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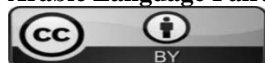
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Exploring the Applicability and Feasibility of Note-Taking in English-Arabic Simultaneous Interpreting

A B S T R A C T

The present study aims to investigate the applicability and feasibility of note-taking in English-Arabic simultaneous interpreting. Thus, this research aims to answer two questions. Firstly, can interpreters employ the strategy of note-taking while they conduct simultaneous interpreting from English into Arabic? Secondly, is note-taking strategy feasible in case it is employed in simultaneous interpreting from English into Arabic? The researchers employed a qualitative analytical approach to achieve the objectives of the present study. As such, the researchers utilized two research instruments: a simultaneous interpreting test, and a questionnaire. A mixed research method is adopted with the analysis of the notes and the data of the questionnaire with twenty participants, who's major is translation and interpreting at Wasit University of Iraq. Specifically, both descriptive data analysis and correlation analysis are used for quantitative data, and thematic analysis aims to better describe qualitative data. The findings of the study reveal that the strategy of note-taking is inapplicable to English-Arabic simultaneous interpreting. Moreover, the data analysis shows that the inability of applying the strategy of note-taking in English-Arabic simultaneous interpreting arises as a result of four main reasons; the time space allowed for the interpreter to do the interpreting is very limited, the interpreters may miss key information when they take notes, speeches may include inconsistent abbreviations, which confuses the interpreter and may lead to misinterpreting, and the fact that note-taking may distract the interpreter as he/she is supposed to be fully focusing on listening, processing the source language, and producing the target language utterances. In light of the above findings, the researchers presented many helpful recommendations for English -Arabic interpreters in terms of note-taking in simultaneous interpreting, including looking for appropriate alternatives to assist them other than resorting to note-taking.

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استكشاف إمكانية تطبيق تدوين الملاحظات وجدواه في الترجمة الفورية من الإنجليزية إلى العربية

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المستخلص

تهدف هذه الدراسة إلى التحقق من قابلية تطبيق وجدوى تدوين الملاحظات في الترجمة الفورية من الإنجليزية إلى العربية. وبالتالي، الإجابة عن سؤالين: أولاً، هل يمكن للمترجمين الفوريين استخدام استراتيجية تدوين الملاحظات أثناء قيامهم بالترجمة الفورية من الإنجليزية إلى العربية؟ ثانياً، هل استراتيجية تدوين الملاحظات قابلة للتطبيق أثناء الترجمة الفورية من الإنجليزية إلى العربية؟ استخدم الباحثان نهجاً تحليلياً نوعياً لتحقيق أهداف هذه الدراسة. على هذا النحو، استخدم الباحثون أداتين بحثيتين: اختبار الترجمة الفورية، والاستبيان. تم اعتماد طريقة البحث المختلطة في تحليل الملاحظات وبيانات الاستبيان التي تم الحصول عليها من 20 مشاركاً، يدرسون الترجمة التحريرية والشفوية في جامعة واسط في العراق. على وجه التحديد، تم استخدام كل من تحليل البيانات الوصفية وتحليل الارتباط للبيانات الكمية. تكشف نتائج الدراسة أن استراتيجية تدوين الملاحظات غير قابلة للتطبيق أثناء الترجمة الفورية من الإنجليزية إلى العربية. علاوة على ذلك، يُظهر تحليل البيانات أن عدم القدرة على تطبيق استراتيجية تدوين الملاحظات في الترجمة الفورية من الإنجليزية إلى العربية ينشأ نتيجة لأربعة أسباب رئيسية: المساحة الزمنية المسموح بها للمترجم الفوري للقيام بالترجمة الفورية محدودة للغاية، وإفلات المعلومات الأساسية من المترجمين الفوريين عند إنشغالهم بتدوين الملاحظات، وقد تتضمن الأحاديث المراد ترجمتها اختصارات غير متناسقة، مما يربك المترجم الفوري وقد يؤدي إلى سوء في الترجمة، وحقائق أن تدوين الملاحظات قد يصرف انتباه المترجم الفوري لأنه من المفترض أن يركز بشكل كامل على الاستماع ومعالجة اللغة المصدر وإنتاج اللغة الهدف. في ضوء النتائج المذكورة أعلاه، قدم الباحثان العديد من التوصيات المفيدة للمترجمين الفوريين من الإنجليزية إلى العربية فيما يخص تدوين الملاحظات في الترجمة الفورية، بما في ذلك البحث عن بدائل مناسبة لمساعدتهم وعدم اللجوء إلى تدوين الملاحظات.

الكلمات المفتاحية: الترجمة الفورية ، تدوين الملاحظات ، اللغتان الإنجليزية - العربية.

1. Introduction

Interpreting is a fascinating, difficult, and sophisticated language processing endeavor. Ever since the mid-1970s, when interpreting research was recognized as a distinct field of study (Pöchhacker, 2004), there has been a great deal of interest in learning what interpreters are thinking while they carry out this remarkable work. Psychologists have looked into the cognitive processes involved in interpreting in an effort to shed light on how the human mind interprets language when under a lot of stress or when multitasking. In turn, interpreting researchers tackled the subject from an interdisciplinary standpoint, drawing on the theoretical and empirical discoveries in the cognitive sciences (Seeber, 2011-2013).

However, consecutive interpreting (CI) is frequently disregarded in favor of simultaneous interpreting (SI) in process-oriented research that approaches interpreting from a cognitive viewpoint. In the earlier part of the 20th century, CI dominated the market and was the first type of interpreting utilized at international conferences. In multilateral and multilingual conference situations, it eventually gave way to SI, which was made feasible by the advent of

electronic technology. In situations where "confidentiality, intimacy, and directness of interaction are given priority over time efficiency," such as high-level diplomatic encounters, business negotiations, ceremonial speeches, and press conferences, as well as in bilateral interactions involving only two languages, CI is still the recommended mode (Dam, 2010: 76). The majority of interpreting training programs still use CI as a significant component. The abundance of MA theses written on the topic attests to its importance. Training in CI is thought to be an excellent approach to prepare students for SI, even in regions where SI dominates the market (Gile, 2001). Additionally, CI is commonly taught to language learners as a means of strengthening language proficiency (Henderson, 1976; Paneth, 1984).

Considering the significance of CI in the aforementioned scenarios, a significant gap in the research is the paucity of process-oriented cognitive studies on SI. From a linguistic and cognitive perspective, SI is an intriguing activity. Like CI, it necessitates a high degree of bilingual language processing and tests the cognitive abilities of the interpreter by necessitating multitasking within time restrictions. However, taking notes is a new issue that simultaneous interpreters try to import from CI to SI. CI mandates that the interpreter take notes and read notes in addition to listening to the source speech and creating a target speech. Interpreters listen to and evaluate the source speech during Phase I of CI, jot down notes, and retain portions of the speech in their working memory. Interpreters read aloud from their notes, pull data from working memory, and deliver a target speech during Phase II. The most special and unique aspect of CI is note-taking, which is essential to both stages.

A number of books and articles that present the well-known note-taking techniques and ideas are among the earliest publications on note-taking. These publications use a prescriptive approach and suggest how notes need to be made. Prescriptions are almost always based on the authors' backgrounds as professional instructors and/or interpreters. A book's preface, for instance, said that Rozan (2002: 11) spent ten years as a working translator and four years teaching in the field to create this method. There is little to no actual evidence in this body of literature. However, their contributions are clear. They have provided valuable industry experience and information, making them essential to note-taking studies. Rozan proposed the first note-taking system in 1956.

This body of work has a broad impact. The editors noted that "it would be hard to find an interpreter in Western Europe whose note-taking style owes nothing to Rozan" when it was translated into Polish and English in 2002 (Rozan, 2002: 7). Following Rozan, a plethora of multilingual books and essays on note-taking methods and concepts were written; some of them even had an international impact. Becker (1972), Kirchhoff (1979), Gran (1982), Ilg (1988), Matyssek (1989), and Gillies (2005) are a few notable instances. Ozan proposed the first note-taking system in 1956. Authors typically expand upon the richness of pre-existing systems when introducing new ones, modifying the rules as they see proper. In order to prevent duplication, this section of the study begins with Rozan's approach, refers to it, and goes over some of the most well-known note-taking guidelines. The majority of note-taking systems currently in use incorporate these ideas, which have been contributed to by many writers.

Almost all note-taking methods are based on the first principle, which is to note the concept rather than the word. It has also been described as "analysis" before to note-taking (Alexieva, 1994: 206; Mu and Lei, 1998: 82–83; Han, 2002: 25–26; Chuang, 2008: 95) or "comprehension" prior to note-taking (Deng, 1991: 285; Jia, 1995: 77–78). This notion emphasizes that the idea or "concept" (Gillies, 2005: 53) that underlies the actual words used in a note-taking session is what matters. Interpreters should analyze and comprehend the original speech before drawing conclusions from their notes.

Rozan's second principle is made up of the abbreviation rules. According to Rozan (2002: 16), the most crucial guideline is to avoid writing big words—more than four or five letters—in their entirety. Abbreviating a word usually involves using its initial and last letters, with the last one being written as a superscript (Matyssek, 1989: 115; Schweda-Nicholson, 1993: 200; Rozan, 2002: 17; Gillies, 2005: 130). It's also advised to shorten using the first few characters (Becker, 1972: 30). Additional guidelines for abbreviation include employing phonetic spelling and misspelling (Han, 2002: 26; Gillies, 2005: 131, 162), borrowing widely used abbreviations from everyday life (Matyssek, 1989: 113; Wu, 2008: 8), and using international suffixes like "-tion" (Matyssek, 1989: 117; Gillies, 2005: 130).

When talking about note-taking in CI across European languages, it is customary to display abbreviations prominently; however, this is not the case with Chinese. For native Chinese speakers, some of the rules—many of which are based on European languages—are challenging, and in certain cases, the linguistic differences even make the rules meaningless (Liu, 2008: 65f). Nevertheless, several of the guidelines still hold true, particularly when interpreting from Chinese into English. Abbreviations must adhere to certain standards regardless of their usage. They must be clear (Henderson, 1976: 110; Matyssek, 1989: 115), simple to write (Alexieva, 1994: 204), and not sacrifice accuracy (Schweda-Nicholson, 1990: 140).

Noting linkages is the subject of the third principle. According to Matyssek (1989: 53; Wu 2008: 17), links are essential while taking notes since "an idea can be distorted completely if its relation to the previous idea is not clearly indicated" (Rozan, 2002: 18). The primary categories of linking words and expressions are additive, adversative, and causal (cause, purpose, and consequence) links. Several authors (e.g., Matyssek, 1989; Gillies, 2005; Wu, 2008) have identified these types of linking words and expressions and have advised using a single abbreviation, short word, or symbol to represent the entire family. Gillies (2005: 147, 149) emphasizes the significance of eliminating non-linking link terms and including implicit linkages.

Fourth and fifth principles of Rozan deal with recognizing emphasis and negation. Crossing out is often used to convey negation, whereas underlining is used to convey emphasis (Matyssek, 1989: 107-110; Schweda-Nicholson, 1993: 201-202; Rozan, 2002: 19; Gillies, 2005: 106). Moving notes farther to the left or right on the notepad is another way to emphasize a point (Gillies, 2005: 83).

Problem Statement

While note-taking has been extensively studied in relation to consecutive interpreting, particularly in international settings, there is a lack of research on its use in simultaneous interpreting. There has been a big debate whether note-taking can be helpful in simultaneous interpreting the same way proven in consecutive interpreting by some researchers or not. In addition, the two researchers, as translation and interpreting professors, have noticed over their teaching history that a huge part of their students keep trying to take notes while performing simultaneous interpreting, which sometimes drove them to delivering mistaken meanings in the target language. Thus, the two researchers decided to conduct this study in order to verify the applicability and feasibility of note-taking in English Arabic simultaneous interpreting. As such, the present study investigates note-taking feasibility among Translation and Interpreting students specializing in Arabic-English translation and interpreting at Wasit University of Iraq.

Research Objectives

1. To investigate interpreters' ability to employ the strategy of note-taking while they conduct simultaneous interpreting from English into Arabic.
2. To identify whether note-taking strategy is feasible in case it is employed in simultaneous interpreting from English into Arabic or not.

Research Questions

To obtain the objectives of the present study, the following research questions have been formulated:

1. Can interpreters employ the strategy of note-taking while they conduct simultaneous interpreting from English into Arabic?
2. Is note-taking strategy feasible in case it is employed in simultaneous interpreting from English into Arabic?

2. Literature Review

Numerous scholars have examined the use of note-taking as a tool for interpreting between different language pairs. The following are the main conclusions drawn from the various research articles that have been done on the subject. First of all, Andres (2002) created an unusual and comprehensive video footage of taking notes. Andres captured the note-taking procedures of fourteen experts and fourteen trainees who were interpreting from French to German. Analyzing the notes from the two groups, Andres discovered that although both groups preferred their source language, the professional group wrote more units in the target language than the student group. Andres also investigated note-taking time delays using the time-coded movies. The research revealed that experts took three to six seconds to take notes after listening, whereas students took up to 10 seconds. The research yielded copious evidence of pupils experiencing processing overload in the initial stages of interpreting.

Dam and her colleagues carried out the most extensive series of experiments on note-taking characteristics to date (Dam 2004a, 2004b, 2007; Dam et al. 2005). Four students' notes from Dam's study (2004a) demonstrate that the A/B language status, rather than the source/target one, significantly determines the language choice made when taking notes, with all participants preferring the A language regardless of the direction of interpreting. Her research with five professionals (2004b) found that the participants preferred to take notes using symbols (41% of all note units), whole words (35%) and abbreviations (25%) as their preferred method (Dam 2004b: 254). Once more, every participant made it evident that they preferred their A language, the target language. She also discovered that when the source text was more challenging, more notes were made in the original tongue.

Since Dam's research focused on CI between Danish and Spanish, there are doubts regarding the applicability of her findings to other language pairs. Other academics have tried with many language pairs after Dam. Representative instances include the following: Lim (2006) with Korean and English; Szabó (2006) with Hungarian and English; González (2012) with Spanish and English; Lung (2003), Dai and Xu (2007), Liu (2010), and Wang et al. (2010) with Chinese and English.

When Lung (2003) examined the notes of 21 students translating from English to Chinese, she discovered that the students mostly used source and B language and seldom used symbols or abbreviations. When Dai and Xu (2007) examined the notes that twelve students took when translating from Chinese to English, they discovered that source and A language predominated. Overall, the 120 participants in Liu's (2010) study indicated that they preferred language to symbols and entire words to abbreviations. In Wang et al. (2010)'s experiment, notes from 12 students were mostly written in source language with minimal usage of symbols; abbreviations were more frequently used than complete sentences. Szabó (2006) examined the notes made by eight experts who were providing Hungarian-English interpreting and found that, irrespective of the direction of interpreting, her participants clearly preferred English, which was their B language.

The findings indicated that the language combination itself was a significant factor in the language selection. When interpreting from English to Spanish, Abuín González (2012) contrasted the notes made by three groups of subjects with different degrees of experience: interpreters, advanced students, and beginning students. The findings indicated that as one's degree of skill increased, one's choice for the language shifted from source to target. Based on their suggestion that the correctness of the target text be assessed by analyzing the semantic network, Dam et al. (2005) developed conjectures on the characteristics of efficiency and non-efficiency in notes. Dam (2007) later evaluated the assumptions using notes from five specialists who provided Spanish-to-Danish interpreting. The third hypothesis, "the more notes in the source language/the fewer in the target language, the better the target text," was not supported by the data, but she did find evidence for the first two: "the more notes, the better the target text - and vice versa" and "the more abbreviations/the fewer full words, the better the target text - and vice versa" (Dam, 2007: 194).

Cardoen's (2013) study with student participants discovered connections that contradicted Dam's conclusions. Cardoen observed that when compared to diffluent chunks, fluent chunks had more whole words, fewer notes, and fewer abbreviations. This was seen in three individuals who were interpreting from Spanish to Dutch.

3. Methodology

3.1 Research Approach

A qualitative analytical approach was used to study note-taking in English-Arabic simultaneous interpreting. Similar research has been conducted using various research instruments such as tests and questionnaires. Previous studies have mainly focused on consecutive interpreting and international settings, with limited research on note-taking in simultaneous interpreting settings. The participants of the study were given two simultaneous interpreting tests. The students were asked not to take notes when conducting simultaneous interpreting in the first test. In the second test, the students were asked to employ the strategy of note-taking while conducting simultaneous interpreting. The students' interpreting in both tests was recorded and then prescribed in order for the researchers to evaluate the quality of each interpreting and find out whether the quality of interpreting is better with taking notes or without it. Successive to the interpreting tests, the questionnaires were given to the students in order to gain information on how they react to employing the strategy of note-taking and their perceptions on its feasibility in simultaneous interpreting.

3.2 Participants of the Study

The participants of the present study are twenty English-Arabic translation students at Wasit University of Iraq. They are juniors doing various translation and interpreting courses at the time of conducting this study. Some of the participants have experience in interpreting and translation as they work for NGOs of other institutions along with their study at university. The participants of the study are 12 female and 8 male students. However, the significance or impacts of gender on the applicability and feasibility of note-taking in simultaneous interpreting has not been touched upon in the present study as it is not included in its objectives.

4. Data Analysis

A questionnaire of (10) (YES / NO) questions on the feasibility and applicability of note-taking in simultaneous interpreting was administered to (20) fourth-year students at the Department of Translation, Faculty of Arts, Wasit University. The questionnaire was distributed to the participants in the fifth week of the second semester to ensure that the students have been exposed to various settings of simultaneous interpreting in addition to gaining a considerable amount of information, whether theoretically or practically, about this profession. The data obtained from the questionnaire are as shown in Table (1) below.

Table (1) The Questionnaire Form Along with the Participants' Answers

No.	Question	Yes	No
1	Note-taking is useful in simultaneous interpreting.	2	18
2	Note-taking negatively impacts the listening skill of the interpreter.	17	3
3	Note-taking wastes my time when conducting constructive interpreting.	19	1
4	Note-taking negatively affects the accuracy of the output in simultaneous interpreting.	18	2
5	Interpreter's proficiency and experience play an important role in the effectiveness of note-taking.	9	11
6	Have you ever stopped taking notes in the middle of an interpreting task?	19	1
7	Does the interpreting setting, e.g., legal or conference settings, have any impact on note-taking?	11	9
8	Does the speed of the speaker have any impact on making note-taking feasible in simultaneous interpreting?	18	2
9	All in all, note-taking is feasible in simultaneous interpreting.	1	19
10	All in all, note-taking is applicable in simultaneous interpreting.	1	19

A close look at the table above reveals a strong tendency among the majority of the participants to avoid taking notes during a simultaneous interpreting task. To begin with, only (10%) (2) participants stated that taking notes is useful during simultaneous interpreting. On the other hand, (90%) (18) participants stated that it is not a useful technique. This huge difference between the two percentages indicates that there is a general agreement among practitioners of simultaneous interpreting that taking notes is useless. Moreover, this agreement among simultaneous interpreters does not stop at the point of uselessness of note-taking, but it is more clearly asserted in their response to questions (2,3, and 4) regarding the negative impacts of note-taking on the listening skill of the interpreter, the interpreter's time when conducting constructive interpreting, and the negative impact of note-taking on the accuracy of the output in simultaneous interpreting.

In this regard, in their response to question (2), (85%), (17) participants indicated that note-taking has a negative impact on the listening skill of the interpreter. As a matter of fact, this response is very crucial and dangerous at the same time. When the listening stage at the interpreting process is affected, this negative impact will certainly be reflected in the other two stages of processing and output, which, in turn, will lead to a poor outcome. The remaining (15%) of the (3) participants does not mitigate the detrimental consequences of negatively impacting the listening stage at any interpreting task. Similarly, perhaps the highest percentage in the participants' responses was obtained in their response to question (3) regarding wasting the interpreter's time. In line with their point of view regarding the uselessness of note-taking in simultaneous interpreting, (95%), (19) participants acknowledged that taking notes affects the essential part of the interpreting process. Actually, this point is related to the source of complexity of simultaneous interpreting, which is time. Time is the major factor, amongst all other factors, of making simultaneous interpreting the

most complex type of interpreting. This fact is obvious to the extent that only (5%), (1) participant responded that note-taking does not waste the time of the interpreter when conducting a constructive interpreting, which is a response that can be attributed to many factors outside the scope of the present study. No comparison can be made between the two percentages as there is an agreement among the participants that time is wasted when the interpreter tries to take notes while conducting a simultaneous interpreting task. When it comes to the ultimate point of the interpreting process, the outcome, (90%), (18) participants believe that the accuracy of the outcome is affected negatively as a result of the accumulation of the negative impacts on the preceding stages in the interpreting process. On the other hand, only (10%), (2) participants do not see any negative impact or they see that it is a useful technique. These two respondents may be the same participants who answered (YES) to question (1).

It is noticeable that the difference between the percentages of the responses in favor of taking notes and those against drops sharply to become very close to each other when the question was about the role an interpreter's proficiency and experience play in the effectiveness of note-taking. However, despite the fact that the participants kept following the path they followed in their responses to the preceding four questions, they seem divided regarding whether or not an interpreter's proficiency and experience facilitate the process of note-taking. This little difference of (45%), (9) participants who believe that there is an effect of proficiency and experience on performance against (55%), (11) participants who believe that there is no effect, makes this factor a matter of argument that is in need for either being proved or refuted. The same applies to the participants' responses to question (7), which showed the same difference in the percentages between those who believe that the interpreting setting has an effect on note-taking and those who do not see any effect of the setting. The difference is deepened once more when the question touched upon a real idea related to practicing. In this case, the response can be said to be the most realistic as it does not relate to what the interpreter thinks, but it directly stems from an experience during a real setting task. Once again, the difference returns to its highest range of (95%), (19) participants who reported that they stopped taking notes during a real simultaneous interpreting task. This point is the proof that note-taking is neither feasible nor applicable in simultaneous interpreting.

The time factor plays its role once again in directing the participants' responses to question (8) about the effect of the speaker's speed on facilitating the process of note-taking. The (90%), (18) participants who answered (YES), clearly attribute the complexity of note-taking to the time constraints imposed on the interpreter. The (10%), (2) participants who answered that speed has no effect on note-taking continue their path in believing that it is feasible and applicable to take notes while carrying out a simultaneous interpreting assignment in any setting.

The participants' responses to questions (9) and (10) regarding feasibility and applicability of note-taking in simultaneous interpreting give an ultimate image of how this technique is perceived by simultaneous interpreters. In both cases, the percentages of those who believe that note-taking is neither feasible nor applicable in simultaneous interpreting are (95%). The (19) out of (20) participants assert that simultaneous interpreters should look for alternative

techniques other than note-taking in order for them to overcome complexities imposed by this highly demanding task.

5. Discussion of Findings and Conclusions

The present study has been conducted to investigate the applicability and feasibility of note-taking in English-Arabic simultaneous interpreting. The findings of the study revealed that the strategy of note-taking is inapplicable to English-Arabic simultaneous interpreting. Moreover, the data analysis showed that the inability of applying the strategy of note-taking in English-Arabic simultaneous interpreting arises as a result of four main reasons; the time space allowed for the interpreter to do the interpreting is very limited, the interpreters may miss key information when they take notes, speeches may include inconsistent abbreviations, which confuses the interpreter and may lead to misinterpreting, and the fact that note-taking may distract the interpreter as he/she is supposed to be fully focusing on listening, processing the source language, and producing the target language utterances. One of the most noteworthy findings of the present study is what was agreed upon by (95%) of the participants that note-taking negatively impacts the listening skills of the interpreter, which is the very first stage that dominates the quality of the two subsequent stages, processing and production. The significance of this finding stems from the fact that any distortion in the input stage, listening, certainly leads to poor interpreting production. Another important finding is that the majority of the participants stated that they stopped taking notes in the middle of their interpreting, which indicates an important factor why note-taking is infeasible and inapplicable in simultaneous interpreting, which is time constraint.

In conclusion, the findings of the present study indicate that it is not possible to employ the strategy of note-taking in English-Arabic simultaneous interpreting. Hence, English-Arabic simultaneous interpreters are recommended to look for appropriate alternatives to assist them other than resorting to note-taking. Additionally, training programs should focus on enhancing interpreters' skills in a way that makes them able to focus, process, and produce quality interpreting without resorting to applying a strategy that distorts their attention and leads them to producing poor interpreting.

6. Suggestions for Further Research

Having been conducted within the domain of interpreting studies, the present study has focused on whether note-taking is or is not feasible and applicable in simultaneous interpreting. However, there are still other points that need to be taken into consideration in future projects carried out in the field of simultaneous interpreting. Further studies may focus on the potential reasons behind the infeasibility and inapplicability of note-taking. In this regard, questionnaires may be administered in a reflective manner that extracts the factors leading to interpreters' inability to take notes while simultaneously interpreting a source speech. In the realm of digitalization, investigating the employability of digital means in note-taking will be of significant value to both trainers as well as interpreters. It is recommended in this regard that studies do not only focus on factors of complexity in simultaneous interpreting, but they should also delve into why such complexities keep occurring until now. Filling such research gaps certainly leads to improving interpreters' performance as well as the effectiveness and quality of simultaneous interpreting.

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