Deverbalize and Reverbalize
Interlingual Communication
Chinese-English-Chinese
through Professional Note-Taking

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Abstract

Analysis of the language industry needs and policies shows significant differences across the world regions. Today, successful trade market-entry requests higher special strategies tailored to the interest of the target partner. The so-called one-size-fits-all approach does no longer meet the requirements for dynamic business applications. Against a background of international competition foreign language, intercultural and interpersonal skills are the indispensable vectors of global integration.

Lack of mastering foreign languages and ignorance of cultural diversity have become visible and even measurable obstacles to economic development. As a result, instructional curricula are constantly revised and re-designed: task forces of academics, heads of national and international organizations and business stakeholders continuously strive for innovative strategies focusing on acquiring more expertise during the course of study and enhanced student achievement. Thus, the market needs today dictate professional education programs, and it is only justice.

It is certainly not the easiest task to create truly “real life” atmosphere in the classroom where students spend already so many hours. We teach oral practice to a group of +/-20 students in the final year of an undergraduate program. Our goal is to give students so-called professional language skills, which prepare for future career. The curriculum consists mainly of simulations of welcoming foreign delegations, visiting buildings, planning meetings, discussing office equipment, organizing business promotion or products at trade fairs, providing social mediation etc. Instead of deverbalizing through the use of images, we apply note-taking techniques of consecutive interpretation.

Note-taking is often said to be personal matter, which is absolutely true. However, students can be taught how to decode text, detect hierarchy, establish links, implement acronyms and symbols. Taking notes in an intelligent way is the key to better listening and understanding, it allows looking at the speaker and observing the body language, saves time and physical energy.

In addition to acquiring language skills as such, we want to highlight the important role of extra-linguistic communication in public speaking. Discreet body language e.g. helps good message transfer. Too high or too low voice pitch, trembling voice and unclear articulation
disturb smooth and pleasant communication.

The exercise, one among many others, is nothing more than a simulation of a possible situation in a professional environment, a role play in which oral communication is practiced in both ways: English into Chinese and Chinese into English. Moreover, experience and student feedback show that fair mastering of note-taking techniques renders great service in later life. It helps to quickly encode contents of letters, meeting minutes, oral reports on a major event and intervene in multilingual contexts.

Keywords: foreign language for professional use, deverbalization, reverbalization, consecutive interpreting, note-taking.
Once upon a time … in the West

Over the past half-century, foreign language teaching in the West has gone through several evolutionary phases. Not only the pedagogy of communication skills has thoroughly evolved but the communication needs themselves have undergone a historical metamorphosis.

It all started back in the *Golden Sixties*, when the industrialized world had finally recovered from the shock and damage of the second world war. Economy ran at full speed again, prosperity grew and very soon each average family could afford the purchase of its own television and private car. The sales of TV sets increased each year and national car fleets almost doubled annually. Both television and mobility ensured the man in the street that he could get in touch with unknown cultures. Traveling abroad became attractive and documentaries on television about unfamiliar areas and foreign people, the local morals and habits had great success. The individual discovery of the world fueled general curiosity and soon convinced all new travelers of the need to learn foreign languages in order to establish more and fluent contacts and mutual understanding. Foreign language learning turned out to be one of the popular private leisure activities; a new language industry was born which very rapidly appeared like a goose with a golden egg. The number of interested adults for those language programs increased rapidly and constantly.

However, the existing teaching methods did no longer meet the expectations of the apprentices: they were regarded as far too traditional, too classic, too old-fashioned and moreover mainly focused on grammar (which was irrevocably declared the fundamental and indispensable cornerstone) and so-called pedagogical “translation” (mother tongue into foreign language and *vice versa*). Educational research led to innovative approaches (e.g. Direct Method) in which grammar from now on was taught through practice, that is to say through conversation with the teacher or other group members.

Early in the 60s, the Structural/Global Audio Visual Approach (SGAV) captured the heart of many language teachers. In the meantime, foreign language teaching was no longer intended only for school children. Adults increasingly signed up for language study. As a result, textbooks were adapted to adult education and the traditional visits to the baker (lesson 1) and the butcher (lesson 2) etc. were replaced by topics for grown-ups.

In 1973, a new economic downturn hit the happy world. The oil crisis put an abrupt end to the thriving economy and the well known “ghost of unemployment” wandered through the living rooms of all families. Only those who could show high proficiency scores and more abilities than others could continue to work. Immediately, the former evening classes and weekend courses were transformed into more labor market oriented activities. The language industry had to face a new challenge: how to improve, rapidly and effectively, multilingual and intercultural skills for professional purposes. “The Customer is King” in business; to please the customer, the supplier could not but offer the best service. For the first time, successful international trade was based on foreign language and culture mastery. Foreign
language teaching was adjusted and previously preferred tourist accents disappeared from the curricula to make way for vocational needs.

Since then, little has changed. The crisis in the West lasted longer than expected and the advent of globalization raised the need for intercultural communication and multilingualism. Contemporary (language) education has to deal with high demands. How can we guarantee our students the best preparation for future labor market integration? Not an easy task.

**Foreign language teaching in the past**

A look back at the past shows the way elderly acquired foreign language skills. Half a century ago, pupils got every day an endless number of pages with vocabulary and grammar exercises for homework.

This practice was gradually abandoned: too rigorous, sometimes even too barbaric. Moreover, it did not always guarantee smooth and spontaneous foreign language use. A significant percentage of school children never achieved an adequate level of foreign language competence because the applied teaching methods proved unattractive. Forced vocabulary memorization is a psychological barrier to any visual representation and does not call on long-term memory.

![Vocabulary List](http://www.logos.com/media/blog/vocabulary_list_athenaze.png)
Young learners were also supposed to use bilingual dictionaries with all the disastrous consequences we know. Who still remembers unfortunate sentences such as:

German: Er ist arm. → English: He is arm.

(German “Arm (n.) /arm (adj./adv.)” can be both “arm” and “poor” in English.
Without visualized grammatical support, the apprentice is literally lost in translation.)

This finding would encourage teachers to look for more attractive and above all more effective methods.

A first step in the new pedagogy was to stop focusing on separate words. Pictures and drawings showed small scenes that invite to speak. And indeed, words are used depending on different situations which have to be deverbalized, visualized and reverbalized.

Hello [Yahoo, Google, Systran]
你好
How do you do? [Godict, 譯言堂]
You good [外語時空] !!!

Images are not only for children; they can easily be adapted to the age of the target audience.

Foreign language skills and job opportunity

It goes without saying that foreign language(s) mastery, especially in today’s
internationalized society, is a crucial part of the qualifications for each jobseeker. International success in the business world depends on the knowledge of the language and the culture of the trading partner.

On 23 February 2007, EU commissioner Leonard ORBAN (Romania), responsible for multilingualism, announces the results of a European foreign-language skills study “ELAN : Effects on the European Union Economy of Shortages of Foreign Language Skills in Enterprise” (1). The motto of the study emphasizes already the important relationship between multilingualism and international trade:

Language skills will be important in achieving European policy goals, particularly against a background of increasing global competition

ORBAN encourages companies in the EU to focus on better language skills assuring they will considerably contribute to commercial development. Just a few weeks later, on 9 March 2007, he delivers a speech at the East Capital Summit in Bucharest in which he repeats:

While talking about reaching Lisbon targets, I would like to underline that multilingualism makes a real contribution to the competitiveness of the European economy. (...) one quarter of Romanian companies investigated have lost business or missed the opportunity to enter and address effectively new markets, in the language of consumers. One third of Romanian companies have encountered language or culture difficulties, (...). (2)

Finally, at the 5th European Business Summit in Brussels, held on 15 and 16 March 2007 under the theme “Reform to Perform : Europe is our Business”, the commissioner will declare:

The evidence shows that the multilingualism dimension of entrepreneurship can not be overstated. Many businesses have cross-border trade on their horizons, and more should. Research shows the correlation between exports and productivity. But research

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into why firms are not active on foreign markets also identifies poor language skills as an obstacle to growth.\(^3\)

Unfortunately that is not enough. Flexibility - in the largest sense of the word - and effectiveness are two other main components of the *Time is Money*-phenomenon that has conquered the world. The language industry offers that flexibility. A simple glance at the descriptions of some randomly opened programs on the internet proves enough: Total Immersion, Immerse & Converse, Face-to-Face Instruction, Live Online Instruction\(^4\), Executive English courses, Crash and Executive programs\(^5\), Industry-specific Courses\(^6\), Focused and Results-oriented Curriculum, convenient class schedules\(^7\), Remote Language Mediation (Nataly Kelly)\(^8\). We find the same result when looking for some recent English textbooks: Essential English Grammar Builder\(^9\), Business Grammar Builder\(^10\), Email English\(^11\), Telephone English\(^12\), Business Grammar, Style & Usage: The Most Used Desk Reference for Articulate and Polished Business Writing and Speaking\(^13\), Teach Yourself English for International Business (Teach Yourself Languages)\(^14\) by Nick Andon and Seamus O'Riordan. It is but a sampling of the immense supply that shows how labor market needs are translated in the marketing policies for educational products and services. We left the classical “English 1”, “English 2”, etc. far behind us.

In the past years, the business world has announced a clear inventory of its needs. Private schools had an equally clear scanning of their programs, developed new proposals and found new market opportunities. Full-time training programs, e.g. at university and college level, also followed the requested market trends, curricula were adapted and general courses in English, French, German etc. were replaced by English, German for professional life. However, full-time education, whatever the level, can not be compared with private initiatives. The class standards are totally different and work in small groups of 5 up to 10 participants is


\(^{4}\) http://www.berlitz.us

\(^{5}\) http:// www.stgeorges.co.uk

\(^{6}\) http://www.severnvale.co.uk

\(^{7}\) http://www.letutor.com

\(^{8}\) http://www.natalykelly.com/

\(^{9}\) EMMERSON Paul, Essential English Grammar Builder, Macmillan ELT, 2006

\(^{10}\) EMMERSON Paul, Business Grammar Builder, Longman, 2003

\(^{11}\) EMMERSON Paul, Email English, Macmillan Education, 2003

\(^{12}\) JOHN Hughes, Telephone English, Macmillan Education, 2006


\(^{14}\) ANDON Nick and O’RIORDAN Seamus, Teach Yourself English for International Business (Teach Yourself Languages), Teach Yourself Books, 2004
often wishful thinking. The lesson plan opposes to any form of total immersion; indeed, students need more than just foreign languages. That discontinuity and the low volume of contact hours (sometimes 2 hours/week) can hardly compete with the language training in a private institute. Conversely, the private initiative may be very efficient, but it has its price tag.

As far as the textbooks are concerned, there are - fortunately - lots of documents for which we should be grateful towards the authors. The design and layouts of the books are at least modern, attractive and contents mostly contain useful and practical hints. But once more, we should beware of making the same errors as in the past. If we serve the apprentices a mass of abstract information and concepts of even undeniable value, student absorption capacity might be at risk. Teaching becomes purely theory-based and excludes active application of acquired knowledge, follow-up of students, testing and finalization.
Case study: foreign language teaching as regards professional life integration

Choice of the curriculum

For the past two years, we had pleasure in teaching foreign language oral skills to students in the final year of an undergraduate program. Although all learners had a rather fair level of comprehension, it was soon clear that most of them started literal “translating”, from Chinese into the foreign language whenever they were asked to participate in a conversation or from the moment they had to prepare a brief oral comment. We had to take the decision: either we made a curriculum in which we would mainly focus on correcting common errors, e.g. by compiling a list of “DO NOT SAY BUT SAY”-items (not relevant and moreover boring), or we would try to apply another way of deverbalization with the hope that students would no longer “translate”.

Based on our own experience with administrative staff members, we decided to simulate a number of possible situations in which graduates could later end up and have to use their foreign language:

- welcome a foreign delegation and organize a guided tour of the company;
- prepare the agenda for a meeting;
- discuss the office equipment;
- organize a business trip;
- promote products or services at a trade fair,
- etc.

The authenticity of the subjects helped the students’ motivation, even though they knew they would just participate in a role play.

The scenario we designed, is as follows:

- oral presentation of the mission in the foreign language (teacher)
  ↓
- taking notes (students)
  ↓
- transmission of the message in Chinese (students)
  ↓
- feedback on the mission in the foreign language (students)

Example of an exercise EN – CN – EN
**Hypothesis**

The teacher introduces himself as the head of the finance department of an Irish textile company based in Taiwan and specializing in the sale of industrial gloves in Taiwan and Southeast Asia. He speaks English and the steering committee (board) of the company will soon hold its legally obligatory annual General Assembly attended by all shareholders and observers. The student(s) is/are his employee(s).

**Mission**

On the basis of notes - not a written text! - the teacher (= the head of the finance department) explains in English to the students (= his employees) that they need to prepare the general assembly and more exactly the part devoted to financial management. His communication should be as natural as possible, is given in a spoken language and contains elements that serve as a basic vocabulary for students (= his staff). Students take notes of what they want but at a first stage, they will be asked to reconstruct the entire communication in Chinese. The exercise focuses on oral skills.

**Script (= teacher’s notes)**

THU, DEC 4 - 2008

GA of our company

Pls remind: present:

all stakeholders
members of steering committee (board)
observers

Prepare financial report - Do not forget: report = established in Chinese (cf. law of Ministry of Economic Affairs)

Proposition: preparatory meeting
WED, NOV 12; 2pm (our meeting room)

Invite:
M. Chang, president
Mme Huang, his assistant
Chief of administration department

Prepare agenda:
Welcome

Financial report:

- Financial revenues from local sales
- Financial revenues from export esp. to Japan & Thailand

- Financial expenses
  - import goods from Ireland
  - new environmental protection rules
  - work conditions rules
  - administration difficulties (human resources)
  - advertizing policy (organization of new campaigns)

Conclusions: market economy development is positive

Pls let me know:

Who takes care of each point.
Hope to have answer the day after tomorrow.
Thx

Script in full text (= spoken language)

Good morning lady.

Do you still remember that on Thursday, the fourth of December of this year, we shall have our annual General Assembly? Now, let me just remind you that all stakeholders and the steering committee or the board and observers will attend this important meeting. So, as you know, we are responsible of the financial report and this report has to be established in Chinese according to the laws of the Ministry of Economic Affairs, needless to tell you. Now, my proposition is that we try first to have a kind of preparatory meeting and I propose to organize it on Wednesday, 12 November, at 2 o’clock in the afternoon in our meeting room. You will have to invite Mr. Chang, our President and Mrs. Huang, his assistant and also the chief of the administration department.

I also would like you to take care of the preparation of agenda. Now, about the different topics
that I want to be on agenda ... We have to begin, of course, by welcoming the guests. And then comes the financial report. First of all, the financial revenues from local sales and afterwards the financial revenues from export especially to Japan and Thailand. Please separate all the topics clearly, will you? And then the financial expenses which build the second part and under the financial expenses you put first the import of goods from Ireland, and further on costs for the implementation of the new environmental protection rules and workers health care insurance. Finally, I want you to mention also the administration difficulties we had to face this year. Simply remember the difficulties we had to find the appropriate human resources and also the cost for our new advertising policy. We have organized quite a number of new campaigns. The very last part is the conclusion where we shall show that our market economy development is after all very positive. That will do, I think.

So, please let me know who will take care of each point and I sincerely hope I can have your answer the day after tomorrow. Please feel free to come and see me if you have further questions.

Thank you.

Duration: 2.28 min.
Number of words: 363
Speed of message delivery: +/- 147 words/min\(^\text{(15)}\).

**Classroom activity**

We now divide the class into small groups and ask one student per group to brief the members of his/her team in Chinese. Students talk to each other and compare, complement and improve their notes. The aim of the exercise is to control and check the student listening comprehension and note-taking efficiency. Given that all students will eventually play the same role, there is a feeling of solidarity. In this phase of the exercise students can express themselves in their mother tongue and, more importantly, do not have the stress of speaking in public.

Finally, the teacher (= the English speaking head of the finance department) asks one student per group (= one of his employees) to give feedback in the foreign language on the

\(^{15}\) An average reader can, depending on the text, read between 175 and 250 words per minute. The average speaking rate is approximately 150 words per minute. Our statement of 147 words per minute is close to the average (Knuijt, S. & de Swart, B.J.M. Handleiding ‘Radboud Dysartrieonderzoek’, Nijmegen: UMC St Radboud, 2007).
tasks of the mission. The student can use notes, not a text that has been quickly written in the meantime. Automatically the learner will reuse the vocabulary (basic) of the original message. Based on this report, the teacher can assess the comprehension of the source communication and the students linguistic fluency in the foreign language\(^\text{(16)}\).

**Findings**

From the very first exercises we learnt that students had no adequate note-taking technique.

They wrote as much as possible and the results were disappointing, not least for the students themselves. Sloppy handwriting, lack of structure and incompleteness, all due to high speed delivery led to an unusable document.

Even though students had understood every single word, the poor record of information made the reconstruction of the message totally impossible.

We tried to explain that listening, deverbalizing and visualizing are as equally essential for the clear understanding of a message as writing as much as possible. Visualization helps the memory and is part of the so-called mnemonics. Thanks to a good memory we can limit the number of necessary written elements to the strict minimum.

This is where we started introducing the techniques of consecutive interpretation. Consecutive interpreting is an oral communication between two parties of different linguistic expression, based on:

\[\text{16} \text{ DE LAET Frans, “Intégrer les techniques de l’interprétation consécutive dans un cours de conversation française : un cas d’étude”, 4th Cross-Straits Conference on Foreign Language Teaching and Learning, Beijing Foreign Studies University (BFSU) Beijing (China), 05-06/11/2007.}\]
note-taking;
memory training;
message transmission in the language of the present parties.

Though our method is based on the principles of consecutive interpretation, we had no intention to replace the conversation class by teaching interpreting skills. After all, our final objective is to offer students more foreign language comfort.

**Note-taking**

**Principles**

As shown before, we do not use texts for our exercises but notes which generate more spontaneous speech. But in order to give it any success, it is essential to (further) develop student note-taking techniques. Note-taking is often said to be personal matter, which is absolutely true. Still, taking notes in an intelligent way is the key to better listening and understanding, it allows observing the speaker and following the body language, saves time and physical energy. It requires special training and daily practice.

The importance of intelligent note-taking is mostly underestimated. What do students write? What do they write it for? How do they write it? How do they establish links? How performing is their note-taking? Can they rebuild the content of a course? What do they focus on? Do they focus on the words? Do they focus on the meaning? On sense? In what language do they take notes? Can they still remember the meaning of what they wrote? These were just some of the questions we had to find answers to.

There is a lot of confusion about note-taking. Some people believe effective note-taking should be a kind of shorthand or speedwriting. Actually, the search for the shortest spelling is as old as history itself. Forms of tachygraphy can already be found in ancient Greece and everyone remembers perhaps Marcus Tullius Tiro and the 4000 characters with shorthand he used to write down Cicero’s speeches. More recently, we think of speedwriting, developed by Emma Dearborn back in the twenties and stenography, a real nightmare for those who have completed last century a training program to become a professional secretary. Worldwide there are some 40 different and relatively widely spread systems of shorthand. They have one common purpose: to write down in the most accurate and complete way all elements of a spoken communication (example: reports of witnesses in the court room). However, this is not our objective.

Note-taking, in our context, is not synonymous with speedwriting. Note-taking is based on *listening comprehension*, observing the body language and catching the key-elements. We do not write words but meaningful elements, hints to help or stimulate the memory. During the note-taking, we already know exactly what we have to tell and how we will do. The respect of some basic principles will help effective note-taking:

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use the right copy book;
write vertically and diagonally;
use big characters;
listen first and try to understand;
try to take notes in the language into which you have to work;
use abbreviations, acronyms, mathematical signs and other symbols;
separate the ideas of the message.

**Key-elements**

Key-elements in a text are the indispensable data to understand and retell the content of the document. We can call them the backbone of the text which is just a part of the whole body. It happens that in a meeting the chair suddenly asks one of the members to “translate” a letter written in a foreign language. There is unfortunately no time to "translate". Moreover, participants are just interested in the content of the document, not in the (beautiful) written style. The linguistic mediator should therefore have a quick look at the document to identify the key-elements. Words are secondary to the sense of the whole, they play a subordinate role. The following pictures show we only need a tiny number of elements from the original text in order to ensure a faithful but not a literal reproduction of the content. Indeed, only 17% of the original text is sufficient to correct content paraphrasing.

<table>
<thead>
<tr>
<th>TO: Ms. Pearl B. LINDON</th>
</tr>
</thead>
<tbody>
<tr>
<td>This letter will authorize Ms. Pearl B. LINDON, born on 17 August 1978 in xxx (Empire of xxx), Passport number AW 00717081978 to negotiate, discuss and in any other way communicate with the Ministry of Environmental Affairs (MEA) of the Kingdom of xxxxxx in those areas relative to bio-energetic food development.</td>
</tr>
<tr>
<td>Therefore, by the existence of this instrument we hereby authorize Ms. Pearl B. LINDON to accept or reject proposals of the xxxxx Government and to act in whatever way necessary so as to accomplish the mutual cooperation in the field of bio-energetic food development.</td>
</tr>
<tr>
<td>Date 1 April 2008</td>
</tr>
<tr>
<td>The emperor</td>
</tr>
</tbody>
</table>

**WHAT DO WE NEED TO RETELL THE CONTENT ...**

<table>
<thead>
<tr>
<th>authorize Ms. LINDON</th>
</tr>
</thead>
<tbody>
<tr>
<td>negotiate Ministry of Environmental bio-energetic food development</td>
</tr>
<tr>
<td>accept or reject necessary cooperation</td>
</tr>
</tbody>
</table>
From key-element to text and from text to notes

Immediate oral transmission of an unknown text content, moreover written in a foreign language, requires specific training. Instead of starting with a complete text sequence we have best results in showing students first the key-elements of a meaningful text block and then ask reconstruction of what they think the content of the complete paragraph would be. Needless to say we have to rely on students’ critical thinking, sense of logic, scientific reasoning, cognition and creativity.

<table>
<thead>
<tr>
<th>UN Security Council</th>
<th>session</th>
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<tbody>
<tr>
<td>Russia’s request</td>
<td>block Kosovo’s declaration</td>
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</table>

The U.N. Security Council was called into session at U.N. headquarters to consider Russia's request to block Kosovo's declaration of independence.

It is not an easy discipline but it tells much about students’ intellectual maturity.

Once students have really understood the mechanism of combining listening, analyzing or decoding and visualizing, we can start the deverbalizing process. We shall introduce a number of (new) symbols which do not refer to grammatically defined words (verb, noun, pronoun, adjective, adverb etc.), but only to meaning.

A simple square can be understood as: country, nation, state, sovereignty, area, region, province, territory, city, town, place… Students should therefore do brain exercises to enhance their memory capacity. When reverbalizing the notes, the rewording of the symbol depends on the meaning it has been given in the memory. Most of the simulation exercises are relatively short (5 to 8 minutes). Students should be able to remember what has been said in such a short time.

We teach symbols on the basis of short stories that can be easily visualized.
Practice, practice, practice...

Note-taking is a technique that needs much practice. We encourage students to apply their symbols also in other classes and during workshops or conferences. Gradually, we shall replace the anecdotal stories by more profession related communications/announcements. But the principles remain the same: listening, analyzing, visualizing and meaningful note-taking. After a while, the results will be like this:

Good Morning Ladies and Gentlemen,

In another two months, we shall have Christmas season. As every year, you will find all over the place beautifully decorated Christmas trees, especially in Christian countries.

And on December 25, we celebrate, as every year, the birth of Christ. On Christmas Day, it is also a tradition, that we offer each other gifts. So, as usual, parents put presents under the Christmas tree, but they tell the children, that those presents have been brought by Santa Claus.
Now, my proposition is that we try first to have a kind of preparatory meeting and I propose to organize it on Wednesday, 12 November, at 2 o’clock in the afternoon in our meeting room.

You will have to invite Mr. Chang, our President and Mrs. Huang, his assistant and also the chief of the administration department.

I also would like you to take care of the preparation of agenda. Now, about the different topics that I want to be on agenda … We have to begin, of course, by welcoming the guests. And then comes the financial report. First of all, the financial revenues from local sales

Conclusion
Deverbalize, reverbalize… All foreign language teachers will agree on at least one point: we have to avoid that students start « translating » literally from their mother tongue into the foreign language. There is no doubt about that.

Depending on age and students’ language mastery level, deverbalizing can be obtained by presenting pictured stories. Grammar should be derived from practice and practice should be related to real life. In the final year of the undergraduate program in which we teach, we not only try to familiarize students with so-called professional or business or commercial or economic foreign language. We also emphasize the Time is Money-principle, which means that future graduates should be as operational as possible from the day they join the labor market.

Our way of deverbalization through the use of symbols offers just one more possibility to avoid disastrous and unnatural literal “translations”. However, it must be clear that not all meanings (we avoid the use of “words”) can be represented by symbols. In total there are some 100 symbols which are relatively universal. They include simple letters (lowercase and capital), mathematical symbols, geometrical drawings, letters from the Greek alphabet. Moreover, they can be extended and combined and cover a great part of frequently used terms and expressions in daily business (economic), political, socio-cultural and administrative life. Of course, specific company related jargon will have to be learnt in situ.

The experience has shown that students feel less language-dependent (understand grammar-dependent) when they have to speak on the basis of notes instead of text. Automatically, they will be tempted to use also extra-lingual communication elements. Their performances are more spontaneous and after some time they even do no longer have to think of their (re)wording. The acquired symbols have indeed generated fluent expressions that can be used and reused in different situations.

Yet … nobody is perfect. Practice is the only way to improve. That is probably the reason why (foreign) language acquisition is part of lifelong learning.
Literature

摘要

分析語言產業之需求及策略顯示世界各區的顯著差異。要成功進入貿易市場，便需訂定策略，符合合作夥伴的需要。通用法則已無法滿足瞬息萬變的商務需求，在外語競爭環境下，文化兼容並蓄與人際關係更是全球整合中不可或缺的要素。

缺乏外語能力或忽視多元文化使得經濟發展遲滯不前。因此，教學課程時常修改並重新設計：學術小組，國家元首、國際組織高層及企業業主一直不斷尋找創新策略，讓學生在學習過程中獲得更多專門知識、技術並提高學生的學業成就。因此市場需要決定了專業教育的走向，並無他途。

為學生創造「模擬實境」的學習環境並非易事。最後一學年我們教授約 20 名大四學生口語練習，希望學生擁有專業的語能力，為將來生涯做準備。課程規劃主要包括迎接外賓、環境介紹、會議規劃、設備添購、策劃商展及產品推銷、爭議調解等模擬實境，取代以往看圖說故事，我們運用筆記進行逐步口譯。

毫無疑問，筆記為個人事務。但是，學生仍應學習如何解讀文章，分析層次，建立連結，並將其轉換成縮寫或符號。有技巧地記筆記則可以幫助聽力與理解，也可以觀察講者與其肢體語言，並節省時間及體力。

除了語言能力之外，我們也著重語言之外的能力，如公開演說的溝通能力，適當的肢體語言等幫助訊息傳達，音調過高或過低、聲音顫抖或咬字不清都會影響溝通的流暢及聽眾的舒適感。

許多課堂練習中，我們模擬專業環境可能遇見的情境，以兩種語言進行口語練習的角色扮演：英文到中文及中文到英文。再者，自身經驗及學生反應再呈現熟練筆記對其爾後生涯大有幫助，重要時刻筆記可協助譯者迅速解讀信件內容、會議記錄，重大事件之口頭報告並於需要時與講者溝通以了解文章脈絡。

記筆記更能促使學生主動參與課堂練習。

以下發表包含筆記示範。

關鍵詞：專業用外語、看圖說故事、換句話說、逐步口譯、筆記