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NONVERBAL ELEMENTS IN INTERPRETING

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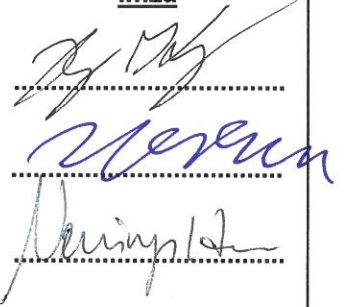
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Bu araştırma, sözsüz iletişimin ardıl çeviri ortamında iletişim süreçleri üzerindeki etkisinin önemini araştıran bir çalışmadır. Ardıl çevirinin kendine özgü iletişimsel modellemesi bu tez içerisinde yapılmıştır ve genel hatlarıyla tanımlanmıştır. Önce iletişim kavramının kavramsal olarak disiplinlerarası şekilde bir değerlendirmesi ve tanımlaması yapılırken sonrasında ise ardıl çeviri süreçlerinin bu iletişim modelleri ile olan bağlantısı ardıl çeviri bağlamı tanımlanarak kurulmuştur. Buna ek olarak sözsüz iletişim unsurlarının ardıl çeviri bağlamındaki işlevleri analiz edilmiştir. Gözlem ve kuramsal varsayımlar tanımlandıktan sonra iki tane durum çalışması yapılarak teorinin gerçek hayatla karşılaştırılması ve test edilmesi sağlanmıştır. Sonuçlar göstermiştir ki ardıl çevirmenlerin çoğu ve konuşmacılar sözel ve sözsüz iletişim öğelerinin, ardıl çeviri bağlamında eşit oranda önemli olduğunu düşünmekle beraber iki unsurun bir birini tamamlayan işlevler olduklarını belirtmektedirler.

Anahtar Kelimeler: Ardıl Çeviri, İletişim, Sözsüz İletişim, İletişim Modeli, Çeviride İletişim Modeli

ABSTRACT

Masters Thesis

Nonverbal Elements in Interpreting

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This research serves to evaluate the importance of nonverbal elements in consecutive interpreting as a communicative process. The unique communicative model of consecutive interpreting was defined and sketched throughout this thesis. Interdisciplinary theoretical evaluation of communication process was followed by defining consecutive interpreting context. Analysis on how nonverbal elements function in consecutive interpreting context was made. Observations and theoretical assumptions were tested and compared with two field studies. The results show that nonverbal elements are very important and consciously used by interpreters in consecutive interpreting contexts. The results also show that interpreter and speakers think that verbal and nonverbal elements are complementary to each other and they have the similar level of importance in consecutive interpreting.

Key Words: Interpreting, Nonverbal Communication, Communication Model, Interpreting Communication.

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INTRODUCTION

Although verbal and nonverbal communication research has been popular among linguists after sixties and seventies, it had been studied by ancient Greek philosophers such as Aristotle, Plato, Quintilian, Cicero and others under different concepts such as 'Rhetoric'. And it is being studied by others until then.

Even though it has not been explicitly expressed in a systematic format, the study of communication has always encompassed the nonverbal elements. Although the study of nonverbal elements can be said to be "a post-World War activity" it was studied by famous Charles Darwin in early 19th century (Knapp and Hall, 2002:18; Poyatos: 2002).

After the development of linguistics in the 20th century and famous linguist Ferdinand De Saussure's (1920) *Course in General Linguistics*, the perspective on language shifted and linguists started to pay more attention to nonlinguistic factors within communication.

As another form of communication interpreting has existed for a long time on the world as a social phenomenon. "Whenever people met who had no common language they had to make do with sign language¹ or find someone who could speak both languages" (Phelan, 2001:1). Therefore interpreting in its most prehistoric non-developed sense can be said to make use of nonverbal elements as stated above.

Although interpreting is an ancient phenomenon, interpreting studies have started in the 60's (Shaffner, 2004:10). "Indeed, it was not until the 1990's that the term "Interpreting Studies" came into being" (Pöchhacker and Shlesinger, 2002:3).

As a new field of study, it is open to interdisciplinary research where it also encompasses different subjects from several disciplines such as psychology, neuroscience, linguistics and sociology.

¹ Sign language do not refer to language used by deaf people it refers to pre-language nonverbal communication. Sign-language as used by deaf people, is not in the scope of this thesis.

Both subjects of this thesis; *nonverbal elements in communication* and *interpreting studies* are still in premature stage within the academic context. Although this subject is new it has been studied by several researchers. One and the most comprehensive study were conducted by Fernando Poyatos who is an anthropologist, sociologist and linguist. Poyatos's work has inspired several researchers to conduct studies on issues around nonverbal communication and interpreting (Pöchhacker and Shlesinger (2002: 206). Nonverbal elements in interpreting context were studied in "Pöchhacker's (1994) model of the text in simultaneous conference interpreting, in the study by Ahrens (1998) on nonverbal indicators of processing load in consecutive interpreting, in the PhD thesis by Collados Ais (1998) on nonverbal communication in simultaneous mode, and in Alonso Bacigalupe's (1999) experiment on the impact of visual contact on simultaneous interpreter's performance." (206) These studies can be also counted as major developments in this field.²

Pöchhacker also states that this field needs more applied and theoretical research and every attempt on this would be a great contribution to the development of interpreting studies (206).

Poyatos (2002) analyses the subject matter under two divisions. One is the research of nonverbal elements in translation (textual) and the other is interpreting (oral). In researching the nonverbal elements in textual translation it is possible to identify and track down every aspect of nonverbal elements. Whereas in interpreting context, it is more momentary and practical (practice oriented instead of theoretical). For this purpose, Poyatos (2002) makes a very specific categorization and definition of every aspect of the subject based on his observations and experiences in the field. The data that is presented in Poyatos (2002) is mostly experiential and observatory that is gathered by the researchers own experiences and observations. Although this is a valuable and comprehensive approach, more research on the field from other perspectives and methodologies is needed for more eligible measures and results.

² Collados Ais (1998) and Bacigalupe (1999) is taken from Pöchhacker and Shlesinger, 2002. Therefore these are not listed in references because references could not be reached at the moment of the preparation of this thesis.

This thesis can be considered as a complementary study to Poyatos (2002). It is complementary in the sense that the same subject is being studied from a different point of view. The central figures of this research are the consecutive interpreter and the speaker.

From the perspective of this thesis, *interpreters* and *speakers* are viewed as powerful communicators who are skilled in observing as well as expressing. Therefore the research on this subject is focused on the observations and experiences of not the researcher but the practitioners of consecutive interpreting.

Chapter 1 of this thesis aims to define the communication process in a detailed theoretical analysis. Communication is a very essential part of the whole human existence. When people stop communicating with other people they start to communicate with themselves and this communication is not restrained with words and sentences. There is a whole universe of communication terminology and processes. This chapter reveals the communicative elements and restrains the frame of the subject to fit with the scope of the thesis that is; consecutive interpreting. Several models of communication were presented and discussed in comparison to each other in this chapter. However considering the unique communicative context of the scope of this thesis, these models were combined as necessary and presented in order to define consecutive interpreting communication.

Chapter 2 serves to define what is meant by nonverbal elements. From the literal meaning of the word nonverbal elements can be perceived as ‘not-verbal’ however as it is defined in this chapter what is meant by ‘nonverbal’ is far more different than ‘not-verbal’. The definition and categorization of nonverbal elements were done considering consecutive interpreting context through this chapter. Therefore this concept was restricted with the scope of this thesis. The communicative models and functions that were presented in the previous chapter were blended with the authentic context of this purpose in order to understand communicative functions of especially nonverbal elements in consecutive interpreting context.

Chapter 3 is the field study. Two case studies are presented in this research. This chapter serves to connect theory with the practical aspect of interpreting research.

Both studies aim to test the presumptions on this subject on the real-life contexts. The chapter serves to present the models, methods of the research as well as the detailed account on the research material. What was used, how and why were these used is presented throughout this chapter. It is also the data evaluation section of this thesis. What were the results of case studies? How can we evaluate these results? These questions were answered throughout this section.

Chapter 4 is the conclusion section where conclusions are made and results are evaluated.

CHAPTER ONE

1. COMMUNICATION

Communication [Lat. communication 'the action of imparting']

In this broad sense, this term refers to every kind of mutual transmission between living beings (humans, animals), between people and data processing machines. [...]

In its narrower, linguistic sense, communication is the understanding which occurs between humans through linguistic and non-linguistic means like gestures, mimicry and voice. [...] (Bussmann 1996:83)

Routledge Dictionary of Language and Linguistics (1996) defines the term communication in its linguistic sense as the “understanding which occurs between humans through linguistic or nonlinguistic means[...]”. According to this definition communication is the process which is experienced by the means of linguistic and nonlinguistic factors that result in a kind of understanding. There are many definitions of communication in many disciplines. All the definitions of communication lead to certain questions. Some of these questions that are important in the scope of this chapter are; How does this understanding (as in communication) occur? What are the factors that affect this understanding (communication)? What are the factors that affect this understanding especially in the consecutive interpreting context? Can this understanding (communication) be enhanced or developed through other means?

These questions are asked in many disciplines including but not limited to linguistics, semiotics, anthropology, sociology, psychology, politics (and many more). Therefore there are many categorizations and definitions of the term communication in the academic literature. It is impossible and useless to list all available definitions and categorizations. The definitions and categorizations in this thesis therefore are considered only in the scope of this thesis.

The scope of this thesis is bound to the consecutive interpreting context where the interpreter interacts with the audience and the speaker directly and synchronously.

Simultaneous interpreting also has the same interactivity however it requires a completely different context analysis because of the different form it is practiced.

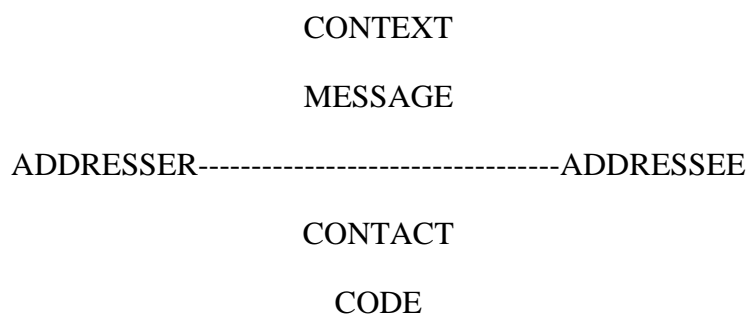
1.1. Communication Models

For a better understanding of communicative context in consecutive interpreting, a model for communication will be provided and modified for the needs of this specific context. Models are useful to understand the overall interaction because they allow to pull the abstract terminology into tangible visual elements.

The evolution of models matches the development of the study of communication; or one might say that the study of communication has often worked through the development of models. Both have a fairly specific history, tending to have been born out of a number of related disciplines – sociology, psychology, linguistics, rhetoric (ancient and modern) and telecommunications, to name but a few. (Hill., Rivers and Watson 2008:6)

The first model of communication important in our context was provided by Russian Formalist linguist Roman Jakobson (1960). Roman Jakobson's model consisting of six factors of communication situation:

Figure 1 – Jakobson's (1960:353) model of elements is verbal communication.

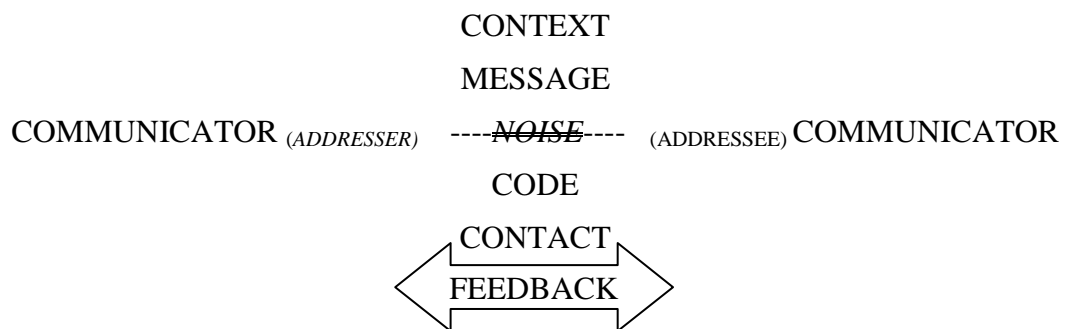


Jakobson's model consisted of six factors. These factors are ADDRESSER – ADRESEE, CONTEXT, CONTACT, MESSAGE, CODE (Jackobson in Sebeok 1960;353). ADDRESSER is the source of the communication, in more relevant terminology, it is the speaker or the writer. ADDRESSEE is the opposite of ADDRESSER. It is the target of communication and receiver of content, simply 'the listener or reader'. CONTEXT in Jakobson is the shared ground of the

ADDRESSER and ADDRESSEE in his words ‘referent’ in the communication. This also defines the content of the message given by ADDRESSER to the ADDRESSEE. CONTACT in Jakobson (1960) refers to the physical means of transferring the MESSAGE which is sent and received, encoded or decoded. This may be the chord of the telephone for example or the air by which the words travel. And the last is the CODE which is known somehow by the ADDRESSER and ADDRESSEE so that the MESSAGE is shared in a common ground.

A newer work on this model was made by Hargie and Dickson (2004). Although there is no graph or diagram in Hargie and Dickson (2004), when combined their terminology with Jakobson (1960) a new formulation can be seen as stated in the figure 2 below.

Figure 2 – Combined Communication Model of Jakobson (1960) and Hargie and Dickson (2004) ¹



Hargie and Dickson (2004) added to Jakobson’s model, two more factors which are; NOISE and FEEDBACK (2004; 15, 16). ADDRESSER and ADDRESSEE will be taken under ‘COMMUNICATORS’ title. CONTACT function in Jakobson however is replaced by MEDIUM AND CHANNEL in Hargie and Dickson (2004) as two different concepts. In this thesis, CONTACT function will be used as the main category covering MEDIUM and CHANNEL in the sake of simplicity and usefulness. MESSAGE and CODE functions are same in both models.

¹ This combined model is not present except this thesis. It is combined for the sake of better classification of communicative elements in consecutive interpreting context.

All the terminology in previous models are modified and transformed, a redefinition of the terminology is needed. This redefinition will be done regarding the scope and context of this thesis.

- **COMMUNICATORS:** Communicators are humans involved in the context of communication process. Even if people are alone they communicate with themselves. In Roman Jakobson (1960) this is stated as ADDRESSER and ADDRESSEE. According to Jakobsonian terminology, sender of the message is addresser and the receiver is addressee. However this is a linear perspective. In the real environment this process happens in a synchronous manner. ADDRESSER becomes ADDRESSEE at the same time. Indeed the position of the interpreter requires these roles to function at the same time. The interpreter is the ADDRESSER and also ADDRESSEE at the same time.

Culture also goes under the communicators' category because every communicator contains their own cultural beliefs, values and norms. Interpreter in this context is the communicator who is a multi-cultural function in the communication process. A more detailed analysis on the place of interpreter in the communication model will be presented in the chapter 1.5 of this thesis.

- **CONTEXT:** Jakobson (1960;353) defines CONTEXT as "referent". Referent here means the background of the message. Therefore context in Jakobson is the context of the message. Although Jakobson defines it this way, it can be used to refer to the context of overall communication. This context covers 6W's questions. Where, when, why and how is this communication process taking place. And What is it about? The answers to these questions will give the context of communication. Another CONTEXT can be regarded as the cultural backgrounds of the communicators. All these factors therefore are interrelated.
- **CONTACT:** Jakobson defined the CONTACT as the physical connection between ADDRESSER and ADDRESSEE (1960; 353). In Hargie and Dickson (2004) this function is given under two titles; MEDIUM and CHANNEL. Medium is the means that carry the message. For example a presentation device is the medium. Where channel, is the way the message is given and received. In

the same example of presentation device channel would be the visual channel. According to Hargie and Dickson (2004) there are three types of medium.

- a. *Presentationnal – e.g. voice, face, body.*
- b. *Representational – e.g. books, paintings, architecture, photographs.*
- c. *Technological / mechanical – e.g. television, radio, CD, telephone.*

These are also subjects of interpreting. However the scope of this thesis is directly related with the first medium, *presentationnal* because the nature of the consecutive interpreting is closely related with this type.

Hargie and Dickson explain CHANNEL as follows;

- a. *Vocal – auditory; which carries speech*
- b. *Gestural – visual channel which facilitates much nonverbal communication*
- c. *Chemical – olfactory channel carries smell*
- d. *Cutaneous – tactile channel which enables us to make interpersonal use of touch*

The CHANNEL elements in consecutive interpreting context are explained and analyzed in detail in the second chapter of this thesis.

- **MESSAGE:** Message is the main factor of the communication process. The most important for any communicator is to communicate the message. It is the unit of exchange; given and received by communicators as a result of overall communication process. This message could be informative, explanatory, emotional and so on. The message is the content of the communication rather than the context but is depends on the context.

French Linguist Ferdinand De Saussure (1915) in his famous model of language, presents an analogy on how the language works. The *sign* in Saussure consists of

a *signifier* and a *signified*. Signifier according to Saussure, is the word or the symbol that signifies where signified is the sound/image that the signified represents. MESSAGE in this sense could be explained as the *signified* or the idea in a person's mind that is trying to be expressed with a set of *signifiers*.

- **CODE:** Code can basically be defined as a system of signs which according to Saussure (1915) and Jakobson (1960) consists of symbols whose meanings are agreed upon or culturally constructed by a mass of people. Therefore languages are codes and also there is morph code, dress code etc.

In a normal two-person communication this is ideal however in the interpreting context the code systems collide. Every communicator (even though they are passive or in listening mode) are decoders and encoders of messages all the time. The job of interpreter in this context is to receive a code system and transform it to another code system. Considering that listeners also try to decode the speaker and they also encode messages openly or closely, the communicative role of the interpreter becomes more complex².

- **NOISE:** Jakobson's model of communication does not contain this factor. This can be defined as interruptions during the communication process. According to Hargie and Dickson (2004) NOISE can be caused physically by a sound or it could be any cultural differences that result in confusion and conflict. This is where miscommunication occurs. This function can be explained by a metaphor of filters. The noise filters communication and the parts that pass the filters are transmitted.

In the interpreting context, the cost of the NOISE for the interpreter, the audience and the speaker, would be more effort and time in transmitting the message. If there is not enough time and effort the process of communication would fail.

² Also consider the situations where some of the audience knows the source language. This usually creates issues for the interpreter. This will become noise and disturb communication at some level.

- **FEEDBACK:** This function is also missing in Jakobson's model. However it is important in the context of this thesis. FEEDBACK, covers the listening or observing side of the communication. Communication could be a very tough task that always would create conflicts if there weren't clues that people are listening. According to Hargie and Dickson (2004) it is simply monitoring the receiver reactions by the sender.

In this thesis, feedback element is restricted with the feedback between interpreter and the speaker. FEEDBACK taken from audience is not measurable within the limitations of this thesis because both interpreter and speaker are professional COMMUNICATORS within this scope whereas the audience is unaware of communicative elements.

Interpreter in this sense must be the expert of observing feedback. For example: If interpreters find out that the message was not received, they feel the need to take an action to make the message transmitted successfully³.

³ And consider here the importance of nonverbal feedback and how difficult it could be for the interpreter to receive all feedback and decide on the right action and take it.

1.2. Principles of Communication

A communication study would not be complete without the ground principles that govern the communication process. Laying ground principles of communication will contribute in constructing a good definition. The main categorization of the principles were taken from Hargie and Dickson (2004), however the definitions are authentic because these are principles that are widely agreed upon in the academia.

Principle 1 – Communication is a process

It is an ongoing interaction between the factors of the communication. *Communicators* communicate a *message* within a *context* and they use means of *contact* within a shared *code* that produces *noise*, where all the process is reviewed and checked via *feedback*. All this interaction is the process of communication. Therefore ‘the act of communicating’ can only be the act of participating in the process of communication.

Principle 2 – Communication is transactional

All the factors of communication are in a constant relationship, as long as they are involved. They interact as stated above in a continuous manner. And each of them has a great effect on the overall process, even though they seem to be passive in sending and receiving signals. Therefore, every element that is involved in the interaction is a part of the communication process. For example, consider two people speaking and one listening. Even though the listener third person seems to be excluded it is not. The fact that there is a listener can change the content and meaning of all process.

Principle 3 – Communication is Inevitable

According to many researchers of communication, communicating is inevitable and impossible to avoid for humans. The famous quote from Watzlawick

(1967) “One cannot not communicate”⁴ is widely accepted around communication researchers⁵.

There is not much in the way of human doings that does not involve communication, or cannot be construed as communication— very little that can be understood without understanding some communication. (Stenning 2006: 3)

For example consider a situation where a group of people is having a sort of communication. And consider one person wants to stop communicating. The only choice they can make is to leave the context. If they stop speaking and moving, they would inevitably communicate their intention of stopping to communicate. In the most radical sense even if they modify their behavior and speech their clothes will communicate through color and other cultural codes.

Principle 4 – Communication is Purposeful

Intentional or not, conscious or not communication has the basic purpose to transmit a message. Especially the interpreting communication carries the sole purpose of transmitting the message to the audience. The situation in the interpreting context is that the sender of the message communicates intentionally and purposefully to send a conscious message. At the same time the receiver, who is the interpreter and the audience act purposefully, intentionally and consciously receptive. Interpreter at the same time is aware of the purpose of transmitting the message to the receivers. Therefore again the interpreter in this sense acts purposefully in order to receive and send appropriate messages to the appropriate communicators with appropriate codes and ways of contact.

Principle 5 – Communication is Multi-dimensional

Communicators in the process usually send multiple messages to each other at the same time. There are multiple dimensions in sending and receiving messages. According to Hargie and Dickson there are two main dimensions where the messages belong. One is *content* and the other is “*relationships* between the interactors” (2004;

⁴ Watzlawic P., Jackson D. D. And Lederer W. .J. 1967.

⁵ See Mefalopulos (2008), Hargie and Dickson (2004), Stenning (2006).

20). In the interpreting context example to this principle could be; when the interpreter interprets the normal content of speaker this is the *content* dimension. However there may be times when the interpreter speaks of their role and functions or when they try to explain what speaker meant, this would be the *relationship* dimension. However as Hargie and Dickson (2004) mentions, these two concepts cannot be separated from each other.

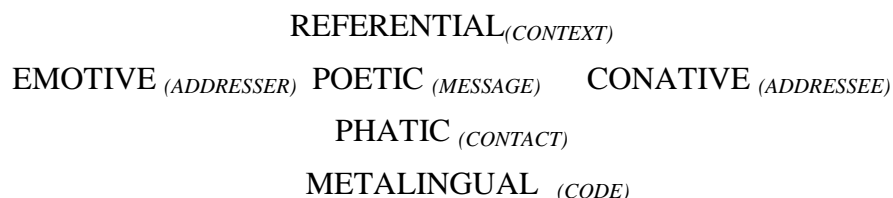
Principle 6 – Communication is Irreversible

This principle is strongly related with the first principle. Communication as a process, cannot be reversed to a previous state. It is constantly developing, changing and being modified every moment. Therefore once anything is said or done, it cannot be taken back.

1.3. Functions of Communicative Elements

All the Communicative elements as stated in Figure 2 of this thesis have separate functions within the communication context. Jakobson (1960) attaches his model of communication a table for functions in relation with each element included in his model. His model of functions in communication is as follows:

Figure 3 – Jakobson’s (1960; 357) Communicative Functions Diagram⁶



⁶ Relevant communicative elements (in italic) were added by the researcher in order to provide ease of readability.

Emotive Function: Emotive function corresponds to the ADDRESSER element. Therefore when communication is used as an emotive tool, the aim is to express the communicator's content.

Conative Function: This function is directed towards the ADDRESSEE. Therefore it is used when one wants to control the behavior of the others. As Jakobson states it contains orders. For example "give me that glass" is a conative communication.

Referential Function: Referential function corresponds to CONTEXT in Jakobson's model of communication. This function serves to explain, define or refer to something. This is more of an informative or explanatory function. In the interpreting context this can be exemplified as when the speaker says something that cannot be transferred as is, the interpreter sometimes start to explain the meaning. At the same time viewing translator as the transmitter of speakers message and content is attaining him/her a referential function.

Poetic Function: corresponds to the MESSAGE in Jakobson's communication model. When communication is used in poetic function it aims to impress the other communicator. As in poetry but not limited to poetry the aim is to use less elements and generate a great effect on others. This is also at work in many interpreting situations. When the speaker use poetic function extensively, this has the potential of generating problems for the interpreter.

Phatic Function: corresponds to the CONTACT in the model. It defines physical means of transfer between communicators. This function occurs when the communicators stop and test if the CHANNELS of communication is working properly. In Jakobson's (1960:355) example one person stops and says "Are you listening to me?" This corresponds to the *phatic* function of communicative elements. In the interpreting situation this may occur when the speaker checks if the interpreter understood everything right.

Metalingual Function: Metalanguage is language about language and it relates to CODE element in Jakobson's model. According to Jakobson it is used mainly by

linguists and philologists for research and at the same time it is used in the daily contexts when people don't understand something they focus on communication.⁷ This function occurs in the interpreting context in different situations. One of those situations may be when interpreter don't understand speaker word and stops and asks what that means. This also covers feedback element in communication where communicators try to be sure that communication is in the right direction.

POETIC function corresponds to MESSAGE in Jakobson's Model. According to Jakobson(1960);

The set (Einstellung) toward the MESSAGE as such, focus on the message for its own sake, is the rogue function of language. This function cannot be productively studied out of touch with the perceptual problems of language, and on the other hand the scrutiny of language requires a thorough consideration of its poetic function" (356).

Therefore MESSAGE more than other elements relates to other functions also. On the other hand it is the element which make other functions operate.

1.4. Verbal Communication and Nonverbal Communication

In human interaction there are two main *channels* of communicating. One is the verbal channel the other is nonverbal channel.

1.4.1. Verbal Communication

Verbal communication is the channel that covers the linguistic content. The meaning of words, their relationship and the meaning which is the outcome of other possible linguistic figures, is the main concern of verbal communication. Linguistic meaning is not only consisted of the content or the meaning of the words themselves, it is also concerned with the syntax, cultural codes and other factors governing language as a code system.

Separating verbal communication from nonverbal communication is not possible. However such division is possible only for the academic purposes. Research on verbal communication asks what the person said, how the person constructed the linguistic forms to express the meaning.

⁷ See Jakobson (1960; 356)

According to De Saussure (1915);

Language is a system of signs that express ideas, and is therefore comparable to a system of writing, the alphabet of deaf-mutes, symbolic rites, polite formulas, military signals, etc. But it is the most important of all these systems. (16)

Verbal communication considers language as the primary means of communication. The researchers of verbal communication study words as signs and their relations and effects on others.

In textual analysis, this type of study proved to be fruitful. On the other hand Poyatos (2002) studies the nonverbal elements in texts and their translation to other languages. And the outcome is considerably rich.

In interpreting studies, the generality of studies mostly consider communication as a verbal phenomenon only, or most of the time. Nonverbal communication is considered as a very little part of interaction. Verbal analysis in this sense also proved to be important and it has given considerable results over the time. However this thesis tries to evaluate the effect of nonverbal communication on the overall communication process in the consecutive interpreting context. Therefore, verbal features and relations will not be analysed in detail in this thesis. This type of studies are done and being done in the academia in a growing manner. This study is more of an experimental research and aims to evaluate rather than compare or prove. Therefore, it has to be clearly stated that nonverbal communication and verbal communication can only be considered as working together in the overall communication process.

1.4.2. Nonverbal Communication:

The definition of nonverbal communication is more tricky than the verbal communication. It is easier to put the line and say that verbal communication is defined by words, grammar, language and other codes of language and their relations with each other. However there are different definitions of nonverbal communication.

The most common definition of this phenomenon is ‘communication other than words’. However according to many researchers of communication from different fields state that this is a very narrow and false definition (Mehrabian, 1972; Knapp and Hall, 2002; Mefalopulos, 2008; Hargie and Dickson, 2004; Stenning, 2006)

Knapp and Hall (2002) states that;

To most people, the phrase nonverbal communication refers to communication effected by means other than words (assuming words are the verbal element). Like most definitions, this one is generally useful, but it does not account adequately for the complexity of this phenomenon. (2002:5)

Instead of defining nonverbal communication as ‘not-verbal’ Mehrabian (1972) makes a distinction between verbal and nonverbal communication by their implicit vs. explicit nature. According to Mehrabian (1972:1) verbal communication consist of codes that can be found in dictionary or other written source and nonverbal communication do not have basic units that can be defined sharply. This perspective also supports the view that nonverbal behaviors cannot be encoded objectively. It is a subjective process. Therefore as an example, if somebody in a communication context is sitting their hands crossed, that does not necessarily mean anything. Even though it has a certain meaning, it is highly subjective and personal. Other researchers of communication mostly support this view except some popular mass-media texts that claim “you can decode people in 5 minutes” or such. (Knapp and Hall, 2002)

Knapp and Hall (2002) bring the definition to nonverbal communication as “all human communication that transcends spoken or written words” (30). This definition could be widened as the word ‘human’ is taken out but the scope of this thesis will stick to the human communication.

Hargie and Dickson make a broad definition of nonverbal communication as the “[...] direct communication not exclusively relying on the use of words, written or spoken.” (2004:44)

In this sense, nonverbal communication may go along with verbal communication but not necessarily. And the code system is different from the verbal communication in the sense that the code system is not determined sharply by any social constitution. It refers to Saussure’s *parole* definition. It is a personal encoding and decoding mechanism. The codes are always ambivalent and variable from person to person. Although Saussure (1915) state that the signs that make up a language are determined arbitrarily and in constant change through time, they can be tracked and identified with a little effort. Nonverbal signs on the other hand can change from person to person, which means that there are as many dictionaries as persons that exist on the planet.

1.5. Communication in Consecutive Interpreting Context

Although every type of interpreting has its own authentic context, consecutive interpreting has distinctive properties which are compatible with the requirements of this research. Therefore types of interpreting are listed in this chapter.

In the “Interpreters Resource” by Mary Phelan (2001:6) the interpreting types are listed as;⁸

- a. Conference Interpreting; Conference interpreting involves simultaneous and consecutive interpreting or other types of interpreting if needed. The concept is used to define interpreting in conferences and such events. Consecutive interpreting was considered as the subject of this thesis separate from simultaneous interpreting therefore conference interpreting is partially included in the scope of this thesis. Also Consecutive

⁸ All the categorization is taken from Phelan (2001)

interpreting does not have to be in a conference context. It can be used in a very wide range of contexts.

- b. Simultaneous Interpreting: Simultaneous interpreting is as its name suggests interpreting while the speaker is talking. The general standard for this type of interpreting is done in booths. The interpreter uses an electronic interface that uses earphones for audience. The audience see's the speaker but hears the interpreter.

Mainly audible systems of nonverbal elements are available and accessible in this type of interpreting context. At the same time visible systems are available in very different means than consecutive interpreting. This type of interpreting was not included in the scope of this thesis because such study would require a separate research by itself. By the time this thesis was done such tools were not developed fully to research such subject. This kind of study requires a detailed use of psychology, neurology, cognitive sciences and other disciplines which would exceed the scope of this thesis.

- c. Consecutive Interpreting: Consecutive interpreting is the type of interpreting where the speaker speaks and then the translator interprets whole text to the audience. According to Phelan (2001) "note taking is central in consecutive interpreting" (9). Although Phelan (2001) states that interpreter interprets after fifteen minutes or previously thirty minutes and takes notes of everything that speaker said and interpret it without any loss, there are many flexible applications in the field. Some interpreters may not take notes. Sometimes, interpreter speaks right after the speaker.

This type of interpreting is the main research subject of this thesis because all the nonverbal elements defined in chapter 2 are accessible and available for research and survey in the context of consecutive interpreting.

- d. Whispered Interpreting: In whispered interpreting, interpreter addresses only a couple of persons without exposing his/her existence to the other audience.

Like other types of interpreting this type includes a level of nonverbal features that could be studied separately. However because they are not enough to present valid results this type of interpreting is not included in this thesis.

- e. Bilateral and Liaison Interpreting: Liaison interpreting is interpreting to both sides. One communicator speaks, interpreter interprets to the other communicator and the other communicator speaks and again interpreter does the same thing this time in reverse language.

This type of interpreting involves as much nonverbal elements as consecutive interpreting. However, the process is more complicated where the audience element changes each time the speech takes place. Therefore this type of interpreting also requires a standalone research for its own sake.

- f. Sight Translation: When an interpreter is faced with a duty of translating a document and reading it as if it is being interpreted. This type of interpreting crosses the boundaries between translation and interpreting.

The process and the product of this kind of interpreting involves certain types of nonverbal elements. However this type cannot be called interpreting nor translation. Therefore nonverbal side of the communication exceeds the definitions presented in this thesis.

- g. Telephone Interpreting: as the name defines, telephone interpreting is a type of interpreting where interpreter is used for a communication over the phone.

Telephone interpreting involves audible systems of nonverbal elements. This type of interpreting can be counted an informal one and it is difficult to research such subject within the concept of nonverbal elements.

- h. Sign Language interpreting: Again as the name expresses, interpreters of sign-language are used in situations where deaf people are involved. This is a type of interpreting where a different type of nonverbal language is used. Therefore it goes beyond the scope of this thesis with a completely different style of communication.

This type of interpreting is the type that uses the nonverbal elements the most. However, in the context of sign-language interpreting nonverbal elements are used only. And they construct a verbal content. Therefore the concept becomes extremely alien to what this thesis is based on. Nonverbal research on this kind of interpreting would prove useful but it would present different types of terminology and conceptualizations because the context is different than other types.

- i. Television Interpreting: Mass media reaches to very wide range of people and many times, political and social event and occurrences need to be interpreted on-air.

Nonverbal elements are mostly studied in the communications departments and such research is closely related with Television interpreting. Although the research grounds for this kind of environment is open to study, it would also require a completely different interdisciplinary ground for research.

- j. Video Conference Interpreting: Especially in these days, internet and online services gained a huge growth. And internet has no boundaries. It became the fastest and widest communication tool on earth. Therefore, interpreters are utilized in many instances of video meetings.

All the nonverbal elements are available and accessible in this type of interpreting also. However this field is a newly growing area and most of

such meetings are done informally. Therefore research on this type of interpreting on nonverbal elements would require different types of efforts and definitions.

- k. Wiretapping and Tape Transcription: This context is where the interpreter is used to transcribe and interpret the speeches of people from records. This type also can also be located somewhere between interpreting, translating and transcribing. According to Phelan (2001) it is mostly used in legal processes such as courts and other such contexts.

In this type of interpreting nonverbal elements can be extremely important as any change in meaning could cause legal difficulties. This field is also open to study in this context. However this time this type of research would require one more discipline involved that is Law.

Although all these interpreting types somehow involve nonverbal communication, this thesis will be limited to the consecutive interpreting context. The main reason for this is that there is nothing between the communicators such as devices. Interpreter is not isolated and has a function of transmitting the message of the speaker to the audience. The closest match is liaison interpreting but in such case the communicators are equal transmitters and receivers. Interpreter's function is a bit more social in that context. In consecutive interpreting communication functions as EMOTIVE function in Jakobson's functions of communication where in collusion interpreting interpreter is referential. In emotive function, interpreter tries to express the ADDRESSER's message whereas in referential function the interpreter functions as general communicator.

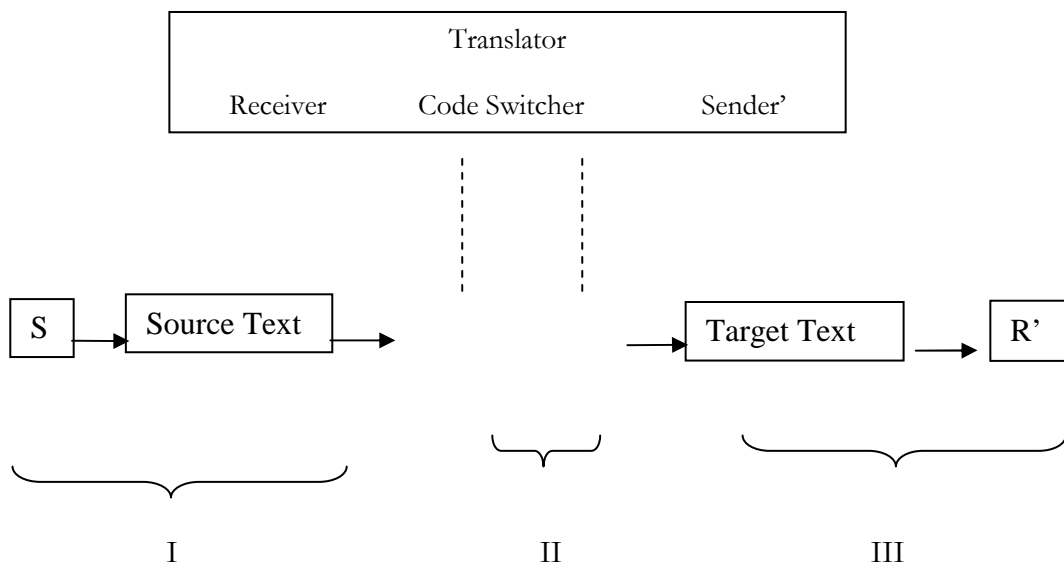
After defining the consecutive interpreting context, the communication type needs to be integrated into the communication model provided previously under the title of Communication as part 2 of this thesis.

Jakobson's (1960) model of communication and Hargie and Dickson's (2004) model was defined in a combined structure previously in this thesis. The model included

COMMUNICATORS (*addresser / addressee*), CONTEXT, MESSAGE CONTACT, CODE, NOISE, FEEDBACK.

In the usual interpersonal context, this formula seems to fit. However, in many interpreting forms, interpreter needs a different role assigned inside this model. In Otto Kade's (1968) model of translation translator has multiple roles assigned to him/her. One is CODE SWITCHER in the middle of communication schema; others are 'first receiver and second sender'.

Figure 4. Kade's (1968) Model of Translation Communication



According to Kade (1968) the communication model in interpreting consists of three phases.

- I. Translator receives the text from the ADDRESSEE
- II. And after reception, translator switches the CODE

III. Then translator becomes the sender. And sends the message to the Receiver who is audience. (Kade 1968)⁹

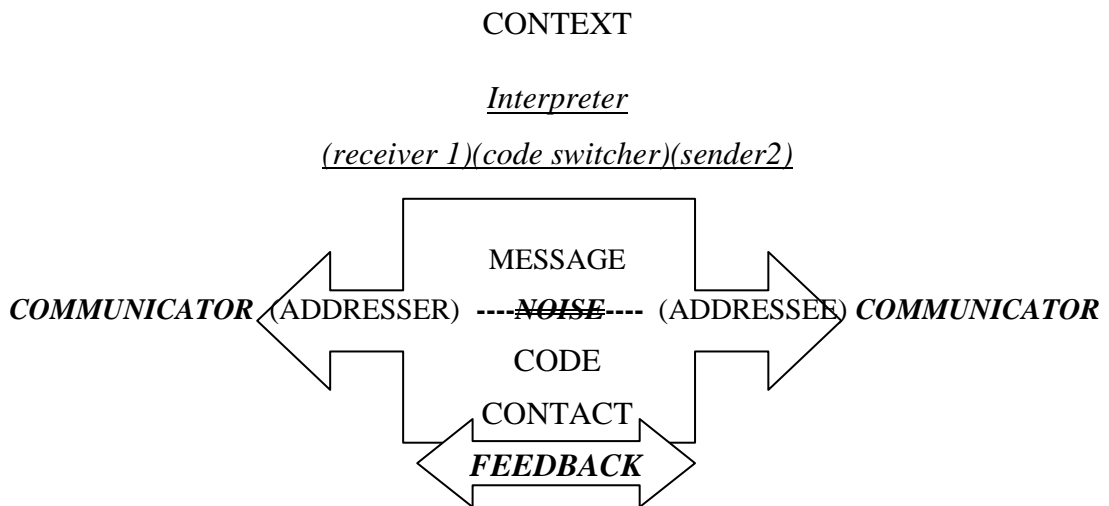
Although Otto Kade defines this model for translation, this role can be assigned to the interpreter in consecutive interpreting. However there is a slight difference in consecutive interpreting where speaker obviously addresses the audience and the interpreter at the same time, where interpreter then addresses the audience again. Therefore audience first observes the speakers CODE. At this point, the audience may or may not be familiar with the language of the speaker but they also observe non-verbal codes. Actually at this stage audiences' only reference is nonverbal expressions if they don't know the language of the speaker. Then they observe and listen to the interpreter. Then they overlap both and match the two cases to comprehend what is going on. Speaker on the other hand speaks in a Language that only interpreter is familiar (if so). And then relies on the interpreter's function as a CODE SWITCHER. Later in the feedback section speaker and interpreter observe the nonverbal and verbal FEEDBACK of the audience to understand if everything is right.

Therefore in a context where audience doesn't know the speakers' language and the speaker does not know the audiences language, interpreter is the only one who receives, observes, encodes, decodes all MESSAGE and CONTEXT from both sides.

Therefore interpreter can be integrated in the middle of the previous model however the position here is a semi-transparent one where it allows both communicators to interact with or without the interpreter. The model then would look like this:

⁹ The translation is done by the researcher and the shape was taken and modified for understandability.

Figure 5. Kade's (1968) Model, Modified and Integrated Into The Combined Model Of Hargie and Dickson (2004) and Jakobson (1960).¹⁰



In the above model, interpreter as a code switcher functions as a communicator but as seen in the shape, he/she controls most of the CODE, MESSAGE, CONTEXT, CONTACT, NOISE and FEEDBACK. Therefore it is a different type of communicator and it has to be differentiated.

Also as obvious in the figure above, CONTEXT element were taken out to the top. Concerning the CONTEXT of overall communication environment and the CONTEXT of the MESSAGE in Jakobson's terminology, it is mostly independent and variable depending on the previous arrangements, although it sometimes can be modified according to needs and requirements of the communicators.

¹⁰ Capital letter with regular font are Jakobson's terms (ex.ADDRESSER). Capital letters with bold and italic font is Hargie and Dickson's (2004) terms. (ex. **COMMUNICATOR**). Small letters with italic and underlined fonts are from Kade's interpreters model (ex. *Receiver*).

CHAPTER TWO

2. NONVERBAL ELEMENTS

In a communication process as defined in this thesis, nonverbal communication is defined under CONTACT factor. And under CONTACT title it can be classified in the presentational *medium* in Hargie and Dickson's (2004) definition of the term. Therefore communicators communicate through verbal and nonverbal means.

The popular understanding of nonverbal elements "[...] include facial expressions, hand and arm gestures, postures and positions and various movements of the body or the legs and feet." (Mehrabian, 1972:1). However, nonverbal elements include speech volume, pitch, tone and phase, use of space, emotional reactions such as crying, laugh, and smile.

Although it has been said before in this thesis and by many other researchers (Mehrabian, 1972; Hargie and Dickson, 2004; Knapp and Hall, 2002) it has to be stated again that it is not possible to separate nonverbal elements from the verbal content. The opposite would be like Saussure's famous metaphor to cut an apple's back without cutting its front. This is theoretically impossible. Both sides are complementary to each other; both parts operate in order to enable the communicator to participate in the communication process. For example suppose the speaker is talking about a very tense memory of him/her with an emotional intonation and dramatical body language. He/she is defining how he/she said "Good bye!" for the last time to his father with teary eyes. Imagine taking out all the nonverbal features out of this scene. What is left is a simple "Good bye" without any effect or contextual expression. This would mean a completely different thing in its new context; it may even sound as if the person does not care. There still will be a meaning attached to the absence of nonverbal elements. At the same time imagine taking out not the nonverbal but verbal content from the scene. Again an unexpressed feeling destroys the scene.

The content of what people are saying is usually the feature that they are most aware of. Even though this is a fact there has been a long debate between researchers of

nonverbal communication about the consciousness or unconsciousness of nonverbal behaviors. Despite the discussions, what is important is the fact that people are less aware of how they are expressing but focus on what they are expressing unless they are trained for a specific purpose or they are made conscious of their behaviors by other people.

2.1. Definition of Terminology

This section aims to clarify the terminology that is used in the nonverbal communication field. Even though nonverbal communication has not yet become a separate field of research in academia, a common ground of terminology is being developed after the seventies. The terminology stated in this section covers only the terms used in the scope of this thesis.

2.1.1. Audible Systems

Audible features are nonverbal elements that are sound related. These include volume, pitch, phase and other features of voice or the absence of it (Fernando Poyatos, 2002:272). The term is taken from Fernando Poyatos (2002) as he states that;

Within audible systems, one should consider both sound and the absence of it, in other words: verbal language and paralanguage; but also those quasiparalinguistic sounds emitted through audible kinesics (finger-snapping, an impatient rapping on a table), which should not be shunned as marginal, for they may very well carry the main message or most of it, or qualify it, in a given situation. Neither should we neglect silences and (in the next group) stills, since they may also at times express what has not been, and will not be, said in words. (272)

a) Verbal Language

Verbal language covers which words are used and the way they are used in language. This also has to be included in the list because as it has been put several times through this thesis, verbal and nonverbal communication are complementary and they cannot be separated from each other. Therefore, verbal language operates under audible systems

b) *Paralanguage*

Paralanguage can be defined as ‘apparently meaningless but culturally meaningful language’. For example consider the exclamation ‘Oh!’ as a paralingual element. In the translation to Turkish language it will probably become ‘Aa!’, or ‘Ah!’.

c) *Audible Kinesics*

Audible kinesics occurs when a communicator uses kinesics features along with audible elements. For example, when the speaker says something and hits his / her foot on the ground, both systems are merged in one.

d) *Silence and Stills*

The name explains it. Silence can be an important nonverbal feature. The absence of any sound brings another type of communication. Therefore, the pauses between the words or sentences are meaningful parts of the overall communication process.

e) *Speech Speed*

Speech speed is an important audible factor in interpreting context. Although this was not included in other models and categories, it was added for the purposes of this thesis. Speech speed also has the potential to dramatically modify meaning in speech.

2.1.2. *Visible Systems*

This term is also taken from Poyatos (2002). Visible Features are nonverbal behaviors of the communicators which other communicators can see or visualize. Therefore it includes gestures, space and body usage of the communicators. The popular name for this is body language. And this has been considered by many researchers, as the general domain of nonverbal communication (Mehrabian, 1972:1).

a) *Kinesics*

Kinesics basically refers to the ‘body language’. It is the use of body and bodily figures. This feature also includes the posture and gestures of the communicators.

b) Proxemics

Proxemics in its simplest sense is the use of space. Communicators, use the space around them to enhance their nonverbal communication. Some communicators use less space than others while some communicators need huge space in order to communicate properly. In simultaneous conference interpreting where the interpreter uses booth to communicate, proxemics is minimized.

2.1.3. Dermal and Chemical Reactions

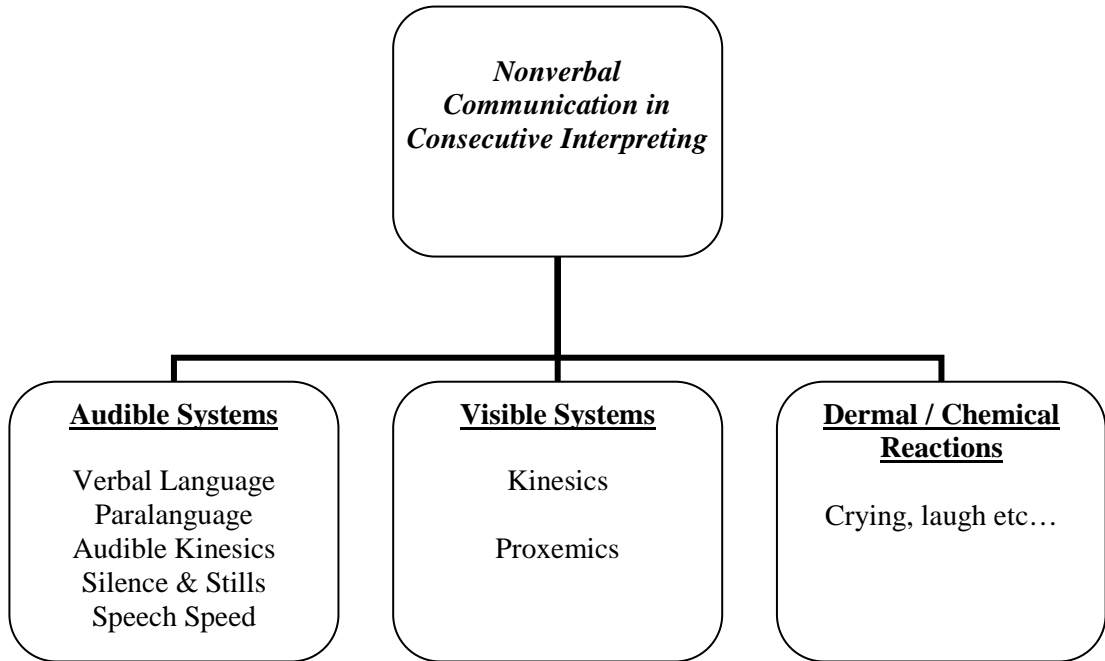
Taken from Poyatos (2002), this term defines physical reactions of emotional expressions and states of the communicator. Communicators can express for example sadness by changing the voice features, but when they cry, the power of the expression changes dramatically. These features are most of the time combined with the visual features, because they are also viewable by the other communicators. However what distinguishes this is that it involves a reaction to an emotional state. Another example can be when a communicator speaks of a lemon and other communicator has a sour-face.

2.2. Categorization of Nonverbal Elements

Most of the studies on nonverbal communication present their authentic way of categorizing nonverbal elements. This categorization is only useful if it is done for a specific context because every communication situation is unique. Among all the interdisciplinary studies on nonverbal communication, there are very few studies which combine nonverbal communication with interpreting and the most compressive study among few other works is done by Poyatos (2002). The categorization therefore has been taken from Poyatos (2002) because it is especially designed for the interpreting context. Poyatos (2002) analyses nonverbal communication in the interpreting context under three main categories, *Visible Systems*, *Audible Systems* and *Dermal Reactions*.

The categorization when schematized would look like this:

Figure 6 Poyatos' (2002) classification of nonverbal elements.



Visible systems consist of *kinesics* and *proxemics*. Audible systems contain *verbal language*, *paralanguage*, *audible kinesics*, *silence*, *stills*. *Dermal and chemical reactions* do not have a separate subcategory.

2.3. Functions of Nonverbal Elements in Consecutive Interpreting Context

Communication is purposeful according to the fourth principle of communication stated in chapter 2 of this thesis. Therefore this purpose is fulfilled by nonverbal and verbal elements within communication process. The titles of the following functions were taken from Hargie and Dickson (2004) as the purposes of nonverbal communication. These serve as the functions of nonverbal elements in the context of this thesis. Therefore these functions are;

a. *Replacing Verbal Communication*

This occurs when people can not speak loudly. They use gestures and other nonverbal features to replace verbal communication. In consecutive interpreting context this can be observed between interpreter and speaker from time to time. An example would be when speaker speaks too long for interpreter; nonverbal signs can help them modify their simultaneity. This can also be easily observed within the audience. In the places where there is an audience, people talk with nonverbal signs to avoid interrupting the speaker's sound.

b. *Complementing The Spoken Word*

When people want to increase the effect of what they are saying, they use stronger nonverbal communication elements. For example suppose someone is reading poetry to a group of people, he/she would use a strong body language to dramatize the effect. In this case Interpreter has several choices. This thesis is an attempt to research how interpreters choose to act in such cases.

c. *Modifying Talk*

This is also similar to the previous function but in this one ADDRESSER wants to express one specific part of their talk, so he/she modifies his/her speech partially. According to Jakobson (1960), poetic function allows to modify communication so that a person can say one sentence with different stress on different parts of the sentence, that the sentence would be completely different each time.

d. *Contradicting The Spoken Word*

Sometimes someone may say something but cannot act it out. Or they display an opposite nonverbal behavior. This enables irony, sarcasm or other figures of speech. Irony and sarcasm can be powerful and have great effects on people, on the other hand, a person who is speaking of self-confidence but showing no sign of it would not be powerful in communicating, at all.

e. *Regulating Conversations*

According to Hargie and Dickson (2004) this helps people in regulating turn taking in conversations. This is also important in consecutive interpreting contexts. Interpreter usually knows when the speaker will finish because of the nonverbal cues that are available each time speaker stops.

f. *Emotions and Interpersonal Attitudes*

A very obvious example to this type could be ‘crying’ or ‘laughing’ that are strong nonverbal acts to express the emotion beneath. A verbal signal complemented with nonverbal behavior can express emotional state strongly.

g. *Negotiating Relationships*

People use verbal and nonverbal elements in their relationships to make a role assignment for each person in the relationship. According to Hargie and Dickson (2004), “domination and affiliation can be relayed through nonverbal channels” (54).

h. *Conveying Personal and Social Identity*

People express their individual, social and cultural identity through nonverbal communication. This includes physical appearance of the person, the way they speak and the way they do other things. Because interpreting always involves more than one culture, differences often are experienced.

i. *Contextualizing Interaction*

Communication always has a physical context. And as physical environment depends on the communication type, it has effects on the communication as a process. Therefore according to this presumption, where interpreter stands change the communication process. An example is that in simultaneous conference interpreting the interpreter stays in the booth, physically nonexistent in the environment except the voice. The environment is designed that way to reduce the nonverbal involvement to the level of voice, although other practical concerns such as time

management. The position or the location of the consecutive interpreter matters in this sense.

2.4. Effects Of Nonverbal Elements On Overall Communication Process

Popular books that target the general public give percentages and numbers on how much nonverbal communication affects overall communication; however it is accepted among the researcher that it is not possible to give strict percentages on such subject (Knapp and Hall, 2002).

Mehrabian and Ferris (1967) suggest that nonverbal elements dominate the overall communication process. In a paper by Mehrabian and Ferris (1967) the popular formula of nonverbal dominance is given. This experiment suggests that facial expressions control 55 % of the communication, voice features control 38% whereas the verbal elements were measured just 7% effective in overall communication process. In this experiment the reactions of subjects to audiovisual content were measured to obtain this result.

However, these results were re-tested by Trimboli, A., & Walker, M. (1987). The results of their experiment revealed that when people know that they are not watching authentic videos but, acted ones, they react differently. According to the results of this study, when the messages were camouflaged, the dominance of nonverbal elements decreased dramatically.

Various researchers have different views on these experiments. However all the debates and contradicting results only show that this kind of strict measure is not possible to be done. The effect of nonverbal elements on overall communication process is relative. The reason of this can be explained by the communication model, given in Chapter 2 of the thesis. All the elements of communication process have indefinite effect on the overall communication process.

Even though such a comparison between verbal versus nonverbal communication can be made, it would be more fruitful to include other means of communication. For

example, the CONTEXT: How does CONTEXT effect overall communication? This can be and probably is being studied in multiple grounds. However as it has been stated before, all the elements in communication process have considerable effect on overall communication process. Even though this effect changes from time to time, this doesn't disprove the power of others.

This thesis is an attempt to understand the effect of nonverbal elements on the overall communication process in interpreting context. Although further experimental studies can be done on this question, the results reveal that all the communicative elements have a certain effect on communication in consecutive interpreting context.

CHAPTER THREE

3. FIELD STUDY

The aim of the field study in this thesis was to observe the real-life experiences, opinions and perspectives of professional interpreters and speakers on the subject matter.

Nonverbal elements are expressed, defined and used very subjectively among the communicators. Therefore it is not possible to make sharp definitions of nonverbal elements as verbal elements that are defined clearly with a dictionary (Mehrabian 1972). The subject of this thesis therefore depends on subjective experiences of the participants. A field study was therefore needed in order to connect theory with practice although the subject itself relies on applied processes.

3.1. Methodology

Two methods were used in the field study of this research. One is a survey done with consecutive interpreters and the other is interview with speakers¹¹. Audience was not researched because of their relatively receptive – passive function in the communication, and this exceeds the scope of this thesis. The reasons of this choice are detailed in the following section (that is 3.1.3. of this thesis)

These methods were chosen especially because they solely depend on the experience of participants and the nonverbal elements are highly subjective phenomena.

Both methods were designed especially for this thesis and for the required context, no other method was considered as a base structure of method design.

¹¹ The questions and explanations are in the Chapter 4.2. of this thesis

3.1.1. Survey with Consecutive Interpreters

Survey is done with consecutive interpreters. The aim of this survey is to collect data from professional and amateurs of consecutive interpreting field about their experiences with nonverbal elements in the consecutive interpreting context.

The survey was chosen as a research method for this purpose because it is directed to the ‘real life’ experience of interpreter versus the experiment environment. Therefore this kind of method can provide realistic results.

The survey was especially designed for the scope and context of this thesis. The questions were put as simple and short as possible to prevent dislike. The survey consisted of 13 questions directed at consecutive interpreters.

The interpreters’ experience is important in this context because interpreter observes both communicators and their verbal and nonverbal features consciously. Both communicators observe each other but interpreter is the only ‘conscious’ observer of communicative elements.

The survey was made using free and open-source software¹², namely Lime Survey¹³. It was internationally open to participation because it was published on-line. It was open to participation for approximately one month.

One advantage of such a method is that it can reach to a vast number of people from different cultural backgrounds and languages, in a very short time. And this was a very important advantage considering the limited time for the research process.

Another advantage is that with such survey, the results can be compared, analyzed, and presented with graphical interfaces easily and effectively. This method provides eligible and solid results in a very short time compared to other methods.

One of the most important advantages of this method is that participants can sign-up, start the survey, save it and continue later. They don’t have to wait, hurry or force

¹² For more information on open-source go to http://en.wikipedia.org/wiki/Open_source

¹³ www.limesurvey.org

themselves to finish it. The survey also included spaces for participants to comment on questions and their answers. Such research without any online tools could take ten times more time and effort to conduct.

Although it is fast and effective, online survey has some disadvantages and it will be useful to be stated here. One disadvantage is that there is no available system to understand if the participant is really a consecutive interpreter. Here the statement of the participants' was considered true because this was stated in the beginning of the survey with the sentence "This survey is only for consecutive interpreters". Another caution is that the survey was posted in the places that are relevant to interpreters only.

The survey was mainly published in two web pages. One is www.ceviribilim.com which is a special site dedicated to interpreters and translators in Turkey. It is actually an online magazine updated continuously. The survey was made the issue-cover for a month. And the survey was posted on "çevirmenin notu" yahoo mail group which is an important source of interpreters in Turkey.

The second site that the survey was published was www.proz.com which is an international place for all translation and interpreting professionals to meet and discuss issues related to the profession.

3.1.2. Interviews with Speakers

Other method used in this research is face-to-face interview. Interviews were done with experienced speakers who used consecutive interpreters very often. The aim of this type of research was to reach speakers and hear their experiences with nonverbal elements and interpreters.

Advantage of this method is that the speakers are allowed to speak about their experiences as much as they want to. Therefore, information is received from first hand. Speakers are the ADDRESSEE element according to Jakobson's (1960) Communication model and fulfill the EMOTIVE function in communicative context. Therefore speakers are also professionals who care for their communicative tools. Because they aim to transmit a MESSAGE related to the CONTEXT, they use

communicative elements actively. Therefore their view and experiences on this subject are relevant and important.

There are disadvantages of this research method in this context. The biggest disadvantage was its slow and hard application. Finding suitable subjects to make a valuable interview presents a real challenge for the researcher. This can be done in a wider research context although it is a time and effort consuming process. First of all speakers have to be motivated to speak about their experiences and ideas and not all speakers are motivated to do so. Subjects chosen for this research were experienced international speakers who used more than one language interpreter and work very often in consecutive interpreting context. The subjects who give speeches about nonverbal communication were chosen for this specific research. And for this reason they were motivated enough to give detailed report on their ideas and experiences.

Another disadvantage of this method is that, because of the difficulties in finding subjects there is only a small number of outcomes from the research. This disadvantage was eliminated by finding very experienced speakers who work very often with consecutive interpreters. Therefore the qualitative aspects of this method eliminated the quantitative disadvantages; whereas in the survey for interpreters, quantitatively powerful results eliminated qualitative disadvantages.

3.1.3. Audience

The audience is a bit different as a communicator in the communication context. The speaker and the interpreter focus on giving the message therefore they are the users of POETIC function actively. However audience, in 'normal' conditions, are in the communication environment to receive the message. Although they are active COMMUNICATORS as much as others, they participate in the communication process relatively in a passive manner. Therefore, this fact brings the possibility to research the reception rate or cognition of the audience and their nonverbal signals on cognition. This however exceeds the scope and the aims of this thesis. Such a subject could be a huge research by its own sake. Therefore before stating the practical restrictions on measuring audience reception and cognition, it must be

stated that this is a completely different perspective that should be considered in other studies.

For the counted reasons, the scope of this thesis was limited to the interpreter and the speaker as the main COMMUNICATORS.

3.2. Questionnaire

The details of questions prepared for each field study can be found in this section.

3.2.1. Survey For Consecutive Interpreters Questions

This section presents the questions and what kind of data was intended to be gathered in each question.

Before starting the survey, the participants were informed on the front page about the research subject and the scope. A warning that this survey is only for consecutive interpreters was also stated in this section.

Question 1 – *Your Gender ?*

This question was asked to see if there can be any relations between gender and the use of nonverbal elements in communication.

Question 2 – *Which Languages do you interpret from / to?*

The aim of this question is to find out how many languages were involved in the research. Because that the survey was online, it attracted many people from all over the world. Also this question is asked to see if there are any significant results according to nonverbal elements between different language groups.

Question 3 – *What is your native language ?*

This question was asked in case there could be any correlations or significant results between mother language, target and source language and the use/perception of nonverbal elements in communication process.

Question 4 – *I am a professional Interpreter? YES/NO*

This question served to see the differences between perception of professional interpreters and amateur interpreters. This also enabled people to state if they are amateur. The term ‘professional’ was not defined in the question. This was left to the participants’ notion of professionalism. Although this is variant among person to person, other questions elaborate the experience and technical knowledge of interpreters. Therefore an explanation did not seem relevant. Question 5 and Question 6 also aim to cross check the level of professionalism of the participants.

Question 5 – *How long have you been interpreting?*

This question measures the experience level of the interpreters to see if, perception on nonverbal elements vary according to years of experience. Such correlations would derive certain conclusions and may lead to further research potential.

Question 6 – *Choose the right answer for you: I have graduated from a technical school of interpreting / I am self-taught / Other.*

This question is aimed at measuring the technical level of the interpreter. The options in this question were left open. So participants could select more than one answer. This is also for assessing the technical level of interpreters. Comments with the ‘other’ option, was allowed with this question to leave space for interpreters to express their condition if needed. This could also provide the chance to see if different conditions exist among interpreters and if this contributes to results anyhow within the scope of the thesis.

Question 7 – *In consecutive interpreting how do you use nonverbal communication?*

a – I often use non-verbal elements even if speaker don’t

b – I prefer to focus on verbal content

c – I try to render both sides synchronously

d – It depends on the speaker

Comment feature was open in this question. The aim of this question was to focus interpreters to the communication process and elaborate their experience on nonverbal elements. Each choice in this question defines a different perspective on nonverbal elements. First choice defines the unconscious or automatic use of nonverbal features. Second choice defined an attitude to perceive interpreting as a verbal phenomenon. Third choice is a conscious attitude to render all communicative elements and do this synchronously. The last option in this question is a bit different from the others because it expresses the CODE SWITCHER function of the interpreter who depends on the speakers decisions. Comments are available for further assessments for different situations.

Question 8 – *Which nonverbal features do you use (if you do) most heavily?*

a – I render audible features heavily (the voice tone, phase, volume and pitch)

b – I render visible features heavily (gestures, body usage, hands)

c – I render dermal reactions and feelings (laugh, cry, emotional features)

other / Comment

This question focuses participants on the nonverbal elements in communication process. The aim of this question is to understand which feature do the interpreters think is most used in the interpreting process. More detailed subcategories were not asked within this question. They were asked separately.

Question 9 – *Can you evaluate between 1 and 5 the importance of nonverbal communication in the consecutive interpreting process ?*

1 - Irrelevant 2 - Little Important 3 - Somewhat Important 4 - Really Important 5 - More Important Than Verbal

This question is a direct one which asks the interpreters idea on the importance of nonverbal communication on the interpreting process. The answers to this question will reveal the interpreters' opinion on the importance of nonverbal elements on the interpreting process.

Question 10 – *In transferring the meaning and the message which nonverbal features are the most effective elements?*

Intonation / speech speed / voice volume / body gestures / use of space / emotional reactions / Other

Participants could select multiple choices in this question. The aim of this question is to find out which element is more effective in transferring the meaning and the message in consecutive interpreting situations. The terminology and the choices were intentionally written with a simple language for the sake of simplicity and practicality. Intonation, speech speed and voice volume are audible systems where body gestures and use of space are in visible systems. Emotional reactions are dermal / chemical reactions. Therefore, this question is a complementary question for question eight. It also serves for cross checking the previous results. 'Other' field was put to find out other experiences of interpreters if not stated here.

Question 11 – *How often do you experience complexities that derive from cultural differences in nonverbal language between the speaker and audience?*

Never – At least once – often – very often – Always

The eleventh question aims at measuring the effect of cultural differences on nonverbal elements in interpreting context. Interpreting is always a multi-cultural¹⁴ activity. Therefore it is a very useful ground for research in effects of nonverbal elements in intercultural communication. This is not in the scope of this thesis therefore this question is the only question that serves for a little insight in this issue. When such complexities occur in consecutive interpreting process, interpreter is the only element in communication to detect, measure and fix them.

Question 12 – *Which of the following do you prefer when any nonverbal message of the speaker cannot be rendered in target language?*

- j. I explain what the speaker meant*
- k. I try to render the literal meaning in the target language*
- l. I wait for the speaker to continue to verbal content and don't render any nonverbal behavior*
- m. It changes from time to time and I apply all of the above*
- n. Other / Comment*

¹⁴ Interpreting involves multiple languages therefore it is always multi-cultural

Multiple answers could be selected. This question was asked to determine which communicative function is most operative in interpreting context. The answers to this question were designed considering a standard consecutive interpreting reaction. Other field and a comment box were put as an addition to find out other behaviors of interpreters in such situations. The first answer is about the METALINGUAL function because communicator here tries to explain, contextualize what was meant in the first place. Second answer is more related with REFERENTIAL function; that is; trying to express the CONTEXT of the MESSAGE directly with a literal sense. Third answer functions for the continuity of communication as the interpreter here tries to hold the integrity of their communicative role without regards to nonverbal elements. The forth answer was put because many times interpreters use many of these functions during the communication process. Sometimes some of the functions are heavily used by some interpreters whereas others may want to use all of the stated elements. Therefore this option was put in order to include this possibility. The ‘*other*’ field was added to include any other behavior that is not stated above.

Question 13 – *How often do nonverbal features of the speaker support the content of what is being said?*

Never / Sometimes / Often / Most of the time / Always

This last question takes the participants focus from interpreters’ nonverbal use to speakers’ nonverbal use. As many times expressed before in this thesis, interpreters not only focus on their communication they also have the chance to observe all communicators at the same time. Therefore this questions aims at getting observatory results from interpreters on how nonverbal elements and verbal elements are used by speakers generally. This question type was not continued. It is the only question of this type.

3.2.2. Questions, Asked in ‘Interview With Speakers’

Although a questionnaire was prepared for this section, additional questions were formed according to the data provided by the interviewees. The questions that will be stated here are the basic template of what has been asked to speakers. Detailed questions and answers can be found as appendix to this thesis.

Another important thing to be noted is that the subjects were informed about the thesis and all the details of what nonverbal refers to in this thesis. The interview starts after necessary explanations.

Question 1 - *How long have it been since you started to do trainings that are interpreted?*

This question serves to measure the experience of the speaker with interpreters. The qualitative research in this thesis is based on the experienced subjects on their field of expertise as public speakers.

Question 2 - *What do you think about non-verbal elements in public speaking context?*

This is a direct question. The basic template of this question is stated as this but it can be asked in different softer wording. The aim of this question is to let speaker talk about the nonverbal elements in communication and their opinions of what is going on in the context. This also helps to understand the level of knowledge of the subject on the topic.

Question 3 – *Do you use nonverbal elements consciously or automatically during your speeches?*

This question will further trigger speaker to focus on how they use nonverbal elements during communication process. The information gained from this question can define the speakers approach to nonverbal usage in communication from their perspective.

Question 4 – *Which nonverbal features do you think are the most powerful in transmitting the message to the audience?*

The aim of this question is to bring out detail from the speakers' experience and which features are most important in real situations, instead of theoretical suppositions.

Question 5 – *What is the importance of nonverbal elements when you are communicating consecutively through an interpreter?*

This question takes speakers attention from ‘nonverbal elements in general’ to the use of nonverbal elements with interpreter. The answers coming from this question are valuable for the aims of this thesis. The question is a direct, to the point question. This question also asks if the speaker has any effects on interpreters’ use of nonverbal elements. Speaker may interact with interpreter, disregard interpreter or try to leave the front space to the interpreter. It is important to understand how speakers look at this.

Question 6 – *Have you ever talked or felt obliged to talk with your interpreter on the way they carry nonverbal elements? Can you explain the situation?*

The sixth question is a bit different from the rest. This again can show us speakers attitude towards nonverbal elements in communication. At the same time, it can also show the type of collaboration between the COMMUNICATORS on the ways of processing nonverbal CODE.

Question 7 – *Can you tell us any important memories, you have experienced with interpreters related to nonverbal elements in communication process?*

This question again leaves space to the speakers’ experience and opinions. The answers gained from these questions can make great exemplary cases and interesting evidences.

CHAPTER FOUR

4. RESULTS

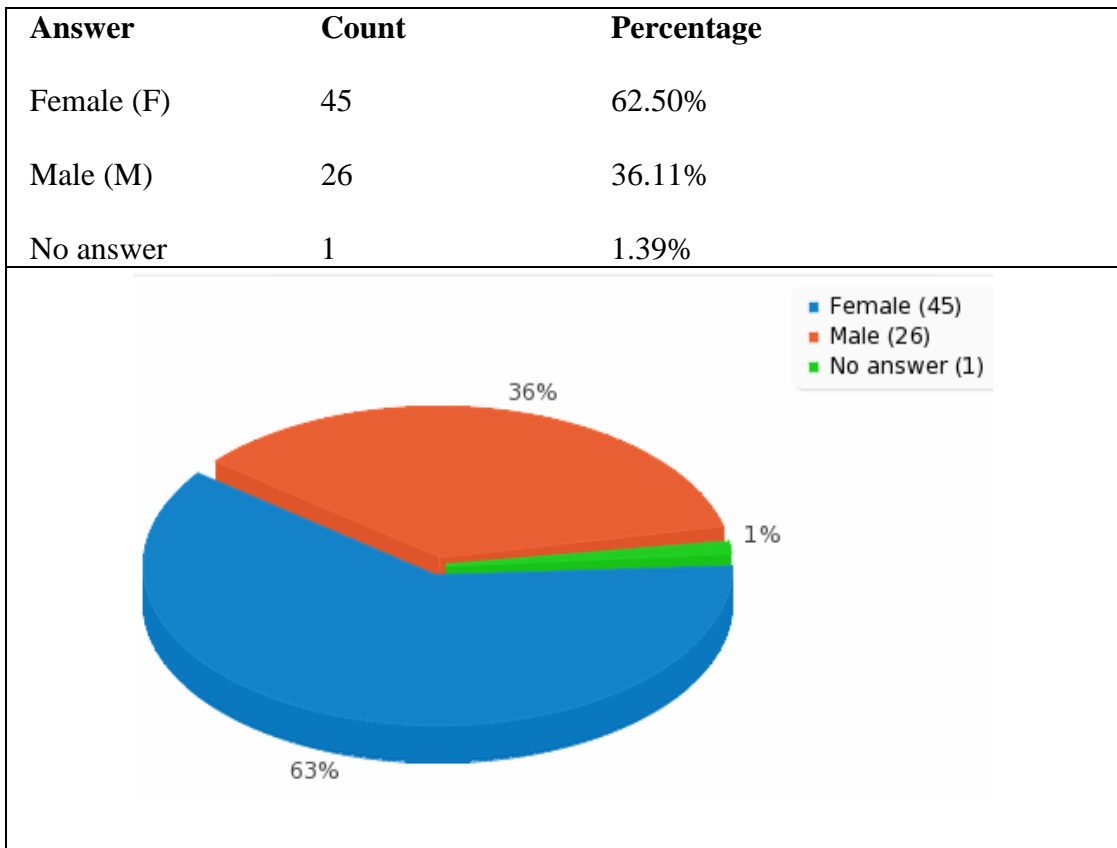
This section covers all the significant results gathered from the survey for interpreters and the interview with speakers. Results are as follows:

4.1. Survey Results

Survey consisting of 13 questions was started on 29.07.2010 and ended on 28.08.2010. 97 people were registered and 66 people completed the whole survey. Other 31 people either answered some questions or none. The evaluation in this section relies on all given answers to questions.

Question 1: Your gender?

Figure 7. Gender percentage of participants.



This scale shows that more women were participated to the survey. 7th question evaluated the use of nonverbal elements in consecutive interpreting and 9th question inquired the importance given to nonverbal elements by interpreters. When the results were checked against the 7th and 9th question, no significant results were found. Percentages of male and female were close in regards the both questions. Therefore no correlation between gender and use of nonverbal elements in consecutive interpreting and importance given to nonverbal elements was observed.

Question 2: *Which languages do you interpret 'from / to'?*

15 languages were stated by the interpreters in language sets: English, Turkish, German, Spanish, Persian, French, Polish, Russian, Croatian, Serbian, Portuguese, Romanian, Flemish, Slovak and Dutch. And these were all used between each other. No other significant results were found between language sets.

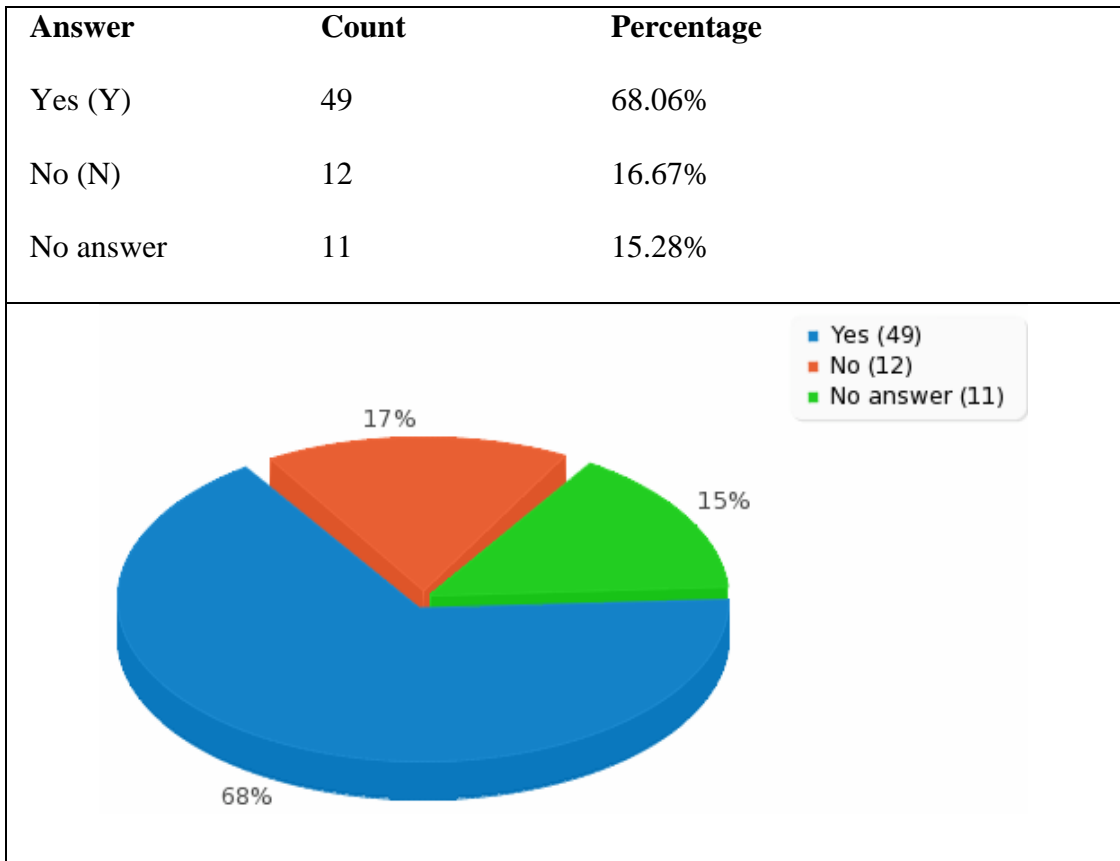
Because 15 languages were involved and they were randomly distributed, this question could not be checked against other questions.

Question 3: *What is your native language?*

15 native languages involved in the survey are: English, Turkish, German, Kurdish, French, Polish, Persian, Croatian, Serbian, Spanish, Russian, Romanian, Flemish, Dutch and Slovak.

Question 4: I am a professional interpreter: yes /no.

Figure 8. Professional interpreter percentage



The numbers received from this question reveals significant results. Most of the participants (68.06 %) state that they are professional interpreters. Other numbers are close to each other (16.67 % and 15.28 %)

Question 5: How long have you been interpreting?

The answers to this question range between 1 years and 30 years.

Number of People for the period stated is as follows:

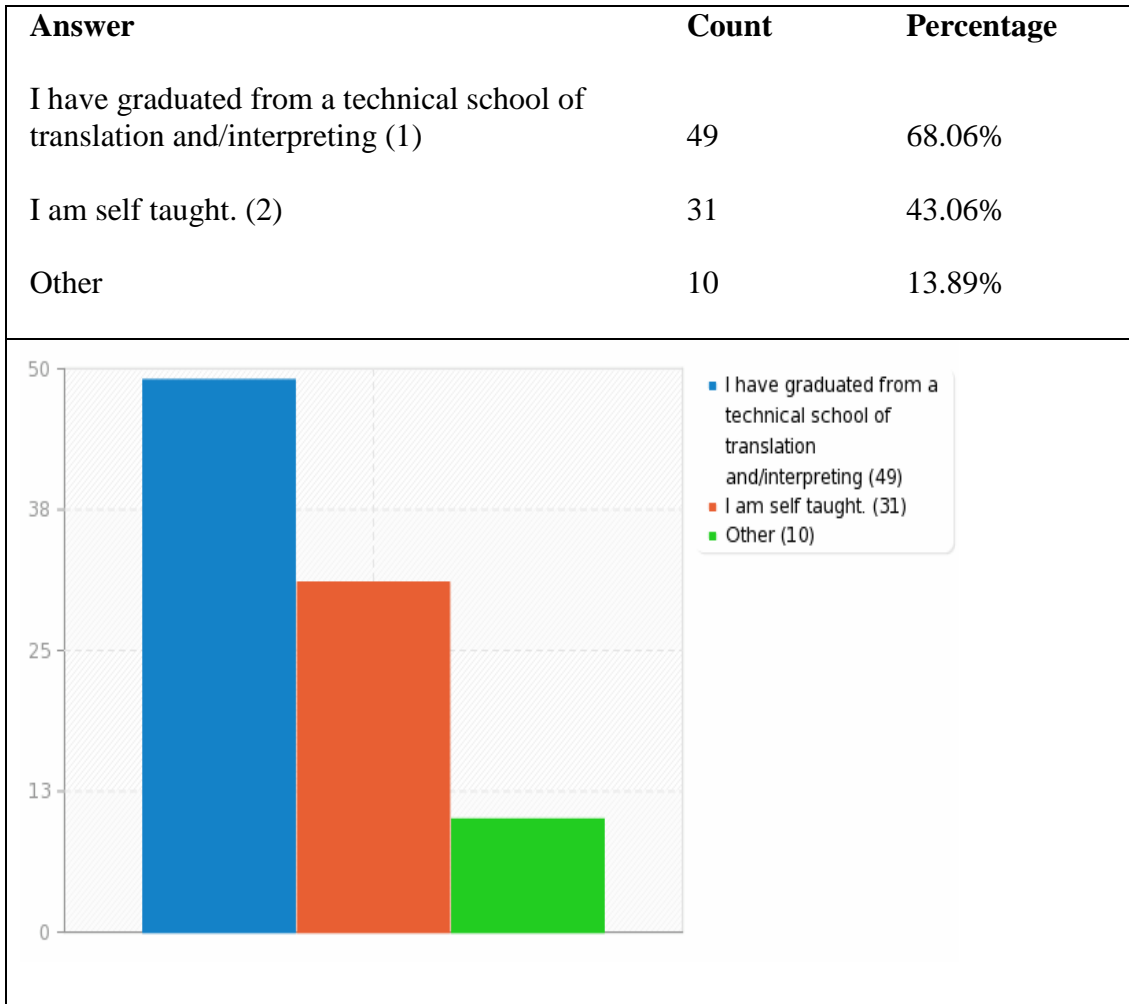
Figure 9. Experience levels of participants.

Less than 1 year	2 people
Between 1 – 5 years	35 people
Between 5 – 10 years	11 people
Between 10 – 20 years	12 people
Between 20 – 30 and more years	7 people

These results show that there are 30 people who are interpreters over 5 years and 35 people who are interpreting between 1 and 5 years. This result is a significant result that shows the experience level of the participants is high.

Question 6: *Choose the right answer for you: I have graduated from a technical school of interpreting / I am self-taught / Other.*

Figure 10. Technical level of participants.

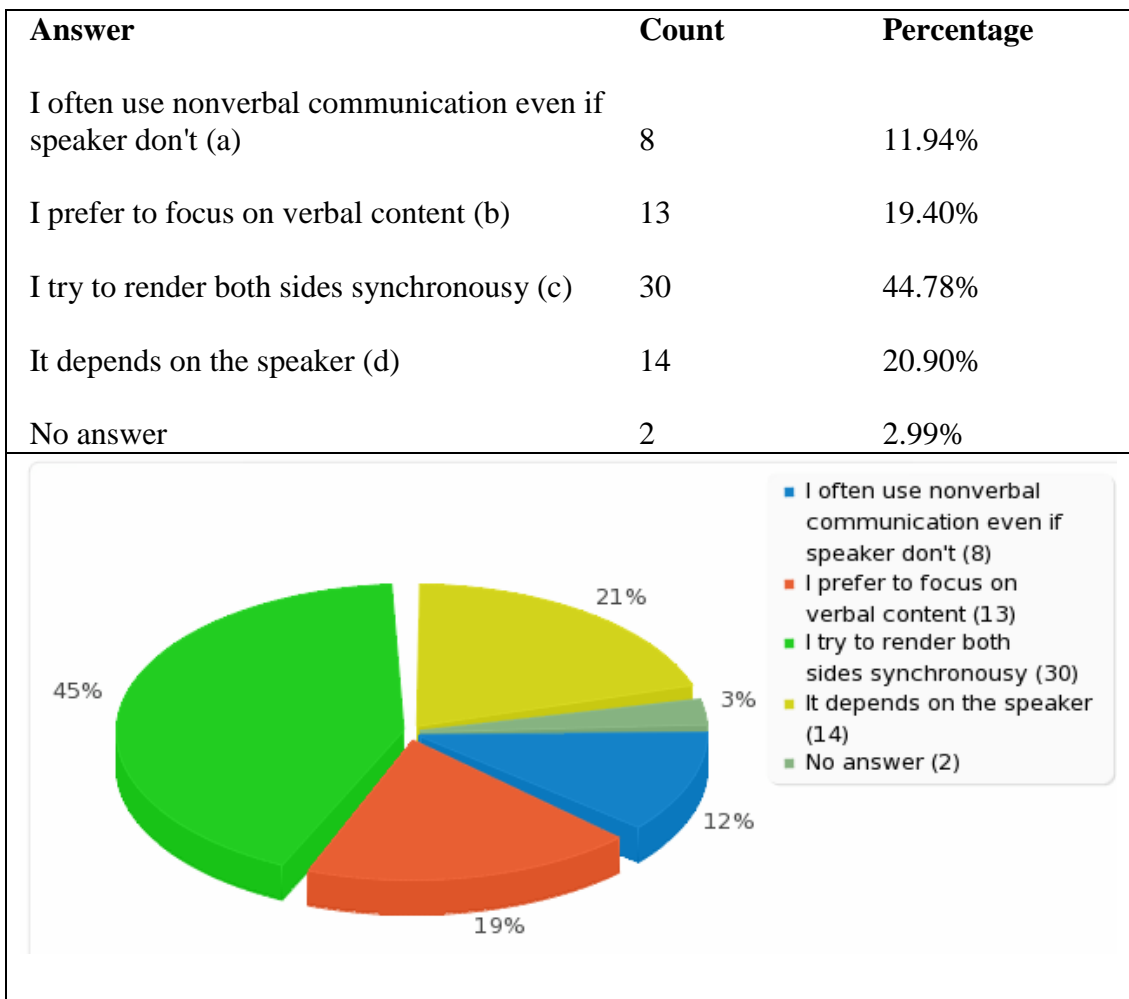


This question allowed for choosing both choices at the same time. 14 people who chose I have graduated from a technical school also chose I am self-taught. Also there are 3 people who did not choose any answer but stated the departments they graduated from in the other section. This shows that a very high percentage (that is 68.06 %) of participants were graduated from a school of translation. When compared and cross checked with Question 4 and 5 this shows that most of the participants to this survey are experienced professionals who graduated from a technical school of translation. And the other are people who has between 1 and 5

years of experience and work as consecutive interpreters mostly define themselves as professionals.

Question 7: *In consecutive interpreting how do you use nonverbal communication?*

Figure 11. Use of nonverbal elements evaluation.



The results above reveal that most of the participants (44.78 %) give equal importance to verbal and nonverbal elements in consecutive interpreting. This is a significant result. 1/5 of the participants (20.90 %) stated that their rendering of nonverbal elements depend on the speaker. 1/5 of participants (19.40 %) focus on

verbal content and 11.94 % of the participants use nonverbal features even if speakers don't. Therefore, the rate of consideration of nonverbal elements in consecutive can be measured as approximately half of the participants.

There are 8 comments in this question. Most of them state that nonverbal features are used 'naturally' in consecutive interpreting. Only one comment states that 'in courtroom' consecutive interpreting nonverbal elements are not used by the interpreter. The comment is as follows:

"I do mostly court interpreting, where everything is recorded, therefore nonverbal communication is not recommended. In a courtroom everybody (judge, prosecutor, attorneys, jurors) is able to see the nonverbal features, emotions of the speaker, therefore there is no need for the interpreter to "duplicate" them. If the speaker shows a nonverbal feature that cannot be rendered in the target language, I let the judge to instruct me to do the explanation; I do not volunteer"

Another comment which was made by an interpreter who has 27 years of experience is as follows:

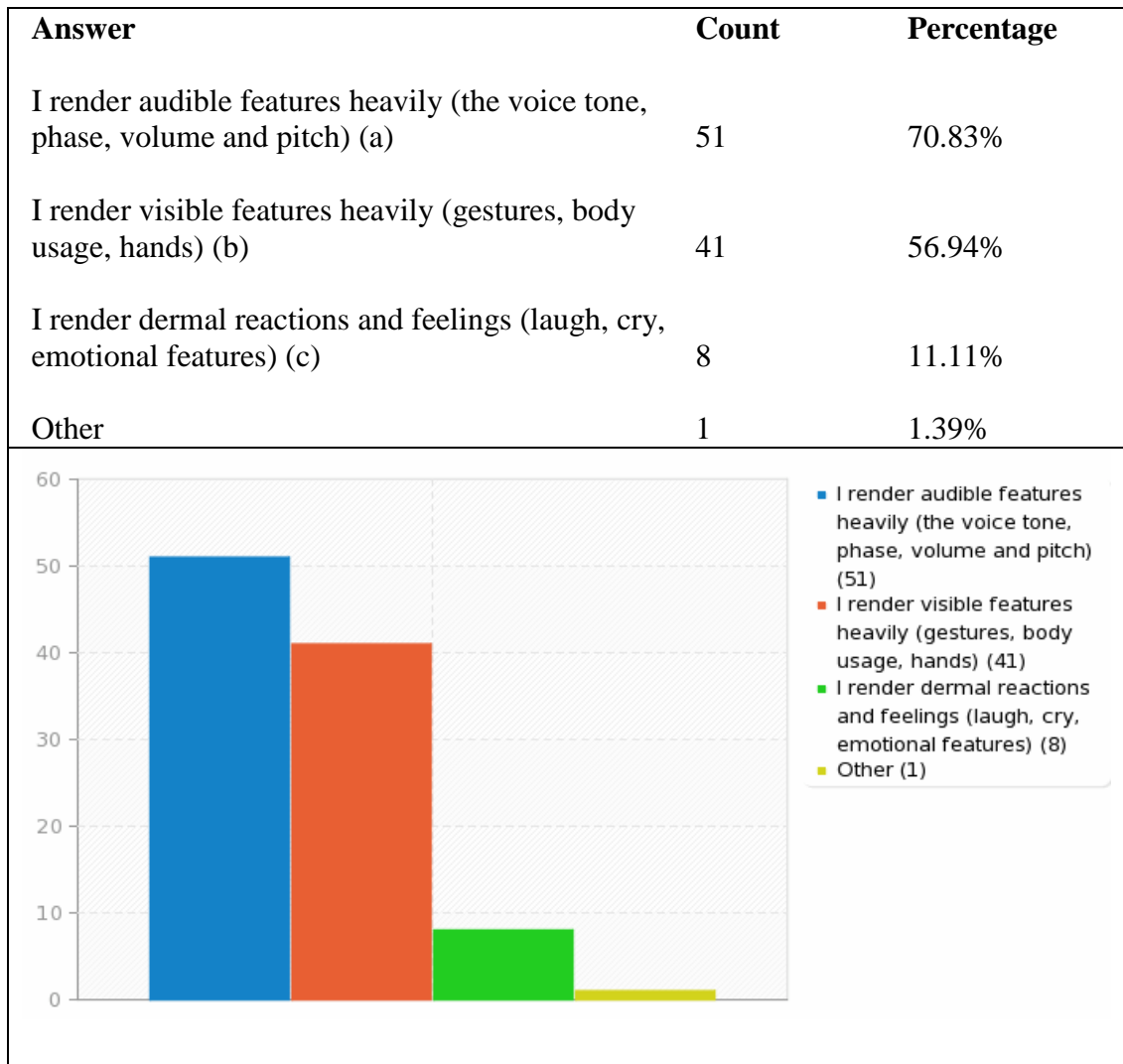
"Interpreter is not an actor. I carefully adjust my tone, speed, volume and pitch in order to reflect the emotional state of the speakers speech partially however I never mimic him/her. On the other hand, if the interpreter is laughing when the speaker is crying I advise interpreter to jump off from the Bosphorus Bridge"¹⁵

The above comment states that it is different to mimic the speaker and to partially adjust nonverbal elements to reflect the state of the speaker. This was also stated in one of the interviews done with PhD. Marilyn Atkinson as a speaker. Therefore from all the answers given to this question this significant result can be presented: Nonverbal elements are significant to a level that they are used naturally and partially and to mimic the speaker is not preferred.

¹⁵ Translated by the researcher from Turkish. Other full comments can be found in the appendix I to this document.

Question 8: Which nonverbal features do you use (if you do) most heavily?

Figure 12. Use of nonverbal elements measure.



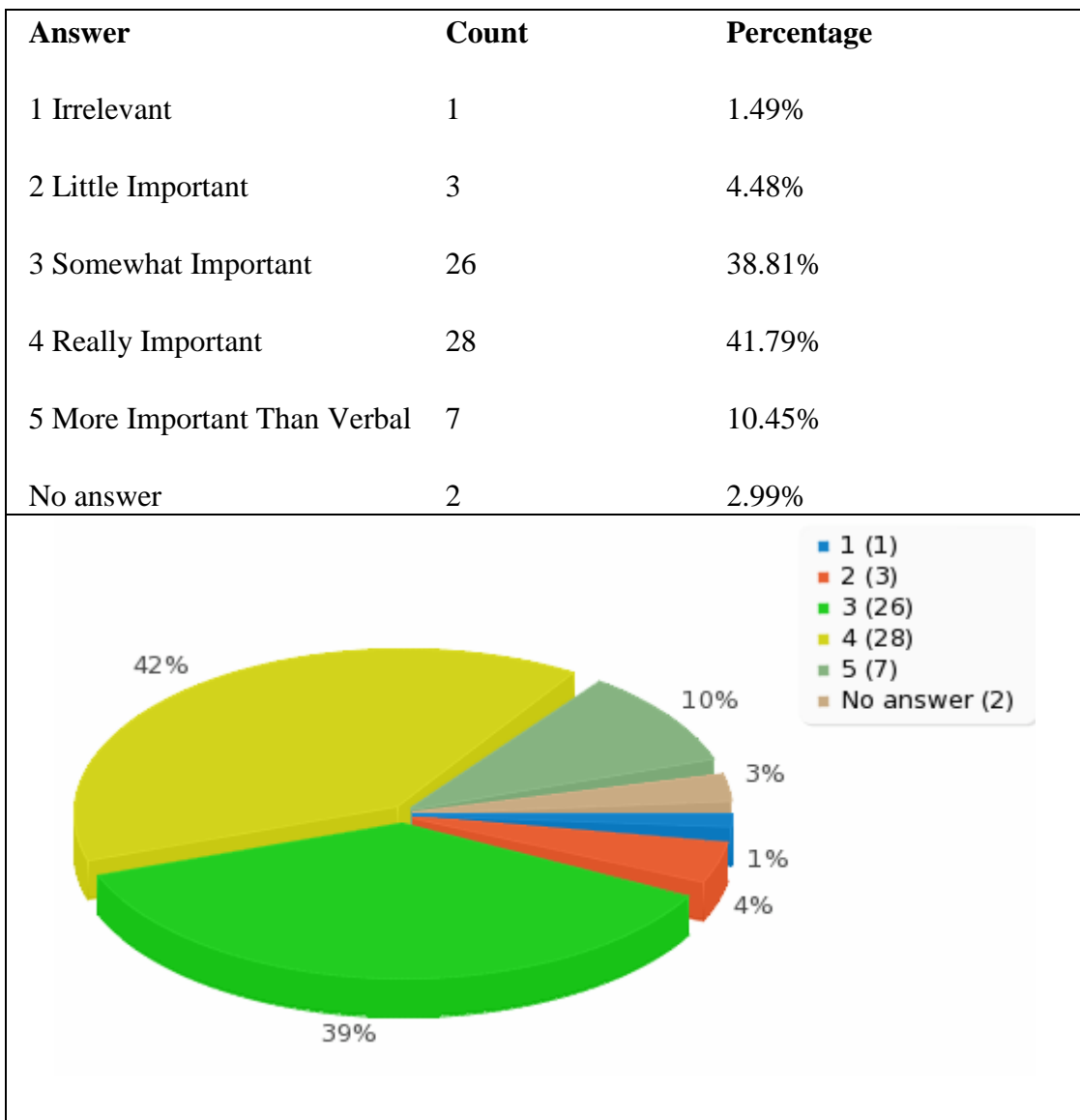
The most preferred answer in this question is (a) (with 51 people 70.83 %). This is a significant result. Therefore most regarded nonverbal elements are audible systems. On the other hand the second preferred answer is (b) and the rate is also high (41 people 56.94%). In this sense, visible systems are close to audible systems. Dermal

reactions (like crying, laughing) are the least preferred nonverbal elements (8 people 11.11%) according to this survey.

First audible systems and second visible systems seem to be more important for consecutive interpreting context.

Question 9: *Can you evaluate between 1 and 5 the importance of nonverbal communication in the consecutive interpreting process?*

Figure 13. Importance of nonverbal elements in consecutive interpreting.

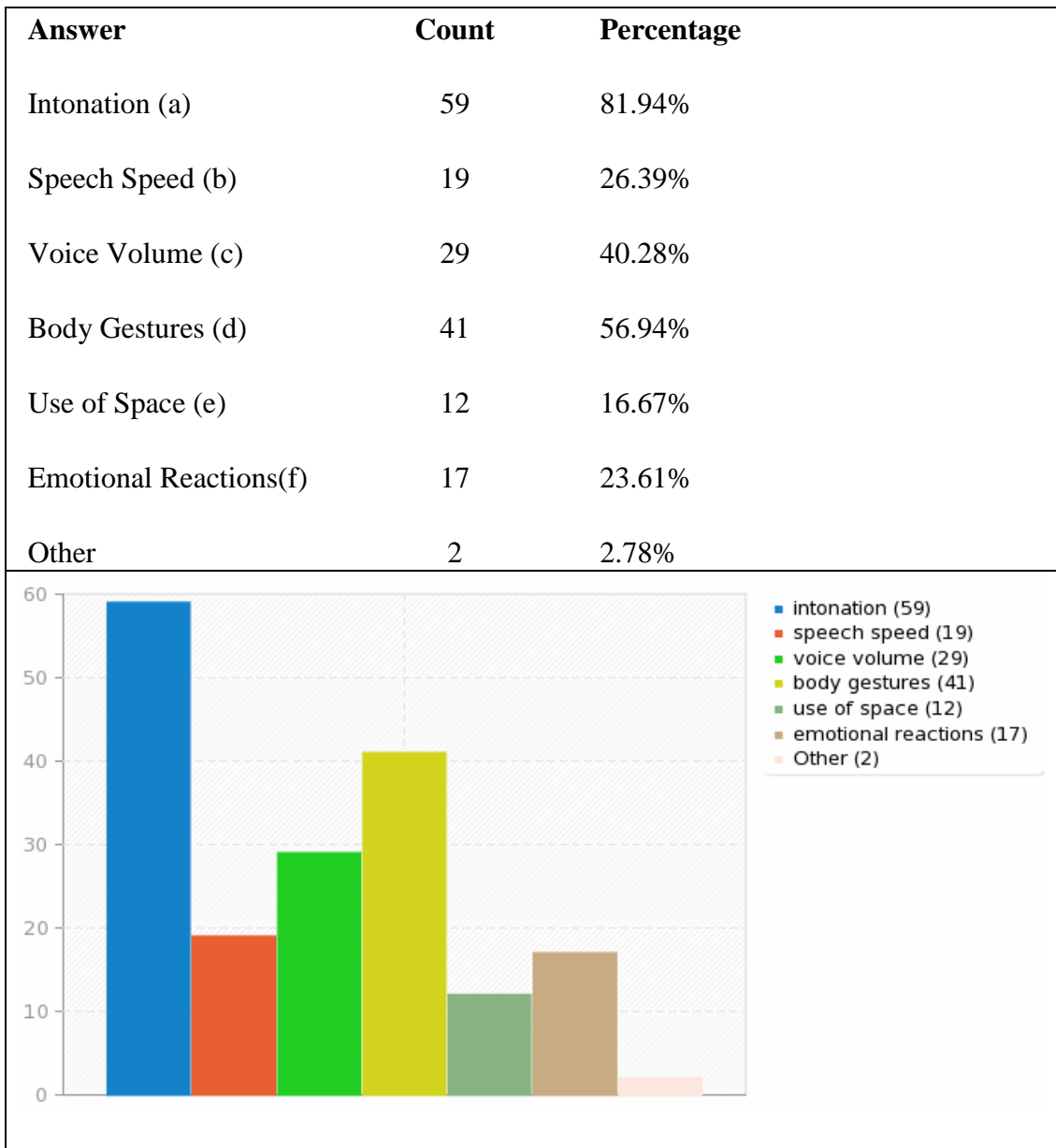


The most of the participants thought that nonverbal elements are really important in consecutive interpreting (28 people %41.79). However the second preferred answer closely follows the first one (with 26 people 38.81 %). This is a significant result that nearly % 80¹⁶ of the participants thinks that nonverbal elements are at least somewhat important in consecutive interpreting.

¹⁶ People who preferred (3) + people who preferred (4) is considered within 80%

Question 10: *In transferring the meaning and the message which nonverbal features are the most effective elements?*

Figure 14. Effectiveness of nonverbal elements.



According to the data gathered through this question, the most important nonverbal element in consecutive interpreting context is voice intonation (59 people 81.94%). This is a significant result. And the body gestures are second most important

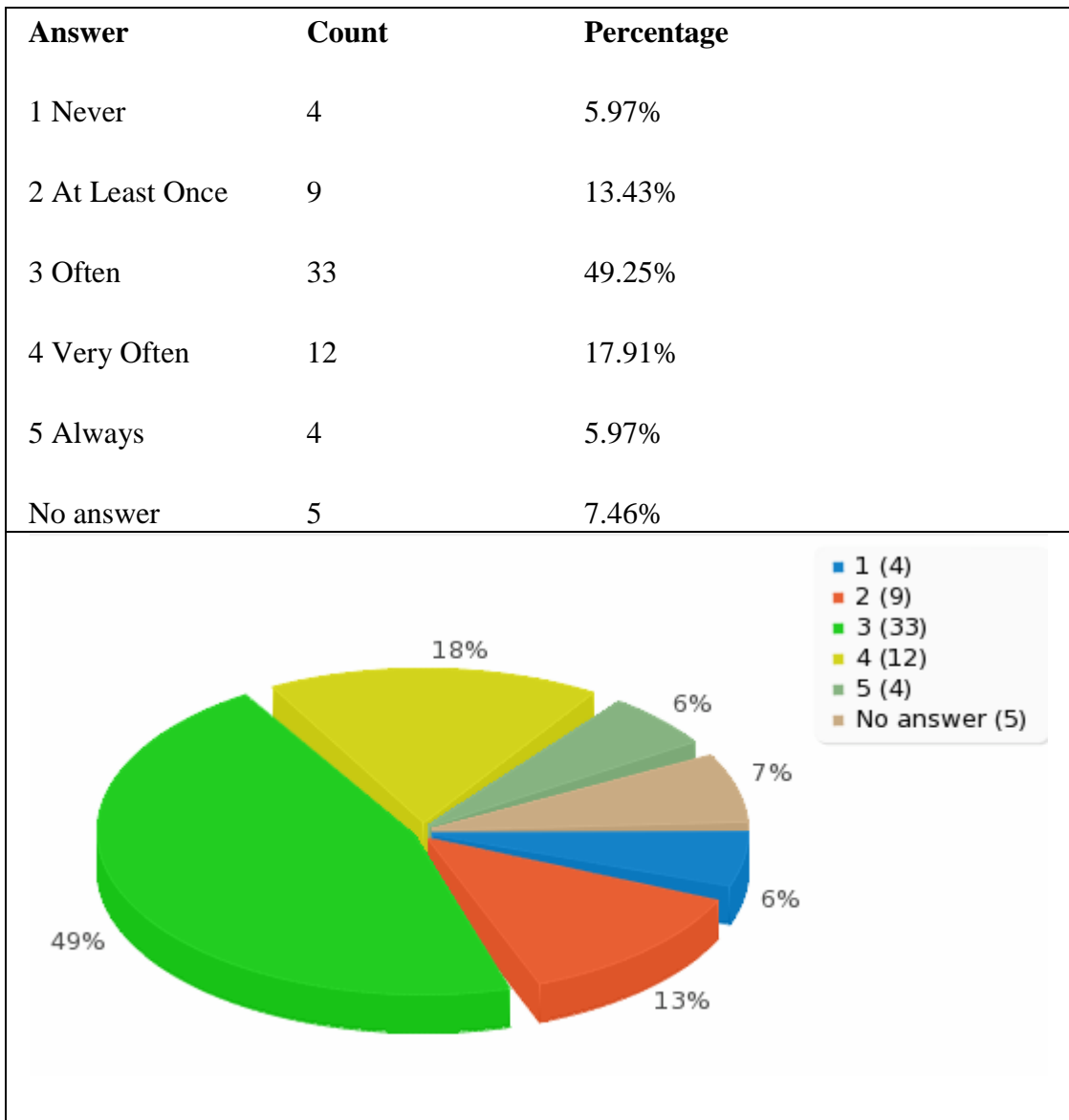
nonverbal elements (41 people 56.94%). The third result is the voice volume (29 people 40.28 %). Speech speed and emotional reactions are close to each other (26.39 % speech speed and 23.61% emotional reactions). The use of space is the less preferred choice in this question (16.67%).

The results of this question are interesting because body gestures were measured more important than other auditory elements. The significant results show that the most important nonverbal elements for interpreters in consecutive interpreting context is intonation and body gestures.

Interview with PhD. Marilyn Atkinson also reveals that intonation is the most important element in consecutive interpreting context. This result can be cross checked between interview and survey.

Question 11: *How often do you experience complexities that derive from cultural differences in nonverbal language between the speaker and audience?*

Figure 15. Complexities that derive from cultural differences.

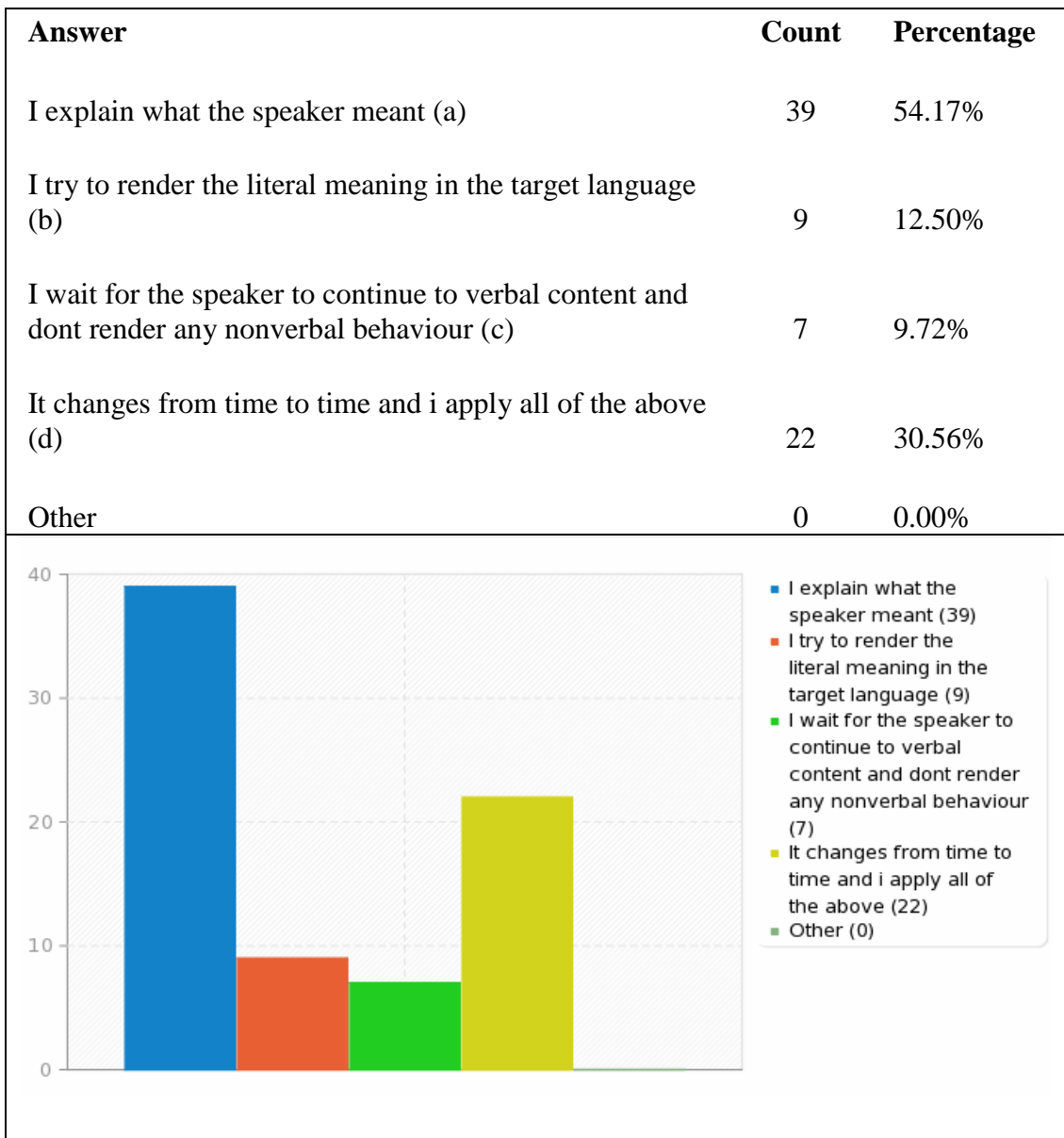


The results above show that most of the participants often and more than often are faced with cultural complexities that derive from nonverbal elements. (Often: 49.25%, Very Often: 17.91% and Always: 5.97%). This is a significant result. When

compared to native languages and language sets, no significant result was observed. This may be because of the random range of the languages of participants.

Question 12: *Which of the following do you prefer when any nonverbal message of the speaker cannot be rendered in target language?*

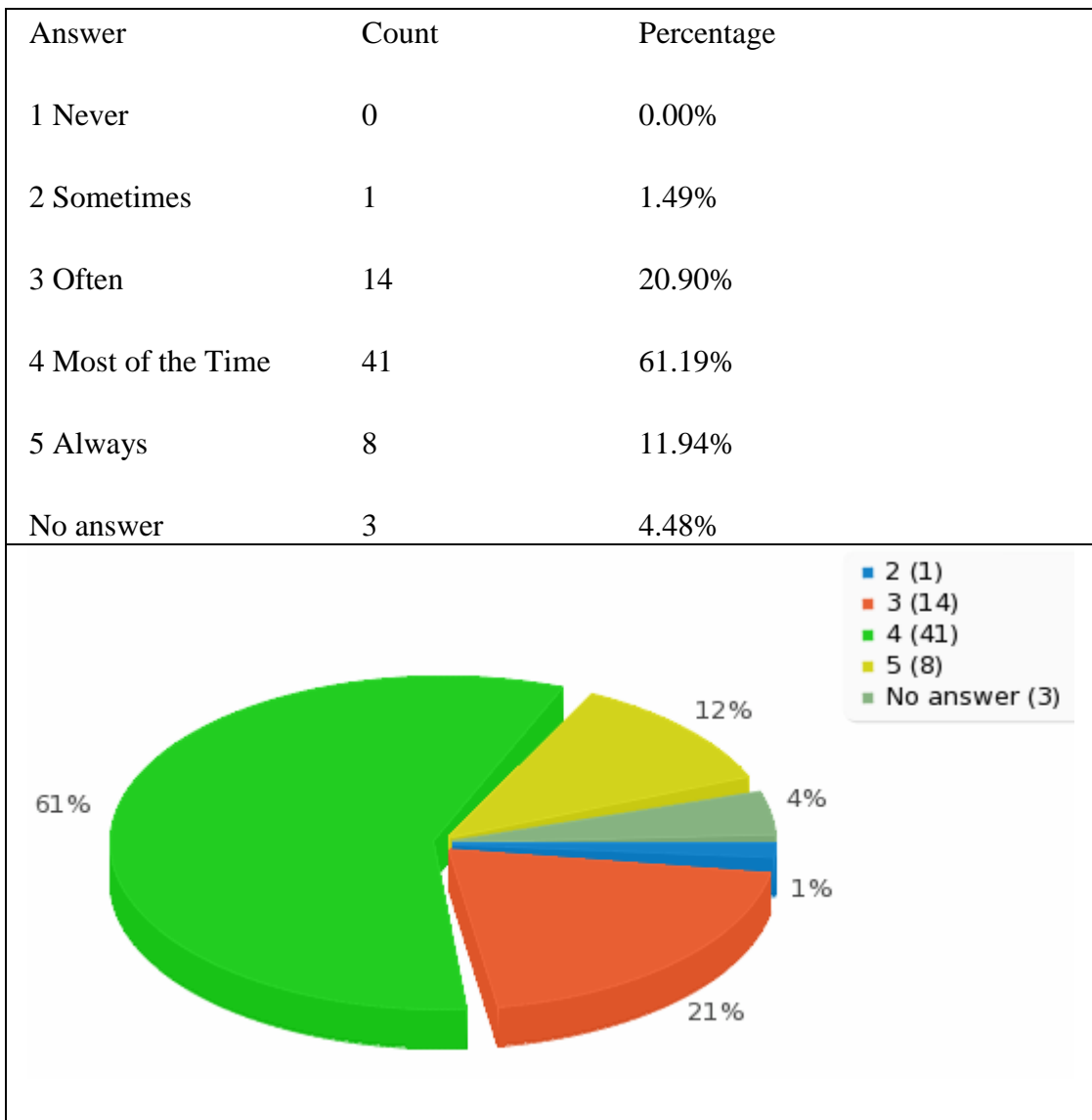
Figure 16. Preference of participants when nonverbal elements cannot be rendered.



The most significant result in this question is (a) (39 people 54.17 %). This shows that most of the participants prefer to explain what the speaker meant. Second important result is (d) (22 people 30.56%). This preference involves all of the options. Other options are close to each other and not significant in percentage.

Question 13: *How often do nonverbal features of the speaker support the content of what is being said?*

Figure 17. The rate of support of nonverbal elements of speaker to verbal content.



The significant result is (4) in this question (41 people 41%). Rest of the answers are not significant. This shows that consecutive interpreters think that there is a strong bond between verbal content and nonverbal content.

4.2. Interview Results

a) Interview with PhD. Marilyn Atkinson¹⁷

Interview was done in 23 May 2010 with PhD. Marylin Atkinson who is the founder and the president of an international training company; Erickson International. The company was founded in 1980 and it provides professional and personal trainings in 19 countries and languages¹⁸. PhD. Marilyn Atkinson gives trainings all over the world and in her trainings she uses interpreters and most of the time they work consecutively. PhD. Marilyn Atkinson has been teaching internationally since 25 years.

The interview took place in Cappadocia , Turkey, during one of the trainings. It was recorded on a tape and scripted later because of the loud background noise. The main significant result was one phrase stated by the interviewee:

They [interpreters] do their best to match the tone and some match the gestures also. Matching the tone is important. I think the gestures are also important but when they try to match it they sometimes attempt to mimic my gestures. Then it doesnt work. If they imply the tone it works but when they try to mimic the gestures it doesnt. If they match the tone gestures are natural. No problem.¹⁹

Interviewee also stated that she did not speak with her interpreter before the trainings. They start and adjust everything ‘on-the-go’.

¹⁷ Scripted text can be found in appendix I

¹⁸ More information on the company can be found at www.erickson.edu

¹⁹ (appendix 1 Question 5)

The answers received from this interview are compatible with the question 10 of the survey. They both express that the most important nonverbal element in consecutive interpreting context is intonation.

b) Interview with Dr. Zerrin Başer

This interview was done in 22 May 2010 in Cappadocia where the interviewee was consecutively interpreting the training given by PhD. Marilyn Atkinson. Dr. Başer in this sense had a double role. She is an experienced trainer who works for the same company; Erickson International as a trainer and from time to time as an interpreter. For this reason other questions regarding interpreters' role were asked to interviewee for better results.

Dr. Zerrin Başer stated that nonverbal elements are very important in her trainings. According to her answers, nonverbal elements create the overall atmosphere and determine the deepness and meaningfulness of the training.

For this reason she expressed that the interpreter should consider these factors and should use their nonverbal features accordingly to help trainer create the necessary atmosphere.

She also gave an example of an interpreter who sat on the chair and took notes instead of interpreting and audience did not understand anything. She tried to take the interpreter in front but she couldn't manage to do it. So she went and sat next to the interpreter and continued the training that way.

In this example Dr. Zerrin Başer expresses that nonverbal elements are crucial and inalienable in consecutive interpreting. The interpreter in her example views communication as verbal transaction and according to interviewee this causes problems most of the time.

This interview also supports the results taken from the Survey. Nonverbal elements are as much inalienable as much as verbal elements in consecutive interpreting context.

5. CONCLUSION

In this thesis, nonverbal elements were presented in the scope of consecutive interpreting in relation with communication and interpreting communication. Even though it is not possible to separate nonverbal elements from verbal elements, other researchers were taken as a model and data was collected about the application of nonverbal elements in consecutive interpreting situations: We have reached consecutive interpreters who apply nonverbal elements in interpreting product via a survey. Our second research group were speakers who are less in number because of the limitation of time and opportunities. Interviews were conducted with speakers.

According to the data gathered through the survey and the interviews, nonverbal elements have a significant importance in consecutive interpreting environment. Both consecutive interpreters and speakers think that these elements are complementary to verbal content.

Another significant result obtained through field studies is the importance of intonation in transmitting the message. Approximately 82% of the participants think that intonation is the most important nonverbal element in interpreting. This result was supported by data gathered through interviews. And the second most important nonverbal element were body gestures with approximately 57%. Also approximately 70 % of the participants suggested that audible features are more heavily rendered in interpreting context. Further studies regarding the reasons of these results and research on improving audible features, intonation and body gestures in interpreting context are suggested.

When the total literature on this subject is analyzed in relation to the importance of the subject, it is obvious that there are not enough studies in this field. And more detailed research is needed in the fields ranging from conception to verbal text production in the interpreting process, in relation to nonverbal elements. It is also evident that these studies need to consider cognitive processes of the speaker, interpreter and audience within the consecutive interpreting context in scientific grounds. The results that would be gathered through such research can contribute significantly to interpreter training and also to increase interpreting quality therefore

most importantly the transmission of the intention and the message of the speaker to the audience.

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Interview References

23.05.2010, Interview with PhD. Marilyn Atkinson. Lydia Lodge Hotel, Capadocia, Turkey approximately 30 min.

22.05.2010, Interview with Dr. Zerrin Başer. Lydia Lodge Hotel, Capadocia, Turkey approximately 30 min.

APPENDIX I – The comments of 7th question in “The Survey For Consecutive Interpreters.”

This section involves the answers given in the 7th question because it was the only question that took subjective commentary from participants. The answers were left in their original language for reference purposes.

Answer 1 –

Çevirmen bir aktör değildir. Konuşmacının konuşmasına yansıyan duygusal durumunu kısmen andıran ses tonu, konuşma hızı, ses yüksekliği ve perdesi kullanmaya özen gösteririm ama asla bire bir onu taklit etmem. Öte yandan, eğer ağlayan bir konuşmacının çevirmeni gülümsüyorsa eğer ona kendisini Boğaz Köprüsünden atmasını tavsiye ederim.

Answer 2 –

It comes naturally as I usually identify with what the speaker says AND feels. And it's simply fantastic!

Answer 3 –

Sayın Akın, anketiniz bağlamında sözsüz iletişim derken tam olarak hangi anlamda kullanıldığı da önemlidir. Sözsüz iletişim, çevrilecek olan konuşmada mimik anlamındaysa, evet kullanıyorum, konuşmacı kullanmasa da. Ama bunun için özel bir girişimde bulunmuyorum aslında. Kendi kişisel konuşma tarzım ne kadar sözsüz iletişim içeriyorsa, o ölçüde ardıl çeviride de kullandığımı söyleyebilirim.

Answer 4 –

An interpreter needs to observe the situation with all components - speaker, audience, atmosphere etc. - before deciding on their attitude.

Answer 5 –

I do mostly court interpreting, where everything is recorded, therefore nonverbal communication is not recommended. In a courtroom everybody (judge, prosecutor,

attorneys, jurors) is able to see the nonverbal features, emotions of the speaker, therefore there is no need for the interpreter to "duplicate" them. If the speaker shows a nonverbal feature that cannot be rendered in the target language, I let the judge to instruct me to do the explanation; I do not volunteer

Answer 6 –

İletişim sözlü ve sözsüz öğeler ile birlikte bir bütündür, ardıl çeviri sürecinin doğası fiziksel olarak da o ortamda karşılıklı bulunmayı gerektirdiği için beden dilinden doğan iletişimle de iç içedir çevirmen.

Answer 7 –

Çevirisini yaptığım kişiyi görmem şart, örneğin bir önceki cümleye şaşırıp da gözlerini açıyorsa , sonraki cümlede belki de daha açıklayıcı veya net olmam gerekecektir. Konuşmacı bir jest, mimik yaparsa (genellikle elimde olmadan) bunu yine çevirime yansıtırım.

Answer 8 –

Sözsüz iletişim ardıl çeviri sürecinde doğal olarak ve çeviriyi destekleyici nitelikte yer alır

Answer 9 –

Kimi durumlarda konuşmacı çok fazla beden dilini kullanmıyorsa bile bir çevirmen olarak ben özellikle eğitim içerikli çevirilerde ellerimi daha sık kullandığımı belirtmeliyim. Ayrıca konuşmacı dışında dinleyicilerin de çok önemli olduğunu belirtmem lazım. Ne tür bir ortamda ardıl çeviri yapıldığı da sözsüz iletişimi kullanma biçiminiz üzerinde çok etkili oluyor.

APPENDIX II – The Interviews

The questions and answers are shortened and purified from irrelevant subjects and exclamations and greetings.

Interview with PhD. Marilyn Atkinson 23.05.2010

Question 1 - *How long have it been since you started to do trainings that are interpreted?*

20 years. Or maybe 25 years somewhere around that.

Question 2 - *What do you think about non-verbal elements in public speaking context?*

It is very important. Tone and gesture give the impact of the message.

Question 3 – *Do you use nonverbal elements consciously or automatically during your speeches?*

Not a lot of it is consciously done. I put a lot of emphasis on tone. And the gestures go with the tone. This is habitually done but sometimes I put it consciously as well. I invite my unconscious mind to play the song of the plot.

Question 4 – *Which nonverbal features do you think are the most powerful in transmitting the message to the audience?*

I realize here that the tone is more important than all. But all the other elements are important too. However, when you adjust your tone the others follow naturally.

Question 5 – *What is the importance of nonverbal elements when you are communicating consecutively through an interpreter?*

They do their best to match the tone and some match the gestures also. Matching the tone is important. I think the gestures are also important but when they try to match it they sometimes attempt to mimic my gestures. Then it doesn't work. If they simply

adjust the tone it works but when they try to mimic the gestures it doesn't. If they match the tone gestures are natural. No problem.

Question 6 – *Have you ever talked or felt obliged to talk with your interpreter on the way they carry nonverbal elements? Can you explain the situation?*

No. It's easier to start and see how we will do.

Question 7 – *Can you tell us any important memories, you have experienced with interpreters related to nonverbal elements in communication process?*

There is that one moment when a substitute teacher was there with me in Trainers Training in Antalya. She didn't match my tone. She was translating in one of those boxes. She literally translated rather than translating the tone or the effect and the meaning. It was not only difficult but also irritating for me. It didn't work at all. She kept interrupting my emotional state. Partly because she was so close to me and she didn't have that tonal rhythm with me. Not at all. She was very fast but it didn't match.

Interview with Dr. Zerrin Başer 22.05.2010 Cappadocia, Turkey

Question 1 - *How long have it been since you started to do trainings that are interpreted?*

It has been around 4-5 years.

Question 2 - *What do you think about non-verbal elements in public speaking context?*

In trainings, nonverbal communication is important. More than what you say, the trainer is a model for the students in telling what you want to tell. The visual system and auditory system is synchronous in trainings. More than this when you start in one place of the room with one subject and move to another place and take that subject to a specific point, people build connections about where trainer is and he/she is telling. When the trainer turns to the original place and the subject that s/he started, human mind makes this connection. Therefore, trainer does these movements consciously if

not; s/he has to do it consciously. The second importance is that what trainer wants to tell has to be told in a particular pace of movement. When you want to raise the energy in the room movements become faster your hands and arms move in a higher level. When you want to speak with the deeper conscious levels of participants lower the pace and the tone and don't change places much.

Therefore nonverbal language determines the information exchange rate in trainings. After all, training can be reduced to a message. Nonverbal language determines how that message is carried from trainer to the participants. Most important aspect in nonverbal language is the head and where the eyes look. For example, when a question is asked, trainer must be able to answer the question by looking to all groups not just the asker. This enables trainer to keep the interest in the entire group. When I look from outside now I can tell that these are the most important nonverbal aspects that need to be developed over time and with practice. Or maybe it can develop naturally in time.

Sometimes trainer needs to direct people to do something. For example you may want them to close their eyes at that moment. If you tell this with closing your eyes, people understand this naturally. And they want to do the same thing. You are a model there. What determine the energy of the atmosphere are the trainer's movements and the area that s/he uses in total. In trainings, as a trainer you open a physical space with your movements and you have to protect the pace of that space. We work with adults and people also have their own space in the training space. They also need to contribute with their nonverbal movements in that space. We share the space.

Question 3 – *Do you use nonverbal elements consciously or automatically during your speeches?*

Sometimes consciously, but most of the time it is automatic. In my first years of trainership I used to consciously change it. But now I am used to expressing messages with nonverbal cues. But I can say one thing that is an exception. I consciously evaluate nonverbal signs coming from audience. 'Did this person understand? Is there anything they want to ask?' Etc. You can't read many things

from their nonverbal signs. And if I realize that they need some more expressive explanation, I may manipulate my nonverbal expressions to meet their needs. Except from this when the training is in flow and a strong rapport is built there is no need to consciously manipulate nonverbal signs.

Question 4 – *Which nonverbal features do you think are the most powerful in transmitting the message to the audience?*

I use flip charts and I also use drawings and shapes that make better visual reference for the cognition of the audience.

I also use my voice most frequently. At some point we cannot separate these from each other. I can say this is important that if the context is a proper training. May be skill based training all are important and must be used in harmony. If the context is like a shorter presentation or a meeting, visual and auditory expressions make more powerful nonverbal signs. In corporate trainings, we move upon the expectations of the employees, so we use more visual and auditory signs. Sometimes a slide show may be needed and we open the presentation device for a short time and we close it afterwards.

In skill based trainings, you have to bring people to the space that you want to build and make them do some exercises. In order to make them physically active you need to use your nonverbal communication skills in a flawless way.

Question 5 – *What is the importance of nonverbal elements when you are communicating consecutively through an interpreter?*

Interpreters also use the same range of nonverbal signs. Not as dense as trainers but yes they need to have the same range of nonverbal communication skills. We have difficulties when working with PowerPoint trainings and interpreting. When we use flipcharts, interpreter can use the same space to translate what is written. In PowerPoint it is not possible.

Interpreter and trainer have the parallel role in trainings. They should be mirroring each other and they need to build rapport. Actually it should be %90 mirrored. It is

not like this every time but it “should” be in my opinion. Because when this is so; people give very positive feedback. They usually say that as if there were not an interpreter. And another thing is that I experienced, it is really interesting that in a couple of my trainings the rapport was incredibly powerful. And I experienced this a couple of times that people told me that I responded to them even though the interpreter didn’t yet translate. I do not know their language but I must have understood what they wanted from their nonverbal signals and the way they asked the question. This shows me the power of rapport. It strengthens the atmosphere a lot. And I experienced this couple of times not once, but I now see that I experienced when the rapport is strong.

Question 6 – *Have you ever talked or felt obliged to talk with your interpreter on the way they carry nonverbal elements? Can you explain the situation?*

In France most of my interpreters used to take notes and made me repeat what I say all the time. This was difficult because it broke the rapport. Therefore in this point I slowed down. I broke my sentences into small units so that the interpreter could catch up. It broke rapport. I warned the interpreter but she didn’t follow so I had to modify my style.

Question 7 – *Can you tell us any important memories, you have experienced with interpreters related to nonverbal elements in communication process?*

I have an interpreter in Poland. The interpreter was interpreting sitting down behind the table. I directly felt that the training was not having the desired effect on people. Then I asked the interpreter to stand up and interpret near me. And the atmosphere immediately changed. And therefore when the trainer is working with an interpreter, their rapport is really important. Generally, when the interpreter goes in front of the trainer, the attention goes to the interpreter more than the trainer. The best place is near the trainer or a little behind the trainer. The interpreter should match the movements with the trainer but s/he has to avoid exaggeration.