

**BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG**



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**HAIPHONG PRIVATE UNIVERSITY
FOREIGN LANGUAGES DEPARTMENT**

GRADUATION PAPER

**DIFFICULTIES AND SUGGESTED SOLUTIONS
IN LEARNING ENGLISH - VIETNAMESE
CONSECUTIVE INTERPRETING FOR THE THIRD-
YEAR ENGLISH MAJORS AT HAI PHONG PRIVATE
UNIVERSITY**

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HAI PHONG – 2012

**BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG**

Nhiệm vụ đề tài tốt nghiệp

Sinh viên:Mã số:.....

Lớp:Ngành:.....

Tên đề tài:

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Nhiệm vụ đề tài

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp (về lý luận, thực tiễn, các số liệu cần tính toán và các bản vẽ).

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2. Các số liệu cần thiết để thiết kế, tính toán.

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3. Địa điểm thực tập tốt nghiệp.

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CÁN BỘ HƯỚNG DẪN ĐỀ TÀI

Người hướng dẫn thứ nhất:

Họ và tên:.....

Học hàm, học vị:.....

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Cơ quan công tác:.....

Nội dung hướng dẫn:.....

Đề tài tốt nghiệp được giao ngày tháng năm 2012

Yêu cầu phải hoàn thành xong trước ngày tháng năm 2012

Đã nhận nhiệm vụ ĐTTN

Sinh viên

Đã giao nhiệm vụ ĐTTN

Người hướng dẫn

Hải Phòng, ngày tháng năm 2012

HIỆU TRƯỞNG

GS.TS.NGŨT. Trần Hữu Nghị

PHẦN NHẬN XÉT TÓM TẮT CỦA CÁN BỘ HƯỚNG DẪN

1. Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp:

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2. Đánh giá chất lượng của khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu...):

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Hải Phòng, ngày tháng..... năm 2012

Cán bộ hướng dẫn
(Họ tên và chữ ký)

NHẬN XÉT ĐÁNH GIÁ
CỦA NGƯỜI CHẤM PHẢN BIỆN ĐỀ TÀI TỐT NGHIỆP

1.Đánh giá chất lượng đề tài tốt nghiệp về các mặt thu thập và phân tích tài liệu, số liệu ban đầu, giá trị lí luận và thực tiễn của đề tài.

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(Điểm ghi bằng số và chữ)

Ngày..... tháng..... năm 2012

Người chấm phản biện

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Nguyen Thi Mai Anh

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CHAPTER I: INTRODUCTION

1. Background to the study

Globalization has enhanced the public's demand for more qualified translators and interpreters (Austermuhl 2003; Amato and Mead 2002). For qualified interpreting, besides their language and interpreting skills, interpreters must equip themselves with highly specialized subject knowledge, as well as full awareness of working code of ethics in various social settings. It is not a normal game, not an easy job. To meet the increasing need in the interpreting market, there have been an ever-growing number of tertiary education institutions becoming involved in the formal training of translation and interpreting professionals (Arjona-Tseng 1994). Given that interpreting activities may take various forms, this research will base its discussion on consecutive interpreting. With an aim of improving interpreting performance, the teaching and study quality of interpreting, this research will discuss the interpreting students' difficulties that often occur in learning English – Vietnamese consecutive interpreting and suggested solutions. I do hope that this thesis will help students who want to become interpreters in the future to find out and overcome their problems in learning this subject.

2. Scope of the study

Due to the limitation of time and knowledge, this thesis only focuses on analyzing and emphasizing the main problems in learning consecutive interpreting with which interpreting students deal the most difficulties and suggested solutions in learning English to Vietnamese consecutive interpreting. Regarding interpreting perspective, the subjects can be divided into two groups including professional interpreters and students or would-be interpreters. However, in this thesis, my subjects are mainly future interpreters; they are third- year English major students of Haiphong Private University with the hope to help them find out their difficulties when learning consecutive interpreting and the way to study this subject effectively. This thesis is also expected to be a helpful reference to other

people who are amateur interpreters and motivate students to pursue this career. I do hope that it will be useful to readers and people who are interested.

3. Method of the study

This study is a methodical investigation into the subject of difficulties and suggested solutions in learning English to Vietnamese consecutive interpreting; a focused and systematic request for information that is a product of a long searching process with a series of activities. It involves a number of things such as the collection and analysis of data, the evaluation of results, and so on. Field work consisted in the design of a questionnaire to be answered by a sample of students in advanced courses of interpretation. The findings enumerated the difficulties encountered related to the practice of interpretation.

In the process of doing the research I'm still an undergraduate student, so I do not have much practical experience. My awareness of consecutive interpreting has been mainly gained through published and electronic reference materials as well as the suggestions and recommendations by interpreting teachers at my university.

4. Organization of the study

My graduation paper is divided into four main chapters.

- Chapter I is the Introduction, including four sections: Background to the study, Scope of the study, Method of the study and Organization of the study. The Background to the study is the general introduction about interpreting and the aim of the study. Next, the Scope of the study limits the areas of research and targeted subjects of the study. The Organization of the study outlines the main parts of this graduation paper.
- Chapter II is the Theoretical background that consists of five sections as following: Introduction, Interpreting, Consecutive Interpreting, Consecutive Interpreting stages and Main difficulties in English to Vietnamese consecutive interpreting process.
- Chapter III presents the study including two sections as following:

- Methods and Procedures. It includes: Introduction, The Objective of the Survey, Subjects, Method of the Survey and Procedures.
- Results and Discussion. This section consists of Introduction, Findings and Discussion.
- Chapter IV is the Suggestions and Conclusion in which I give a brief summary of the main points mentioned in the previous parts and some suggestions for further study (experiences acquired and state the orientation for future study).

CHAPTER II: THEORETICAL BACKGROUND

1. Introduction:

This chapter is produced to review different viewpoints and previous researches on interpreting in general and consecutive interpreting in particular. Especially, it is intended to demonstrate relevant information on consecutive interpreting. Various aspects related to the topic of consecutive interpreting in succession ranging from panorama view to close-up view will be explained in this chapter. It is started with a brief description of interpreting, interpreting classification, then a focus on consecutive interpreting and the rest of the chapter completely zooms in English major students' difficulties when learning consecutive interpreting.

2. Interpreting:

By studying some linguistic scholars' works on subject of interpretation and translation, I have to conclude that there is not any regular definition of interpreting. To give a clear definition of interpreting, at first, I will relate it to translation which interpreting is often mistaken for. According to Catford (1965), translation is described as an "*operation performed on languages, a process of substituting a text in one language for a text in another*".

A big amount of people confuse translation with interpreting. So, what is Interpreting? Pochhacker (2004) stated that interpretation is oral, a special form of translation or "*it is immediate oral translation*" as Roderick Jones (2002, p.3) said. So, the main difference is that translation is written, while interpreting is verbal. Mahmoodzadeh gives a more detailed definition of interpreting: *Interpreting consists of presenting in the target language, the exact meaning of what is uttered in the source language either simultaneously or consecutively, preserving the tone of the speaker* (1992, p.231). Interpreting requires the ability to accurately express information in the target language. Interpreting is not a matter of substituting words in one language for words in another. It is a matter of understanding the thought expressed in one language and then explaining it using

the resources and cultural nuances of another language, so they can express the source text or speed so that it sounds natural in the target language.

According to Hanh (2006), *“Interpreting, just like translation, is fundamentally the art of re-expressing. The interpreter listens to a speaker in one language, gets the content of what is being said, and then immediately verbally re-expresses his or her understanding of the meaning in another language”*. Like this, both interpretation and translation have same target of processing information in one direction from one source to target language and the issue of direction is more complex at the level of the communicative event. However, interpreting is described as an active process of communicating, by oral, not by text with the interpreter making informed choices based on knowledge and understanding of language by Martin and Garces (2008). Hanh (2006) also noted in her work that *“both interpreters and translators are required to have a good command of the native language and at least a foreign language, analytical ability, high concentration, subject matter knowledge and sensitivity to cultural issues”* (p.10). However, while a translator must be both a sharp writer and a skilled editor, it is indispensable for an interpreter to have special listening ability, a good memory, good note-taking techniques and excellent public speaking skills. Interpreting requires superior language ability in at least two languages, so interpreters must be able to transform idioms, proverbs, colloquialisms into the target language immediately. In addition, interpreters have to convey the oral message under time pressure without the opportunity of revising or polishing their interpretation. For these reasons, whether novice or experienced, all interpreters find this profession extremely demanding and challenging.

By its high requirement toward interpreters, interpreting itself assumes its importance in communicative activity nowadays. According to Listiani (2010), interpreting plays key role in bridging the gap between languages, helping two or group of people of different languages to understand what is being said. The goal of interpretation is that a message makes the same impact on the target audience that a speaker intends for an audience of her/his same language. Without interpreting, there will be no good understanding between people of at least two

languages and global communication will drop in thousands of troublesome issues.

3. Consecutive Interpreting

As far as the classification of interpreting is concerned, most people get involved into linguistic study and give their attention to what is meant by consecutive interpreting and simultaneous interpreting. As Hanh (2006) said, “*consecutive and simultaneous are the two sub-types of interpreting, based on the interpreting mode used by the interpreter: simultaneous, which occurs nearly at the same as the original utterance of a speed; consecutive, which follows a chunk of speed varying in length from very few sentences to an entire speed lasting several minutes*” (p. 11).

Jones (2002) stated that a consecutive interpreter “*listens to the totality of a speaker’s comments, or at least a significant passage, and then reconstitutes the speed with the help of notes taken while listening; the interpreter is thus speaking consecutively to the original speaker, hence the name*”. With simultaneous interpreting, he explained it as follows: “*Here the interpreter listens to the beginning of the speaker’s comments then begins interpreting while the speed continues, carrying on throughout the speed, to finish almost at the same time the original. The interpreter is thus speaking simultaneous to the original, hence again the name*” (p. 6). The differences between the two main modes of interpreting become more detailed from this definition. The amount of time that elapses between the delivery of the source utterance and the delivery of the interpretation is the primary difference between consecutive interpreting and simultaneous interpreting. Simultaneous interpreting has advantage of quick delivery, but a disadvantage in terms of the amount of information delivered. In contrast, consecutive interpreting takes time but may transfer more accurate information (Phelan 2001). However, whether interpreting consecutively or simultaneously, the interpreter has to concentratively listen to the speaker, exactly understand, logically analyze the meaning of the message, then conceiving strategies for reformulating the message into the target language.

4. Consecutive interpreting stages

According to Liu Minhua, there are five stages of in process consecutive interpretation: hearing and listening; analysis and comprehension; memorizing and note-taking; loading from memory and notes; delivery. Hearing is called a passive process without attention, part of the speech can be heard and few message stays. Interpreters are regarded as an active listener who gets the experience of listening actively and attentively and message can stay in their mind for a while, be it short or long. Actually the listening effort requires more than attentiveness. While an interpreter is doing listening, the process of analysis is involved which, according to the information processing, is for meaning seizing and information comprehension. As the processing capacity or volume of memory of an interpreter is limited, they grasp the major ideas and let go the minor ones. In this sense, note-taking is also an excellent assistant to memory. Being a good helper for analysis and comprehension, note-taking plays the role of filtering. Only under analysis can the interpreter put note-taking to the effective use. During the consecutive process, once the interpreter begins to deliver, his performance is under assessment. If he does a good job in this phrase, all the previous phrases are confirmed. If he fails, the other four phases will lose the presentation opportunity. According to the nature of two-phase process of consecutive interpretation, namely the listening and reformulation phase, Gile's effort model is divided into two parts: the operation of listening, note-taking, short-term memory and the coordination of remembering, note-reading and production of the target language speech. They are modeled as follows:

- $CL=L+M+N+C$ (Gile, 1995:179)

L is the listening and analysis component. M is the short-term memory operation. N refers to the note-taking component. As the note-taking functions as the filter to help analyze the information, choose the main points and logical links, it is also a nonautomatic process which occupies some mental energy. C is the coordination components which help to make a balance of their interaction when actually the three components are happening simultaneously.

- CL (reformulation) =Rem+Read+P (Gile, 1995:179)

The Rem component refers to recalling of the segments from memory. The Read component means the reading of notes taken during the listening phrase. Actually the two components are complimentary and interacting. Clear and logic notes help the interpreter to recall the meaning of source-language speech. And they both serve the basis for P-production of the target-language speech.

5. Main difficulties in English to Vietnamese consecutive interpreting process

A very high standard of accuracy prevails in consecutive interpreting. Not only must the content of the source language message be conveyed, but also structural elements of that message that are not contained in the words: pauses, tone of voice, stress, etc. Many interpreters regard consecutive as the most difficult mode of interpreting because it is so hard to retain all of these aspects of the source language message, particularly when a speech is very lengthy or is not entirely coherent. As Melville Jackson stated in his article: *Consecutive Interpreter - What They Have To Do*, one of the primary problems related to consecutive interpreting is the fact that it is made up of a number of operations which have to be done at the same time. These require a high rate of processing capacity of the interpreter. A consecutive interpreter has to perform a number of tasks at the same time like:

- Listening: He has to listen to the speaker and also analyze what he is saying.
- Short-term memory: This is one of the most difficult parts of the entire process. He has to remember the information from the speaker until it can be altered in the target language.
- Production: He has to come up with a target language to reproduce the speech of the speaker.

On the other hand, during the reformulation process an interpreter has to go through another set of operations which include:

- Note reading: An interpreter is needed to understand and if required decipher the notes which he has written.
- Long-term memory: This is another difficult part of any consecutive interpreter's work. He has to retrieve all the information which is stored in the short-term memory and construct the content of the speech in the target language.
- Production: Finally he has to reproduce the entire speech from the speaker in the target language.

In fact, students have a great advantage in English – Vietnamese consecutive interpretation because they do not have problem with speaking skill. In English – Vietnamese interpretation, English is the foreign language of students and the speaker often makes a fast speech. Therefore, students often have troubles mainly with listening, memory and note-taking skill. If they can use those skills well, interpretation is not a big deal.

5.1. Listening

The very first essence of interpreting is to hear clearly and understand what the speech is about in order to grasp the keynote. Listening is the major vehicle to obtain information. It's a complex cognitive process from "listening" to "understanding", which, however, is not controlled by people's consciousness. According to some researches, "listening" is not a totally passive process but rather a process of active and interwoven processing of information. Ordinary people would choose what to pay attention to and what to bear in mind while listening to others. An interpreter, however, must try his best to recreate the speaker's words as complete and accurate as possible. It is for this reason that interpreters need to be more focused in order to process bulks of information rapidly. To meet this end, information analysis, categorization and arrangement become imperative.

Many interpreting students normally face and encounter many difficulties in listening English, so what are their problems? A numbers of researches have been carried out to pick out the problem in listening. The problems were believed to

cause by the speech rate, vocabulary and pronunciation (Higgins, 1995). As Flowerdew & Miller (1996) assumed that the problems of the students were for the speed of delivery, new terminology and concept, difficulty in focusing and the physical environment. As Nguyen Ngoan stated in his article “*listening to VOA: advantages, problems and solutions*” the students have to face these three problems. First of all, the students find it hard to understand proper names as they have never heard about it before. In other words, they have no background knowledge about what they are listening. The second problem is believed to rise from the unfamiliar, uninteresting and too long listening which makes the students feel strange, discouraged and bored of what they are hearing. The last one is assumed to be about the sound connections and intonation spoken by native speakers with different accents. According to Yagang (1994), the problems in listening were accompanied with the four following factors: the message, the speaker, the listener and the physical setting.

Here problems are classified into three different categories, namely problems from the listeners, listening materials and equipment, and physical settings.

5.1.1. Problems from the listeners

- The first problem students have is predicting what the speaker is going to say. In many cases listeners cannot predict what speakers are going to say, whether it is a news report on the radio, an interviewer’s questions, an everyday conversation, etc. In fact, the prediction brings about a number of advantages to students in their listening comprehension. According to Hasan (2000), the problem is believed to cause by the habit of listening to word by word. They do not focus on any particular cues which help them predict what is going to be talked about.
- The second problem is the limitation of vocabulary power. Many people suffer from incomplete comprehension. Some listeners thought that meaning resides within the unfamiliar words so they need a huge amount of vocabulary. On facing a new word, they tend to find out the meaning rather than infer it from the context (Hasan, 2000).

- The third problem is recognizing the main points in listening comprehension. If students cannot obtain any main points, failure will be an inevitable result. Almost the students cannot recognize the main points in a listening because they concentrate too much on listening to word by word. Thus they cannot identify the key words or the content words of the listening tasks.

5.1.2. Problems from the listening material

- Unfamiliar topics sometimes bring about a problem in listening. The listening material may contain a variety of fields in life or society. For instance, it is likely a business report, a daily conversation or a political issue which confuse the listener. They may include words, phrases or terms unfamiliar to listeners. They are totally strange to them so it is such a hard job to listen when the message is full of terminology.

- Variety of accents causes difficulties to students in listening comprehension since they do not have much exposure to different accents. For instance, if learners listen to French people speaking English, they will feel hard to understand him or her as they speak English in a native French intonation. Especially, during the process of learning interpreting in class, students have to not only deal with a variety of British, American and Australian accents, but might also have Indian or French, etc...thrown in. Yagang (1994) assert that the listeners have tendency to get familiar with the accents which they mostly listen. If listeners are exposed to standard British or American accents, they will face problems in understanding other accents.

- Besides, it is the real language or authentic material that causes a great difficulty to students. Students have been exposed themselves to materials which are designed for teaching and listening purposes. Therefore, the language in these materials, to some extent, have been simplified and contained less colloquial English. In addition, students in our university mostly learn English with non-native teachers. As for that, if students listen to an informal conversation, it is for sure that it is much harder than listening to a formal conversation used mostly in English classroom. Unlike the recordings in the ESL classroom, the informal

conversation consists of a number of words that sounds weird to students. Consequently, they do not know what they are listening to. The real language includes colloquial words, expressions and even slang which absolutely hardly bring the students any concepts about them. Heron and Seavy (1991) highlight the importance of authentic material for their great improvement in listening comprehension since authentic material related closely to the lives and language variety.

- Also, the linguistic features are language barrier to learners.
 - The liaison, the linking of the first word and the word coming right after which begins with a vowel (e.g.: an orange /ənrɒ rɪ ndʒ /), is claimed by many students to be the most common obstruction in listening since the students are used to hearing each separate word by unit in a sentence and slow stream of listening. Hence, they misunderstand the linking words or they have no idea of the meaning delivered.
 - Another problem in listening is the elision of a sound or exactly a syllable in a word. For example, “suppose” may be pronounced /spəʊz/ in rapid speech (or *family*: /'fæmɪ li/ → /'fæmli/). These kinds of features may be encountered when the message is spoken at such a rapid speed mood that the sentences uttered cannot be spoken word by word. Thus, students cannot distinguish or recognize the words that they hear.

Liaison and elision, as Yagang (1994) think, are difficulties which listener often face while listening. Normally, they get used to the written words that organized orderly in a textbook. Thus, in the stream of speech, students find it hard to recognize separate words.

- In fact, students often try to unlock the meaning by analysis of sentence structure. Unfamiliar structure would be confusion to them. Hasan, cited in (Vogely, 1994) agrees that difficulty in listening comprehension is partly due to the structure component of the text. In informal talk, difficulties stem from the ungrammatical sentences or the message is spoken with much hesitation. Furthermore, whether it is a habit or not, the adding something or reducing

something to a sentence seems to confuse the students. This limits the understanding of them.

- The long listening text is supposed to be an obstacle to students in listening. Actually, if the students do the listening for a long time, they will be under pressure. This will not bring out good result. Furthermore, if the listening text is too long, the listener is required the skill of note-taking. However, the note-taking is not easy for students. Most students find it hard to take note while listening. Hasan (2000) points out that: *“The length of time students listen may cause memory problems or even fatigue and this would distract listeners’ attention from grasping the meaning of the text, and learners may miss the rest of the text when there is a lapse in concentration. This may be attributed to the short memory span for the target language”*.

5.1.3. Problems result from physical settings

If the listening task is carried out with noises around, it is for sure students will not have a good result in listening. First, they are distracted by the noise no matter how hard they try to focus on the task. Otherwise, the noise makes a complex of sounds instead of the solo recording being played. This interrupts the students from hearing and focusing on the task.

The problem also comes from the poor quality of the tapes or disks. For example, the cassette may be recorded while there are noises around or the cassette is used for such a long time so the quality is worn out. Anyway, both background noises on the recording and environmental noises, can take the student’s mind off the content of the listening passage.

The poor equipment is somehow an obstacle to students in listening. For an example, unclear sounds resulting from poor-quality equipment can interfere with the student’s comprehension.

5.2. Memory

Memory is one of the major elements affecting the process of storing and conveying information. Lack of mnemonic capacities may prevent people from getting access to sources of information quickly and exactly. However, due to the

brain formation, human cannot remember everything they have heard or read which is likely to be too complicated or not necessary for a long-term use. Even memorizing a half dozen words would distract the interpreter, whose attention is already divided between listening to his own words, and those of the speaker. His memory *does not store the words* of the sentence delivered by the speaker, but *only the meaning* those words convey (Seleskovitch, 1978). People often complain about their bad memory which leads to their failure in interpretation. Indeed, it takes much brain work to listen, take notes and speak at the same time. One purpose of training is to achieve the compatible co-existence of several simultaneous processes with tilting to none of them.

Human memory can be roughly, if not professionally, divided into two kinds: short-term memory and long-term memory. In discussing the qualifications required for an interpreter, Phelan mentions that: "*The interpreter needs a good short-term memory to retain what he or she has just heard and a good long-term memory to put the information into context. Ability to concentrate is a factor as is the ability to analyze and process what is heard*" (2001:4-5). Mahmoodzadeh also emphasizes that a skillful interpreter is expected to "*have a powerful memory*" (1992:233). Memory is such an important language and oral communication problem in interpreting, especially in consecutive interpreting. Daniel Gile (1992, 1995) emphasizes the difficulties and efforts involved in interpreting tasks and strategies needed to overcome them, observing that many failures occur in the absence of any visible difficulty. According to Gile, consecutive interpreting consists of two separable phases: the listening phase and reformulation phase:

- *Phase One: I (Interpreting) = L (listening) + M (short-term memory) + N (note-taking)*

In this phase, the interpreter is required to listen attentively, selectively and analyze actively the source language speech, and then the interpreter's short-term memory is used between the time information is heard and the time it is written down in the notes.

- *Phase Two: I (Interpreting) = Rem (remember) + Read (read the notes) + P (produce the target language speech)*

In this phase two, the interpreter retrieves messages from their short-term memory and reconstructs the speech (Rem), read the notes, and produce the target language speech.

As mentioned above, Gile emphasizes the significance of short-term memory in consecutive interpreting model. It is believed that interpreting is a STM-centered activity, which includes encoding of information from the source language, storing of information, retrieval of information, and decoding of information into the target language. Despite having good awareness about the significance of memory in consecutive interpreting, the forthcoming interpreters face difficulties mastering it due to the lack of technique of concentration and mnemonic abilities. The first technique that should be pointed out is the deficiency of concentrating during the procedure of listening which is thought to create difficulties in memorizing. Secondly, lack of mnemonic capacities may prevent people from getting access to sources of information quickly and exactly. No longer can the interpreter accurately turn the source language in to another language when they have no ability to store a certain amount of information for a short time. Furthermore, though human brain can keep enormous information, short-term memory is quite limited which only lasts for a short time in interpreting. Once the interpreting assignment is over, the interpreter moves on to another one, often with different context, subject and speakers, then he/she has no chance to recall what is just said. In other words, interpreters must transfer the incoming information immediately, making room for new ones. The faster this transfer is, the more efficient the interpreting will be. Therefore, the memory skills which need to be imparted to trainee interpreters are short-term memory skills in the first stage of training.

5.3. Note-taking

Note-taking, is another problem for interpreters either taking very few notes, writing down only names and numbers, or taking copious notes. Though it is of course possible to work for a short time without notes, relying solely on memory, a notation system will enormously improve the quality of the end product and is essential for remarks running to more than a few sentences. Note taking has been proved to be very useful for the interpreter working consecutively (Hanh 2006, p.13). Firstly, notes improve concentration; prevent distraction, thus facilitating the reception and analysis of the speech. Secondly, notes help the interpreter relieve the memory. Although the interpreter may have understood the ideas of a speech, he or she cannot remember every point in the speech because one characteristic of short-term memory is that it only keeps information for a limited amount of time. By recording the specific details and data such as proper names, numbers, figures, lists of things, or specialized terms, technical expressions, etc, notes release the interpreter from bearing the whole thing in mind. Thirdly, notes activate the memory of the interpreter with cues or signals that call up the information in the speech. With notes, the main ideas, the secondary elements and the links among them become clear and easier for the interpreter to visualize. Obviously, the skill of note-taking is very helpful to interpreters, the content and structure of a speech are reflected in notes, and the notes in turn are used as a path to verbalize the speech. Thus notes play an important part in consecutive interpreting. However, taking proper notes needs a lot of practice, and the gap between the “theory of note-taking” and “actual notes” can be very large. In order to bridge the gap, first, an understanding of note-taking process is required.

According to Jones (2002), note-taking is part of the whole process of consecutive interpreting including: understanding, analysis and re-expression, and if these activities “*are not done correctly, the best notes in the world will not make a good interpreter*”. In this case, the interpreter may only write down individual words which are put together forming a meaningless chunk of information. And if note-

taking is separated from the activity of analyzing the speech, the interpreter may be lost in the information overload. The interpreter cannot identify what are the main ideas, what are the secondary elements, and what are the connections between them in order to decide what should be noted and what should not. Inevitably the notes become nothing more than a mess, which will definitely push the interpreter in a very difficult situation later. When looking back notes, the interpreter cannot have a clear review of the speech content. It obviously goes against one of the basic functions of notes. The prerequisite of analysis before note-taking has a salutary effect on a student's capacity to concentrate and to think clearly and quickly.

CHAPTER III: THE STUDY

1. Methods and Procedures

1.1. Introduction

The previous chapter provides an overview of consecutive interpreting and the problems that students often face with when learning this subject. And in this chapter, I would like to summarize process of making a survey on the topic of the study. The section starts with a brief description of the survey purpose, subjects, method and procedures.

1.2. The Objective of the Survey

Thanks to the application of some primary research methods, the study is added by practical statistics to enforce the viewpoints conveyed by the theme of thesis. In this chapter, the quantitative survey was conducted with an aim of exploring the main difficulties that interpreting students meet when learning English to Vietnamese consecutive interpreting and how they overcome their problems in reality. The survey is carried and assessed under in four main areas:

- (1) Students' opinions about consecutive interpreting in general and skills used in English – Vietnamese consecutive interpreting in particular
- (2) Problems in the listening stage
- (3) Difficulties encountered when using short-term memory in English – Vietnamese consecutive interpreting
- (4) Problems in note-taking

1.3. Subjects

A fact that consecutive interpreting skill is always paid attention to by teaching staff of foreign language universities and colleges, including Haiphong Private University. Even it is given into examination as a crucial subject. So I decided to choose 25 third-year students of K13 and 54 final-year students of K12 of Foreign Language Department at Haiphong Private University as the subjects of the survey. The subjects are chosen for the following reasons: (i) they have finished at

least one term of studying and practicing consecutive interpreting; (ii) many of them have practical experience in interpreting consecutively from their part-time jobs. Therefore, to some extent, they are already aware of the role of consecutive interpreting. However, these students are not professional interpreters, so obviously they do not have a wide knowledge about consecutive interpreting. Their responses are mainly based on the experiences that they have accumulated through the past two terms of studying interpreting at the university.

1.4. Method of the Survey

As I mentioned in Subjects section, the subjects are twenty five third-year students and fifty four final-year students. For the needs analysis in this study, a questionnaire survey was selected, as it would present clear, unbiased and true information. There are eleven multiple choice questions which are made in form of scaled items where the subjects choose only one point on a scale that best represents his or her view. All the questions mainly focused on students' difficulties in learning consecutive interpreting and suggested solutions. The questionnaire is designed based on my own investigation into my practical experience when learning consecutive interpreting and other related references.

1.5. Procedures

The seventy nine students chosen as subjects were given 20 minutes to consider and answer eleven questions. Actually, seventy nine questionnaires were delivered but only seventy five of them are collected. On each copy of the survey, there is a clear introduction to the purpose and a simple instruction about how to respond to questions, therefore, no other verbal explanation was given out. The sample questionnaire is available in the Appendix 1 at the end of the thesis. The number of respondents choosing the same answer was arranged in a category with its proportion. Due to the percentage, the degree of a category's importance will be emphasized with some possible explanations and suggestions included.

2. Results and Discussion

2.1. Introduction

This chapter is delivered as survey results in relation to relevant published works above as well as my personal calculations and estimations of the difficulties in learning English to Vietnamese consecutive interpreting. The aim of all following in-depth analyzes is no more than to provide a closer look at individual viewpoints on learning English - Vietnamese consecutive interpreting of the students taking part in the survey.

2.2. Findings and Discussion on the difficulties in learning English to Vietnamese consecutive interpreting for the third-year English majors at Haiphong Private University and suggested solutions

2.2.1. Students' opinions about consecutive interpreting in general and skills used in English – Vietnamese consecutive interpreting in particular

In Haiphong Private University, interpreting students get started with interpretation in the third year when they are competent in English. They will study this subject for two terms which were designed to bring interpretation knowledge and skills. This thesis is intended to find out the interpreting students' difficulties in the first term when students are getting acquainted with this subject. In the first term, the syllabus mainly focuses on English – Vietnamese consecutive interpreting with a wide range of topics that include economics, education, environment, society and other topics congruent with current market demand for interpretation. These topics cause more or less difficult for students to interpret. Through the first question in my survey, I want to find out which topic is the most difficult one for them. The obtained result will be shown in the below table.

Question	Number	%
Sample size	75	100
Population	7	9.3
Environment	15	20
Healthcare & Welfare	11	14.7
Education	5	6.7

Economics	19	25.3
Investment	11	14.7
City Planning	7	9.3

Table 1: Statistics about problems from topics

Generally, topics on economics rank the first position in term of the number of students with 19 students (25.3%) whereas education (6.7%), population and city planning (7% for each) are the least difficult topics for students. Topics on environment accounted for significant amount of students for 20%. Besides, healthcare & welfare and investment are also thought to be the trouble topics because they share the same number of choice, exactly 11 students (14.7%). Students said that they often had problems with topics which are unfamiliar to them. It is a hard job to listen when the message is full of terminology. The limited knowledge of social background and some special fields causes those difficulties. Words in general English can carry different meanings and express new concepts in specific English. Interpreting students often misunderstand the meaning of words between general English and specific English.

For instance, in general, “*reciprocal*” means “*mutual or each other*”, its Vietnamese equivalent is known as “*lẫn nhau*” or in linguistics it means “*quan hệ tương hỗ*”, in math, it means “*đảo, thuận nghịch*”, however, when it is used in import-export trade field like “*reciprocal L/C*” means “*thư tín dụng đối ứng*”. The same as the illustration above, the noun “*absorption*” has the meaning of “*sự hút, sự say mê*”. But, when it is put into environmental context, it means “*hấp thụ*”. Another example: “*Industries dump huge amounts of waste production bodies of water each year*”. With this sentence, many students will wonder how to interpret “*bodies of water*”. We cannot interpret as “*thân thể nước or nhóm nước*”. When it has function of environmental term, its meaning is “*khối lượng nước*”.

Thus, the lack of background knowledge about the topic might bring about the incomprehensive and shallow interpretation. Students should daily update the new information to enrich their mind with knowledge of various fields in life or society. In order to help students with the terminologies related to topics on economics and environment which are considered to be the biggest troubles, the

list of examples for terms on economics, environment was presented in the Appendix 2 at the end of the thesis.

In the survey, in order to investigate the frequency of getting a good interpretation of students, I delivered the second question and got a surprised result as follow:

	Hardly ever	Seldom	Sometimes	Often
Frequency of having a good interpretation	33.3%	30.7%	24%	12%
Frequency of practicing consecutive interpreting at home	10.7%	25.3%	46.7%	17.3%

Table 2: Students’ frequency of having a good interpretation and practicing consecutive interpreting at home

A surprised fact that 38% of the students surveyed claimed that they have hardly had a good interpretation. 34% said that they seldom had a good one. So, there are up to 72% of all surveyed students with at least one term practice hardly having a good interpretation, especially an English – Vietnamese one. In fact, to possess a good interpretation, it takes time and effort. However, students seem to spend very little time on practicing at home. Survey results show that only 10% of the students say they “often” practice consecutive interpreting, 48% “sometimes”; however, 18% “seldom” and 8% “hardly ever” have the habit of practicing it at home. Without much self-practicing, students cannot approach to any improvement or good result in consecutive interpreting.

The next two questions were designed to find out for students which skill is the most important and which one is the most difficult in English – Vietnamese consecutive interpreting.

	Listening	Memorizing	Note-taking	Speaking	Others
The most important skill	28%	33.3%	38.7%	0%	
The most difficult skill	41.3%	24%	29.3%		5.4%

Table 3: The most important and difficult element for students in English – Vietnamese consecutive interpreting

According to the figures, 25 students (nearly 34%) agree that memorizing is the most important element in English – Vietnamese consecutive interpreting; other 29 (38.7%) agree with the statement about note-taking skill as the most essential part. Only 21 students (28%) say that listening skill are more important and no one choose speaking skill for the answer.

It can be seen from the survey results that 54 (72%) out of 75 students interviewed realize that note-taking and memorizing are two more important skills in English – Vietnamese consecutive interpreting. In her research on the subject of note taking in consecutive interpreting in 2006, Hanh said that:

In consecutive interpreting, only when the speaker has completed the message does the interpreter begin his or her interpretation; the interpreter must have the ability to fully recall what has been said. Therefore, good memory is a prerequisite of good interpreting. Memory in consecutive interpreting refers to the capacity for storing and retrieving information of the interpreter. Many student interpreters say that although they can understand the message the speaker is delivering, they find it difficult to commit the content of the message to their memory. As a result, it is impossible for them to interpret what has no longer been retained in their mind into a different language. Then the major problem here is how to supplement the memory for consecutive interpreting. And the solution to the problem is to acquire note-taking skill (p.39).

So in a certain perspective, we can understand that note taking skill which can support for three other skills to deliver a good interpretation. However, I just say “supporting”, not “replacing”. In fact, we cannot deny the importance of memory. Memorizing and taking note have close relationship with each other, they support and help each other to be clearer. Indeed, if you have a good memory, you will remember better with much more information. The better note taking skill you have, the more things you can note down. If you have either good memory or good note taking skill or both of them, you can easily find out what should be interpreted. However, it should be noticed that in order to deliver an interpretation, students have to combine the four skills including listening, memorizing, note-taking and speaking. It would be really difficult if we are shortage of one of them. Especially, none of ideal notes could save an interpreter who is unable to listen actively to the message and unable to analyze the message for meaning logically. Indeed, when being asked about the element causing much more difficulties, there are more than 41% of the students choosing listening for their answer. There are 22 (29.3%) out of 75 students often having trouble with note-taking skill. Meanwhile, 18 students (24%) find memorizing more difficult and only 4 students (5.4%) choose other elements. Many students have confessed that they often fail their listening tasks. This means that the listening is actually an obstacle to students.

2.2.2. Problems in the listening stage

To identify problems, students are asked to put their answer on as scale of frequency ranging from never to always. Problems are classified into two different categories, namely problems from the listeners and listening material and equipment.

- Problems from listeners

Problems	Never	Sometimes	Often	Always
Guessing unknown words or phrases		13.3%	30.7%	56%
Recognizing main points	17.3%	12%	32%	38.7%

Lacking of background knowledge		33.3%	38.7%	28%
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Table 4: Statistics about problems from the listeners

- The table above shows that the first problem students have is the limitation of vocabulary power. Students sometimes encounter an unknown word which may cause them to stop and think about the meaning of that word and thus cause them to miss the next part of the speech. More than 86% of the participants suffer from incomplete comprehension. Here are some techniques for references: The first and most basic strategy is to use the clues which are the words or phrases coming after the unknown words. Nevertheless, students have to make sure that they do not spend much time on guessing the unfamiliar word or they will miss the speaker's next point. In addition, the speakers may use synonyms, antonyms or appositives to explain the words.

- The second problem is recognizing the main points in listening comprehension. Students tend to concentrate too much on listening to word by word, so more than 70% of the students cannot recognize the main points in a listening. Thus they also can not identify the key word or the content words of the listening tasks. To identify the important words that students need to listen out for, in English, this is shown in an easy-to-spot way by which words in the sentence are stressed (spoken louder and longer).

For instance:

- She was **sure** that somebody had **broken** into the **house**.

Cô ấy chắc chắn rằng đã có ai đó đột nhập vào trong nhà.

- I'm just **calling** to let you **know** that I'll be a little **late** to the **party tomorrow night**.

Tôi gọi là để báo với anh rằng bữa tiệc tối mai tôi sẽ đến muộn một chút.

The important words are in bold type which will be pronounced well and more clearly in the sentences.

Besides, there are clues suggested by Berman (2003) to identify the main points in listening.

+ Discourse marker is considered to be the bridge that leads to the points. It is such a natural thing that the speakers often signal the main points with discourse

markers. Different markers with particular expressions keep listeners catch up to the turning points of the task. Marker of addition (in addition, moreover, furthermore, etc) announces a modification or an addition to an idea while marker of cause and sequence (because, due to the fact that, as a result, consequently) informs us the reason and the result of a fact or an action.

+ Repetition is supposed to be the signal of main points. When a word or phrase is repeated for several times, possibly it covers the important points.

+ The speed of the speech also supplies cues for catching the main points. As a matter of fact, the natural talk is very fast to second language learners so it makes up some trouble to the non-native speaker. Nevertheless, in the streaming of listening students would notice that sometimes the speaker speaks a bit slower and clearer than he did before. This is mostly the points of the listening. It is the chance for students to capture the necessary information in a listening text. Emphasis is a natural factor in speaking so speaker also emphasizes to signal the most significant ideas. What students should do is to pay attention to the speed and the intonation of the speaker and identify the points. As in his books *“Advance Listening Strategies”* (Berman, 2003) assumed that: *“Pace is the speed of speech. Unimportant points or small details are usually spoken more quickly. Important points, such as main ideas, are usually spoken more slowly and clearly”*.

- Another significant issue is the lack of background knowledge. Sharing mutual knowledge and common content make communication easier. Even if listeners can understand the surface meaning of the text, they may have considerable difficulties in comprehending the whole meaning of the message unless they are familiar with it. Nonverbal clues such as facial expressions, nods, gestures, or tone of voice can also be easily misinterpreted by listeners from different cultures. There are more than 66.7% (always and often) and 33.3% (sometimes) of the students having troubles with this issue. Students ought to invest much more time and effort in searching for and equipping themselves with more knowledge about

cultures, societies and the world so as to enrich and specialize in their translation skills.

- Problems from the listening material and equipment

Problems	Never	Sometimes	Often	Always
Unfamiliar topics		54.7%	29.3%	16%
Different accents		22.7%	48%	29.3%
Authentic material	12%	24%	45.3%	18.7%
Colloquial words	13.3%	17.3%	33.3%	36%
Speed of speech		32%	46.7%	21.3%
Linking words		22.7%	33.3%	44%
Ungrammatical sentences		56%	44%	
Long listening	14.7%	48%	33.3%	
Noises		22.7%	34.7%	42.6%
The poor quality of tape/ equipments		45.3%	37.4%	17.3%

Table 5: Statistics about problems from listening material and equipment

- Table 5 shows that unfamiliar topics sometimes bring about a problem in listening comprehension. The listening material may contain a variety of fields in life or society which may include words, phrases or terms unfamiliar to listeners. It is quite hard to listen when the message is full of terminology. 54.7% (sometimes) and 45.3% (often and always) of the students have problems with topics which are unfamiliar to them. Students should practice as much as they can on the variety of topics and materials in order to get familiar with them. Teachers also can help students by providing them with different kinds of input, such as lectures, radio news, films, TV plays, announcements, everyday conversation, interviews, and English songs and so on.
- The result from the above table demonstrates that variety of accents causes difficulties to students in listening comprehension. 48% (often) and 29.3% (always) of the students experience this kind of problem because they do not have

much exposure to different accents. For this linguistic feature, students need much more exposing to different kinds of accents. In order to build up the ability to deal with different accents in the longer term, the best way is just to listen to a lot of English, e.g. TV without dubbing or BBC World Service Radio.

- Next, it is the real language or authentic material that causes a great difficulty to students. Materials used by students are mainly designed for teaching and studying purposes. Therefore, the language in these materials have been simplified and contained less colloquial English. It causes colloquial words, expressions and even slang being obstacles for students when listening. According the survey result, approximately 70% of the students (often and always) have trouble with colloquial words and expressions.

- The linguistic features are also language barrier to learners. Linking words are claimed by nearly 80% of the students to be the most common obstruction in listening. Students are used to hearing each separate word by unit in a sentence and slow stream of listening, so they misunderstand the linking words or they have no idea of the meaning delivered. The message is not spoken word by word, thus students find it hard to recognize separate words in the stream of speech. Students should practice more in liaisons and elisions in order to get used to the acoustic form of rapid natural speech. It is useful to find rapidly uttered colloquial collocations and ask students to imitate native speakers' pronunciation.

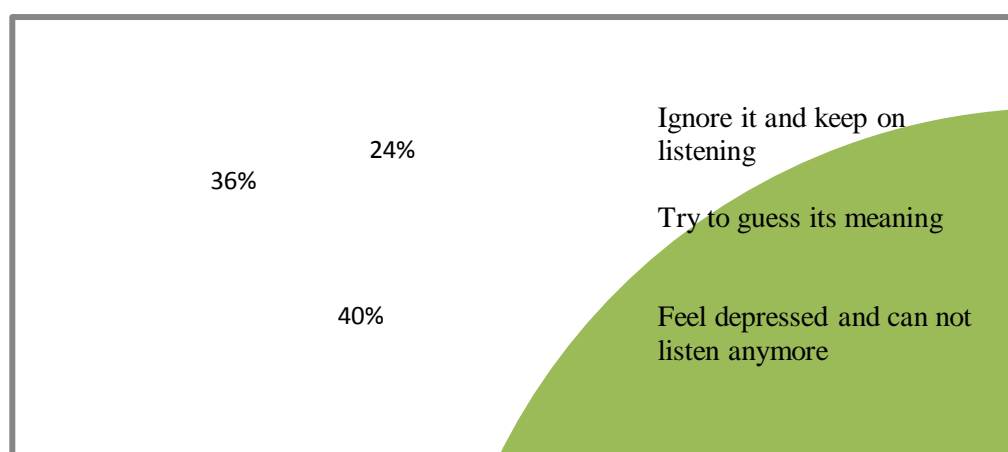
- Unfamiliar structure would be confusion to students because they often try to unlock the meaning by analysis of sentence structure. There are 44% of the students who often face this problem. Redundant utterances may take the form of repetitions, re-phrasing, self-corrections and apparently meaningless additions. This redundancy is a natural feature of speech. However, whether it is a habit or not, the adding something or reducing something to a sentence seems to confuse the students and make it difficult for them to understand the meaning.

- The long listening text is supposed to be an obstacle to students in listening claimed by 82% (sometimes and often). Actually, students will be under pressure when doing the listening for a long time. It can cause the failure to concentrate.

The skill of note-taking seems to be the most useful way when students have to face a long task in listening. This will help students to remember the main points or the precise information. The question here is that how students can write down what they hear as quickly as they could so that they will not miss the other ideas. It is supposed that students should write down the main point. Besides, they should develop their own characters or symbols. This is believed to be the most efficient way when students face with a long listening task. Note taking will be discussed further on the next section.

- The difficulties not only come from the message, the listener or the speaker but the environment surrounding the students. There are nearly 80% of the students have to face the problem of noises. Both background noises on the recording and environmental noises can take students lose their concentration in listening passage. Therefore, the laboratory room is the best place for students to do the listening. This somehow will bring out the better result for the noises outside cannot get through the lab room. A good cassette recorder or a CD player may give them the better rather than that of the old one.

In addition, new words are such matters that prevent students from understanding the message. So, what do they often do to deal with this? It is clear in the below result:



Pie 1: Students' strategy when encountering a new word or phrase

According to the data which has been collected, when encountering a new word or phrase, just 24% choose to ignore it and keep on listening, 40% try to guess its meaning. 36% of the students cannot listen anymore as they start thinking about

the meaning and as a result of this they miss the following information, so they feel very depressed. From this, we can see that lacking of vocabulary could be a barrier to students.

2.2.3. Difficulties encountered when using short-term memory in English – Vietnamese consecutive interpreting

Question	Number	%
Sample size	75	100
Private name	18	24
Number	16	21.3
List	14	18.7
Signal/ Abbreviation	6	8
Terminology	21	28

Table 6: Types of information causing difficulty to remember

The findings collected in the table 6 indicated that there is no considerable difference among for typical kinds of information: private name, number, list and terminology which account for 24%, 21.3%, 18.7% and 28% respectively. Another 8% of the students chose signal or abbreviation as the most serious barrier when exploiting short-term memory in English – Vietnamese consecutive interpreting. Needless to say, source-language speeches in the real context contains one (or more) of these information types, especially terminology when mentioned a specific major or aspect. Therefore, it is very important for interpreters solve the language problems like spelling (names), pronunciation (numbers) and speaking speed (lists), and the professional problem (technical terms) as well.

Question	Number	%
Sample size	75	100
Physical factors	12	16

Concentration ability	29	38.7
External environment	9	12
Psychological factors	6	8
Topic/Content of source-language information	19	25.3

Table 7: Reasons of difficulties in short-term memory

In terms of reasons for difficulties in general, table 7 implied that even the topic or content of source-language information (private name, number, list, signal/abbreviation, terminology, etc...) are really a matter of concern with 25.3% of the students claimed that they were embarrassed when listening such types of information, but they did not disturb the students as much as the lack of concentration ability to encode information in brain and recall this from short-term memory. 38.7% of the students did choose concentration ability as their answer.

As can be seen from table 7, as many as 16% of the students admitted that they find it difficult in applying short-term memory in interpreting because of physical causes while a fairly small number (8%) of them blame short-term memory problems for psychological factors in such pressure work like interpreting. Only 12% of the respondents explained their short-term memory difficulties due to the subjective factors (external environment). They revealed their confusion when hearing noise outside.

This result suggested that it is rather difficult for the students to properly apply short-term memory for interpreting purpose. They are often drowned in the information pool while the speakers continuously deliver their speech, which distracting their concentration and causing their nervousness after. Therefore, it is extremely essential to provide the students with principal knowledge on short-term memory and the fundamental strategies for effective way to improve short-term memory in interpreting.

The following are some methods to improve your memory in interpreting:

❖ Retelling in the source language:

According to this method, the instructor either reads or plays a recording of a text of about 200 words for the trainees to retell in the same language. The trainees should not be allowed to take any notes. In the first instance, trainees should be encouraged to retell the text in the same words of the original to the largest possible extent. The following tactics should be used by the trainees after a certain time of training on retelling.

- Categorization:

This technique concentrates on grouping items of the same properties to help interpreters find out the link/relation between items and the logical order/sequence which are needed to remember easier. The following example will illustrate this clearly:

European governments are dealing with a different issue linked to immigration and population growth. Racial and ethnic tensions are increasing in some European countries. This issue intensified last year in France when hundreds of young Arab and African men rioted. They were protesting against economic inequality and the failure of French society to accept them. Many rioters were the children of immigrants who had moved from countries like Algeria and Tunisia in the nineteen fifties and sixties.

The population of Europe is also aging faster than any other part of the world, except Japan. Birth rates are also down in many European countries. Experts say the number of people depending on workers will rise as the number of workers falls. They say spending in European countries will have to increase for retirement, health care and long-term care for old people in the future.

(cited in “Population Growth is Dropping in Industrialized Nations and Increasing in Some Developing Ones” – www.voanews.com)

Trainees should pay attention to two sub-topics in the passage, then classifying items in the two grounds:

- Immigration: *Racial and ethnic tensions*

+ Issue: *A riot in France*

+ Reasons: *Economic equality + Failure of society acceptance*

- Population Growth:

+ Issue: *Aging faster*

+ Impacts: *More spending on: Retirement, Healthcare, and Long –term care for old people.*

• Generalization:

As a feature of spoken language, speakers sometimes speak too long or too specific which may cause information loss of interpreters. Therefore, this technique is applied to draw general conclusions from particular examples or messages from provided text but still convey the full meaning. Generalization is also needed for listeners to sum up the ideas or delivered by the speaker. Here is one example:

The Chinese government said its one-child policy has led to fast economic growth. Yet, some people believe it has created a troubled economic future. Wang Feng is an expert on Chinese population issues at the University of California-Irvine in the United States. He says fewer people will be entering the Chinese workforce in coming years. But, more people over age sixty-five will be demanding retirement payments from the government. So he says a smaller workforce could have bad effects on the economy.

Experts believe China's one-child policy has affected the country in other ways. Chinese society values sons over daughters. Some parents choose to end a pregnancy if the fetus is a girl. So more boys than girls are born in China. As a result, experts say about forty million Chinese men will not be able to find women to marry within the next fifteen years. Experts say this could lead to kidnappings and more trafficking of woman and girls.

(cited in "Population Growth is Dropping in Industrialized Nations and Increasing in Some Developing Ones" – www.voanews.com)

In the above speech, the speaker much discussed the disadvantages of China's one-child policy; however, facilitating short - term memory in such context needs the technique of generalization:

The disadvantages of China's one-child policy:

- *Bad economic effects:*

+ *Smaller workforce*

+ *Increased retirement payments*

- *Gender imbalance: more boys than girls -> girls kidnapping and trafficking*

• *Comparison:*

When the speaker lists some objects in detailed, interpreters may find it difficult to follow, thus problems with target-language expression and accuracy are raised. In support of interpreters in such situation, comparison technique is suggested. Interpreters should notice differences and similarities between different things, facts and events to help short-term memory distinguish the features of separated objects and rearrange these objects into categories. Here is a typical example:

Many people around the world are trying to create new kinds of businesses. Entrepreneurs organize, build and support their business proposals. They may have ideas about new products. Or, they may have ideas about new ways to do business.

Social entrepreneurs are similar to business entrepreneurs. However, social entrepreneurs try to improve conditions in their communities. They organize, build, and support new and creative projects. Their goal is to improve people's lives. Their work is very important. Usually, social entrepreneurs do not receive much support for their work. However, the World Bank is trying to change this. The bank recognizes the need for social entrepreneurs and has developed a special program to offer them support.

(cited in "Development Marketplace: Turning Ideas Into Action" - www.voanews.com)

Here the speaker indicated two kinds of businesses; hence, interpreters should put them into comparison to improve short-term memory:

Criteria	Private entrepreneurs	Social entrepreneurs
Performance	<i>organize, build and support their business proposals</i>	<i>organize, build, and support new and creative projects</i>
Goal	products	living conditions

• Description:

Interpreters should use this technique in describing a scene, a shape, or size of an object. The usage of their own words in such tasks is encouraged to make the interpretation more vivid and persuasive. For example:

Java volcano activity increases

Thousands of people living in villages closest to the volcano have already been moved to emergency shelters. Many more are lining up by the side of the road waiting for trucks to take them to safety. But still there are a few farmers refusing to move. Without their crops and animals they have no income and cannot support their families so they're waiting until the government offers financial help. Meanwhile, the mountain above them is becoming more active by the day. At least one village about three kilometres from the crater has been covered in a dusting of volcanic ash. One scientist told the BBC he now believed Merapi was in what he called the early stages of an eruption but he added 'we cannot predict when it will reach its peak'. (news.bbc.co.uk)

The above passage briefly described an event. Due to the description language, interpreters should take their own way of expression to revise the “picture in words”:

- Event: *Merapi mount – volcano activities*
- Scene: *The activation of the mountain -> volcanic ash covers a three-far-away village*
- People:

30 days hath September

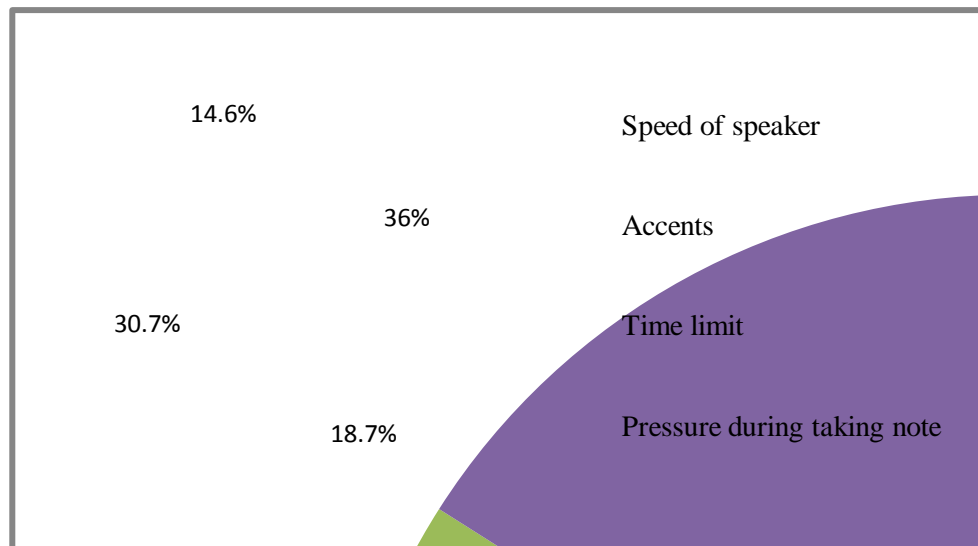
Thirty days hath September,
April, June, and November;
February has twenty-eight alone,
All the rest have thirty-one,
Excepting leap year, that's the time
When February's days are twenty-nine.

- **Method of Loci:** This technique was used by ancient orators to remember speeches, and it combines the use of organization, visual memory, and association. After receiving information, short-term memory users create a vivid visual memory of the “path” and objects along it, then visualize it when interpreting.
- **Chunking:** This is a technique generally used when remembering numbers, although the idea can be used for remembering other things as well. When you use "chunking" to remember, you decrease the number of items which you are holding in memory by increasing the size of each item. For example: In remembering the number string 64831996, you could try to remember each number individually, or you could try thinking about the string as 64 83 19 96 (creating "chunks" of numbers). This breaks the group into a smaller number of "chunks." Instead of remembering eight individual numbers, you are remembering four larger numbers. This is particularly helpful when you form "chunks" that are meaningful or familiar to you. In this case, the last four numbers in the series are "1996," which can easily be remembered as one chunk of information.

2.2.4. Problems in note-taking

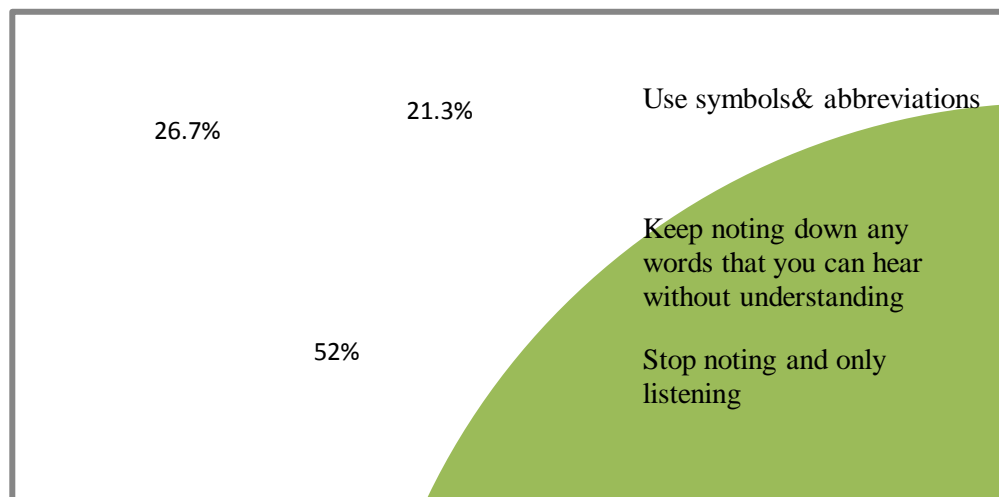
Being asked about their experience in note taking, all students answer very quickly. When investigating the ability of taking good note during English – Vietnamese consecutive interpreting, I got a surprised fact that there are more than

70% of all investigated students seldom taking a good note. So a question here is what the reason is. In order to deal with this question, I led those students to question 10 and question 11 of my survey. And, when being asked what prevents them from taking good note, those students acclaimed that they have problem with speed of speaker and time limit of taking note before delivering interpreting.



Pie 2: Element prevents students from taking a good note

As can be seen from the pie 2 above, more than 66% of all investigated students answered that quick speed of the speaker and time limit make them so confused and could not take good notes. This statement is also shared by Turkel and Peterson (1982) that “*they can’t concentrate on what they’re reading and hearing when they are taking notes*”. It is a true that taking note while listening can give unexpected problems to listeners, but it is not true to everyone. Because according to Turkel and Peterson, if people know how to note, what to note to save their time and catch up with what has been said, any difficulty will be not happened. So the important thing here is that when students are prevented from taking good note, what do they do to deal with this situation? It is clear in question 11 as the pie below:



Pie 3: How students deal with difficulty in taking note

Looking at the pie 3, we can find out a fact that 39 (52%) out of 75 students choose to keep noting any words they can hear without understanding. It is in line with one research of Turkel and Peterson in 1982 that *“they (students) always try to race to take down every word, unable to sort out what belongs in their note”* (p.3). This action will be no use for interpreting because you cannot understand what you note and what it means. More serious is that there are 20 students (26.7%) deciding to stop noting and only listening. Students of this group seem to have no good interpretation according to one research of Turkel and Peterson that *“note taking is much more effective than just listening or reading, even if you’re the most attractive person in the world”* (p. 3). Only 21.3% of the students have the habit of using symbols and abbreviations when taking note. And, as I know, these students often deliver good interpretations.

In order to make notes become an aid to enhance consecutive interpreting, notes should be few and concise and go right to the heart of the matter. It is important to find a balance between listening and taking notes. It’s better to focus on the speech and write only the most important details, the essential ones. However, to do this requires not merely that one hears words and writes down those which seem important, but that key ideas are first identified and then expressed. That is what is meant by the idea of quickly taking the speech to pieces. It goes without saying that the prerequisite of analysis before note-taking has a salutary effect on a student’s capacity to concentrate and to think clearly and quickly. According to

Hanh (2006), “*notes that are clearly separated and logically organized help the interpreter avoid all confusion when reading back notes* (p. 18). And notes using abbreviations and symbols are very helpful in activating most information with the least effort. Two tips are considered very important during taking notes because of the truth that using these tips, the fewer strokes are written; the more time can be saved.

- Abbreviations

An abbreviation is a shortened form of a word or phrase. Usually, it consists of a letter or group of letters taken from the word or phrase. Abbreviations help the interpreter take notes quickly, saving time spent on other activities in the interpreting process. . In order for the interpreter to understand immediately when reading back notes, these abbreviations must be definitive and unambiguous because under time pressure the interpreter has no chance to reconsider the meaning of abbreviations. According to Hanh (2006), there are many principles and rules for the use of abbreviations. The following suggestions about creating abbreviations are based on the truth that the fewer strokes are written; the more time can be saved.

- *Write what is heard*: The interpreter can write a word by recording its sound only. For example: high- *hi*; know- *no*; free- *fre*; fee- *fe*; night- *nite*; etc.

- *Drop medial vowels*

E.g.: build- *bld*; legal- *lgl*; bulletin- *bltn*; save - *sv*; budget- *bjt* etc.

- *Write initial and final vowels*

E.g.: office- *ofs*; easy- *ez*; follow- *flo*; value- *vlu*; open- *opn*; etc.

The rules of abbreviations set up by Rozan are classified into three categories: abbreviation of words; abbreviation to indicate verb tenses and abbreviating the register.

- According to the first rule, “unless a word is short (4-5 letters), the interpreter should note it in an abbreviated form” and “write some of the first and last letters rather than trying to write as many letters as possible from the start onwards” (Rozan, 2006). For example, **Prod.** could be read as “production”, “producer”, “product” or “productivity” while **Pr^{on}**, **Pr^{er}**, **Pr^{ct}**, **Pr^{vity}** are unambiguous.

- The second rule reads that “to indicate tense we add ^{ll} for the future and ^d for the past”.

- The third one is applied to abbreviate expressions which are too long, for example, “In order to arrive at some conclusion” can be noted “to end”; or “Taking into account the situation at the present time” can be noted “as sit^{on} now”; “with the intention of/ with the purpose of” can be noted “to”. The rule here is “whenever possible we must abbreviate by using a word which conveys the same meaning but is much shorter”.

Followings are only some examples of common abbreviations which have been amassed through both personal experience and practice observation.

1. kilometre	<i>km</i>	1. Great Britain	<i>G.B.</i>	1. governer	<i>gov.</i>
2. appendix	<i>app.</i>	2. British	<i>Brit.</i>	2. agriculture	<i>agr.</i>
3. kilowatt	<i>kw</i>	3. government	<i>gvt</i>	4. industry	<i>indus</i>
4. centimetre	<i>cm</i>	4. grammar	<i>gram</i>	5. telephone	<i>tel.</i>
5. millimetre	<i>mm</i>	5. labour	<i>lbr</i>	6. company	<i>co.</i>
6. number	<i>no.</i>	6. people	<i>Pp</i>	7. especially	<i>esp.</i>
7. figure	<i>fig.</i>	7. problem	<i>prob</i>	8. laboratory	<i>lab</i>
8. from	<i>fr</i>	8. reference	<i>ref.</i>	9. according	<i>acc.</i>
9. singular	<i>sing.</i>	9. pronoun	<i>pron</i>	10. abbreviation	<i>abbr.</i>
10. temperature	<i>temp.</i>	10. versus	<i>vs.</i>	10. example	<i>e.g.</i>
11. mathematic	<i>math</i>	11. through	<i>thro'</i>	11. television	<i>TV</i>

12. literature	<i>lit.</i>	12. something	<i>sth</i>	12. dictionary	<i>dict.</i>
13. chemistry	<i>chem.</i>	13. someone	<i>s/o</i>	13. computer	<i>pc</i>
14. physics	<i>phys.</i>	14. limited	<i>ltd.</i>	14. adverb	<i>adv.</i>
15. hour	<i>hr</i>	15. information	<i>info.</i>	15. electricity	<i>elec</i>
16. Tuesday	<i>Tue.</i>	16. language	<i>lang.</i>	16. definition	<i>def.</i>
17. volume	<i>vol.</i>	17. maximum	<i>max.</i>	17. document	<i>doc.</i>
18. plural	<i>pl.</i>	18. minimum	<i>min.</i>	18. university	<i>uni.</i>
19. important	<i>imp.</i>	19. society	<i>soc.</i>	19. individual	<i>indiv</i>
20. question	<i>ques.</i>	20. economy	<i>econ.</i>	20. adjective	<i>adj</i>

Table 8: Examples of Common Abbreviations

Abbreviation of common international organization should be remembered by the interpreter. The interpreter must have some background knowledge about it.

The following are some common names in abbreviation:

World Bank	WB
European Union	EU
Asian Development Bank	ADB
World Trade Organization	WTO
World Health Organization	WHO
International Monetary Fund	IMF
United Nations Children's Fund	UNICEF
North Atlantic Treaty Organization	NATO
Food and Agriculture Organization	FAO
Asia-Pacific Economic Cooperation	APEC
Association of Southeast Asia Nations	ASEAN
United Nations Educational, Scientific and Cultural Organization	UNESCO

Table 9: Lists of Names of International Organizations and Agencies in Abbreviation

- Symbols

In the most general way, “a symbol is a person, place, or thing comes to represent an abstract idea or concept; it is anything that stands for something beyond itself”. Symbols are quicker and easier to write than words. Different people create different symbols during note taking; these symbols are called “invented symbols”. And sometimes people’s note of symbols is in line with others’ in accident and the symbols noted by many people representing the same meaning are named “conventional symbols”. Some examples of commonly used symbols in taking notes are presented in the following tables retrieved from an electronic source:

SYMBOL	MEANING	EXAMPLE
→	leads to, produces, causes, makes	Practice →improvement.
←	comes from, is the result of	Success ← determination.
	increased, increasing, goes up, rises	Taxes 200% last year.
↓	decreased, decreasing, lowering	Salaries $\bar{\text{—}}$ this year.
&	and	coffee & cream
@	at	I'll be home @ 4:00p.m.
/	per	17 miles/gallon
+	plus, in addition, and, also	He rides a bike + he skates.
-	minus	He was - a brain.
=	equal to, is	Women are = to men.
≠	not equal, is not	Diet ice cream is ≠to real!
~	about, approximately	He's ~ 17 yrs old.

>	greater than	$6 > 2$
<	less than	My salary is < yours.
\$	money, cost, price	He left his \$ at home.
%	percent	12% of the employees came.
~	approximately, more or less	She made ~ 25 copies.
∴	therefore	I think ∴ I am.

≪	(very) strict inequality	$x \ll y$ means x is much less than y .
	is much less than, is much greater than	
	order theory	$x \gg y$ means x is much greater than y .
	asymptotic comparison	$f \ll g$ means the growth of f is asymptotically bounded by g . <i>(This is I. M. Vinogradov's notation. Another notation is the Big O notation, which looks like $f = O(g)$.)</i>
is of smaller order than, is of greater order than		
analytic number theory		
≤	inequality	$x \leq y$ means x is less than or equal to y .
	is less than or equal to, is greater than or equal to	$x \geq y$ means x is greater than or equal to y .
	order theory	(The forms \leq and \geq are generally used in programming languages where ease of typing and use of ASCII text is preferred.)
⊆	subgroup	$H \leq G$ means H is a subgroup of G .
	is a subgroup of	
≳	reduction	$A \leq B$ means the problem A can be reduced to the problem B . Subscripts can be added to the \leq to indicate what kind of reduction.
	is reducible to	
	computational complexity theory	

Table 10: Examples of some conventional symbols











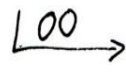







consequences		development	
relations		agreement	OK
success		trade	T
problem		politics	Π
repression		democracy	
inflation		listen/hear	
continue		look forward to	
deficit		surplus	
want to		country	
decide		join	
as opposed to	vs.	before	by
on behalf of	b/2	from that time on	
on the one hand	/	on the other hand	/.
correct	÷	wrong	X

Table 11: Examples of some invented symbols

Because/ the main reason for/ on account of/ due to/ thanks to/ owning to/ since/ as	coz
Therefore/ consequently/ as a result/ that's why/ for that reason/ hence/ thus	so/ →

So as to/ in order to/ with the aim of/ with the intention of/ with the purpose	to
However/ nevertheless/ on the other hand/ although/ despite/ conversely	but/ > <
In addition/ furthermore/ moreover/ besides/ also/ too/ and	+ / &

Table 12: Symbols for link words

Abbreviations and symbols clearly help the interpreter take notes quickly and effectively, and then it is wise to use them as many as possible. For the interpreter to fully get benefits from note-taking, a system of abbreviations and symbols that is logical, connected and unequivocal should be developed on his or her own.

2.3. Some examples of problems and suggestions for several cases

In this section, I will show you some examples of real practice illustrating how interpreting students make their interpretations after listening several recording tapes of them. Here are some typical examples:

- Example 1: *“Officials say extreme heat has killed at least 170 people across much of the country. Emergency officials say many of the victims are old people. Most of the victims lived alone and had no one to help them or recognize their conditions. Temperatures of almost 40 degrees Celsius have affected the area from the Middle West to the Atlantic Coast. The heat has damaged crops and killed farm animals. Weather experts say cooler temperatures are expected to spread across much of the United States by Wednesday.”*

Many students interpreted into Vietnamese as:

“Các quan chức cho biết đợt nóng khủng khiếp đã làm thiệt hại ít nhất 170 người. Các nhân viên cấp cứu cho biết nhiều nạn nhân là những người già cả. Đa số các nạn nhân sống đơn độc và đã chẳng có ai giúp đỡ họ hoặc nhận ra tình trạng của họ. Nhiệt độ gần 40°C đã ảnh hưởng đến khu vực từ miền Trung Tây đến vùng duyên hải Đại Tây Dương. Sức nóng đã làm thiệt hại mùa màng và giết hại gia súc ở nông trại. Các chuyên gia về thời tiết cho biết nhiệt độ mát mẻ hơn được hy vọng sẽ lan ra nhiều vùng ở Hoa Kỳ vào ngày thứ tư.”

As we can see in the first sentence, students omitted the phrase “*across much of the country*” in the translation which perhaps they had no idea about. Moreover, students had used the phrase “*cho biết*” three times causing the boring effect to the message. Actually, we can express the word “say” in many different ways in order to make the speech more vivid. The message can be done as follows:

“Các quan chức cho biết đợt nóng khủng khiếp đã làm thiệt hại ít nhất 170 người tại nhiều vùng trong cả nước. Các nhân viên cấp cứu cho hay, nhiều nạn nhân là những người già cả. Đa số các nạn nhân sống một mình và đã chẳng có ai giúp đỡ họ hoặc nhận ra tình trạng của họ. Nhiệt độ gần 40° C đã ảnh hưởng đến các khu vực từ miền Trung Tây đến vùng duyên hải Đại Tây Dương. Sức nóng đã làm thiệt hại mùa màng và giết hại gia súc ở nông trại. Theo như dự báo của các chuyên gia thời tiết thì thời tiết có thể sẽ mát mẻ hơn tại nhiều vùng ở Hoa Kỳ vào ngày thứ tư.”

- Example 2: *“Asia and Pacific countries vowed late Tuesday to reduce poverty by 2010 through measures such as slashing debt servicing and increasing investments in social welfare programs. Thirty-four countries were represented at a high level ministerial meeting of United Nations Economic and Social Commission for Asia and Pacific, held here in preparation for the World Summit on Social Development in Copenhagen, Denmark next year. The conference ended Tuesday.”*

Many students interpreted the first sentence as:

“Các quốc gia khu vực châu Á-Thái Bình Dương đã quyết tâm giảm thiểu đói nghèo hôm thứ ba vừa qua, thông qua các biện pháp như giảm mạnh các khoản nợ dịch vụ và gia tăng đầu tư vào các chương trình phúc lợi xã hội.”

Because interpreting time is limited, students have no chance to review and polish each sentence in their interpretation. It is also the reason for the above inarticulate sentence. Besides, many students misinterpreted the second sentence; even some could not interpret it. It is possible to say that interpreting students must have some background knowledge about different international and local organizations, agencies and corporation, ect. The speech should be interpreted as below:

“Vào hôm thứ ba vừa qua, các quốc gia trong khu vực châu Á – Thái Bình Dương đã quyết tâm cùng thực hiện chương trình xóa đói giảm nghèo năm 2010 thông qua các biện pháp như giảm mạnh các khoản nợ dịch vụ và gia tăng đầu tư vào các chương trình phúc lợi xã hội. 34 quốc gia đã cử đại diện tham dự hội nghị bộ trưởng cấp cao do Ủy ban Kinh tế Xã hội Châu Á – Thái Bình Dương của Liên hợp quốc tổ chức tại Manila, để chuẩn bị cho Hội nghị thượng đỉnh thế giới về phát triển xã hội ở Copenhagen, Đan Mạch vào năm tới. Hội nghị đã kết thúc vào hôm thứ ba”.

It should be noted that time expressions in Vietnamese usually come at the beginning of the sentence. This is because the initial position in the sentence helps set the scene and bring into focus the events to be talked about in a certain time-frame. The “unusual” position of the time adverbials as in the above student’s interpretation make the Vietnamese one sound English.

- Example 3:

In Vietnamese language, the active voice is much preferred while the use of passive voice in English is quite common. Thus, passive voice in the original English text should be replaced with active voice in Vietnamese. Here is an illustration for the replacement: *“It is noticed that learning a new language by first speaking it is easier than by reading or writing it”.*

Suggested Vietnamese version:

“Người ta nhận thấy rằng học một ngôn ngữ mới bằng cách luyện nói trước tiên sẽ dễ dàng hơn là bằng cách đọc hay viết bằng ngôn ngữ ấy”.

Moreover, passive sentences beginning with *“It is said that...”* or *“It is believed that...”* where the pronoun “it” is used as an unreal subject are also typical of the English language. It is recommended that this sort of sentence be rendered as *“Nhiều người cho rằng...”* or *“Mọi người tin rằng...”* so that it would sound Vietnamese.

- Example 4: *“A Purdue spokesman said the company has stopped selling Oxycontin pills that contain large amounts of the drug.”*

A student interpreted this as: “*Người phát ngôn của công ty Purdue nói, công ty này đã ngừng bán Oxycontin dạng viên thứ mà có chứa một hàm lượng lớn chất ma túy*”. However, in this case, students should omit the marker “*thứ mà*” in the sentence containing the relative pronoun “*that*” in order to make the sentence more natural and familiar. Here is a suggested Vietnamese version:

“*Người phát ngôn của công ty Purdue đã cho biết công ty này đã ngừng bán thuốc Oxycontin dạng viên chứa một hàm lượng lớn chất ma túy này.*”

- Example 5:

No.	English	Vietnamese
1.	We must all work together to <u>contribute</u> to the building of a strong nation. (positive)	Chúng ta cần phải làm việc cùng nhau nhằm <u>góp phần</u> xây dựng đất nước vững mạnh.
2.	The Labor Government was blamed by many Australian people for <u>contributing</u> to the poor economy. (negative)	Chính phủ Lao động đã bị nhiều người dân Australia đổ lỗi về việc <u>góp phần</u> làm nền kinh tế trở nên nghèo nàn.

Table 13: Different nuances of the verb “to contribute”

It is one kind of mistake occurring regularly in many students’ interpretation. The word “contribute” in English usually co-occurs with words or phrases which can carry either a positive or a negative meaning. It is clearly seen that while “*góp phần*” is the Vietnamese equivalent for “*contribute*”, it can only be used in a positive sense. Thus, the term is appropriate for interpreting the word “*contribute*” in sentence (1), however not sentence (2), because it sounds less typical Vietnamese. In sentence (2), it is suggested that “*contributing*” be interpreted as “*phần nào làm cho*” to convey the negative meaning.

- Example 6:

With the English sentence: “*Trying to not show her sadness, she went into his room, whistling*”, many students interpreted this as: “*Cố gắng không để lộ nỗi*

buồn, cô ta bước vào phòng của anh ta và huyết sáo". However, a skillful interpreter will interpret it as:

"Cô vừa đi vào phòng của anh ta vừa huyết sáo, cố gắng không để lộ nỗi buồn"

Here we should make a transposition when interpreting this English sentence to Vietnamese in order to improve the naturalness of the sentence, especially when interpreting sentences with time adverbials.

- Example 7: The original sentence: *"There is a general agreement that the government has given top priority to education"*. And it is often interpreted as: *"Có một sự đồng ý chung rằng chính phủ đã dành nhiều sự ưu tiên cho giáo dục"*.

There is a fact that Vietnamese interpreters and translators tend to automatically render English nouns into Vietnamese by using markers such as "sự" and "việc". Sometimes, those markers appear repeatedly in a speech. Then the suggested Vietnamese version of the above sentence is: *"Ai cũng đồng ý rằng chính phủ đã dành nhiều ưu tiên cho ngành giáo dục"*.

Similarly, comparing the two Vietnamese version of an English sentence: *"Tôi xin lỗi vì sự trả lời chậm của tôi."* and *"Tôi xin lỗi vì đã trả lời anh chậm."* we can say the former interpretation is too foreign to Vietnamese people and somehow wordy while the latter is much more natural and familiar. This is because in the first sentence the interpreter used the word-for-word rendering of the English noun phrase *"my delayed response"* whereas the second sentence has suitable adjustments.

CHAPTER IV: SUGGESTIONS AND CONCLUSION

1. Suggestions

1.1. General suggestions for student's difficulties in learning English – Vietnamese consecutive interpreting

The first and foremost thing third year students should do is to practice more regularly. By practice frequently under the instruction of teachers, students can be familiar to time pressure, taking advantage of their notes, training their short term memory and listening skill. Firstly, to train short term memory and listening skill and be familiar with time pressure, students need to do more interpretation. A suggestion for them is that they should surf the website www.ted.com in which there are tons of videos about familiar academic topics such as education, business, environment, health, humanity. By downloading them, both in original language and interpreted Vietnamese subtitle, students can do their own interpretation and then compare to the interpreted for self-correction. Furthermore, students should record their interpretation, after that they can either listen again to correct or give them to their teachers in order to receive comments. Secondly, to strengthen students' note-taking skill, they need to take notes in the form of an outline of a speech, then give this outline to their classmates or teachers to check whether they can understand or not. By doing this, students can develop their note-taking skill in terms of a system of symbol and writing in short hand.

1.2. Limitations and Suggestions for further study

All my survey subjects are students of Foreign Languages Department who have only been studying interpreting for one or two terms. They are not professional interpreters, so they do not have much practice experience in consecutive interpreting apart from regular interpreting classes at the university. Therefore it is hard to require them to have deep knowledge about the skill, which is mainly gained through practice not theory.

Another limitation is that, the quantitative survey cannot reveal how the students' interpretations actually look like. The survey result analyses are based on the

writer's personal assessments of figures. And these figures only indicate the students' subjective viewpoints, not their real practice of interpretation. It is impossible to reach an exact conclusion about the level of interpretation acquisition of the students.

In order to providing this qualitative research, researcher should ask surveyed students practicing interpreting in real by giving them some exercises in the questionnaire. It is obvious that the results of the qualitative survey can contribute to the growing body of research studies in the field of consecutive interpreting in general and the solutions for the students' difficulties in learning English to Vietnamese consecutive interpreting in particular. I hope that more researches will be done about suggestions to these mentioned difficulties. Also, more researches should be carried out to analyze deeply the process in which students do their interpretation. Analyzing each stage will help to find out in which stage students often have trouble with.

2. Conclusion

The thesis is an attempt to find out the students' difficulties in learning English to Vietnamese consecutive interpreting and the suggested solutions. It is intended for interpreting students who may have interest in understanding more about this field as well as advising them some tips and suggestions for a better interpretation.

The theoretical background in chapter II is the summary and previous viewpoints of both interpreting practitioners and linguistic theorists about interpreting in general and consecutive interpreting in particular. These references are my foundations to guide me to explore my following parts in my research: Interpreting and the importance of interpreting, consecutive interpreting and the difficulties in learning English to Vietnamese consecutive interpreting for the third year English majors at Haiphong Private University. The main purpose of this chapter is no more than to provide detailed illustrations of consecutive interpreting and to show practical approaches to learn this subject more effectively.

In chapter III, the thesis reports on an empirical study which is developed from the results of a quantitative survey. The survey is aimed at exploring student interpreters' awareness of English – Vietnamese consecutive interpreting as well as their personal opinions of difficulties in learning this subject. Its findings can be very helpful in conducting a qualitative survey for further study.

By giving definition of consecutive interpreting, the solutions for difficulties that students often face with when learning this subject, as well as practical examples, I hope that future interpreters can understand exactly what consecutive interpreting is, how to overcome problems and learn this subject more effectively. Especially, I do expect that you will spend more time to practice and get for yourselves more techniques which help you in dealing with problems during interpreting.

Due to the limitation of time and comprehensive knowledge in this field, mistakes and shortcomings are unavoidable. Any comments and contributions from readers for perfection of this paper are gratefully appreciated.

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APPENDIX 1

I am doing a survey entitled “**Difficulties and suggested solutions in learning English to Vietnamese consecutive interpreting for the third year English majors at HPU**”. This aims to find out the problems that most students face when learning consecutive interpreting, especially English to Vietnamese one. I would really appreciate if you could spare your valuable time to fill in this questionnaire.

Example 1: Please tick (√) the best response that corresponds to your view.

Problems	Never	Some times	often	always
Unfamiliar topics				

Example 2: Please circle the appropriate answer.

Do you think note-taking is the most important element in consecutive interpreting?

- A. Strongly agree
- B. Agree
- C. Undecided
- D. Disagree

Thank you very much for your help!

QUESTIONNAIRE

1. Which of the following topics is the most difficult one for you?
 - A. Population
 - B. Environment
 - C. Healthcare and Welfare
 - D. Education
 - E. Economics
 - F. Investment
 - G. City planning

2. How often do you have a good interpretation?
 - A. Hardly ever
 - B. Seldom
 - C. Sometimes
 - D. Often

3. How frequently do you practice consecutive interpreting at home?
 - A. Hardly ever
 - B. Seldom
 - C. Sometimes
 - D. Often

4. Which skill do you think is the most important in English – Vietnamese consecutive interpreting?
 - A. Memorizing
 - B. Note taking
 - C. Listening
 - D. Speaking

5. Which of the following elements do you think is the most difficult in learning English – Vietnamese consecutive interpreting?

- A. Memory
- B. Listening
- C. Note-taking

6. How often do you encounter these following problems?

Problems	Never	Sometimes	Often	Always
Guessing unknown words while listening				
Recognizing main points				
Lacking of background knowledge				
Unfamiliar topics				
Different accents				
Colloquial words				
Speed of speech				
Linking words				
Ungrammatical sentences				
Long listening text				
Noises				
The poor quality of equipments				

7. What do you do if you cannot understand words or phrases while listening?

(tick out the best answer)

- A. Ignore it and keep on listening
- B. Try to guess its meaning
- C. Feel depressed and cannot listen anymore

8. What type of information do you feel difficult to remember?

- A. Private name
 - B. Number
 - C. List
 - D. Signal/ Abbreviation
 - E. Terminology
9. What is the reason of your difficulties in short-term memory?
- A. Brain structure
 - B. Concentration ability
 - C. External environment
 - D. Psychological factors
 - E. Topic/ Content of source-language information
10. What element prevents you from taking a good note?
- A. Speed of speaking
 - B. Accents
 - C. Time limit
 - D. Pressure
11. What do you often do if you can't note down all the words?
- A. Use symbols & abbreviations
 - B. Keep noting down any words that you can hear without understanding
 - C. Stop noting and only listening

APPENDIX 2

1. Examples of economic terms:

English	Vietnamese
Authorized capital	Vốn điều lệ
Average cost (AC)	Chi phí trung bình
Average-cost pricing	Định giá theo chi phí trung bình
Balance of budget	Cân bằng ngân sách
Balance of payments	Cán cân thanh toán
Balance of trade	Cán cân thương mại
Balance sheet	Bản quyết toán / Cân đối thu chi
Bill of lading	Vận đơn
Break-even point	Điểm hòa vốn
Budget deficit and surplus	Thâm hụt và thặng dư ngân sách
Business licence	Giấy phép kinh doanh
Cargo manifest	Bảng kê khai hàng hóa
Ceilings / floors price	Giá trần / sàn
Checkpoint	Cửa khẩu hải quan
Contraband/ trafficking	Buôn lậu
Current prices	Giá hiện hành (thời giá)
Customs barrier	Hàng rào thuế quan
Deflation	Giảm phát
Devaluation/ Dumping	Phá giá
Disbursement	Giải ngân
Discounting	Chiết khấu
Disinvestment	Đầu tư giảm
Divident / Interest	Lãi suất
Economic blockade	Bao vây kinh tế
Embargo	Cấm vận
Exchange rate speculation	Sự đầu cơ theo tỷ giá hối đoái

Export-oriented industrialization	Công nghiệp hóa theo hướng xuất khẩu
Financial statement	Báo cáo tài chính
Foreign exchange reserves	Dự trữ ngoại tệ / ngoại hối
Foreign trade turnover	Kim ngạch ngoại thương
Gross domestic product (GDP)	Tổng sản phẩm quốc nội
Hyperinflation	Siêu lạm phát
Import / Export quota	Hạn ngạch nhập khẩu / Xuất khẩu
Joint stock company	Công ty cổ phần
Labour productivity	Năng suất lao động
Legal capital	Vốn pháp định
Levy (a tax)	Đánh thuế
Market mechanism	Cơ chế thị trường
Market premium rate	Tỷ lệ chênh lệch giá
Market structure	Cơ cấu thị trường
Mobilization of capital	Huy động vốn
Nationalize banking	Quốc hữu hóa ngân hàng
National income accounting	Hạch toán thu nhập quốc dân
Natural rate of unemployment	Tỷ lệ thất nghiệp tự nhiên
Non-tariff barriers	Các hàng rào phi thuế quan
Outstanding debt	Nợ tồn đọng
Property market	Thị trường bất động sản
Rate of return	Tỷ suất sinh lợi
Real interest rate	Mức lãi suất thực tế
Renewal policy	Chính sách đổi mới
Re-orientation of the economy	Chuyển hướng kinh tế
Retail price index (RPI)	Chỉ số giá bán lẻ
Socialist oriented market economy	Kinh tế thị trường theo định hướng XHCN
Stagflation	Lạm phát và thất nghiệp cao
Start-up capital	Vốn khởi điểm

Stock and flows	Trữ lượng và lưu lượng
Technical barrier to trade	Hàng rào kỹ thuật thương mại
Value added tax (VAT)	Thuế giá trị gia tăng

2. Examples of environmental terms:

English	Vietnamese
Advanced Water Treatment	Công nghệ xử lý nước tiên tiến
Air fresheners	Thiết bị làm sạch không khí
Air pollution control (APC)	Kiểm soát ô nhiễm không khí
Air Quality Standard(AQS)	Tiêu chuẩn chất lượng không khí
Altitude	Độ cao so với mực nước biển
Aeration Tank	Bể sục khí
Atmospheric pressure	Áp suất không khí
Avalanche	Tuyết lở
Blanket of gases	Tấm chắn khí
Blowing application	Thiết bị thông hơi
Clean Air Act (CAA)	Luật không khí sạch
Cleaning application	Thiết bị làm sạch
Condensation	Sự ngưng tụ
Conventional Sewer System	Hệ thống thoát nước thông thường
Cyclone	Lốc, gió xoáy
Deluge	Đại hồng thủy
Desalination	Khử mặn
Drinking Water Pollution	Ô nhiễm nước ngọt
Dust air	Không khí nhiễm bẩn
Evaporation	Sự bay hơi
Exhaust Gas Recirculation(EGR)	Tuần hoàn khí xả
Hazardous air pollutants	Chất ô nhiễm không khí nguy hại
Irradiation	Chiếu xạ
Municipal Sewage	Nước thải đô thị

National hurricane center	Trung tâm bão quốc gia
National weather service (NWS)	Cục thời tiết quốc gia
Radioactive Decay	Phân rã phóng xạ
Recycled Water	Nước tái sử dụng
Sanitary Sewage	Nước thải vệ sinh
Sewage Treatment Plants	Nhà máy xử lý nước thải
Tornado	Vòi rồng
Treated Sewage	Nước thải đã qua xử lý
Thermal	Luồng không khí nóng
Trough	Vùng áp suất thấp
Ultra violet (UV)	Tia cực tím