How to Become a
Interpreter and Translator

A Beginner's Guide

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Chapter- 1

Language Interpretation

Language interpretation is the facilitating of oral or sign-language communication, either simultaneously or consecutively, between users of different languages. The process is described by both the words *interpreting* and *interpretation.*

In professional parlance, *interpreting* denotes the facilitating of communication from one language form into its equivalent, or approximate equivalent, in another language form; while *interpretation* denotes the actual product of this work, that is, the message thus rendered into speech, sign language, writing, non-manual signals, or other language form. This important distinction is observed in order to avoid confusion.

An *interpreter* is a person who converts a thought or expression in a source language into an expression with a comparable meaning in a target language in "real time". The interpreter's function is to convey every semantic element (tone and register) and every intention and feeling of the message that the source-language speaker is directing to target-language recipients.

Comparison to translation

Despite being used incorrectly as interchangeable, *interpretation* and *translation* are not synonymous. *Interpreting* takes a message from a source language and renders that message into a **different** target language(ex: English into French); In interpreting, the interpreter will take in a complex concept from one language, choose the most appropriate vocabulary in the target language to faithfully render the message in a linguistically, emotionally, tonally, and culturally equivalent message. *Translation* is the transference of meaning from *text to text* (written or recorded), with the translator having time and access to resources (dictionaries, glossaries, etc.) to produce an accurate document or verbal artifact. Lesser known is "transliteration," used within sign language interpreting, takes one form of a language and transfer those **same words** into another form (ex: spoken English into a signed form of English, Signed Exact English, not ASL).

A very common misconception of interpretation is that it is rendered *verbatim*, as a word-for-word syntactic translation of an utterance. A literal, verbatim interpretation of a source-language message would be unintelligible to the target-language recipient because of grammar differences, cultural and syntactical context. For example, the Spanish phrase: *Está de viaje*, rendered verbatim to English translates as: *Is of voyage* (senseless

in English). The intended meaning of the message is: "you are traversing" or "you are out of town". That is the overall meaning, tone, and style in the target language rather than a senseless word-for-word translation (note: the example's interpretation can also be singular, past or present tense, depending on context: another responsibility of an interpreter).

In court interpretation, it is not acceptable to omit anything from the source, no matter how fast the source speaks, since not only is accuracy a principal canon for interpreters, but mandatory. The alteration of even a single word in a material can totally mislead the triers of fact. The most important factor for this level of accuracy is the use of a team of two or more interpreters during a lengthy process, with one actively interpreting and the second monitoring for greater accuracy.

Translators have time to consider and revise each word and sentence before delivering their product to the client. While live interpretation's goal is to achieve total accuracy at all times, details of the original (source) speech can be missed and interpreters can ask for clarification from the speaker. In any language, including signed languages, when a word is used for which there is no exact match, expansion may be necessary in order to fully interpret the intended meaning of the word (ex: the English word "hospitable" may require several words or phrases to encompass its complex meaning). Another unique situation is when an interpreted message appears much shorter or longer than the original message. The message may appear shorter at times because of unique efficiencies within a certain language. English to Spanish is a prime example: Spanish uses gender specific nouns, not used in English, which convey information in a more condensed package thus requiring more words and time in an English interpretation to provide the same plethora of information. Because of situations like these, interpreting often requires a "lag" or "processing" time. This time allows the interpreter to take in subjects and verbs in order to rearrange grammar appropriately while picking accurate vocabulary before starting the message. While working with interpreters, it is important to remember lag time in order to avoid accidentally interrupting one another and to receive the entire message.

Modes

Simultaneous

Interpreter place at the European Court of Justice

In (extempore) simultaneous interpretation (SI), the interpreter renders the message in the target-language as quickly as he or she can formulate it from the source language, while the source-language speaker continuously speaks; a spoken language SI interpreter, sitting in a sound-proof booth, speaks into a microphone, while clearly seeing and hearing the source-language speaker via earphones. The simultaneous interpretation is rendered to the target-language listeners via their earphones. Moreover, SI is the common mode used by sign language interpreters, although the person using the source language, the interpreter and the target language recipient (since either the hearing person or the deaf person may be delivering the message) must necessarily be in close proximity. NOTE: Laymen often incorrectly describe SI and the SI interpreter as 'simultaneous translation' and as the 'simultaneous translator', ignoring the definite distinction between interpretation and translation.

The first introduction and employment of extempore simultaneous interpretation was the Nuremberg Trials, with four official working languages.

Consecutive

In consecutive interpreting (CI), the interpreter speaks after the source-language speaker has finished speaking. The speech is divided into segments, and the interpreter sits or stands beside the source-language speaker, listening and taking notes as the speaker progresses through the message. When the speaker pauses or finishes speaking, the interpreter then renders a portion of the message or the entire message in the target language.

Consecutive interpretation is rendered as "short CI" or "long CI". In short CI, the interpreter relies on memory, each message segment being brief enough to memorize. In long CI, the interpreter takes notes of the message to aid rendering long passages. These informal divisions are established with the client *before* the interpretation is effected, depending upon the subject, its complexity, and the purpose of the interpretation.

On occasion, document sight translation is required of the interpreter during consecutive interpretation work. Sight translation combines interpretation and translation; the interpreter must render the source-language document to the target-language as if it were written in the target language. Sight translation occurs usually, but not exclusively, in judicial and medical work.

The CI interpreter Patricia Stöcklin renders Klaus Bednarz's speech to Garry Kasparov

The CI interpreter Patricia Stöcklin takes notes Garry Kasparov's speech

The CI interpreter Patricia Stöcklin renders Garry Kasparov's speech to the audience

Consecutively-interpreted speeches, or segments of them, tend to be short. Fifty years ago, the CI interpreter would render speeches of 20 or 30 minutes; today, 10 or 15 minutes is considered too long, particularly since audiences usually prefer not to sit through 20 minutes of speech they cannot understand.

Often, if not previously advised, the source-language speaker is unaware that he or she may speak more than a single sentence before the CI interpretation is rendered and might stop after each sentence to await its target-language rendering. Sometimes, however, depending upon the setting or subject matter, and upon the interpreter's capacity to memorize, the interpreter may ask the speaker to pause after each sentence or after each clause. Sentence-by-sentence interpreting requires less memorization and therefore lower likelihood for omissions, yet its disadvantage is in the interpreter's not having heard the entire speech or its gist, and the overall message is sometimes harder to render both because of lack of context and because of interrupted delivery (for example, imagine a joke told in bits and pieces, with breaks for translation in between). This method is often used in rendering speeches, depositions, recorded statements, court witness testimony, and medical and job interviews, but it is usually best to complete a whole idea before it is interpreted.

Full (i.e., unbroken) consecutive interpreting of whole thoughts allows for the full meaning of the source-language message to be understood before the interpreter renders it in the target language. This affords a truer, more accurate, and more accessible interpretation than does simultaneous interpretation.

Whispered

In whispered interpreting (**chuchotage**, in French), the interpreter sits or stands next to the small target-language audience whilst whispering a simultaneous interpretation of the matter to hand; this method requires no equipment, but may be done via a microphone and headphones if the participants prefer. Chuchotage is used in circumstances where the majority of a group speaks the source language, and a minority (ideally no more than three people) do not speak it.

Relay

Relay interpreting is usually used when there are several target languages. A source-language interpreter interprets the text to a language common to every interpreter, who then render the message to their respective target languages. For example, a Japanese source message first is rendered to English to a group of interpreters, who listen to the English and render the message into Arabic, French, and Russian, the other target languages. In heavily multilingual meetings, there may be more than one "intermediate" language, i.e. a Greek source language could be interpreted into English and then from English to other languages, and, at the same time, it may also be directly interpreted into French, and from French into yet more languages. This solution is most often used in the multilingual meetings of the EU institutions.

Liaison

Liaison interpreting involves relaying what is spoken to one, between two, or among many people. This can be done after a short speech, or consecutively, sentence-by-

sentence, or as chuchotage (whispering); aside from notes taken at the time, no equipment is used.

Types

Conference

Conference interpreting is the interpretation of a conference, either simultaneously or consecutively, although the advent of multi-lingual meetings has consequently reduced the consecutive interpretation in the last 20 years.

Conference interpretation is divided between two markets: the institutional and private. International institutions (EU, UN, EPO, et cetera), holding multi-lingual meetings, often favour interpreting several foreign languages to the interpreters' mother tongues. Local private markets tend to bi-lingual meetings (the local language plus another) and the interpreters work both into and out of their mother tongues; the markets are not mutually exclusive. The International Association of Conference Interpreters (AIIC) is the only worldwide association of conference interpreters. Founded in 1953, it assembles more than 2,800 professional conference interpreters in more than 90 countries.

Judicial

Judicial, Legal, or Court Interpreting, occurs in courts of justice, administrative tribunals, and wherever a legal proceeding is held (i.e. a police station for an interrogation, a conference room for a deposition or the locale for taking a sworn statement). Legal interpreting can be the consecutive interpretation of witnesses' testimony for example, or the simultaneous interpretation of entire proceedings, by electronic means, for one person, or all of the people attending.

The right to a competent interpreter for anyone who does not understand the language of the court (especially for the accused in a criminal trial) is usually considered a fundamental rule of justice. Therefore, this right is often guaranteed in national constitutions, declarations of rights, fundamental laws establishing the justice system or by precedents set by the highest courts. However, this is not a constitutionally required procedure (in the United States) that a certified interpreter be present at police Interrogation.

Depending upon the regulations and standards adhered to per state and venue, court interpreters usually work alone when interpreting consecutively, or as a team, when interpreting simultaneously. In addition to practical mastery of the source and target languages, thorough knowledge of law and legal and court procedures is required of court interpreters. They often are required to have formal authorisation from the State to work in the Courts — and then are called certified court interpreters. In many jurisdictions, the interpretation is considered an essential part of the evidence. Incompetent interpretation, or simply failure to swear in the interpreter, can lead to a mistrial.

Escort

In escort interpreting, an interpreter accompanies a person or a delegation on a tour, on a visit, or to a meeting or interview. An interpreter in this role is called an *escort interpreter* or an *escorting interpreter*. This is liaison interpreting.

Public sector

Also known as community interpreting, is the type of interpreting occurring in fields such as legal, health, and local government, social, housing, environmental health, education, and welfare services. In community interpreting, factors exist which determine and affect language and communication production, such as speech's emotional content, hostile or polarized social surroundings, its created stress, the power relationships among participants, and the interpreter's degree of responsibility — in many cases more than extreme; in some cases, even the life of the other person depends upon the interpreter's work.

Medical

Medical interpreting is a subset of public service interpreting, consisting of communication, among medical personnel and the patient and his or her family, facilitated by an interpreter, usually formally educated and qualified to provide such interpretation services. There is no Federal Medical Interpreter certification in US right now. However, there two non-government non-profit entities which offer certification tests, Certification Commission for Healthcare Interpreters and the National Board of Certification for Medical Interpreters. In some situations medical employees who are multilingual may participate part-time as members of internal language banks. The medical interpreter must have a strong knowledge of medicine, common medical procedures, the patient interview, the medical examination processes, ethics, and the daily workings of the hospital or clinic where he or she works, in order to effectively serve both the patient and the medical personnel. Moreover, and very important, medical interpreters often are cultural liaisons for people (regardless of language) who are unfamiliar with or uncomfortable in hospital, clinical, or medical settings. There several Medical or Healthcare Interpreter associations in US. The two largest are International Medical Interpreters Association (IMIA) and California Healthcare Interpreting Association (CHIA). IMIA is professional association and CHIA is public charity dedicated to improving the quality and availability of language services in the delivery of healthcare.

Sign language

Two Sign Language interpreters working for a school

When a hearing person speaks, an interpreter will render the speaker's meaning into the sign language used by the deaf party. When a deaf person signs, an interpreter will render the meaning expressed in the signs into the spoken language for the hearing party, which is sometimes referred to as voice interpreting or *voicing*. This may be performed either as simultaneous or consecutive interpreting. Skilled sign language interpreters will position themselves in a room or space that allows them both to be seen by deaf participants and heard by hearing participants clearly and to see and hear participants clearly. In some circumstances, an interpreter may interpret from one sign language into an alternate sign language.

Deaf people also work as interpreters. They team with hearing counterparts to provide interpretation for deaf individuals who may not share the standard sign language used in that country, who have minimal language skills, are developmentally delayed or have other mental and/or physical disabilities which make communication a unique challenge. In other cases the hearing interpreter may interpret in one language then the Deaf interpreter might interpret it into another form of that language (pidgins). They also relay information from one medium of language into another — for example, when a person is signing visually, the deaf interpreter could be hired to copy those signs into a deaf-blind person's hand and add visual information.

In the United States, Sign Language Interpreters have National and State level associations. The Registry of Interpreters for the Deaf (RID), a non-profit national certifying body. In addition to training requirements and stringent certification testing, the RID members must abide by a Code of Professional Conduct, Grievance Process and Continuing Education Requirement.

In Europe each country has their own national association of sign language interpreters. Some countries have more than one national association due to regional or language differences. The European Forum of Sign Language Interpreters (efsli) is the umbrella organization of sign language interpreters in Europe.

Sign Language Interpreters can be found in all types of interpreting situations. Most interpreters have had formal training, in an Interpreter Training Program (ITP). ITP lengths vary, being available as a two-year or four-year degree or certificate. There are graduate programs available as well.

Media

By its very nature, media interpreting has to be conducted in the simultaneous mode. It is provided particularly for live television coverages such as press conferences, live or taped interviews with political figures, musicians, artists, sportsmen or people from the business circle. In this type of interpreting, the interpreter has to sit in a sound-proof booth where ideally he/she can see the speakers on a monitor and the set. All equipment should be checked before recording begins. In particular, satellite connections have to be double-checked to ensure that the interpreter's voice is not sent back and the interpreter gets to hear only one channel at a time. In the case of interviews recorded outside the studio and some current affairs programme, the interpreter interprets what he or she hears on a TV monitor. Background noise can be a serious problem. The interpreter working for the media has to sound as slick and confident as a television presenter.

Media interpreting has gained more visibility and presence especially after the Gulf War. Television channels have begun to hire staff simultaneous interpreters. The interpreter renders the press conferences, telephone beepers, interviews and similar live coverage for the viewers. It is more stressful than other types of interpreting as the interpreter has to deal with a wide range of technical problems coupled with the control room's hassle and wrangling during live coverage.

Modalities

Interpreting services can be delivered in multiple modalities. The most common modality through which interpreting services are provided is on-site interpreting.

On-site

Also called "in-person interpreting," this delivery method requires the interpreter to be physically present in order for the interpretation to take place. In on-site interpreting

settings, all of the parties who wish to speak to one another are usually located in the same place. This is by far the most common modality used for most public and social service settings.

Telephone

Also referred to as "over-the-phone interpreting," "telephonic interpreting," and "tele-interpreting," telephone interpreting enables the interpreter to deliver interpretation via telephone. The interpreter is added to a conference call. Telephone interpreting may be used in place of on-site interpreting in some cases, especially when no on-site interpreter is readily available at the location where services are needed. However, telephone interpreting is more commonly used for situations in which all parties who wish to communicate are already speaking to one another via telephone (e.g. applications for insurance or credit cards that are taken over the phone, inquiries from consumers to businesses that take place via telephone, etc.)

Video

A Video Interpreter sign used at locations offering VRS or VRI services

Interpretation services via Video Remote Interpreting (VRI) or a Video Relay Service (VRS) are useful where one of the parties is deaf, hard-of-hearing or speech-impaired (mute). In such cases the interpretation flow is normally within the same principal language, such as French Sign Language (FSL) to spoken French, Spanish Sign Language (SSL) to spoken Spanish, British Sign Language (BSL) to spoken English, and American Sign Language (ASL) also to spoken English (since BSL and ASL are completely distinct), etc.... Multilingual sign language interpreters, who can also translate as well across principal languages (such as to and from SSL, to and from spoken English), are also available, albeit less frequently. Such activities involve considerable effort on the part of the translator, since sign languages are distinct natural languages with their own construction and syntax, different from the aural version of the same principal language.

With video interpreting, sign language interpreters work remotely with live video and audio feeds, so that the interpreter can see the deaf or mute party, converse with the hearing party and vice versa. Much like telephone interpreting, video interpreting can be used for situations in which no on-site interpreters are available. However, video interpreting cannot be used for situations in which all parties are speaking via telephone alone. VRI and VRS interpretation requires all parties to have the necessary equipment. Some advanced equipment enables interpreters to control the video camera, in order to zoom in and out, and to point the camera toward the party that is signing.

Venues

The majority of professional full-time conference interpreters work for phone interpreting agencies, health care institutions, courts, school systems and international organisations like the United Nations, the European Union, or the African Union.

The world's largest employer of interpreters is currently the European Commission, which employs hundreds of staff and freelance interpreters working into the official languages of the European Union. The European Union's other institutions (the European Parliament and the European Court of Justice) have smaller interpreting services.

The United Nations employs interpreters at almost all its sites throughout the world. Because it has only six official languages, however, it is a smaller employer than the European Union.

Interpreters may also work as freelance operators in their local, regional and national communities, or may take on contract work under an interpreting business or service. They would typically take on work as described above.

The U.S. military in Iraq and Afghanistan employ hundreds of interpreters to assist with its communications with the local population.

Chapter- 2

How to Train Effectively as an Interpreter

The success and efficiency of a good interpreter lies in how correctly and quickly he has interpreted the message, lecture or speech of a speaker from source language to target language, remaining as near as possible to the meaning and contents of originality with out deviating from the original text of the speech. Here is how to train effectively.

Steps

1. **Understand that interpreting consists of presenting in the target language, the exact meaning of what is uttered in the source language, either simultaneously or consecutively, and preserving the tone of the speaker**.
2. **Recognize what is expected of you as an interpreter**. All interpreters find this profession demanding and challenging. When an interpreter is working, he or she cannot afford to have a bad day. One bad interpreter can ruin a conference.
3. **Have the right skills**. Strong research and analytical skills, mental dexterity, and an exceptional memory are important for a good and efficient interpreter. A good interpreter needs a good short-term memory to retain what he or she has just heard and good long-term memory to put the information into context. Ability to concentrate is a factor as is the ability to analyse and process what is heard.
4. **Be persistent**. A strong base is required to be a good and efficient interpreter. So many aspirants join this race, but very few make it to the top. The main aspect that differentiates is Training, effort, intelligence, presence of mind and some of your own inner latent talents and initiatives.
5. **Train well**. Training is a very crucial stage in the career of any interpreter. An interpreter aspiring for a good career in this field has to reap the benefits of training through others' experience. The basics should be very solid and strong. This is a big side of the effort. The other side of the coin is type and level of training imparted to the trainee.
6. **Look for the following in good training programs**:
   - (1) Interpretation should always be in target language. A person feels very comfortable in his own mother tongue or that language where he has got good command over it. A trainee should understand what is being said in the training and he should also express his thoughts during discussions. Grasping the content is much easier in target language. Since his birth, a person speaks and writes and expresses in target language—be it in Hindi or Urdu or Spanish or French, all of a sudden, he lands up in training

conducted in English, as a source language. He will be totally uncomfortable and uneasy. The basic purpose of training is defeated.

- o (2) Interpretation through target language helps in better understanding of the subject by the trainees in much less time. The participation of trainees as well as persons who are conducting the training is at the maximum. The result is much better and good.
- o (3) Interpretation in target language helps trainees to understand difficult words, contexts, cultures etc. of other people and countries in a better and long lasting manner. They can add their own contents to the inputs of the training.
- o (4) Certain professional subjects require in-depth knowledge. Thorough and sound knowledge helps the interpreters to build their own vocabulary and better understanding of the subject. This becomes solid base for the interpreter in the future days. This is only possible when training is imparted in target language.
- o (5) The trainee is in a better position to contribute his inputs in his own language after hearing in his own language.
- o (6) By imparting training in target language, a trainee is able to understand and achieves knowledge of higher levels of other countries of various subjects for which he will do interpreting at a future date.

How to Become an Interpreter for the Deaf and Hard of Hearing

Interpreters for the deaf and hard-of-hearing are fully trained professionals. How to become certified or licensed to interpret in your city, town or area will depend on local certification laws. This is based on professional experience as an interpreter in Austin, TX. It is possible that the steps to become an interpreter here are similar to those in most places in North America.

Steps

1. **Find out exactly what your state, county/parish, or municipal area requires to certify or license interpreters**.
2. **Acquire proficiency in American Sign Language and begin learning about deaf culture**.
3. **Pass the examinations and assessments put in place by your local government agencies**.
4. **Seek employment as an interpreter**.

Tips

- The 4 steps above are simple for the sake of brevity.
- For #1 above, contact your state's agency that oversees Deaf services; for example, in Texas, it's the Dept. of Assistive and Rehabilitative Services. Your state probably has something similar. Write, email, or call them and ask for all their information about becoming certified to interpret.

- For #2 above, you can acquire proficiency by attending sign classes, making deaf friends and socializing with them (the best way to learn). Or, join a college ITP (Interpreter Training Program).
- Once you feel you've become fluent enough in the language to interpret, go to your state agency and ask to take whatever interpreter assessment instrument they have in place.
- There is a national registry for interpreters, the RID (Registry of Interpreters for the Deaf). While most all of the 50 states accept RID certification in lieu of state certification (which is called "reciprocity). Some States do not. Again, check your local laws to find out. RID Certification can be accepted in most of the English speaking provinces of Canada as well.

Warnings

- An important idea to keep in mind is that ASL (American Sign Language) is a bona fide language, exactly like English or French or Spanish. It is not just English put into motions. Mastering it is just as easy or as hard as becoming proficient in Russian or German. Some people pick up languages quickly. If you are one of these lucky ones, you'll probably pick up ASL quickly too. If you struggled in Spanish class in high school, you might struggle just as much with ASL. It has all the earmarks -- the grammar, the complexity, the interdependency on culture, etc. -- of any other language.
- Before you have actual certification to interpret, either from your home state or from RID, do NOT attempt to interpret, except for in church. Many interpreters I know began signing in front of large groups of people via their church, and as a rule, churches will not sue a signer for making mistakes while interpreting "How Great Thou Art." But if you memorize a sign dictionary, then go out and get a job interpreting for the public school system, you can (and probably will) be sued for malpractice when something goes wrong.
- Interpreters are certified professionals. Until you are certified, don't represent yourself as a professional, even if you have deaf parents and think your signing skills are excellent.
- Considering becoming an ASL/English Interpreter is not something that should be taken lightly. If possible, try to meet someone who has graduated from the field and is actively working in the field. Find out what it's really like. If you think you still have enough passion for such a field, then go ahead. It is challenging! You need to know ASL and English very well. Also, learning about Deaf culture and respecting Deaf individuals is very important. Learning ASL and learning about a new culture is very enriching.
- Please, please do not attempt to interpret without receiving training specifically about interpeting. Being fluent in the language does NOT mean that you can interpret.

Chapter- 3

How to Become a Translator

Becoming a translator takes practice, skill, and patience with yourself.

Steps

1. **Learn the language!** If you can't already speak the language fluently, learn it. To get an idea of how fluent you want to be in this language, you want to stumble across a new word in the language not much more often than you do in your native tongue.
2. **Have the alphabet down.** Most languages have different letters. Alphabets range from 11 characters for the Solomon Islands, to 74 characters for Cambodian.
3. **Learn the new language's rules.** Learn where the verbs, adverbs, adjectives, etc. are placed.
4. **Be quick..** Most people want fast translation. To get a decent pay, and work your way up the limited opportunity chain, you must be fast. There aren't that many ways for a translator to get noticed except for being fast and accurate. Have a friend who speaks the language help you, or take a trip to a place where the language is spoken. Bringing a friend along who doesn't speak the language can be good if you help them communicate.

Tips

- Speak the language as much as you can.
- There are many foreign channels for Spanish, Chinese, Japanese, Korean, Italian, etc on TV. Try and find them and translate the show as it goes. For even better practice, write down a few lines.

Warnings

- The translation field needs fast, reliable people.

How to Tell the Difference between Interpretation and Translation

Translation and interpretation are two terms which are commonly used but rarely differentiated. Both these concepts are very distinctive and require a different set of skills and abilities to master. This is despite the fact that both translation and interpretation work focus on the same concept of meaningful conversion of information and knowledge into the target language. Here is how to tell the difference.

Steps

1. **Check for text or oral information**.
   - Any information that needs to be converted to a textual form falls into the category of translation.
   - Similarly, information that needs to be converted into a verbal or oral form of communication is classified as interpretation.
   - Both translation and interpretation are related to the art of conversion but one masters the skills of reading/writing and the other of listening and speaking.
2. **Understand the benefits of each skill**. A business idea can only be successful if it is properly documented in the native language of that country.
   - Translation chips in at this moment and proves very useful in fulfilling the linguistic requirement and overcoming communication challenges. What is properly documented needs to be properly communicated.
   - The role of the interpreter is to help in expressing the documented information and bridging the gap of language between the two countries.
3. **Expect particular skills**. A translator should have expertise over his analytical and writing abilities. This skill when sharpened by excellent linguistic and editing skills becomes a great facilitator in business communication.
4. **Note that another major difference lies in the fact that translation can be done alone since it is related to the conversion of written document, whereas interpretation is always a group task**.

Tips

- Globalization has removed the boundaries and has brought the world closer. It has successfully managed to bring the two ends nearer and as a result business transactions now take place between countries from different parts of the globe. This interaction has thus enhanced the need of translation and interpretation which are essential in almost every cross cultural business deal.

Chapter- 4

How to Learn German

Guten Tag!" No language is easy, but if you really want to learn German, you can! German is a logical language with orderly syntax and few foreign words adopted into its vocabulary. Most new foreign words are English loan words, but, like English, the language also contains a lot of foreign words with Greek or Latin roots which often aren't recognized as "foreign" any more. German belongs to the Germanic family of languages as well as Danish, English, and Dutch. German and English are closely related, although in German the difficulty lies in the Teutonic setup of syntax.

Steps

1. **Make sure you really want to learn this language and that you are determined to learn it, because any new language is hard work**.
2. **Go to your nearest bookstore and buy books/audio tapes for German beginners so that you can start with the basics**. If you are a beginning learner,

translate simple texts, poems, songs, and German kids' books. A dictionary, and quick grammar reference guides, as well as more informal basic German books can all be really helpful tools when something slips your mind.

3. **Take at least a 1/2 hour to an hour out of your day to practice German**. Lots of students find it more productive to study in twenty minute sessions as opposed to one hour sessions.

4. **Make sure you learn the basics like your name, where you live, and your age before diving into the harder stuff**.

5. **Carry a small notepad in your pocket with vocabulary; you can study it anywhere**. You may find it very helpful to review only four or five irregular verbs each day.

6. **Take at least one year of introductory German taught in your own language**. Being exposed to it in your own language and learning the basic grammar before immersing yourself in it will make the overall experience a little less overwhelming. If you are taking this class in college or a community college and aren't using it to graduate, don't take the class for a letter grade. This takes the pressure off getting the grade and makes the experience more relaxed and enjoyable, just remember that what you put in is what you get out.

7. **Become friends with people who speak better than you or are in a higher level class**. Having someone who is always there to help you out can really pay off.

8. **Research potential language schools in Germany**. This is the best way to learn, as you will be immersed in the culture and language, yet there is structure and guidance to facilitate quick learning. The Goethe-Institute is the official language school and is sponsored by the government. Whatever school you choose probably isn't cheap, so a scholarship is preferred. The DAAD (Deutscher Akademischer Austausch Dienst) is the first place to try and get one.

Tips

- As many former exchange students will attest, the only way become fluent in any foreign language is to be willing to make a fool of yourself. Do not worry about being perfect. Study, do your best, then inflict your German on the Germans. Do not take it personally if they correct you.
- If you're able to spend time in Germany, Austria, or Switzerland, participate in all of the school related activities. Study hard, but play hard too. Having a beer or two at a pub can really let your inhibitions about speaking imperfect German go out the window, and you can explore how much you know. Make friends, socialize, and explore the country with your newfound friends. At the end of your journey you will have learned more German than you would've taking years of classes, and you will have friends from countries all around the world to visit next time you go traveling! Avoid people from your country. Being around someone who speaks your language will cause you to always revert back to your comfort zone in speaking your native tongue. If you're in your comfort zone, you aren't learning.

- German: a self-teaching guide, by Heimy Taylor and Werner Haas, is an informative book. Great for beginners.
- Read, speak, and think in German as much as possible.
- Word grouping is extremely useful to some.
- Ignore the myths: "German is very difficult." Any language is hard at first glance. As you progress, the language will grow steadily easier; the same with any other. You may even find that German is quite easy once you get into the swing of things; it happens to be quite a logical language in terms of vocabulary-building.
- German nouns use either der, die and das for "the". When learning words, make sure to learn which one the word takes - this is crucial.
- If you encounter an unbelievably long word, be aware that there is no limit to the number of root words that can form a compound word in German. In this respect, German is similar to ancient Greek. The good news is, you can break these down with a little experience and a dictionary. An extreme example is Donaudampfschifffahrtsgesellschaftskapitän. This can be broken down into:
  - *Donau-Dampf-Schiff-Fahrt-Gesellschafts-Kapitän*
  - *Danube-Steam-Ship-Trip-Company-Captain*
- In other words, the Captain of a ship owned and operated by a company that offers cruises on the Danube river. Note, all nouns in German are capitalized. Also note that there are two cognates, and one false cognate, in the above example. Finally, some nouns add an 's' when forming compounds.
- Realize that you have an advantage over other learners if your native language is Germanic. German and English used to be one language. They're practically cousins! To Russian speakers, Polish is easier than English!
- Stay positive and optimistic. Don't become crestfallen by minor difficulties. Keep studying!
- Never let yourself become bored. If you do, then language learning isn't for you!
- Learn word etymologies.
- Visit Germany and stay at a Jugendherberge (youth hostel). They usually maintain inexpensive rates. However, be warned that many Germans speak English well. You may need to explicity ask people if you can practice speaking German otherwise you may find yourself in mostly English conversations.
- It may be easier for you to learn German by listening to German music. Try finding German covers of songs that you know, or try mtv.de/charts for a list of the current hits in Germany. Examples of German bands/artists are Nena and Tokio Hotel.
- To aid in pronunciation, here is the alphabet in closely approximated English:
- A(ah), B(bay), C(say), D(day), E(ay), F (ef), G(gay), H(haa), I(eeh), J(yoht), K(kah), L (ell), M (emm), N (enn), O(oo), P(pay), Q(koo), R(air), S (ess), T(tay), U(ooh), V(fow), W(vay), X(ixx), Y(oops-see-lohn), Z(tsett).
- German also has four extra letters. Three vowels with umlauts. Umlats make a letter sound like there is an English E after it. Müller is not'm**u**ller' but more like m**ue**ller. (the dots above the letters everzone associates with German): ä (ay), ö (like "ur" in "murder") and ü (like "ue" in French "vue"). There is also the quintessentially German ß (in the alphabet, ess-tset, but simply a sharp S sound

when you encounter it in a word.) Once you know the sounds of the alphabet, it'll be incredibly easy to pronounce any word in German.

- Germans are used to hear other people speaking German with a strong accent. Most Germans like it when a person speaks German with a British accent, for that sounds quite noble and elegant. German with an American accent rather sounds lazy or even bossy. So if you can, prefer speaking German with a British accent!
- Reading and watching interesting things in German (or, for any language you want to learn for that matter) can be a great tool for expanding your abilities, especially for learning colloquialisms. Make sure the subject matter is something you find interesting, and therefore, fun. Don't read or watch something just because you think it's "intellectual" if it bores you to tears.

Warnings

- If you do get the chance to talk to someone in German, make sure you do not offend anyone: for example, refer to authority figures with "Sie", not "du". "Sie" is formal, or for someone you just met or don't know well, and "du" would be used if you were talking to a child or a friend.
- Be certain you aren't confusing the meanings of words. German contains plenty of false cognates such as *Gift (poison)*, *Mist (manure, dung)* or *bekommen (to receive)*. These are known as false cognates, or falsche Freunde (false friends) in German. A fairly thorough list can be found at False Friends in German

How to Speak Simple German

**Nicht mit uns!
Think flickr, think!
Against censorship!**

Ever wanted to impress your friends with some simple German? Here are a few phrases that can be useful.

Steps

1. Greetings!
   - "Guten Tag" (goo-tehn tahg) (good day)
   - "Hallo" (the universal greeting)
   - "Grüße Sie", "Grüß(e) Dich" (Grooss-uh Zee, Grooss(-uh) Dish, but Dich has a short vowel, so it's like the "i" in "ditch") "Greetings" (plural greeting). But if you talk to a German, never say this! No one says that.
   - "Ich" (Ik) "I" (learn how to pronounce the "sh" and you will impress everyone!)
   - "Guten morgen" (goo-tin morgen)"Good Morning"
   - "Gute Nacht" (goot-teh nuhcht) "Good night" this one is generally for close family only.
   - "Guten Abend" (Goo-tuhn Abent) "Good evening."
   - "Wie geht es ihnen?", "Wie geht es dir?" (vee Gate s eenin, Vee Gate s deer) "How are you?"
2. Reply to others.
   - Mir geht es gut, danke (i'm good, thank you) "Gut! Und Ihnen(/selbst)?", "Gut! Und Dir(/selbst)?" "Fine. And you(yourself)?" ("selbst" can be used additionally or substituting "Ihnen" or "Dir" to add some elegance)
   - "Guten Tag" (gootin Tog) "Good day"
   - "Danke (Ihnen/Dir)!" (donkeh) "Thanks (thank you)!"

- "Bitte!" (bittuh) "You're welcome", or "Please" ("Bitte!" responding to "Danke (Ihnen/Dir)!" translates into "(You're) Welcome!", while "Bitte" in "Kann ich bitte..." (=Can I please...) translates into "please")
- "Auf Wiedersehen" or "Wiedersehen" (owf vee-dair-zayn) "Good-bye" (litterally: Until we see again.)
- "Tschüss!" (choos!) "Bye!" (commonly understood but more frequently used in middle, northern and east Germany; considered somewhat rude in southern Germany)
- "Ciao!" (CHOW) "Bye!" (commonly understood, sometimes written "Tschau!" because it's an Italian greeting by origin; more frequently used in southern Germany, especially Bavaria.)
- "Ja" (ya) "yes"
- "Nein" (nine) "no"
- "Herr" (hair) "Mr."
- "Frau" (frow) "Mrs."
- "Fräulein" (froy-line) "Miss" (outdated; considered derogatory or weird by most younger women).
- "Nicht zu Hause" (neecht tsu how-zeh) "Not at home"

3. Count.
- "eins" "One" (iness--like the end of iod*ine*)
- "zwei" "two" (tsvy)
- "drei" "three" (dry)
- "vier" "four" (feer)
- "fünf" "five" (foonf)
- "sechs" "six" (zechs)
- "sieben" "seven" (zee-ben)
- "acht" "eight" (uhcht)
- "neun" "nine" (noyn)
- "zehn" "ten" (tsehn
- "elf" "eleven" (No, this is not a joke.)
- "zwölf" "twelve" (tsvoolf)(learn to pronounce the "ö,ä &ü"
- "drei-zehn" "thirteen" (dry-tsayn)
- "vier-zehn" "fourteen" (feer-tsayn)
- "fünf-zehn" "fifteen" (fuenf-tsayn)
- "sech-zehn" "sixteen" (zech-tsayn)
- "sieb-zehn" "seventeen" (zeeb-tsayn or seeb-tsayn)
- "acht-zehn" "eighteen" (uhcht-tsayn)
- "neun-zehn" "nineteen" (noyn-tsayn)
- "Zwanzig" (Tsvan-tsick or "Tsvan-tsich") "Twenty"

4. Use directives.
- "anhalten"/"Stop" "Stop"
- "weggehen" "to go away"
- "Geh weg!/ Hau ab!" "go away!" ("Geh weg!", "Hau ab!" mean the same but the second one is more threatening)
- "Wie viel kostet das?" "how much does it cost?"
- "Ich heiße (your name)" "My name is ---" (litterally: I am called ____)

- o "Wollen wir etwas trinken gehen?" "want to go out for a drink?"
- o "Ja das wäre nett/schön." "Yes, that would be nice."
- o "Kannst du mir sagen, wo der Bahnhof ist?" "Can you tell me where the train station is?"
- o "Ruf mich an, damit wir weiter reden können." "Call me so we can talk some more."
- o "Ich finde das beleidigend." "I find that offensive."
- o "(Es/Das) Tut mir sehr leid!" "I am very sorry!"
- o "Still!", "Leise!", "Ruhe!"="Psst" "Silence!", "Shush!"
5. Use miscellaneous comments.
   - o "Haben Sie...?" (hah-ben zee...?) "Do you have...?"
   - o "du" (Doo) You (informal)
   - o "bin" (Bin) am
   - o "Sein oder nicht sein, das ist die Frage." To be, or not to be, that is the question.
   - o "Wie heißen Sie?" What is your name?(formal)
   - o "Wie heißt du?" What is your name?(informal)
   - o "Immer mit der Ruhe!" Take it easy.
   - o "und" and (unt)
   - o "wie bitte?" (vee bitteh) "pardon me?"
   - o "Gesundheit!" "Bless you!" (literally, "good health"; it is used, for example, when someone sneezes.)
   - o "Ich liebe dich!" [ik leebe dik / issh leebeh dissh (varies by region)] "I love you!"
   - o "Prost!" "Cheers!"
6. Know your animals.
   - o "die Kuh" Cow
   - o "der Hund" dog
   - o "die Maus" mouse
   - o "die Katze" cat
   - o "die Henne" hen
   - o "das Schwein" pig
   - o "der Frosch" frog
   - o "die Fliege" fly (insect)
   - o "die Fledermaus" bat
   - o "der Löwe" (LOH-VE) lion
   - o "der Elch" deer
   - o "der Krake" octopus
   - o "das Eichhörnchen" (EICH-HOHRN-CHEN) squirrel
   - o "der Schildkröte" (SHILL'D-KROH-TAY) tortoise
   - o "die Schlange" snake
7. Interact with the locals.
   - o "plus" (ploos) +
   - o "minus" (meenoos) -
   - o "mal" (mol) x
   - o "mit" with

- o "ohne" without
- o "Herr" (HAIR) Mr.
- o "Was?" (vas) "What?"
- o "Warum?" (Varrooom)"Why?"
- o "Wie ist das wetter?" "How is the weather?"
- o "Darf ich bitte zur Toilette gehen?" May i go to the bathroom, please?"
- o "Fußball" (Foosball) "Soccer"
- o "Leichtathletik" "Track" (Litterally: Easy sport, but its not easy and the germans know that)
- o "Heiß" (Hice) "Hot"
- o "Kalt" (Kaahlt) "Cold"
- o "Schnee" (Shnay) "Snow"
- o "Schneemann" "Snowman"
- o "Bild" "Photo"
- o "Das Radio" (dah-s Rahdio) (The Radio)
- o "Das Handy" (Hahndee)"Cell phone"
- o "Kopf" "Head"

8. German contains 3 different types of the word "the" including "der"(masculine nouns), "die"(feminine nouns), and "das"(neuter nouns). For plurals, "die" is used. Although, each one can change in different tenses. The tenses are below. They are confusing at first, but with some practice they will become more familiar.
    - o Nominative tense is for the subject. When the noun is the subject of the sentence, the article - der, die, das, or die (plural) - does not change.
    - o Accusative tense is for direct objects. When the noun is a direct object, "der" changes to "den." The rest - "die" "das" and "die" (plural) stay the same.
    - o Dative tense is for indirect objects. In this tense, when the noun is the indirect object, "der" changes to "dem", "die" changes to "der", "das" changes to "dem" and "die" (plural) changes to "den".
    - o Genetive tense is used to show possession. In this tense, "der" changes to "des", "die" changes to "der", "das" changes to "des" and "die" (plural) changes to "der".
    - o Here is an easier to read chart, showcasing the different articles.

	MASCULINE	FEMININE	NEUTER	PLURAL
NOMINATIVE	der	die	das	die
ACCUSATIVE	den	die	das	die
DATIVE	dem	der	dem	den
GENETIVE	des	der	des	der

1. Have a drink.
    - o "die Milch" (Millshhh) "Milk"
    - o "der Apfelsaft" "Apple Juice"
    - o "der Orangensaft" "Orange Juice"
    - o "das Wasser" (Vasser) "Water"
    - o "das Bier" "Beer"
    - o "verrückt" is crazy in German but don't say it to someone's face!!!

2. vital expressions
   o "Ein Bier, bitte!" "One beer, please!"

Tips

- Some characters in the German alphabet are different.
- The pronunciation rule for "ich" is a slight hissing sound in the back of your throat, NOT a "k"-sound, if it follows a "dark" vowel (these being "a", "o" and "u"). Try shaping your mouth as if you were going to make an "e"-sound, but don't use your vocal cords. Flatten your tongue to the bottom of your mouth and breathe out, letting the airstream produce *slight* friction on your uvula. Some say it sounds as if you're "hawking a loogie". Don't exaggerate, though. This will give you a rough idea. Many people in French-speaking countries are not aware of this, it is widely thought that it is a harsh throat sound. This is only the case in certain regional dialects spoken mostly in Southern parts of Germany.
- However, when "ch" follows a "light" vowel ("e" or "i"), the friction is not caused on the uvula, but rather the mouth stays almost closed, with the tongue raised to the middle of the mouth.
- German commonly uses the back of the throat to pronounce some sounds. This is one of the most complicated things for most Americans to master. Mainly the "r" which is often pronounced in the back of the throat. Such as in Frau, but be careful not to over pronounce, as many "r"s are just a quick sound.
- Never use the word Frau alone, it is not appropriate, use Frau "xxx" instead. Just saying Frau is similarly rude to calling a female simply "woman" in English.
- It is advised that you aren't rude; however, you may use stronger language such as those mentioned to suggest you are serious. ('Geh weg', etc.)
- "eu" is pronounced "oi" ; "ei" is pronounced "ai"
- Talk to a friend or mentor who knows the German language to teach you, or give you tips on pronunciation.
- When you talk with a German look him/her directly to his/her eyes.
- Pronounce the last letter louder.
- Remember, when writing German, regular nouns are always capitalized. It's the only current language to have this rule. Exceptions are: ich(I), sie(she), er(he), sie(they), wir(we), du(you), and other pronouns. The only pronoun that isn't lowercase is Sie (the formal word for "you").
- Try to learn German in phrases. Don't try to speak or translate word for word. You won't be understood.
- Like English, German has some words that are spelled the same and mean completely different words. Take sie(she), sie(they), and Sie(you), for example.
- Also, you can check your local library for books and tapes.
- If you don't understand all of this, German lessons are helpful.

Warnings

- When you read name don't pronounce it in English!, pronounce it like if you were reading in German (Similar to Spanish).

- This letter: ß is like a double s (ss). It appears only after long vowel sounds and is never at the beginning of a word.
- Don't read the words too close because they may then sound like one word.
- When you meet a new person don't say "du", say "Sie". "Sie" is more respectful, while "du" indicates familiarity with the person. It is considered rude to call an adult "du" unless you are asked to do so by that person. Children and teenagers up to about 17 years are always called "du". If you meet a teenager whose age you don't know, it's better to use "Sie". Usually, "du" is used with a person's first name, "Sie" with the last name.

Chapter- 5

How to Pronounce German Words

A basic description of how to pronounce german the german alphabet. The german alphabet is much more simple than the english in that if you see a letter you pronounce it like what you memorized which is called phonetic. There are a few exceptions to this and will be listed at the end. Each letter will be as follows - 'Aa - ah, like the a in pat' where the first letter is the capitalized version and the second is the lower followed by an example word.

Steps

1.
- o The German alphabet. The German alphabet is simple as it contains all the same letters as the English alphabet the only extra are umlaut characters. *It's also important to note that the German language doesn't use cursive where English does.* This will be broken into three sections, standard pronunciations, and then vowels followed by umlaut vowels which will also have special cases.
- o German Alphabet
  - Bb - beh, like the B in "begin".
  - Cc - Like German Z or German K although rarely used by its self or to start a sentence.
  - Dd - deh, Primarily used at the beginning of a word or end and is pronounced like the English D, except unvoiced (t) when at the end of a word.
  - Ff - Nothing special, just pronounce it like the English F.
  - Gg - geh, When it starts a sentence pronounce like G in good, when it ends a word like the English K.
  - Hh - Like the English H.
  - Jj - y, Just like the English Y in yard
  - Kk - like English K
  - Ll - el, Like the English L in Land, but never as in hill.
  - Mm - em, Like the English M like the candy M&M's.
  - Nn - en, Like the English N like Nancy.
  - Pp - peh, Like the English P Like Paul or pole.
  - Qq - just like English never used by itself and almost always with u and is pronounced like English KV.

- - Rr - Not pronounced English-wise, but fortunately there are two acceptable ways; the alveolar trill or alveolar flapped "Spanish" R, or the uvular trill or uvular flapped "French" R.
    - Ss - Unless doubled, which would use an English S sound, the beginning or middle s is pronounced as an English Z. Also you may see the letter ß, which is just a double s pronounced the same as s, but showing the the vowel before the letter is long.
    - Tt - teh, Like the english T in time.
    - Vv - Usually pronounced like the English f in fun, occasionally like the English V in voyage.
    - Ww - Like the english V in victory.
    - Xx - ks, Example Ksandra or like kiss without the I
    - Zz - ts, Like in kits

2.
  - Vowels. At first glance, many may think of it as complicated, but it has a large resemblance to the English vowel system, and both German and English have a large amount of vowels. Try not to use English dipthong habits in German; for example, pronounce so as "so" instead of widespread English "souw".
    - Long vowels Vowels are long when doubled, followed by h or a single consonant *like gut (good)*
      - Aa - ay, like the a in father
      - Ee - like the a in bay
      - Ii - ee Like the double e in greet
      - Oo - oh, Like the o in open
      - Uu - oo, like the double oo in school or the u in Dune
    - Short Vowels Short vowels are short when followed by double consonants *EX: Mann (Mah-n)*or followed by two or more consonants *EX: sitzen (zee-ts-in)*
      - Aa - ah Like the o in Hot
      - Ee - eh, like the e in Let
      - Ii - like the i in is or sit
      - Oo - ah, like the o on long or song
      - Uu - ew, like the u in push
    - Umlaut/Accented Vowels. Umlaut vowels are a little more advanced in terms of German grammar. They show up when words under go a vowel change and do rarely show up as capitalized. Similar to non accented vowels, umlaut's can be short or long as well.
      - ä - Pronounced like a short English e.
      - ö - Like German E, but with lips rounded like a German O.
      - ü - Like a German I, but with rounded, U-like lips.
      - äu - same as German eu, like the English oy
    - Letter Combinations. Letter combinations are things that, just like in the English language, change the way you would pronounce a set of letters.

- ie - Pronounced like "ea" in beach, generally.
- ei - Pronounced like the word "eye", generally. Ei, by itself, is the German word for egg.
- sp - Pronounced "Sh" with the "p"-sound following fluently after, generally. The same goes with st.
- au - Pronounced like the English word "ow", generally.
- sch - Pronounced "Sh", as in the English word "shoe", generally.
- ch - When it is preceded by deep vowels (a,o,u), it usually sounds like the J in Navajo, or any j in a Spanish word. When preceded by frontal vowels (i, e, ä, ö, ü) or consonants, it usually has a sound similar to English SH, but with the tongue curved like an English Y to make a snakelike hiss.
- pf - Like it appears, a p that has air breach it to make a f sound.
- ß - the strange letter that looks a bit like B is actually a combination of s and z. Pronounce as a hissed s.

Tips

- Always pay attention!!

Warnings

- Still in development hopefully have it finished within one week.

Chapter- 6

How to Learn Japanese

Konnichiwa! Do you want to learn Japanese? Here are some things you should know.

Steps

1. **Consider why you are learning Japanese and select the method and financial investment that best reflects the results or purpose you wish to achieve**. Everyone learns at their own pace, so accept the following as general recommendations and tailor them to your individual needs.
2. **If you are learning for fun because you like Japanese culture such as manga (comics) and anime (animation) or for travel, get an audio learning CD**. Just spending an hour a day can build up grammar usage and teach you simple stock phrases and useful vocabulary. Listen to it during your commute to work in your car or have it ready on your portable music player for lunch and breaks or walks in the park. It isn't neccessary to learn the reading and writing to enjoy the language and culture, so if you plan on taking a short trip to Japan, knowing a few useful phrases will be more practical than cramming obscure characters into your

brain. Your trip should be fun, so spend your prep-time picking places to visit, referencing maps, reading about culture or history and setting your itinerary.

3. **If you are learning for business or you want to live in Japan, consider enrolling in a college level course, an intensive program or night school**. Buying a book, game or simply finding a guide on the internet can be benificial to learning Japanese. Learning to read and write will be crucial to your long term success and having a mentor during the early stages is ideal for developing good study habits and asking all the questions you will have about Japanese language and culture.

   o Japanese has four writing systems. Hiragana, Katakana, (Rômaji) and Kanji. Rômaji is not commonly thought of as a part of the writing system but it actually is. Rômaji is literally "roman letters", an example would be "sushi" or "Tokyo" as they appear here. Hiragana and Katakana are syllabic alphabets. Hiragana is used for native Japanese words. Katakana is commonly used for foreign loan words, like Makudonarudo (McDonald's). Kanji are Chinese characters the Japanese have modified and used for centuries. Begin studying all three writing styles early on if literacy is important for your purpose of learning the language. Kana (Hiragana and Katakana) can be learned in a few weeks and you can use them to write anything you want, all in Japanese. Kanji typically takes several years but is a great enhancement of your abilities. As you become more versed in Japanese, what you used to write in Kana you will begin to write more with Kanji.

4. **Use flashcards to learn**
   o A) Vocabulary and simple phrases: They can be used while waiting for a meeting, on a train, etc. Some free cards can be found on the web to get you started, or you can buy higher quality cards at most college bookstores or online.
   o B) Kanji: Look for cards that show stroke order (how to write the character) represented in the calligraphy of the vocabulary side and have example compound words on the definition (answer) side. Do not hesitate to pick up a pack of blank 3x5 cards to make your own flash cards that are exactly what you want to learn. Low tech is often the most effective way to get what you want out of your study time.

5. **Join a Japanese language conversation group in your area**. Conversation groups abound and are usually easily found with a simple internet search or phone call to your local civic center or library. Train your ears to pick out what is being said. Even if you don't understand it, try to be able to repeat what was said so you can begin to pick it apart and develop comprehension.

6. **Make Japanese friends with whom you can regularly practice**. Lots of Japanese people want to learn English so it is possible to find many who are willing to help you practice if you are equally willing to share your natural English skills. Simply having friends to trade notes with can help everyone improve their abilities. Do things with your friends that involve language but aren't "study time". If your Japanese friends haven't lived in your country very long, show them around town. Go sightseeing. Remember, you have to blow off

steam regularly or you'll get stressed out about all those Kanji you have to memorize. Having fun is the best way to accomplish two goals at the same time.

7. **Read - whether it's the newspaper, a novel, a comic book, a pamphlet, children's books- just read anything**. The best would be a novel or the newspaper as you will find the most practical vocabulary and grammar forms. A novel will give you a warmer style of writing but a newspaper will have more relevant vocabulary. Comic books work, but be aware the level of sophistication varies greatly, and though a more mature, literary comic might be good practice (especially since you can see what is going on in the scene and it may help you understand what you are reading), something intended for smaller children is likely to be 90% sound effects and slang. That too can help your eyes and brain more quickly adapt to the characters so you can read more quickly, but what you put in your mind is a lot like what you eat- too much junk food isn't so good. You also want to be careful about repeating what you've read in a comic book. It's often pretty obvious to Japanese people and anyone other than close friends may not look kindly on inappropriate usage of slang.

8. **Finally, take a vacation or look for an opportunity to live in Japan**. This is simply the best way to practically apply what you have learned and learn more. It's very exciting, unpredictable, and quite an awesome experience to immerse yourself in another culture, even for a short period. Even if you have researched exhaustively, actually experiencing a place will expose you to things you could never have imagined about it. It's also important not to be too discouraged if you do not understand everything that is said to you or you can't read or write as well as you expected. If you think about it, Japanese people have been studying and completely surrounded by the language since birth. You, by comparison, likely have less experience. Whatever you can manage you should be proud of. Everything becomes easier with time and always remember why you started, to enjoy exploring something different and to have fun.

Tips

- If you can afford to take a year off and go to Japan, many universities such as Sophia University in Tokyo and Doshisha University in Kyoto both offer intensive one-year programs in Japanese which will bring you to near-fluency in a short period of time. However, if your goal is to become fluent, you will get the most out of learning language in Japan if you study for a year or more prior to your visit. Ideally you don't want to waste your first several months studying Kana and basic vocabulary when you could have learned it beforehand. Even so, there's nothing wrong with jumping in if that's your style.
- If you plan to learn Japanese abroad at a language school, look for one that is accredited by an International Association to make sure it is of an excellent standard.
- Working in Japan is a great way to learn, but teaching English or working in a foreign company will usually give you very little hands-on experience with the language. Since your Japanese co-workers will probably speak English fluently, you're better off in a Japanese company where the lingua franca is not English.

- Romaji is the "Romanization" of Japanese language. In other words, how to write Japanese using English letters. For example "Hoteru e ikimasu", I am going to the hotel. If you ask a Japanese person who can't speak English to write what they are saying in Romaji they will know what you mean.
- Learn the culture of Japan. It will go a long way to understanding your new Japanese friends and provide plenty of things to talk about using your new language skills.
- Host a Japanese exchange student or become an exchange student yourself and experience living with a Japanese family. There are many programs that offer three months to year long "home stays" in Japan. Even more flexible lengths of time may be available through some institutions such as a weekend or you may be able to find a host family through friends. If you do not go through an institution, be prepared to remunerate your host, either in cash or in kindness or by offering to host them when they visit your home country. But make sure what you are committing to up front before you book any flights and that both you and the family you are visiting are 100% clear on the details. Avoid long stays that are not associated with an educational institution or well-known program as these tend to treat your stay more as a hostel/room-and-board scenario as opposed to a cultural exchange in which you benefit from spending time with family members of the home you will live in.
- Movies and TV shows are often difficult to understand, because it's impossible to ask the actors to explain what they've just said. However, variety shows tend to have a lot of subtitling, which makes them much easier to understand and learn from if you have a basic command of the written language. In general Japanese TV is very entertaining with slapstick skit based comedy and evening dramas/soaps that are easy to follow.
- If you are seeking the most inexpensive way to learn, find free help for learning Japanese online. There are free audio lessons, writing lessons, and tons of other resources. Some websites are listed at the bottom of this page.
- There are even software programs that can teach you the language. But remember there is no substitute for hard study time and the dynamic environment of speaking with real people.
- Learn from context. If the person next to you is bowing or replies to a set greeting in a particular way, follow their example the next chance you get. The best people to observe are those of your own age group and gender. What is appropriate for an older man is likely not correct for a younger woman.
- Language is not everything. If you have been welcomed to someone's home and offers you an appetizing dish, you don't need to understand all that was said. You're recieving kindness. Say Domo Arigato Gozaimasu (thank you very much). Enjoy the simple things.
- Study some material for about 30 minutes a day. This totals up to about more than 180 hours a year. 30 hours more than being exposed to Japanese in a college class!
- For more entertaining and casual study, listening to Japanese music and watching television/movies can also help you get your ears familiar with the pronunciation and intonation of the language. Just be aware the vocabulary you'll learn may not

be practical to actual conversation (When was the last time you turned to your friend and said, "I would go anywhere for you, deep in my heart, the burning wings of justice"?).

Warnings

- It takes a long time to learn the Japanese language. In the same time it takes to become functionally fluent in Japanese a typical native English speaker could already have learned Spanish, French and German. The rate students drop off from continuing to study Japanese in college is similar to Calculus. So have fun and don't be hard on yourself. Prepare to spend four to six years of moderate to intense study to be comfortable speaking and reading Japanese.
- Learn to speak both formal (teineigo) and informal Japanese styles. Depending on the situation you can alter from one to the other, but it requires a good deal of experience to know when it's OK to be informal. When in doubt, err on the side of formal. Formal does not mean you are being submissive. It means you are capable of being nice. You will be shown respect and consideration in return for your efforts to really understand how to speak Japanese well.
- Avoid learning dialects (hogen/ben) if you live in Japan. It really should go without saying, but standard Japanese language, referred to as hyojungo, is what you should focus on for at least the first several years. Sometimes it's impossible for you to know and therefore you have no choice, but students of the English language do not begin with a regional dialect. If you end up living in Japan and learn some of the local dialect, your neighborhood friends will find it amusing and appreciate your effort to learn what is theirs. However, your business associates in Tokyo or Hokkaido will think you're becoming a strange foreigner (henna gaijin). And that's not good. Keep yourself employable.
- Do not learn to talk like the opposite gender. There are male and female versions of words and articles. Make sure you're using the correct forms for whichever gender you are representing. Again, this is to avoid becoming a henna gaijin.
- Any language is easy to forget if not practiced, so keep practicing. If you study for several months and then stop studying for a year, you WILL forget all of the Kanji you learned and most of the grammar. Japanese is a hard language to absorb all at once. Even Japanese people will tell you that when they live abroad for a long time they begin to forget Kanji. A little bit over a long period of time will prove more effective than cramming once every few months.
- Beware of gadgets. You should not buy an electronic dictionary too early. They are expensive, and most of the functions are useless if your Japanese reading skills aren't at a reasonable level to begin with. Ideally you should be able to recognise at least 300-500 kanji prior to making such a purchase. For example, looking up Kanji you don't know how to pronounce without understanding its stroke order and number can be impossible. Buy one too early and you'll be running around with a 70% useless device whose dictionary will be obsolete thanks to better devices on the market by the time you can actually use it. At some point in the future, universities may all begin recommending the same electronic dictionary. Until then, there's no substitute for a good dictionary. A regular

dictionary won't break if you sit on it, drop it in a puddle or leave it in a car for a week.

- Usage and expressions used in animation and comic books are often inappropriate for common situations. Try to learn how real people use the language, rather than picking up bad habits and trends from just pop-culture characters.
- Japanese are often described by Americans as being passive aggressive. For example, you could be telling your new Japanese friend about a trip to Disney World you'd like to invite them on and they may say "yes, yes, yes" while they're listening to your description of the details. But then at the end you may be shocked to find out they really don't want to go. You might not even find out directly from the person you asked, but from one of their friends, which can be infuriating. Don't be afraid to ask clearly "Do you want to go this weekend with us?" It will help cut through the cultural clutter in the beginning, but you should practice tuning in and getting to know by a person's words and body language over time how they are reacting to you. This way you won't have to rely on just their speech. Also, always give them the option to decline. Japanese respect free will just as much as other cultures.
- Japanese is actually relatively easy to learn to speak, but so unlike English that many English speakers find it difficult in the beginning. Writing Japanese requires learning thousands of Kanji (Chinese characters) in addition to two phonetic alphabets (Hiragana and Katakana) that have 47 characters each. The alphabets are easy to learn and can be mastered in a few weeks. Writing and deciphering Kanji takes years to develop a full understanding of and ultimately master. The average reading level required to read a common newspaper is higher than that in the west which is why literacy rates are much higher in Japan than in the USA. You should begin studying Kanji very early on if you intend to use Japanese in business or to read and write in Japanese for any purpose.
- If you go to Japan and attempt to speak Japanese outside of a formal or business setting you may, on occasion, be brushed off. Some people simply don't want to bother with what they assume you will speak judging by your appearance- slow, incorrect, awkward Japanese. Though this may seem discouraging, think about it- there are also people in the states who wouldn't want to deal with a foreigner who could barely string two sentences together in English. Don't let this put you off learning the language though. If you want to do it, don't worry about what other people will say, do it anyway! The number of people who will kindly and patiently listen to whatever you are trying to say far outnumbers those who don't want to deal with you at all. Just keep in mind people who have never studied another language do not often understand how frustrating it is and will be put off if you don't speak like a native. Just know in your heart of hearts that's simply their inexperience and try to find someone who'll listen to you.
- When dealing with other bilinguals, do not be ashamed to revert to English even though you understand Japanese. Even if you have put in years of study and practice, you may be more clear and quick in your native tongue. There are some places in Tokyo, for example, where foreigners are expected to speak only English and the staff of many stores and restaurants are prepared for that. There are many Japanese who have worked themselves to the bone to learn English who

will be quite delighted if they can flex their own language skills to help you, the "real world practice". If you are spoken to in English, you don't have to show off your Japanese. Go at it in English and if the situation calls for it, switch over. The power of being bilingual is not switching completely to one or the other. It is being able to switch back and forth on the fly according to what is appropriate for that person and that conversation. It's a fun power!

Things You'll Need

- Pocket-sized English-Japanese/Japanese-English dictionary
- English-Japanese dictionary
- Kanji dictionary Japanese-English
- Electronic dictionary or mobile device with appropriate software..
- Books on how to read and write Kanji, Hiragana, and Katakana
- Books on every day speaking
- Tremendous endurance and perserverance
- Some kind of support network to encourage and motivate you past your initial reserves of energy

Chapter- 7

How to Improve Speaking Japanese

Learning the Japanese language is difficult for English speakers. It is made more difficult because the pronunciation is very different to English. There is no substitute for actually traveling to Japan and learning in a program from native speakers and being immersed in the Japanese culture and language 24/7 but that isn't possible for a lot of people living outside of Japan who are studying the language every day. That doesn't mean you can't improve speaking Japanese. The following article offers some advice.

Steps

1. **Find someone that speaks the language fluently**. If you can't find someone in person, try looking online. There are many communities online where people from all over the world gather to learn Japanese.
2. **Practice using Japanese with the people you have met**. Try to engage in actually speaking the language if possible. If you are doing this online, there are

several voice chat programs out there that will help you communicate freely over the internet. You should ask other people online which programs will work best for them.

3. **If you can listen to and speak with native speakers of Japanese, listen carefully to how they pronounce words and phrases and try to mimic what you hear**. You should pay close attention to the differences between the language when spoken by different genders. Some words and phrases may be different.

4. **Practice using different phrases and words by role playing scenarios such as shopping, ordering food at a restaurant, talking on the phone, etc,**.

5. **Don't be discouraged if you make mistakes, even if people laugh when you mispronounce words or use the wrong phrases**. One of the keys to learning a language is learning what mistakes can be made so that you don't make them in the future.

6. **Be interesting to talk to and have topics up your sleeve to fill in silences**. Learn about Japanese popular culture- singers, books, anything. Studio Ghibli movies such as Howl's Moving Castle and Spirited Away are good. This is where a little knowledge of Japanese culture goes a long way. Of course, cultural differences are fine, but they may end up a monologue if the conversation partner isn't really interested.

7. **If you know certain topics are likely to come up in coversation, do some studying beforehand to put phrases and vocabulary related to that topic into short-term memory**. There are a lot of stock and predictable questions- be ready not only to answer, but to elaborate. This will not improve speaking skills, but it will facilitate ease of conversation.

8. **Be familiar with the correct use of conversation fillers, such as soo desu, ne, majiide and so on**.

Tips

- Practice speaking Japanese daily. The more you use it, the more comfortable you will be when speaking it with people that you meet.
- Find out if any of your friends or relatives are interested in learning the language as well. It always helps if you are learning with someone you know very well.
- Find out if your local college has a Japanese club, you may find several native speakers in your area that are interested in helping you improve your speaking skills.
- Learn as much as you can about the Japanese culture. It isn't the same as in the United States and there are many things you may do without knowing that are considered rude. You may not encounter this much online but if you plan to travel to Japan some day it will help if you already know what type of behavior to avoid. Visit your local Library or book store to find books on the Japanese culture (make sure they are relatively recent books before you read them).
- Learn about gestures the Japanese use. For instance, the Japanese point to their nose or touch their nose to designate themselves. And nodding means one is listening, not necessarily agreeing.

Warnings

- You don't have to study every day! Take a break if you feel stressed! Then continue when you are rested. The Japanese language isn't going anywhere!
- There are several different levels of politeness in the Japanese language, when speaking to someone you don't know very well it's best to use the formal/polite forms.
- 'Hai' and 'iie' are not used like 'yes' and 'no' in English. 'Hai' means that you agree, 'iie' that you disagree. This can be particularly confusing if a question is in negative form. "You do not want to go ?" - "Hai" would mean you don't want to go, while "iie" would mean you do.
- Be courteous when trying to find someone that speaks fluently with which to study, you don't want to scare people off. Explain that you are a student and ask politely if they will help you.
- Try not to be rude in online discussion rooms, remember you are there to learn and make friends. Nobody is going to want to voice chat with someone that is rude and mean.
- Try to avoid people that aren't serious about improving their speaking skills with the language, they may discourage you from continuing further.
- Avoid trying to learn speaking skills from Anime, much of the Japanese found in Anime uses slang and speaking patterns that are not very polite. Instead you might try finding some Japanese soap operas/dramas where the language is spoken in a more normal setting.
- Avoid trying to find a cute Japanese girlfriend right away. Most Japanese girls you meet will already expect that most guys are there to try to find a girl friend and not really interested in their language, it's better if you just focus on improving your speaking skills for now. They will appreciate your sincerity and be more willing to help you if you aren't asking them for their measurements. Not to mention the rest of the community will be more willing to open up to you.

How to Learn to Speak Japanese

So you want to learn Japanese. Whether you want to learn it for your upcoming trip, need to learn for your job or college course, you are interested in learning Japanese. Japanese language is very unique, and that can be challenging. But it is important to approach it with positive attitude and just try to enjoy learning a new language.

Steps

1. **Prepare for your Japanese study with positive attitude**. Even if you aren't very enthusiastic about learning, negative attitude does not bring productivity and you won't be able to learn Japanese efficiently. So be open minded at least and start looking for suitable learning materials. Genki is Japanese text book for beginners.

Genki is designed for college students, but many people find it easy to follow and understand regardless of age. You can pick a book of your own choice, and it does not necessarily have to be Genki. You can go to amazon.com to search for Japanese textbooks. Check reviews to compare listed books. Workbooks and audios are also recommended, but having a good book is a great start. When you get a book, just browse it. If you are interested in jump start your learning, do it!

2. **Next step is to learn Romaji**. Japanese writing system has three main scripts. But you can just start with learning Romaji, which is Romanized Japanese script often used by those who has not mastered Japanese writing system. Genki provides romaji in the first two chapters. You can learn new words with Latin alphabets. Romaji is the most common way to type Japanese on your computer. So it is helpful. At the same time, it's good to get an experienced private tutor's help. You can search for one online. There are many postings for private Japanese tutoring service on craigslist. Before setting up an appointment, ask him about his teaching experience and length. Getting the right tutor that you feel comfortable working with is even more important than getting the right learning materials. Good tutors usually provide you with learning materials and recommend you suitable textbooks. You can register for a local class, but you can't really get individualized attention in classroom settings. If you are taking Japanese class, having a private tutor whom you can practice what you learn in the class is important.

3. **You can take Japanese lesson once a week first, so it won't be too overwhelming**. Make sure to read the next chapter that your tutoring lesson is going to cover to prepare for the lesson. Also review your notes and grammar explanations after each lesson. It is important to spend sometimes reviewing until you understand at beginner's stage. Memorize new vocabularies and practice what you learn during each lesson with your tutor. Take as much time as needed to review and prepare for lessons. List your questions during review, and ask your tutor during next lesson. Try to study even for 20 minutes a day. It is better to study even for a short time every day than studying only twice a week. Make flash cards for new vocabularies. If you have audio, use it to get correct pronunciation. Don't push yourself too hard. Just enjoy learning Japanese and take it day by day.

4. **Once you become more comfortable learning Japanese on your own, try to schedule Japanese lessons twice a week**. This will help you speed up your learning. But only do if you have the time and money. Again don't push yourself. After about two months of learning on your own, you will be surprised how much you can learn and speak at a basic level. Most of my students get to the level of being able to make basic sentence structure within three or four months of studying with this method. (I went to work today, I will see my friend at school tomorrow). If your interest in Japanese language grew, try to let yourself experience the culture as well. Go to Japanese restaurants and order in Japanese. Watch Japanese movies and Animes with subtitles. Make Japanese friends even if you talk to them mainly in English. You will learn so much about the culture through communications. Continue to read the next chapter prior to a lesson, and review and memorize new things after lesson.

5. **While keeping up with studying on your own and with your tutor, try to use your Japanese as much as possible**. Talk to your Japanese friends in Japanese. Find language exchange partners. There are many Japanese looking for someone to practice their English. Take tutoring lessons and meet your language partner regularly. Try to speak Japanese whenever you can. If you do this consistently for about six months, you will become conversationally fluent. It means you no longer say random words and gesture to communicate with Japanese people. You will be able to form a complete sentence during communication. Once you get to that level, the best thing to do is to go to Japan for a couple of months to enhance your conversational skills. Native Japanese people use different manners of speech based on location and who they are talking to. Young Japanese will use slangs. So this is a great opportunity to start absorbing how natives really speak in Japan. But being in Japan only will not help you become fluent but being in environment where you speak Japanese regularly will help you tremendously. Do not forget to continue studying your own.

Tips

- Children can pick up a new language quickly. Once we hit certain age, learning a language systematically is much more efficient than simply going with a flow.
- If you start learning Japanese language properly from the start, your conversationally skills will improve much more efficiently. In addition to knowing how to form Japanese sentence correctly, you begin to pick up natural manner of speech shared by native speakers over time in Japan.

Chapter- 8

How to Learn French

Bonjour! French is a language spoken fluently by approximately 175 million people worldwide. Although originating in France, today it is spoken in countries all over the world, and officially in a total of 29 countries. It is the second most frequently taught language in the world after English. This guide will help you on your journey of discovery when you learn to speak French.

Steps

1. **Understand what a verb is and present tense**. If you want to say the infinitive "to have" you would say "*avoir*." Of course, you will need to learn to conjugate it. For example, "I have" is really "*j'ai*." You can start with the basic verbs avoir, être, and learn the conjugations for the major verb endings: **-er**, **-ir** and **-re**.

2. **Learn the other tenses**. There is also *passé composé* (past tense), the future, the imperfect etc.
3. **Buy a good French/English dictionary**. It is best to purchase a large, good quality one. A rule of thumb is that a good French/English dictionary places the French first. You can expect to spend a reasonable amount on this, but it is well worth it. Also useful is a Petit Larousse, a French-only dictionary which shows you how a French person would define the word you're looking for. This will help you think in French while speaking it.
4. **Read in French**. Reading in French will increase your vocabulary and you will be surprised how quickly you will learn by absorbing the words through the context of the reading. As you go along, look up words in the dictionary.
5. **Have conversations in French**. You will be amazed at how much you will learn just by talking to someone who speaks the language.
6. **Know French native speakers You can find them nowadays in many websites,such as Students Of The World**.It'll be easier to make friends and improve your French if you ask them to improve it and you'll teach them English as a start.
7. **Get into French immersion**. This is a great way to learn French properly. In some places, such as Canada, after 3 years in the Immersion program, you will be considered fluent in the language. Whether you are or not, of course, is up to you!
8. **Label your stuff in French**. Type/write on one side of the paper the French word for that item and the pronunciation on the other side. Tape it to the item. Now when you use it, you can see what that item is called in French, and if you have a hard time pronouncing, you can just look on the other side.
9. **Pay attention during lessons**. It will help you later whether you go into French Immersion or not.
10. **Learn popular French folk songs**. You can find the words and music to these online. They will help you to get a feel for both the language and the culture. As for the French, the two are really one and the same thing.
11. **Practice with someone**. You can find a pen pal online or you can visit your local chapter of the Alliance Française. Or, you can probably find someone at your local university or community college who would love to practice with you.
12. **Study every day**. This is essential if you want to be successful.
13. **Think in French**. Say to yourself "Oh, I see an apple!" Now say it in French - "*Ô. Je vois une pomme*". Practice this whenever you get a chance - in the car, at bed, in the bathroom, everywhere.
14. **If you're on the computer a lot, consider buying a learning program, such as Rosetta Stone or Berlitz**. A good program has native speakers and pictures. If you wish to learn at little expense, **google different free online podcast lessons** and listen to them from time to time (every day if possible). But don't spend all your time on it. To learn French efficiently, you need to get out and converse in French.
15. **Understand that learning a language is a full time commitment**. If you muck around with it and only learn bits and pieces, you will likely regret this later in life when you actually want to converse in French.

16. **Have a positive attitude**. Sometimes, you may be discouraged by remembering why you wanted to speak French in the first place. The reality that 175 million people worldwide speak French is a good motivation. Also, think how few people are monolingual these days - two or more languages is more and more the norm.
17. **Watch the "French in Action" program on your local public broadcasting station**.
18. **Subscribe to a French newsletter or magazine**. You'll learn pretty fast this way if you continue to read French.
19. **Go to France, Quebec, or somewhere that French is the most prominent language**. This is considered the most practical and fastest way to learn the language by many leading experts.
20. **Go to an online translator website and just type in random phrases that you can use daily**. Then try to work these daily into your schedule. However, beware these translators as they are often wrong. Double check with your dictionary and your teacher.
21. **Teach French**. As you learn new words, say it to non-speaking friends and then say what it means. This, in turn, helps you pronounce and understand French and encourages your friends to learn with you.

Tips

- Set aside a time to learn French everyday. 15-30 minutes is better than one big session once a week. You always learn more if you practice a bit every day rather than once a week for two hours.
- Invest in a good Bescherelle. This is a book with every verb for quick and easy conjugation. French speakers swear by these.
- Try out French crossword puzzles. You can find these online.
- Print or buy a French calendar and replace your regular calendar. So whenever you look at the date, you'd quickly learn French numbers, days, and months. And when you write in events, look it up in your dictionary and write in French.
- At the store, count how many fruits you're putting in the cart in French.
- Get your friends/family to learn French with you. It's way more fun than learning by yourself.
- Look online for other people who are learning or already speak French. You can learn a lot from each other.
- Make French the first thing you see on your computer. Get your homepage to be a french website.
- As you talk, try not to talk fast if you are still not fluent enough. If you are a perfectionist or someone who is easily nervous, talking fast only makes you more nervous, while talking slower gives you more comfort and confidence to express yourself.

Warnings

- Don't get discouraged.
- Watch for masculine and feminine as well as plural.

- You will learn that most words in French have more than one way to say it.

Things You'll Need

- Bescherelle
- French/English dictionary

How to Speak French

Souhaitez-vous parler français? Speaking French, or any language for that matter, is a skill that needs to be practiced and developed on a regular basis. Putting yourself in a situation where you will need to utilize the spoken language will help you to improve your skills of speaking French. There are many other simple ways to aid your learning of this language which are listed below.

Steps

1. **Expose yourself to French media, such as movies, news and songs, so that you can listen to native speakers**. Satellite radio in the US now offers stations from Quebec. Some cable TV companies offer TV5 or other French stations.

2. **Find or make a friend who speaks French well, and make an effort to practice your French with this friend**. You can also find a pen pal or an online community that will let you ask questions and talk to others who are learning French.
3. **Try to find out if a French conversation group is already meeting in your area**. Online meeting sites are available which may help with this.
4. **Consider signing up for a language course at a local college or community college**. Some high schools offer adult education classes in languages.
5. **Subscribe to a kid's magazine written in French**. Bayard Presse Jeunesse and Express Milan have websites which will show you quite a few offerings. Kids magazines are helpful because they have pictures, from which you can sometimes glean the meaning of words you don't yet know. They offer short and very short articles, which is helpful when you are very new to a language.
6. **Consider a trip to Québec**. Museums there have bilingual exhibits and creative technologies which will offer you some good practice. While you are there, you can buy some books or other materials, and you will find yourself surrounded by French speakers, particularly outside of Montreal. But you need to know that the farther you go from the city, you will find more people using French which is not as easily recognizable as international French. For example, in the Gaspesie region, many heritages have influenced the development of language over the centuries, as many of the original settlers came from the Guernsey and the Jersey Islands, and not from France.
   o Learn the written form of common French words for daily use.
   o You can try watching a DVD, but change the language to French. If you are just starting out, you may want to add English subtitles. As you get better, change to French subtitles, and eventually no subtitles. Remember that the point of this exercise is to practice listening, so try not to just read the subtitles.
   o Practice using these words in a day-to-day situation.
   o Buy or borrow a computer game which can be listened to in French as well as English. Caillou has such a game, but this is offered only as an example. Others are probably occasionally available. Read the boxes and see what you can find.
7. **Words to use (more can be found here)**:
   o Bonjour [bon-joor] (Good day)
   o Oui [wee] (Yes)
   o Non (Non) Say 'No' as if it were English, but for the last 'n', pronounce it but don't touch your tongue to the roof of your mouth again. It should sound like an abrupt 'No' in a French Accent.
   o Parlez-vous anglais? [parlay voo zon-glay?] (Do you speak English?)
   o Comment ça va? [Com-mon sa va?] (How are you?)
   o Au Revoir [auh revwar] (Goodbye)
   o Chaud [show] (Hot)
   o Froid [fwah] (Cold)
   o Comment t'appelles-tu? [commont ahpelle too?] / Comment vous appelez-vous? (What's your name?)

- o Bonne Chance! [bonne chonce] (good luck!)
- o C'est La Loi [say la loe] (it's the law)

8. **Learn the numbers (more can be found here)**:
    - o Un [ehun] (one)
    - o Deux [deur] (two)
    - o Trois [twaah] (three)
    - o Quatre [kahtre] (four)
    - o Cinq [sank] (five)
    - o Six [sise] (six)
    - o Sept [set] (seven)
    - o Huit [wheet] (eight)
    - o Neuf [neuf] (nine)
    - o Dix [deese] (ten)
9. *Remember:* Tu is informal, vous is formal. Plus, Tu is always singular. If you talk to more than one person, use vous.
10. **Address strangers and authority figures with formal expressions, and use informal expressions only when speaking with your friends and family**.
11. **Even though "Je Suis" means " I am", do not use it in front of "chaud" or "froid" if you are hot or cold as this means something entirely different and is guaranteed to earn you a lot of glares in polite company and could possibly lead to very sticky situations**. Je suis chaud is quite rude in French. Use "J'ai" instead - I have, eg. J'ai froid -> I'm cold; and J'ai chaud -> I'm hot.
12. **Use also the verb "avoir" to indicate your age**: I am twenty years old -> J'ai vingt ans.
13. **This is much harder than it sounds**. Just get a recording and repeat the words on the tape, and memorize what they mean.

Tips

- Buy a French textbook or some kind of learning program. Many products are available, so you may want to do a little research to find a book or a program which you think will work for you. Some recommend the *French In Action* series of videos, which has the bonus of helping to improve listening abilities. There are many to choose from, ask at a specialist language store.
- Make a plan as to how you are going to pursue the course you have chosen. Decide how much time you are going to spend and decide how often you will do it, and where you will study.
- Schedule your study times on your calendar.
- Stick to your plan and try not to miss your sessions.

Warnings

- Watch out for the French vowels when speaking! For example, the 'o' in 'bonjour' is pronounced 'oh', not 'ah'.
- Open your mouth very little when speaking French. This is especially important in the "ah" and "oh" sounds.

- In French, words are either masculine or feminine, singular or plural. The word chair, in French, "chaise (shes-ze)", is feminine and singular; the word screen is "écran (ay-krah)" in French and is masculine and singular. The word "frites (freet)", meaning French Fries, is feminine and plural. Always add the appropriate articles in front of the noun. Masculine and singular: le (luh) or un(ahn); Feminine and singular: la (lah) or une (ewn); Plural(feminine or masculine): les (layh) or des (dayh)
- le, la, les is used for indicating expressions: the apple, the table, ..
- un, une, des is used for general expressions: an apple, a table, ..

Things You'll Need

- French-English Dictionary
- French Verb Book
- French Grammar book
- French teacher (optional)

Chapter- 9

How to Speak Basic French

The Arc de Triomphe: Paris, France

The Eiffel Tower: Paris, France

French is a Romance language spoken fluently by approximately 175 million people worldwide. Although originating in France, Belgium, Luxembourg and Switzerland, today it is spoken in countries all over the world including Algeria, Cameroon, Canada, Central African Republic, Haiti, Lebanon, Madagascar, Martinique, Monaco, Morocco, Niger, Senegal, Tunisia, Vietnam and officially in a total of 29 countries. It is regarded as one of the most beautiful and romantic languages in the world and as a foreign language is the second most frequently taught language in the world after English. Here's how to say several simple French phrases.

Steps

1. Memorize a new phrase or two every day and use them as part of your daily speech. Start by learning the more common and well-known words and phrases, including:

   - Bonjour - *bon-jshor*
     - Hello / Good day
   - Bonsoir - *bon-swah*
     - Good evening
   - Bonne nuit - *bun nwee*
     - Goodnight
   - Au revoir - *ohr-vwah*

- Goodbye
  - Salut - *sa-loo*
    - Hi / Bye [informal]
  - S'il vous plaît - *see voo play*
    - Please [formal]
  - S'il te plaît - *see te play*
    - Please [informal]
  - Merci (beaucoup) - *mair-see (boh-koo)*
    - Thank you (very much)
  - Je vous en prie - *zhuh voo zawn pree*
    - You're Welcome [formal]
  - De rien - *duh ree-ahn*
    - You're welcome [informal]

2. Learn to continue speaking after you've exchanged greetings in French. Included here are some useful questions. Note that informal phrases are the ones you would use when speaking to friends, family and children, whereas formal phrases would be used when speaking to anyone older than you or anyone that you don't know, such as strangers, teachers, parents of your friends and anyone else you'd wish to speak very politely and respectfully to.

   - Comment allez-vous? - *koh-mawn tahl-ay voo*
     - How are you? [formal]
   - Ça va? - *sah vah*
     - How are you? [informal]
   - (Très) bien - *(treh) bee-ahn*
     - (Very) good
   - (Pas) mal - *(pah) mahl*
     - (not) bad
   - Malade - *mah-lahd*
     - Sick
   - Quel age as-tu
     - How old are you
   - J'ai (how old you are) ans
     - I am (your age) old
   - Comment vous appelez-vous ? - *koh-mawn voo zah-play voo*
     - What is your name? [formal]
   - Tu t'appelles comment ? - *tew tah-pell koh-mawn*
     - What's your name? [informal]
   - Où habitez-vous ? - *ooh ah-bee-tay voo*
     - Where do you live? [formal]
   - Où habites-tu? - *tew ah-beet ooh*
     - Where do you live? [informal]
   - Vous êtes d'où ? - *voo zet doo*
     - Where are you from? [formal]
   - Tu es d'où ? - *tew ay doo*
     - Where are you from? [informal]

- Parlez-vous anglais ? - *par-lay voo on-glay*
  - Do you speak English? [formal]
- Tu parles anglais ? - *tew parl on-glay*
  - Do you speak English? [informal]

3. Tell people about yourself! Here are some ways to answer some of the questions you just learned how to ask:

   - Je m'appelle _____ - *zhuh mah-pell*
     - My name is _____
   - J'habite à _____ - *zhah-beet ah*
     - I live in _____
   - Je suis de _____ - *zhuh swee duh*
     - I am from _____
   - l'Angleterre - *lawn-gluh-tair*
     - England
   - le Canada - *kah-nah-dah*
     - Canada
   - les États-Unis - *ay-tah-zew-nee*
     - United States
   - l'Allemagne - *lahl-mawn-yuh*
     - Germany
   - Je (ne) parle (pas) _____ - *zhuh (nuh) parl (pah)*
     - I (don't) speak _____
   - français - *frahn-say*
     - French
   - anglais - *on-glay*
     - English

4. Practice more everyday. Here are a collection of more questions and phrases that might be helpful should you travel to a French-speaking country.

   - Comment? - *kohm-mawn*
     - What? Pardon?
   - Comprenez-vous ? - *kohm-pren-ay-voo*
     - Do you understand? [formal]
   - Tu comprends ? - *tew kohm-prawn*
     - Do you understand? [informal]
   - Je (ne) comprends (pas) - *zhuh (nuh) kohm-prawn (pah)*
     - I (don't) understand
   - Comment dit-on _____ en français ? - *kohm-mawn dee-tohn _____ on frahn-say*
     - How do you say _____ in French?
   - Je ne sais pas - *zhuhn say pah*
     - I don't know
   - Où sont _____ ? - *ooh sohn*
     - Where are _____ ?

- o Voilà - *vwah-lah*
    - Here it is.
- o Où est _____ ? - *ooh eh*
    - Where is _____ ?
- o Voici _____ - *vwah-see*
    - Here is _____
- o Qu'est-ce que c'est que ça ? - *kess kuh seh kuh sah*
    - What is that?
- o Qu'est-ce qu'il y a ? - *kess keel-ee-ah*
    - What's the matter?
- o Je suis malade. - *zhuh swee mah-lahd*
    - I'm sick
- o Je suis fatigué(e) - *zhuh swee fah-tee-gay*
    - I'm tired (add the 'e' if you are female - but pronounce it the same)
- o J'ai soif. - *zhay swahf*
    - I'm thirsty.
- o J'ai faim. - *zhay fawn*
    - I'm hungry.
- o Qu'est-ce qui se passe ? - *kess kee suh pahs*
    - What's happening?
- o Je n'ai aucune idée. - *zhuh neh oh-kewn ee-day*
    - I have no idea.

5. Label objects around the house. Try writing the word in french on a flashcard and the pronounciation on the other side and simply tape it to the correct object and flip it over if you wish to remind yourself of the pronouciation without becoming reliant on the "english-ized" spelling of the words. Here's some ideas of objects to label:

- o l'étagère - *lay-tah-zhehr*
    - Shelf
- o la fenêtre - *fuh-neh-truh*
    - Window
- o la porte - *port*
    - Door
- o la chaise - *shehzh*
    - Chair
- o l'ordinateur - *lor-dee-nah-tur*
    - Computer
- o la chaîne hi fi - *shen-hi-fi*
    - Stereo
- o la télévision - *tay-lay-vee-zee-ohn*
    - Television
- o le réfrigérateur - *ray-free-zhay-rah-tir*
    - Refrigerator
- o le congélateur - *kon-zhay-lah-tur*
    - Freezer

- o la cuisinière - *kwee-zeen-yehr*
  - Stove

Tips

- Remember to use formal phrases when speaking to people that you wish to show respect towards, such as strangers, professors, bosses, etc. You would use informal phrases only when speaking to children, friends, or family members or to others when you wish to be rude.
- The French language was designed to be spoken very rapidly. Try renting or buying French films or DVDs with French dubbing so you can get used to hearing and understanding the phrases, even when spoken quickly.
- When asking a question remember to bring up the pitch of your voice with each syllable, that will make it easier for a French person to understand that you're asking a question and they will probably be able to understand you better.
- Read French books such as Le Fantom de l'Opera by Gaston Leroux. They will help you understand the language more.
- If you're having a hard time, you can start with "I don't speak French": "Je ne parle pas le français". It is pronounced Je= Jeuu ne= neuu parle= parl pas= pa le= leuu français= fransay.

Warnings

- When traveling abroad it is highly advised that you learn more than these basic phrases. Consider taking a course at a local college or community centre.

Chapter- 10

How to Speak in a British Accent

Accents that are peculiar to England, Scotland, Northern Ireland and Wales are each different and with practice you can begin to talk with one that sounds genuine. Along with the accents are mannerisms that that you will need to assume to affect the part. The following directions describe *Queen's English* or "Received Pronunciation", rarely ever used in the modern-day United Kingdom, but the foreigners' stereotypical view of how the British talk.

Steps

1. **Understand that in most British accents speakers don't roll their '"R'"s**: (except those from the West Country, Liverpool, Northumbria, Northern Ireland, and parts of Scotland), but not all "British" accents are the same, ie: a Scottish accent varies greatly from an English accent.
2. **Pay attention to the tones and stress(emphasis) used throughout spoken sentences by British people**. Do sentences generally end on a higher note, the same, or lower? How much variation is there in tone throughout a typical sentence? There is a huge variation between regions with tonality. British speech, especially RP, usually varies much less within a sentence than American English, and the general tendency is to go down slightly towards the end of a phrase. However, Liverpool and north-east England are notable exceptions!
3. **Pronounce *U* in *stupid* and in *duty* with the *ew* sound**: not *oo* as in an American accent; thus it is pronounced *stewpid*, not *stoopid*, etc. In the standard English accent, the *A* (for example, in *father*) is pronounced at the back of the mouth with an open throat - not quite "awr", but on the way there. This is the case in pretty much all British accents, but it's exaggerated in RP. In southern England, words such as "bath", "path", "glass", "grass" also use this vowel.
4. **Get a British person to say well known sentences**: "How now brown cow" and "The rain in Spain stays mainly on the plain" and pay close attention. Rounded mouth vowels in words such as "about" in London, are usually flattened in Northern Ireland.
5. **Notice that two or more vowels together may prompt an extra syllable**. For example, the word "road" would usually be pronounced *rohd*, but in Wales and with some people in Northern Ireland it might be pronounced *ro.ord*.
6. **Pronounce that *T* in "duty" as *T***: not as the American *D* as *doody* so that duty is pronounced *dewty* or a softer *jooty*.
7. **Pronounce the suffix *-ing* with the *G***: so it sounds like *-ing* rather than *-een*. But sometimes it is shortened to *in* as in *lookin*.
   - The words *human being* are pronounced *hewman being* or *yooman been* in certain areas, though it could be pronounced *hewman bee-in*.
8. **Drop the *T*s**: sometimes *T*s aren't pronounced at all, especially in words with two *T*s grouped together. So battle might be pronounced *Ba-ill*, catching the air behind the back of the tongue at the end of the first syllable before expelling it on pronunciation of the second syllable. This is known as the glottal stop, and is uncommon in American English pronunciation. Dropping the 't' is considered to be lazy, so be aware that whilst you should be aware of it when listening, try not to speak like this yourself. (Correction from British speaker: snobs consider it lazy, and this feature doesn't exist in RP, but in pretty much all other accents it's accepted to do it in the middle of words in casual contexts and almost universal to put a glottal stop at the end of a word.)(addition from an American theatre specialist: Americans do glottal stops all the time,"bu-on" for button, "mou--ian" for mountain).
9. **Observe that *H* is not always pronounced**: but the "H" is pronounced in the word "herb," in contrast to American *erb*.

10. **Realize that some words require the *ee* sound to be pronounced as in the word *been*.** In an American accent, this is often pronounced *bin*. In an English accent, *been* is the more common pronunciation, but "bin" is sometimes heard in casual speech where the word isn't particularly stressed.

Tips

- There are hundreds of different accents within the United Kingdom, so categorizing them all as a British accent is rather incorrect; wherever you go, you will find an unbelievable variety of different pronunciations.
- As with any accent, listening to and imitating a native speaker is the most important and fastest way to learn. Remember that when you were young you learned a language by listening and then repeating the words while imitating the accent.
- Take a trip to the United Kingdom and really listen to how they speak.
- As a child, your ability for the ear to process different frequencies of sound is greater, enabling you to distinguish and reproduce the sounds of the languages that surround you. To effectively learn a new accent, you must expand the ability of your ear by listening over and over to examples of the accent.
- If you're visiting England, the universities of Oxford and Cambridge are some of the last strongholds of the traditional RP/"Queen's English" accent. However, more and more students there now speak with accents from around Britain and the world, and the natives of the cities and surrounding areas speak with their own (often very distinctive) local accents. They'd probably be offended if you assumed they spoke with a "stereotypical British accent"; don't fall into the common trap of thinking an "Oxfordshire"/"Cambridgeshire" accent = RP.
- Try to get a British phone-buddy!
- It is easier to learn accents by listening to people. A formal British accent can be heard on BBC news. You need to pronounce everything clearly and articulate every word properly, making sure there are spaces between your words. (Second (British!) writer: not all BBC broadcasters speak RP any more, although most do; it's probably correct that formal British speech is more deliberate and articulated than American, but this effect is deliberately exaggerated for TV and radio broadcast).
- As you expand the ability of the ear, speaking becomes an automatism. When the ear can "hear" a sound, the mouth has a better chance of producing it.
- There are a wide range of British accents. For every day use or for business, try learning a "received pronunciation" (RP) accent such as that commonly used by BBC newscasters.
- Think about your audience. If you wish to genuinely fool people into thinking you're British, you want to think about regions, and work much harder than if you want to get a general picture across for a school play.
- Try imagining a plum in your mouth. While pronouncing your vowels, try to keep your tongue as low in the mouth as possible while keeping the roof high. Talk as normal as possible (not foolishly). The placement of the tongue, combined with the extra resonance, should make a good start to "faking" a British accent.

- As well as accent, watch out for slang words, such as *lads* or *blokes* for boys/men, *birds* or *lasses* (in the north of England and in Scotland) for women. *Loo* for the toilet, but *bathroom* for a room you clean yourself in.
- Also, **don't** talk *nasally*, thus don't use your adenoids to speak.
- Remember: The accents of Julie Andrews or Emma Watson (Hermione from *Harry Potter*), who speak RP, are quite different from those of Jamie Oliver and Simon Cowell (Estuary English - probably the most widespread everyday accent in Southern England, somewhere between Cockney and RP) or Billy Connolly (Glasgow).
- Many places have different mannerisms and word usages. Look up a British dictionary online for more British terms. (However, bear in mind that beyond the obvious tap/faucet, pavement/sidewalk distinctions, locals would find you at best an endearing source of amusement and at worst patronising if you tried to adopt their local words and mannerisms yourself).
- Another way to practice an English, Welsh, Scottish or Irish accent would be to watch and follow a specific news spokesman on any British news channel and repeat their speech (half an hour a day would probably take 2 weeks to become an expert).
- You may have heard a Cockney accent (east end of London). This accent is increasingly more unusual in the 21st century but if you were try to imitate one, notice that they almost sing words and they almost replace vowels and remove letters, e.g. the a in "change", would be an "i" sound. Films based on books by Dickens as well as ones such as "My Fair Lady" may have examples of this accent. (British writer: If you want to hear a more up-to-date version of this accent, watch some episodes of the TV series Eastenders and Only Fools and Horses. People do still speak like this, especially working-class people in east London and parts of Essex and Kent, although it's much more noticeable with older people.)
- With some very strong regional accents, there is a tendency to replace *th* with a *ff* - "through" may sound like "froo".
- Try repeating people who have British accents.
- Always use British English words if they are different to US English. The British tend to be protective about the differences. In particular, use "rubbish" and "tap", not "trash" and "faucet". Also, it's good (but not essential) to say "schedule" with "sh_", not "sk_" but you must learn how to say "specialty" with 5 syllables, not three (as spe-ci-al-i-ty).
- Also, one of the words in English which shows very easily which accent someone has is "Water". In Britain, it would sound more like "war-tah".
- Once you learn the techniques and listen to "Brit" speakers, try reading parts of books while reading in the dialect. It's fun and makes for good practice.
- When you say "at all" pronounce it like "a tall" but with an British accent.

Warnings

- Don't narrow your mouth too much when you say words with "A" as *shark* or *chance*. The result may sound South African.

- Don't think that you'll get it right quickly, either. It is likely that any true British person will know that you're faking it straight away, but it might pass for a real accent to non-"Brits".
- The Cockney Accent (as in the movie *My Fair Lady*) is rare in Modern British. TV makes it seem like that's the main accent, but it isn't common. (As mentioned above though, it does still exist, especially with older people, and a milder version known as Estuary English is still very widespread.)
- Don't be over confident that you *do a good British accent*. It is rare to find an imitation that sounds genuine to the *native ear*.

Things You'll Need

- CD player, some tapes related to the British accent
- you can also refer to BBC learning English
- record the British accent and open windows media player and play it on slow. That will help you learn the British accent more quickly.

How to Use English Punctuation Correctly

With the dawn of the Internet, the birth of Internet slang, and the growing age of SMS, many individuals are forgetting the fundamental aspects of **English punctuation**. Would you like to write a great paper for one of your classes? Maybe you need to submit a polished, impeccable proposal to your boss. If so, it will help to know proper usage of punctuation. Consider this as a crash course in English punctuation, and read on.

Steps

1. **End complete sentences with a period (full stop), question mark, or exclamation point (exclamation mark or shout mark)**.
    o Use the period (full stop) to denote a full stop at the end of a statement. The period (**.**) is one of the most commonly used punctuation marks.
        ▪ *The accessibility of the computer has increased tremendously over the past several years.*
    o The question mark (?), used at the end of a sentence, suggests an interrogatory remark or inquiry.
        ▪ *What has humanity done about the growing concern of global warming?*
    o The exclamation point (exclamation mark, shout mark)(!) suggests excitement or emphasis in a sentence.
        ▪ *I can't believe how difficult the exam was!*
2. **Use the semicolon and colon properly**.
    o The semicolon (;) has a few uses.
        ▪ Use a semicolon to separate two related but independent clauses. Note that, if the two clauses are very wordy or complex, it is better to use a **period** (**full stop**) instead.
            ▪ *People continue to worry about the future; our failure to conserve resources has put the world at risk.*
        ▪ Use a semicolon to separate a complex series of items, especially those that contain commas.
            ▪ *I went to the show with Jake, my close friend; his friend, Jane; and her best friend, Jenna.*
    o The colon (:) has multiple uses.
        ▪ Use the colon to introduce a list. Be careful not to use a colon when denoting a regular **series**. Usually, the word *following* suggests the use of a colon. Use only after a full sentence which ends in a noun.
            ▪ *The professor has given me three options: to retake the exam, to accept the extra credit assignment, or to fail the class.*
            ▪ INCORRECT - *The Easter basket contained: Easter eggs, chocolate rabbits, and other candy.*
3. **Understand the differences between a hyphen and a dash**.
    o The hyphen (-) was once a common punctuation mark on typewriters, when a long word might have been split between two lines. The hyphen is still used in a number of other areas:

- Use a hyphen when adding a prefix to some words. The purpose of this hyphen is to make the word easier to read. If you were to leave the hyphen out of a word like *re-examine,* it would be *reexamine,* which would be harder to read. Understand that some words do not require a hyphen to separate the prefix from the word, such as *restate, pretest,* and *undo.* Let a dictionary be your guide for when to use the hyphen after a prefix.
  When you use a hyphen, the two words have to rely on each other. Example: *re-arrange.*
    - *Cara is his ex-girlfriend.*
- Use hyphens when creating compound words from separate words.
    - *The up-to-date newspaper reporters were quick to jump on the latest scandal.*
- Use a hyphen when writing numbers out as words. Separate the two words of any number under one hundred with a hyphen.
    - *There are fifty-two playing cards in a deck.* ("The amount is one hundred and eighty" is a common error in US English, where the "and" is usually omitted. Elsewhere in the English-speaking world, however, the "and" is usually included.)
        - Be careful with spelling out numbers above one hundred — if the number is used as an adjective, it is completely hyphenated, since all compound adjectives are hyphenated (*This is the one-hundredth episode.*). Otherwise, a hyphen should only occur if a number greater than 100 occurs within the larger number, e.g., *He lived to be one hundred twenty-one.*
  - The dash (-- or —) should be used when making a brief interruption within a statement, a sudden change of thought, an additional comment, or a dramatic qualification. It can also be used to add a parenthetical statement, such as for further clarification, but should still be relevant to the sentence. Otherwise, use parentheses. Keep in mind that the rest of the sentence should still flow naturally. Try to remove the statement within the dash from the sentence; if the sentence appears disjointed or does not make sense, then you may need to revise. There should be spaces before and after the dash in British English.
    - *An introductory clause is a brief phrase that comes — yes, you guessed it — at the beginning of a sentence.*
    - *This is the end of our sentence — or so we thought.*
4. **Use the double quotation mark and single quotation mark/apostrophe for different purposes**.
  - The double quotation (**"**) encloses a direct quotation, whether made by a person or taken from a piece of literature.
    - *"I can't wait to see him perform!" John exclaimed.*

- *According to the article, the value of the dollar in developing nations is "strongly influenced by its aesthetic value, rather than its face value."*
  - The single quotation mark or apostrophe (**'**) has a variety of uses.
    - Use the apostrophe together with the letter *s* to indicate possession. Be aware of the difference in using an apostrophe with singular or plural nouns. A singular noun will use **'s**, whereas the plural version of that singular noun will use **s'**. Also, be mindful of nouns that are always considered to be plural, such as *children* and *people* — here, you should use **'s**.
    Be aware of pronouns that are already possessive and do not require apostrophes, such as *hers* and *its* (*it's* is used only for the contractions of *it is* and *it has*). *Their* is possessive without apostrophe or *s*, except as a predicate adjective, where it becomes *theirs*.
      - *The hamster's water tube needs to be refilled.*
        - A singular noun with possession.
      - *In the pet store, the hamsters' bedding needed to be changed.*
        - A pluralized singular noun with possession.
      - *These children's test scores are the highest in the nation.*
        - A plural noun with possession.
      - *Friends of hers explained it's her idea, not theirs, to refill the hamster's water tube and change its bedding.*
        - Possessive pronouns (*hers*, *theirs*, *its*), contraction of *it is*, and a singular noun with possession.
    - Use the apostrophe to combine two words to make a contraction. For example, *cannot* becomes *can't*, *you are* becomes *you're*, and they have becomes *they've*.
    Be sure to use correctly possessive pronoun *your* and contraction *you're* — it is one of the __most common mistakes__ to confuse them!
    - Use the single quotation mark within a regular quotation to indicate a quotation within a quotation.
      - *Ali said, "Anna told me, 'I wasn't sure if you wanted to come!'"*
    - Note that an apostrophe is not used with *s* to make a plural noun from a singular. This is a very common mistake and should be avoided.
      - **CORRECT** - apple → apples
      - **INCORRECT** - apple → apple's
5. **Indicate a break or pause within a sentence with the comma (,)**. This is another commonly used punctuation mark. There are several instances where you might use a comma.
   - Use the comma when denoting an appositive, or a break within a sentence that supplements and adds information to the subject.

- - *Bill Gates, CEO of Microsoft, is the developer of the operating system known as Windows.*
- Use the comma when denoting a series. This is a set of three or more "list" items within a sentence. Many writers omit the last comma as "and" is also a connective ("The basket contained apples, bananas and oranges.").
  - *The fruit basket contained apples, bananas, and oranges.*
  - *The computer store was filled with video games, computer hardware and other electronic paraphernalia.*
- Use a comma if your subject has two or more adjectives describing it. This is somewhat similar to a series, except that it is **incorrect** to place a comma after the final adjective.
  - CORRECT - *The powerful, resonating sound caught our attention.*
  - INCORRECT - *The powerful, resonating, sound caught our attention.*
- Use a comma when referring to a city and state. It is also necessary to use a comma to separate the city and state from the rest of the sentence.
  - *I am originally from Ventnor, NJ.*
  - *Los Angeles, CA, is one of the largest cities in the United States.*
- Use a comma to separate an introductory phrase (which is usually one or more prepositional phrases) from the rest of the sentence. An introductory phrase briefly introduces the sentence, but is not part of the sentence's subject or predicate, and it therefore should be separated from the main clause by a comma.
  - *After the show, John and I went out to dinner.*
  - *On the back of my couch, my cat's claws have slowly been carving a large hole.*
- Use the comma to separate two independent clauses. Having two independent clauses in a sentence simply means that you can split the sentence into two. If your sentence contains two independent clauses that are separated by a conjunction (such as *and*, *as*, *but*, *for*, *nor*, *so*, or *yet*), place a comma before the conjunction.
  - Ryan went to the beach yesterday, but he forgot his sunscreen.
  - *Water bills usually rise during the summer, as people are thirstier during hot and humid days.*
- Use a comma when making a direct address. When calling one's attention by name, separate the person's name and the rest of the statement with a comma. Note that this kind of comma is used rarely in writing, because this is something that we do normally while speaking.
  - *Amber, could you come here for a moment?*
- Use a comma to separate direct quotations. A comma should come after the last word before a quotation *that is being introduced*. It is not necessary to use a comma in an indirect quote. A comma is usually not necessary if you are not quoting an entire statement.
  - *While I was at his house, John asked me if I wanted anything to eat.*
    - An indirect quotation that does not require a comma.

- *While I was at his house, John asked, "Do you want anything to eat?"*
  - A direct quotation.
- *According to the client, the lawyer was "lazy and incompetent."*
  - A partial direct quotation that does not require a comma.

6. **Understand the difference between parentheses, brackets, and braces**.
   - Use parentheses (( )) to clarify, to place an afterthought, or to add a personal comment. Be sure to include the period *after* the closing parenthesis.
     - *Steve Case (AOL's former CEO) resigned from the Time-Warner board of directors in 2005.*
       - Used for clarification. Here, commas can replace the parentheses.
     - *You will need a flashlight for the camping trip (don't forget the batteries!).*
       - An afterthought. Note that the period (full stop) follows the last parentheses — *not before the first*. Also note that replacing the parentheses with a comma may not be entirely suitable here, and is better off with a period or a semicolon.
     - *Most grammarians believe that parentheses and commas are always interchangeable (I disagree).*
       - A personal comment.
   - Use brackets ([ ]) to signify an editor's note in a regular piece of writing. You can also use brackets to clarify or to revise a direct quote so that it appeals to your own writing. Brackets are often used to encompass the word "sic" (Latin for *thus*), suggesting that the previous word or phrase was written "as is", with the error intended to be displayed.
     - *"[The blast] was absolutely devastating," said Susan Smith, a local bystander at the scene of the incident.*
       - *"It was absolutely devastating!"* – the actual quote by Susan Smith.
   - Braces ({ }) are most widely used in denoting a numeric set in mathematics. Though generally uncommon, braces can also be used in regular writing to indicate a set of equal, independent choices.
     - *{ 1, 2, 5, 10, 20 }*
     - *Choose your favorite utensil { fork, knife, spoon } and bring it to me.*

7. **Know how to use the slash (/)**.
   - Use the slash to separate *and* and *or*, when appropriate. The phrase *and/or* suggests that a series of options are not mutually exclusive.
     - *To register, you will need your driver's license and/or your birth certificate.*
   - The slash is used when quoting lyrics and poetry to denote a line break. Be sure to add spaces between your slashes here.

- ▪ *Row, row, row your boat / Gently down the stream. / Merrily, merrily, merrily, merrily, / Life is but a dream.*
  - o The slash can replace the word *and* to join two nouns. By replacing *and* with a slash, you suggest that there is equal importance to both characteristics. Use these replacements in moderation to place greater emphasis where *and* may not do so — as well as not to confuse the reader. You can also do the same for *or*, as in *his/her*. However, you should **not** use the slash to separate independent clauses, as shown below.
    - ▪ CORRECT
      "The student and part-time employee has very little free time." →
      "The student/part-time employee has very little free time."
    - ▪ INCORRECT
      "Do you want to go to the grocery store, or would you prefer to go to the mall?" →
      "Do you want to go to the grocery store / would you prefer to go to the mall?"

Tips

- If you write in a professional capacity, be sure to follow any guidelines or style guides provided by your employer. In some cases, their rules can be at odds with what you read here or elsewhere, but their rules always take precedence. For example, some companies use serial commas (a, b, and c) and others do not (a, b and c).
- Many grammar experts believe that parentheses and commas are often interchangeable when setting off information. While this is sometimes true, there are some cases where a set of parentheses might be more suitable, such as in indicating one's personal thought.
- Although dashes and parentheses have similar uses, remember that parentheses indicate a stronger "side notion" than dashes.
- There are exceptions to the hyphen-dash rule. In making compound words, when one of the words is itself composed of two words, use an *en dash* (–) rather than a hyphen, as in, "He took the Paris–New York route." En dashes are also used between numbers, as in page numbers or years, to denote a range. ("A discussion on personal finance is found in pages 45–62.")
- The placement of punctuation marks before or after a closing quotation mark varies. American English leaves the punctuation mark inside the quotation if it is part of the quotation, "like so." (Commas and periods (full stops) are always put inside the quotation marks for a sentence in American English, regardless of whether the quotation has punctuation at the end. Other types of punctuation marks are put outside the quotation if they are not part of the quotation.) British English tends to leave the punctuation mark outside the quotation, "like so".
  - o At times, British English will switch back and forth between the inside and outside, depending on the context. For example, interrogative quotations may keep the question mark inside the quotation, as in, "Do you like this question?"

- In formal writing, try to avoid excessive use of question marks and exclamation points. Most of your sentences should be declarative statements.
- Dashes are usually considered to be informal. You might want to replace the use of a dash with a set of parentheses, or even commas. Similarly, limit the frequency of dash use in your writing; they should be reserved to emphasize a couple of important points.
- If you decide against the serial comma in your work, make sure that the meaning of the sentence can stand without its use. Think about the classic example of a sentence in which the serial comma is needed: "My heroes are my parents, Mother Teresa and the Pope."
- If you find that a sentence seems to drag on, find a way to add a comma or two, so that it is easier on the reader's eyes. If a sentence becomes too long, then consider splitting it into two or more sentences.
- Never be afraid to have short sentences in your writing by splitting up long sentences that contain several points. Your reader will appreciate writing that is clear and concise with briefer statements, as opposed to a one-page paragraph with twenty words per sentence.

Warnings

- While using English punctuation appropriately may help your writing to flow much more smoothly, generally creating a more "intelligent" appearance, don't overdo it. It's best to err on the side of omission than to add several superfluous apostrophes and commas.
- Try to keep the different languages' punctuation from each other, so you do not confuse languages and their punctuation rules with each other.

Chapter- 11

Machine Translation

Machine translation, sometimes referred to by the abbreviation **MT**, also called **computer-aided translation**, **machine-aided human translation MAHT** and **interactive translation**, is a sub-field of computational linguistics that investigates the use of computer software to translate text or speech from one natural language to another. At its basic level, MT performs simple substitution of words in one natural language for words in another, but that alone usually cannot produce a good translation of a text, because recognition of whole phrases and their closest counterparts in the target language is needed. Solving this problem with corpus and statistical techniques is a rapidly growing field that is leading to better translations, handling differences in linguistic typology, translation of idioms, and the isolation of anomalies.

Current machine translation software often allows for customisation by domain or profession (such as weather reports), improving output by limiting the scope of allowable substitutions. This technique is particularly effective in domains where formal or formulaic language is used. It follows that machine translation of government and legal documents more readily produces usable output than conversation or less standardised text.

Improved output quality can also be achieved by human intervention: for example, some systems are able to translate more accurately if the user has unambiguously identified which words in the text are names. With the assistance of these techniques, MT has proven useful as a tool to assist human translators and, in a very limited number of cases, can even produce output that can be used as is (e.g., weather reports).

History

The idea of machine translation may be traced back to the 17th century. In 1629, René Descartes proposed a universal language, with equivalent ideas in different tongues sharing one symbol. In the 1950s, The Georgetown experiment (1954) involved fully-automatic translation of over sixty Russian sentences into English. The experiment was a great success and ushered in an era of substantial funding for machine-translation

research. The authors claimed that within three to five years, machine translation would be a solved problem.

Real progress was much slower, however, and after the ALPAC report (1966), which found that the ten-year-long research had failed to fulfill expectations, funding was greatly reduced. Beginning in the late 1980s, as computational power increased and became less expensive, more interest was shown in statistical models for machine translation.

The idea of using digital computers for translation of natural languages was proposed as early as 1946 by A. D. Booth and possibly others. The Georgetown experiment was by no means the first such application, and a demonstration was made in 1954 on the APEXC machine at Birkbeck College (University of London) of a rudimentary translation of English into French. Several papers on the topic were published at the time, and even articles in popular journals (see for example *Wireless World*, Sept. 1955, Cleave and Zacharov). A similar application, also pioneered at Birkbeck College at the time, was reading and composing Braille texts by computer.

Translation process

The translation process may be stated as:

1. Decoding the meaning of the source text; and
2. Re-encoding this meaning in the target language.

Behind this ostensibly simple procedure lies a complex cognitive operation. To decode the meaning of the source text in its entirety, the translator must interpret and analyse all the features of the text, a process that requires in-depth knowledge of the grammar, semantics, syntax, idioms, etc., of the source language, as well as the culture of its speakers. The translator needs the same in-depth knowledge to re-encode the meaning in the target language.

Therein lies the challenge in machine translation: how to program a computer that will "understand" a text as a person does, and that will "create" a new text in the target language that "sounds" as if it has been written by a person.

This problem may be approached in a number of ways.

Approaches
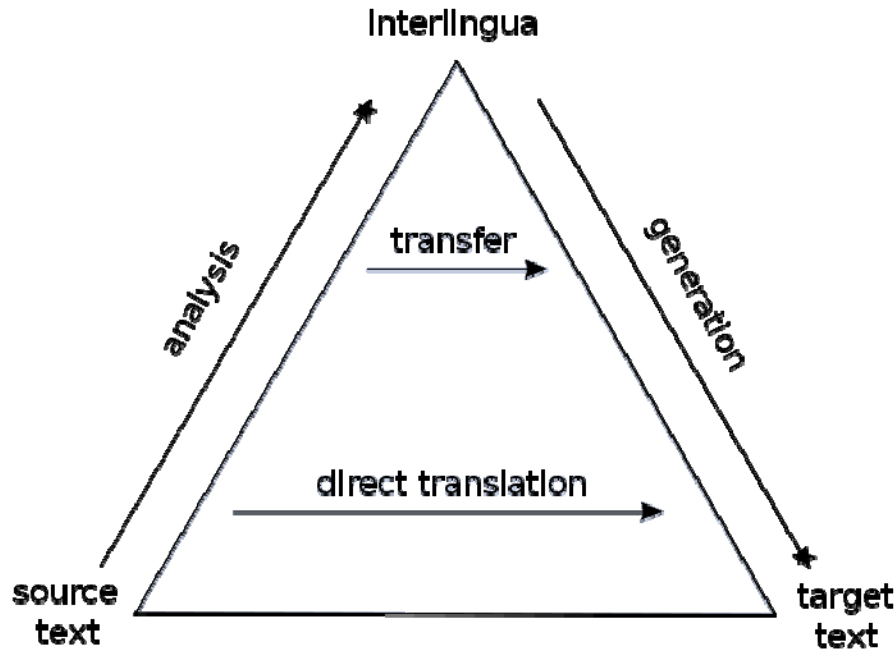
Pyramid showing comparative depths of intermediary representation, interlingual machine translation at the peak, followed by transfer-based, then direct translation.

Machine translation can use a method based on linguistic rules, which means that words will be translated in a linguistic way — the most suitable (orally speaking) words of the target language will replace the ones in the source language.

It is often argued that the success of machine translation requires the problem of natural language understanding to be solved first.

Generally, rule-based methods parse a text, usually creating an intermediary, symbolic representation, from which the text in the target language is generated. According to the nature of the intermediary representation, an approach is described as interlingual machine translation or transfer-based machine translation. These methods require extensive lexicons with morphological, syntactic, and semantic information, and large sets of rules.

Given enough data, machine translation programs often work well enough for a native speaker of one language to get the approximate meaning of what is written by the other native speaker. The difficulty is getting enough data of the right kind to support the particular method. For example, the large multilingual corpus of data needed for statistical methods to work is not necessary for the grammar-based methods. But then, the grammar methods need a skilled linguist to carefully design the grammar that they use.

To translate between closely related languages, a technique referred to as shallow-transfer machine translation may be used.

Rule-based

The rule-based machine translation paradigm includes transfer-based machine translation, interlingual machine translation and dictionary-based machine translation paradigms.

Transfer-based machine translation

Interlingual

Interlingual machine translation is one instance of rule-based machine-translation approaches. In this approach, the source language, i.e. the text to be translated, is transformed into an interlingual, i.e. source-/target-language-independent representation. The target language is then generated out of the interlingua.

Dictionary-based

Machine translation can use a method based on dictionary entries, which means that the words will be translated as they are by a dictionary.

Statistical

Statistical machine translation tries to generate translations using statistical methods based on bilingual text corpora, such as the Canadian Hansard corpus, the English-French record of the Canadian parliament and EUROPARL, the record of the European Parliament. Where such corpora are available, impressive results can be achieved translating texts of a similar kind, but such corpora are still very rare. The first statistical machine translation software was CANDIDE from IBM. Google used SYSTRAN for several years, but switched to a statistical translation method in October 2007. Recently, they improved their translation capabilities by inputting approximately 200 billion words from United Nations materials to train their system. Accuracy of the translation has improved.

Example-based

Example-based machine translation (EBMT) approach was proposed by Makoto Nagao in 1984. It is often characterised by its use of a bilingual corpus as its main knowledge base, at run-time. It is essentially a translation by analogy and can be viewed as an implementation of case-based reasoning approach of machine learning.

Hybrid MT

Hybrid machine translation (HMT) leverages the strengths of statistical and rule-based translation methodologies. Several MT companies (Asia Online, LinguaSys, and Systran)

are claiming to have a hybrid approach using both rules and statistics. The approaches differ in a number of ways:

- **Rules post-processed by statistics**: Translations are performed using a rules based engine. Statistics are then used in an attempt to adjust/correct the output from the rules engine.
- **Statistics guided by rules**: Rules are used to pre-process data in an attempt to better guide the statistical engine. Rules are also used to post-process the statistical output to perform functions such as normalization. This approach has a lot more power, flexibility and control when translating.

Major issues

Disambiguation

Word-sense disambiguation concerns finding a suitable translation when a word can have more than one meaning. The problem was first raised in the 1950s by Yehoshua Bar-Hillel. He pointed out that without a "universal encyclopedia", a machine would never be able to distinguish between the two meanings of a word. Today there are numerous approaches designed to overcome this problem. They can be approximately divided into "shallow" approaches and "deep" approaches.

Shallow approaches assume no knowledge of the text. They simply apply statistical methods to the words surrounding the ambiguous word. Deep approaches presume a comprehensive knowledge of the word. So far, shallow approaches have been more successful.

The late Claude Piron, a long-time translator for the United Nations and the World Health Organization, wrote that machine translation, at its best, automates the easier part of a translator's job; the harder and more time-consuming part usually involves doing extensive research to resolve ambiguities in the source text, which the grammatical and lexical exigencies of the target language require to be resolved:

> Why does a translator need a whole workday to translate five pages, and not an hour or two? ..... About 90% of an average text corresponds to these simple conditions. But unfortunately, there's the other 10%. It's that part that requires six [more] hours of work. There are ambiguities one has to resolve. For instance, the author of the source text, an Australian physician, cited the example of an epidemic which was declared during World War II in a "Japanese prisoner of war camp". Was he talking about an American camp with Japanese prisoners or a Japanese camp with American prisoners? The English has two senses. It's necessary therefore to do research, maybe to the extent of a phone call to Australia.

The ideal deep approach would require the translation software to do all the research necessary for this kind of disambiguation on its own; but this would require a higher

degree of AI than has yet been attained. A shallow approach which simply guessed at the sense of the ambiguous English phrase that Piron mentions (based, perhaps, on which kind of prisoner-of-war camp is more often mentioned in a given corpus) would have a reasonable chance of guessing wrong fairly often. A shallow approach that involves "ask the user about each ambiguity" would, by Piron's estimate, only automate about 25% of a professional translator's job, leaving the harder 75% still to be done by a human.

Named entities

Related to named entity recognition in information extraction.

Applications

There are now many software programs for translating natural language, several of them online, such as:

- Ta with you is specialized in customized machine translation solutions in any language. Their web-based user interface makes it easy for any Language Service Provider to generate any combination of domain and language pair to achieve the best quality. Their solution works with almost human quality for combinations from/to Spanish.
- LinguaSys provides highly customized hybrid machine translation that can go from any language to any language.
- Asia Online provides a custom machine translation engine building capability that they claim gives near-human quality compared to the "gist" based quality of free online engines. Asia Online also provides tools to edit and create custom machine translation engines with their Language Studio suite of products.
- Hindi to Punjabi Machine Translation System, provides machine translation using a direct approach. It translates Hindi into Punjabi. It also features writing e-mail in the Hindi language and sending the same in Punjabi to the recipient.
- Arabic machine translation in multilingual framework.
- Worldlingo provides machine translation using both statistical based TE's and rule based TE's. Most recognizable as the MT partner in Microsoft Windows and Microsoft Mac Office.
- Power Translator
- SYSTRAN, which powers Yahoo! Babel Fish
- Promt, which powers online translation services at Voila.fr and Orange.fr
- AppTek, which released a hybrid MT system in 2009.
- Toggletext uses a transfer-based system (known as Kataku) to translate between English and Indonesian.
- Anusaaraka A free open source machine translation from English to Hindi based on Panini grammar and uses state of the art NLP tools. Can be used online and downloaded from
- Apertium, a free and open source machine translation platform (WinXLator gives this a Windows GUI, but it is likely to be in violation of the Apertium GPL license)

- Google Translate A free online translator from Google.

Other translation software, most of them running under Microsoft Windows, includes

- Translation memory tools, such as Globalsight, SDL Trados, Wordfast, Deja Vu, Swordfish, and
- localization tools, such and Alchemy CATALYST and Multilizer.

(A comparison test of software of this kind may be seen here.) A number of translation software programs are available free of charge, e.g. ForeignDesk and the multiplatform Okapi Framework and OmegaT+.

While no system provides the holy grail of fully-automatic high-quality machine translation of unrestricted text, many fully-automated systems produce reasonable output. The quality of machine translation is substantially improved if the domain is restricted and controlled.

Despite their inherent limitations, MT programs are used around the world. Probably the largest institutional user is the European Commission. The MOLTO project, for example, coordinated by the University of Gothenburg, received more than 2.375 million euros project support from the EU to create a reliable translation tool that covers a majority of the EU languages.

Google has claimed that promising results were obtained using a proprietary statistical machine translation engine. The statistical translation engine used in the Google language tools for Arabic <-> English and Chinese <-> English had an overall score of 0.4281 over the runner-up IBM's BLEU-4 score of 0.3954 (Summer 2006) in tests conducted by the National Institute for Standards and Technology.

With the recent focus on terrorism, the military sources in the United States have been investing significant amounts of money in natural language engineering. *In-Q-Tel* (a venture capital fund, largely funded by the US Intelligence Community, to stimulate new technologies through private sector entrepreneurs) brought up companies like Language Weaver. Currently the military community is interested in translation and processing of languages like Arabic, Pashto, and Dari. The Information Processing Technology Office in DARPA hosts programs like TIDES and Babylon Translator. US Air Force has awarded a $1 million contract to develop a language translation technology.

The notable rise of social networking on the web in recent years has created yet another niche for the application of machine translation software – in utilities such as Facebook, or instant messaging clients such as Skype, GoogleTalk, MSN Messenger, etc. – allowing users speaking different languages to communicate with each other. Machine translation applications have also been released for most mobile devices, including mobile telephones, pocket PCs, PDAs, etc. Due to their portability, such instruments have come to be designated as mobile translation tools enabling mobile business networking between partners speaking different languages, or facilitating both foreign language

learning and unaccompanied traveling to foreign countries without the need of the intermediation of a human translator.

Evaluation

Machine translation systems and output can be evaluated along numerous dimensions. The intended use of the translation, characteristics of the MT software, the nature of the translation process, etc., all affect how one evaluates MT systems and their output. The FEMTI taxonomy of dimensions, with associated evaluation metrics.

There are various means for evaluating the output quality of machine translation systems. The oldest is the use of human judges to assess a translation's quality. Even though human evaluation is time-consuming, it is still the most reliable way to compare different systems such as rule-based and statistical systems. Automated means of evaluation include BLEU, NIST and METEOR.

Relying exclusively on unedited machine translation ignores the fact that communication in human language is context-embedded and that it takes a person to comprehend the context of the original text with a reasonable degree of probability. It is certainly true that even purely human-generated translations are prone to error. Therefore, to ensure that a machine-generated translation will be useful to a human being and that publishable-quality translation is achieved, such translations must be reviewed and edited by a human. The late Claude Piron wrote that machine translation, at its best, automates the easier part of a translator's job; the harder and more time-consuming part usually involves doing extensive research to resolve ambiguities in the source text, which the grammatical and lexical exigencies of the target language require to be resolved. Such research is a necessary prelude to the pre-editing necessary in order to provide input for machine-translation software such that the output will not be meaningless.

In certain applications, however, e.g., product descriptions written in a controlled language, a dictionary-based machine-translation system has produced satisfactory translations that require no human intervention save for quality inspection.

Chapter- 12

Telephone Interpreting

Telephone interpreting is a service that connects human interpreters via telephone to individuals who wish to speak to each other but do not share a common language. The telephone interpreter converts the spoken language from one language to another, enabling listeners and speakers to understand each other. Interpretation over the telephone most often takes place in consecutive mode, which means that the interpreter waits until the speaker finishes an utterance before rendering the interpretation into the other language.

Telephone interpreting is one modality or delivery mechanism for providing interpreting services. Other forms of delivering interpreting services include video interpreting for the deaf and hard of hearing, and in-person interpreting.

Providers

There are many types of organizations that provide telephone interpreting services, including for-profit companies, governmental organizations, non-profit groups, and internal divisions within organizations. For example, the government of Australia operates a telephone interpreting service, as do the governments of South Africa and New Zealand. In the United States, telephone interpreting is widely used by the federal courts. Commercial providers are also plentiful, and are commonly used in the United States. Many of the commercial telephone interpreting providers connect users with interpreters for more than 150 languages. Such providers claim to have the ability to connect an interpreter at any time of day, within a matter of seconds. Some hospitals and health care systems also provide telephone interpreting services.

Sponsored services in the U.K.

Language Line Inc. is a commercial interpreting provider that was initially a charity. British social activist Michael Young noticed that language barriers were leading to substandard services for ethnic minorities at Royal London Hospital, so he obtained grant funding to provide free telephone interpreters starting in 1990. Police on the Isle of Dogs

became his second client; he later began serving corporate clients and converted the charity into a commercial service.

Language Direct is a similar service provider but they specialize more in-person interpreting and document translations.They provide language services in over 150 world languages, mainly to the government sector.

TheBigWord won a cross government framework in the U.K. in 2006, after which they opened offices globally to supply telephone interpreting (OPI) and related services.

Equipment

Users typically access telephone interpreting services with a telephone or computer with VoIP. However, if the two parties wishing to communicate are in the same location, using a dual handset phone, a phone with two receivers, can relieve the two parties from passing a phone back and forth. Speakerphones are also sometimes used, but these can create challenges both in terms of confidentiality, and for the interpreter, especially due to background noise, which can hinder the interpreter's ability to hear.

The dual handset phone was first offered by a company called CyraCom, a provider of telephone interpreting services, and is now widely available. There is also a variant made specifically for the U.K. Government by their telephone interpreting provider.. These companies usually either lease or sell the phones to their telephone interpreting customers. Dual-handset phones can be bought directly by customers, enabling them to obtain the phones without obtaining them through a telephone interpreting company.

Where one party is deaf, hard-of-hearing or speech-impaired, communication via an off-site sign language interpreter can be performed using a videophone or similar video telecommunication technology.

Uses

The provision of telephone interpreting generally fits into two main categories:

- **Automated**: an Interactive Voice Response (IVR) application is employed to convert spoken or "keyed" Dual Tone Multi Frequency (DTMF) data into a request for connecting to an interpreter in a specific language (identified by unique language-codes). This application is suited to call-centres, who may have the need for very fast (and sometimes a fully-integrated) connection to an interpreting service.

- **Operator-led**: utilise customer-care staff to answer the call, gather the required information from the caller, and facilitate the connection to the interpreter. A service of this nature can be preferred by organisations like the emergency services, where carrying language-code references is unsuitable.

Telephone interpreting is widely used for a number of settings, including health care, government, financial, insurance, 9-1-1/emergency, and many others. Telephone interpreting is especially helpful for settings in which the two parties would have communicated via telephone anyway, such as interactions between call centers and consumers, calls between members of the public and a 9-1-1 call center, etc. Telephone interpreting is used to take applications over the phone, help individuals who have questions about account balances, payments due, and so forth.

Telephone interpretation via Video Remote Interpreting (VRI) or a Video Relay Service (VRS) are also useful where one of the parties is deaf, hard-of-hearing or speech-impaired. In such cases the interpretation flow is normally within the same principal language, such as French Sign Language (FSL) to spoken French, Spanish Sign Language (SSL) to spoken Spanish, British Sign Language (BSL) to spoken English, and American Sign Language (ASL) also to spoken English (since BSL and ASL are completely distinct), etc.... Multilingual sign language interpreters, who can also translate as well across principal languages (such as to and from SSL, to and from spoken English), are also available, albeit less frequently. Such activities involve considerable effort on the part of the translator, since sign languages are distinct natural languages with their own construction and syntax, which are different from the aural version of the same principal language.

Market

In 2007, the global telephone interpreting market was worth US$700 Million, with an estimated US$500 Million generated in the United States. Industry research firm Common Sense Advisory estimates this number will increase to US$1.2 thousand Million by 2012. The market for telephone interpreting is global in scope and includes companies from the United States, the Netherlands, Sweden, France, the United Kingdom, Canada, India, China, Norway, Spain, and Hong Kong.

Chapter- 13

Lingua Franca

A **lingua franca** (originally Italian for "Frankish language" - see etymology below) is a language systematically used to communicate between persons not sharing a mother tongue, in particular when it is a third language, distinct from both persons' mother tongues.

This can also be referred to as **working language** or **bridge language**.

Characteristics

Lingua franca is a functionally defined term, independent of the linguistic history or structure of the language: though pidgins and creoles often function as lingua francas, many lingua francas are neither pidgins nor creoles. Synonyms for *lingua franca* are "*vehicular language*" and "*bridge language*". Whereas a *vernacular* language is used as a native language in a single speaker community, a *vehicular* language goes beyond the boundaries of its original community, and is used as a second language for communication between communities. For example, English is a vernacular in the United Kingdom, but is used as a vehicular language (that is, a *lingua franca*) in the Philippines.

International auxiliary languages such as Esperanto are generally intended by their designers to function as linguas franca, but they have historically had a relatively low level of adoption and use and therefore are not linguas franca.

Etymology

The original Lingua Franca was a mixed language composed mostly (80%) of Italian with a broad vocabulary drawn from Turkish, French, Spanish, Greek and Arabic. It was in use throughout the eastern Mediterranean as the language of commerce and diplomacy in and around the Renaissance era. At that time, Italian speakers dominated seaborne commerce in the port cities of the Ottoman empire. *Franca* was the Italian word for *Frankish*. Its usage in the term *lingua franca* originated from its meaning in Arabic, dating from before the Crusades, whereby all Europeans were called "Franks" or *Faranji* in Arabic. It has close resemblance to the arabic word "*Firangi*, which literally means foreign. The term *lingua franca* is first recorded in English in 1678.

Africa

Afrikaans

Afrikaans is spoken as a first language by many millions of people in South Africa, both white and non-white, and as a second language by millions more. During apartheid, the government aimed to create it as the 'lingua franca' in South Africa and South African controlled South-West Africa (modern day Namibia). However, since the end of apartheid, in a nation with 11 official languages, to avoid any political or ethnical problems, English has been widely adopted as the new lingua franca, and has already replaced many Afrikaans company names, such as South African Airways. However, Afrikaans speech is still used, especially by the adult population in everyday speech, but English is becoming popular among the younger generation, and Afrikaans itself has already evolved recently by including many more English loan words and spelling.

Amharic

The languange of Ethiopians, Abyssinians, Sudan and Kenya. It is spoken by 20 million people It has dialects in Tigrinya and Harari in the regions of Ertria and Ogaden.Ethiopia has the kingdom of Showa as the center of Amharic language.

Berber

During the rise of Berber dynasties like Almoravids and Almohads between 1040 and 1500, Berber was the lingua franca of North Africa and much of West Africa. It directly influenced many West African languages. Today the language is less influential due to its suppression and marginalization, and the adoption of French and Arabic by the political regimes of the Berber world as working languages. However, Tuareg, a branch of within the Berber languages, is still playing the role of a lingua franca to some extent in some vast parts of the Sahara Desert especially in southern Algeria, Mali, Niger, and Libya.

Fanagalo

Fanagalo or Fanakalo is a pidgin based on the Zulu, English, and Afrikaans languages. It is used as a lingua franca, mainly in the mining industries in South Africa.

Fula

Fula (Fula: *Fulfulde* or *Pulaar* or *Pular*, depending on the region; French: *Peul*) the language of the Fula people or Fulani (Fula: *Fulɓe*; French: *Peuls*) and associated groups such as the Toucouleur. Fula is spoken in all countries directly south of the Sahara (such as Cameroon, Chad, Nigeria, Niger, Mali…). It is spoken mainly by Fula people, but is also used as a lingua franca by several populations of various origin, throughout Western Africa.

Hausa

Hausa is widely spoken through Nigeria and Niger and recognised in neighbouring states such as Ghana, Benin, and Cameroon. The reason for this is that Hausa people used to be traders who led caravans with goods (cotton, leather, slaves, food crops etc.) through the whole West African region, from the Niger Delta to the Atlantic shores at the very west edge of Africa. They also reached North African states through Trans-Saharan routes. Thus trade deals in Timbuktu in modern Mali, Agadez, Ghat, Fez in Northern Africa, and other trade centers were often concluded in Hausa.

Krio

Krio is the most widely spoken language throughout Sierra Leone even though its native speakers, the Sierra Leone Creole people or Krios, (a community of about 300,000 descendants of freed slaves from the West Indies, United States and Britain) make only about 5% of the country's population. The Krio language unites all the different ethnic groups, especially in their trade and interaction with each other. Krio is also spoken in The Gambia.

Manding

The largely interintelligible Manding languages of West Africa serve as lingua francas in various places. For instance Bambara is the most widely spoken language in Mali, and Jula (almost the same as Bambara) is commonly used in western Burkina Faso and northern Côte d'Ivoire. Manding languages have long been used in regional commerce, so much so that the word for trader, *jula*, was applied to the language currently known by the same name. Other varieties of Manding are used in several other countries, such as Guinea, The Gambia, and Senegal.

Sango

The Sango language is a lingua franca developed for intertribal trading in the Central African Republic. It is based on the Northern Ngbandi language spoken by the Sango people of the Democratic Republic of the Congo but with a large vocabulary of French loan words.

Swahili

Swahili is used throughout large parts of East Africa as a lingua franca, despite being the mother tongue of a relatively small ethnic group on the East African coast and nearby islands in the Indian Ocean. At least as early as the late 18th century, Swahili was used along trading and slave routes that extended west across Lake Tanganyika and into the present-day Democratic Republic of Congo. Swahili rose in prominence throughout the colonial era, and has become the predominant African language of Tanzania and Kenya. Some contemporary members of non-Swahili ethnic groups speak Swahili more often than their mother tongues, and many choose to raise their children with Swahili as their

first language, leading to the possibility that several smaller East African languages will fade as Swahili transitions from being a regional lingua franca to a regional first language.

Wolof

Wolof is a widely spoken lingua franca of Senegal and The Gambia (especially the capital, Banjul). It is the native language of approximately 5 million Wolof people in Senegal, and is spoken as a second language by an equal number.

Asia

Akkadian

In the Middle East, from around 2500BC to 1500BC, forms of Akkadian were the universally recognized language. It was used throughout the Akkadian empire as well as internationally as a diplomatic language—for example between Egypt and Babylon—well after the fall of the Akkadian empire itself and even while Aramaic was more common in Babylon.

Arabic

An example of a text written in Arabic calligraphy

Arabic, the native language of the Arabs, who originally came from the Arabian Peninsula, became the "lingua franca" of the Islamic Empire (Arab Empire) (from AD 733 – AD 1492), which at a certain point spread from the borders of China and Northern India through Central Asia, Persia, Asia Minor, Middle East, North Africa all the way to Spain and Portugal in the west.

Arabic was also used by people neighbouring the Islamic Empire. During the Islamic Golden Age, Arabic was the language of science and diplomacy (around AD 1200), when more books were written in Arabic than in any other language in the world at that time period. It influenced many sub-Saharan African languages, with stronger influences on east African languages, such as Swahili and loaned many words to Persian, Turkish, Urdu, Spanish and Portuguese, countries it ruled for 700 years. It also had some influence over the English language.

Arabic script was adopted by many other languages such as Urdu, Persian, Swahili (changed to Latin in the late 19th century) and Turkish which switched to Latin script in 1928. Arabic became the lingua franca of these regions not simply because of commerce or diplomacy, but also on religious grounds since Arabic is the language of the Qur'an, Islam's holy book and these populations became heavily Muslim. Arabic remains as the lingua franca for 22 countries (24 if one was to include the Palestinian territories and Western Sahara), in the Middle East and North Africa in addition to Chad. Despite a few language script conversions from Arabic to Latin as just described, Arabic is the second most widely used alphabetic system in the world after Latin. Arabic script is/has been used in languages including Bosnian, Hausa, Kashmiri, Kazakh, Kurdish, Kyrghyz, Malay, Morisco, Pashto, Persian, Punjabi, Sindhi, Tatar, Turkish, Urdu, Uyghur.

According to *Encarta*, which classified Chinese as a single language, Arabic is the second largest native language. Used by more than a billion Muslims around the world, it is also one of the six official languages of the United Nations.

Aramaic

Aramaic was the native language of the Aramaeans and became the *lingua franca* of the Assyrian Empire and the western provinces of the Persian Empire, and was adopted by conquered races such as the Hebrews. A dialect of Old Aramaic developed into the literary language Syriac. The Syriacs, such as the Syriac-Aramaean, Assyrian and Chaldean Christians, continued the use of Aramaic which ultimately evolved into the Neo-Aramaic dialects of the Middle East.

Azeri

Azeri served as a *lingua franca* in Transcaucasia (except the Black Sea coast and most of Georgia), Southern Daghestan, northern Persia. and Iranian Azerbaijan from the 16th century to the early 20th century.

Chinese
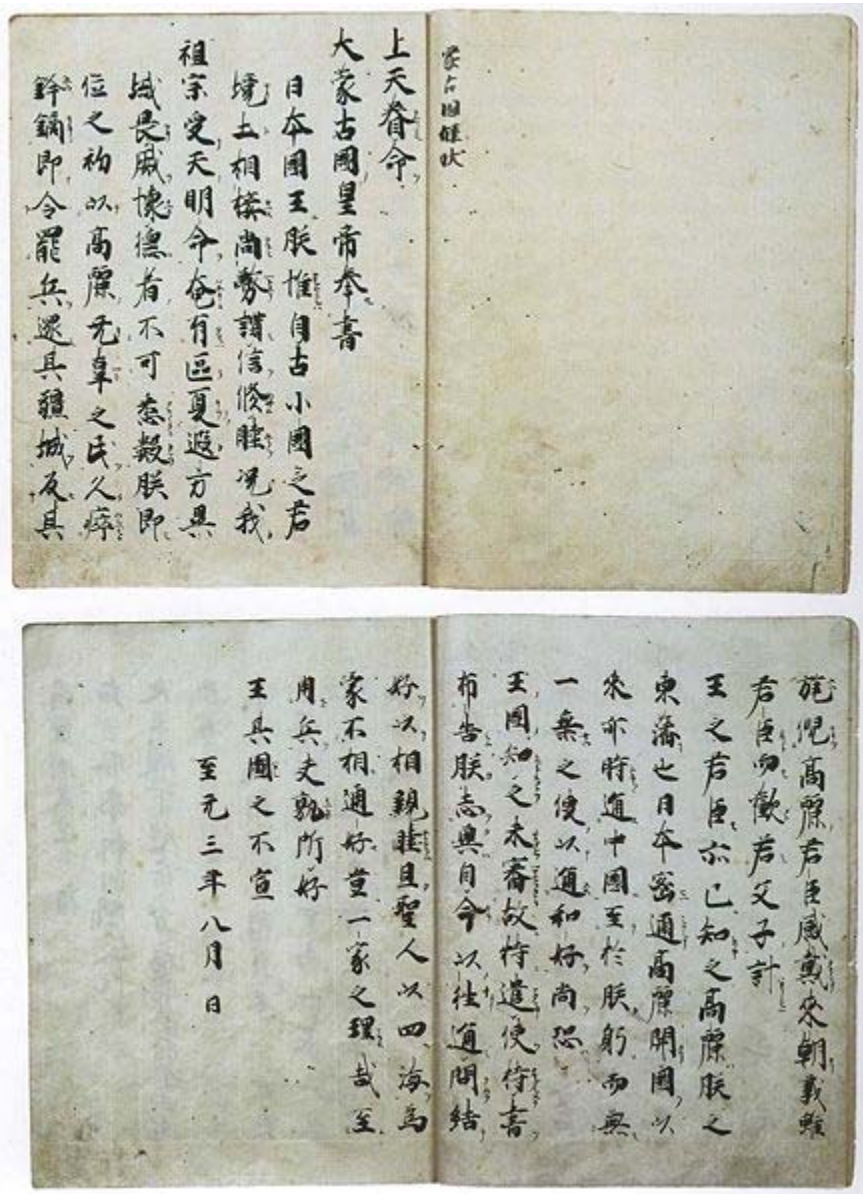
A letter dated 1266 from Kublai Khan of the Mongol Empire to the Emperor of Japan was written in Classical Chinese. Now stored in Todai-ji, Nara, Japan.

Until the early 20th century, Classical Chinese served as both the *written* lingua franca and the diplomatic language in Far East Asia including China, Mongolia, Korea, Japan, the Ryūkyū Kingdom, and Vietnam. In the early 20th century, Vernacular Chinese replaced Classical Chinese within China as both the *written* and *spoken* lingua franca for speakers of different Chinese dialects, and because of the falling power and cultural influence of China in East Asia, English has since replaced Classical Chinese as the lingua franca in East Asia. Outside of China, Cantonese and Hokkien have served as the *spoken* lingua francas among overseas Chinese because most Chinese emigrants were from Guangdong and Fujian. However, since the late 20th century when China started

economic reform, Standard Mandarin has become the *spoken* lingua franca because overseas Chinese now include people coming from many different regions of China. Today in Mainland China and Taiwan, Standard Mandarin is the *spoken* lingua franca between speakers of different and mutually unintelligible Chinese spoken languages, and between the Han Chinese and other ethnic groups in China; however in Guangdong province, Hong Kong, and Macau, Standard Cantonese remains the local spoken lingua franca. Hokkien used to be the *spoken* lingua franca among ethnic Chinese in Singapore and some parts of Malaysia, though this too is being supplanted by the use of Standard Mandarin.

Hebrew

Throughout the centuries of Jewish exile, Hebrew has served the Jewish people as a lingua franca; allowing Jews from different areas of the world to communicate effectively with one another. This was particularly valuable for cross-culture mercantile trading that became one of the default occupations held by Jews in exilic times. Without the need for translators, documents could easily be written up to convey significant legal trade information. Among early Zionists, a newly reconstructed form of Hebrew served as a common language between Jews from nations as diverse as Poland and Yemen. In modern Israel, Hebrew is the commonly accepted language of administration and trade, even among Israeli-Arabs whose mother-tongue remains Arabic.

Hindi-Urdu

Hindustani, or Hindi-Urdu, is commonly spoken in India and Pakistan. It encompasses two standardized registers in the form of the official languages of Hindi and Urdu, as well as several nonstandard dialects. Hindi is one of the official languages of India, and Urdu is the national language and lingua franca of Pakistan. Urdu is also an official language in India. However, whilst the words and much of the speaking may sound similar, small differences are present, and Urdu is written in arabic script while Hindi is written in the Devanagari script.

Malay-Indonesian

In the 15th century, during the Malacca Sultanate, Malay was used as a *lingua franca* in the Malay archipelago, by the locals as much as by the traders and artisans that stopped at Malacca via the Straits of Malacca.

Nowadays, Malay is used mostly in Malaysia (officially called Bahasa Malaysia) and Brunei, and to a lesser extent in Singapore and various parts of Sumatra. One of Singapore's four official languages and now Singapore's national language due to historical reasons, the Malay language or 'Bahasa Melayu' was the *lingua franca* for Malays in Singapore prior to the introduction of English as a working and instructional language, and remains so for the elder generation.

However, Indonesian, a language based on traditional Malay, but mostly influenced by various languages such Dutch, Arabic, English and Portuguese instead of English, serves as a *lingua franca* throughout Indonesia and East Timor (where it is considered a working language), areas that are home to over 700 indigenous languages.

Nepali

Nepali is the lingua-franca of the many ethnic, religious and cultural communities of Nepal, and is also spoken in Bhutan, parts of India and parts of Myanmar (Burma). It is one of 23 official languages of India incorporated in 8th annex of the Indian Constitution. It has official language status in the formerly independent state of Sikkim and in West Bengal's Darjeeling district. Similarly, it is widely spoken in the state of Uttaranchal, as well as in the state of Assam. While Nepali is closely related to the Hindi-Urdu complex and is mutually intelligible to a degree, it has more Sanskritic derivations and fewer Persian or English loan words. Nepali is commonly written in the Devanagari script, as are Hindi, Sanskrit and Marathi.

Persian

Persian became the second lingua franca of the Islamic world, in particular of the eastern regions. Besides serving as the state and administrative language in many Islamic dynasties, some of which included Samanids, Ghurids, Ghaznavids, Ilkhanids, Seljuqids, Moguls and early Ottomans, Persian cultural and political forms, and often the Persian language, were used by the cultural elites from the Balkans to India. For example, Persian was the only oriental language known and used by Marco Polo at the Court of Kubla Khan and in his journeys through China. Arnold Joseph Toynbee's assessment of the role of the Persian language is worth quoting in more detail:

In the Iranic world, before it began to succumb to the process of Westernization, the New Persian language, which had been fashioned into literary form in mighty works of art ... gained a currency as a lingua franca; and at its widest, about the turn of the 16th and 17th centuries of the Christian Era, its range in this role extended, without a break, across the face of South-Eastern Europe and South-Western Asia.

Persian remains the lingua franca in Iran, Afghanistan and Tajikistan and was the lingua franca of India before the British conquest. It is still understood by many in India, Pakistan and even Turkey.

Sanskrit

Sanskrit was widely used across South Asia, Southeast Asia, East Asia and Central Asia at various times in ancient and medieval history; it has religious significance for those religious traditions that arose from the Vedic religion.

Telugu

Telugu is the lingua franca in the Indian state of Andhra Pradesh and Yanam district of Puducherry, as well as in the neighbouring states of Tamil Nadu, Puducherry, Karnataka, Maharashtra, Orissa, Chhattisgarh, some parts of Jharkhand and the Kharagpur region of West Bengal in India. It is the third most widely spoken language in India, behind Hindi and Bengali.

Europe

English

English is the current *lingua franca* of international business, science, technology and aviation. It has replaced French as the lingua franca of diplomacy since World War II. The rise of English in diplomacy began in 1919, in the aftermath of World War I, when the Treaty of Versailles was written in English as well as in French, the dominant language used in diplomacy until that time. The widespread use of English was further advanced by the prominent international role played by English-speaking nations (the United States and the Commonwealth of Nations) in the aftermath of World War II, particularly in the establishment and organization of the United Nations. English is one of the six official languages of the United Nations (the other five being French, Arabic, Chinese, Russian and Spanish). The seating and roll-call order in sessions of the United Nations and its subsidiary and affiliated organizations is determined by alphabetical order of the English names of the countries.

When the United Kingdom became a colonial power, English served as the *lingua franca* of the colonies of the British Empire. In the post-colonial period, some of the newly created nations which had multiple indigenous languages opted to continue using English as the lingua franca to avoid the political difficulties inherent in promoting any one indigenous language above the others. The British Empire established the use of English in regions around the world such as North America, India, Africa, Australia and New Zealand, so that by the late 19th century its reach was truly global, and in the latter half of the 20th century, widespread international use of English was much reinforced by the global economic, financial, scientific, military, and cultural pre-eminence of the English-speaking countries and especially the U.S. Today, more than half of all scientific journals are published in English, while in France, almost one third of all natural science research appears in English, lending some support to English being the lingua franca of science and technology. English is also the *lingua franca* of international Air Traffic Control communications.

French

French was the language of European diplomacy from the 17th century until the mid-20th century, and is still a working language of some international institutions. It was also the lingua franca of European literature in the 18th century. French is still seen on documents ranging from passports to airmail letters. Until the accession of the United Kingdom,

Ireland, and Denmark in 1973, French and German were the official working languages of the European Economic Community.

French was spoken by educated people in cosmopolitan cities of the Middle East and North Africa and remains so in the former French colonies of the Maghreb, where French is particularly important in economic capitals such as Algiers, Casablanca and Tunis. Until the outbreak of the civil war in Lebanon, French was spoken by the upper-class Christian population. French is still a lingua franca in most Western and Central African countries and an official language of some, a remnant of French and Belgian colonialism. These African countries and others are members of the Francophonie. French is the official language of the Universal Postal Union, with English added as a working language in 1994. French is the main language of Québec, an official language of Canada, and the second language of Luxembourg, Belgium, and Switzerland.

German

German served as a *lingua franca* in large portions of Europe for centuries, mainly the Holy Roman Empire. From about 1200 to 1600, Middle Low German was the language of the Hanseatic League which was present in most Northern European seaports, even London.

Previously one of the official languages of the Austro-Hungarian Empire, German remained an important second language in much of Central and Eastern Europe long after the dissolution of that empire after World War I. Today, it is still the most common second language in some of the countries in the region (e.g. in Slovenia (45% of the pop.), Croatia (34%), the Czech Republic (31%) and Slovakia (28%). In others, it is also known by significant numbers of the population (in Poland by 18%, in Hungary by 16%).

During the construction of the Snowy Mountains Scheme in Australia, German was the lingua franca for workers from central and east Europe.

In the late 19th and early 20th centuries, German was a prerequisite language for scientists. Despite the anti-German sentiment after World War II it remains a widespread language among scientists.

Within Western Europe, it is also (along with English and French) one of the most spoken foreign languages. It is most widely known in the Netherlands, in Denmark and in Sweden. It is also the primary language of Switzerland. Within the European Union, German native speakers (in Austria, parts of Belgium, Germany, Luxembourg and in the Italian province South Tyrol/Alto Adige) form the most numerous language group with just under 100 million members.

Greek and Latin

During the time of the Hellenistic civilization and Roman Empire, the *lingua franca*s were Koine Greek and Latin. During the Middle Ages, the *lingua franca* was Greek in

the parts of Europe, Middle East and Northern Africa where the Byzantine Empire held hegemony, and Latin was primarily used in the rest of Europe. Latin, for a significant portion of the expansion of the Roman Catholic Church, was used as the basis of the Church. During the Second Vatican Council, Catholic liturgy changed to local languages, although Latin remains the official language of the Vatican. Latin was used as the language of scholars in Europe until the early 19th century in most subjects. For instance, Christopher Simpson's "Chelys or The Division viol" on how to improvise on the viol (viola da gamba) was published in 1665 in a multilingual edition in Latin and English, to make the material accessible for the wider European music community. Another example is the Norwegian (and Danish, since Norway was then in union with Denmark) writer Ludvig Holberg, who published his book "Nicolai Klimii iter subterraneum" in 1741 about an ideal society "Potu" ("Utop" backwards) with equality between the genders and an egalitarian structure, in Latin in Germany to avoid Danish censorship and to reach a greater audience. Newton's Philosophiæ Naturalis Principia Mathematica was published in Latin in 1687: the first English translation did not appear until 1729. In subjects like medicine and theology Latin has been a subject of study until the present day in most European universities, despite declining use in recent years.

Italian

The Mediterranean Lingua Franca was largely based on Italian and Provençal. This language was spoken from the 11th to 19th centuries around the Mediterranean basin, particularly in the European commercial empires of Italian cities (Genoa, Venice, Florence, Milan, Pisa, Siena, Ragusa) and in trading ports located throughout the eastern Mediterranean rim.

During the Renaissance, Italian was also spoken as language of culture in the main royal courts of Europe and among intellectuals. This lasted from the 14th century to the end of the 16th century, when French substituted Italian as lingua franca in "educated" Europe.

The Italian language is still used as a lingua franca in some environments. For example, in the Catholic ecclesiastic hierarchy, Italian is known by a large part of members and is used in substitution of Latin in some official documents as well. The presence of Italian as the second official language in Vatican City indicates its use not only in the seat in Rome, but also anywhere in the world where an episcopal seat is present.

In the 1950s and 1960s Italian was the *lingua franca* of some colonies of the former Italian Empire, like Eritrea and Italian Somalia.

Polish

Polish was a *lingua franca* in areas of Eastern Europe, especially regions that belonged to the Polish-Lithuanian Commonwealth. Polish was for several centuries the main language spoken by the ruling classes in Lithuania and Ukraine, and the modern state of Belarus. After the Partitions of Poland and the incorporation of most of the Polish areas

into the Russian Empire as Congress Poland, the Russian language almost completely supplanted Polish.

Portuguese

Portuguese served as *lingua franca* in Africa, South America and Asia in the 15th and 16th centuries. When the Portuguese started exploring the seas of Africa, America, Asia and Oceania, they tried to communicate with the natives by mixing a Portuguese-influenced version of Lingua Franca with the local languages. When English or French ships came to compete with the Portuguese, the crews tried to learn this "broken Portuguese". Through a process of change the Lingua Franca and Portuguese lexicon was replaced with the languages of the people in contact.

Portuguese remains an important *lingua franca* in Africa (PALOP), East Timor, Goa, and to a certain extent in Macau where it is recognized as an official language alongside Chinese though in practice not commonly spoken.

Russian

Russian is in use and widely understood in Northern and Central Asia, areas formerly part of the Soviet Union or bloc, and may be understood by older people in Central and Eastern Europe, formerly part of the Warsaw Pact. It remains the lingua franca in the Commonwealth of Independent States. Russian is also one of the six official languages of the United Nations.

Serbo-Croatian

Serbo-Croatian is lingua franca in all former Yugoslav republics, including Slovenia and Macedonia.

Spanish

With the growth of the Spanish Empire, Spanish became established in the Americas, as well as in parts of Africa, Asia and Oceania. It became the language of global trade until Napoleonic Wars and the break up of the Spanish Empire at the beginning of the 19th century. Spanish was used as lingua franca throughout the former Spanish Colonial Empire, except territory in present day U.S., but particularly in present-day Mexico, Central America and South America.

Nowadays it is the second most used language in international trade, after English, and the third most used in politics, diplomacy and culture, after English and French.

Yiddish

Yiddish originated in the Ashkenazi culture that developed from about the 10th century in the Rhineland and then spread to central and eastern Europe and eventually to other

continents. For a significant portion of its history, Yiddish was the primary spoken language of the Ashkenazi Jews. Eastern Yiddish, three dialects of which are still spoken today, includes a significant but varying percentage of words from Slavic, Romanian and other local languages.

On the eve of World War II, there were 11 to 13 million Yiddish speakers, for many of whom Yiddish was not the primary language. The Holocaust, however, led to a dramatic, sudden decline in the use of Yiddish, as the extensive Jewish communities, both secular and religious, that used Yiddish in their day-to-day life were largely destroyed. Although millions of Yiddish speakers survived the war, further assimilation in countries such as the United States and the Soviet Union, along with the strictly Hebrew monolingual stance of the Zionist movement, led to a decline in the use of Yiddish. However, the number of speakers within the widely dispersed Orthodox (mainly Hasidic) communities is now increasing. It is a home language in most Hasidic communities, where it is the first language learned in childhood, used in schools, and in many social settings.

In the United States, as well as South America, the Yiddish language bonded Jews from many countries. Most of the Jewish immigrants to the New York metropolitan area during the years of Ellis Island considered Yiddish their native language. Later, Yiddish was no longer the primary language for the majority of the remaining speakers and often served as lingua franca for the Jewish immigrants who did not know each other's primary language, particularly following the collapse of the Soviet Union. Yiddish was also the language in which second generation immigrants often continued to communicate with their relatives who remained in Europe or moved to Israel, with English, Spanish or Portuguese being primary language of the first and Russian, Romanian, or Hebrew that of the second.

Pre-Columbian North America

Chinook Jargon

Chinook Jargon was originally constructed from a great variety of Amerind words of the Pacific Northwest, arising as an intra-indigenous contact language in a region marked by divisive geography and intense linguistic diversity. The participating peoples came from a number of very distinct language families, speaking dozens of individual languages.

After European contact, the Jargon also acquired English and French loans, as well as words brought by other European, Asian, and Polynesian groups. Some individuals from all these groups soon adopted the Jargon as a highly efficient and accessible form of communication. This use continued in some business sectors well into the 20th century and some of its words continue to feature in company and organization names as well as in the regional toponymy.

In the Diocese of Kamloops, British Columbia, hundreds of speakers also learned to read and write the Jargon using the Duployan shorthand via the publication *Kamloops Wawa*. As a result, the Jargon also had the beginnings of its own literature, mostly translated

scripture and classical works, and some local and episcopal news, community gossip and events, and diaries. Novelist and early Native American activist, Marah Ellis Ryan (1860?-1934) used Chinook words and phrases in her writing.

According to Nard Jones, Chinook Jargon was still in use in Seattle until roughly the eve of World War II, especially among the members of the Arctic Club, making Seattle the last city where the language was widely used. Writing in 1972, he remarked that at that later date "Only a few can speak it fully, men of ninety or a hundred years old, like Henry Broderick, the realtor, and Joshua Green, the banker."

Jones estimates that in pioneer times there were about 100,000 speakers of Chinook Jargon.

Nahuatl

Classical Nahuatl was the lingua franca of the Aztec Empire in Mesoamerica prior to the Spanish invasion in the 16th century. An extensive corpus of the language as spoken exists. Like Latin and Hebrew (prior to the founding of Israel), Classical Nahuatl was more of a sociolect spoken among the elites (poets, priests, traders, teachers, bureaucrats) than a language spoken in any common family household.

After the Spanish conquest, Nahuatl remained the lingua franca of New Spain. Spanish friars matched the language to a Latin alphabet, and schools were established to teach Nahuatl to Spanish priests, diplomats, judges, and political leaders. In 1570, Nahuatl was made the official language of New Spain, and it became the *lingua franca* throughout Spanish North America, used in trade and the courts. In 1696, the official use of any language other than Spanish was banned throughout the empire. Especially since Mexican independence, the use of Nahuatl has dwindled.

South America

Portuguese and Spanish started to grow as lingua francas in the region in since the conquests of the 16th century. In the Case of Spanish this process was not even and as the Spanish used the structure of Inca Empire to consolidate their rule Quechua remained the lingua franca of large parts of what is now Ecuador, Peru and Bolivia. Quechua importance as a lanmguage for trade and dealing with Spanish-approved indigenous authorities (curaca) made the language expand even after the Spanish conquest. It was not until the rebellion of Túpac Amaru II that the Spanish authorities changed to a policy of Hispanization that was continued by the repucan states of Peru, Ecuador and Bolivia. Quechua also lost influence to Spanish as the commerce circuits grew to integrate other parts of the Spanish Empire were Quechua was unknown, for example Rio de la Plata and Chile.

Quechua

Also known as Runa Simi, as the Inca empire rose to prominence in South America, this imperial language became the most widely spoken language in the western regions of the continent. Even among tribes that were not absorbed by the empire Quechua still became an important language for trade because of the empire's influence. Even after the Spanish conquest of Peru Quechua for a long time was the most common language. Today it is still widely spoken although it has given way to Spanish as the more common lingua franca. It is spoken by some 10 million people through much of South America (mostly in Peru, south-western and central Bolivia, southern Colombia and Ecuador, north-western Argentina and northern Chile).

Mapudungun

Mapudungun was for a long time used as lingua franca in large portions of Chile and Argentine Patagonia. Adoption of Spanish was in Chile a slow process and by the 19th century the unconquered Indians of Araucanía had spread their language across the Andes during a process called Araucanization. Pehuenches were among the first non-Mapuche tribes to adopt the language. The increasing commerce over the Andes and the migration of Mapuches into the Patagonian plains contributedto the adoption of Mapudungun by other tribes of a more simple material culture. Even in Chiloé Archipelago Spaniards and mestizos adopted a dialect of Mapudungun as their main language.

Tupi

The Old Tupi language served as the *lingua franca* of Brazil among speakers of the various indigenous languages, mainly in the coastal regions. Tupi as a lingua franca, and as recorded in colonial books, was in fact a creation of the Portuguese, who assembled it from the similarities between the coastal indigenous Tupi-Guarani languages. The language served the Jesuit priests as a way to teach natives, and it was widely spoken by Europeans. It was the predominant language spoken in Brazil until 1758, when the Jesuits were expelled from Brazil by the Portuguese government and the use and teaching of Tupi was banned. Since then, Tupi as Lingua Franca was quickly replaced by Portuguese, although Tupi-Guarani family languages are still spoken by small native groups in Brazil.

Pidgins and creoles

Various pidgin languages have been used in many locations and times as a common trade speech. They can be based on English, French, Chinese, or indeed any other language. A pidgin is defined by its use as a lingua franca, between populations speaking other mother tongues. When a pidgin becomes a population's first language, then it is called a creole language.

Guinea-Bissau Creole

Guinea-Bissau Creole is a Portuguese Creole used as a *lingua franca* of Guinea-Bissau and Casamance, Senegal among people of different ethnic groups. It is also the mother tongue of many people in Guinea-Bissau.

Tok Pisin

Tok Pisin is widely spoken in Papua New Guinea as a *lingua franca*. It developed as an Australian English-based creole with influences from local languages and to a smaller extent German or Unserdeutch and Portuguese. Tok Pisin originated as a pidgin in the 19th century, hence the name 'Tok Pisin' from 'Talk Pidgin', but has now evolved into a modern language.

Also called Pidgin English, this Lingua Franca is also spoken in the Solomon Islands and Vanuatu. The versions of Pidgin vary between PNG, the Solomons and Vanuatu, but all Pidgin speakers from these countries are able to communicate and often understand each others' language variations.