Challangnes of Note Taking in Consecutive Interpreting Training at the University of Nairobi

Degree Programme: Master of Arts in Interpretation [1]
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Abstract

The purpose of this story was to find out the challenges that face the teaching and learning of note-taking in consecutive interpreting. The following hypotheses were tested: 1) Some strategies in note-taking are difficult to implement. 2) Student interpreters face challenges in note-taking in their training. 3) The impact of challenges experienced in note-taking highly affects the quality of consecutive interpreting. We need an eclectic approach in choosing the theories that guided the study. The first theory that we used was the schema theory which was supported by Rozan’s seven principles of note-taking.

Data was collected from student interpreters and their lecturers. We used the Case Study research design. Therefore all the students and lecturers involved in teaching consecutive interpreting were involved. Data was collected using questionnaires for students and trainers and an observation checklist for analyzing the notes taken by students for the speeches that were given. Data was summarized, analysed and presented qualitatively in narrative reports.

The study found out that both the student and trainers are aware Rozan’s seven principles of note-taking. It was discovered that both groups do not use all the suggested principles for personal reasons and preferences.

The results also revealed that besides the seven principles, there are other strategies that have been invented by interpreters over time. The results also showed that students use different resources during practice. However, we discovered that students rarely practice consecutive interpreting because of time constraints. This notwithstanding, they all acknowledged that notes help them a great deal during consecutive interpreting.

The results also showed that students and trainers of interpretation experience challenges in the learning and teaching of note-taking. In dealing with the challenges, students suggested more practice and other strategies like simplifying complex sentences and improving their listening skills. The results also showed that the challenges affected both consecutive and simultaneous interpreting. From the observation of the note, it became clear that student interpreters still need to learn the most effective ways of note-taking.

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Attachment
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