of *economical* should be kept.

Cf. *So was the Prime Minister dually of misleading her audience of being economical with the truth.*

There is a universal agreement that the aim in the work of translator is to produce as nearly as possible the same effect on the reader of TT as had been produced on the reader of the OL. Facelessness of translation literature is often reasoned by the fear of vernacular (colloquial units), the main component of which is slang.

Translation gaps are caused not only by linguistic ambiguities but also by misunderstanding of other cultures. That is why linguistic and social experience is badly needed to the comprehension of the semantic and pragmatic levels of the OT. Literary translation embraces all the peculiarities of substandard units of the SL (their semantic or structural properties) and requires additional equivalents in the TT. A translator who wants to be a professional should refuse from literal translation of

substandard lexical and phraseological units. Some effective measures can be taken and the needed information can be obviously given in the whole of the TT. While dealing with translation (and slang substandard units into that) the translator should mind both microtext (say, one sentence) and macrotext (say, the whole text). Expressive connotation of the OT should be in accordance with the expressive connotation of the TT.

Slangy words and phrases of the OL may be rendered both by standard and substandard words and phrases in the TL, and by separate words of polylexical units – *direct equivalents*; *functional equivalents (descriptive)*; *partial equivalents*; *expressive means*; *enlargements and comments*; *lexical, grammatical and stylistic transformation*.

The analysis shows that people in this substandard language are recalled differently by using conventional units with the new charge: *go-go* – "жінка-танцюристка", – "ледащо", *gold digger* – "жінка-авантюристка, що цікавиться багатими чоловіками", *gonso* – "дурень".

One should discriminate only the best, the newest, the cleverest slang units in appropriate places. Using them, we should be sure that the idea cannot be expressed better otherwise. We shouldn't over do it with slang. Too much slang calls unnecessary attention to oneself and obscures important ideas. The overuse of slang can also limit our vocabulary. Slangy expressions mushroom in a language due to different reasons. Social status of substandard units differs from one language to another; in other words, substandard phenomena of different levels are estimated differently by speakers. A translator should bear in mind that his translation should contribute to people understanding.

EXERCISES FOR CONSECUTIVE INTERPRETING

Practice your ability to repeat sentences and paragraphs of varying lengths, from one to fifty words. You are likely to find a number of sources for practice materials. For example, your local court reporter's office may be willing to let you have draft copies of actual transcripts, or you may find practice materials on the World Wide Web. If necessary, you can ask friends and family members to create samples of – question and answer formatted transcripts. Say a segment aloud in the source language (or have a friend or family member read the segment out loud for you), then interpret that segment into the target language. Be sure to vary the lengths of the utterances and practice until you are able, with the use of notes if you are trained in note taking skills, to interpret long passages.

For many interpreters, note taking is extremely beneficial in all modes of interpretation, but especially *in the consecutive mode*. If you find that you benefit from note taking, develop an efficient note taking system in order to remember relevant names, dates, places, and figures. It is often essential to develop this skill under the direction of an experienced interpreter or teacher. However, the skill you develop will be your own *personal method of note taking*. Notes might be recorded in the form of simple outlines, charts, diagrams, or graphs. Listing information in the form of a diagram might be helpful while interpreting at a trial during which a particular scenario is repeatedly mentioned. An *effective note taking system* allows you to concentrate on the ideas and concepts contained in the message, not on taking the notes. It is important to adopt a strategy or strategies that work best for you.

Practice consecutive interpretation until you are able to accurately interpret transcripts that are 850 to 900 words in length, with varying lengths of utterances, within a 20- to 22-minute time frame.

Memorization Techniques for Consecutive Interpreting

Translate into English / Ukrainian using the most suitable words.

How do you remember? Are you a visual or a verbal learner, neither, or both? If you forget something you have heard, try to understand what prevented you from storing or retrieving the information.

Your *short-term memory capacity* is normally limited to between five and nine bits of information (units of memory), and your ability to recall depends on how well you can organize what you have heard by finding patterns. Have someone read a series of seven unrelated numbers to you. As soon as you are able to repeat the series accurately, try to repeat it backwards. To do this, you must be able to retain the series in your short-term memory.

Increase your analytical skills by reading a newspaper or magazine. After finishing each story, try to summarize what you read in a single sentence. *Summarize the main idea in a single sentence.* For the exercises below, have someone read a newspaper or magazine article into a recorder or record talk or interview programs from the radio or television. Limit yourself to nontechnical material. Do not record the news because the newscaster reads from a prepared script. Record increasingly longer texts as your skills improve. You will only repeat the information you hear in the same language and will not interpret it.

Listen to the passage without taking notes and try to repeat as much as possible.

Listen to the passage and write down keywords to help you remember the content. Then repeat as much information as possible. Compare the results you achieved with and without notes. Which worked best for you? As you listen to the passage, try to condense it into a few meaningful units.

Organize the information into groups. For example, if a person were to list the schools she had attended and the subjects she studied, you could group the schools by location and the subjects studied by topic. Numbers can be grouped the way people recite phone or social security numbers, in groups of two, three, or four numbers, rather than as a string of unrelated numbers. Please note that when interpreting testimony you should maintain the speaker's work sequence as spoken, except to accommodate the syntax of the target language.

Do not allow your opinions to colour your rendition of a speaker's words, even if you have strong opinions about the subject matter. Pay close attention to your reaction to the text while listening and maintain the same level of language (register) as the speaker. *Note that improving your listening and memory skills is an ongoing and lifelong endeavor.* As you gain experience and confidence, your skills will improve.

Read and translate into Ukrainian using the most suitable words

Use concept maps and diagrams

You can set down information in a concept map or diagram. This presents the information in a visual form and is unlike the traditional linear form of note taking. Information can be added to the concept map in any sequence.

Concept maps can easily become cluttered, so we recommend you use both facing pages of an open A4 note book. This will give you an A3 size page to set out your concept map and allow plenty of space for adding ideas and symbols. Begin in the middle of the page and add ideas on branches that radiate from the central idea or from previous branches.

Arrows and words can be used to show links between parts of the concept map. Colour and symbols are important parts of concept maps, helping illustrate ideas and triggering your own thoughts.

Read and translate into Ukrainian using the most suitable words

Identify how information is organized

Most texts use a range of organizing principles to develop ideas. While most good writing will have a logical order, not all writers will use an organizing principle. Organizing principles tend to sequence information into a logical hierarchy, some of which are: past ideas to present ideas; the steps or stages of a process or event; most important point to least important point; well known ideas to least known ideas; from simple ideas to complex ideas; from general ideas to specific ideas; the largest parts to the smallest parts of something; problems and solutions; causes and results.

Read the text below on "Underwater Cameras" and then look at how the text is presented in note form. The most important words to include in notes are the information words. These are usually nouns, adjectives and verbs.

Sample Notes from the Text "Underwater Cameras"	Underwater Cameras
1	2
<p>Underwater Camera</p> <p>1 Regular Camera special housing necessary</p> <p>2 Amphibious: a) snapshot models b) Nikonos (35 mm)</p>	<p>1 Regular camera obviously will not function underwater unless specially protected</p> <p>2 Though housings are available for waterproofing 35 mm and roll-film camera, a few special models are amphibious – they can be used above or below the water</p>

1	2
<p>Lenses: – air & water 35 mm, 90 mm – only under water 28 mm, 15 mm</p>	<p>3 Most of these cameras are snapshot models, but one, Nikonos, is a true 35 mm system camera. Though lenses and film must be changed on the surface, the camera will otherwise function normally at depths down to 70 mm</p> <p>4 Four lenses are available: two of these, which have focal lengths of 90 mm and 35 mm, will function in air and water; the other two of these, which have focal lengths of 90 mm and 35 mm, will function in air and water; the other two, the 28 mm and 15 mm lenses, work only under water</p> <p>5 Lenses are also available from other manufacturers.</p>

Read and translate into Ukrainian.

THE ROZAN SEVEN PRINCIPLES

The use of a technique is always dependent upon the application of a certain number of principles. This is what we call the instructions. One need not follow the rules recommended in such instructions. Indeed the product, device or system for which they were devised may well work even if they are not observed, but will do so less efficiently. Furthermore, the simpler the instructions, the more likely the users are to follow them. The same applies to note-taking. A few very simple principles give this system its sound base and precision, and

make using it straightforward. There are seven of these principles; in order they are:

- 1 Noting the idea and not the word;
- 2 The rules of abbreviation;
- 3 Links;
- 4 Negation;
- 5 Adding emphasis;
- 6 Verticality;
- 7 Shift.

Some of these principles have already been explained by Jean Herbert in his *Interpreter's Handbook*.

Noting the idea rather than the word

Take any French text and give it to 10 excellent English translators. The result will be ten very well translated texts, but ten very different texts in as far as the actual words used are concerned. The fact that we have ten good translations, but ten different texts, shows that what is important is the translation of the idea and not the word. This is even truer of interpretation since the interpreter must produce a version of the text in another language immediately. He must be free of the often misleading constraints that words represent. It is through the analysis and notation of the ideas that the interpreter will avoid mistakes and a laboured delivery.

The notes will have to be read 20 minutes – even an hour – after the idea was originally expressed. In the first example it would be very easy to make a mistake .

Having noted, *chance* the interpreter might, if the context allowed, render it "*there is a chance that*" or "*by chance*". If on the other hand he noted *probable* the mistake cannot be made. The issue of style is also dealt with in the second example where one would automatically say (interpreting into English), "*It is*

probable that", or *"it is likely that"*, or *"in all likelihood"* whereas in the first example even if the interpreter had correctly recalled the idea that the word *chance* represented he / she will be a prisoner to that word and might easily produce a gallicism .

Rule: Whenever taking notes the interpreter must concentrate on the major idea and how this can be noted clearly and simply (preferably in the target language, although this is not essential).

The Rules of Abbreviation

Abbreviation of words

The rule of thumb is that unless a word is short (4–5 letters) the interpreter should note it in an abbreviated form.

If we have to note "specialized" it is more meaningful and reliable to note *sp^{ed}* than to write *spec*.

Stat. could be read as "statute" or "statistics" whilst *St^{ute}* and *St^{ics}* are unambiguous.

Prod. could be read as "production", "producer", "product" or "productivity" while *Pr^{on}*, *Pr^{er}*, *Pr^{ct}*, *Pr^{vity}* are unambiguous.

Com. could be read as "Commission" or "committee" while *C^{on}* and *C^{tee}* are unambiguous.

Rule: If you have time write a word as completely as possible. However, if a word must be abbreviated, then write some of the first and last letters rather than trying to write as many letters as possible from the start onwards.

Abbreviating the register

The expression which have contributed toll is long. The word *help* is short. Wherever possible we must abbreviate by using a word which conveys the same meaning but is shorter.

Similarly, "...which are worth looking at" can be noted *int*^s (interesting).

– In order to arrive at some conclusions| can be noted *to end*.

– Taking into account the situation at the present time| can be noted *as sit^{on} now*.

Links

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

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

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

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

but – on the other hand, but, nevertheless, however; to convey limitations;

if – it is possible that, assuming that; to convey supposition;

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

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

The three symbols below are also extremely useful.

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

≠ – on the other hand, contrary to; to convey the idea of difference or lack of correspondance

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

Linking is not just about representing the idea

1. on the very content of the speech. It is a question of noting

2. quickly and without repetition the group of subject words and the

3. group of complement words to which the idea relates. This problem

4. can be solved quickly and easily by using the recall arrow.

Negation and emphasis

Negation and emphasis are two essential elements of any speech and as such should be noted unambiguously (See Jean Herbert pp. 46–47).

Negation

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

Example:

If we use *OK* to signify "agree", then "disagree" will be *~~OK~~*. It is also possible to write the word *no* before the word to be negated (thus in our example we would note *no OK*). This second method is clearer and since "no" is a very short word using it is not a problem.

Emphasis

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

Example:

"(The study) is interesting": *int^g*

"(The study) is very interesting": *int^g*

"(The study) is extremely interesting": *int^g*

In some cases the line may be replaced by a circumflex to avoid confusion arising from the use of verticality.

Alternatively, emphasis can be noted with a dotted line.

Example:

"This report might be useful": *useful.*

The use of underlining to denote nuance allows us to qualify the word (or idea) underlined without noting the qualifier.

Example:

"important question" becomes : ?

"we should look at this very carefully" becomes : *look at*

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

"...an imperfect solution" becomes : *sol^m*»

Verticality

It is the principles of Verticality and Shift (described in the next section) which form the backbone of the note-taking system described in this book.

Verticality means taking notes from top to bottom rather than from left to right.

This method makes it possible to:

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

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

LIST OF TERMS

1. **The Cornell method:** provides a systematic format for condensing and organizing notes without laborious recopying. After writing the notes in the main space, use the left-hand space to label each idea and detail with a key word.
2. **The Outlining method:** Dash or indented outlining is usually used to present the information which is most general begins at the left with each more specific group of facts indented with spaces to the right.
3. **The Mapping method:** is a method that uses comprehension / concentration skills and evolves in a note taking form which relates each fact or idea to every other fact or idea.
4. **The Charting method:** you may set up your paper by drawing columns and labeling appropriate headings in a table, record information into the appropriate category.
5. **The Sentence method:** write every new thought, fact or topic on a separate line, numbering as you progress.
6. **A Mind map:** is a diagram used to represent words, ideas, tasks, or other items linked to and arranged around a central key word or idea.
7. **Cornell column:** The Cornell method provides a systematic format for condensing and organizing notes, dividing the paper into two columns: the note taking column (usually on the right) is twice the size of the questions / key word column (on the left). You should leave five to seven lines at the bottom of the page.
8. **Bliss symbols:** Bliss symbols were developed by the Austrian, Karl Blitz, in the 1940. He was deeply impressed by difficulties in communication among people who spoke different languages, or even the same language with different intentions. While in China, Blitz (Charles Bliss)

was inspired by the Chinese ideographs to develop his own set of characters. He hoped they could be used as the basis of a system of world-wide commonality of expression and understanding. This system was set forth in his nearly 1,000-page work, Semantography.

SAMPLE NOTE TAKING SOLUTION

<p style="text-align: center;">UNDERWATER CAMERAS</p>	<p style="text-align: center;">ПІДВОДНІ КАМЕРИ (Ключові слова та скорочений запис)</p>
<p>1. Regular cameras obviously will not function underwater unless <i>especially protected</i></p> <p>2. Though <i> housings</i> are available for waterproofing 35 mm and roll-film cameras, a few special models are amphibious – they can be used above or below the water</p> <p>3. Most of these cameras are snapshot models, but one, Nikonos, is a true 35 mm system camera</p> <p>4. Though lenses and film must be changed on the surface, the camera will otherwise function normally at depths down to 70 mm</p> <p>5. Four lenses are available: two of these, which have focal lengths of 90 mm and</p>	<p>- Звичайні фотоапарати не працюють під водою без спеціального захисту корпусу.</p> <p>- Корпуси для гідроізоляції 35 мм</p> <p>- плівковий фотоапарат</p> <p>- камери амфібії</p> <p>- кілька спеціальних моделей</p> <p>- моментальна фотозйомка</p> <p>- аматорський фотознімок ↓ WL (Water Level) Nikonos 35 мм</p> <p>- нормально функціонувати на глибині до 70 мм</p> <p>- Чотири лінзи доступні: 2 мають фокусну відстань 90 мм і 35 мм,</p> <p>- функціонуватиме в ↑↓ повітрі/воді, інші два з них, мають фокусну відстань</p>

35 mm, will function in air and water; the other two of these, which have focal lengths of 90 mm and 35 mm, will function in air and water; the other two, the 28 and 15 mm lenses, work only under water

6. Lenses are also available from other manufacturers

90 мм і 35 мм,

- буде функціонувати в ↑↓ повітрі і воді;

- Дві інші лінзи 28 і 15 мм працюватимуть ↓ тільки під водою.

Лінзи Інших виробників.

SHORTHAND

Shorthand is any system of rapid handwriting which can be used to transcribe the spoken word. Shorthand systems use a variety of techniques including simplifying existing letters or characters and using special symbols to represent phonemes, words and phrases.

A brief history of shorthand systems

Ever since the invention of writing scribes have used various techniques to enable them to take notes quickly and efficiently.

The Ancient Egyptians devised two scripts, Hieratic and Demotic, as alternatives to their complex Hieroglyphic script, which was used mainly for monumental inscriptions. Both Hieratic and Demotic worked on the same principles as the Hieroglyphs but the symbols were considerably simplified.

During the 4th century BC, the Greeks devised a number of symbol systems which reduced letters to a single stroke and which could also be used to represent common words, suffixes and prefixes. Such systems are generally referred to as stenography (narrow writing), brachygraphy (short writing) or tachygraphy (swift writing). Their purpose was to make writing more compact and/or faster.

One shorthand system popular with the Romans was Tironian

Notes or *Notae Tironianae*, which was invented by Cicero's secretary Tiro in order to record Cicero's speeches. It used a combination of simplified letters and special symbols and was used in Europe in various forms until the Middle Ages.

During the Han Dynasty (207BC–220AD) the Chinese devised two methods of rapid writing known as *xíngshū* (running script) and *cǎoshū* (grass script). In the Running script some of the strokes that make up characters are joined and others are left out. In the Grass script each character is written with a single continuous stroke and there is considerable variation in how this is done. As a result, the Grass script is very difficult to read without special training. Attempts have been made to standardise the way the characters are written in the Grass script but they have not met with popular acclaim.

Modern shorthand systems

There are many different shorthand systems currently in use. The most popular ones include:

Pitman Shorthand

Pitman Shorthand was devised by Sir Isaac Pitman (1813–1897) and was first published in 1837. Over the years it has been gradually improved and has been also adapted for 15 different languages. The system was widely used in the UK and USA by secretaries, reporters and writers, but lost popularity with the invention of pocket tape recorders.

Notable features

1 Pitman is phonetic: it records the sounds of speech rather than the spelling. For example, the sound [f] in **form**, **elephant** and **rough** is written in the same way for each word.

2 Vowel sounds are optional and are written with small dots, dashes or other shapes next to the main strokes. This helps increase writing speed because most words can be identified from their consonants only.

3 The thickness, length and position of the strokes are all significant.

4 There are many special abbreviations and other tricks to increase writing speed.

5 The record for fast writing with Pitman shorthand is 350 wpm during a two-minute test by Nathan Behrin in 1922.

Translation

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Gregg Shorthand

Gregg was invented by John Robert Gregg (1867–1948) and was first published in 1888. Since then many different versions have appeared, including some for languages other than English. Gregg is still used, particularly in the USA.

Notable features

Gregg is phonetic: it records the sounds of speech rather than the spelling. For example, the sound [f] in **f**orm, ele**ph**ant and rou**gh** is written in the same way for each word. Vowels are written as hooks and circles on the consonants.

Translation

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Gregg illustrations provided by Andrew Owen.

Tower of Babel in Gregg Shorthand.

BLISSYMBOLICS

Blissymbolics is a communication system originally developed by Charles K. Bliss (1897–1985) for the purpose of international communication. It was first applied to the communication of children with physical disabilities by an interdisciplinary team led by Shirley McNaughton at the Ontario Crippled Children's Centre (now the

Bloorview MacMillan Centre) in 1971.

The Blissymbolics language is currently composed of over 4,000 graphic symbols. Each symbol or Bliss-word is composed of one or more Bliss-characters which can be combined and recombined in endless ways to create new symbols. Bliss-words can be sequenced to form many types of sentences and express many grammatical capabilities. Simple shapes are used to keep the symbols easy and fast to draw and because both abstract and concrete levels of concepts can be represented, Blissymbolics can be applied both to children and adults and are appropriate for persons with a wide range of intellectual abilities.

The Cornell Method

The Cornell method provides a systematic format for condensing and organizing notes without laborious recopying. After writing the notes in the main space, use the left-hand space to label each idea and detail with a key word or "cue."

Method: take down information in the notes area. When the instructor moves to a new point, skip a few lines. Complete phrases and sentences as much as possible. For every significant bit of information, write a cue in the left margin. To review, cover your notes with a card, leaving the cues exposed. Say the cue out loud, then say as much as you can of the material underneath the card.

When you have said as much as you can, move the card and see if what you said matches what is written. If you can say it, you know it. The format provides the perfect opportunity for following through with the 5 points of note-taking. Here they are:

1 Record. During the lecture, record in the main column as many meaningful facts and ideas as you can. Write legibly.

2 Reduce. As soon after as possible, summarize these ideas and facts concisely in the Recall Column. Summarizing clarifies meanings and relationships, reinforces continuity, and strengthens memory. Also, it is a way of preparing for examinations gradually and well ahead of time.

3 Recite. Now cover the column, using only your jottings in

the Recall Column as cues or "flags" to help you recall, say over facts and ideas of the lecture as fully as you can, not mechanically, but in your own words and with as much appreciation of the meaning as you can. Then, uncovering your notes, verify what you have said. This procedure helps to transfer the facts and ideas of your long term memory.

4 Reflect. Reflective students distill their opinions from their notes. They make such opinions the starting point for their own musings upon the subjects they are studying. Such musings aid them in making sense out of their courses and academic experiences by finding relationships among them. Reflective students continually label and index their experiences and ideas, put them into structures, outlines, summaries, and frames of reference. They rearrange and file them. Best of all, they have an eye for the vital-for the essential. Unless ideas are placed in categories, unless they are taken up from time to time for re-examination, they will become inert and soon forgotten.

5 Review. If you will spend 10 minutes every week or so in a quick review of these notes, you will retain most of what you have learned, and you will be able to use your knowledge currently to greater and greater effectiveness. Advantages: Organized and systematic for recording and reviewing notes. Easy format for pulling out major concept and ideas. Simple and efficient. Saves time and effort. –Do- it-right-in-the-first-place system. Disadvantages: None.

The Outlining Method

Dash or indented outlining is usually best when the information which is most general begins at the left with each more specific group of facts, indented with spaces to the right. The relationships between the different parts are carried out through indenting. No numbers, letters, or Roman numerals are needed.

Method: Listening and then write in points in an organized pattern based on space indentation. Place major points farthest to the left. Indent each more specific point to the right. Levels of importance will be indicated by distance away from the major point.

Indentation can be as simple as or as complex as labelling the indentions with Roman numerals or decimals. Markings are not

necessary as space relationships will indicate the major / minor points.

Advantages: Well-organized system if done right. Outlining records content as well as relationships. It also reduces editing and is easy to review by turning main points into questions.

Disadvantages: Requires more thought for accurate organization. This system may not show relationships by sequence when needed. It doesn't lend to diversity of a review attach for maximum learning and question application. This system cannot be used if the lecture is too fast.

When to Use: the outline format can be used if the lecture is presented in outline organization. This may be either deductive (regular outline) or inductive (reverse outline where minor points start building to a major point). Use this format when there is enough time in the lecture to think about and make organization decisions when they are needed. This format can be most effective when your note taking skills are super and sharp and you can handle the outlining regardless of the note taking situation.

The Mapping Method

Mapping is a method that uses comprehension/concentration skills and evolves in a notetaking form which relates each fact or idea to every other fact or idea. Mapping is a graphic representation of the content of a lecture. It is a method that maximizes active participation, affords immediate knowledge as to its understanding, and emphasizes critical thinking.

Advantages: This format helps you to visually track your lecture regardless of conditions. Little thinking is needed and relationships can easily be seen. It is also easy to edit your notes by adding numbers, marks, and color coding. Review will call for you to restructure thought processes which will force you to check understanding. Review by covering lines for memory drill and relationships. Main points can be written on flash or note cards and pieced together into a table or larger structure at a later date.

Disadvantages: You may not hear changes in content from major points to facts. **When to Use:** Use when the lecture content is heavy

and well-organized. May also be used effectively when you have a guest lecturer and have no idea how the lecture is going to be presented.

The Charting Method

If the lecture format is distinct (such as chronological), you may set up your paper by drawing columns and labeling appropriate headings in a table.

Method: Determine the categories to be covered in lecture. Set up your paper in advance by columns headed by these categories. As you listen to the lecture, record information (words, phrases, main ideas, etc.) into the appropriate category.

Advantages: Helps you track conversation and dialogues where you would normally be confused and lose out on relevant content. Reduces amount of writing necessary. Provides easy review mechanism for both memorization of facts and study of comparisons and relationships.

Disadvantages: Few disadvantages except learning how to use the system and locating the appropriate categories. You must be able to understand what's happening in the lecture.

When to Use: Test will focus on both facts and relationships. Contents is heavy and presented fast. You want to reduce the amount of time you spend editing and reviewing at test time. You want to get an overview of the whole course on one big paper sequence.

The Sentence Method

Method: Write every new thought, fact or topic on a separate line, numbering as you progress.

Advantages: Slightly more organized than the paragraph. Gets more or all of the information. Thinking to tract content is still limited.

Disadvantages: Can't determine major/minor points from the numbered sequence. Difficult to edit without having to rewrite by clustering points which are related. Difficult to review unless editing cleans up relationship.

When to Use: Use when the lecture is somewhat organized, but

heavy with content which comes fast. You can hear the different points, but you don't know how they fit together. The instructor tends to present in point fashion, but not in a grouping, such as, three related points.

INTERPRETING NOTES

The interpreter who translates a speech after he has listened to it, either in its whole length or cut in several portions, is said to be working in consecutive mode using notes to help his memory. These notes are not part of any conventional graphic system and everyone is free to develop his own technique. Nevertheless, a certain number of basic rules facilitate the recording of details of the speech, which would by their great number clog the interpreter's memorizing capabilities or could be mixed up during the speech into the translated (target) language.

Contrary to what one might think, it is not appropriate to note the speech in shorthand since this would duplicate the task: First decipher the notes and then translate the language. The notes taken must thus be readable in any language just like pictograms which are understood worldwide (just think of the sketches symbolizing the different disciplines at the Olympic Games) since not related to any specific language.

The interpreter must listen with utmost concentration to the speaker and only write the information which he or she judges sufficient to render the original, respecting its structure like names and titles of person or companies, figures, etc.

Again, it must be understood that the aim of interpreting notes is not to transcribe the speech, i.e. it is not a different form of shorthand. The idea is to write the minimum that will, at a quick glance, elicit in the interpreter's mind the ideas of the speech, so that it can be re-expressed in a different language.

TYPICAL NOTES

The interpreter must analyse the speech and write the information in abstract form. For instance, the letter – E laid on its back (like the Cyrillic III = sh) will represent Europe, and one can specify whether eastern, western or central Europe is meant by slashing the relevant upward leg; one horizontal bar with two vertical bars underneath will represent a table as seen from the side, which means a meeting, a conference, etc.

These ideograms are at the same time linked by a simple system of arrows and brackets to render the structure of the sentence. One can consequently note that a sum increased (or decreased according to the arrow's direction) by a certain percentage to reach another value. A bracket before an action (verb) indicates that it will take place in the future and vice versa.

As an example, the notes in the illustration read: —*We are particularly glad to inform you about an important increase in our company's revenues, which rose by 10 percent, from 3.5 to 3.85 billion (*) dollars. This derives from huge sales of helicopters. The United States of America bought 50 and South Africa 20 of them. – On the other hand we must relocate parts of our production in these countries.*”

(*) a – billion (bn) is called in most languages – milliard Md or mrd. Some people have even created complete systems of abbreviations to note all academic titles, administrative functions, military grades, etc. This system has a drawback: it is, just like shorthand, too tightly linked to a given language.

The sentences are usually written vertically in a notebook, each one being separated from the others by a horizontal line. After reading each sentence, the interpreter slashes it (discreetly). This small gesture has an important psychological effect: It's like when you erase data on a computer memory, you make space free for other data.

TEN BAD LISTENING HABITS

The business of becoming a good listener primarily consists of getting rid of bad listening habits and replacing them with their counterpart skills.

1 Calling the Subject Dull

Bad listeners often finds a subject too dry and dusty to command their attention and they use this as an excuse to wander off on a mental tangent. Good listeners may have heard a dozen talks on the same subject before, but they quickly decide to see if the speaker has anything that can be of use to them.

The key to good listening is that little three-letter word **use**. Good listeners are sifters, screeners, and winnowers of the wheat from the chaff. They are always hunting for something practical or worthwhile to store in the back of their mind to put to work in the months and years ahead.

2 Criticizing the Speaker

It's the indoor sport of most bad listeners to find fault with the way a speaker looks, acts, and talks. Good listeners may make a few of the same criticisms but they quickly begin to pay attention to what is said, not how it is said. After a few minutes, good listeners become oblivious to the speaker's mannerisms or his / her faults in delivery. They know that the message is ten times as important as the clothing in which it comes garbed.

3 Getting Overstimulated

Listening efficiency drops to zero when the listeners react so strongly to one part of the presentation that they miss what follows. At the University of Minnesota we think this bad habit is so critical that, in the classes where we teach listening, we put at the top of every blackboard the words: Withhold evaluation until comprehension is complete – hear the speaker out. It is important that we understand the speaker's point of view fully before we accept or reject it.

4 Listening Only For Facts

I used to think it was important to listen for facts. But I've found that almost without exception it is the poor listeners who say they listen for facts. They do get facts, but they garble a shocking number and completely lose most of them.

Good listeners listen for the main ideas in a speech or lecture and use them as connecting threads to give sense and system to the whole. In the end they have more facts appended to those connecting threads than the catalogers who listen only for facts. It isn't necessary to worry too much about fact as such, for facts have meaning only when principles supply the context.

5 Trying to Outline Everything

There's nothing wrong with making an outline of a speech – provided the speaker is following an outline method of presentation. But probably not more than a half or perhaps a third of all speeches given are built around a carefully prepared outline.

Good listeners are flexible. They adapt their note taking to the organizational pattern of the speaker – they may make an outline, they may write a summary, they may list facts and principles – but whatever they do they are not rigid about it.

6 Faking Attention

The pose of chin propped on hand with gaze fixed on speaker does not guarantee good listening. Having adopted this pose, having shown the overt courtesy of appearing to listen to the speaker, the bad listener feels conscience free to take off on any of a thousand tangents.

Good listening is not relaxed and passive at all. It's dynamic; it's constructive; it's characterized by a slightly increased heart rate, quicker circulation of the blood, and a small rise in bodily temperature. It's energy consuming; it's plain hard work. The best definition I know of the word **attention** is a "collection of tensions that can be resolved only by getting the facts or ideas that the speaker is trying to convey."

7 Tolerating Distraction

Poor listeners are easily distracted and may even create disturbances that interfere with their own listening efficiency and that of others. They squirm, talk with their neighbors, or shuffle papers. They make little or no effort to conceal their boredom. Good listeners try to adjust to whatever distractions there are and soon find that they can ignore them. Certainly, they do not distract others.

8 Choosing Only What's Easy

Often we find the poor listeners have shunned listening to serious presentations on radio or television. There is plenty of easy listening available, and this has been their choice. The habit of avoiding even moderately difficult expository presentations in one's ensure-time listening can handicap anyone who needs to use listening as a learning tool.

9 Letting Emotion-Laden Words Get in the Way

It is a fact that some words carry such an emotional load that they cause some listeners to tune a speaker right out: such as, affirmative action and feminist, which are fighting words to some people.

I sometimes think that one of the most important studies that could be made would be the identification of the one hundred greatest trouble-making words in the English language. If we knew what these words were, we could ring them out into the open, discuss them, and get them behind us. It's so foolish to let a mere symbol for something stand between us and learning.

10 Wasting the Differential Between Speech and Thought Speed

Americans speak at an average rate of 125 words per minute in ordinary conversation. A speaker before an audience slows down to about 100 words per minute. How fast do listeners listen? Or, to put the question in a better form, how many words a minute do people normally **think** as they listen? If all their thoughts were measurable in words per minute, the answer would seem to be that an audience of

any size will average 400 to 500 words per minute as they listen.

However, with training in listening, the difference between thought speed and speech speed can be made a source of tremendous power. Listeners can hear everything the speaker says and not what s/he omits saying; they can listen between the lines and do some evaluating as the speech progresses. To do this, to exploit this power, good listeners must automatically practice three skills in concentration:

Anticipating the next point. Good listeners try to anticipate the points a speaker will make in developing a subject. If they guess right, the speaker's words reinforce their guesses. If they guess wrong, they'll have to do some thinking to discover why they and the speaker failed to agree. In either case, their chances of understanding and remembering what was said is nearly double what it would have been if they had simply listened passively.

Identifying supporting material. Good listeners try to identify a speaker's supporting material. After all, a person can't go on making points without giving listeners some of the evidence on which the conclusions are based.

Recapitulating. With the tremendous thought speed that everyone has, it is easy to summarize in about five seconds the highlights covered by a speaker in about five minutes. When the speaker stops to take a swallow of water or walks over to the blackboard to write something or even takes a deep breath, the experienced listener makes a mental summary. Half a dozen summaries of the highlights of a fifty-minute talk will easily double the understanding and retention important points in a talk.

TAKING NOTES

When you are taking notes, listen carefully and test your understanding. When you are reviewing, notes provide a gauge to what

is important in the text. Personal notes are usually easier to remember than the text. The writing down of important points helps you to remember them even before you have studied the material formally.

Each student should develop his or her own method of taking notes, but most students find the following suggestions helpful:

1 Make your notes brief.

2 Never use a sentence where you can use a phrase.

3 Never use a phrase where you can use a word.

4 Use abbreviations and symbols, but be consistent.

5 Put most notes in your own words. However, the following should be noted exactly:

– Formulas;

– Definitions;

– Specific facts.

Use outline form and/or a numbering system. Indention helps you distinguish major from minor points. If you miss a statement, write key words, skip a few spaces, and get the information later. Don't try to use every space on the page. Leave room for coordinating your notes with the text after the lecture. You may want to list key terms in the margin or make a summary of the contents of the page.

SAVING TIME ON NOTETAKING

Here are some hints regarding taking notes on classroom lectures that can save time for almost any student. Some students say that they plan to rewrite or type their notes later. To do so is to use a double amount of time; once to take the original notes and a second to rewrite them. The advice is simple: **DO IT RIGHT THE FIRST TIME!**

Second, there are some students who attempt to take notes in shorthand. Though shorthand is a valuable tool for a secretary, it is almost worthless for a student doing academic work. Here's why. Notes in shorthand cannot be studied in that form. They must first be transcribed. The act of transcribing notes takes an inordinate amount of time and energy but does not significantly contribute to their mastery. It is far better to have taken the notes originally in regular

writing and then spend the time after that in direct study and recitation of the notes.

Third, do not record the lesson on a cassette tape or any other tape. The lecture on tape precludes flexibility. This statement can be better understood when seen in the light of a person who has taken his/her notes in regular writing. Immediately after taking the notes this person can study them in five minutes before the next class as s/he walks toward the next building, as s/he drinks his/her coffee, or whatever. Furthermore, this student, in looking over his/her notes, may decide that the notes contain only four worthwhile ideas which s/he can highlight, relegating the rest of the lecture to obscurity. Whereas the lecture on tape has to be listened to in its entirety including the worthwhile points as well as the – garbagell, handwritten notes may be studied selectively. A student who takes the easy way out – recording the lecture on tape as he or she sits back doing nothing – will box him or herself into inflexibility.

NOTE MAKING

Learning to make notes effectively will help you to improve your study and work habits and to remember important information. Often, students are deceived into thinking that because they understand everything that is said in class they will therefore remember it. This is dead wrong! Write it down.

As you make notes, you will develop skill in selecting important material and in discarding unimportant material. The secret to developing this skill is practice. Check your results constantly. Strive to improve. Notes enable you to retain important facts and data and to develop an accurate means of arranging necessary information.

Here are some hints on note making:

1 Don't write down everything that you read or hear. Be alert and attentive to the main points. Concentrate on the —meatl of the subject and forget the trimmings.

2 Notes should consist of key words or very short sentences. If a speaker gets sidetracked it is often possible to go back and add

further information.

3 Take accurate notes. You should usually use your own words, but try not to change the meaning. If you quote directly from an author, quote correctly.

4 Think a minute about your material before you start making notes. Don't take notes just to be taking notes! Take notes that will be of real value to you when you look over them at a later date.

5 Have a uniform system of punctuation and abbreviation that will make sense to you. Use a skeleton outline and show importance by indenting. Leave lots of white space for later additions.

6 Omit descriptions and full explanations. Keep your notes short and to the point. Condense your material so you can grasp it rapidly.

7 Don't worry about missing a point.

8 Don't keep notes on oddly shaped pieces of paper. Keep notes in order and in one place.

9 Shortly after making your notes, go back and rework (not redo) your notes by adding extra points and spelling out unclear items. Remember, we forget rapidly. Budget time for this vital step just as you do for the class itself.

10 Review your notes regularly. This is the only way to achieve lasting memory.

LIST OF SOME CONFUSING WORDS

September	вересень
March	березень
June	червень
July	липень
October	жовтень
November	листопад
West	захід
East	схід
North	північ
South	південь
Swiss	швейцарський
Swedish	шведський
Dutch	голландський
Danish	датський
Prospect	перспектива (на майбутнє)
Perspective	оптична перспектива (напр., у фотографії), точка зору, погляд
Centrifugal	відцентрований
Centripetal	доцентрований
Concave	випуклий, опуклий
Convex	увігнутий
Fission	розщиплення, ділення (ядра атома)
Fusion	синтез (ядерний); злиття
decrease/reduce	знижувати, зменшувати
increase	підвищувати, збільшувати
Constraints	перешкода, "гальмуючий фактор"
Incentives	стимул, заохочення

ABBREVIATIONS

ACE – Allied Command Europe (NATO) – Головне командування об'єднаними збройними силами у Європі (НАТО)

ADR – American depositary receipt – американська депозитарна розписка (вид цінних паперів США)

APC – armoured personell carrier – БТР – бронетранспортер

SAC 40 – індекс фондової біржи у Парижі (Франція)

CEE – Central and East European countries – країни Центральної та Східної Європи

CD – compact disc – компакт-диск, лазерний текст, оптичний диск, часто "CD"

CJTF – combined joint task force (NATO) – об'єднане оперативно-тактичне угруповання (НАТО)

CIS – Commonwealth of Independent States – СНД – співдружність незалежних країн

DAX – індекс фондової біржи у Франкфурті (Німеччина)

EAPC – Euro-Atlantic Partnership Council (NATO) – Рада Євро-атлантичного партнерства (НАТО)

EBRD – European Bank for Reconstruction and Development – Європейський банк реконструкції та розвитку

EMU – European Monetary Union – Європейський монетарний (фінансовий) союз

EU – European Union – Європейський союз

FSU – former Soviet Union states – держави колишнього СРСР

FTSE – Financial Times Stock Exchange (index) (UK) – індекс фондової біржи у Лондоні (Великобританія)

GATT – General Agreement on Tariffs and Trade – ГАТТ – Генеральна угода з тарифів та торгівлі

GDP – gross domestic product – валовий внутрішній продукт

GNP – gross national product – валовий національний продукт

H.M.S. – Her Majesty's Ship – корабель військово-морських сил Великобританії

IBRD – International Bank for Reconstruction and Development – МБРР – Міжнародний банк реконструкції та розвитку

IDR – involuntary displaced person – особа, яка була переміщена проти своєї волі

IFOR – Implementation force (NATO) – сили втілення миру (НАТО)

ILO – International Labour Organisation – Міжнародна організація праці

IMF – International Monetary Fund – МВФ – міжнародний валютний фонд

IOSCO – International Organisation of Securities Commissions – Міжнародна організація комісій з цінних паперів

ISO – International Standardisation Organisation – ISO – Міжнародна організація по стандартизації

IPP – Individual Partnership Programme (NATO) – програма індивідуального партнерства (НАТО)

LIFFE – London International Financial Futures and Option Exchange – Лондонська міжнародна біржа фінансових ф'ючерсів та опціонів

MEP – member of European Parliament – член європейського парламенту

M-f-n treatment – most favoured nation treatment – режим найбільшого сприяння

NAA – North Atlantic Assembly (NATO) – Північноатлантична Асамблея (НАТО)

NACC – North Atlantic Co-operation Council (NATO) – РПАС – Рада північноатлантичного співробітництва (НАТО)

NAFTA – North American Free Trade Agreement – Північноамериканська угода про вільну торгівлю

NASA – National Aeronautics and Space Administration (USA) – НАСА – Національне управління з аеронавтики та дослідженню космічного простору (США)

NATO – North Atlantic Treaty Organisation – НАТО – організація Північноатлантичного договору, Північноатлантичний союз

NAV – net asset value – вартість чистих активів

NGO – non-government organisation – неурядова організація

NIKKEI – індекс фондової біржи у Токіо, Японія

NIS – newly independent states – нові незалежні держави (держави колишнього радянського блоку)

NPT – Non-proliferation Treaty – договір про нерозповсюдження ядерної зброї

NASDAQ – National Association of Securities Dealers Automated Quotations – НАСДАК – система автоматичного котування цінних паперів Національної асоціації біржевих ділерів (США)

NYSE – New-York Stock Exchange – Нью-Йоркська фондова біржа

OSCE – Organisation for Security and Co-operation in Europe – ОБСЄ – організація з безпеки та співробітництва в Європі

OECD – Organisation for Economic Cooperation and Development – Організація економічного співробітництва та розвитку

ОНР – overhead projector – проектор типу "кодоскоп"

ОСТ – over-the-counter trade – позабіржова торгівля цінними паперами

PABSEC – Parliamentary Assembly of the Black Sea Economic Cooperation – ПАЧЕС – Парламентська асамблея чорноморського економічного співробітництва

PARP – plan and review process (NATO) – процес планування та перегляду (НАТО)

РСА – Partnership and Cooperation Agreement (NATO) – Угода про партнерство та співробітництво (НАТО)

РСС – Partnership Coordination Cell (NATO) – Група з координації партнерства (НАТО)

PIF – privatisation investment fund – приватизаційний інвестиційний фонд

РФР – Partnership for Peace (NATO) – ПЗМ – "Партнерство заради миру" (програма партнерства країн НАТО)

PLC – Public Limited Company (UK) – публічна компанія з обмеженою відповідальністю; відкрите акціонерне товариство, ВАР

POW – prisoner of war – військовополонений

R & D – research and development – науково–дослідницька робота та дослідницьки розробки

SAE – stamped and addressed envelope – конверт з маркою та адресою

SACE – Supreme Allied Commander Europe (NATO) – Верховний головнокомандувач об'єднаними збройними силами НАТО у Європі

SHAPE – Supreme Headquarters Allied Powers Europe (NATO) – Штаб Верховного головнокомандувача об'єднаними збройними силами НАТО у Європі (м. Монс, Бельгія)

SRO – self-regulatory organisation – організація, що саморегулюється; саморегулююча організація

SWIFT – Society for World-wide Interbank Financial Telecommunications – СБІФТ – міжнародна міжбанківська система електронних платежів

SWOT – strengths, weaknesses, opportunities and threats (analysis) – сильні та слабкі сторони; можливості та загрози (тип аналітичного дослідження діяльності організацій, компаній, тощо)

TACIS – Technical Aids to CIS – ТАСІС – європейська програма допомоги та співробітництва з країнами СНД

T & D – training and development – підготовка, перепідготовка та підвищення кваліфікації кадрів

T-BILL – treasury bills – ОВДП – облігації внутрішньої державної позики **UNHCR** – United Nations High Commissioner for Refugees – Верховний комісар ООН у справах біженців

UNO – United Nations Organisation – Організація об'єднаних націй

US CSSE – United States Commission on Securities and Stock Exchange – Комісія з цінних паперів та фондової біржі США

VAT – value added tax – ПДВ – податок на додану вартість

USS – United States Ship – корабель військово-морських

сил США

WB – World Bank – Світовий банк

WEU – West European Union – Західноєвропейський союз

WHO – World Health Organisation – Всесвітня організація охорони здоров'я

WTO – World Trade Organisation – Міжнародна організація торгівлі ООН (МОТ)

WWW – World-wide Web – "всесвітнє павутиння" (одна з назв електронної комп'ютерної системи Інтернет)

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