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Doctoral Thesis

presented by

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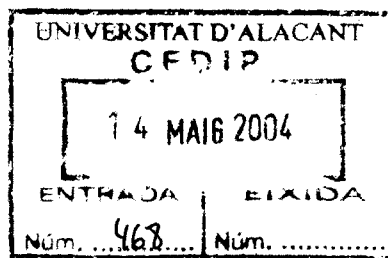
directed by

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*Identification of Interpreter Training-Needs  
Through Corpus-Based Analysis*

Vº Bº

The Director



Signed: Dr. Cynthia Giambruno

Alicante, June 7, 2004

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## I INTRODUCTION

1.1 Simultaneous interpreting may be defined as translation of the spoken word. Interpreters often work in situations in which the quality and precision of their work affects public policy or the outcome of judicial proceedings, yet there is still only a small body of theoretical work to guide the profession. Interpreting is frequently viewed as a subset of translation, but it is important to recognize that interpreting involves processes and goals different from those of translation *per se*. Much of the theoretical work which has been done in translation studies is applicable to interpretation, but there is a need for training materials and approaches which are designed specifically for interpreting. The principles of descriptive translation studies (DTS) combined with corpus-based linguistic research techniques form the basis of this study. Recognizing the differences between translation and interpreting, in terms of the goals, the cognitive processes, and the skills required to meet those goals, this paper proposes a model for analyzing interpreter performance for the purpose of identifying problematic aspects of the task and specific training needs of student interpreters. By observing a large sample of student performances and noting areas in which a majority of the students encounter difficulties, patterns relating to problematic aspects of the text and the ways that students approach solving these problems become visible. These patterns suggest specific areas for improvement for a significant percentage of student interpreters. These areas may include: language training, cognitive load management techniques, public speaking, coping strategies for dealing with speech styles, differences between language systems, and discourse analysis techniques, among other disciplines which come into play in

interpreting. This study is limited to the simultaneous mode of interpreting, in which the interpreter must render speech produced in one language into another language as it is being produced. The immediacy and time pressures of this process present difficulties not found in other language-related tasks.

## 1.2 STATE OF THE QUESTION

1. Simultaneous interpreting is a new field; its current form dates to the end of World War II.
2. Much of the theory is drawn from the study of translation.
3. There are differences of opinion as to what constitutes quality in interpretation.
4. Because cognitive processes are not available for direct observation, much of the theoretical base for interpreter training is built on anecdotal data, preconceptions and impressions about those processes, areas of difficulty and areas for further training.

### 1.2.1 Simultaneous Interpreting as a new field:

At the close of World War I, conference interpreting was conducted in the consecutive mode, largely by military liaison officers for conferences such as the League of Nations meetings. Shortly thereafter, interpreters began to employ a technique in which the ST speaker's utterances were interpreted simultaneously into the client's language by whispering into the client's ear. The client's responses were then delivered in the consecutive mode in the ST speaker's language. Simultaneous interpreting of Spanish and English, as we know it today was first employed in the World Health

Organization meetings in the years following World War II. (Herbert 1977: 5-8) Since that time, simultaneous interpreting has become the standard practice in multinational conferences in all parts of the world.

### 1.2.2 Translation Theory in Interpreting

Much of the theoretical base for the training of interpreters was drawn from theories developed for translators. The tasks involved in translation and interpreting are largely the same, except with respect to time. A translator, on one hand, has an opportunity to understand all of the original, or source text (ST) before beginning to translate; an interpreter, on the other hand, must begin to render speech as it unfolds, well before the message has been fully expressed. The differences between these related tasks and their ramifications will be discussed in further detail below.

### 1.2.3 Defining Quality in Interpreting

The question of what constitutes adequacy or quality in interpretation is not clearly defined, in fact, may be variable according to the needs and perspective of the participants in an interpreted event and varies according to the type of event. Studies have been conducted which have attempted to identify which aspects of interpreter performance are most important to conference attendees, the organizers of conferences, and interpreters. The results of those studies indicate that there is no clear consensus, except that all of these groups have identified three issues as critical: accurate conveyance of the ST message, appropriate use of language, including specialized



vocabulary, and that the TT be “easy to follow”. (Collados Aís 1999; Kopczynski 1994: 87-99)

#### 1.2.4 Cognitive Processes

The mental processes involved in the act of interpretation or translation are not directly observable. Numerous studies have been undertaken in attempts to identify some of these processes. Many studies have yielded valuable information, but none has been able to provide irrefutable evidence of the precise mental processes involved. Empirical studies of simultaneous interpretation have been hampered by problems with study design and lack of consensus as to which aspects of interpreter performance are most worthy of study. (Moser- Mercer 1994: 17) Nonetheless, reasonable inferences may be drawn from these models and tested through the observation and categorization of errors and shifts and their relationships to the function and form of the SL passages in which they occur. (Gile, 1997: 197; Barik, 1997: 122-134)

### 1.3 MOTIVATION

#### 1.3.1 Personal Motivation

While working and living in Arizona, close to the border between the United States and Mexico, I became involved in interpreting at business negotiations for my employer. After a number of years of working as liaison for the United States and Mexico offices of the organization, I attended the Agnese Haury Institute for Court Interpreting at the University of Arizona. The Haury Institute was founded by Dr. Roseann Dueñas González, one of the authors of *Fundamentals of Court Interpretation*

(González *et al.*, 1991) and Director of the National Institute for Court Interpreter Testing Research, and Policy, developers and administrators, at that time, of the Federal Court Interpreter Certification Examination. Upon completion of the course, I proposed a design for interpreter-training materials as a supplement to the materials in use. I had the good fortune to work with Dr. Cynthia Giambruno on that materials development project. Through her enthusiasm and encouragement, my interest in both interpreting and materials development deepened. Few, if any materials designed specifically for interpreter-training cite empirical studies as their theoretical base, instead citing personal experience and anecdotal evidence of the processes the materials address. (Gile 1994: 39; 1995: 5; Gentile 1991: 344; Gerver, Longley, Long, Lambert, S 1989: 724)

### 1.3.2 Professional and Academic Motivation

This study is motivated by the belief that interpreters in training require field-specific language training. Ideally, an interpreter should possess native-speaker competence in all working languages (Gile 1995:224), but demand for interpreters outstrips the supply of native speakers of two or more languages with the skill and desire to work in interpreting. (Longley 1997: 45) Speech and language are naturally-acquired skills, but translation and interpreting are not. (Neubert 1997: 23-4) By first discovering concrete areas in which interpreters tend to err, a curriculum could be developed to address weaknesses. Such a curriculum would conceivably include both interpreting techniques and language training that is specifically geared to the demands of the task. For example, the passive voice is not always used in the same way in Spanish and

English; an interpreter who has developed strategies for accommodating these differences is not distracted from the task of re-conveying meaning.

General second language studies at the undergraduate level do not tend to stress the manipulation of persuasive language or precision in pronunciation, both of which have a profound impact on the effectiveness of an interpreter's efforts. Speech that is disjointed or pronounced in a way that is difficult to comprehend is inclined to fatigue the listener, causing a loss of concentration or possibly loss of interest.

The need for competent interpreters is well established; their services are essential to international politics, trade and academic pursuits. Erroneous interpretations in any of these fields can cause serious difficulty or harm to the process of which it is a part. Since its formalized beginnings at the close of World War II, simultaneous interpreting has become an indispensable part of negotiations and legal processes. However, to date there is little consensus on how to train interpreters or evaluate their performance; there is even considerable disagreement as to what constitutes good interpreter performance. (Bühler 1986, Kurz 1989, 1993, in Collados Aís 1996: 777- 787)

Because simultaneous interpreting is a relatively new technique, and because of its complexity, virtually all of which involves little understood cognitive processes, the parameters of study have yet to be firmly established. The fields of psychology and linguistics are able to provide useful information and insight, but still cannot explain all of the processes and phenomena that come into play in day to day language use, much less the highly complex process of simultaneous interpretation. In order to fill current and future demand for qualified interpreters, methods for selecting, training and evaluating interpreters must be developed. These methods must have their basis in

observable fact and consider the effect of observed errors on the accurate re-conveyance of the meaning and tone of the original speech.

#### 1.4 LIMITATIONS/EXTENT OF STUDY:

##### 1.4.1 Focus

This study concerns itself with interpretation, specifically, the simultaneous mode of interpretation. The purpose of this study is to identify problematic aspects of the task of interpreting in order to develop remedies and coping strategies which address those areas of difficulty, therefore, TT renderings of words and phrases which would be considered appropriate, even in the most exacting professional situations are considered to be shifts for these purposes. The term *shift* is used here to refer to deviations from the source text, including those which are appropriate to the task and not to be construed as errors. Interpreters working in the simultaneous mode are taught to synthesize and condense information, and to transfer the meaning of the source text through abstraction of that meaning and reformulation of it, often by means of substantially different formal structures. The level of scrutiny applied in the analysis of these corpora is intended to identify potential problems and the resulting observations should not be construed as criticism of the subjects, their instructors or their training and instruction.

##### 1.4.2 Selection of Units for Analysis

Development of the corpus and of a system for analyzing it is labor intensive and time consuming, therefore in order to permit in-depth analysis and discussion of the most salient findings in the time and space allotted, only the most frequently occurring shifts

and errors have been considered. For this preliminary phase of study, only units on which 75% or more of the target texts contained shifts or errors are included. This process is discussed in detail in Chapter Seven.

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## II RELEVANT TERMINOLOGY AND CONCEPTS

### 2.1 INTERPRETING (Bilingual):

For the purposes of this paper, *interpreting* refers to translation of the *spoken* word from one language into another. The way in which language is understood is also referred to as interpreting or interpretation. In order to avoid confusion between the two, oral translation will be referred to as *interpreting*, and comprehension of language will be referred to as *interpretation*.

#### 2.1.1 Modes of Interpreting:

Interpreting is conducted in 3 modes: the *consecutive* mode, in which the source text or source language speaker (ST or SL speaker) utters one or more complete thoughts and then waits as the interpreter renders those utterances into the target language (TL). This process of turn-taking between the ST speaker and the interpreter is repeated until that text has been fully interpreted. In the *simultaneous* mode, the interpreter begins to speak as soon as at least one full unit of meaning has been uttered by the ST speaker. In this mode, the interpreter must listen to the ST speaker while at the same time, reformulating the message into the TL. The third mode of interpreting is known as *sight translation*, in which the interpreter examines a document briefly, and orally renders its content. This study is limited to the *simultaneous* mode of interpreting.

## 2.2 MODES OF INTERPRETING (Text Comprehension):

One aspect of the power of language is that the receiver does not comprehend an utterance using only one interpretive process, but instead must shift from one *mode of interpretation* to another, requiring additional engagement on the part of the receiver. (Kenney 1998: 518) According to John Sinclair, one interprets a text by employing a combination of the *idiom principle* and the *open-choice principle*. When the idiom principle is operating, the language user treats some phrases as single choices of lexical items, as if the phrase were a single word, independent of the meaning of the individual words in collocation. This mode is contrasted with the open-choice principle, also known as the *slot and filler* approach (Sinclair 1987: 320). In this mode, the texts are seen as a “series of slots, which have to be filled from a lexicon, which satisfies local restraints.” (Sinclair 1991: 109) In this context, “local restraints” refers to the lexical, grammatical and cultural norms and expectations of the message receiver. The idiom principle is employed to simplify a potentially limitless number of possible interpretations of a text and is tied to the concept that words and phrases become *delexicalized*, or lose their specific identity through frequent use. For example, the verb “to take” when in collocation with “a bath” does not refer to the removal of the bath from one location or owner to another. (Sinclair 1987: 113) The default mode of interpretation is the idiom principle, and the language receiver employs the open-choice mode when a lexical unit is ambiguous or does not fit the user’s repertoire of phrases and meanings. The two modes are diametrically opposed and rather than fading from one mode to the other, the user makes abrupt shifts from the idiom principle to the open-choice principle, and immediately returns to the idiom principle. (Sinclair 1987: 114)

Gideon Toury describes part of the interpretive process in terms of frequently used words and phrases, which he calls *repertoiremes*, as compared to *textemes*, his term for elements with specific meaning in a given context, which must be processed differently. According to this hypothesis, in every community linguistic and non-linguistic phenomena with semiotic value become codified, and these codified phenomena become part of a repertoire. When an item from the repertoire is used, it enters into a set of relations specific to that communicative act, at which point, it serves as a *texteme*. One item can simultaneously serve a number of functions, a phenomenon referred to as *syncretism*. (Toury 1995: 267-268) Part of the richness of a text lies in the use of terms with multiple levels of meaning and/or reference. According to Toury, the textual relations (syncretism) in the original text tend to be modified “in favor of [more] habitual options offered by a target repertoire.” (Toury 1995: 268) This phenomenon in Toury’s terminology is referred to as *standardization*. These concepts are an essential component of those aspects of the study undertaken for this thesis which refer to *receiver effort*.

2.3 SOURCE TEXT AND TARGET TEXT: The *source text* (ST) is the message as it is delivered in its original or *source language* (SL). The term *text* is not limited to the written form; all words or utterances are considered to be text for the purposes of this study. The *target text* (TT) is the version of the *source text* that has been translated into the *target language* (TL), whether delivered orally or in written form.



2.4 SENDER AND RECEIVER: The *sender* of a message may be either a writer or a speaker; this term applies to anyone involved in a communicative act who is giving out information or *sending* a message through that communicative act. The person or people to whom the sender is speaking or for whose benefit the sender is speaking or writing, is the *receiver* of that message. In a dialogue, both parties assume both roles, taking turns sending and receiving messages; these roles may often overlap.

#### 2.5 CULTURAL REFERENCES:

Wilhelm von Humboldt posited that each language and the environment from which it springs are mutually influential. Language is developed in response to environmental and cultural facts, and thought is influenced by the organization of language and environmental factors. (Mounin 1963: 60-61) This notion has been presented in a variety of ways, perhaps the best known version being the Sapir/ Whorf hypothesis. These cultural references are tied to intertextuality and presupposition. (Alcaraz 2000) Much of the power of words lies in their ability to evoke images and make references common to the members of a given language community. Translators and interpreters must not only be able to comprehend these references, but must also know which references must be modified to evoke a response in the TT receiver comparable to that felt by the ST receiver. (Nida 1963)

#### 2.6 RELATIONSHIPS OF LEXICAL ELEMENTS:

The notion that the meaning of an utterance lies in the *relationships* among the words contained in an utterance as well as their relationship to the language system is mentioned

by Jost Trier. (Mounin 1963: 61) According to Saussure, the elements of language contribute less to meaning than their relationships to other elements. Opposition creates linguistic structures and the only value of signs is the tension that exists between them. (Alcaraz 1992: 67)

2.7 REGISTER: The term, *register* refers to the level of formality with which a text is delivered. If, for example, the speaker says “Good evening, ladies and gentlemen, it is a privilege and an honor to have been invited to participate in this event”, it would be considered a shift of register to render that utterance as “Hi, everybody, thanks for having me.” The meaning of the greeting is largely the same, but the tone and level of formality have been altered. Speakers, especially politicians may intentionally shift among a variety of registers in order to elicit a desired response from the audience. For example, a politician speaking to a group of farm-workers may shift from a high level of formality used for the bulk of his speech to a “folksy” tone when speaking of issues he presumes to be important or emotionally charged to his rural audience. In interpreting, the register or shifts of register found in the ST must be conserved so that the full message is conveyed.

## 2.8 CORPUS-BASED TECHNIQUES

“Corpus-based studies” in linguistics is a term applied to the analysis of large quantities of authentic language production in order to quantify certain elements. For example, early word frequency studies contributed to the development of graded readers and second language acquisition materials based on the 1000, 3000, 5000 most frequently used words in a given language. Corpus based studies have become a standard in certain

types of linguistic analysis because computer technology permits researchers to test ideas and assumptions by searching through millions of words of text. This technique is well-developed and recently has become widely used in linguistic studies of written language, and textbooks are now available on its use. (Biber 1998)

These techniques have not yet (to my knowledge) been applied to exclusively spoken language. There are two major obstacles: the time and expense involved in transcribing spoken language, and the fact that transcriptions of spoken language do not convey the paralinguistic elements which contribute to verbal communication. (Shlesinger 1998: 487) As regards interpretation, there is another challenge, and that is having access to a reliable corpus. As a matter of fact, some authors question the validity of corpus based studies in interpreting due to the difficulty of getting comparable renditions from professional interpreters, which often results in corpora consisting of student renderings being applied to assumptions about the performance of professional interpreters (487). However, use of the corpus based approach is appropriate for evaluating interpreters in training, as a reliable and scientifically valid corpus under controlled conditions can be obtained. In the case of this study, student interpreter renderings are appropriate because the outcomes of the study will be applied to student interpreters.

This study, then, has been designed as a first step toward applying corpus-based techniques to the spoken word by using a combination of transcription and audio recordings. The student interpreter renderings which form the corpus of this study have been transcribed (approximately 90,000 words). The source texts are divided into small word groups which are numerically labeled. The source texts have also been time-coded

to correspond with their respective audio recordings. At this point, it is possible to perform automated word searches of the student renderings. The audio recordings of the corpus may be searched using time codes, cross referenced against the source text transcription word-group numerical markers. The audio recordings have been transferred to the computer in such a way that the recordings can be compared to one another quickly and can be searched, using time codes. For more information about the technical aspects of the study, see Chapter Seven.

## 2.9 ANTICIPATION AND PREDICTION

Because interpreters must render the ST message as it unfolds, the ability to make predictions about what may be said next aids in word-choice and reduces cognitive load. Both linguistic and extralinguistic knowledge contribute to the interpreter's ability to predict the speaker's intentions and message. Some of the extralinguistic factors include: knowledge of the type of meeting, subject matter, and roles of the participants, and world knowledge. (Adamowicz, 1989; Schweda-Nicholson, 1987 in de Groot 1997: 46) If an interpreter understands these situational factors, the ability to predict is enhanced. As ST information unfolds, the interpreter builds hypotheses as to what is likely to be said next, knowledge of these factors in addition to linguistic and cultural knowledge contribute to those hypotheses. This process can also lead the interpreter away from the message. If the interpreter acts too quickly on the hypothesis, rendering what is expected, rather than the actual content of the message, *anticipation error* occurs. For the purposes of this study and discussion, the term *prediction* will be used to refer to the hypothesis-building

process and *anticipation* will be used to refer to situations in which the interpreter expresses information or terminology not yet uttered by the speaker.

## 2.10 SITUATION AND CONTEXT:

As mentioned above, interpreters employ extralinguistic knowledge to comprehend speech. Two extralinguistic factors that contribute to the content and reception of a message are the context of the message and the situation in which it is delivered. While these factors are related, for the purposes of discussion here, the term, *context* will refer to information that relates to the message's content, whether expressed or implicit; *situation* will refer to those factors which are related to the conditions under which the message is delivered. Both context and situation are essential not only to the interpreter's comprehension of a message, but equally important in its re-expression into the target language. The content of a message is expressed only partially by the textual elements; the remainder must be inferred by the receiver (and interpreter, who acts as both receiver and sender of each message), based on memory, including awareness of the extralinguistic factors mentioned above. (de Groot, 1997: 46-7) In order to make reasonable predictions about the ST message and to render it appropriately in the TL, interpreters must be aware of both the *context* and the *situation*. The concept of *context* is familiar to most language students, including student interpreters, but awareness of *situation* has special significance in interpreting and requires special instruction. The pragmatic aspects of interpreters' work, such as the choice of register and formality of address to the audience are driven by situational considerations. Failure to consider the situation of an interpreted event can result in TL renderings that not only alter the ST

message, but also risk giving unintended offense to the receiver of the TT. In Albrecht Neubert's words, "One of the skills the experience translator learns, an essential component of developing translational competence, is the ability to match textual conventions to culture-bound situational-functional requirements." (Neubert, 1997: 13)

## 2.11 RECEIVER EFFECT AND EFFORT:

Effective translation and interpreting should produce an effect upon the TT receiver that is comparable to that experienced by the receiver of the original message. (See Chapter 3 for a discussion of the translation theory and principles.) The analyses presented in this thesis consider receiver effect in evaluating the effectiveness of TL renderings. If, for example, an idiomatic expression is used in the ST, ideally, the TT should contain an expression that evokes similar feelings, memories, and other associations to those listening directly to the speaker.<sup>1</sup> One aspect of receiver effect that figures prominently in this thesis is that of "receiver effort." In addition to the question of effect of the TT on the receiver in terms of information and emotional response, is that of the effort involved in comprehending the message. Ideally, the receiver of an interpreted message should not have to expend more energy comprehending the message than the receiver of the ST. For a variety of reasons, including the fact that the interpreter must work with an incomplete message under time pressure, target renderings often contain all of the correct information, but require substantial effort in re-interpreting the message. If comprehending the message requires excessive effort, the receiver's attention is diverted to reanalysis, rather than being focused on subsequent incoming

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<sup>1</sup> This is an unattainable goal in practice. In translation of any kind, some "layers" or aspects of the ST term's meaning or referential value are inevitably lost. In practice, interpreters (and translators) must decide which layers are expendable and which are not.

information. In extreme cases, the receiver may lose confidence in the TT or lose interest altogether, defeating the purpose of the interpreter's efforts.

## 2.12 EAR TO VOICE SPAN (EVS):

*Ear to Voice Span* or EVS may be defined as “the interval between the moment a particular part of the speaker's speech hits the interpreter's ear and the moment the interpreter outputs the translation of that speech segment.” Another way of considering it is the lag-time between stimulus and response. If an interpreter allows a larger portion of the ST to be uttered before rendering it, better predictions can be made as to its meaning, but there is a risk. If the interpreter allows too much of the ST to be uttered before beginning to render, information is likely to be lost. Bursts of verbal information or “chunks” are held in short-term or “working” memory for no more than about ten seconds, after which they are further processed or discarded. (Darò & Fabbro, 1994 in Moser-Mercer, 1997: 186) In addition to the risk of losing information through the time limitations on short-term memory, new information continues to flow from the speaker, adding to the quantity of data that the interpreter must process. Listening and comprehension, memory, and language production all compete for the interpreter's cognitive capacity, so that by increasing demand on memory, less capacity is available for further listening and for production of the TT. (Gile, 1995, 1997: 200)

## 2.13 FUNCTION WORDS:

There are words, such as prepositions, articles, and conjunctions whose purpose is to indicate relationships among the elements of an utterance such as those of time, space,

opposition, purpose, and inclusion, among others. These words are critical to the flow of information and to how that information is received, but they do not have semantic meaning in and of themselves. Words that fit this description are sometimes referred to as “function words.” The word, “by,” for example indicates the relationships between the elements of discourse to which it relates in a given context, but does not by itself trigger semantic memory or call to mind a mental image. Nonetheless, there is a substantial difference between the statements, “the house was built *by* my father” and “the house was built *for* my father.” Function words, as mentioned are critical to the flow of information, but their lack of semantic content can cause difficulties for interpreters and non-native language users. If words of this type are not heard and comprehended correctly, the message can be substantially altered, as seen in the example above. Interpreters must recognize these words and their purpose in the ST and conserve their function in the TT. Memory of these words is procedural, rather than semantic and their use tends to be intuitive, making them difficult for language learners and interpreters alike.

#### 2.14 CALQUES AND FALSE COGNATES:

A *calque* is a translation of the formal aspects of a term, rather than its meaning. Calques can be lexical or semantic. As an example, the English phrase, “to look for” may be best translated with the verb, *buscar*; to translate the English term as *mirar por* (to look at + for/by) it would not carry the same meaning as the original phrase and would be considered a calque.

*False cognates* are words that are similar, and may have some semantic relationship, such as a shared word-root, but do not denote the same thing. An example



of false cognates can be seen with the words, “embarrassed” and *embarazada* (pregnant). The words appear to be related, but do not denote the same thing.

When interpreting, the apparent similarity of false cognates can lead to confusion or added cognitive strain in avoiding their use. Under the time pressure of simultaneous interpreting, it may require conscious effort to ignore terms that come to mind because of phonetic or morphological similarities to an SL term.

This conscious effort is often referred to as *calque avoidance*.

## 2.15 AUTOMATION AND ROUTINIZATION:

There are patterns of speech which are repetitive and predictable. This is especially true of prepared speeches, which tend to follow a series of identifiable steps to lead the audience through the speaker’s message. For example, one can expect public speeches to begin with a greeting. The level of formality of that greeting would depend upon the situational factors, such as the purpose of the speech, the participants, the relationship between the speaker and the participants, and so forth. If an interpreter has a ready vocabulary of greetings that are suitable for the circumstances, little effort must be invested in rendering an appropriate greeting. If, on the other hand, the interpreter must listen to and comprehend the greeting, then consider several possible TL terms, weigh their appropriateness to the situation, and then select one before speaking, a great deal more effort must be expended. Other highly predictable parts of public speech include certain kinds of transitions, for example, beginning a discussion with “First, I would like to talk about...,” and introducing the following point by saying, “Next, I would like to....” As routine as such transitions and greetings are, their pragmatic ramifications are

significant. An inappropriate greeting can be off-putting to the audience, while unclear procedural transitions can confuse the listener.

The idea of having TL readily available terms for situations that are predictable and occur frequently is often called *automation* or *routinization*. To avoid confusion with the various definitions and implications of the terms *automatic* and *automation*, the coined term *routinization* will be used.

## 2.16 DELEXICALIZATION:

Through use, words and phrases take on a meaning that is different from the term's original sense. Figurative language works its way into day to day speech, so that users of that language no longer consider the original meaning of the term. Phrases like, "get on your own two feet" are readily understood by native English-speakers, who use them without consciously considering the meaning at the word-level. It is not uncommon to say "see you later" while speaking on the telephone, in spite of the fact that neither person can see the other. When words and phrases become *delexicalized*, the original meaning of the individual terms are of little help to the non-native speaker in trying to ascertain the expression's meaning. Delexicalized terms pose multiple problems for interpreters: if it is an unfamiliar term, meaning must be constructed from the context; also, interpreters must consciously avoid being distracted by the surface meaning of the individual elements of the expression.

### III HISTORICAL ANTECEDENTS TO THIS STUDY

#### 3.1 THEORETICAL BASIS:

In this chapter, I will discuss selected theories relating to the quality of both translator and interpreter output or *product*. In the chapter which follows, theories which pertain to the cognitive processes relevant to simultaneous interpreting will be presented. Not surprisingly, much of the theory that pertains to interpreting has grown out the study of translation. The lexical, grammatical, and cultural considerations discussed in translation theories are virtually identical to those of interpreting; one critical factor which differentiates the two tasks is related to the processes involved, especially with respect to time and the choices and techniques that time constraints require interpreters put into play. The theories which follow are not presented in chronological order because they are drawn from a variety of schools of thought, many of which overlap in time and do not necessarily derive from a single line of reasoning. Given the complexity of human communication, whether monolingual or across linguistic and cultural boundaries, this survey necessarily draws from multiple disciplines, separated by both time and orientation to the task under investigation here. Each of the paradigms or theory sets presented below, whether originally conceived as pertaining to translation and interpreting or not, contributes to our current understanding of what is arguably one of the most demanding cognitive processes under study: simultaneous interpreting.

### 3.2 EQUIVALENCE, CULTURE, AND REFERENTIAL CONTENT IN TEXTS:

It has been clear to translators since the time of Cicero (and likely long before then) that translation is not a simple process of *transcoding*, or substituting one set of words and grammatical rules with those of another system. (Vega, 1994: 77; Steiner, G., 1975, 1992: 248) Questions of culture, the type of text or speech to be translated, and the degree to which the SL culture and the TL culture share frames of reference, substantially complicate the question of *equivalence*, which is central to both translation and interpreting. Human expression is complex, and the words we use often have multiple or complex meanings. Conveying all of the various layers of meanings contained within an utterance (or piece of text) from one language to another is difficult, if not impossible. (Ortega y Gasset, 1937: 128; Nida, 1964: 156) Whether the problems revolve around matters of culture or the purpose or complexity of the text in question, some adaptation of the ST is inevitable in transferring it to the target language. As a practical necessity, the translator or interpreter is forced to make decisions about which aspects of a message must be transferred into the target language and which must be sacrificed.

This leads us to two overriding goals of translation theory: to maximize equivalence between the ST and the TT and to develop the means by which to do so.

### 3.3 FORM VERSUS CONTENT:

In the middle of the 20<sup>th</sup> century, linguists and translators, not necessarily working toward the same goals, broadened the concepts of meaning and equivalence, accepting the notion that equivalence may be achieved on one level only at the expense of equivalence on another. Eugene Nida conceived of equivalence as relating to either

the formal aspects of a text (*formal equivalence*), as with certain poetic forms which require adherence to structural norms, or to its dynamic aspects, which embrace the emotional or persuasive effects of a text on its reader (*dynamic equivalence*). (Nida, 1964: 157-8) Noam Chomsky, in an attempt to identify rules by which language is acquired, discussed meaning in terms of its “surface structure” and its “deep structure”, a variation on Humboldt’s “inner” and “outer” form in language hypothesis, presented in the early 19th century. (Snell-Hornby, 1988, 1995: 41) *Surface structure* refers to the formal aspects of a text or utterance, while *deep structure* refers to underlying meaning. (Chomsky, 1965: 16) Both concepts identify a similar dichotomy and recognize that meaning is not purely denotative. Chomsky’s work proposed to identify the mechanisms of language acquisition and explore his notion of universal grammar. (16) His work was based on an “ideal speaker-listener, in a completely homogeneous speech community”, rather than real speakers and listeners in the real world. (Chomsky, 1965: 3-7) Nida’s motive was translation of biblical texts, and as such, his interest was in conveying the emotional and mystical aspects of the text in a way that would resonate for the target-language receivers of his work.

Nida’s approach proposed that translation and interpreting must deal with three aspects of a text or discourse:

1. The *message*
2. The *purpose* of the message
3. The *audience* to whom the message is being relayed (Nida 1964: 156)

These three, often competing principles may be adhered to if the translator has

some liberty to alter the formal aspects of the work to be translated, likening the task to painting, in which one does not represent every detail, but only those which serve the purposes for which the painting is being done. (Orr, 1941: 6 in Nida, 1964: 162) This analogy holds for interpreting, in which the goal is to re-convey ideas, rather than to attempt to render every word of the source text or discourse. (Seleskovich, 1976: 96; Anderson, 1994: 101) Nida also outlined 4 basic requirements, stating that a translation must:

1. Make sense
2. Convey the spirit and manner of the original
3. Have a “natural and easy form of expression”
4. Produce a similar response in the TT receiver as that of the ST receiver (Nida, 1964: 164)

Now, 40 years after Nida presented these considerations, they continue to be useful in evaluating translation and interpreting. Certainly, they are not the only factors, but many aspects of current theory are expansions on or refinements of these principles, which themselves are derived from principles promoted by earlier theorists. Nida offered useful guidelines, but did not closely examine the communicative process itself.

In the 1950s and early 1960s, linguistic study of translation was in its infant stages, but growing rapidly, largely inspired by efforts to develop computer-based translation systems. The study of translation had previously been conducted primarily by translators or as part of language-training. (Mounin 1963: 22, 27; Holmes 1972: 77) While advocating the involvement of linguists and the need for a scientific approach in the study of translation, Mounin specifically cited simultaneous interpretation as an area

of translation that includes non-linguistic operations. (Mounin 1963: 30) Couching it in terms of a difference of opinion between two schools of thought, Mounin proposed that psycholinguistics and sociolinguistics could answer many of the problems associated with equivalence of underlying meaning and its transfer across cultures with distinct frames of reference. (30)

### 3.4 QUINTILIAN, SPEECH ACTS, AND DISCOURSE ANALYSIS:

The linguistic approaches had limited their study to idealized language structures and situations (Chomsky, 1965: 16) and the optimal size of the object of study was usually limited to no more than a sentence. While this was a useful strategy for some types of examination, it was restrictive. In the words of Theo Hermans: “linguistics disqualified itself” from the development of translation theory. (Hermans, 1985: 10) Theorists had begun to consider areas outside of linguistics for answers to translation problems. These new investigations would produce a framework for dissecting speech, considering the intentions of the participants in a communicative act and the means by which those intentions are realized. This approach examined speech in terms of the speaker’s motives and unspoken rules of interaction. Interestingly, these considerations may be traced to Quintilian and Plato.

Quintilian identified three types of public speech with the purposes that they were intended to serve, and five components common to public speech. In his view, politicians employ *deliberative-persuasive* text-types; *forensic-defensive* constructions are employed by legal professionals; and *epideictic-ceremonial* texts serve the religious communities. Messages, under this vision, are broken down into: subject matter

(*inventio*), arrangement of material (*dispositio*), delivery style (*elocutio*), memory-related aspects (*memoria*), and the mode of delivery (*pronuncio*). Plato described rhetoric as consisting of three sets of relationships: that of the speaker to the message (*expression*), that of the message to the receiver (*reception*), and that of the message to that which it represents (*mimesis*). (Hartmann, 1980: 10-11) While these ancient observations were intended to describe monolingual communication, they are also germane to the investigation of translation and interpreting. In fact, each consideration must be processed twice: once for the benefit of the ST receiver, and again when the language mediator applies them in order to comprehend the ST and reformulate it for the benefit of the TT receiver. These considerations are also at the heart of Discourse Analysis and Speech-Act theory.

Austin and Searle examined referential and other non-literal communicative devices within the framework of *illocutionary force*. Austin refers to *locutionary acts* as a linguistic act of saying something with an identifiable propositional meaning, while *illocutionary acts* as conveying information in a conventional communicative context which "...acquires a certain conventional, thus cultural, force to effect the communication by e.g., securing uptake, inviting a response..." (Austin, 1975: 118) The intentions of the speaker are conveyed by the illocutionary force of the speech act, using *illocutionary-force-indicating devices*. (Searle, 1968: 415) Searle describes this *force-meaning* distinction as: "... the distinction between the meaning of the sentence and what the speaker means (by way of illocutionary force) when he utters it." (422) Much of the force of language lies not only in what is said, but in the referential and implicative devices that speakers choose. (Grice, 1975: 58) Speech Act theories began to codify the



processes for producing and comprehending indirect speech. Interpreters must comprehend the use of these referential devices and, whenever possible, find expressions in the target language that will evoke a response in the TT receiver that is similar in effect to that of the ST device on its receiver.

In 1975, H. P. Grice argued that the use of idealized sentences as subjects of analysis may have served linguists by reducing ambiguity in the object of study, but that such analysis overlooks the purpose of communication and communicative acts. Language exists, not for science, but for the purpose of communication. Real language contains devices and references which he referred to as *conversational implicatures*.

Participants in a communicative event adhere to 4 cooperative principles:

1. Quantity: That each contribution be as informative as the situation calls for and not contain more information than the situation requires.
2. Quality: That participants not state what they believe to be false or for which they lack adequate evidence.
3. Relevance: That each contribution be relevant to the exchange.
4. Manner: That participants avoid “obscurity of expression” and ambiguity, and that their contributions be brief and orderly.

Grice admits that such principles are based on a “maximally effective exchange of information” and that participants may violate these principles for various reasons. Persuasive speech capitalizes on intentional violation of these principles to manipulate the responses of the message receiver. Such manipulations, or *indirect speech acts*, include the use of: irony, metaphor, understatement, and hyperbole, as well as intentional ambiguity or obscurity, among other devices. Indirect speech acts rely on “mutually

shared background information, both linguistic and nonlinguistic, together with the general powers of rationality and inference on the part of the hearer.” (Grice, 1975: 42-59)

Grice’s principles of cooperation offer insight into how language users apply their own background knowledge to the expression and comprehension of utterances as a way of sorting out meaning. Interpreters apply background knowledge to utterances in order to not only comprehend, but also to help predict as-yet unheard portions of a message. Additionally, these principles provide a useful framework in which to consider referential, metaphorical, and other non-literal communicative devices in the evaluation of translations and interpreter performance.

Discourse analysis continues to be a widely accepted approach to analyzing language in use. The interactive aspects of political and persuasive speech and the syntactic, lexical, and stylistic devices within such speech are often analyzed as a means to identify the unspoken messages embedded in a text. For example, the use of repetition in the form of parallel structures, rhyme, or alliteration may be considered to be illocutionary devices. Lexical choices, such as the use of metaphor or irony, and paralinguistic devices such as rising or falling intonation and pauses may be credibly identified as tools for the manipulation of the receivers’ response to the spoken word. (van Dijk & Mendizábal, 1999)

Another important adaptation of Quintilian’s analysis of text-types applicable to translation and interpreting is that of Katharina Reiss and Hans Vermeer, who developed the notion of *skopos*. Reiss and Vermeer’s theory recognizes that texts do not exist in isolation, rather that texts have a purpose and that their structure is crafted to serve that

purpose. Skopos theory considers the speaker, the message, the receiver and also the motives of the solicitor of that speech, or in the case of translation, the solicitor of translation services. (Reiss, Vermeer, 1984) A translator's understanding of the purpose of a text, the context of its information and the situational considerations under which it is presented affects the quality and effectiveness of that translator's work.

Each of the approaches to language comprehension, production and translation presented up to this point has bearing on the translation process, both textual and spoken, but individually does not provide a unified, coherent view of the processes by which language mediation occurs.

### 3.5 MULTIDISCIPLINARY APPROACHES:

In 1972, James S Holmes outlined an approach which he referred to simply as *Translation Studies*. This approach was intended to coordinate multiple disciplines and approaches to translation theory. Citing the post-World War II involvement of linguists, linguistic philosophers, information theoreticians, logicians and mathematicians, Holmes proposed this approach as a way to open channels of communication among theorists in both pure and applied research. "Translation studies" was divided into two major branches: descriptive translation studies (DTS), and theoretical translation studies (ThTS). The descriptive branch would maintain "the closest contact with the empirical phenomena under study" and be divided into three categories:

1. Product-oriented research
2. Function-oriented research
3. Process-oriented research. (Holmes 1972, 1988: 72)

The theoretical branch was to use “the results of descriptive translation studies, in combination with the information available from related fields and disciplines, to evolve principles, theories, and models which will serve to explain and predict what translating and translations are and will be.” (Holmes 1972, 1988: 73) Applied Translation Studies would use information derived from these two branches to further develop such areas as the teaching of translation, policy-making and translation criticism. Holmes pointed out that intuitive theoretical hypotheses can play a valid role in the study of translation as a starting point from which to work, provided that those hypotheses were also tested against real-world examples of language use.

Since the 1970s, translation theory has become increasingly multidisciplinary, although perhaps not coordinated to the extent espoused in Holmes’ vision. Communication among the disciplines continued to be a problem, due in part to the various theoretical frameworks and metalanguages associated with each field. (Holmes 1988: 99)

In 1980, Gideon Toury defined norms that influence translation decisions as part of a comprehensive theory of translation in which the cultural differences between language groups and how that is reflected in their use of language figured prominently. (Gentzler 1993: 105-9)

### 3.6 PRAGMATICS AND POLYSYSTEM APPROACHES:

A multidisciplinary approach to linguistics and translation created an environment in which language could be studied in terms of its communicative value. Itamar Even-Zohar and Gideon Toury spearheaded two closely related movements in translation

theory that took into account the various levels at which communication occurs, looking at the function of texts within their social and pragmatic contexts and the processes by which communicative acts are comprehended.

Pragmatics [...] is interested in an interdisciplinary approach and in the empirical analysis of linguistic processes, that is, in the study of language use and functions, since what really matters is what has been called 'communicative competence'. This implies a profound methodological and conceptual change that affects the groundwork of linguistic research and, consequently, in dealing with language in action, pragmatics has had to introduce new categories for its linguistic analysis. Probably one of the greatest novelties of 'language in action' is the conception of language as *discourse* (or text), and the fact that discourse consists of utterances. (Alcaraz 1996: 104-5)

This change in perspective has profound implications in the analysis and evaluation of translation and interpreting. Interpreting is performed on discourse comprised of utterances in context, with a purpose. This was not the first time that notions of purpose or communicative value had been discussed in relation to translating and interpreting, but pragmatics provided a useful scientific framework for study. Discourse, a term derived from the Latin *discursus*, meaning conversation (Penguin 2000: 396) analyzes language in use in terms of the following features:

1. Cohesion (syntactic connection of the linguistic elements of the text)
2. Coherence (semantic stability)
3. Progressivity (flow of information)
4. Intentionality (the author's point of view, overtly or covertly expressed)
5. Closure (linguistic devices which signal the limits or finality of the text)
6. Meaning.

(Alcaraz 1996: 105)

Another important feature of pragmatics is that it embraces the notion that meaning is not finite, that every message contains a complex of lexical and pragmatic

assumptions and presuppositions. Presuppositions are based on the assumption of shared knowledge between the sender and the receiver. If these presuppositions are not clear or true, the discourse cannot make sense or flow normally. (Alcaraz 1996: 106) Pragmatic assumptions refer to background knowledge of the subject, derived from information within the discourse. Devices used by speakers or writers are highly variable from individual to individual and from language to language. Some devices must be modified or adapted to impart similar meaning or emotional impact for the TT receiver as that experienced by the ST receiver. Repetition, ellipsis and evocative collocations are examples of features of discourse which are likely to require adaptation on the one hand, and offer useful information to the interpreter on the other. (Fonagy: 1982; Chernov 1994: 140) Discursive elements which may present difficulty, or conversely, be helpful to interpreters include: pronouns, rising or descending tone of voice, conjunctions, adjuncts, gerunds, prepositions. The use of these resources may not be consciously noticed by the receiver, but are important to interpreters for two reasons: they contribute substantially to the flow and meaning of discourse, and they may be helpful in prediction. (Shlesinger 1994: 225) Interpreters rely heavily on predictive skills when rendering an utterance before it has been fully expressed, and these devices, if understood may allow the interpreter to anticipate the structure, if not the content of the as-yet unheard portion of the utterance. Other devices include simile, metonymy and synecdoche. Alteration of these devices may alter the meaning of the discourse, but in the case of synecdoche, for example alteration or “modulation” may be necessary. For example, in the case of synecdoche: in naval parlance, “hands” is used to refer to crewmembers, but in French,

the term is *l'équipage* or *les hommes* (Newmark 1995: 125), so that to simply translate “hands” as *les mains* would not carry the same meaning.

Two categories of adaptation are available to the translator or interpreter, each of which is used to achieve a different type of equivalence: *transposition* and *modulation*. Transposition refers to the substitution of one grammatical category in the source language for another as a means to provide semantic equivalence in the target language. Modulation refers to the adaptation of abstract ‘categories of thought’, such as the use of synecdoche or metonymy in order to achieve pragmatic equivalence. Mastery of adaptation techniques is essential for translators. (Alcaraz 1996: 107-8) I would add that such mastery is also essential to interpreting, for example when rendering idiomatic expressions.

### 3.7 SUMMARY:

Since the middle of the 20<sup>th</sup> century, two very different approaches to understanding language and the problems of translation have produced vocabulary and schema which permit study of highly abstract phenomena within a scientific framework. The structuralist and linguistics-based approaches provided the framework, but because that work tended to be limited to idealized use of language isolated from discourse-level context, they were unable to provide the necessary tools for analyzing some important aspects of language in use. Pragmatics, Polysystem, and Speech Act theories provide a system for analyzing the complexities of language in use. Discourse may be examined in such a way that subtle communicative devices may be reasonably associated with motives or purposes. Understanding these motives and devices helps the translator or

interpreter to develop tactics by which to conserve the intentions of the ST sender in the TL rendering. In simultaneous interpreting, this understanding can be an aid in predicting the structure and content of as yet unheard portions of discourse. The Translation Studies approach provides a framework for study design wherein hypotheses are empirically tested, using real-world examples. Product-oriented Descriptive Translation Studies, as described by Holmes has contributed substantially to the design of the study on which this dissertation is based:

The starting point for this type of study is the description of individual translations, or text-focused translation description. A second phase is that of comparative translation description, in which comparative analyses are made of various translations of the same text, either in a single language or in various languages. Such individual and comparative descriptions provide the materials for surveys of larger corpuses of translation, for instance those made within a specific period, language, and/or text or discourse type. (Holmes 1972: 72)

This vision has promoted “corpus-based” investigations of translation. These studies compare phenomena found in real translations to multiple examples of actual language use.



## IV COGNITIVE MODELS OF SIMULTANEOUS INTERPRETING

### 4.1 INTRODUCTION:

Simultaneous interpreting involves cognitive processes not found in the translation process or in normal communication (Neubert, 1997: 9). While the two tasks share a number of processes, simultaneous interpreting is governed in part by extreme time pressure (Gile 1995: 4). Unlike the translator who has the luxury of comprehending the entire ST before beginning to translate, the interpreter must begin to render the ST almost immediately, and well before the entire message has been fully revealed. A translator has the opportunity to consult dictionaries, textbooks and other resources after reading all or part of the source text (ST), whereas an interpreter must quickly select appropriate terminology, even if the ST<sup>1</sup> is imperfectly understood. The simultaneous interpreter must perform radically different tasks at the same time. As soon as the interpreter has heard an identifiable and understandable unit of meaning, he must begin to render it in the target language while continuing to listen to the ST for the next piece of information while continually monitoring his own output. Complex cognitive processes are involved, but are not available for direct observation. Numerous theoretical models have been developed to understand and explain the various processes and cognitive demands of simultaneous interpreting. These models are analogous of the processes they describe and do not represent proof of those processes, but are useful in hypothesis building and testing. Process models for simultaneous interpreting are relatively new, dating only to the 1960s. (Moser-Mercer 1997: 177)



## 4.2 OVERVIEW OF COGNITIVE MODELS:

### 4.2.1 3 Stage Model

The most basic models for describing the simultaneous interpreting process include as few as 3 stages, describing verbal input of the SL message, a non-verbal stage in which the interpreter comprehends the SL message, and a verbal stage in which the interpreter reproduces the message in the TL. (Mackintosh 1985: 37, in González *et al.* 1991: 316)

The Three Stage Model

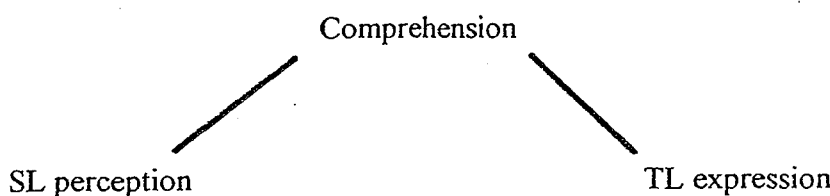


Figure 1

This diagram is used to illustrate that the interpreter is both a receiver and a sender of the message in question. The interpreter hears the message (receiver) then decodes it and selects a meaning, based on his knowledge of the SL. The message is then segmented into units of meaning, permitting the interpreter to concentrate on units of meaning. Finally, the interpreter becomes the sender, reproducing the original message in the TL.

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<sup>1</sup> For the purposes of this discussion, the term “text” and the abbreviations ST and TT will refer to both written and oral communication. SL and TL refer to source language and target language respectively.

#### 4.2.2 Gerver Model

In 1976, David Gerver proposed a visual model which illustrated information processing in simultaneous interpreting as it was understood at that time, emphasizing two features of the process: “permanent structural features”, such as memory systems including “buffer” storage, and control processes which the interpreter may use to aid in dividing attention among the various components of the task. (Moser-Mercer 1997: 178-9) (See fig. 2, pg. 40) This model illustrates the process in a linear fashion, similar to computer processing, including terminology borrowed from information technology, such as “buffer storage”. The various tasks involved in simultaneous interpreting, such as comprehension, formulation, hypothesis testing are represented in sequential fashion.

#### 4.2.3 Moser Model

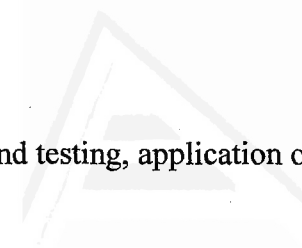
Barbara Moser expanded on this model, adding “feedback” and “rehearsal” loops to illustrate the simultaneity of processing at certain stages, when attention is divided among input and the various processes involved in producing TL output. Moser’s model indicates that long-term memory is involved at every stage of the process. (Moser-Mercer 1997: 179) (See fig 3: pg. 41) Moser’s model also illustrates her hypothesis that in stage one, sound waves are received and subjected to “feature detection;” this information is then stored in perceptual auditory storage, phonological rules are applied and the sounds are synthesized into a “perceptual unit,” or syllable to which semantic, syntactic and contextual information is applied to form a word. If the word is recognized, the process continues, and the word is placed in a “string of processed words” and subjected to semantic, syntactic and contextual testing. If the word is not recognized, it is

placed in the rehearsal loop until more information is received. This process is estimated to occur within 1 to 2 seconds. (Massaro 1975 in Moser 1978: 356)

In the second phase, strings of words are subjected to “generated abstract memory”, in which they are received as information and segmented and subjected to syntactic and semantic processing to form a “phrase unit”, which if recognized is made available for further processing.

In the third stage, semantic information is processed and a conceptual base for meaning is sought in long-term memory. If a conceptual base is found, the information is formed into a “prelinguistic semantic structure”, where conceptual relations are sought, and meaning may be understood. If meaning is not understood, the unit is placed in the rehearsal loop to wait for more information. The terminology used in this segment reflects the theory’s roots in generative semantics. (Giambruno 1997: 35) Moser’s (and Gerver’s) approach includes the notion that although there are two languages involved, there is “only one underlying thought system and one conceptual framework used by the interpreter who then follows mapping rules for a specific language to comprehend input in the source language and to prepare utterances in the target language.” (35) Moser’s model includes a prediction phase, but only after the TL rendering has begun to be constructed and tested. Moser stresses the importance of prediction in simultaneous interpreting and indicates that the “prediction possible” node is represented late in the process because a certain amount of information must already be processed before predictions about future input may be made. (Moser-Mercer 1997: 179) Moser-Mercer’s observation suggests simultaneity, although her model is a linear representation of the

process. The final phase of the process involves TL coding and testing, application of phonological rules for the TL and finally, TL output.



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The Gerver Model



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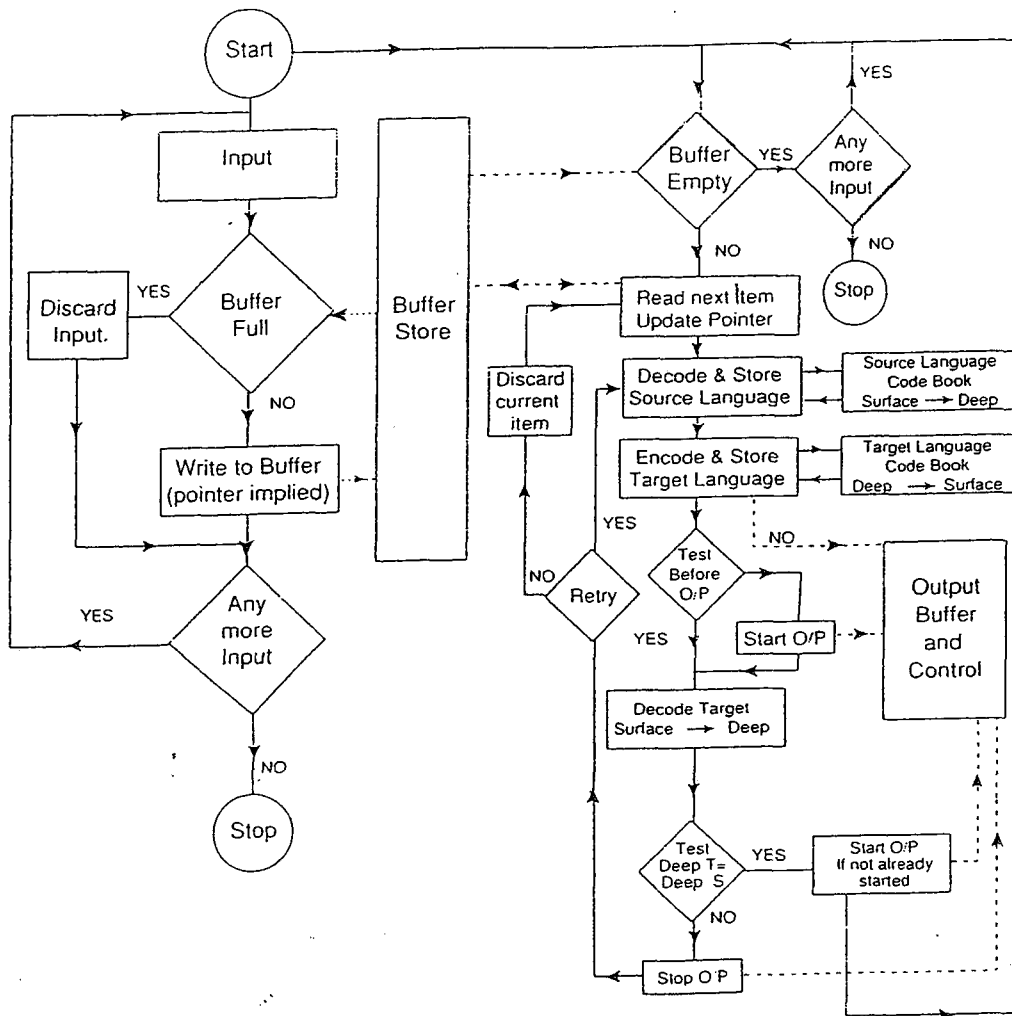


Figure 2 The Gerver Model

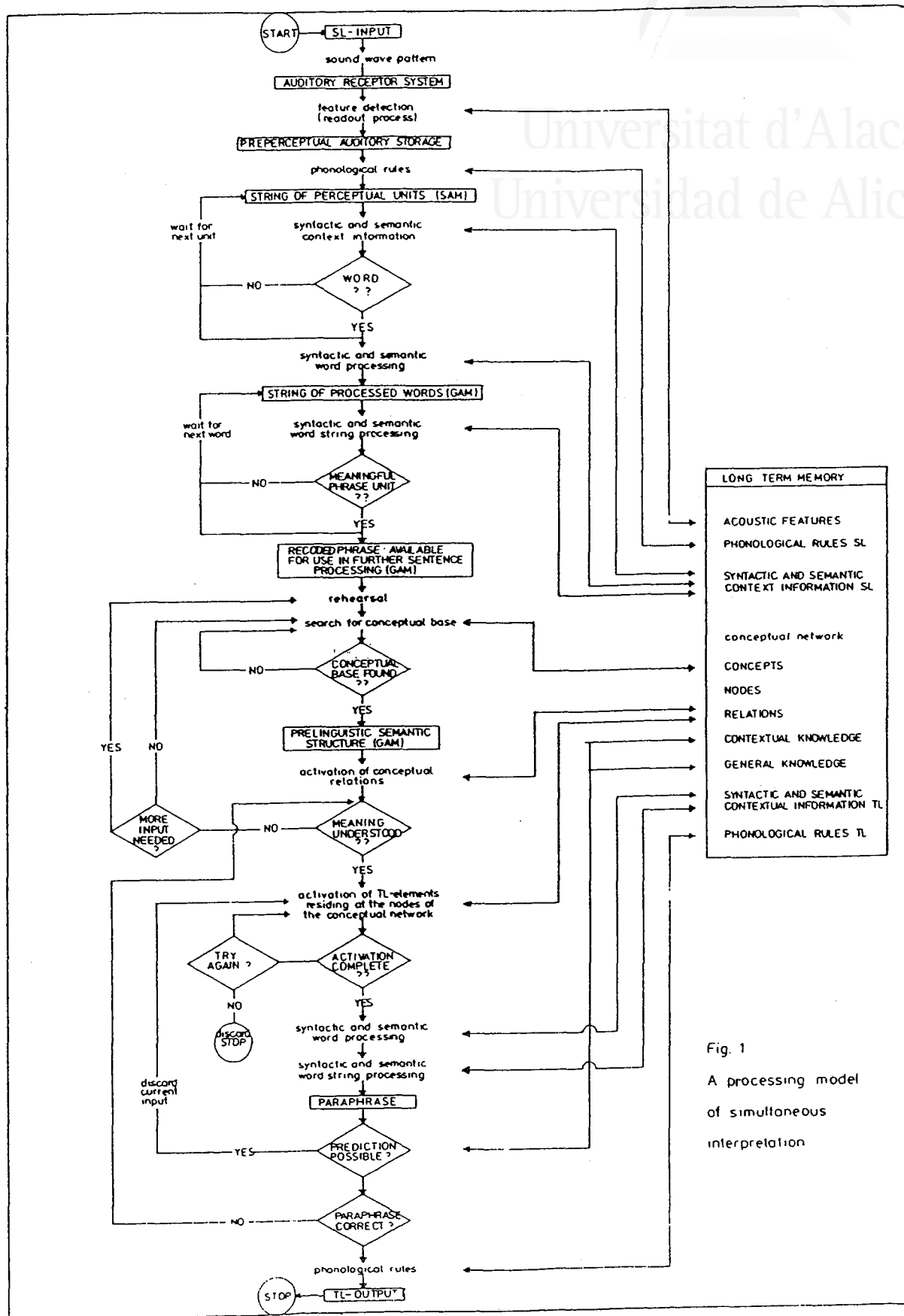


Figure 3 The Moser Model

Fig. 1  
A processing model  
of simultaneous  
interpretation

#### 4.2.4 Human Information Processing Models

The Human Information Processing Models (HIP) also liken the functions of the human mind to computer processing. Presented as a linear process, HIP describes sensory and memory processing and considers external stimuli. According to HIP theory, short-term memory (STM) is limited in terms of both the volume of information it can hold and the length of time it may be held in STM. The maximum number of bits of information which can be held in STM is estimated to be “seven plus or minus two”. (Massaro 1977: 310) This limitation is not as restrictive as it may appear. Giambruno illustrates that a sentence of 15 words may be segmented into 5 “chunks” or bits of information to be held in STM. (Giambruno 1997: 39) Trained interpreters group words together to improve their handling of large amounts of information simultaneously, whereas untrained interpreters tend to attempt to deal with individual words. To illustrate the efficiency of grouping words, Giambruno quotes Josette Coughlin, an interpreter trainer who presents the analogy of trying to place 80 individual pearls per minute on a conveyer belt as compared to handling the same number of pearls strung into necklaces and bracelets. (Coughlin 1984: 337-8, in Giambruno 1997: 40)

#### 4.2.5 Parallel Distributive Processing Model

The Parallel Distributive Processing model (PDP) breaks away from the linear-processing representations and is instead modeled on the function of the human brain. This model imitates the synaptic connections of neurons. (McClelland, Rumelhart, and the PDP Groups 1986: 10-1, in González *et al.* 1991: 332) This model considers both



internal and external stimuli and parallel processing of unconscious processing.

(González *et al.* 1991: 332)

#### 4.2.6 Simultaneous Human Information Processing Model

González, Vazquez and Mikkelson proposed the Simultaneous Human Information Processing model (SHIP), which has its foundations in ACT and PDP models, and was developed to “attempt to account for known phenomena with a model having the power and flexibility to explain and predict observed behaviors.” (González *et al.* 1991: 335) Key features of the model are that it is three-dimensional and not limited to linear representations of processes. The SHIP model accepts parallel processing of information. The model also proposes that an interpreter may receive and process new information without having to have finished processing the previous unit. LTM and STM are viewed as separate modules, capable of functioning simultaneously. In a significant departure from other models, SHIP considers memory to be unlimited, allowing for the interpreter’s ability to hold multiple abstract units in STM while searching for lexical matches, speaking in the TL, all while listening to and processing the next unit.

(González *et al.* 1991: 348)

Knowledge is considered to be procedural or declarative, and the SHIP model recognizes that information is organized into schema. Schema may be activated or inhibited by stimuli, whether external or internal. Associative links connect the schema, and memory is considered to be influenced by expectations, and stereotypes as well as other variables. (Loftus *et al.* 1978; Loftus & Palmer 1974; Loftus, Schooler & Wagenaar 1985; Ward & Loftus 1985, in González *et al.* 1991: 349)

The model consists of 6 principle components:

- a) The environmental stimulus plane, which refers to all stimuli received via the senses in order to be processed.
- b) Physiological response, which includes listening and speaking. These responses may be evaluated, modified or acted on.
- c) Conscious and unconscious properties: some cognitive processes which occur in the unconscious may be modified consciously. Interpreting skills, long presumed to be innate talents may be learned through practice.
- d) Procedural and declarative knowledge, terms borrowed from the “theory of cognitive architecture” (ACT) (Anderson 1983, in González *et al.* 1991: 328) figure in this model. Declarative knowledge refers to specific facts, or in Anderson’s terms, “semantic memory” and “mental lexicon”, as well as episodic memories. Procedural knowledge refers to the skills, rules and strategies used to perform higher cognitive functions. “Declarative knowledge is available for introspection, but procedural knowledge is not.” (Giambruno 1997: 43) The model further represents that “word association networks bring forth related vocabulary and concepts when stimulated.” (54)
- e) Memory and attention: selective attention is controlled by “cognitive processes whereby the individual, either deliberately or in response to an environmental cue, focuses his or her perceptive capacities on a specific stimulus.” (González *et al.* 1991: 343)

- f) Distraction and forgetting correspond to attention and memory. Distraction causes forgetting. Forgetting is also considered to be selective if information is lost through selective attention.

The SHIP model also describes two internal components of the process:

- a) Pre and post comprehension activities, consisting of perception, cognition, affect and action. Perception refers to the ability to comprehend the significance of outside stimuli, as opposed to simply receiving or recognizing it. Cognition refers to the systematic organization of information and thought. Affect refers to the emotional component associated with a word as it is stored in memory. Action may include physical behavior or internal thought.
- b) Comprehension is defined in SHIP as the belief that “stimuli cannot be consciously comprehended unless the individual can apply his or her prior knowledge of the world, of the language, and of the sociocultural context to a situation.” (345)

An important element of SHIP is that it proposes that complex skills may be practiced and rehearsed until they become unconscious responses. By routinizing skills, the interpreter expends less conscious energy on routine aspects of the task, leaving more cognitive capacity available for other aspects, such as better comprehension of SL input and more appropriate TL renderings.

Like the Moser model, SHIP allows for information to pass through the entire process, or be returned to any given stage for further processing. An important distinction is that this model emphasizes the simultaneity of the cognitive process models

and posits that all components and functions may be influenced by any other part of the process. (Giambruno 1997: 59)

### 4.3 THE GILE MODELS

Two models developed by Daniel Gile have been selected for use in this study largely for their straightforwardness and open-endedness. They do not purport to describe or imitate the specific processes by which language is comprehended or reformulated into another language. Although they are amply supported by theories and examples drawn from cognitive psychology and linguistics, they do not require vast knowledge of these fields in order to be understood. One important advantage to this is that these models may be incorporated into training programs. If students understand these models, they may use them to form their own strategies and tactics for coping with some of the difficulties of interpreting. (Gile 1995: 170)

#### 4.3.1 Efforts Model

This model was developed to explain the phenomenon that even experienced interpreters make errors on relatively easy portions of discourse and to develop corrective strategies. “Performance problems occur not only in fast, informationally dense, or highly technical speeches, but also in clear, slow speech segments in which no particular obstacles can be detected.” Seasoned professional interpreters were shown to make errors which radically changed the meanings of some speech segments, such as inadvertently changing a denial into a confession by translating “it wasn’t my fault” as *c’est ma faute* (“it is my fault”). (Gile 1995: 159)

The interpreting process is viewed as consisting of largely non-automatic operations. Non-automatic operations require attention or processing capacity, which is considered to be finite. Automatic operations do not impinge on this finite capacity. Non-automatic processes are said to include identification of unfamiliar stimuli, identification of familiar stimuli under adverse conditions, controlling the precision with which an action is executed, and manipulating symbols in the cognitive systems. Automatic functions include “decoding familiar stimuli presented under favorable conditions, triggering an automatic response, and operating a motor program without control.” (Richard 1980: 149-150, in Gile 1995: 161-2)

The non-automatic functions are divided into 3 categories, each relating to a component of the interpreting process:

- a) **Listening and Analysis:** the phase in which sound is received and meaning is assigned.
- b) **Production:** the phase in which the mental representation of a message is converted into a “speech plan” and ultimately delivered as target language output or rendering.
- c) **Memory:** short-term memory, in which portions of the ST are stored for processing. (Gile 1995: 162-9; Gile 1997: 196-8)

Using mathematical symbols, Gile illustrates the ways in which the various efforts compete within a finite cognitive processing capacity. Different “efforts models” have been developed for each of the modes of interpreting: simultaneous, consecutive and sight translation.

The portion of the model of greatest interest here is the model for simultaneous interpreting, to which the “coordination effort” has been added to account for the coordination of the other three efforts.

$$(1) \quad SI = L + P + M + C$$

In this equation, SI refers to simultaneous interpreting, L refers to listening and analysis, P represents the production efforts, M refers to memory and C represents coordination. The proportion of each effort depends on the task, and is highly variable over time. At any given time, each effort is applied to a different speech segment. For example, while producing segment A of the ST, memory is at work on segment B, and the interpreter is listening to segment C. Some overlapping of processing phases is considered. Anticipation can produce such an overlap: the interpreter may render a portion of the ST before it is spoken. (Gile 1995: 170)

In order for simultaneous interpreting to function smoothly, the total processing requirements cannot exceed the total capacity at any given time. Also, no one effort may dominate the available processing capacity, because it does so at the expense of the other efforts. For example, an interpreter who expends too much effort to produce an elegant reformulation of segment A does not have sufficient capacity to perform the listening and analysis phase of the next segments adequately. Prepared speeches tax each of these efforts because in addition to dense formulation, they lack the hedges, false starts and pauses found in extemporaneous speech. (Halliday 1985, in Gile 1997: 205) The Efforts must be managed not only in terms of overall demand, but allocation.

Conditions which may trigger problems include:

- High density speech: a high rate of delivery and/ or high information density

- External factors: sound quality, technical terminology in the ST, strongly accented speech, incorrect lexical or grammatical choices, unusual linguistic or rhetorical style
- Unknown names: memory effort may be increased in re-ordering acronyms, proper nouns
- Saturation: syntactical differences between languages may require the interpreter to store large amounts of information for proper reformulation.
- Signal vulnerability: lexical items which are not necessarily difficult to process, but which are of short duration or low redundancy may be missed.

Overtaxed capacity can lead to errors of content or of delivery. Content errors may not be detected by the receiver if delivery is smooth.

Anticipation is divided into two types: linguistic anticipation and extralinguistic anticipation. Linguistic anticipation refers to probabilities, such as the likelihood that in English, a noun will follow an article. Linguistic anticipation is part of the reception process, at the “very core of human language perception”. (Richardeau 1973: 21, in Gile 1995: 177) Knowledge of the source language’s structure permits the interpreter to anticipate, based on knowledge of probabilities and lexical patterns. Extralinguistic anticipation refers to clues which are present in the interpreting situation. By knowing about the speaker and the subject, some ideas in the ST may be anticipated.

By considering the demands that simultaneous interpreting makes on cognitive capacity in this framework, management strategies may be taught to help student interpreters allocate their attention and efforts. An example of these strategies might be

using simple constructions in one's B language to reduce production effort when the speaker speaks quickly in order to reduce the demands made on memory.

#### 4.3.2 The Gravitational Model of Linguistic Availability

This model represents the interpreter's access to words, phrases and the rules by which they are combined. The model correlates the frequency with which terms are used to the amount of processing required by the interpreter to access them when needed. A very small number of words and rules are considered to be consistently readily available, while the vast majority of them are used less frequently, and are therefore more difficult to recall or put into use. For the purposes of describing the model, Gile stipulates that "Words" (capitalized) refers to individual words, idioms and frequently used phrases.

The model is represented visually as a *Nucleus*, which represents highly available Words; around the nucleus are a number of *Orbits* which represent the vast majority of Words and rules. The orbits closer to the nucleus represent more readily-available terms; as the orbits are placed further from the nucleus, Words and rules are less accessible. The distinction is made between active and passive knowledge. The "active zone", lying closer to the nucleus, represents Words and rules which are not only understood by the interpreter, but also readily available for use. The passive zone represents terms which the interpreter can easily understand, but not use without some additional processing. Some impediments to the accessibility of known terms may include doubts about appropriateness of the term in a given situation, precise meaning, or calque avoidance.

The gravity analogy refers to the representation that words may be quickly activated (made available) through stimulation (active use), and that if not used again,



their availability diminishes slowly. Gile is careful to state that this model is intuitively derived and has not been empirically tested. (Gile 1995: 219)

There are five rules governing the model:

- a) The Centrifugal Principle states that Words and rules, if not stimulated for a time, move away from the active zone, becoming only passively available. This process is purported to be slow, and Gile claims that Words “drift” out of the active zone more quickly than rules.
- b) The Centripetal Principle states that through use, Words and rules quickly become available.
- c) Stimulation frequency and the Centripetal Effect principle states that higher frequency of stimulation improves the availability of Words and Rules. Processing, such as comprehension or production of the terms is necessary for the Centripetal Effect to occur.
- d) The Centripetal Effect of active vs. passive stimulation states that using a term in language production moves it more quickly to the active zone than does passive use, such as simply comprehending the term.
- e) The Escort Effect and Interference Effect refers to the phenomenon in which the stimulation of one Word also causes other related words to become more available. The Words may share phonetic or syntactic qualities or may be related through emotional or affective associations. This effect “crosses interlinguistic boundaries.” The opposite effect produced by this phenomenon is linguistic interference. Interference

may be gross, as in a case where an inappropriate, but phonetically similar word is used, or it may be “silent interference”. Silent interference may take the form of an interpreter using a reduced lexicon in order to “play it safe” and avoid false cognates. The extreme time pressure under which interpreters work also restricts lexical availability.

Non-standard use of language, strong foreign or regional accents, literary language or specialized terminology may all pose problems for interpreters. Specialized terminology is especially difficult due to its extent and the speed with which it changes. Gile states that there are “hundreds of thousands to more than a million lexical units in each language in the various scientific fields”. (Gile 1995: 223)

In applying this model to teaching, Gile points out that interpreters, in order to avoid wasting time or energy while under time pressure, tend to develop linguistic habits in which they restrict their general vocabulary, and that through disuse, some linguistic resources may be pushed into the passive zone, leaving the interpreter with basic vocabulary plus specialized terminology. The remedy recommended is “balanced stimulation” in which the interpreter consciously uses terms and constructions found in the non-interpreting segment of that language’s population. (224) The model recognizes that written and oral representations are processed differently and are also stimulated in different proportions, depending upon the medium. Some teaching strategies proposed on the basis of this model include:

- Use of conference recordings and transcripts as a means of stimulating relevant Words

- Frequent stimulation of the weakest or least often-used relevant Words
- Encouraging students to speak, rather than listen

The Gravitational Model of linguistic availability suggests ways in which an interpreter can more easily access words and rules by which to combine them, which in turn may be used to reduce the cognitive load of interpreting. If one can readily comprehend terms, listening and analyzing effort is reduced. The “memory effort” is likewise reduced because the interpreter does not need to work as hard recalling meaning. If an interpreter can draw appropriate terms from the “active zone”, production effort is reduced.

#### 4.3.3 Summary

In summary, the cognitive process/analytical models presented in this chapter provide us with insights into the historical progression of theories, increasing in detail over time. Additionally, these models are helpful in that they offer a framework within which to organize observations and hypotheses about the various phases of the act of interpreting. Again, the individual processes are not empirically falsifiable, given the current state of the sciences related to brain functions, but that too is changing. It appears that the question of parallel versus serial processing, how the mind connects disparate pieces of information, and how learning takes place are all advancing within the physical sciences. New information about heretofore overlooked physical structures in the brain promises to advance our knowledge about repetition, recall and learning. (Feilds 2004) These recent advances may provide important information about routinization of various tasks that are integral to interpreting.

The practical models are perhaps less detailed, but this simplicity has its merit: the models require little analysis to comprehend and are easy to visualize, making them accessible to students of interpreting at any stage of development, offering them a framework in which to develop personal strategies for coping with the complexities of simultaneous interpreting.



## V STUDY CONTENT AND METHODOLOGY

### 5.1 GOALS:

1. To construct an analytical model which permits the examination of spoken discourse in such a way that both linguistic and extra-linguistic aspects of interpreter performance may be observed and analyzed. These observations are to be based on accepted standards of translation and interpreting theory and performance and be based on actual interpreter performances.
2. To improve interpreter training by identifying areas of difficulty using empirical evidence of interpreter performance in such a way that the analyst's preconceptions or bias exert minimum influence on the findings.
3. To gain insight into the cognitive processes involved in simultaneous interpreting by examining shifts and/or errors within the context of process models.

### 5.2 OBSTACLES:

1. Effective management of large amounts of data.
  - a. The ability to find source text phenomena and their target text equivalents within the corpus in a consistent and efficient manner.
  - b. Consistency in the categorization of shifts and errors identified within the corpora.
  - c. Consistency in grouping observations, so that meaningful inferences may be drawn from such observations.

2. Availability of parallel corpora limited to the text-types interpreters in training are likely to encounter. Although large corpora exist, few if any are comprised entirely of interpreted public speech and multiple interpreter renderings of the same speech.
  - a. Such corpora should be specific to real renderings by interpreters working in the simultaneous mode.
  - b. Interpreter renderings that comprise the corpora should reflect a level of training, preparation, and language skills consistent with those of the study's intended beneficiaries.
  - c. The source texts should be drawn from actual interpreted conference presentations, consistent with presentations that an interpreter is likely to encounter under real-life conditions.
3. Identification of phenomena that is relevant, but not limited to that which the researcher expects or plans to identify, based on intuition or on preconceptions about interpreter performance.
4. Association of observed phenomena with cognitive processes, which are not directly observable.
5. Accommodating the nearly infinite range of possible linguistic structures that an interpreter may effectively employ.
6. Defining quality for the purposes of student interpreter performance.
7. Observation of linguistic phenomena at the discourse, paragraph, sentence, phrase, and word-levels so that restructured renderings can be recognized and evaluated.

8. Observation of both linguistic and extra-linguistic phenomena contained within interpreter performances. Examination of audio recordings only do not permit close scrutiny of linguistic phenomena like complex syntactic structures, while examination of only textual transcriptions does not allow for the observation of paralinguistic features such as tone of voice or intonation.
9. Mitigation of researcher's bias in terms of language dominance and preconceptions regarding interpreter performance patterns.

### 5.3 SOLUTIONS:

1. Quantity of information to be observed and analyzed:
  - a. The source text and each of the target texts were transcribed and the source text was divided into small word-groupings or "units for analysis" which were numbered in such a way that any unit can be located quickly within the text.
  - b. Each target text was marked with a time code at fifteen-second intervals, allowing the researcher to quickly locate time frames which correlate to the numbering system in the source text.
  - c. Consistency:
    - i. Coding rules were established at the outset of the analytical process. Any exceptions or modifications made to any coding rules required that the transcriptions be re-examined with respect to those modifications.

- ii. The coding system consists of a minimum number of categories into which phenomena are organized while still allowing sufficient detail to meet analytical goals.
  - iii. The coding system, as applied to this portion of the study was designed to reflect two considerations: the effect that each shift or deviation from the ST message exerts on the target text, and the mechanics by which that message may have been altered.
2. Parallel corpora have been developed for this investigation and address the problems enumerated above, consisting of forty interpreter renderings of one speech given in Spanish and another given in English form the corpus.
  - a. The corpora are comprised of simultaneous interpreting performances.
  - b. The interpreters whose renderings comprise the corpora were undergraduate-level students whose training, preparation and language skills are consistent with the intended beneficiary group. A detailed description of the skill level and training of the sample population is given later in this chapter.
  - c. The source texts were drawn from actual conference presentations.
3. The observations made in this study and the coding system used to represent those observations were based on conservation of the source-text message with regard to three message aspects and the mechanics by which they were altered. By comparing the content and delivery of each



rendering to that found in the source text, unanticipated behaviors are less likely to be overlooked. Additionally, this open-ended approach accommodates renderings which have been restructured.

4. Cognitive processes are not directly observable, but inferences may be reasonably made through the analysis of observable phenomena. Such inferences were approached cautiously in this investigation.
5. This study is not rank-restricted in that its structure permits the observer to examine renderings at various textual levels including the word-level, the discourse-level and those between. In this way, renderings that do not follow expected structural patterns are not overlooked or misidentified.
6. Standards relating to the quality of interpreter renderings were derived from published studies in which the expectations of interpreters, those who employ them, and receivers of interpreted messages have been established. (Collados-Aís 2000; Kopczynski 1994; Sawyer 2000) These expectations, along with the standards described in Chapter 2 form the basis of quality judgments for the purposes of this investigation.  
(Quintilian, Nida, Toury, Holmes, Shlesinger, etcetera.)
7. Each unit analysis considers the function and features of that unit within the discourse, paragraph, sentence, phrase, or word levels. This approach reduces the risk of applying undue importance to or misinterpretation of renderings at any one textual level, permitting analysis of renderings that do not follow expected patterns.

8. Both linguistic and paralinguistic phenomena were considered through the examination of both audio recordings and their transcriptions.

Examination of the transcriptions permits close study of structural phenomena, such as lexicon and syntax. Paralinguistic features of the spoken word, such as tone of voice, intonation, and uncertainty are considered by examination of the audio recordings at various phases of the investigation.

9. The effects of the investigator's bias related to language dominance and expectations regarding Spanish-language norms were reduced with the help of native-speaker informants who are consulted at various phases of the study.

#### 5.4 STUDY STRUCTURE, CONTENT AND METHODOLOGY

Regardless of the terminology, the principles and problems cited by the theorists presented in earlier chapters share a few common threads; with regard to the goals and problems of translation and interpreting, we can say the following:

- Communicative acts serve the purposes of the speaker and their effectiveness is determined by the receiver's reaction to the message and its delivery.
- That message contains multiple levels of information, some denotative and some that is connotative; its effective conveyance relying on some store of knowledge shared by the sender and receiver.
- When a message is transferred from one linguistic system to another, differences in those linguistic systems and the cultures with which they are associated will

require adaptation to the norms, expectations and stores of knowledge of the target-system receiver.

- That adaptation may result in the loss or change of information on one or more levels.
- The strategies for translation should be determined by the purpose and situation in which the communicative act occurs.

Discussions of the scientific method and recommendations about the structure of research into translation and interpreting also present common threads:

- Empirical study should describe phenomena, and to establish principles by which they can be explained and similar phenomena may be predicted. (Hempel 1952 in Toury 1995: 9, Alcaraz Varó 2000)
- The processes involved in communication, and by extension, translation and interpreting are not directly observable.
- Facts observed in the analysis of communicative and translation activities may serve as secondary indicators, suggesting relationships to those unobservable processes.
- Those relationships can only be confirmed or refuted by large bodies of empirical evidence.

This study has been constructed with these observations in mind and with the realization that it is impossible to be a neutral observer, (Kuhn, in Alcaraz, 1996: 100) that preconceptions are an inevitable part of the process, and that inductive and deductive reasoning are not mutually exclusive (Popper, 1973 in Alcaraz, 1990: 46-47) and that human comprehension functions through a combination of inductive and deductive

processes (Alcaraz 1990: 47). The structure of this study is intended to reduce, to the extent possible, the impact of the observer's bias and preconceptions on the collection of data and its analysis. Every effort has been made to avoid speculative or unsupported opinions about the data within the corpora and their analysis. Some speculation is, however, unavoidable in the discussion portions of the analysis.

## 5.5 STRUCTURE:

The purpose of the study was to observe and identify patterns of student-interpreter performance while avoiding the selection of evaluation criteria on the basis of preconceptions and impressions about interpreter performance. The ephemeral nature of the spoken word is problematic for systematic analysis, so this corpus is based on a combination of audio recordings and their transcriptions as text. In this way, both the paralinguistic features of interpreter performance, such as intonation or hesitations, and linguistic features, such as lexical choice and syntax may be examined. There are two corpora, each consisting of a source text (ST) and forty target texts (TT). Text 1 requires interpreters to work from English into Spanish, and Text 2 calls for them to work from Spanish into English. Details related to the content of each text and the profile of the interpreters' training and dominant language are given below.

It is important to mention once again that the deviations from the source text are termed shifts to reflect the fact that they are not necessarily errors; some shifts are indications of good performance. What was being examined were the deviations from the original message, whether desirable or not. Conference interpreters, for example, are

not expected to conserve all false starts or self corrections found in the ST, so omission of such features is noted, but does not imply poor performance.

Working first from transcriptions, the analysis of each text was conducted in three phases: first, a randomly selected group of six target texts were examined; shifts and errors common to multiple interpreter renderings were noted. Errors were tabulated and ST segments problematic to 50% or more of the group were tentatively selected as items for study with the entire sample population. In the second phase, the sample population was increased to twelve target texts, including the first six; this group was subjected to the same analysis techniques as used in the first phase. Common shifts and errors were noted and compared to the first group; those items which were problematic for 50% or more of the group were selected as “analysis units” for the third phase, which included the entire sample population. By beginning with a small group, the data was not overwhelming and great attention could be paid to each sample. Once patterns began to emerge, the analysis of the entire group of target texts became more focused, making it possible to closely examine a greater number of target texts with a high degree of scrutiny.

Once the units for analysis of the entire sample were selected, a table, referred to as a “study grid” was developed. Each study grid also included words or phrases adjacent to the selected unit if together they formed a larger unit of meaning. This was done in order to examine the interdependence of words and phrases in a specific context and to gauge the possibility that difficulty with one unit may cause delayed errors or a “cascading effect”. (Gile, 1995: ; MacWhinney, 1997: ) Also, because interpreters are not expected to produce word-for-word renderings, a “wider view” of the text allows for

restructuring of the ST to accommodate grammatical and syntactical differences between languages or adaptation to TL expectations. The selection of “units” is not to be confused with the concept of “units of meaning”, which refers to the segmentation of text or discourse by interpreters, a technique for organizing words and phrases into ideas to aid memory and comprehension. (Anderson 1994: 102) The “units” in this study are identified for the purpose of precisely locating and identifying specific words or passages within the ST and are not intended to limit the size or focus of utterances under examination. These “units” are also correlated with the time-code of the recordings in order to facilitate the location of portions of discourse in the audio analysis phase. Due to the large amount of data to be examined, it was necessary to develop a system by which target texts could be quickly compared to one another as well as the source text. This system also made it possible to find specific passages in the audio recordings with relative ease.

#### 5.6 SAMPLE CONTENT:

This study is based on a dual corpus consisting of two source texts and 40 target texts of each. It bears repeating that for the purposes of this discussion, the term “text” is used in its most generic sense and refers to either the spoken or written form of discourse. The corpus consists of audio recordings and transcriptions of each student rendering and each source text. The source text in Spanish consists of a reenactment of an actual conference presentation about the integration of handicapped children in the school system in Spain which was presented to the students by their professor, a fluent, but non-native Spanish-speaker. The other source text, given in English was delivered by the

same speaker, whose dominant language is English. Also a reenactment of an actual conference presentation, this text discusses youth participation in the European Union. The speech is presented in a style consistent with conference presentations of its type, including a combination of prepared and improvised utterances. The source texts include well-formed sentences as well as false starts, hedges and other components of extemporaneous speech. The rate of speech is between 104 and 128 words per minute (1159 words in slightly over 9 minutes for Text 1 and 779 words/7 ½ minutes for Text 2). Each presentation is given in a formal register, with minimal technical language. The technical language present consists of terminology associated with educational and socio-political fields relating to the integration of physically handicapped populations within the school system in Spain. Few numbers are recited and no processing of those numbers is required of the interpreter.

#### 5.7 CONDITIONS FOR SAMPLE GATHERING:

All recordings were made simultaneously in the same location under identical conditions: the language laboratory at the University of Alicante, San Vicente de Raspeig, Alicante, Spain. Each student worked in a separate audio booth in which the source text was heard through headsets of the same make and model, consisting of two earpieces and one boom-type microphone of the type used by interpreters in conference situations, connected to identical language-laboratory student interface equipment. Student renderings were recorded on analogue audio cassette recorders located in each booth. These recordings would later be transferred to a computer so that they could be time-aligned, readily searched, and their components compared.



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## 5.8 PROFILE OF SAMPLE POPULATION:

All student interpreters are native speakers of Spanish and all have acquired English in an academic setting. Students possess varying degrees of proficiency in English, and an unspecified number have studied in English-speaking countries as part of exchange programs. All student interpreters were in their final year of an undergraduate course of study in Translation and Interpreting. A total of 180 hours of interpreter training are required in this degree program. Students dedicate approximately half of that time to the study and practice of consecutive interpreting (CI) and sight translation, and the other half to developing skills in simultaneous interpreting (SI). The SI course follows the CI course, and this exercise was used as a minimum competence assessment tool at the end of the SI course. Therefore, students had completed the total 180 hours of instruction in interpretation, and 90 hours specifically dedicated to SI.

## 5.9 METHODOLOGY:

In recent years, availability of inexpensive, yet powerful computer-based technologies has made it possible to manage large amounts of textual, numerical and audio data, allowing this study on the spoken word. It is now possible to examine interpreter performance using audio recordings, textual transcriptions of those recordings and manage quantities of data that previously would have been overwhelming. One goal of this study was to make it as replicable as possible, avoiding the use of esoteric and potentially expensive technologies which might limit similar studies to only well-funded research programs. The transcriptions and tabulation of observations were done using



Microsoft Word and Microsoft Excel, programs that are readily available to teachers and students throughout the world. The audio portion of the study was recorded and manipulated by means of a multi-track recording program known as “Cakewalk” ®, by Sonus. This program cost approximately one hundred dollars (U.S. currency) in 2003 and is readily available through musical equipment vendors throughout the United States, Europe, and Asia. As recently as ten years ago, software capable of recording the 41 tracks that comprise each of these audio corpora would not have been available at any price.<sup>1</sup> Computer technologies permit automated and semi-automated searches through and analyses of vast corpora, both textual and aural. Additionally, these technologies make it possible to track large amounts of data, using spreadsheets and automated counting of the frequency with which phenomena appear within the corpora.

#### 5.9.1 Technical Process:

Student recordings were transferred from their original analogue audio cassettes to digital Mini Disc and subsequently transferred to Compact Disk (CD) and ultimately to computer, using the software indicated above. The ST and TTs were placed on parallel tracks, making it possible to time-align them. Having the audio tracks time-aligned makes it possible to quickly locate specific portions of the recordings for comparisons of performance aspects as well as measurements of the time lag between the source audio and each interpreter’s rendering of any given phrase.

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<sup>1</sup> The equipment was upgraded during the course of this study. For more information about the implications of these upgrades, see Chapter 8.

The source-text audio tracks and each of the target-text audio tracks were then transcribed. Pauses, false starts, mispronunciations and asides were noted and approximately represented in the transcriptions. Six student recordings were randomly selected for the initial phase of the study. The transcriptions of the target texts were then compared against the ST in terms of the following criteria: meaning, rhetorical value, and clarity of expression. Additionally, the mechanics by which shifts occurred were identified. For example, if meaning was altered through a grammatical shift, those observations would be reflected in the coding of that item on the spreadsheet. The coding system is described in detail below.

It is important to note that the student renderings were scrutinized far more closely and critically than would be reasonable for conventional student evaluation purposes. This extreme level of scrutiny was employed to identify shifts of meaning and expose any grammatical or lexical weaknesses contained within the samples. Because the intent of the study was to identify student errors and deviations in order to develop remedies and coping strategies for such problems, each item was evaluated. Omissions, additions and deviations from the ST were noted, including cases in which such departures would be considered appropriate.

## 5.10 SYSTEM FOR ERROR/SHIFT CODING:

This study employs a two-letter coding system. The first letter indicates the effect of the interpreter error or shift on the re-conveyance of the message. The second letter describes the type of error or shift in terms of the mechanics by which it occurred. By using this system, both conservation of textual elements and the nature of each deviation may be tracked and viewed simultaneously. A list of letters and their corresponding meanings is given below, followed by a discussion of the parameters of each category.

### 5.10.1 First Letter

- M** The meaning of the ST utterance has been altered.
- R** A rhetorical device has been altered or diminished.
- C** Loss of coherency or cohesion, or a shift which requires additional effort on the part of the TT receiver to be comprehended.

### 5.10.2 Second Letter

- O** Omission of an element
- L** Lexical shift
- G** Grammatical error
- C** Self-correction, false-start, or excessive hesitation
- S** Syntax error
- P** Pronunciation error
- U** Unintelligible
- A** Addition



## 5.11 CLASSIFICATION SYSTEM

### 5.11.1 First Letter

- M** Indicates any loss or alteration to the meaning of an element of text, regardless of that element's importance or function in the larger unit of meaning of which it is a part.
- C** In the first position indicates a loss of clarity or an alteration which causes the TL receiver to expend additional effort in order to comprehend the TT unit. For example, a syntactical error, such as "children blind" may be understood by the TT receiver, but requires additional analysis on the receiver's part. Such shifts may cause the receiver to switch from the *idiom mode of interpretation* (monolingual) to the *open-choice mode* in order to comprehend the unit. (Sinclair 1991: 109) These monolingual modes of interpretation are discussed in the Terminology section (See chapter 2).
- R** Indicates loss or alteration of a rhetorical device, for example, the passive voice is frequently used as a blame avoidance technique by withholding information about which parties may have participated in the action under discussion. Other rhetorical devices may include repetition to emphasize a point. Any device in the source text which is not included for information or clarity, but to evoke an emotional response or to add emphasis is placed in this category.

These designations are target-text oriented in the sense that, for example, distortion of a rhetorical device in the ST could produce a change of meaning, in which case, it would

be coded as “M” to indicate that the meaning or propositional content of the TT did not match that of the ST.

#### 5.11.2 Second Letter

- O** Indicates an omission of an element. If an item has been restructured by the interpreter in such a way that although the ST item is not explicitly rendered, the meaning is not altered or diminished and cohesion and the rhetorical effect are left intact, it is not considered to have been omitted.
- L** Indicates a lexical shift, including calques, invented words, incorrect articles and prepositions or words with either denotative or connotative meaning different from the corresponding element in the ST. Personal pronouns which relate to number and gender which is indicated by different markers, such as verb conjugation, are not considered in this category, for example, if the verb *decidieron* (they decided) in the ST is rendered as “we decided”, such an error is considered to be grammatical, rather than lexical because the altered third person ending is not a separate lexical item in the ST.
- G** All grammatical errors are considered in this category, including shifts of person, number or gender as discussed above. Shifts of tense, incorrect parts of speech, such as rendering an adjective as a noun or adverb are considered here. Adjectives to which a plural ending has been applied are considered in this category. Virtually any grammatical error which is not an error of syntax, preposition, or article as discussed in **L**, is classified in this group. Shifts of mood

or voice, such as rendering a request in the indicative mood instead of the subjunctive would be coded as **G**.

- C** Includes any interruption to the flow of delivery. False starts, partial words, self corrections, unnecessary and distracting reiterations and any disfluencies are represented in this category. This does not include the pauses that inevitably occur as the interpreter waits for the speaker to deliver enough of the message for the interpreter to begin rendering.
- S** Errors of word order are assigned to this category. For example, the ST phrase “pocas veces se ha pensado en” rendered as “few times it’s been thought about,” is coded as a syntax error because it violates target language norms which would require restructuring. This category is also used to identify cases in which syntactical shifts result in incorrect adjective/noun or verb/predicate correlations.
- P** Errors of pronunciation, including all cases in which the pronunciation of a specific term requires great effort on the receiver’s part to comprehend, or which results in altered or ambiguous meaning are included in this category. For example, some subjects tend to pronounce “can’t” in such a way that it is difficult to distinguish it from “can.” The meaning of the ST utterance may be radically altered if the receiver cannot distinguish between these words with meanings that are polar opposites. This category does not include speech which is accented, but readily intelligible, such as the pronunciation of “project” as “proyect”, unless such mispronunciations are considered to affect the receiver’s comprehension of the term.

- U Any term which is unintelligible as a result of interpreter error is placed in this category. Such errors may occur through gross mispronunciation or invention of vocabulary, but are placed in this category only in cases where the meaning cannot be gleaned, even through repeated listening. There are no cases identified in this study in which an utterance was unintelligible due to background noise or equipment failure. Such errors, if encountered would not be considered errors because they would not reflect on interpreter performance.
- A Any information or verbiage not found in the ST is categorized as A. This category includes cases in which additional information is supplied as well as cases in which interpreters *intrude* or “step out of character” by making comments to themselves are considered in this category.

#### 5.12 ADDITIONAL CODING CONSIDERATIONS:

Only the units identified in the pilot phase of analysis are identified using the binomial coding system described above. In order to minimize visual clutter in the spreadsheet and to avoid information overload, observations made regarding words and phrases that have been included for context are assigned only a single-letter code which refers to the mechanical considerations. This is evident in the example presented below. This information is included for the purpose of identifying phenomena such as delayed errors and other shifts which are coincidental to those noted in those units identified as objects of study.

5.13 EXAMPLE:

Transcription of Units 26-28 (Excerpts)

ST los otros niños normales/ y digo normales/ entre comillas

- TT 1 and they have suffered the... some kind of discrimination from the other children.
- TT 2 and they have suffered... ah... discrimination... from the other... kids... coming from the other kids... other normal kids...between inverted commas.
- TT 3 and have suffered...a disc...a discrimination from...anot... and I'm saying "normal" betwee...between commas...
- TT 4 ...and have suffered...ah...they have been discriminated against...by the other children who are considered 'normal'...uh..I mean...yeah...supposedly normal
- TT 5 and had been suffer form discrimination from the other children...normal childs...I said 'normal'...
- TT 6 and they have suffered a discrimination related to the other, normal children...and I say 'normal'...eh...in commas
- TT 7 and they had suffered...ah...discrimination from the other normal... children, and I say 'normal'...between...inverted commas
- TT 8 ...and have suffered discrimination by the other children... who are normal, and I mean normal...
- TT 9 And have suffered...eh...discrimination...eh by the...the other children, normal children...and I say 'normal'...normal, yah?
- TT 10 ...and they have suffered a discrimination b...by the other children, by the normal children, ...and I say 'normal' eh...between brackets
- TT 11 and they have ...they have ...suffered a discrimination by part of all the children, all the normal children; I say normal...um...uh...well...
- TT 12 and have suffered...ah... an isolation ... ehm... from the other children...who are normal, and I say... normal children. ...
- TT 13 ...and they have suffered... ah... discriminátion from other children...normal children....and I say ...eh...normal. ...
- TT 14 and they have suffered discrimination...coming from the other children that were normal...I say normal...in pa...
- TT 15 and have suffer a discrimination against... by the other children... the normal children... and I mean so... ..
- TT 16 and they have suffer a discrimination... mm... by the... the rest of the children... the normal children... normal... eh... mm... uh....
- TT 17 and they have suffered discrimination by... other children...
- TT 18 and they have suffered ... eh... form discrimination ...eh... from... from the ordinary children... ordinary children... has been discriminated
- TT 19 ... they have suffered a discrimination by the other children... normal children...
- TT 20 and they suffer marginalization from the rest of the children who are said to be normal... I say normal... as usually is used this word



Sample Spreadsheet: Units 26-28

INT	26				27				28				
	los otros niños		normales		y digo		"normales"		entre		comillas		
1			O			MO			MO	O		MO	1
2						MO							2
3	O	O	O			ML						ML	3
4						RO						RL	4
5			G	C		CG			MO	O		MO	5
6										C		ML	6
7		C								C		CC	7
8						GL						MO	8
9	C											ML	9
10						GC						ML	10
11			A							O		MO	11
12			C							O		MG	12
13			C			CC			CC	O		MO	13
14						CC						MO	14
15			C			CL			MO	O		ML	15
16			G			MO			MO	O		MO	16
17			O						MO	O		MO	17
18						MO			ML			MO	18
19						MO			MO	O		MO	19
20						CC				O		CS	20

28 "entre comillas"

MO	17	RO		CO	
ML	14	RL	2	CL	3
MG		RG		CG	
MC		RC		CC	1
MS		RS		CS	
MP		RP		CP	
MU		RU		CU	
MA		RA		CA	

### 5.13.1 EXPLANATION:

ST FUNCTIONS at the paragraph, sentence, and phrase levels:

The paragraph in which this segment appears describes the conditions under which handicapped students were educated in the early 20<sup>th</sup> century. The sentence excerpted here describes discrimination against handicapped children by the non-handicapped. At the phrase level, *entre comillas* serves as a disclaimer, specifically, to indicate that the use of the term *normales* was not intended to suggest that the handicapped were not normal in other senses of the term.

### 5.13.2 ST FEATURES:

The phrase *entre comillas* is commonly used and widely understood in Spanish to indicate a non-literal sense of the term to which it is applied.

### 5.13.3 TT FEATURES:

In English, the non-literal sense of a term is often signaled with an extra-linguistic hand gesture describing the quotation marks. A verbal reference to quotation marks is readily understandable in the target language, but is not likely to elicit the same response in the receiver at all levels. The use of a hand gesture is not a feasible option for interpreters who cannot be seen by their receivers, so the term must be adapted. Reference to quotation marks is one effective option; departure from the formal aspects of the ST in favor of a different structure that carries similar meaning is another.

#### 5.13.4 ANALYSIS:

Seventeen TTs omit the reference entirely, resulting in a loss or change of meaning and are coded as **MO**. Fourteen TTs alter the lexical unit in a way that affects the meaning of the utterance and are coded as **ML**. Six of the lexical shifts make reference to other punctuation marks: commas, hyphens, brackets; and one word-fragment suggests reference to parentheses. In two cases, the term is rendered as “between inverted commas,” a term readily understood by users of British English; TT 2 and TT 27 employ this phrase and exhibit no undue hesitation, resulting in no entry, TT 7 does so with hesitations before and after the word “between” and is coded **CC**. Three TTs contain restructured renderings which are comprehensible, but were considered to require additional processing on the part of the receiver, and are coded as **CL**. Two TTs are coded as **RL** because the rhetorical effect was altered through a lexical shift, but meaning and clarity were not substantially affected.

#### 5.13.5 DISCUSSION:

The large number of omissions on this item suggests that it was problematic, but leave little or no evidence as to why. Included among the omissions are a number of false starts without conclusion. The use of inappropriate punctuation references, coupled with the false starts suggest that the interpreters were unable to divorce themselves from the formal aspects of the source text, possibly by failing to wait until enough of the ST had been uttered to reasonably predict the message. Given that these interpreters are native speakers of Spanish, it is unlikely that the errors are the result of unfamiliar terminology in the ST. It is possible that the specialized skills required to consciously

ignore the formal structures of the ST in favor of the sense of the utterance is underdeveloped in those students.

#### 5.13.4 RECOMMENDATIONS:

Taken together, these observations suggest that the students would benefit from training in two areas: memory development in order to increase the lag times between hearing an utterance in the ST and beginning to render it (EVS or *decalage*) (See Chapter 2), and learning to consciously avoid repetition of the formal aspects of the source text.

## VI TEXT 1 ANALYSIS

### 6.1 INTRODUCTION:

The portions of text selected for analysis and presented here represent units which contain the highest frequency of co-occurrence of error; 30 (75%) or more of the interpreters demonstrated difficulty with the same portion of each passage. Each *unit for analysis* is comprised of words or phrases, which will be referred to here as “items”. The lower-case letter in the left-hand margin indicates the “item” within the unit of analysis under discussion. These letters shown in bold-face type indicate the portions of text in which errors or shifts related to a single item were noted in 75% or more of the target texts.

Discussion of the following units will begin with a statement about the presumed function of the unit within the overall text. Because the ST author’s intentions are not known, comments as to function are sometimes necessarily speculative.

In the interest of clarity, errors and shifts which are present in an example, but which are not relevant to the item or concept under discussion have been omitted from the discussion. When referring to interpreters’ output, target texts (TT) will the term applied; when referring to the cognitive processes or behavior of interpreters, they will be referred to as interpreters (INT). The numbers assigned to each interpreter match those assigned to the target texts.

In this text, an international group of students is being welcomed to a conference on youth participation in the European Union. The presentation is made in a formal register, using little, if any technical language. Because the conference is political in

nature, there are terms which refer to social and political concepts, but no specialized vocabulary is required of the interpreter.

The speaker welcomes the group, acknowledges the effort that the participants have made in attending the conference, and explains the importance of their participation. Based on reports that had been previously submitted, the speaker describes the principal topics that will be discussed during the conference. Among those topics are: the future, youth participation in politics, economic opportunity, information-sharing, minority issues, and education.

### 6.1.1 UNIT 49-51

46            47            48            49            50            51  
The future/ will be/ one of /the recurring/ themes/ of our work sessions/

Function:        This passage is from the second paragraph of the presentation, in which the speaker is assuring the delegates that they will play an important role in the future of Europe, both in terms of their duty to participate and in the benefits that they will derive from their participation.

Features:        Neither the context, nor the structure of the text up to this point provides information that would be helpful in predicting Unit 49. Both the context and the *situation* (See chapter XXX) suggest that some reference to meetings is likely to follow “themes.” “Work sessions” is not necessarily a predictable phrase, but interpreters are taught to render the meaning, rather than the formal structure of the ST. Four interpreters omitted this passage in its entirety, one conserved only one element, and one rendered it

such that there is no identifiable relationship between the ST and the TT, except for the words, *temas* and *sesiones*:

“*vamos a hablar en las diferentes sesiones de los temas sobre la Europa...*” (TT 30)

In this example, the interpreter presents plausible information smoothly. The receiver relies solely on the interpreter for the completeness and accuracy of the message. When it is flawed, but well-formed in terms of grammar and syntax, the receiver has no reason to believe that the TT does not convey the true meaning of the ST.

46. The future There were only nine shifts or errors noted for this item, five of which were omissions; one lexical error, one syntax error, and two false starts were also observed. The final phrase of the preceding sentence is “the European Union of the future,” so both the concept and the term are fresh in the interpreters’ minds. In the case of the lexical error, the word, “Europe” was substituted for “future,” possibly because of its recent mention. Interpreter 27 begins to render the term in English and self-corrects. One interpreter uses *futuro* in an adjectival phrase modifying *innovación*, which is the last word of this ST segment (Unit 55), possibly a result of excessive lag time between hearing and rendering the utterance:

“... *Sé que... los objetivos son... hablar de la innovación del futuro*” (TT 10)

47. will be Apart from the cases in which Units 46-51 were omitted or misrepresented entirely, the errors found for this unit were not significant in terms of conservation of the ST message.

“*el futuro es uno de los temas...*” (TT 13)

48. one of the Apart from the errors mentioned above, there is only one hesitation to note for this unit. It does bear mentioning, however, that the phrase, “one of the” may have misdirected interpreters. This phrase is often collocated with a superlative adjective to form a comparative phrase, for instance: “one of the best athletes on the team.” Seven of the shifts noted for Unit 49, below, involve comparative structures.

“*El futuro será uno de las cosas... más importantes...*” (TT 26)

49. recurring There were thirty-two errors or shifts noted for this item, of which twelve were omissions, nineteen lexical shifts, and one intelligibility error. With the exception of one, all of the shifts altered meaning to some degree. In twelve of the renderings, “recurring” was rendered with terms referring to values or opinion, such as *importante* or *principal*. Of those substitutions, seven included comparative phrases, such as “*uno de los temas más importantes de...*” While it may be argued that the reason that the future is to be a recurring theme is its importance, and that interpreters are taught to consider underlying meaning, these errors lend some credence to the idea of misdirection or prediction-error discussed above. It is also interesting to note that the cognate, *recurrente* is appears on only six cases, and in one of those, is both mispronounced and placed in a comparative structure:

“*El futuro... será uno de los... temas más recurrentos (sic) de nuestras sesiones...*”

(TT 31)



50. themes Fourteen errors or shifts were noted for this word: 4 omissions, 6 lexical shifts, one disfluency. The lexical shifts were minor: 4 uses of *cosas* and 2 uses of *objetivos*.

*“El futuro será uno de los principales objetivos de esta sesión.”* (TT 14)

*“El futuro es una de las cosas... mm... de las que tenemos que hablar”* (TT 17)

51. of our work sessions Thirty-eight interpreters omitted or altered this unit. It may be argued that its omission is appropriate because, within the context of an international conference, issues are most likely to be discussed in meetings of some sort. The underlying meaning of Units 46-51 would not be substantially altered if the time and place in which the discussions take place are not explicitly stated. Of the omissions or lexical shifts observed, twenty-three were judged to have affected rhetorical value and twelve to have altered the meaning. In the cases where meaning was deemed to have been affected by omission, other terms within the utterance were also altered, resulting in some deviation from ST meaning, as in the cases when interpreters omitted Units 46-51 entirely (TT 1, 7, 12, 24). In the example below, omission of Unit 51 resulted in *temas* being collocated with a later portion of the ST (Unit 54), resulting in a significant change of meaning.

*“El futuro... será uno de los... de los (unintelligible) temas de descubrimiento”* (TT 25)

In one case, a lexical shift changes the ST message such that, instead of stating that the future will be discussed repeatedly, it sounds like an admonishment or advice:

*“El futuro será una de las cosas más importantes a tener en cuenta.”* (TT 21)



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INT	49			51			Totals	
	The future will be one of the recurring themes of our work sessions						49	
	46	47	48	49	50	51		
1	O	O	O		MO	O		MO
2								RO
3					MO			RO
4								CC
5					ML			RO
6			C					MO
7	O	O	O		MO	O		MO
8					ML			RO
9					ML	S		MO
10	S		O		MO	L		MO
11					ML			RO
12	O	O	O		MO	O		MO
13					MO			CL
14					MO	L		RL
15					ML	S		RO
16	C				ML			MO
17		G			MO	L		ML
18								RO
19					ML	L		RO
20		C			MO			RO
21					ML	L		ML
22					ML		G	ML
23								RO
24	O	O	O		MO	O		MO
25			C		ML	C		MO
26					ML	L		MO
27	C				MO			MO
28					MU			CC
29							C	RO
30	L	L	L		ML			RL
31		C			CL			RO
32		C						ML
33		G		S	ML			RO
34					MO			RO
35		C			ML			RO
36		G					C	RO
37					ML			
38	O	O			ML			MO
39					ML	S		RO
40		C			ML			

(00:45)

O	5	5	5			4		
L	1	1	1			6		
G		3						1
C	2	5	2			1	2	
S	1			1		3		
P								
U								
A								
LI								

The future will be

MO	RO	CO		MO	RO	CO	
ML	RL	CL		ML	RL	CL	
MG	RG	CG		MG	RG	CG	
MC	RC	CC		MC	RC	CC	
MS	RS	CS		MS	RS	CS	
MP	RP	CP		MP	RP	CP	
MU	RU	CU		MU	RU	CU	
	RA	CA			RA	CA	

49 recurring

MO	12	RO	CO		MO	RO	CO	
ML	18	RL	CL	1	ML	RL	CL	
MG		RG	CG		MG	RG	CG	
MC		RC	CC		MC	RC	CC	
MS		RS	CS		MS	RS	CS	
MP		RP	CP		MP	RP	CP	
MU	1	RU	CU		MU	RU	CU	
MA		RA	CA		MA	RA	CA	

51 themes

MO	RO	CO		MO	RO	CO	
ML	RL	CL		ML	RL	CL	
MG	RG	CG		MG	RG	CG	
MC	RC	CC		MC	RC	CC	
MS	RS	CS		MS	RS	CS	
MP	RP	CP		MP	RP	CP	
MU	RU	CU		MU	RU	CU	
	RA	CA			RA	CA	

51 0 of our work sessions

MO	12	RO	17	CO		MO	RO	CO
ML	4	RL	2	CL	1	ML	RL	CL
MG		RG		CG		MG	RG	CG
MC		RC		CC	2	MC	RC	CC
MS		RS		CS		MS	RS	CS
MP		RP		CP		MP	RP	CP
MU		RU		CU		MU	RU	CU
MA		RA		CA		MA	RA	CA

UNITS 49-51

- TT 1 ...
- TT 2 El futuro será uno de los temas recurrentes de nuestras sesiones...
- TT 3 El futuro será uno de los temas... de nuestras reuniones
- TT 4 El eh—futuro será uno de los temas que se repitan durante nuestras s—sesiones de trabajo
- TT 5 El futuro será uno de los temas principales de nuestras sesiones
- TT 6 El futuro es uno de los... nuestros temas más... recurrente
- TT 7 ...
- TT 8 El futuro será uno de los temas principales de estas sesiones
- TT 9 El futuro será uno de los más... importantes temas... en...
- TT 10 ... Sé que... los objetivos son... hablar de la innovación del futuro
- TT 11 El futuro será uno de los temas más importantes de... nuestras sesiones
- TT 12 em... mm...
- TT 13 El futuro es uno de los temas... eh... del...
- TT 14 El futuro será uno de los principales objetivos de esta sesión
- TT 15 El futuro será uno de los principales temas de nuestras sesiones
- TT 16 La futura—el futuro será uno de las... de los... de nuestros temas en...
- TT 17 El futuro es una de las cosas... mm... de las que tenemos que hablar...
- TT 18 El futuro será uno de los temas recurrentes de nuestras sesiones
- TT 19 El futuro será uno de las... eh....cosas (sobre las) que irán a las sesiones
- TT 20 El futuro... s... será uno de los temas de nuestras sesiones... mm....
- TT 21 El futuro será una de las cosas más importantes a tener en cuenta
- TT 22 El futuro será uno de los temas principales de nuestra sesión de hoy
- TT 23 El futuro será uno de los temas... más recurrentes, las sesiones...
- TT 24 ...
- TT 25 El futuro... será uno de los... de los (UNINTEL) los temas de *dis*... descubrimiento
- TT 26 El futuro será uno de las cosas... más importantes...
- TT 27 La *fiu*—el futuro será uno de estos temas de lo que vamos a tratar...
- TT 28 El futuro será uno de los temas (madidos ) de nuestro... eh... congreso
- TT 29 El futuro será un tema recurrente... en nuestros talleres....
- TT 30 vamos a hablar en las diferentes sesiones de los temas sobre la Europa...
- TT 31 El futuro... será uno de los... eh... temas más reocurrentos de nuestras sesiones...
- TT 32 El futuro ...eh... va a ser un tema muy recurrente... en todas estas sesiones
- TT 33 El futuro es un—uno de los principales temas de... nuestras... reuniones...
- TT 34 El f—futuro será uno de los temas... eh... de estas sesiones...
- TT 35 El futuro s—será uno de los temas principales de estas sesiones
- TT 36 El futuro es uno de los tema recurrentes de... estos... encuentros
- TT 37 El futuro será uno de los temas importantes en nuestras sesiones de trabajo
- TT 38 en el futuro.... ... va a ser uno... delos... de los temas de los que vamos a hablar
- TT 39 El futuro... será uno de los... principales temas en esta sesión...
- TT 40 El... futuro será... será uno de los temas principales de nuestras sesiones... de trabajo

## 6.1.2 UNIT 79

79      80                      81                      82                      83  
I ask/ that you be/ creative/ that you use/ your imaginations

Function:      In this paragraph, the speaker emphasizes the need for participation on the part of the delegates, assuring them that each person has ideas that merit consideration and that old approaches will not address the new realities.

Features:      This form of request is both polite and forceful. Additionally, the verb is polysemic: to ask a question is *preguntar* and when used as a request, a different verb is required in Spanish, for example, *pedir*. Interpreters must grapple with two issues: which is the intended meaning of the verb and which form of request in the TL best approximates both the politeness and force of the ST.

79.      **I ask** Thirty-one shifts were noted, however only seven were considered to have altered the meaning of the unit. Sixteen of the shifts altered rhetorical value and eight diminished clarity. One interpreter started with *preguntar* and self-corrected, using *pedir* (TT 13). Twenty-one interpreter renderings included hesitations or false-starts, indicating some difficulty. All seven of the meaning shifts followed hesitations; in three cases, the verb was rendered in the preterite, so that instead of forming a request, it became a statement about a past action. This is the first request made by the speaker; rendering it as a statement about an earlier demand is potentially confusing to the listener and may even be received as an accusation of failure to comply with that unheard request.

“... os dije que, por favor, eh... eh... o... mm... fueses imaginativos” (TT 5)

One rendering altered the message completely, with only partial conservation of the meaning of “creative” and the sense of request:

“... *eh... mm... me gustaría decir que... se tiene que crear la...*” (TT 9)

Another possible sign of difficulty is the rendering of “I ask” as *creo* (I believe). This is phonetically similar to *quiero* (I want), and so, may simply be a slip of the tongue, followed by self-correction:

“... *creo que usted—que utilicéis vuestras imaginación, que seáis constructivos*”  
(TT 8)

In one case, the interpreter states that the speaker must be creative, continues to confuse the speaker’s and the participants’ roles, and finally self-corrects:

“... *debo ser creativo... debéis oír vuestra—utilizar vuestra imaginación.*” (TT 15)

The low incidence of errors that accompany Unit 79 offer some evidence that the problems encountered by the interpreters related to either the polysemy of the verb “to ask” or with the pragmatics of making a strong, polite request. Sixteen lexical shifts were judged to have altered the rhetorical value, either softening the request or making it more emphatic.

“... *me gustaría que fuerais creativos...*” (TT 24)

“*espero que seáis creativos,*” (TT 3)

“*vosotros tenéis que ser muy creativos,*” (TT 27)



INT	79					
	I ask	that you be creative	that you use your imaginations			
	79	80	81	82	83	
1	RL					
2	RL					
3	RL					
4	MG					P
5	MG		O	O	O	
6						
7	ML	O	MG	O		O
8	ML					G
9	ML	C	C	C	C	C
10	RL		C			
11						
12	CC					
13	CC					
14	RL					
15	ML	G				C
16	RL				C	C
17	RL		O	O	O	G
18	CC					
19	RL	L	L			
20	RL			L	L	O
21	CG			O	O	O
22	RL			C		
23						
24	RL				C	
25					C	
26	CC			O	O	G
27	RL					
28						
29					G	G
30	MG					L
31						C
32			L			
33	CC					
34						C #
35	CC					
36	RL					
37	RL					
38	CC					C
39	RL					
40	RL					

(01:23)

O		1	2	5	4	3
L		1	2	1	1	1
G		1			2	3
C		1	2	2	5	4
S						
P					1	
U						
A						
LI						

**Totals**

79

I ask

MO		RO		CO	
ML	4	RL	16	CL	
MG	3	RG		CG	1
MC		RC		CC	7
MS		RS		CS	
MP		RP		CP	
MU		RU		CU	
		RA		CA	

MO		RO		CO	
ML		RL		CL	
MG		RG		CG	
MC		RC		CC	
MS		RS		CS	
MP		RP		CP	
MU		RU		CU	
		RA		CA	

**79**

that you be creative

MO		RO		CO	
ML		RL		CL	
MG	1	RG		CG	
MC		RC		CC	
MS		RS		CS	
MP		RP		CP	
MU		RU		CU	
		RA		CA	

MO		RO		CO	
ML		RL		CL	
MG		RG		CG	
MC		RC		CC	
MS		RS		CS	
MP		RP		CP	
MU		RU		CU	
MA		RA		CA	

MO		RO		CO	
ML		RL		CL	
MG		RG		CG	
MC		RC		CC	
MS		RS		CS	
MP		RP		CP	
MU		RU		CU	
		RA		CA	

MO		RO		CO	
ML		RL		CL	
MG		RG		CG	
MC		RC		CC	
MS		RS		CS	
MP		RP		CP	
MU		RU		CU	
		RA		CA	

**82-83**

that you use your imagination:

MO		RO		CO	
ML		RL		CL	
MG		RG		CG	
MC		RC		CC	
MS		RS		CS	
MP		RP		CP	
MU		RU		CU	
MA		RA		CA	

MO		RO		CO	
ML		RL		CL	
MG		RG		CG	
MC		RC		CC	
MS		RS		CS	
MP		RP		CP	
MU		RU		CU	
MA		RA		CA	

UNIT 79

- TT 1 Quiero que sean creativos, que usen su imaginación...y que sean constructivos.
- TT 2 ... quiero que seáis creativos, que uséis vuestra imaginación de una manera constructiva
- TT 3 espero que seáis creativos, que utilicéis vuestra imaginación en una cos... de una forma constructiva....
- TT 4 eh... les... os... les pedí que fueran creativos, usad os la imaginación, utilizad la de forma constructiva
- TT 5 ... eh... os dije que por favor eh... eh... o... mm... fueses imaginativos...
- TT 6 ... les pido que sean creativos, que utilicen su imaginación... en un modo construc—tivo
- TT 7 se... es se ha creado por...
- TT 8 ... creo que usted—que utilicéis vuestras imaginacion, que seáis constructivos.
- TT 9 ... eh... mm... me gustaría decir que... ... se tiene que crear la...
- TT 10 quiero que seáis... eh... creativos y que utilicéis vuestra imaginación...
- TT 11 ... os pediría que fueseis creativos, que utilizáis eh... la imaginación de forma constructiva
- TT 12 ... ehm... eh... os pido, por favor, que seáis creativos, que uséis vuestra imaginación de una manera constructiva...
- TT 13 ... ah... os pregun—os pido que seáis creativos, que (uya--) uséis vuestra imaginación... ah... que seáis creativos
- TT 14 quiero que vosotros seáis todos creativos, por lo tanto, usad vuestra imaginación de modo constructivo
- TT 15 ... debo ser creativo... debéis oír vuestra—utilizar vuestra imaginación....
- TT 16 eh... e—espero que seáis creativos... que ocul... que utilicéis vuestra... i—maginación de una forma constructiva
- TT 17 ... debo de decir que debéis ser imaginativos....
- TT 18 se—os pido que seáis creativos, que uséis vuestra imaginación, que seáis constructivos...
- TT 19 ... eh... que se creará,... eh... usar... tenéis que usar la imaginación y ser constructivos...
- TT 20 ustedes deberán ser creativos... y participar de... ... de moda... activo
- TT 21 os pedí que fuerais creativos... y... em... a....
- TT 22 debéis ser creativos—o... eh... tener imaginación y actuar de manera constructiva
- TT 23 ... os pido que seáis... creativos... utilizar vuestra imaginación
- TT 24 ... me gustaría que fuerais creativos... que f... que tuvierais imaginación....
- TT 25 ... os (pido) que seáis innovadores que (urgéis) que uséis vuestra imaginación, seáis constructivos...
- TT 26 ... os pedi—os pido que seáis... creativos, imaginativos y constructivos....
- TT 27 vosotros tenéis que ser muy creativos, tenéis que usar vuestra imaginación de un modo constructivo
- TT 28 ... eh... os pido que seáis creativos; que utilicéis vuestra imaginación de un modo constructivo
- TT 29 ... yo os pediría que fuérais creativos... eh... utilizad vuestro (UNINTEL)... imaginación en una manera constructiva.

- TT 30 ... se os pide que seáis creativos... tenéis que ser constructivos e innovadores....
- TT 31 os... pido que seáis creativos, que uséis vuestra... i—maginación en una forma...`  
ah... constructiva
- TT 32 os pediría que fuerais... eh... innovadores, que utilizáis vuestra imaginación y que  
seáis const—eh... constructivos, ¿no?
- TT 33 ... eh... eh... os pido que seáis creativos, usar vuestra imaginación de forma  
constructiva...
- TT 34 ... yo—os pido que seáis creativos, que uséis vuestras imaginaciones de una forma  
constructiva
- TT 35 os *pre*—os pido que seáis creativos; que utilicéis vuestra imaginación, que seáis  
constructivos...
- TT 36 ... quiero que seáis creativos, utilizad vuestra imaginación en una forma  
constructiva
- TT 37 quiero que seáis creativos, que uséis vuestra imaginación de un modo...  
constructivo
- TT 38 ... os... he pedido que seáis creativos que utilicéis vuestra ima—imaginación de  
una manera constructiva
- TT 39 me gustaría que deciros que fueseis creativos, que uséis vuestra imaginación... y...  
que seáis constructivos
- TT 40 Como un... eh... espero que seáis creativos... eh... que tengáis imaginación





### 6.1.3 UNIT 162

156 157 158 159 160 161 162  
I know/ that/ many of you/ are tired/ of hearing that/ young people/ are apathetic/  
 163 164 165  
and uninterested/ in politics/ or in social issues

Universitat d'Alacant  
 Universidad de Alicante

**Function:** The speaker acknowledges that the delegates have expressed their desire to be active participants in society, and requests suggestions as to how adults and young people might collaborate in problem-solving. In this portion, the speaker recognizes that young people are mischaracterized as apathetic, when, in fact, their apparent lack of involvement is the result of mistrust of politics and politicians. This acknowledgement seems to be intended to gain the trust of the audience, and to challenge them to offer solutions.

**Features:** Units 163-165 may be perceived as either a continuation of a list of misperceptions about youth attitudes, or as clarification for the term, “apathetic”. Because of this ambiguity, its omission may be considered acceptable if other elements of the utterance are conserved. Alteration of the unit may result in greater distortion of the message than would its omission.

**162. are apathetic** Twenty-one interpreters omitted this unit. Four lexical shifts, two grammatical errors, and eleven hesitations or false-starts were noted. The lexical shifts suggest that the cognate *apático* was not readily accessible to some interpreters. In three cases, the meaning of the TL term was unrelated to the ST, but was in some way phonetically similar:

*“cansados de decir que los jóvenes es... sois pa... patéticos”* (TT 2)

*“cansados de oír... ehm... cosas hipotéticas”* (TT 4)

*“y que son escépticos”* (TT 8)

TT 2 and TT 4 suggest a failure to comprehend the ST. It may be argued that TT 8 conserves the deep structure or overall tone of the ST message, mistrust of politics and politicians. The improbability of a public speaker telling an international audience that they themselves are pathetic or that they are tired of saying that they are pathetic seems to have escaped the interpreter of Text 2. This suggests a failure to consider context of the discourse and the situation in which it is presented, two important aids to anticipation of unheard material.

165. or in social issues This unit was omitted in seventeen target texts. Of the four lexical shifts noted, three were hedges and one referred back to politics, rather than social issues.

*“no están interesados... en este tipo de asuntos”* (TT 3)

*“no está interesada en... la política o... a... etcétera”* (TT 9)

*“no... no cree en la política y no participa en ella”* (TT 21)

The large number of omissions and lexical shifts observed in this passage suggests that students either did not comprehend the ST or did not have ready access to appropriate TL vocabulary. Given that the target language is the students' dominant language, it is more plausible that the source of these errors is ST comprehension. The uncomplicated terminology and the cognates available suggest that the ST structure, rather than vocabulary was problematic to the students.

INT	162					165				
	158	159	160	161	162	163	164	165		
1	L	L			MO		L			MO
2		L			ML					MO
3					MO			C		ML
4	C				ML					
5					MO					CC
6	C			C	MO					MO
7	C	C		O	MO					MO
8		C			ML	O	O	O		MO
9					MO				etc	ML
10				L						MO
11				C	MO					
12				P	MO					
13				C	MO				L	
14					CC					
15	O	O		O	MO	O	O	O		MO
16		C			MO			C		MO
17		O		O	MO			L		MO
18					CC			O		
19				C	MO					MO
20					CC	O	O	O		CC
21					MO		L			ML
22				C	CC		L	O	G	O
23									G	MO
24	O	O		O	MO		L		O	O
25					CC		L			MO
26	L	L		O	ML					MO
27					ML			G#		ML
28					CC	L	L	L		CO
29				C	CC	O	O		LI	CG
30	L	L		L	MO					ML
31					CC		L	O		
32					MO	C	G			
33		C			CC		C	O	O	
34					CG			LI		
35					MO					
36				O	CG			O		MO
37					MO	C				MO
38				C	MO					S
39					CC		C	O	O	
40					CC					MO

Totals

162

tired of hearing that

MO	RO	CO
ML	RL	CL
MG	RG	CG
MC	RC	CC
MS	RS	CS
MP	RP	CP
MU	RU	CU
MA	RA	CA

162

are apathetic

MO	20	RO	CO
ML	5	RL	CL
MG		RG	CG
MC		RC	CC
MS		RS	CS
MP		RP	CP
MU		RU	CU
MA		RA	CA

165

and uninterested in politics

MO	RO	CO
ML	RL	CL
MG	RG	CG
MC	RC	CC
MS	RS	CS
MP	RP	CP
MU	RU	CU
MA	RA	CA

165

or in social issues

MO	17	RO	CO
ML	5	RL	CL
MG		RG	CG
MC		RC	CC
MS		RS	CS
MP		RP	CP
MU		RU	CU
MA		RA	CA

(02:59)

O	2	3	6		4	4	14	3	1	1
L	3	4	2		1	7	3	1		
G						1			2	
C	3	4	7		2	2	2			
S										1
P			1							
U										
A										
LI							2		1	

## UNIT 162

- TT1 jóvenes están interesados en la política...
- TT 2 estáis cansados de decir que los jóvenes es...sois pa...patéticos y que no estáis interesados en política
- TT3 ... no están interesados... en este tipo de asuntos
- TT4 cansados de oír... ehm... cosas hipotéticas y no os interesan los asuntos sociales... y políticos
- TT 5 cansados de oír que la gente joven... ehm... no están interesados en la política o en los asuntos... eh... sociales
- TT 6 cansados de escuchar que... la... la gente joven no está... interesada en la política
- TT 7 cansados de escuchar... hay que no le interesa mucho la... los asunto político
- TT 8 cansados... de oír... que... los jóvenes... eh... no están... eh... interesados en la política y que son escépticos
- TT 9 cansados de oír que la juventud... no está interesada en... la política o... a... etcétera
- TT 10 cansados de escuchar que... los jóvenes sois apáticos, que no tenéis ganas de participar en la vida política
- TT 11 cansados de oír que los jóvenes no están interesados en la política o en los asuntos sociales
- TT 12 cansados de oír eh... que la gente joven... em... no está interesada en la política ni en los asuntos sociales....
- TT 13 eh... hartos de oír que los... ah... jóvenes no están interesados en la política o en las... eh... cuestiones sociales
- TT 14 ya cansados de oír que los jóvenes son apat—apáticos, que no están interesados en los temas políticos o sociales
- TT 15 ...
- TT 16 cansado... escuchar que esta... y que no está interesada en... en... en... politi—en temas políticos
- TT 17 mm... .. no están interesados en mucha gente, pero... eso no importa
- TT 18 cansados de... escuchar que la gente son... la gente joven es apátetic es—está apática y que no está interesada en los temas sociales
- TT 19 cansados de escuchar que la... *yen*... que la ge... que la gente joven es indiferente a la vida política....
- TT 20 cansados de oír que los jóvenes... se muestran apáticos ante... los temas... s—sociales
- TT 21 cansados de escuchar que la gente joven... em... no... no cree en la política y no participa en ella
- TT 22 cansados de oír que lo—los jóvenes—a... s... son apáticos y que no participan en... en la sociedad
- TT 23 cansados de oír... que los jóvenes son apáticos y no están interesados en la sociedad ni en la política....
- TT 24 ... se dice que... que pasaría de la política, que no estáis interesados... y es interesante... para mí que... que es... que no es así
- TT 25 cansados de oír... que los jóvenes son empa... ah... apáticos y es... apartados de la... política

- TT 26 cree... que... o... sois un poco pasivos y que no se os intereséis por la política,...
- TT 27 cansados de oír todo esto que la... que sois indiferentes a las políticas y todo eso
- TT 28 cansados de escuchar que la gente joven son muy ap—se muestran muy... eh...  
apáticos sobre los temas que conciernen a... a los jóvenes—o... l a la sociedad
- TT 29 cansados de oír que los jó--venes son... están—son apáticos... en so... en una  
temas sociales y política
- TT 30 Se suele oír que la gente joven no tiene interés en la política... en todos estos  
temas....
- TT 31 cansados de oír que las jóvenes son amp... a—apatéticos, que no están... ahm...  
concienciados sobre los temas de la sociedad
- TT 32 cansados de escuchar que la gente joven... eh... es—están... no tienen interés por  
la política y por los asuntos sociales
- TT 33 se os tache de... de apáticos y no—que no so— interesaros... em... asuntos  
sociales...
- TT 34 cansados de oír que la gente joven son... eh... apáticos, que no están interesados  
en políticas o en cuestiones sociales
- TT 35 cansados de escuchar que la gente joven no están interesados en la política o en  
asuntos sociales entre otros
- TT 36 cansados... de escuchar que la gente son apáticos... y no os interesan estos temas...
- TT 37 cansados de escuchar... que los jóvenes no están... interesados en los... en los  
problemas políticos....
- TT 38 cansados de oír que los jó—venes... no tienen ningún interés en la política ni en  
temas sociales
- TT 39 cansados de oír... que la gente joven... que es—es apática y que no... eh... se  
interesa por los temas sociales
- TT 40 cansados de oír que la gente joven... es apática y que no está interesada ni en la  
política

## 6.1.4 UNIT 174

166            167            168            169            170            171

[It was interesting/ for me/ to read that/ you mistrust/ political parties] which in your

172            173            174

opinion/ are outdated/ and old fashioned/ and only cater to adults

**Function:** This is a continuation of the passage discussed above. Units 166-168 and 171 qualify the speaker's statement about the audience's opinions, reminding the audience that the opinions are their own, and not necessarily those of the speaker. Here, the speaker opens the subject of the students' mistrust of politics and politicians in such a way that it offers an explanation for the appearance of apathy, and serves as a transition to a request for collaborative suggestions as to how they might breach that mistrust. Again, there is an element of challenge to the speaker's request.

**Features:** Units 172 and 173 are nearly synonymous. It may be argued that "outdated" refers to relevance and function and that "old fashioned" refers to style, but given their similarity, omission of one of these phrases could be considered an acceptable economizing tactic. Unit 174 is an idiomatic expression which implies that adults are the only beneficiaries of the political party system. The expression, "only cater to" is used with such frequency and consistency that, in Toury's terms, it is a *repertoireme*, meaning that the individual words and their original denotative meaning have been replaced by their use in collocation. (Toury, 1995: 267-268) (See Chapter 2) If asked, native speakers of English may not immediately recognize the word-level origins of the phrase or the reference to provisioning or food service.

171. which in your opinion Nineteen shifts or errors were noted for this phrase, of that number, there were: nine omissions, six lexical shifts, one grammatical error, two false-starts, and one syntax error.

“... *que... la Unión Europea está pasada de moda*” (TT 13)

“*que... eh la Unión Europea... utiliza mecanismos... fo—anticuados*” (TT 19)

“*que... la Unión Europea está... pasada de moda*” (TT 27)

The hesitations prior to these substitutions imply that the interpreter was uncertain or having difficulty with the passage; in the following examples, the errors are smoothly delivered. When this happens, the receiver either blithely accepts the error or detects it upon subsequent review of the propositional content of the utterance and its likelihood in this context. In either case, the receiver must invest additional decoding effort or be misled as to meaning.

“*ya que actúan sobre mecanismos anticuados*” (TT 4)

“*que, en mi opinión está pasado de moda*” (TT 5)

In one case, a *opiniones* is collocated with *anticuadas*, resulting in a change of meaning:

“*en su o... en sus opiniones anticuadas*” (TT 28).

172-173 are outdated/ and old fashioned Although thirty-three students omitted one or the other of these units, only five omitted both. As mentioned above, omission of either element may be considered to be not only acceptable, but an effective tactic for managing cognitive load, resulting in little change to the message.

“*los partidos políticos, que en vuestra opinión están anticuados y... dedicados sólo a los adultos.*” (TT 36)

**174. and only cater to adults** Thirty-one shifts or errors were noted for this unit. Fourteen omissions, fourteen lexical shifts, and three false-starts were counted. Idiomatic expressions are problematic for interpreters because they may convey complex shades of meaning or because they can refer, not only to their original source-meaning, but also to their use in the language culture from which they arise. Speakers employ these devices instead of direct, denotative speech for a purpose. In this case, the elusive shade of meaning appears to be that of limited benefit. The speaker has essentially stated that the delegates have said that political parties only benefit adults. Many of the interpreters were able to convey the sense of adult involvement, but not their exclusive benefit.

*“son cosas de adultos” (TT 2)*

*“que solamente pertenecen a los adultos” (TT 18)*

This distinction may seem like hair-splitting, but the phrase is used to explain the reasons for the mistrust under discussion. The perception that political parties serve the interests of one group at the expense of another justifies mistrust. This sense was effectively conveyed by twelve interpreters, using phrases, such as *sólo reservados*, *orientados a*, or *dedicada exclusivamente*:

*“que sólo están orientados a los adultos” (TT 1)*

*“que sólo se preocupan de los adultos” (TT 11)*

*“y dedicados sólo a los adultos” (TT 36)*



INT	political parties which in your opinion are outdated and old fashioned and only cater to adults								174
	170	171		172		173			
1									
2					O			ML	
3		O		O				MO	
4			L		C		O	ML	
5			L		G	O		ML	
6			O		C		O	MO	
7			O		O	O		MO	
8							O	ML	
9							O	MO	
10	L	L	O	O		O	O	C	MO
11									
12							O	O	CC
13				L		O		O	ML
14									
15	G		O	O			O	O	MO
16			C			O		C	ML
17	P	P					L	L	MO
18				O					ML
19				L			O	O	ML
20	G	O	L	.....G.....			O	O	MO
21			O	O		L		L	MO
22					C		O	O	MO
23			O	O		O		O	MO
24							O	O	
25	O							O	CC
26		O			G		O	O	ML
27			O	L		O		O	CC
28				L				O	
29	P			L		O			ML
30	G	L			G		O		MO
31	C			O			O	O	
32									ML
33								O	ML
34				C		O	O		
35				C				O	MO
36									
37						O		O	
38			O	O.....P	C		O	O	ML
39					C			O	ML
40									MO

Totals 173

Item: and old fashioned

MO	RO	CO
ML	RL	CL
MG	RG	CG
MC	RC	CC
MS	RS	CS
MP	RP	CP
MU	RU	CU
MA	RA	CA

MO	RO	CO
ML	RL	CL
MG	RG	CG
MC	RC	CC
MS	RS	CS
MP	RP	CP
MU	RU	CU
MA	RA	CA

174 and only

MO	14	RO	CO
ML	14	RL	CL
MG		RG	CG
MC		RC	CC
MS		RS	CS
MP		RP	CP
MU		RU	CU
MA		RA	CA

174 cater to adults

MO	RO	CO
ML	RL	CL
MG	RG	CG
MC	RC	CC
MS	RS	CS
MP	RP	CP
MU	RU	CU
MA	RA	CA

(03:11)

O	1	3	6	9	4	45	14	20		
L	1	2	1	7	1		1	2		2
G	3				2	1				
C	1		1	2	3	4		2		
S										
P	2	1								
U										
A										
LI										

UNIT 174

- TT 1 los partidos políticos... porque crean que están desfasados, pasadas de moda, y que sólo están orientados a los adultos
- TT 2 los partidos políticos, que en... en vuestra opinión están pasados de moda y que sólo p... es cosa de... de los adultos... de los mayores
- TT 3 los políticos... que los partidos políticos s... son cosa del pasado
- TT 4 los partidos políticos... ya que actúan sobre mecanismos anticuados y son cosas de adultos
- TT 5 los partidos políticos, lo que en mi opinión está pasado de moda... y solamente afectaba a los adultos
- TT 6 los partidos políticos... que... los partidos políticos en Europa están... desfasados
- TT 7 los partidos político. ...
- TT 8 los partidos políticos, que para vosotros están pasados de moda y que están alejados de la realidad
- TT 9 eh... los partidos políticos—pensáis que están basados en mecanismos desfasados
- TT 10 ... las... leyes—el sistema actual está un poco... pasado de moda...
- TT 11 los partidos políticos que en vuestra opinión están desfasados y pasados de moda y que sólo se preocupan de los adultos
- TT 12 los partidos políticos, que pensáis que están obsoletos y están... todo... reservados simplemente para los adultos
- TT 13 los partidos políticos... eh ah... que... la Unión Europea está pasada de moda, que... solamente es cosa de adultos
- TT 14 los partidos políticos y que consideráis a veces anticuados, pasados de moda y como ámbito exclusivo de los adultos
- TT 15 los partidos políticos de que los... mecanismos que utilizan... son anticuados.
- TT 16 los partidos políticos que... que en vuestra opinión... que en vuestra opinión es... es—está pasada de moda y que sólo tiene que... sólo está para... sólo es para los adultos.
- TT 17 los partidos políticos... que... mm... pensáis que están pasados de moda, los mecanismos que utilizan
- TT 18 los políticos—en los partidos políticos... que están... pasados de moda, anticuados y que solamente pertenecen a los adultos
- TT 19 los partidos políticos y que... eh... la Unión Europea... utiliza mecanismos... fo—anticuados...
- TT 20 los políticos... cosa que parece... una idea caduca...
- TT 21 la política y no participa en ella
- TT 22 los partidos políticos, que según vuestra opinión, se—on cosas de... eh... anticuadas....
- TT 23 los partidos políticos... y los mecanismos anticuados que utilizan
- TT 24 ... dicen que en vuestra opinión, están obsoletos, reservados a adultos
- TT 25 los partidos políticos, que en vuestras opiniones están desfasados, pasados de moda... y que están como reservados para los a—un... adultos
- TT 26 ... política y que pensabais que estaban un poco pasada de moda, ¿no? y que s—utilizaban mecanismos ya... antiguos

- TT 27 los partidos políticos los que... la Unión Europea está... pasada de moda y dedicada exclusivamente los pu—a los adultos.
- TT 28 los partidos políticos en su o—en sus opiniones anticuadas y que sólo están reservados para los adultos
- TT 29 los partidos po—políticos,... y que los partidos esos son... para adultos y que están pasados de moda
- TT 30 la política... pensáis que es algo que esta... pasado de moda....
- TT 31 los polít—los partidos potilicos... que... son anticuados y que sólo... eh... sirven para los adultos
- TT 32 los partidos políticos, ¿no? ya que pensáis que están pasados de moda, son un poco anticuados y que sólo concierne a los adultos...
- TT 33 los partidos políticos... y que... eh... pensáis que están... eh... trasnochados y... y que se están hechos sólo para los adultos
- TT 34 los partidos políticos, que en vuestras... eh... opiniones están pasados de moda... y que sólo están... eh... dirigidos a los adultos
- TT 35 los partidos políticos y que en vuestra opinión creéis que utilizan mecanismos anticuados
- TT 36 los partidos políticos, que en vuestra opinión están anticuados y... dedicados sólo a los adultos
- TT 37 los partidos políticos... que para vosotros están pasados de moda... y que solamente están orientados a los adultos
- TT 38 los partidos políticos. Pensáis que— su opiniones... es—son... están desfasadas...y sólo cuentan con ellos mismos
- TT 39 los partidos políticos... que creéis que están... ah... obsoletos... y que sólo trabajan para... los (activos )
- TT 40 partidos políticos, que consideraréis anticuados y pasados de moda....

6.1.5 UNIT 207

199                    200                    201                    202                    203  
[you seem/to be very interested/ in Europe/ as an entity,] in being European/

204                    205                    206                    207  
in addition to/ being French/ or Spanish/ or Dutch



**Function:** In this paragraph, the speaker acknowledges that young people feel a sense of belonging to Europe, but she goes on to state that their idea of Europe is abstract.

Without clarifying the sense in which she uses the term, she asks for suggestions, presumably as to how young people might gain greater insight into what it means to be European.

**Features:** The specific nations mentioned are not critical to the sense of this utterance. Omission or substitution of any of the countries would not significantly alter the sense of the message. What is noteworthy about the shifts encountered here is what they suggest about linguistic interference and the cognitive processes involved.

204. in addition to being Twenty shifts were noted for this item: three omissions, eleven lexical shifts, and six false-starts. Eight of these shifts altered meaning. In three cases, this phrase was rendered as *más que* (more than), instead of *además de* (in addition to):

“*una identidad europea, más que ser francés o holandés*” (TT 6).

In two cases, the interpreters appeared not to have comprehended the ST:

“*en... en cuestiones de relaciones con otros países*” (TT 3)

“*... sí, en que queréis que Europa... sea Europa sea española*” (TT 8)

The remaining twelve affected clarity or receiver effort.

205. being French Sixteen errors or shifts were noted here, of which six affected meaning. Six omissions, five lexical shifts, one grammatical shift, and four hesitations or false-starts were observed. Aside from TT 3 and TT 8, mentioned above, interpreter 25 appears not to have comprehended the ST:

“*aparte de que habléis español o alemán*” (TT 25).

206. or Spanish Sixteen shifts or errors were identified: five shifts were meaning-related, three rhetorical, and four affected clarity or receiver effort. The lexical shifts that affected meaning were TT 3 and TT 8, discussed above.

207. or Dutch Of the thirty-two shifts noted for this unit, twenty were lexical substitutions, nine were omissions, and three were hesitations or false starts. The lexical shifts affected rhetorical value in eighteen of the renderings.

Although the substitution of the adjectival form of any country name found in the ST with one derived from the name of any other European country would not be considered to have significant impact on the conservation of the message, the way in which “Dutch” was altered may offer a glimpse of the processes involved. Nine interpreters rendered “Dutch” as *alemán*. It seems that these students may have heard this term as *deutsch*, a word that does not exist in either Spanish or English. It appears that students’ awareness of the German word made it more readily accessible to them than *holandés*. Only twelve students rendered the term as *holandés*. Three interpreters

rendered it as *danés*. Possibly, these students recognized that *alemán* was incorrect, but could not access the correct term quickly and easily, selecting a country with some linguistic and geographical relationship to the Netherlands. That possibility lends credence to cognitive processing models that include a hypothesis-building loop.

(Moser-Mercer, Gerver, González, et al.) The interpreter accesses a word, considers its appropriateness within the context as it develops, and then either uses that term or looks for another. Five students hedged, using phrases, such as *o lo que sea* (whatever), *entre otros* (among others), or *etcétera*. One restructuring was delivered in a halting fashion, and with a register shift, but still conveyed the underlying concept:

“... *participar en ser... europeo; da igual de... dónde seáis*” (TT 27).



INT	205			206		207	Totals	
	in being European	in addition to	being French	or Spanish	or Dutch	205	207	
	203	204	205	206	207			
1							RO	
2		C					RO	
3	L	L	L		ML		ML	ML
4	G						RO	
5	O							ML
6	L		C				RO	
7	O	O	O		MO	MO	MO	MO
8	L	G	O		MO	ML		MO
9	O							RL
10	P							RL
11			C					RL
12	C							RL
13	O	O	L					RL
14								RL
15		C	L					RO
16	O	O	O		RL	RL		RL
17	O	O						
18	C							RO
19	O		L		CC	CC		
20								CC
21	G	C	C		CC			RL
22	C		L		RO		C	CC
23	O			C	RO			RL
24	G					RO		RL
25	L			ML	O			RL
26	O	O	L			RL	RL	RL
27			L		RL	RL		RL
28			C					
29								RO
30		C				RO		RL
31	G				RO			
32	L		L		MO	MO		RL
33	G							RO
34					CC			
35	C				CC	LI	CC	RL
36			C					RO
37	O	O						CC
38	G	C	L					RL
39			L		RL	RL		RL
40	O	G	C		MO	G	MG	RO

in being European Item: or Dutch

MO	RO	CO
ML	RL	CL
MG	RG	CG
MC	RC	CC
MS	RS	CS
MP	RP	CP
MU	RU	CU
MA	RA	CA

MO	2	RO	7	CO
ML	2	RL	18	CL
MG		RG		CG
MC		RC		CC
MS		RS		CS
MP		RP		CP
MU		RU		CU
		RA		CA

205 being French

MO	4	RO	CO	
ML	2	RL	3	CL
MG		RG	CG	
MC		RC	CC	4
MS		RS	CS	
MP		RP	CP	
MU		RU	CU	
MA		RA	CA	

MO	RO	CO
ML	RL	CL
MG	RG	CG
MC	RC	CC
MS	RS	CS
MP	RP	CP
MU	RU	CU
MA	RA	CA

206 or Spanish

MO	2	RO	5	CO
ML	2	RL	4	CL
MG	1	RG	CG	
MC		RC	CC	2
MS		RS	CS	
MP		RP	CP	
MU		RU	CU	
MA		RA	CA	

MO	RO	CO
ML	RL	CL
MG	RG	CG
MC	RC	CC
MS	RS	CS
MP	RP	CP
MU	RU	CU
MA	RA	CA

206

MO	RO	CO
ML	RL	CL
MG	RG	CG
MC	RC	CC
MS	RS	CS
MP	RP	CP
MU	RU	CU
MA	RA	CA

MO	RO	CO
ML	RL	CL
MG	RG	CG
MC	RC	CC
MS	RS	CS
MP	RP	CP
MU	RU	CU
MA	RA	CA

(03:52)

O	11	6	3		1				
L	5	1	10						
G	5	2			1				
C	5	5	6		1			1	
S									
P	1								
U									
A									
LI					1				

## UNIT 207

- TT 1 lo que significa ser...ah...europeo además que ser francés o español...
- TT 2 en ser... europeos...em...aparte de ser franceses o holandeses
- TT 3 eh... ... en cuestiones de relaciones con otros países
- TT 4 ... que aparte de ser holandés, francés etcétera, sois... son ustedes europeos
- TT 5 eh... además de ser eh... francés o español o alemán
- TT 6 En cuanto a ser... eh... la... una identidad europea más que ser francés o holandés
- TT 7 ...
- TT 8 ... sí, en que queréis que Europa... sea Europa sea española
- TT 9 además de ser franceses, españoles o—o... etcétera, no importa...
- TT 10 en ser... eh... europeo aparte de español, francés o alemán
- TT 11 en ser europeos a—parte... de ser españoles o holandeses o lo que sea
- TT 12 en... ser... eh... europ—europeo además de ser español o francés o alemán
- TT 13 y que... eh... además... no importa que seáis franceses, daneses o españoles
- TT 14 en ser europeos,... además de ser de cualquier otro país, españoles, franceses, alemanes
- TT 15 en ser... europeo...eh... más que español o francés....
- TT 16 ... y no importa... la nacionalidad... que tengáis
- TT 17 ... mm... ah... a—aparte de ser españoles o holandeses o franceses
- TT 18 y... de ser europeos... independientemente de que seáis españoles, franceses....
- TT 19 ... ser... europeo, más de ser... eh... francés... eh... a... español o holandés
- TT 20 en s... interesados en ser... europeos, no sólo en ser franceses, españoles o... en... u holandeses
- TT 21 de... s... ... al ser euro... europeos adem... aparte de ser fran... eh... franceses, españoles o alemanes
- TT 22 ... uh... ser europeos, es decir, ser español o... o holandés o ing... alemán
- TT 23 ... ser europeo además de ser f—alemán... o español....
- TT 24 además de ser... francés, danés....
- TT 25 ... eh... aparte de que habléis español o alemán... o francés
- TT 26 .... No importa si sois franceses... eh... alemanes o... cualquier nacionalidad....
- TT 27 ... participar en ser... europeo; da igual de... donde seáis
- TT 28 en ser europeos además de ser... eh... además de ser franceses, holandeses o españoles
- TT 29 ... queréis ser europeos además de españoles, franceses o....
- TT 30 en ser *europí*—europeos... además de ser alemanes o franceses....
- TT 31 ... ah... queréis ser europeas además de ser españoles o holandeses...
- TT 32 [m—hum]... ... y que os consideráis eur—europeos en lugar de... daneses... ....
- TT 33 ... eh... queréis ser europeos además de ser franceses o españoles
- TT 34 ... ser europeos además de ser fr—francés o holandés o español
- TT 35 estar... en ser europeos además de ser... eh... franceses o s—españoles, entre otros
- TT 36 ... en ser europeos ad—además de ser españoles o franceses....
- TT 37 ... y que además... y que además de ser españoles o franceses o... o holandeses....
- TT 38 ... de ser... european—europeos, más que ser franceses o españoles, etcéteras
- TT 39 en ser europeos... sin importar la nacionalidad.
- TT 40... eh... en... Europa además—eh... además de España y Francia





6.1.6 UNITS 244-246

241	242	243	244
[ <u>The third point/ that is of critical importance/</u> ] <u>has to do with/ the availability/</u>			
245	246	247	
<u>of more/ and better/ information</u>			

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**Function:** This is a transitional sentence introducing the next topic that the speaker is asking participants to consider for later discussion.

**Features:** This passage is not highly predictable: it is the opening of a new topic, so that previous contextual information may not be applicable and Units 241-243 do not limit the range of what might follow. Twenty-eight interpreters seemed to have difficulty with the phrase “critical importance,” a phrase that requires noun/adjective re-ordering in the TL. This additional processing may have distracted them from the subsequent portions of the ST. The abstract quality of “availability” or the fact that it cannot be rendered with a cognate may also have contributed to the high rate of shifts and errors.

243. has to do with Twenty-five shifts or errors were noted here, of which twelve were lexical shifts, six were omissions, and seven were hesitations or false-starts. In all but two cases, the interpreters who had difficulty with this phrase also had problems with Unit 242, and all but one of them also altered Unit 244.

*“El tercer punto es... es también importante, es vuestra habilidad y mejor información.” (TT 21)*

244. **the availability** Thirty four errors or shifts were noted for this unit: twenty-two lexical shifts, eight omissions, one grammatical error, and three hesitations or false starts. Interestingly, only five interpreters used *disponibilidad* for “availability” and in each case, there were other signs of difficulty, such as false-starts or awkward collocations:

*“tiene que ver con... eh... la disposini... la disponibilidad, perdón de... información.”* (TT 4)

*“un... un punto import—crítico, vuestra disponibilidad para más y mejor información.”* (TT 19)

Two interpreters used *disposición*, raising the possibility that they had imperfectly accessed the correct term, *disponibilidad*. The false start in TT 4, above appears to be the result of a similar process: a word with some semantic and/or phonetic relationship to the desired term can interfere with access to the desired word.

Several interpreters seem to have made prediction errors, starting with an incorrect word and then inserting words or phrases that bring the rendering around to something closer to the ST message:

*“...Es la habilidad... de recibir mejor y mayor información”* (TT 18)

*“tiene que ver con la... posibilidad de... eh... recibir más informecio (sic)”*  
(TT 10)

Possibly due to the fact that the speaker had been discussing the audience’s concerns throughout the presentation, several interpreters interjected *vosotros* or conjugated verbs in the second-person plural, frequently changing the ST content as well:

*“El ter—cer punto es... .. quieren ustedes más variedad de mejor información...”*

(TT 7)

*“En tercer lugar, es un... tema crítico... es que... necesitáis... m—más y mejor información... mm...”* (TT 17)

*“El tercer punto es... es también importante, es vuestra habilidad y mejor información”* (TT 21)

In addition to interjecting the audience into the utterance, interpreter 21 altered the meaning of “critical” and “availability.” Interpreters 7 and 17 added information that may have been a reasonable assumption, but was not stated in the ST: that the audience needed or wanted more and better information.

245. of more Eleven omissions, two lexical shifts, and one disfluency were identified for this unit. In English, “more and better” is not an uncommon phrase, but in Spanish, it requires restructuring, as in the following example:

*“queréis más información y de más calidad.”* (TT 26).

This restructuring may have increased cognitive load, resulting in errors elsewhere in the rendering:

*“os gustaría tener más información y de mejor cualidad... mejor calidad...”*

(TT 9)

Note that both TT 9 and TT 26 contain errors pertaining to Unit 244, discussed above.

246. and better Twenty-two shifts or errors were noted: nine omissions, three lexical shifts, four grammatical errors, five hesitations or false-starts, and one syntax

error. One recurring error involved changing the adjective “better” to another part of speech:

*“El tercer punto que es... crucial es... tiene que ver con la... eh... la mejora de la información.” (TT 2)*

*“El tercer punto... .. tiene que ver con... mejorar la información... y obtener más.” (TT 15).*

247. information Only one error was observed for this unit. Interpreter 10, apparently unaware of having done so, pronounced the first two syllables of the word as if it were in Spanish and the final two syllables as if speaking English. This error follows a hesitation and a false-start and recovery.

*“El tercer punto tiene que ver con la... posibilidad de... eh... recibir más informecio (sic).” (TT 10)*



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INT	244				246				A
	critical importance		has to do with		the availability		of more and better information		
	243		244		245		247		
1	C				RL			MO	
2	C				MO		O	CG	
3	C		C		ML			CL	
4	C				CC		O	MO	
5			C		MO		O	MG	
6					CL			CC	
7	O	O		L	RL				
8					CC				
9	C	O		O	ML			CC	
10	O	O			RL			MO	L
11									
12	O	L			ML		O	ML	
13	C							MO	
14	C				ML		L	ML	
15	O	O		C	MO			MG	
16	G			L	ML				
17		O		L	ML		C		
18		O		L	CC				
19	C				CL	L			
20					CL			CC	C
21	L			L	ML		O		
22	C			L	CL				
23					MG		O	CC	
24		O			MO		O	MO	
25	L			O	ML				
26	O	O			RL				
27	C				CL				
28				C			O	MO	
29	L		L	L	MO		O	O	MS
30	L		L	L	ML				S
31	C		L	L	ML	G	O	CG	
32	C			O	ML		L		
33	C		L	O	RL				
34			O	O			O		
35	L				MO			MO	
36					MO		O		
37	O	O						CC	
38	L	L		L	ML			MO	
39	C			O	MO		O	MO	
40	O	O							C

(04:33)

O	7	10	1	6	19			4	11					
L	6	2	4	10	7			1	2					1
G	1							1						
C	14		1	2	4				1				1	1
S														1
P														
U														
A														1
LI														

Totals

241

The third point

of more

MO	RC	CO	
ML	RL	CL	
MG	RG	CG	
MC	RC	CC	
MS	RS	CS	
MP	RP	CP	
MU	RU	CU	
	RA	CA	

MO	RO	CO	
ML	RL	CL	
MG	RG	CG	
MC	RC	CC	
MS	RS	CS	
MP	RP	CP	
MU	RU	CU	
	RA	CA	

242

critical importance

246

and better

MO	RC	CO	
ML	RL	CL	
MG	RG	CG	
MC	RC	CC	
MS	RS	CS	
MP	RP	CP	
MU	RU	CU	
	RA	CA	

MO	10	RO	CO
ML	2	RL	CL
MG	2	RG	CG
MC		RC	CC
MS	1	RS	CS
MP		RP	CP
MU		RU	CU
MA		RA	CA

243

has to do with

MO	RC	CO	
ML	RL	CL	
MG	RG	CG	
MC	RC	CC	
MS	RS	CS	
MP	RP	CP	
MU	RU	CU	
	RA	CA	

MO	RO	CO	
ML	RL	CL	
MG	RG	CG	
MC	RC	CC	
MS	RS	CS	
MP	RP	CP	
MU	RU	CU	
	RA	CA	

244

the availability

MO	8	RC	CO
ML	12	RL	5
MG	1	RG	CG
MC		RC	CC
MS		RS	CS
MP		RP	CP
MU		RU	CU
MA		RA	CA

MO	RO	CO	
ML	RL	CL	
MG	RG	CG	
MC	RC	CC	
MS	RS	CS	
MP	RP	CP	
MU	RU	CU	
MA	RA	CA	

UNITS 244 246

- TT 1 Uh...el tercer punto es un punto...em...crítico...es ¿cómo...ah...recibir la mejor...ah...información posible....
- TT 2 El tercer punto que es...crucial, es...tiene que ver con la...eh...la mejora de la información
- TT 3 El tercer punto... que es muy importante... .. tiene que ver con la disposición de información mejor y más cantidad
- TT 4 El tercer punto, que es... eh... muy crítico,... eh... tiene que ver con... eh... la disposini... la disponibilidad, perdón, de... información
- TT 5 El tercer punto... que es bastante importante, tiene que ver... .. tiene que ver con la... con la información... una mejora de esta información
- TT 6 El tercer punto, es un punto crítico, tiene que ver... es como llegar... conseguir mejor y m... más información
- TT 7 El ter—cer... punto es... .. quieren ustedes más variedad de mejor información. ... .. Tenemos que hace... ¿tienen que consi... que con... la información
- TT 8 El... ah... tercer punto que creo que hará mucha importancia... tiene que ver... con... eh... vuestra... posibilidad de acceder a mejor y mayor información
- TT 9 El tercer punto es un punto crít—crítico... .. os gustaría tener más información y de mejor calidad... mejor calidad....
- TT 10 El tercer punto tiene que ver con la... posibilidad de... eh... recibir más informecio
- TT 11 El tercer... punto que es bastante importante, tiene que ver con la... disponibilidad de más información y mejor
- TT 12 El tercer punto... em... está relacionado... mm... con... eh... vuestro... mm... vuestros ganas de obtener mayor información
- TT 13 El tercer tema es... es muy importante, pues, habla de la... eh... de la información que tenéis a vuestra alcance... eh...
- TT 14 El tercer punto es un... de gran importancia... eh... está relacionado con el desarrollo en el mundo de la información
- TT 15 El tercer punto... .. tiene que ver con... mejorar la información... y obtener más....
- TT 16 El tercer punto... es vuestra crítica sobre la medios de comunicación que queréis más información de mejor calidad
- TT 17 En tercer lugar, es un... tema crítico... es que... necesitáis... m—más y mejor información... mm....
- TT 18 El tercer... punto es bastante crítico.... Es la habilidad... de recibir mejor y mayor información
- TT 19 En tercer lugar, es... un... un punto import—crítico, vuestra disponibilidad para más y mejor información
- TT 20 El tercer punto... es de crítica importancia y tiene que ver... con la posibilidad... de... obtener más y mai—y mejor... eh... información
- TT 21 El tercer punto es...es también importante, es vuestra habilidad y mejor información
- TT 22 El tercer punto, que es un punto crí—tico es la capacidad de conseguir una mayor y mejor información
- TT 23 El tercer punto... de gran importancia... .. tiene que ver con la disposición del... la información de mejor... calidad

- TT 24 El tercer punto, es bastante crítico... .. tiene que ver con la información....
- TT 25 El tercer punto... es... mm... muy importante... es vuestro punto de que tien... de... debe estar críticos sobre... tener más información y mejor calidad....
- TT 26 El tercer punto... tiene que ver... con la información; queréis más información y de más calidad
- TT 27 El tercer punto, que es cri—tiene mucha importancia, es la habilidad de... de tener una mayor información y mejor
- TT 28 El tercer punto... que es bastante importante tiene que ver con los... con... la disponibilidad de la información
- TT 29 El tercer... punto... es muy importante... es... que en la... de mejor información
- TT 30 El tercer punto, que también es importante... es que deseáis una... información mejor... y de mayor calidad....
- TT 31 El tercer punto, que es de muy relevante... .. es vuestra demanda por una información... de mejo—de mayor calidad
- TT 32 El tercer punto es... eh... de crític—es muchísima importancia, ¿no? vosotros pedís—solicitáis mayor información y de mejor calidad, ¿no?
- TT 33 Eh... la tercera cuestión... eh... que tiene una gran importancia es... es... la posibilidad de tener mejor y más información....
- TT 34 En tercer lugar... eh... de mucha importancia... es la... eh... oportunidad de conseguir mejor y... información
- TT 35 El tercer punto que es muy importante... eh... tiene que ver con... eh... la calidad—la mejor calidad de la información
- TT 36 El tercer punto... tiene que ver con... la... m—mejor calidad de la información
- TT 37 El siguiente punto... tiene que ver... con la disponibilidad de me—jor información y más información, claro....
- TT 38 (breath) Ahora viene un punto bastante... eh... polémico. Sé que queréis una mayor información, pero... ¿cómo... se puede... eh... dis—tribuir esta información mejor?...
- TT 39 El tercer punto es uno... de... bastante importancia.... ¿Cómo podríamos ah... desarrollar ma—más y mejor la información [BLEND OF 2 ST utterances]
- TT 40 El segundo tópico tiene que ver con... con una mayor disponibilidad y una mayor calidad de una... eh... en la información



## 6.1.7 UNIT 251

248      249      250      **251**      252  
How can/ information/ be better/ disseminated/ or distributed/

**Function:** This follows immediately after the section discussed above. It precedes questions to the audience about the distribution and access to information, and the question of demographic limitations to accessibility of technology-based media.

**Features:** The sentence requires restructuring of multiple elements. Modal verbs cannot be broken up in Spanish as they are in English; the direct object, “information” must be moved. Also, the adverb, “better” cannot precede the verb that it modifies. Additionally, the verbs, “disseminated” and “distributed” are virtually synonymous, so that one or the other may be omitted without loss of meaning or clarity. Some rhetorical value may be lost, but in this case, the redundant verb does not appear to be critical to the message.

248. How can This unit was omitted by 8 interpreters and seven renderings contained false-starts or self-corrections. In four instances, Units 248-252 were omitted.

249. information There were 10 errors or shifts noted for this unit, of which there were seven omissions, one lexical shift, one false-start and one hesitation.

*“Este informa está diseminada...”* (TT 31)

250. be better Nineteen omissions, four grammatical errors, one false-start, and four syntax errors were observed for this unit. In three cases, the interpreter converted



“better” to an adjective or adjectival phrase and applied it to “information”, rather than to “disseminate” or “distribute.”

“¿Cómo puede ser... distribuida la información... una información mejor?”

(TT 29)

“¿Cómo se puede distribuirse esta información de calidad?” (TT 37)

In one case, the interpreter converted the adverb to a verb:

“¿Cómo podemos... cómo podemos mejorar la información?” (TT 19)

TT 37 implies that some sort of “quality information” has been presented, whereas TT 19 largely conserves the implication of the ST: that information (but in this case, not access to it) needs improvement.

**251. disseminated** Thirty-four errors or shifts were noted for this item, of which eleven affected meaning, twenty altered rhetorical value, and three diminished clarity. Twenty-seven omissions, five lexical shifts, and two false-starts were identified. As mentioned previously, this item is non-essential to the meaning and clarity of the ST. While omissions may not alter the meaning of the ST, lexical shifts can:

“Cómo se puede mejo—cómo se puede disimilar la información de man... ah de mejor man... de mejor modo?” (TT 2)

It appears that interpreter 2 is preoccupied with rendering the adverbial phrase, “de mejor modo” and overlooks the lexical substitution of “disseminate” (*difundir*) with *disimular* (to conceal) and its improbability within this context. Interestingly, one interpreter used the cognate, *diseminar*, but altered the remainder of the utterance:

“Este informa está diseminada...” (TT 31)

Three interpreters correctly rendered the term using the verb, *difundir*, and one used *propagar*, conserving the agricultural or botanical reference in disseminate.

“¿Cómo se puede difundir la información de nua manera más eficaz?”

(TT 40)



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INT	251					Totals	
	How can information be better disseminated or distributed ?					248	
	248	249	250	251	252	How can information	
1			O	RO			
2	C		C	ML		O	
3			O	RO			
4				CC			
5			G	RO			
6						O	
7	O	O	O	MO		O	
8			O	RO			
9	O	O	O	MO		O	
10				ML			
11				RO		C	
12			O	RO			
13		C		RO			
14			O				
15	O	O	O	MO	O	O	
16	C		G	RO			
17	O	O	O	MO	O	O	
18	C			RO			
19	C		G	ML	O	O	
20				RO			
21			C	ML			
22				RO			
23	L		O	RO	O		
24			S	ML	L	L	
25	O	O	O	MO	O	O	
26	O	O	O	ML		O	
27			O	RO			
28	C						
29		C	S	RO			
30	O	O	O	MO	O	O	
31	O	L	O			O	
32			O	RO			
33			O	RO			
34	C		O	RO			
35				CL	O	O	
36			O	RO			
37			S	RO			
38	C		S	RO		C	
39			G	ML	O	O	
40						O	

(04:42)

O	8	7	19		8	14
L	1	1			1	1
G			4			
C	7	2	2			2
S			4			
P						
U						
A						
LI						

MO	RO	CO	ML	RL	CL	MG	RG	CG	MC	RC	CC	MS	RS	CS	MP	RP	CP	MU	RU	CU	MA	RA	CA

**251 disseminated**

MO	6	RO	CO	ML	7	RL	CL	1	MG	RG	CG	MC	RC	CC	1	MS	RS	CS	MP	RP	CP	MU	RU	CU	MA	RA	CA
----	---	----	----	----	---	----	----	---	----	----	----	----	----	----	---	----	----	----	----	----	----	----	----	----	----	----	----

**252 or distributed ?**

MO		RO	CO	ML		RL	CL		MG		RG	CG	MC		RC	CC	MS		RS	CS	MP		RP	CP	MU		RU	CU	MA		RA	CA
----	--	----	----	----	--	----	----	--	----	--	----	----	----	--	----	----	----	--	----	----	----	--	----	----	----	--	----	----	----	--	----	----

MO		RO	CO	ML		RL	CL		MG		RG	CG	MC		RC	CC	MS		RS	CS	MP		RP	CP	MU		RU	CU	MA		RA	CA
----	--	----	----	----	--	----	----	--	----	--	----	----	----	--	----	----	----	--	----	----	----	--	----	----	----	--	----	----	----	--	----	----

UNIT 251

- TT 1 ¿cómo se puede distribuir la información?
- TT 2 ¿Cómo se puede mejo... cómo se puede disimilar la información de man... ah... de mejor man... de mejor modo?
- TT 3 ¿Cómo puede ser esta información distribuida?
- TT 4 ¿Cómo se puede dis... eh... propagar mejor la información?
- TT 5 ¿cómo se puede mejorar?
- TT 6 ¿Cómo puede... se puede difundir mejor... l... la información?
- TT 7 Tenemos que hace... ¿tienen que consi... que con... la información vía... [BLEND]
- TT 8 ¿Cómo se podría distribuir esta información?
- TT 9 Por ejemplo, en...
- TT 10 ¿Cómo esta información se puede distribuir y extender?
- TT 11 ¿Cómo puede... eh... distribuirse mejor la información?
- TT 12 ¿Cómo se debería distribuir?
- TT 13 ¿Có—cómo podemos distribuir... eh... e... mejor esta... esta... información?
- TT 14 ¿Como puede la información... ser distribuida o difundida?
- TT 15 ...
- TT 16 ¿Cómo podem... cómo podemos distribuir mejor la información?
- TT 17 ... mm....
- TT 18 ¿cómo se pos—se puede distribuir mejor la información?
- TT 19 ¿Cómo podemos... cómo podemos mejorar la información?
- TT 20 ¿Cómo puede ser distribuida?
- TT 21 ¿Cómo puede ser la información mejor, cómo se podría distribuir mejor...
- TT 22 ¿Cómo puede... eh... distribuirse mejor la información?
- TT 23 ¿Cómo debe distribuirse esa información?
- TT 24 ¿Cómo puede... llegar a una mejor información a nosotros?
- TT 25 ...
- TT 26 ¿Cómo se puede... esp... expandir toda esta es—información?
- TT 27 ¿Cómo puede la información... puede ser distribuida?
- TT 28 ¿Cómo... cómo se podría difundir o distribuir la información de una mejor... forma?
- TT 29 ¿Cómo puede ser... distribuida la información... una información mejor?
- TT 30 ¿Tenemos que modif—icar
- TT 31 Este informa está diseminada....
- TT 32 ¿Cómo podemos distribuir esta información:
- TT 33 ¿Cómo se puede... distribuir esta información?
- TT 34 ¿cómo debería ser distribuida la información?
- TT 35 ¿Cómo se podría... eh... extender mejor la información?
- TT 36 ¿Cómo podemos distribuir la información?
- TT 37 ¿Cómo se puede distribuirse esta información de calidad?
- TT 38 ¿cómo... se puede... eh... dis—tribuir esta información mejor?...
- TT 39 ¿Debería ser a través de la... televisión?
- TT 40 ¿Cómo se puede difundir la información de una manera más eficaz?

6.1.8 UNIT 276-279

271            272            273            274            275            276  
Next... ah.../ I would like/ to say that I agree/ with the point/ **that you brought up/**

277    278            279  
in your/ national/ **conference reports**

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Function:        This is a transition to a new topic for discussion: that of minority issues.

Once again, the speaker indicates that it was the members of the audience who had expressed concern for the issue.

Features:        This unit requires restructuring in the TL. Non-native speakers of English may tend to find phrasal verbs, such as “brought up” problematic. Additionally, this follows closely behind Unit 271, on which twenty-nine interpreters seemed to have had problems.

271. Next... ah...    Twenty-nine shifts or errors were noted for this unit: ten omissions, fifteen lexical shifts, and four hesitations or false-starts. Twenty-four shifts affected rhetorical value, and five diminished clarity.

*“Lo siguiente, me gustaría decir que estoy de acuerdo con vosotros...”*

(TT 18)

*“Posteriormente, me gustaría decir...”* (TT 3)

Transitions are important to the flow of the discourse and tend to be formulaic, and therefore, predictable. This predictability can be helpful in reducing cognitive load.

272. I would like Five errors or shifts were observed for this unit: two omissions, one grammatical shift, one interruption, and one addition. The grammatical shift is of minor pragmatic effect: the ST verb is given in the conditional tense and the TT rendering is in the present indicative. This rendering equates roughly to “I want to,” which alters the register or tone slightly. The target text containing an addition introduces the conjunction, *que* in collocation with the verb, *hablar*, rather than *decir*, producing a somewhat awkward, but comprehensible result.

“... *Lo... lo próximo que me gustaría hablar... es acerca de lo que*” (TT 17)

It appears that uncertainty as to how to render the transition, “Next” contributed to the interpreter’s difficulty here.

273. to say that Twelve shifts or errors were identified for this unit: three omissions, two lexical shifts, and seven hesitations or false-starts. Both lexical shifts involve the substitution of “to say” (*decir*) with *hablar* (to speak). Smooth rendering of the ST, using *hablar* requires restructuring, which may have contributed to one interpreter’s difficulties with subsequent portions of the text:

“*También, quisiera hablar... de un punto en el que estoy a punto... estoy de acuerdo... con ustedes.*” (TT 1)

Substitution of *hablar* for *decir* is an error common to English-speakers when learning Spanish.

274. I agree Ten shifts were noted for this item, of which there were one omission, one lexical shift, one grammatical error, and seven false-starts or hesitations.

*“quiero decir... de que... eh... los informes de—de vuestras consultas nacionales”*

(TT 38)

*“que me gustaría hablar... es acerca de lo que se ha extraído de vuestros...*

*informes”* (TT 17)

*“me gustaría decir que ust... usted está de acuerdo... eh... están muy en contra*

*de...”* (TT 7)

The omission in TT 38 fails to signal the speaker’s agreement and, through the inclusion of *que*, deprives the receiver of closure, possibly confusing the receiver. Interpreter 17 renders “say” (*decir*) as *hablar* (to talk), which may have contributed to the distortion of meaning for this unit. Interpreter 7, above, alters the meaning, starting with the logical improbability of telling the audience how they feel, and ending with a self-contradiction.

275. with the point Twenty-six shifts were noted for this item, of which eight were omissions, eight were lexical shifts, three were syntax errors, nine were false-starts or hesitations, and one resulted from an addition.

*“... Me gustaría... es—estoy de acuerdo en otro punto... ah...”* (TT 24)

*“Me gustaría decir... que estoy de acuerdo con... los... apuntes...”* (TT 20)

The choice of noun used in rendering “point” will affect the rendering of Unit 276, “that you brought up.” For example, if the interpreter uses *tema*, then *sacar* is an appropriate verb, both semantically and stylistically. If on the other hand, the term is rendered as *punto*, *sacar* may affect meaning, rhetorical value and/or clarity.

*“... estoy de acuerdo con vosotros... con el punto que sacasteis...”* (TT 18)

276. **that you brought up** Thirty errors or shifts were noted: eleven omissions, fourteen lexical shifts, four hesitations and one syntax error. Eighteen shifts affected meaning, five altered rhetorical value, and seven affected clarity or receiver effort.

Function: This phrase serves two related purposes: attribution of the source-document on which the comments are based, and reminding the audience that they had expressed interest in the topic about to be discussed. The abstract quality of this portion of the ST, added to the phrasal verb, “brought up” may have contributed to the difficulties observed.

Features: “Brought up” is a phrasal verb, which can be problematic for non-native speakers of English.

*“Ehm... a continuación, me gustaría decir... que estoy de acuerdo con el punto que de... que levantáis—pusis—pusisteis en vuestros consultos nacionales”*

(TT 10)

*“También, querría decir que estoy de acuerdo... con... el... los estudios que hemos realizado a nivel nacional”* (TT 26)

*“Me gustaría saber que estoy... me gustaría decir que estoy de acuerdo con esto... con hacer... in—for—ma—informes para...”* (TT 30)

Interpreter 10 seems to have begun to render “brought up” as a synonym for “raised,” and then self-corrected, using a term that is comprehensible, but stylistically awkward. The terms “raised” and “brought up” are synonymous only within very limited contexts, for example, childrearing. It cannot be said with certainty whether the interpreter recognized



that this was a phrasal verb and accessed an incorrect term, or whether she simply misunderstood the phrase. Problems with this item seem to have led to additional errors: omission of “reports” and distortion of the gender of *consultas*, requiring the receiver to expend additional effort in re-analysis and re-interpretation.

Interpreter 26 appears to have been unable to access an equivalent term and caught only fragments of the remainder of the utterance. There is some semantic relationship between reports (*informes*) and *estudios* (studies), but they are by no means synonymous. Also, this interpreter distorted the authorship of the document, altering both the propositional content and the intent of the utterance.

Interpreter 30 incorrectly rendered “to say” as *saber* and self-corrected, but in the course of making that correction, was unable to render the remainder of the sentence, capturing only fragments, and distorting them such that the meaning is significantly altered.

Some erroneous renderings suggest SL comprehension problems:

“...*estoy de acuerdo... con el... el punto al que llegaron*” (TT 6)

The use of *al que llegaron* does not convey the meaning of the ST, but is plausible within this context, suggesting that the interpreter either misunderstood the phrase or did not hear it correctly. TT 10, above, calques the verb, also suggesting weak ST comprehension.

To “bring up” is a fairly neutral or un-emphatic, similar in force to “mention” or “state.” Some renderings suggest problems of ST comprehension, not altering the meaning entirely, but the force of the term:

“*estoy de acuerdo en un... en un punto que me habéis mencionado...*” (TT 32)

Interpreter 32 did not mention the conference reports and included the indirect-object pronoun *me*, making the mention sound more casual than the ST.

*“estoy de acuerdo con el punto que desarrollasteis en con—eh en vuestros informes”* (TT 35)

Target text 35 changes the force of “brought up” by rendering it as “developed,” thereby implying more thought and effort than that found in the ST.

277. in your Only one shift related exclusively to Unit 277: TT 36 made no reference to the second person. This unit will be discussed with Units 278 and 279, below.

278. national Twenty-six shifts or errors were noted for this unit: twenty-two omissions, three lexical shifts, and one false-start. Twenty-four shifts were judged to have affected meaning, one affected rhetorical value, and the false-start was considered to have affected clarity. This unit will be discussed with Unit 279, below.

279. conference reports Thirty-nine errors or shifts were noted for this unit: twenty-nine omissions, six lexical shifts, one grammatical error, one false-start, and two syntax errors.

In Units 271-279, the speaker voices her agreement with a point that the audience had presented in written form. It may be argued that the precise nature of that written form is not critical to the message. This position is supported by the fact that the audience probably knows that they have presented the point in question, and in what

document they presented it. If we accept the notion that the speaker deemed it worthwhile to mention “in your national conference reports,” these words have some purpose. (Grice, Searle, Austin, etc.) The mention of the source of the issue about to be discussed may be intended to legitimize the point, to foster acceptance of the point by reminding the audience of its source, or possibly to flatter the audience by placing their concerns within an important-sounding context. Whatever the reason, it is interesting that, given the relative ease with which these individual terms may be rendered, only one interpreter did so without significant error or omission. This phenomenon lends credence to the notion of “cascading errors,” in which interpreters’ cognitive capacity becomes increasingly strained when faced with long, abstract, vague, or complicated terms. ST comprehension, hypothesis-building, TT formulation, production, and self-monitoring compete for momentarily taxed capacity, resulting in inattention to one or more of those tasks. The resulting errors may occur in places where the ST terminology and grammatical structure are well within the interpreters’ grasp under normal conditions. (Gile 1995: 159; 1997: 20) If this is a case of cascading errors, the transition: “Next... ah... I would like to say” may have been the starting point. Except for the hesitations, this transition is formulaic and frequently encountered in speeches of this sort. Transitions of this sort can become part of the interpreters’ “automated” or “routinized” repertoire, thus reducing the cognitive load at each point in the process. Routinization of formulaic speech is discussed in Chapter Two.



INT	276			277		278	
	274	275	276	277	278	279	
1	C	C		MO		MO	MO
2		C		ML		MO	CO
3	C					MO	CO
4				RL		MO	CO
5						MO	MO
6				ML			MO
7	G	O		MO		MO	ML
8				RL		MO	MO
9				MO		MO	MO
10				CC			ML
11						MO	CO
12				ML			MO
13				CL		MO	CG
14		O		ML			CS
15	C	O		MO		MO	MO
16	C						ML
17	L	L	L	RL		MO	CO
18		C				MO	MO
19				CL	MO		CC
20		L		ML		MO	MO
21				RL		ML	ML
22		C					MO
23		C		RO		RO	MO
24		A		MO	O	MO	MO
25							
26		L		ML			ML
27		O		MO		MO	CO
28		C		CC			MO
29		L		MO	O	MO	MO
30	C	O		MO	O	ML	MO
31				CC	O	MO	RO
32	C				O	MO	MO
33							RO
34		O		CC		MO	ML
35				ML			RO
36	C	O		MO	ML		MS
37						CC	RO
38	O	O		CS			MO
39		A	C	ML	ML	ML	MO
40		C	C	MO		MO	MO

(05:09)

D	1		8			5	
L	1	1	4				
G	1						
C	7	1	8				
S							
P							
U							
A			1				
LI							

Totals  
271

Next, ah,

MO	RO	10	CO
ML	RL	14	CL
MG	RG		CG
MC	RC		CC
MS	RS		CS
MP	RP		CP
MU	RU		CU
MA	RA		CA

277

in your

MO	1	RO	CO
ML	2	RL	CL
MG		RG	CG
MC		RC	CC
MS		RS	CS
MP		RP	CP
MU		RU	CU
MA		RA	CA

271

to say that

MO	RO	CO
ML	RL	CL
MG	RG	CG
MC	RC	CC
MS	RS	CS
MP	RP	CP
MU	RU	CU
MA	RA	CA

277

MO	RO	CO
ML	RL	CL
MG	RG	CG
MC	RC	CC
MS	RS	CS
MP	RP	CP
MU	RU	CU
MA	RA	CA

276

I agree with the point

MO	RO	CO
ML	RL	CL
MG	RG	CG
MC	RC	CC
MS	RS	CS
MP	RP	CP
MU	RU	CU
MA	RA	CA

278

national

MO	21	RO	1	CO
ML	3	RL	1	CL
MG		RG		CG
MC		RC		CC
MS		RS		CS
MP		RP		CP
MU		RU		CU
MA		RA		CA

276

that you brought up

MO	10	RO	1	CO
ML	8	RL	4	CL
MG		RG		CG
MC		RC		CC
MS		RS		CS
MP		RP		CP
MU		RU		CU
MA		RA		CA

278

conference reports

MO	19	RO	4	CO
ML	6	RL		CL
MG		RG		CG
MC		RC		CC
MS	1	RS		CS
MP		RP		CP
MU		RU		CU
MA		RA		CA

UNITS 276-279

- TT 1 También quisiera hablar...de un punto en el que estoy a punto...estoy de acuerdo...con ustedes
- TT 2 El siguen... siguen.... Ahora me gustaría decir que... estoy de acuerdo con vuestras inf... los... puntos que sacasteis en los informes
- TT 3 Posteriormente, me gustaría decir... que acuer... que estoy de acuerdo con los puntos que manifestaistes en vuestros informes...
- TT 4 Bien, eh... el siguiente punto... eh... bueno, me gustaría decir que antes que nada estoy de acuerdo... con las cosas que dijisteis... que dijeron, perdón... en... los informes...
- TT 5 Después, me gustaría decir que estoy de acuerdo... en un... sobre un tema que habéis hablado en estos conferencias...
- TT 6 Después, me gustaría decir que estoy de acuerdo... con el... el punto al que llegaron en su reunión nacional
- TT 7 Lo próximo... eh... me gustaría decir que ust... usted está de acuerdo... ... eh... están muy... muy... muy en contra de
- TT 8 Me gustaría decir que estoy de acuerdo con un punto... que... eh... saqué de los informes de las conferencias
- TT 9 Estoy de acuerdo con el punto de que...
- TT 10 Ehm... a continuación, me gustaría decir... que estoy de acuerdo con el punto que de... que levantáis... pusis—pusisteis en vuestros consultos nacionales
- TT 11 Y me gustaría decir también que estoy de acuerdo con... los temas que habéis tratado en vuestros... informes...
- TT 12 Me gustaría... también, comentaros que estoy de acuerdo... eh... con v—vuestro punto de vista en l—as conferencias nacionales
- TT 13 Eh... lo próximo, me gustaría... decir que estoy de acuerdo con el punto que vosotros... habéis... eh... establecido en vuestros informes... eh...
- TT 14 M... también... me gustaría también deciros que estoy de acuerdo... eh con los informes que habéis hecho en vuestras consultas... nacionales
- TT 15 También, quería decir... ... de que estoy de acuerdo con la... con... que tenemos que combatir con la...
- TT 16 Em... me gustaría decir que... que estoy de acuerdo con un punto que... que sugeristeis en... en las (encuestas) nacionales
- TT 17 ...Lo... lo próximo que me gustaría hablar... es acerca de lo que se ha extraído de vuestros... informes
- TT 18 Lo siguiente, me gustaría decir que estoy de acuerdo con vosotros... con el punto que sacasteis... ...
- TT 19 En próxim... en próximo lugar, me gustaría decir que estoy de acuerdo... con el punto que vosotros habéis traído en la confe... ah... los informes de... la conferencia
- TT 20 Me gustaría decir... que estoy de acuerdo con... los... apuntes... sobre... tratados....
- TT 21 Mm... lo siguiente, me gustaría decir que estoy de acuerdo con un punto... que... que surgió... de... del informe internacional
- TT 22 Lo siguiente que me gustaría decir es que estoy de acuerdo con... n... mm... con un tema que... eh... sacasteis ya en las conferencias nacionales

- TT 23 A continuación, quiero decir que estoy de acuerdo... .. con vuestra... eh... con vuestra opinión
- TT 24 ... Me gustaría--... es—estoy de acuerdo en otro punto... ah... ..
- TT 25 Mm... después, me gustaría decir que estoy de acuerdo... con el punto que aportasteis en los informes de las... conferencias nacionales
- TT 26 También, querría decir que estoy de acuerdo... con... el... los estudios que hemos realizado a nivel nacional
- TT 27 En siguiente, me gustaría decir que estoy de acuerdo con vosotros eh... vuestros informes
- TT 28 A continuación, me gustaría de decir que estoy de acuerdo con el... punto que de—discutis—que discutisteis en la—s conferencias nacionales
- TT 29 ... Además, me gustaría deciros que estoy de acuerdo... con l... vuestras s—sugerencia
- TT 30 Me gustaría saber que estoy... me gustaría decir que estoy de acuerdo con esto... con hacer... in—for—ma—informes para...
- TT 31 Además, me gustaría... a... eh... decir que estoy de acuerdo con vuestro punto... eh... ehm... que eh...
- TT 32 Y... me gustaría, ¿no?, comparto vuestra opinión; estoy de acuerdo en un... en un punto que me habéis mencionado...
- TT 33 Eh... además me gustaría... ah... deciros que estoy de acuerdo con... o... lo que habéis dicho en los... eh... informes de... ah... nivel nacional... eh...
- TT34 Em... a continuación, me gustaría decir que estoy de acuerdo... con... vuestras... eh... encuentros... ehm... lo que opinasteis
- TT 35 Después,... me gustaría decir que estoy de acuerdo con el punto que desarrollasteis en vuestras con—eh... en vuestros informes
- TT 36 Ahora, me gustaría decir que... estoy de acuerdo... con... los informes sobre las... conferencias nacionales
- TT 37 Por lo siguiente, es que me gustaría decir que estoy de acuerdo... con lo que me escribisteis en vuestro informes d—nacionales...
- TT 38 Así que—por último, quería decir... de que... eh... los informes de—de vuestras consultas nacionales
- TT 39 Ah... a continuación, me gustaría... decir que estoy completamente de acuerdo... con el tema de... de que son necesario...
- TT 40 Me gustaría decir que estoy... de acuerdo con vosotros... en los... en lo... en un tema que habéis...



## 6.1.9 UNIT 284

284                      285                      286                      287

**I congratulate you/ on addressing/ such an important/ issue**

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**Function:** This passage follows one in which the speaker indicates that she agrees with the delegates' comments about marginalization and social exclusion. These words of congratulation precede a challenge to take responsibility for protecting minority rights.

**Features:** The language in this portion of text is formulaic and typical of speeches of this type. Units 284 and 285 do not require restructuring and do not contain difficult language. Units 286 and 287 require restructuring, but the vocabulary is not difficult or specialized.

**284. I congratulate you** Thirty-one errors or shifts were noted for this unit: five omissions, sixteen lexical shifts, and ten false-starts or hesitations. Fifteen of the shifts are judged to have affected meaning, six altered rhetorical value, and ten diminished clarity. Three interpreters omitted the entire segment.

Only eight interpreters conveyed congratulations without hesitations, false starts, or other disfluencies. In some cases, the interpreters seem to hedge, but ultimately produce a complete, accurate, and stylistically appropriate rendering:

*“Os... os... de verdad que os doy la enhorabuena por tocar este punto tan importante.” (TT 14)*

*“Les... agradezco que hayan tratado un tema tan importante.” (TT 20)*

Some renderings are halting, but comprehensible and accurate:

“Y—os... os felicito porque... creo que habéis dado con un punto muy importante.” (TT 27)

Taken together, the omissions, false-starts, and hesitations suggest that congratulations were unanticipated here. Given the high level of English proficiency of these students, it is unlikely that they did not comprehend phrase “I congratulate you”, implying that the cause of these errors was not lexical or grammatical. It may be that such frequent congratulation in public speaking is unexpected in the TL culture, so that the interpreters (who are part of the TL culture) are not prepared to predict it here.

285. on addressing Twenty-five shifts or errors were noted for this unit: ten omissions, nine lexical shifts, and six false-starts or hesitations. Fifteen shifts were considered to have affected meaning, two altered a rhetorical device, and eight impacted the clarity of this phrase.

This use of “addressing” seems to have confused some students. The Spanish term for the noun “address” is *dirección*, which may require conscious avoidance of its derivatives. Four interpreters used the verb, *dirigir* in such a way that it affected meaning, rhetorical value, or clarity. *Dirigir* could plausibly fit the context of the ST if the speaker had been congratulating the students for guiding the debate toward the issue in question, however, that is not the case here. Earlier in the text, the speaker lauds the audience for “bringing up” an issue, so some interpreters may have expected that message here, applying *dirigir* through faulty prediction.

“...os agradezco que nos hayáis dirigido a este cuestión tan importante.” (TT40)



The association between the nouns, “address” and *dirección* seems to have influenced some interpreters’ comprehension of the ST, but not in the sense of guiding or directing the debate:

“*Les doy la enhorabuena por haber dirigido un tema tan importante.*” (TT 6)

“*... os doy la enhorabuena por dirigirlo... por a—dirigi... por ah... dirigir este punto tan importante.” (TT 19)*

One rendering in which *dirigir* is used seems to be the result of faulty comprehension of the ST:

“*Me gustaría dirigir a vosotros este importante tema.*” (TT 9)

Other renderings reflect faulty ST comprehension:

“*Creo que es un punto muy importante.” (TT 1)*

“*Os... um... doy la enhorabuena por \_\_\_ este tema.*” (TT 31)

286. such an important issue Eleven omissions, eight lexical shifts, and two syntactical shifts were noted for this phrase. The issue to which the speaker is referring is marginalization; one lexical shift refers to the issue in a mix of favorable and unfavorable terms:

“*Os doy la enhorabuena por... eh... enfrentarnos a este gran asunto.” (TT 23)*

The verb *enfrentarnos*, equating roughly to “confront us with” suggests that the issue is serious or negative, whereas *gran asunto* implies positive feelings about the topic. It would appear that the interpreter applied the positive message of congratulations to the issue of marginalization, rather than to the fact that the problem was being confronted.

Inclusion of the phrase, “such an” amplifies the adjective, “important.” Two interpreters omitted the phrase and placed *importante* before *temas*, effectively diminishing the force of the ST message:

“Tengo que... eh... daros la enhorabuena por entablar este... peq—este importante tema.” (TT 13)

“Os agradezco que habéis sacado este—este importante tema.” (TT 39)



Totals  
284

INT	284			285		
	I congratulate you			on addressing such an important issue		
	284	285	286			
1	ML		MO		L	
2	CC		CC			C
3	CC					
4	CC				O	
5						
6						
7	MO		MO		O	
8	CC		ML		L	L
9	ML		ML		O	
10			CC			
11	ML		RO			
12			RL		L	O
13	RL				S	S
14	CC					
15	MO		MO		O	O
16			CC			
17	RL		CC		O	O
18	MO		MO		O	O
19			CC			
20	ML					
21	CC		CO		O	
22	ML		ML		L	
23			CC			I
24	CC		ML		S	O
25	ML		ML			
26	ML		MO		L	
27	CC					C
28	MO	C	MO		O	O
29	ML					
30	MO	O	MO		O	O
31	CC		CO		O	
32	ML					
33	CC		ML			
34	ML		ML		L	L
35						
36						C
37	RL					
38	RL		ML		C	
39	RL					S
40	RL					S

(05:15)

O		1			7	10	4
L					6	3	3
G							
C		1			2		2
S					1	2	2
P							
U					1		
A							
LI							

Item: I congratulate you

MO	5	RO		CO	
ML	10	RL	6	CL	
MG		RG		CG	
MC		RC		CC	10
MS		RS		CS	
MP		RP		CP	
MU		RU		CU	
MA		RA		CA	

MO		RO		CO	
ML		RL		CL	
MG		RG		CG	
MC		RC		CC	
MS		RS		CS	
MP		RP		CP	
MU		RU		CU	
MA		RA		CA	

284

MO		RO		CO	
ML		RL		CL	
MG		RG		CG	
MC		RC		CC	
MS		RS		CS	
MP		RP		CP	
MU		RU		CU	
		RA		CA	

MO		RO		CO	
ML		RL		CL	
MG		RG		CG	
MC		RC		CC	
MS		RS		CS	
MP		RP		CP	
MU		RU		CU	
MA		RA		CA	

285

on addressing

MO	7	RO	1	CO	2
ML	8	RL	1	CL	
MG		RG		CG	
MC		RC		CC	6
MS		RS		CS	
MP		RP		CP	
MU		RU		CU	
		RA		CA	

MO		RO		CO	
ML		RL		CL	
MG		RG		CG	
MC		RC		CC	
MS		RS		CS	
MP		RP		CP	
MU		RU		CU	
		RA		CA	

285

such an important issue

MO		RO		CO	
ML		RL		CL	
MG		RG		CG	
MC		RC		CC	
MS		RS		CS	
MP		RP		CP	
MU		RU		CU	
MA		RA		CA	

MO		RO		CO	
ML		RL		CL	
MG		RG		CG	
MC		RC		CC	
MS		RS		CS	
MP		RP		CP	
MU		RU		CU	
MA		RA		CA	

UNIT 284

- TT 1 Creo que este es un punto muy importante...
- TT 2 Os ah... felicito por haber abordado un... tema tan importante
- TT 3 Os co... os doy la enhorabuena por haber sacado un tema tan importante
- TT 4 Os agrada... eh... se—les agradezco que planteen esta cuestión
- TT 5 Os felicito... por eh... presentar tan... un tema tan importante
- TT 6 Les doy la enhorabuena por haber dirigido un tema tan importante
- TT 7 ... un int... un tema muy importante
- TT 8 Me... gustaría... fe—licitaros por... ah... tener este punto de vista
- TT 9 Me gustaría dirigir a vosotros este importante tema...
- TT 10 Os doy la enhorabuena... por elevan—por... presentar un tema tan importante
- TT 11 Y... ah... ... creo que es un asunto bastante importante...
- TT 12 Os felicito... mm... por... eh... preocuparos de... de ese... eh... en ese sentido...
- TT 13 Tengo que... eh... daros la enhorabuena por entablar este... peq—este importante
- TT 14 Os... os... de verdad que os doy la enhorabuena por tocar este punto tan importante
- TT 15 ...
- TT 16 Os felicito por... por... por tratar este tema que es tan importante
- TT 17 Estoy muy agradecida para... por... con vosotros... de que hayáis tratado este tema...
- TT 18 Os... os doy la... ...
- TT 19 Eh... os doy la enhorabuena por dirigirlo... por a—dirig... por ah... dirigir este punto tan importante
- TT 20 Les... agradezco que hayan tratado un tema tan importante
- TT 21 mm.... Quiero... eh... felicitaros por este punto, por esta cuestión
- TT 22 eh... o que os preocupa mucho; lo consideraréis un tema importante...
- TT 23 Os doy la enhorabuena por... eh... enfrentaros a este gran asunto
- TT 24 Me alegro, os felicito... porque estáis tan concienciados en este tema
- TT 25 Estoy de acuerdo con vosotros... sobre que esto es un tema muy importante y bastante serio
- TT 26 Creo que es un punto muy importante, un tema muy importante...
- TT 27 Y—o os felicito porque... creo que habéis dado con un punto muy importante
- TT 28 Eh... os doy la... (sigh)...
- TT 29 Gracias por haber... tocado este tema tan importante
- TT 30 ...
- TT 31 Os... um... doy la enhorabuena por este tema
- TT 32 os doy las gracias por abordar un tema tan importante
- TT 33 Os... os felicito por... eh... mm... preocuparos por este tema tan importante
- TT 34 Para vosotros, es un gran... eh... punto
- TT 35 Os felicito... por haber tratado, haber enfocado en un tema tan importante
- TT 36 Os felicito... por... tratar un tema más—tan importante
- TT 37 Y... me gusta que hayáis... elaborado este tema tan importante
- TT 38 así que... os agradezco que os preocupáis por este... tema tan importante
- TT 39 Os agradezco que habéis sacado este—este importante tema
- TT 40 Eh... os agradezco que nos hayáis dirigido a este cuestión tan importante



6.1.10 UNITS 289- 292

288            **289**            290            291            **292**            293  
it is up to/ **youth**/ to make sure that/ in the future/ **the rights**/ of minorities/

294  
are respected

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**Function:** This portion of text follows the congratulatory comments discussed above. The speaker first states her agreement with the audience, then congratulates them for dealing with the minority issues, and now confronts them with their responsibility in that regard.

**Features:** The portions of the ST which precede this contain a great deal of abstract language, offering little information that would be helpful in predicting the content of this passage. Additionally, Units 284-287 were problematic for a large number of interpreters. This passage opens with the colloquial phrase “it’s up to,” which, apart from being a change of register, requires restructuring. The phrase, “it’s up to you” is widely used in colloquial speech, and so is likely to be familiar to these students. The fact that the ST deviates from that standard expression with a substitution which is phonetically similar, “youth” is problematic in two ways: it is difficult to predict, and the terminal /ə/ or “th” sound may go unheard.

288. it’s up to Eleven shifts or errors were noted: five omissions, five lexical shifts, and one false-start.

It is apparent that at least two of the interpreters did not comprehend this phrase:

“...Quiero que sepáis que...” (TT 17)

“... es verdad... que pod... que podéis hacer...” (TT 18)

**289. youth** Thirty shifts or errors were noted: four omissions, twenty-four lexical shifts, one grammatical error, and one disfluency. Twenty-three of the interpreters rendered “youth” as *vosotros*, *ustedes*, or reflected the second-person plural in the verb conjugation. The phonetic similarity between “youth” and “you” is likely to be the cause of these shifts. Given that the receivers of this message are young people, the underlying meaning of the message could be expressed with either term, so that the effect of this shift on the TL meaning is negligible.

**290. to make sure that** Fifteen shifts or errors were noted: three omissions, seven lexical shifts, one grammatical error, and four false-starts or hesitations.

This phrase is not essential to the meaning of the ST message; its meaning overlaps somewhat with the phrase, “it’s up to youth” such that the message can be rendered without it. Apart from the hesitations and stylistic shift, the following rendering conserves the speaker’s point:

“*Es verdad... que... ehm... depende de vosotros que en el futuro... los derechos... (omitted) eh... serán respetados.*” (TT 5)

Clearly, the interpreter was struggling, but there is little question that certain rights can only be secured through the efforts of the addressees. Because this phrase follows closely after reference to marginalization and social exclusion, one may argue that it is unnecessary to explicitly include “minority” here.

In the following example, the interpreter renders a fragment of the phrase, using *seguro* (sure/certain) but it appears to be a slip of the tongue and self-correction; the result is a substantially altered message:

*“Es verdad que depende de vosotros... que en el seguro... que en el futuro... eh...  
esto se respete.” (TT 3)*

Another interpreter appears not to have comprehended the ST and calques the phrase:

*“... es verdad... que pod... que podéis hacer... seguro que las minorías... se  
respetarán.” (TT 18)*

291. in the future Eighteen shifts or errors were noted: eleven omissions, five hesitations or false-starts, one syntactical shift, and one pronunciation error were noted. This phrase is not essential to the denotative meaning of the sentence. The phrase may have been included for clarity or rhetorical value: the youth of today do not yet have the power to act, at least on the political level, but they will eventually. In one case, “the future” is rendered, but through syntactical error, its meaning is unclear:

*“El futuro... deben respetarse los derechos de las ~~minorí~~—de las minorías.”  
(TT 23)*

292. the rights Thirty errors or shifts were noted: twenty-one omissions, five lexical shifts, and four hesitations or false-starts.

Although it may be argued that rights are the main concern in minority issues; one may also argue that the speaker included the term for clarity or emphasis and that its omission weakens the exigency of the ST:

*“Es verdad que... depende de los jóvenes asegurarse de que en el futuro, las minorías... eh... que se respeta a (omitted) las minorías.”* (TT 2)

One lexical shift seems to have been an “echo” of a phrase used in the opening paragraph of the speech in which the *role* of youth was discussed:

*“uh...es cierto que es uh...un papel de la juventud...mejorar...el papel de las minorita...de las minorías”* (TT 1)

In another case, the lexical shift consisted of a somewhat politically charged, but entirely plausible term for the situation:

*“Sé que es... cosa de la juventud hacer que en el futuro las razas o minorías sean respetadas”* (TT 13)

293. are respected Twenty shifts or errors were noted: eight omissions, six lexical shifts, two grammatical errors, and two hesitations.

One lexical shift appears to have been a hedge, suggesting faulty comprehension of the ST, possibly through inattention to incoming information while trying to render “it’s up to you”:

*“Es verdad que es... mm... algo... que os compete a vosotros... mm... arreglar estas... estos problemas...”* (TT 14)

The hedges, *arreglar* (to fix/fix up/sort out) and *estos problemas* (these problems) are sufficiently vague as to suggest that the interpreter was unsure of the ST content.

In one case, the interpreter’s self-correction produces one anglicized term and one meaningless term:



“*Es verdad... que... en el futuro, se tiene que... proteger—*proteger y despedarlos...*” (TT 25)*

This mispronunciation of *proteger* is remarkably similar to an error often made by English-speakers learning Spanish.

One student seems to have tried to improvise, suggesting failure to comprehend the ST. Additionally, this error seems to indicate that the student did not consider the likelihood of the improvised message within the context and situation of the discourse:

“... *Eh... tenemos que asegurarnos de que... no habrán tantas minorías en esta Europa del futuro...” (TT 30)*

The hesitations and inappropriate conjugation of the verb, *haber* provide the only clues to the receiver that the message might have been altered, but offer no information as to the extent. Had this version been rendered smoothly, the receiver might have believed that the speaker had been calling for racist actions, rather than issuing a warning about them.



INT	292						293				Totals	
	288	289	290	291	292	293	294	295	296	297	298	299
1			L			O	ML		CC	O	O	
2							MO		CC	C		
3		LI	L			L	MO		MO			
4				C								
5		LI	O						MO			
6			LI									
7	O		O	O	O	O	O	MO	MO	O	O	
8			LI					MO	CP	G		
9	O		LI						MO			
10			LI						CC			
11					C							
12						C		MO				
13			LI					ML				
14			LI	L		O	O	O	ML		MO	L
15			LI			S	S	S	MO		MO	O
16									MO			
17	L	L	L	L	L	O	O	O	ML		CC	L
18	L		G	L		O	O	O	MO			C
19	L		L						ML			O
20					O	C			CC		CC	O
21			L						MO			O
22			LI			G		O				O
23	O	O	O	O	O	O	S	S			CC	L
24			L		O	O			MO		CP	
25	O		O						CC			LI
26			L	L		O			MO		O	O
27			L			O			CC		CC	
28	C	C	L	P		C			MO			
29							C		MO		CC	
30	O		O	G					MO		MS	L
31			C				C		CC		CC	
32			L						MO			
33	L		L	C		O			MO		MS	G
34			L						MO		CC	L
35			L						MO			C
36			C	C					MO			
37			L	L					MO			
38			L	C		O	O	O	MO		MO	O
39			L								MO	C
40	L			C	LI							C

(05:29)

O	5	1	4	3	4	10	5	7			1	7	7
L	5	1	13	7	1			1				1	4
G			1	1								2	
C	1	2	1	4	2	3	1	8				4	2
S						1	2	2					
P													
U													
A													
LI			10									1	

288  
it is up to

MO	RO	CO
ML	RL	CL
MG	RG	CG
MC	RC	CC
MS	RS	CS
MP	RP	CP
MU	RU	CU
MA	RA	CA

290  
to make sure that

MO	RO	CO
ML	RL	CL
MG	RG	CG
MC	RC	CC
MS	RS	CS
MP	RP	CP
MU	RU	CU
MA	RA	CA

292  
in the future

MO	RO	CO
ML	RL	CL
MG	RG	CG
MC	RC	CC
MS	RS	CS
MP	RP	CP
MU	RU	CU
MA	RA	CA

292  
the rights

MO	21	RO	CO
ML	5	RL	CL
MG		RG	CG
MC		RC	CC
MS		RS	CS
MP		RP	CP
MU		RU	CU
MA		RA	CA

293  
of minorities

MO	8	RO	CO
ML		RL	CL
MG		RG	CG
MC		RC	CC
MS	2	RS	CS
MP		RP	CP
MU		RU	CU
		RA	CA

293  
are respected

MO		RO	CO
ML		RL	CL
MG		RG	CG
MC		RC	CC
MS		RS	CS
MP		RP	CP
MU		RU	CU
MA		RA	CA

MO		RO	CO
ML		RL	CL
MG		RG	CG
MC		RC	CC
MS		RS	CS
MP		RP	CP
MU		RU	CU
		RA	CA

UNITS 289-292

- TT 1 Creo que este es un punto muy importante...
- TT2 Os ah... felicito por haber abordado un... tema tan importante
- TT3 Os co... os doy la enhorabuena por haber sacado un tema tan importante
- TT 4 Os agrada... eh... se—les agradezco que planteen esta cuestión
- TT 5 Os felicito... por eh... presentar tan... un tema tan importante
- TT 6 Les doy la enhorabuena por haber dirigido un tema tan importante
- TT 7 ... un int... un tema muy importante
- TT 8 Me... gustaría... fe—licitaros por... ah... tener este punto de vista
- TT 9 Me gustaría dirigir a vosotros este importante tema...
- TT 10 Os doy la enhorabuena... por elevan—por... presentar un tema tan importante
- TT 11 Y... ah... ... creo que es un asunto bastante importante...
- TT 12 Os felicito... mm... por... eh... preocuparos de... de ese... eh... en ese sentido...
- TT 13 Tengo que... eh... daros la enhorabuena por entablar este... peq—este importante tema
- TT 14 Os... os... de verdad que os doy la enhorabuena por tocar este punto tan importante
- TT 15 ...
- TT 16 Os felicito por... por... por tratar este tema que es tan importante
- TT 17 Estoy muy agradecida para... por... con vosotros... de que hayáis tratado este tema...
- TT 18 Os... os doy la... ...
- TT 19 Eh... os doy la enhorabuena por dirigirlo... por a—dirig... por ah... dirigir este punto tan importante
- TT 20 Les... agradezco que hayan tratado un tema tan importante
- TT 21 mm... Quiero... eh... felicitaros por este punto, por esta cuestión
- TT 22 eh... o que os preocupa mucho; lo consideraréis un tema importante...
- TT 23 Os doy la enhorabuena por... eh... enfrentaros a este gran asunto
- TT 24 Me alegro, os felicito... porque estáis tan concienciados en este tema
- TT 25 Estoy de acuerdo con vosotros... sobre que esto es un tema muy importante y bastante serio
- TT 26 Creo que es un punto muy importante, un tema muy importante...
- TT 27 Y—o os felicito porque... creo que habéis dado con un punto muy importante
- TT 28 Eh... os doy la... (sigh)...
- TT 29 Gracias por haber... tocado este tema tan importante
- TT 30 ...
- TT 31 Os... um... doy la enhorabuena por este tema
- TT 32 os doy las gracias por abordar un tema tan importante
- TT 33 Os... os felicito por... eh... mm... preocuparos por este tema tan importante
- TT 34 Para vosotros, es un gran... eh... punto
- TT 35 Os felicito... por haber tratado, haber enfocado en un tema tan importante
- TT 36 Os felicito... por... tratar un tema más—tan importante
- TT 37 Y... me gusta que hayáis... elaborado este tema tan importante
- TT 38 así que... os agradezco que os preocupáis por este... tema tan importante
- TT 39 Os agradezco que habéis sacado este—este importante tema
- TT 40 Eh... os agradezco que nos hayáis dirigido a este cuestión tan importante

6.1.11 UNITS 309-313

309    310    311    312    313  
Your/ serious/ approach/ to this topic/ is admirable/

Function:        Again, the speaker compliments the audience before challenging them, in this case, to provide concrete suggestions as to how to address the problems associated with minorities and marginalization.

Features:        This sentence requires noun/adjective reordering in the TL. Also, “approach” may be unexpected or unfamiliar to the students as it is used here: as a noun meaning orientation to, or manner of dealing with a problem. The word, “topic” may help to disambiguate the meaning, but it follows “approach,” too late to help the interpreters unless they have well-developed EVS skills. “Topic” is better rendered with *tema* than with *tópico*, interpreters may experience additional cognitive load from calque avoidance. Only four of the interpreters conserve the key features of the message, and none do so without hesitation or other disfluencies.

309.    your    Sixteen errors or shifts were noted: ten omissions, one lexical shift, three grammatical shifts, and one false start.

                  The lexical shift depersonalizes the message, removing any sense of congratulations as a result:

                  “hay un acercamiento a este tema pues... ahm...” (TT 13)

The grammatical shifts also eliminate the sense of congratulation by rendering the verb in the first-person plural:

*“Tenemos un... un grave... eh... enfoque hacia este problema.”* (TT 19)

*“Somos... mm... estamos muy preocupados por este tema.”* (TT 21)

*“de... deberíamos eh... eh... tomar un punto de vista muy sensible acerca de este tema.”* (TT 31)

Interpreters 19 and 21 conserve some of the sense of the ST, but TT 31 contains only fragments of the original text and little, if any of its meaning.

**310. serious** Thirty-seven errors or shifts were noted: twenty-four omissions, plus five lexical, one grammatical, and four syntactical shifts. Of these, thirty-three shifts affected meaning, three affected rhetorical value, and one affected clarity.

Given that the speaker is congratulating the audience for the seriousness with which they have treated the matter of minority rights, omission of the adjective, “serious” significantly alters the message.

“Serious” has multiple meanings in English, including: dedication, gravitas, and occasional use as an amplifier, as in “seriously interested.” Multiple layers of meaning may have played a part in inaccurate renderings involving multiple errors, including lexical shifts:

*“Tenemos un... un grave... eh... enfoque hacia este problema.”* (TT 19)

*“S... s... se siente realmente cercanos a estos problemas.”* (TT 20)

*“Somos... mm... estamos muy preocupados por este tema.”* (TT 21)

In each of these cases, the verb-choice and its conjugation deviate substantially from the original message, suggesting other possible causes for the deviation from the ST sense of “serious,” but in the case of TT 19, polysemy clearly plays a part. One of the lexical

shifts alters meaning, but it is difficult to identify the reasoning behind the word choice, except possibly, for ST comprehension difficulty.

*“de... deberíamos eh... eh... tomar un punto de vista muy sensible acerca de este tema.”* (TT 31)

In three cases, “serious” modifies “approach,” but because of the adjective’s placement, the message is altered such that it acknowledges the seriousness, but does not congratulate the audience:

*“Os habéis acercado a este tema... de una forma muy seria.”* (TT 23)

*“... eh... vuestro enfoque a este... tema ha sido muy serio...”* (TT 35)

*“Eh... tenéis que enfocar seriamente...”* (TT 28)

TT 28 also alters the message so that it becomes a mandate. Although the TT alters the message, the interpreter seems to have correctly predicted the challenge that follows.

311. approach Twenty-nine shifts or errors were noted: sixteen omissions, nine lexical shifts, and four grammatical shifts. Of these, twenty-three affected meaning and six affected clarity.

As mentioned above, “approach” as it is used in this context appears to be unfamiliar to many of the students. Eight of the lexical errors relate to “approach” in the sense of coming closer to something:

*“Vuestra acercamiento a este... punto es muy importante...”* (TT 3)

*“os podéis acercar sobre... puede acercar este tema.”* (TT 16)

312. to this topic Twenty-one shifts or errors were noted: nineteen omissions and two hesitations. Eighteen shifts were judged to affect meaning and three affected clarity or receiver effect.

Those judged to have affected meaning included other significant shifts which altered meaning. The following are examples of omissions or hedges which affected clarity or receiver effort:

*“Em... el enfoque... (omitted) que habéis tomado es realmente... eh... hay un... ah... valor”* (TT 12)

*“Estáis realmente... y... preocupados por esto y vuestro enfoque es importante”*  
(TT 14)

313. is admirable Thirty-three shifts or errors were noted: thirty-two omissions, and ten lexical shifts. Thirty-two shifts were judged to have affected meaning and one affected clarity or receiver effect.

Ten interpreters omitted the entire sentence in which this phrase appears. In seven cases, the interpreters incorrectly rendered the sentence in such a way that there was no logical way to include this unit. In each case, substantial portions of the ST have been omitted or altered. For example, TT 23, below contains the correct term for “serious”, but its function within the sentence has been altered, resulting in a meaning change; *tema* is the only unaltered ST element. Incorrectly rendered elements are underlined to illustrate the fragmentation of the ST.

*“Os habéis acercado a este tema... de una forma muy seria.”* (TT 23)

*“Tenemos un... un grave... eh... enfoque hacia este problema.”* (TT 19)

*“hay un acercamiento a este tema, pues... ahm...” (TT 13)*

TT 19 conserved “approach” and “topic” and TT 13 conserved only “topic.” *Problema*, in TT 19 is considered an appropriate term here because, within the larger context of the paragraph, the topic of discussion is the problem of marginalization and social exclusion.

Seven of the lexical shifts expressed a positive opinion, but not one expressed in the ST.

*“Vuestra acercamiento a este... punto es muy importante.” (TT 27)*

*“Vuestro... acercamiento a este tema... es muy acertada.” (TT 39)*

*“Ehm... el enfoque... que habéis tomado es realmente... eh... hay un valor.”*

(TT 12)

TT 12 was formulated such that inclusion of “is admirable” required restructuring; the result was halting and imprecise, but at least conveyed the speaker’s approval. It was considered to have been a shift because of the difference between recognition of value and admiration.

The high error rate for Units 309-313 was unexpected. As mentioned above, “approach” as it is used here is difficult for interpreters because it seems that no term in Spanish precisely all of its layers of meaning: orientation to, attitude toward, and treatment of an issue. While this use of “approach” has some semantic relation to “proximity,” it would be considered a repertoreme in that, through use, the figurative sense of the word has become its primary meaning in certain contexts. When faced with this situation, interpreters must select a TL term which they feel captures the appropriate aspect of the ST term in that particular context. This requires additional cognitive processing, including additional hypothesis-building to determine which of several TL



terms would be most applicable. This decision-making must take place while performing the other tasks associated with simultaneous interpreting, further burdening cognitive capacity. It would appear that the students either did not have ready access to a TL term suitable for this context, or that their comprehension of the ST was imperfect. Many of the interpreters, in spite of awkward wording or other problems still conveyed the meaning and rhetorical value of the original message:

*“Eh... vuestra... eh... preocupación por estos temas es admirable...”* (TT 33)

*“Vuestro enfoque serio es—me ha parecido muy loable.”* (TT 37).

Interpreter 33 rendered “approach” so that the TL term conveyed attitude toward the issue; interpreter 37 focused on orientation to it. In both cases, except for disfluencies, the renderings succeed in capturing and re-conveying the original message.

Although they require considerable extra decoding effort on the part of the receiver, there are renderings that in spite of multiple errors of vocabulary and syntax, can be understood and convey key elements of the original message:

*“Vuestro... serio acercamiento a este... tema es muy valioso.”* (TT 17)

*“... vuestro enfoque... es maravilloso.”* (TT 5)

TT 17 contains a noun/adjective syntax error and a term that does not equate precisely to “admirable,” but every element of the ST is present. Interpreter 5 omitted the elements, “serious” and “to this topic” but the sense of the speaker’s approval of the audiences actions is nonetheless conserved.



INT	310		311		312		313		Totals
	Your		serious approach		to this topic		is admirable		
	309	310	311	312	312	313	313		
1	O	MO	MO			MO		MO	
2		MO	MO			MO		MO	
3		CS	CL					ML	
4	C								
5		MO				MO			
6	O	MO	MO			MO		MO	
7	O	MO	MO			MO		MO	
8		MO							
9		MO	MO			MO		MO	
10		MO	MO			MO		MO	
11		MO	ML			CC		MO	
12		RO				MO		CL	
13	L	MO	CL					MO	
14	LI	MO				GO		ML	
15		ML	ML	L				MO	
16		MO	CG					MO	
17		CS						ML	
18		MO	CL					ML	
19	G	ML						MO	
20	O	ML	MG					MO	
21	G	ML	MO	L				MO	
22						MO		ML	
23		MS	MG					MO	
24	O	MO	MO			MO		MO	
25	O	MO	MO			MO		MO	
26	O	MO	MO			MO		MO	
27		MO	CL					ML	
28		MG	MG			MO		MO	
29	O	MO	MO			MO		MO	
30	O	MO	MO			MO		MO	
31	G	ML	ML					ML	
32	O	MO	MO			MO		MO	
33		RO	ML						
34		MO	MO			MO		MO	
35		MS				CC		ML	
36		RO							
37								CC	
38		MO	MO			MO		MO	
39		MO	CL					ML	
40		MO	MO			MO		MO	

(05:48)

O	10								
L	1			2					
G	3								
C	1								
S									
P									
U									
A									
LI	1								

310

Your

MO	RO	CO
ML	RL	CL
MG	RG	CG
MC	RC	CC
MS	RS	CS
MP	RP	CP
MU	RU	CU
MA	RA	CA

311

to this topic

MO	19	RO	CO	1
ML		RL	CL	
MG		RG	CG	
MC		RC	CC	2
MS		RS	CS	
MP		RP	CP	
MU		RU	CU	
		RA	CA	

310

serious

MO	24	RO	3	CO
ML	5	RL		CL
MG	1	RG		CG
MC		RC		CC
MS	2	RS		CS
MP		RP		CP
MU		RU		CU
MA		RA		CA

312

MO		RO		CO
ML		RL		CL
MG		RG		CG
MC		RC		CC
MS		RS		CS
MP		RP		CP
MU		RU		CU
MA		RA		CA

311

approach

MO	16	RO		CO
ML	4	RL		CL
MG	3	RG		CG
MC		RC		CC
MS		RS		CS
MP		RP		CP
MU		RU		CU
MA		RA		CA

313

is admirable

MO	23	RO		CO
ML	9	RL		CL
MG		RG		CG
MC		RC		CC
MS		RS		CS
MP		RP		CP
MU		RU		CU
		RA		CA

311

MO		RO		CO
ML		RL		CL
MG		RG		CG
MC		RC		CC
MS		RS		CS
MP		RP		CP
MU		RU		CU
MA		RA		CA

MO		RO		CO
ML		RL		CL
MG		RG		CG
MC		RC		CC
MS		RS		CS
MP		RP		CP
MU		RU		CU
MA		RA		CA



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UNITS 309-313

- TT 1 ...
- TT2 Vuestras... esto es admirable...
- TT3 Y vuestro serio acercamiento a este tema es muy importante...
- TT 4 Eh... em... el enfoque tan serio que le han dado... es admirable...
- TT 5 ... vuestro enfoque... es maravilloso....
- TT 6 ...
- TT 7 o... ah... the us--
- TT 8 Eh... vuestra... vuestra enfoque de este problema es ad—mirable
- TT 9 ...
- TT 10 ...
- TT 11 Que vuestra aproximación a este... [breath] tema... ... [breath]... que vuestras propuestas... [breath]....
- TT 12 Em... el enfoque... que habéis tomado es realmente... eh... hay un... ah... valor
- TT 13 hay un acercamiento a este tema pues... ahm...
- TT 14 Estáis realmente... y... preocupados por esto y vuestro enfoque es importante.
- TT 15 ... Estáis muy sensibilizados con este tema...
- TT 16 os podéis acercar sobre... puede acercar este tema
- TT 17 Vuestro... serio acercamiento a este... tema es muy valioso...
- TT 18 Vuestra aproximación a este tema es admirable
- TT 19 Tenemos un... un grave... eh... enfoque hacia este problema
- TT 20 S... s... se siente realmente cercanos a estos problemas...
- TT 21 Somos... mm... estamos muy preocupados por este tema
- TT 22 M... eh... me gustaría que hicierais un enfoque... ah... serio
- TT 23 Os habéis acercado a este tema... de una forma muy seria...
- TT 24 ... existen... estos problemas....
- TT 25 (Eh... todos podemos ver... estos problemas...)
- TT 26 ...
- TT 27 Vuestra acercamiento a este... punto es muy importante
- TT 28 Eh... tenéis que enfocar seriamente...
- TT 29 [breath] ...
- TT 30 (hay... gente que se encuentra tirada en los suelos)
- TT 31 de... deberíamos eh... eh... tomar un punto de vista muy sensible acerca de este tema
- TT 32 ...
- TT 33 Eh... vuestra... eh... preocupación por estos temas es admirable...
- TT 34 (y en las... hay allí pobreza que todo en nuestras... calles en...)
- TT 35 eh... vuestro enfoque a este... tema ha sido muy serio...
- TT 36 Vuestro... enfoque de este tema es admirable...
- TT 37 Vuestro enfoque serio es—me ha parecido muy loable...
- TT 38 Así que vuestra propuesta...
- TT 39 Vuestro... acercamiento a este tema... es muy acertada
- TT 40 ... y por es...

## 6.1.12 UNIT 315

315 316 317 318 319 320 321 322 323  
I ask for/ some/ very/ concrete/ proposals/ as to/ how to/ better/ deal with/

Function: This segment follows immediately after the units discussed above and presents the challenge that followed the speaker's statement of approval.

Features: The verb, "ask" must be rendered in Spanish, using different terms, depending upon the intended meaning. Because the verb appears near the beginning of the utterance, the interpreters' only aid to prediction is context. Because prediction cannot be reliably made with so little information, it behooves the interpreter to allow more of the discourse to develop before beginning to render it. "Some" is not a critical element of the utterance, and so could be omitted without appreciable loss, but could affect meaning, rhetoric or clarity if rendered incorrectly. The adjective, "concrete" is important to the message: its use limits the range of proposals being requested. Its inclusion suggests that the speaker is not interested in proposals that are vague or speculative. The phrase "as to" is found principally in high-register language and its individual elements would not be very helpful in identifying the phrase's meaning. Adjective/noun and adverb/verb re-ordering is also required.

315. I ask for Thirty-three errors or shifts were noted: four omissions, twenty-three lexical shifts, two grammatical shifts, three hesitations or false-starts, and one syntactic shift. Seventeen shifts were judged to have affected meaning; eleven altered rhetorical value, and five affected clarity or receiver effort.

The verb “ask”, as mentioned, is rendered in Spanish with two distinct verbs; in the sense of asking a question, the verb, *preguntar* is appropriate, and when asking in the sense of making a request, the verb, *pedir* is correct. Four interpreters rendered “ask for” as *preguntar*. On three occasions, interpreters calqued the verb and preposition:

“*y preguntamos por todo tipo de propuestas*” (TT 21)

“*y os preguntamos por propuestas muy cronquetas*” (TT 27)

“*ahm... tenemos que pre—preguntaros por prog—ah... ideas*” (TT 13)

In each case, the inappropriate verb was accompanied by other errors. The hesitations and self corrections in TT 13 suggest that the interpreter was aware of some discrepancy, but nonetheless committed to the incorrect term and omitted “concrete.” Interpreter 21 delivered the error without hesitations and substantially altered the meaning of “some,” rendering it as “all kinds,” again changing the message.

One interpreter converted the ST message from a request to an offer of proposals:

“... *y les doy propuestas concretas para tratar*” (TT 19)

Twelve interpreters largely conserved the meaning, but altered the force and/or clarity of the request:

“*y tenéis que exponer eh... cómo podemos tratar con*” (TT 10)

“*y me gustaría que me comentaréis cómo creéis que se pueden solucionar*”  
(TT 12)

The pragmatics of the request are altered in both of these examples; TT 10 demands an explanation, rather than politely requesting practical solutions, and TT 12 goes to the other extreme and gently requests some commentary on possible solutions. TT 10 also contains a calque of Unit 323, to be discussed below.

Twenty-seven interpreters exhibited some sort of hesitation or hedging, presumably while sorting out which term to use. In some cases, the interpreters appear to have become confused or overwhelmed and were unable to finish the utterance:

“...y que mucha propuesta—debe... deben... debe... deben hacer para... para hacer frente a” (TT 7)

In the case of TT 7, it appears that the interpreter was aware of a problem, but became fixated on the conjugation of *deber* at the expense of critical information.

In one case, the interpreter correctly renders “I ask for,” pauses, as if to confirm its appropriateness, then delivers a rendering that is smooth, complete, and which accurately reflects the force of the request:

“Y pido... que me hagan propuestas específicas sobre cómo podremos tratar”  
(TT 6)

Interpreter 6 avoided the use of *concretas*, an appropriate term, and uses a very different, but equally appropriate adjective. This suggests that the interpreter has abstracted the meaning and rendered the message while avoiding imitation of the formal aspects of the ST.

316. some Thirty-two errors or shifts were noted: twenty-eight omissions and four lexical shifts. Nine shifts were judged to have affected meaning, twenty-two to have altered rhetorical value, and one affected clarity. Those omissions considered to have affected meaning were accompanied by other errors or omissions.

Interpreter 21, above, rendered “some” as *todo tipo* (all kinds), turning the limitation placed on the requested proposals to an invitation to submit any and all ideas.

317. very Thirteen omissions and two lexical shifts were noted. One of the lexical shifts rendered “very” as *lo más... posible*, altering the force of the ST, but otherwise conserving the message in meaning, rhetorical value; three hesitations are evident, resulting in some loss of clarity:

“...y pedimos que... uh... *propongan propuestas lo más... ah... concretas posible.*”

(TT 1)

The other lexical shift appeared in TT 35, in which “some” is rendered as *las*; the use of the definite article suggests to the receiver that there are already proposals being discussed.

“... y me gustaría... oír *las propuestas de como tratar*” (TT 35)

318. concrete Twenty-eight shifts or errors were noted: twenty-one omissions, three lexical shifts, three hesitations or false-starts, and one mispronunciation. Twenty-four shifts were considered to have affected meaning, and the remaining four resulted in diminished clarity.

Two of the lexical shifts appear to have some relationship to either the ST or TL term, but do not capture its meaning:

“*que hicieseis propuestas completas*” (TT 8)

“*tenéis que hacer propuestas duras*” (TT 9)

In TT 8, *completas* is similar to *concretas* in terms of both phonetics and rhythm. It also conserves one aspect of the meaning of “concrete” in this context: that of thoroughness.

In TT 9, “concrete” is rendered as “hard,” which has some semantic relationship to “concrete.”

319. proposals Fourteen shifts or errors were noted: nine omissions, three lexical shifts, and two hesitations. Two of the lexical shifts result in “proposals” being softened to terms associated with conversation about the topic, rather than plans of action:

“*preguntaros por prog—ah... ideas para arreglar*” (TT 13)

“*que me habléis con... palabras concretas.*” (TT 39)

In two cases, “proposals” is rendered as *medidas*. In one case, it is part of a halting, but appropriate restructuring of the ST:

“*y que propus—propusierais—a... co—en... medidas concretas*” (TT 22).

In the other case, the ST is changed from a request for specific and well reasoned suggestions to a call to action, followed by a self-correction which does not reflect the ST meaning:

“*... tenemos que tomar... ah... medidas... tenemos que debatir...*” (TT 23).

320. as to Eleven shifts were noted for this item: seven omissions, two lexical shifts, and two hesitations or false starts.

The majority of the target texts were structured in such a way that this unit was not represented. In the ST, this phrase serves only to connect “proposals” to “how to,” rather than providing semantic information. For this reason, its omission is considered to affect the message only if it results in violation of TL syntactical or grammatical norms. All of the omissions cited occurred in TL renderings in which other portions of the message had been lost or altered.



Lexical shifts clouded the relationship between “proposals” and “how to... deal with:”

“y tenemos que tratar estos problemas...” (TT 25)

“que tienen que ver con estos problemas” (TT 27)

Errors of this type require the receiver to re-analyze what has been rendered in an attempt to establish a logical relationship between the elements.

321. how to Nine shifts or errors were noted: five omissions, three lexical shifts, and one false-start. Each of the target texts in which this term was omitted also contained other significant omissions or errors.

TT 25 and TT 27, above, contain lexical shifts for this unit, as does TT 23, causing the same problem for the receiver:

“tenemos que debatir... ah... sobre este aspecto en” (TT 23)

322. better Thirty-nine omissions were noted for this unit.

One interpreter restructured the passage such that relative, if not the comparative sense of this term was retained:

“propuestas que ayudan a solucionar” (TT 28)

The use and placement of “better” seen in the ST is normally restricted to high-register language, usually in cases of hypothesis or speculation. This use conveys a subtle shade of speculation, somewhat short of doubt, as to the effectiveness or applicability of the proposals being solicited. It is far more common in colloquial speech to see the adverb follow the verb it modifies, as in “she dances better than he,” so that it

is not surprising that student interpreters would not be familiar with its placement and use here. Inclusion of “better” in the ST also implies that there had been previous efforts to deal with the problem, but that they had been less than effective. If interpreters are unfamiliar with constructions which use adverbs in this way, they must expend a great deal of analytical effort in comprehending the ST in all of its subtlety and then determining how they might re-convey those aspects of the message. However, this construction is not uncommon in public speeches and other situations in which interpreters are employed. Once exposed to constructions of this type, interpreters can learn to quickly identify them and develop routine ways of appropriately rendering them, thereby reducing cognitive load and improving precision.

323. deal with Fifteen shifts or errors were noted: seven omissions, five lexical shifts, one grammatical error and two false-starts.

This term was effectively rendered using a variety of synonyms, which if considered only at the word or phrase-level, would not appear to be equivalent. It would seem, for example, that *combatir* is a stronger term than “deal with.” Within this context, however, it may be argued that one deals with problems like racism and social injustice by fighting them. This use of synonyms may have some impact on rhetorical value, but demonstrates abstraction of the ST message and conservation of meaning and clarity. In the following examples, the message is conserved at multiple levels, in spite of two verbs, which in another context, could carry radically different force:

“... *para ver cómo se pueden combatir [este tipo de problemas]*” (TT 37)

“... *propuestas concretas para solucionar [estos problemas]* (TT 4).

Ten interpreters used *tratar*, which is equivalent to the ST in meaning and use. In two cases the interpreters calqued “deal with,” an error often made by English-speakers learning Spanish; *tratar* does not require the preposition, *con*:

“*para poder tratar con [estos problemas]*” (TT 8)

“*cómo podemos tratar con [estos problemas]*” (TT 10).



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INT	315		316		318		Totals										
	and	I ask for	some	very	concrete	proposals as to how to	better deal with	314	315	316	317	318	319	320	321	322	323
1		RG		RO	L	CC			O	O	O	O					
2		RL			L	CC				C	O						
3	O	MO		MO		MO		O	O	O	O	O					
4				RO													
5		ML		ML		MO											
6																O	
7	O	MO		MO	O	MO			C						O	L	
8		CL		RO		ML									O		L
9		RL		RO		ML									O		
10		RL		RO		MO		O	C						O		L
11	O	MO		MO		MO			O	O	O	O			O		
12		RL		RO		MO		O							O		
13	O	ML		RO				L							O		
14	O	RL		RO		MO									O		
15					O	MO		O	O	O	O	O			O	O	
16	O	ML		RO											O		
17	O	ML		MO	O	MO		O	O	O	O				O		
18	L	RL		RO													
19		ML		RO											O		
20		ML		RO		MO									O		
21		ML		ML		MO									O		
22		CS		RO		CC		C							O		
23	O	ML		RO		MO		L	O	O	O	O			O	L	
24	O			RL				O	O	O	O	O			O	O	
25		ML		MO		MO		O	O	O	O	O			O		
26	O	RL			O	MO									O		
27		ML				CP									O	O	O
28		CC			O	MO											
29	C	CC		RO	O										O	C	
30		RG		MO	O	MO									O	G	
31	O	MO		MO	O	MO		O							O		
32																O	L
33		ML		RO	O	MO		O	O	O	O	O			O		
34		CC		RO	O	MO		C							O		
35		RL		CL	O	MO									O		
36						MO									O		
37		ML		RO	O										O		
38	C	RL		RO					O						O	C	
39		ML		RO	O			L							O		
40	L			RO		ML									O		

O	11				13			9	10	10	39	7					
L	2				2			3							3	2	
G																1	
C	2							2	2	1					2		
S																	
P																	
U																	
A																	
LI																	

315			317		
and			very		
MO	RO	CO	MO	RO	CO
ML	RL	CL	ML	RL	CL
MG	RG	CG	MG	RG	CG
P	RC	CC	MC	RC	CC
MS	RS	CS	MS	RS	CS
MP	RP	CP	MP	RP	CP
MU	RU	CU	MU	RU	CU
MA	RA	CA		RA	CA

315			318						
I ask for			concrete						
MO	4	RO	CO	MO	21	RO	CO		
ML	13	RL	9	CL	1	ML	3	RL	CL
MG		RG	2	CG		MG	RG	CG	
MC		RC	CC	3	MC	RC	CC	3	
MS		RS	CS	1	MS	RS	CS		
MP		RP	CP		MP	RP	CP	1	
MU		RU	CU		MU	RU	CU		
MA		RA	CA		MA	RA	CA		

316			319					
some			proposals as to how to					
MO	7	RO	21	CO	MO	RO	CO	
ML	2	RL	1	CL	1	ML	RL	CL
MG		RG		CG		MG	RG	CG
MC		RC		CC		MC	RC	CC
MS		RS		CS		MS	RS	CS
MP		RP		CP		MP	RP	CP
MU		RU		CU		MU	RU	CU
MA		RA		CA		MA	RA	CA

MO	RO	CO	MO	RO	CO
ML	RL	CL	ML	RL	CL
MG	RG	CG	MG	RG	CG
MC	RC	CC	MC	RC	CC
MS	RS	CS	MS	RS	CS
MP	RP	CP	MP	RP	CP
MU	RU	CU	MU	RU	CU
MA	RA	CA	MA	RA	CA

UNIT 315

- TT 1 ...y pedimos que...uh...propongan propuestas lo más...ah...concretas posible
- TT 2 y quiero... que me deis algunas propuestas creo que... concretas para cómo... eh... cómo afrontar
- TT 3 y las pro... que hemos... estos temas
- TT 4 y por eso os pido... eh... propuestas concretas para solucionar
- TT 5 Y os pregunto uno y más propuestas de cómo podemos tratar de
- TT 6 Y pido... que me hagan propuestas específicas sobre cómo podremos tratar
- TT 7 ... y que mucha propuesta—debe... deben... debe... deben hacer para... para hacer frente a
- TT 8 y... y me gustaría decir que hiciérais (propuestas) completas para poder tratar con
- TT 9 ... y tenemos que hacer propuestas duras para combatir
- TT 10 ... y que tenéis que exponer eh... cómo podemos tratar con
- TT 11 ... [breath]... que vuestras propuestas... [breath]...
- TT 12 y me gustaría que me comentaréis cómo creéis que se pueden solucionar
- TT 13 ahm... tenemos que pre—preguntaros por prog—ah... ideas para arreglar
- TT 14 Me gustaría oír vuestras propuestas para solucionar
- TT 15 y os pido que me ofrecáis unas propuestas concretas...
- TT 16 y tener propuestas muy concretas para tratar
- TT 17 ... tenemos que saber, ¿cómo tratar
- TT 18 pero quiero... proposiciones concretas para tratar
- TT 19 ... y les doy propuestas concretas para tratar
- TT 20 ... para solucionar...
- TT 21 y preguntamos por todo tipo de propuestas para poder tratar
- TT 22 y que propus... propusierais—a... co—en ... medidas concretas—a para luchar contra
- TT 23 ... tenemos que tomar... ah... medidas... tenemos que debatir... ah... sobre
- TT 24 ... Os pido que hagáis propuestas concretas... ... mm... ....
- TT 25 ... y tenemos que tratar
- TT 26 Quiero que me dais... algunas propuestas sobre cómo podemos combatir
- TT 27 y os pregunto por propuestas muy concretas que tienen que ver con
- TT 28 y... me gustaría... eh pediros... algunas propuestas que ayuden a solucionar
- TT 29 ... y... os pediría propuestas concretas para p—resolver
- TT 30 Y... y queremos que tengáis propuestas... para solución...
- TT 31 ¿Y cómo... eh... luchar mejor contra
- TT 32 Os pediría, pues, que me hicierais propuestas muy concretas... para afrontar—hacer frente a
- TT 33 ... eh... y... es las propuestas que... me hagáis... eh...
- TT 34 y pido... eh... que hagáis... eh... propuestas para... tratar
- TT 35 ... y me gustaría... oír las propuestas de como tratar
- TT 36 ... y os pediría que me hicierais propuestas... sobre como resolver
- TT 37 ... y ha necesitado... eh... propuestas concretas... para ver cómo se pueden combatir
- TT 38 ... así que se deben de hacer propuestas muy concretas para poder s—resolver
- TT 39 y quiero que me habléis con... palabras concretas para... combatir este tema y solucionarlo...
- TT 40 ... y por es... os pido que hagáis propuestas... críticas... eh... para solucionar

6.1.13 UNIT 360-361

358	359	360	361	362
<u>[recommendations/] for improvement/ of the formal/ or established/ educational/</u>				
363				
<u>system</u>				



**Function:** In this paragraph, the speaker is discussing the audience's critical view of education. Consistent with the other issues presented, the speaker offers approval and then requests that the audience provide specific proposals. This time, there are two aspects of the issue that they are being asked to consider: conventional and unconventional education. Units 360 and 361 overlap somewhat in meaning within this context and appear to have been included to distinguish the traditional educational approaches from the non-traditional.

**Features:** Units 360 and 361, as mentioned, have similar meaning in this context, so that omission of one or the other term would be considered acceptable, provided that the overall sense of the message is not altered. Students who follow too closely behind the speaker or who fail to abstract the message may not realize that there is some intentional redundancy or that these terms are about to be contrasted with other adjectives.

359. for improvement Twenty errors or shifts were noted: five omissions, five lexical shifts, three grammatical shifts, seven false-starts or hesitations, and one syntactical shift. Ten shifts were judged to have altered meaning and eleven affected clarity.

Two of the lexical shifts were related to “established”:

“*vuestras recomendaciones... para... eh restablecer el sistema educativo*”

(TT 9)

“*¿Qué deberíamos establecer... eh... para que esto mejorara?*” (TT 17)

Interpreter 17 seemed to recognize that an error had been made, and then in an effort to complete the utterance, used fragments of the ST in a different order, using different parts of speech. Interpreter 17 seems to have misunderstood the ST; it appears that the word “established” influenced the rendering, albeit in altered form. In both cases, it appears that some kind of improvisation took place, influenced by the ST term, “established.”

Four of the interpreters rendered the term as *las mejoras*, pluralizing *mejora*.

“*las recomendaciones de las mejoras... de los... sistemas educativos establecidos.*” (TT 6)

“*vuestras recomendaciones de las mejoras o los pasos que se deben hacer*”

(TT 14)

One of the interpreters seemed to have caught an error related to the term, but the self-correction resulted in a blending of “established” and “improvement”:

“*vuestros informes... para la mejora s—cómo podemos establecer este sistema educacional—educativo” (TT 13)*

Possibly distracted or flustered by awareness of the problem, interpreter 13 begins to render “educational” as a blend of Spanish and English and then self-corrects.

360. of the formal Thirty-eight errors or shifts were noted: twenty-eight omissions, nine lexical shifts, and one grammatical shift. Thirty five shifts were judged to have affected meaning, two altered rhetorical effect, and one affected clarity.

Three interpreters rendered “formal” with terms that are plausible within the context of the text:

*“respecto al sistema actual educativo”* (TT 3)

*“las recomendaciones para mejorar nuestro sistema educativo...”* (TT 16)

*“para mejorar... la education que tenemos actualmente”* (TT 18)

In each of these cases, the interpreter did not render Unit 361, so that there is no reiteration or clarification of the term. These shifts were considered to have affected meaning because, while it is true that the formal and established system is currently in place (*actual*), that is not the characteristic presented in the ST. There may also be an impact on rhetorical value because the TL receiver does not hear the juxtaposed antonyms, “formal” and “informal.”

In two cases, the interpreters anticipated “informal” and applied it here. Review of the audio recordings confirms that the term was rendered in the TT before the ST.

*“... la aportar de ideas... eh... por ejemplo en la educación extraescolar”*

(TT 27)

*“de describir... el sistema extraoficial de... de...”* (TT 39)

361. or established Thirty-four shifts or errors were noted: twenty-eight omissions, four lexical shifts, two grammatical shifts, and one hesitation. Thirty-two



shifts were judged to have altered meaning, one altered rhetorical value, and two affected clarity.

Two renderings are remarkably similar in their approach and in the shifts that they contain:

*“la... eh... formalización de la nueva educación”* (TT 19)

*“en el... est—en el establecimiento de un nuevo(sic) educación...”* (TT 35)

In both versions, the interpreters rendered one of the adjectives as a noun and substituted *nuevo* for the other. The hesitations, false-starts, and agreement errors suggest that the interpreters were experiencing difficulty comprehending the passage and may have been improvising, based on the portions that they had understood. In both cases, it appears that they incorrectly anticipated the ST. Instead of presenting two opposing approaches to education, these renderings offer the receiver a confusing segue to the subsequent portion of the text:

*“la... eh... formalización de la nueva educación [pero también me dirijo a este tema... en... acerca de la educación extraoficial.]”* (TT 19)

*“en el... est—en el establecimiento de un nuevo educación... [me gustaría tratar el tema de la... enseñanza extraescolar.]”* (TT 35)

These versions are plausible, but inaccurate and distort the flow of the ST message.

Because of their plausibility, the receiver is likely to accept them as correct and assume that the awkwardness or confusion is the fault of the speaker.

362. educational                      Thirteen shifts or errors were noted: five omissions, two lexical shifts, three grammatical shifts, and three hesitations or false-starts.

Both of the lexical shifts produced renderings which were unrelated to the source text.

*“los pasos que se deben hacer... en estos... en este nivel”* (TT 14)

*“sobre las mejoras en vuestras propuestas”* (TT 23)

Both of these renderings suggest that the interpreters had not comprehended the source text and reiterated portions of a previous segment. Interpreter 23 makes direct reference to “recommendations” (Unit 358), reiterating it as *propuestas*. TT 14 discusses the possible content of those recommendations, but does so incompletely, leaving the message unfinished and confusing.

363. system Twenty-two errors or shifts were noted: fourteen omissions, five lexical shifts, and three self-corrections.

Each instance of omission or lexical shift was accompanied by other significant errors or omissions. As seen in the discussion of Unit 361, this passage sets up a discussion of alternative education by first presenting one system and placing it in opposition to another. Distortion of this clause can affect comprehension of the information that is to follow. In the segment that follows this, the speaker asks the audience how they would define “informal education” and how it could be promoted. The flow of this information is distorted if the relationships between the two concepts are not clearly established:

*“... Así que tenéis que ser muy concretos en vuestras recomenda—ciones, ya sea una educación... eh... establecida o actividades extraescolares...”* (TT 10)

Interpreter 10 rendered “educational system” as simply “an education” and then rendered “informal education” as “extracurricular activities,” so that the structure of the argument

and the oppositional relationship between formal and informal are lost. The following is a continuation of TT 10:

*“¿Qué... qué es lo que entendéis por actividades... es—extraescolares y cómo deberíamos... eh... apoyarla o promoverla?” (TT 10)*



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INT	359 recommendations for improvement		360 of the formal		361 or established educational system	
	358	359	360	361	362	363
1		MO	MO	MO	O	O
2						O
3		RO	ML	MO		
4	L		MO	MO		
5		CC	MO	MO		L
6		CG	RO			C
7	C P	MO	MO	MO	O	O
8			MO	MO	O	O
9		ML	MO	MO		
10	C	MO	MO		G	L
11			MO	MO		
12		CC	MO	MO		
13		CC	MO	MO	C	
14		L CG	MO	MO	L	L
15	C		MO	MO		
16			ML	CC		
17		L CS	MO	MG	O	O
18			ML	MO		O
19		CC	MG	ML	G	L
20			MO	MO		
21	C	CC	MO	MO		O
22			MO	MO		O
23		CG	ML	ML	L	L
24		MO	MO	MO	O	O
25			ML	MO		O
26	G	MO	ML	MO		
27	L	ML	ML	ML		O
28	L	CC	MO	MO		
29			MO			O
30	L		MO	MO		C
31		CC	MO	MO		
32			MO	MO		
33	L			RO		O
34			MO	MO	C	
35			ML	MG		O
36			CO	CL		C
37			MO	MO		
38	L		MO	MO		
39		ML	ML	MO	C	
40			RO		G	
(06:31)						
O					5	14
L	6	2			2	5
G	1				3	
C	3				3	3
S						
P						
U						
A						
LI						

Totals

359

Item: recommendations

MO	RO	CO
ML	RL	CL
MG	RG	CG
MC	RC	CC
MS	RS	CS
MP	RP	CP
MU	RU	CU
MA	RA	CA

361

or established

MO	27	RO	1	CO	
ML	3	RL		CL	1
MG	2	RG		CG	
MC		RC		CC	1
MS		RS		CS	
MP		RP		CP	
MU		RU		CU	
		RA		CA	

359

for improvement

MO	5	RO		CO	
ML	3	RL		CL	
MG		RG		CG	3
MC		RC		CC	7
MS		RS		CS	1
MP		RP		CP	
MU		RU		CU	
		RA		CA	

361

educational system

MO		RO		CO	
ML		RL		CL	
MG		RG		CG	
MC		RC		CC	
MS		RS		CS	
MP		RP		CP	
MU		RU		CU	
MA		RA		CA	

360

of the formal

MO	25	RO	2	CO	1
ML	9	RL		CL	
MG	1	RG		CG	
MC		RC		CC	
MS		RS		CS	
MP		RP		CP	
MU		RU		CU	
		RA		CA	

MO		RO		CO	
ML		RL		CL	
MG		RG		CG	
MC		RC		CC	
MS		RS		CS	
MP		RP		CP	
MU		RU		CU	
		RA		CA	

MO		RO		CO	
ML		RL		CL	
MG		RG		CG	
MC		RC		CC	
MS		RS		CS	
MP		RP		CP	
MU		RU		CU	
MA		RA		CA	

MO		RO		CO	
ML		RL		CL	
MG		RG		CG	
MC		RC		CC	
MS		RS		CS	
MP		RP		CP	
MU		RU		CU	
MA		RA		CA	

UNITS 360-361

- TT 1 propuestas.... Incluyendo también la educación informal...
- TT 2 sed... sed muy específicos en vuestras recomendaciones para la mejora de la educación establecida o formal
- TT 3 ... así que seáis muy... específicos en vuestras resco... recomendaciones... ... respecto al sistema actual educativo....
- TT 4 ... Y...ah... da... así... eh... dan... una información más concreta sobre el sistema educativo para mejorarlo...
- TT 5 .... Así que vuestras aportaciones en lo que refiere a... a la mejora en lo que... en el ámbito de la educación
- TT 6 Por favor sean específicos en las recomendaciones de las mejoras... de los... sistemas educativos establecidos
- TT 7 ... ... y son... son muy específicos en sus recomencio-- ... en sus recomence... eh... sus recomendaciones,...
- TT 8 ... ... y sois especif... y me gustaría que sois más específicos en vuestras recomendaciones para mejorar... ...
- TT 9 Por favor, sed muy específicos en vuestras recomendaciones... para... eh... reestablecer el sistema educativo
- TT 10 ... Así que tenéis que ser muy concretos en vuestras recomenda—ciones, ya sea una educación... eh... establecida o actividades extraescolares....
- TT 11 ...[breath] y... eh... habéis hecho recomendaciones para mejorar el sistema educativo
- TT 12 así que me gustaría que fuerais... eh... muy específicos en vuestras recomendaciones para poder... mm... m—mejorar el sistema educativo
- TT 13 y por favor especificad en vuestros... informes para la mejora s—cómo podemos establecer este sistema educacional... educativo
- TT 14 ... mmm.... Sois muy específicos en vuestras recomendaciones de las mejoras o los paso que se deben hacer... en estos... en este nivel
- TT 15 Por lo que os pido que, por favor, seáis muy... específicas en... mm... las recomendaciones para mejorar nuestro sistema educativo....
- TT 16 eh.... Así que... ser muy específicos por favor en vuestras recomendaciones par mejorar... la... la... la educación antigua o la que... esté establecida
- TT 17 Por favor, me gustaría que fuerais muy específicos a la hora de hacer vuestras propuestas... porque, ¿qué deberíamos establecer... eh... para que esto mejorara
- TT 18 Así que por favor, ser muy específicos en las recomendaciones para mejorar... la educación que tenemos actualmente, pero también... me gustaría llevar el tema de la educación informal
- TT 19 y... así que es muy especif... son muy específicas vuestras recomendaciones para el... l... la mejora y la... eh formalización de la nueva educación
- TT 20 ... así que sean muy específicos en sus recomendaciones para la mejora del sistema educativo
- TT 21 así que, por favor, sed muy específicos las re... mm... las recomendaciones que dais para una mejora... o en las tablas para una mejorar la educación...
- TT 22 y... y debéis ser muy específicos en vuestras recomendaciones para mejorar la educación

- TT 23 ser específicos o concretos en las recomendaciones... ah... sobre las mejoras en vuestras propuestas...
- TT 24 .... Por lo tanto,... tenéis que ser muy específicos en las recomendaciones.... ah...  
... También tocáis el tema de la educación informal....
- TT 25 Y os pido que seáis específicos en las recomendaciones para mejorar estas formas de educación... pero también... eh... hablar sobre los... la educación... no... institucional
- TT 26 ... y sois—sed muy específicos a la hora de recomendar... eh... o... nuevas form— sistemas de educación
- TT 27 así que por ejemplo, quiero que seáis muy, muy específicos en... la aportar de ideas... eh... por ejemplo en la educación extraescolar
- TT 28 así que, por favor, ser muy concretos en cuanto a vuestras recomendaciones a la hora de adoptar... eh... mejoras... eh para... mejorar el sistema educativo
- TT 29 así que sed muy específicos en las recomendaciones para la mejora... de la educación establecida...
- TT 30 ... y tenéis que dar soluciones específicas para mejorar la educación—el sistema educativo....
- TT 31 así que, por favor, ser específicos en vuestras... eh... recomendaciones para m— mejorar... para... el sistema de educación...
- TT 32 y... por favor, hacernos unas recomendaciones muy concretas, muy específicas sobre cómo mejorar este sistema educativo...
- TT 33 Así que... eh... debéis ser muy concretos en vuestras... eh... consejos... para la... em... educación oficial, pero también,... eh... mm... en el tema de la... de la educación extraescolar
- TT 34 Así que espero que seáis muy específicos en vuestras recomendaciones para... mejorar el sistema... de educación...
- TT 35 Así que, por favor, os pido que seáis muy específicos en vuestras propuestas de mejora y en.. el.. est—en el establecimiento de un nuevo educación...
- TT 36 así que podéis ser muy específicos en vuestras recomendaciones para mejorar... la—os sistemas educativos... oficiales...
- TT 37 Y... me gustaría que fueseis específicos en vuestras recomendaciones para la mejora del sistema educativo... .. pero también, quiero hablar del tema de la educación informal...
- TT 38 así que, por favor, sed un poco más específicos... eh... en este temas para mejorar el sistema educativo...
- TT 39 Así que, por favor, sed muy específicos... a la hora de vuestras recomendaciones... a la hora por ejemplo también, de describir... el sistema extraoficial de... de... de educación
- TT 40 ... eh.... Por eso... eh... se—sed muy... muy específicos a la hora de hacer recomendaciones sobre cómo mejora... la—el sistema de... educativo establecido...

#### 6.1.14 UNIT 365

364      **365**      366      367      368  
but also/ address/ the topic/ of informal/ education

**Function:** This segment is part of the speaker's challenge to the audience to be specific in their recommendations for improvement to the educational system. In the first part, discussed above, the request was limited to formal education and this clause, in contrast, asks for input on informal education. The speaker does not offer a definition or any information about informal education, instead asking the audience what they think it is and how it should be fostered.

**Features:** The use of "address" as a verb proved problematic for a number of interpreters when it first appeared in the ST. In Unit 285, "address" was used as a present participle, and here it is used in the imperative or the subjunctive, depending upon how the request is framed by each interpreter. (The distinction between the imperative and subjunctive moods will not affect the morphology of the verb in the TT because the second-person plural form is identical for both.) If students did not render "formal or established educational system," against which this segment is contrasted, the rendering of this portion may seem out of place and confusing. This is especially true if interpreters render "but also" without rendering contrasting elements, or if the conjunction is rendered incorrectly and fails to indicate the relationship between the elements. Interpreters may be familiar with "not only... but also..." conjunctions, but the ST does not include a phrase which corresponds with "not only" type phrase and, thus provides no signal to interpreters of the nature of this conjunction.

364. but also Fifteen errors or shifts were noted: five omissions, seven lexical shifts, and three hesitations or false-starts.

In five cases, both elements were altered: four interpreters rendered both elements with erroneous terms, and one omitted “but” and altered “also.” Among the other errors, were three omissions, four lexical shifts, and one false-start of “but.” One hesitation and one false-start were observed for “also.”

In ten cases, distortion of this phrase was followed by distortion of the subsequent portion of text:

*“¿Y cómo de... o dirigir el tema de la educación informal?” (TT 6)*

*“... así que... eh... me dirijo esto a la educación para en...[omitted]” (TT 21)*

Some erroneous renderings of this unit were followed by declarative statements to the audience about their supposed actions:

*“... y también habéis abordado el tema de la informaci—de la educación estraes—extraescolar.” (TT 32)*

*“por eso, me proponéis unos sistemas de eduquez—tivos o métodos más innovadores... no que el que estaba establecido.” (TT 26)*

*“Y también habláis de la... educación extraoficial” (TT38)*

365. address Thirty-eight shifts or errors were noted: four omissions, fourteen lexical shifts, seventeen grammatical shifts, and three false-starts or hesitations. Thirty-three errors were judged to have altered meaning and five affected clarity.

It seems apparent that this term was problematic and that the problem lies with comprehension of the term, “address.” Five of the interpreters rendered it as some form



of *dirigir* (to direct), and four of this group conjugated the verb such that it became a statement about the speaker's actions, rather than a suggestion or request.

"... *pero también me dirijo al tópico de la... educación informal.*" (TT 34)

"*pero, me gustaría también dirigir este tópico eh... la... en la escuela... extra... extraescolar.*" (TT 27)

"... *así que... eh... me dirijo esto a la educación para en... [omitted]*" (TT 21)

366. the topic Thirteen shifts or errors were noted: eight omissions, five lexical shifts, and four hesitations or false-starts.

Two of the interpreters rendered "topic" as *tópico* (meaning either cliché, or topical in the medical sense).

"... *pero también me dirijo al tópico de la... educación informal.*" (TT 34)

"*pero, me gustaría también dirigir este tópico eh... la... en la escuela... extra... extraescolar.*" (TT 27)

The remaining lexical shifts were plausible substitutions, one of which would have been effective, had it been structured differently:

"o *dirigiros este... idea... lo que... e... [entendéis exactamente sobre educación n... ah... alternativa.]*" (TT 13)

TT 13 rendered both "address" and "topic" in ways that could have worked, but failed to finish the phrases in which the terms *dirigir* and *idea* are used. To address a topic could be rendered along the lines of "direct your/our/their attention to the idea of unofficial education," but standing alone, the words do not reflect the ST.

One lexical shift appears to have been a hedge; the rendering was not completed:

“... así que me dirijo esto a la educación para en...” (TT 21)

367. of informal Twenty-four shifts or errors were noted for this unit: four omissions, four lexical shifts, fifteen hesitations or false-starts, and one syntactical shift. Nine errors were judged to have altered meaning and fifteen affected clarity or receiver effort.

In one case, a term that was considered to be appropriate in other renderings was judged to be an error on the basis of its collocation. Two interpreters rendered “informal” as *extraescolar* and were considered to be correct:

“... en el tema de la... de la educación *extraescolar*” (TT 33)

“*el tema de la... enseñanza extraescolar*” (TT 35)

In both cases, the idea of teaching and learning outside of the traditional classroom was clearly conveyed.

In the following case, the adjective, *extraescolar* modifies a noun which is plausible within the context, but not in the ST, resulting in a significant change in meaning:

“... sea una educación... eh... establecida o actividades extraescolares...”

(TT 10)

Use of *actividades extraescolares* might have worked, had the interpreter included more information to delimit the term in such a way that it clearly referred to educational activities. Because the receiver can only hear and understand the interpreter, *actividades extraescolares* might be interpreted as activities like athletics or field trips, but not as an

alternative to traditional school. The previous phrase, “*educación... eh... establecida*” in this case does not make that distinction sufficiently clear.

One interpreter begins to render this term as *información* and self-corrects. The phonetic similarities between *informal*, and *información* appears to have influenced that selection:

“*la cuestión de la información... de la educación informal*” (TT 8)

This error and self-correction supports the idea of “hypothesis-building” and self-monitoring as parts of the interpreting process. (See Chapter 2) The interpreter seems to have heard the first part of the word, accessed what was a likely equivalent in this context, employed the word, realized that it did not fit the ST message, and replaced it with a term that did.

368. education Ten shifts or errors were noted: four omissions, three lexical shifts, one grammatical shift, one hesitation, and one syntactical shift.

Interpreter 10, as discussed above, rendered this term as *actividades*. Interpreter 27 nearly succeeds in rendering the phrase “informal education,” but because of her choice of adjective, the rendering is confusing and, on the surface, self-contradictory:

“*la... en la escuela... extraescolar*.” (TT 27)

In the case of those errors coded as syntactical shifts, both “informal” and “education” were both correctly rendered, but the inclusion of the verb *es*, along with the phrase that precedes these terms, altered the meaning substantially:

“*pero también piensan de la inf—eha... educación es informal.*” (TT 7)

This appears to be a cumulative error, beginning with the interpreter's failure to comprehend and/or to render "address" in the imperative/subjunctive mood, followed by the inclusion of *es*, such that the request to consider alternative education becomes a statement about the audience's beliefs. Except for the false-start there is no signal to the receiver that the message may have been corrupted because the sentence is well-formed and plausible.



INT	365			367			Totals
	but also address the topic of informal education						
	364	365	366	367	368		
1				O			
2		MG					
3	O	MO		O	MO	O	
4	L	ML			CC		
5	C	MO			S ML	G	
6	L	L MG					
7		MG		O	O MS	S	
8		MG			CC		
9		ML		O			
10		MO			ML	L	
11		C MG			CC		
12		CL					
13	O	L CG		L	MO	O	
14		CC			CC		
15	O	ML		O	CC		
16		C CC			CC		
17	L	L ML		O			
18		MG					
19		MG					
20					CC		
21	L	L MG		L	MO	O	
22		MG					
23		ML		C	*		
24	O	MG					
25		CC			CC		
26	L	MG		L	ML	L	
27		MG		L	CC	L	
28		MG			MO	O	
29		ML		C			
30		ML		O			
31		ML					
32		MG			CC		
33		MO		C			
34		ML		L	CC		
35	O	ML			CC		
36		ML			CC	C	
37		ML					
38	L	MG			CC		
39		MG		O			
40	L	L ML			CC		

(06:37)

O	5			8	1		4
L	7	5		5			3
G							1
C	1	2		4			1
S					1		1
P							
U							
A							
LI							

365

Item: but also

MO	RO	CO
ML	RL	CL
MG	RG	CG
MC	RC	CC
MS	RS	CS
MP	RP	CP
MU	RU	CU
	RA	CA

0

Item: education

MO	RO	CO
ML	RL	CL
MG	RG	CG
MC	RC	CC
MS	RS	CS
MP	RP	CP
MU	RU	CU
	RA	CA

365

Item: address

MO	4	RO	CO
ML	13	RL	CL
MG	16	RG	CG
MC		RC	CC
MS		RS	CS
MP		RP	CP
MU		RU	CU
		RA	CA

0

Item:

MO		RO	CO
ML		RL	CL
MG		RG	CG
MC		RC	CC
MS		RS	CS
MP		RP	CP
MU		RU	CU
MA		RA	CA

367

Item: the topic

MO	RO	CO
ML	RL	CL
MG	RG	CG
MC	RC	CC
MS	RS	CS
MP	RP	CP
MU	RU	CU
	RA	CA

0

Item:

MO	RO	CO
ML	RL	CL
MG	RG	CG
MC	RC	CC
MS	RS	CS
MP	RP	CP
MU	RU	CU
	RA	CA

367 0

Item: of informal

MO	4	RO	CO
ML	3	RL	CL
MG		RG	CG
MC		RC	CC
MS	1	RS	CS
MP		RP	CP
MU		RU	CU
MA		RA	CA

0

Item:

MO	RO	CO
ML	RL	CL
MG	RG	CG
MC	RC	CC
MS	RS	CS
MP	RP	CP
MU	RU	CU
MA	RA	CA

UNIT 365

- TT 1 Incluyendo también la educación informal... ...por supuesto...
- TT 2 Pero, también... eh... quiero abordar el tema de la... de... abordasteis el tema de la... educación informal
- TT 3 Eh... vam...
- TT 4 También me gustaría tratar el tema de la... eh... de la educación extraoficial
- TT 5 Pero, también... pero también en lo que refiere a la información educativa...
- TT 6 ¿Y cómo de... o dirigir el tema de la educación informal?
- TT 7 ... pero también... ... eh... pero también piensan de la inf—eha educación es informal
- TT 8 ... pero... también... ah... sacáis la cuestión de la información... de la educación informal
- TT 9 pero además... además establecer la educación informal ah. ...
- TT 10 ... sea una educación... eh... establecida o actividades extraescolares....
- TT 11 pero... eh... también habéis tratado el tema de la educación... ah... no oficial
- TT 12 pero también... m... mm... me gustaría que me comentarais el... tema de la... eh... educación extraescolar
- TT 13 o dirigiros este... idea... lo que... e... entendéis exactamente sobre educación n... ah... alternativa
- TT 14 Pero, también, me gustaría que mm... hablaréis de la in... de la educación informal
- TT 15 ...También... os referís... ah... la educación informal
- TT 16 pero también eh... dirigiros a... también sobre el tema de la... de educación... de la educación informal, no—no oficial
- TT 17 porque, ¿qué deberíamos establecer... eh... para que esto mejorara
- TT 18 pero también... me gustaría llevar el tema de la educación informal
- TT 19 pero también me dirijo a este tema... en... acerca de la educación extraoficial
- TT 20 Pero también,... traten el tema de la... infor... de la educación informal...
- TT 21 ... así que... eh... me dirijo esto a la educación para en... (entender esta información acerca de la educación)
- TT 22 ... También... eh... ah... tratáis el tema de la educación informal
- TT 23 ... pero, también,... ah... tened en cuenta... eh... ah... el tema de la educación alternativa
- TT 24 .... ah... ... También tocáis el tema de la educación informal....
- TT 25 pero también... eh... hablar sobre los... la educación... no... institucional
- TT 26 por eso me proponéis unos sistemas de educac—tivos o métodos más innovadores... no que el que estaba establecido
- TT 27 pero me gustaría también dirigir este... tópico eh... la... en la escuela... extra—extraescolar
- TT 28 Pero también me gustaría tratar el tema... eh... de... ¿qué es lo que realmente entendéis por eh... una educación menos rígida
- TT 29 ... pero también... decís... lo del tema de la educación informal....
- TT 30 Pero también tenemos que tener en cuenta la educación informal
- TT 31 Pero además... eh... me gustaría referirme al tema de la educación informal
- TT 32 ... y también habéis abordado el tema de la informac—de la educación estraes—extraescolar

- TT 33 pero también,... eh... mm... en el tema de la... de la educación extraescolar  
TT 34 ... pero también me dirijo al tópico de la... educación informal...  
TT 35 ... me gustaría tratar el tema de la... enseñanza extraescolar  
TT 36 ... pero me gustaría llevar... el... tema a la... educación informal  
TT 37 ... pero también, quiero hablar del tema de la educación informal...  
TT 38 ... Y también habláis de la... educación extraoficial  
TT 39 Tem—vamos a hablar de la educación extraoficial.  
TT 40 eh... por eh—por—por eso me habéis sugerido el tema de una educación menos...  
estricta

6.1.15 UNIT 382

379      380      381      **382**      383      384      385      386  
Next/, I would like/ to say/ **we applaud/** your desire/ to become/ more/ independent

**Function:**                      This sentence opens a new topic for discussion. Once again, the speaker offers complimentary words, followed by an exigency. In this case, the speaker acknowledges the audience’s desire for greater independence, then briefly discusses some of the obstacles and attendees’ suggestions as to how to become more independent, finally challenging them to explain how those suggestions might be feasible. That challenge will be discussed in the next unit analysis.

**Features:**                      This utterance begins with a formulaic or generic transition: “Next, I would like,” becomes more specific with “to say,” and then delivers the information promised. If interpreters recognize this formula and have an equivalent transitional phrase on the ready, this portion of the utterance should require little cognitive strain. (Transitions and formulaic language will be discussed in greater depth in the next chapter.) The congratulatory phrase, “we applaud” requires restructuring in the TL; the cognate, *aplaudir* is not generally used as its English counterpart is in the ST. The remainder of the utterance is critical to the message, but is not highly predictable. If interpreters devote a great deal of processing power to the transition and to the restructuring of “we applaud,” their attention may be diverted from ST comprehension of this portion of text, which again, is critical to the message.



379. Next Twenty-four shifts or errors were noted: seven omissions, thirteen lexical shifts, and four hesitations or false-starts.

The lexical shifts for this affect the flow of this passage, but do not significantly alter the message. What is noteworthy about these shifts is the insight that they provide into the difficulty students had with a formulaic, and therefore “routinizable” transition.

*“Seguram—seguidamente también expresé vuestro deseo de que queréis ser más... independientes.” (TT 8)*

*“En... siguiente lugar, me gustaría solicitar... eh... cómo la gente quiere... llegar a ser independiente.” (TT 19)*

*“Luego... me gustaría deciros que nos gustaría que fuereis más independientes.” (TT 3)*

In each case, the interpreters appear to be expending effort in rendering the term. It is evident that this effort adversely affected their ability to comprehend and/or reproduce subsequent portions of the ST.

380. I would like Fifteen shifts or errors were noted: ten omissions, one lexical shift, two grammatical shifts, and two false-starts.

This unit is not essential to the message; its omission is likely to minimally affect the rhetorical value of the ST. Meaning and clarity are not adversely affected. Distortion of this unit seems to contribute to distortion of the remainder of the phrase, “to say,” discussed below.

*“Además... eh... vosotros decis—queréis ser más independientes.” (TT 29)*

It appears that the interpreter was again struggling with the *pro forma* aspects of the utterance, at the cost of the real message.

381. to say Twenty-five shifts or errors were noted: seven omissions, eleven lexical shifts, six grammatical shifts, and one false-start.

It is interesting to note that six interpreters rendered “to say” as *hablar* (speak), rather than as *decir* (to say). *Hablar de* (to speak about) could conceivably fit here, but would require a different syntactical structure so that “we applaud” can be rendered smoothly and retain its meaning and appropriate emphasis, again taxing the interpreters’ cognitive resources, and possibly confusing the receiver as well.

“Y... *me gustaría hablar también sobre... el... el tema de... de la independencia.”*

(TT 16)

In this case, the use of *hablar* seems to have prevented the interpreter from rendering other key portions of the ST. It would be difficult, even with time, to restructure “we applaud” such that it would fit comfortably into a sentence beginning with “I would like to speak about...” without altering at least the emphasis on “we applaud.” One interpreter nearly succeeded in “retro-fitting” *hablar*, but stopped short of inserting “we applaud.”

“Eh... *después, me gustaría... también... eh... hablar de vuestro deseo de... de emancipación...” (TT 33)*

Had this interpreter inserted an approving comment at the end of this rendering, it would have been complete, if halting. As it stands, the receiver expects some sort of closure, which is not given. The expectation of clarification or closure may interfere with the

receiver's comprehension of subsequent information, who may vainly try to apply it to the unfinished utterance.

One interpreter was “painted into a corner” by a grammatical shift:

“Seguram—eh... seguidamente también expresé vuestro deseo de que queréis ser más... independientes.” (TT 8)

This appears to be a case of cascading errors, beginning with problems rendering the transition, “Next.” By rendering *expresar* in the first-person preterite: *expresé* (I stated), the interpreter cannot logically present the new information without back-tracking or elaborate restructuring; either tactic would adversely affect clarity and rhetorical value, if not meaning. As it stands, the message of approval is lost and the receiver must try to decode a confusing sentence, equivalent roughly to: “Certain—next, also, I expressed your desire that you want to be more... independent.”

Interpreter 21 was constrained by rendering “to say” as *tratar*. This interpreter seems to have struggled and then used a term with some relation to “to say,” but resulted in a structure into which it would be difficult to place “I applaud.”

“Luego, me gustaría... nn... el te... ah... tratar acerca del tema de la independencia.” (TT 21)

One interpreter correctly applied *decir* and then “self-corrected,” settling on *hablar*:

“A continuación, me gustaría deciros... hablar sobre el tema de la independización.” (TT 23)

The difficulty seen among native-speakers of Spanish, when dealing with the related verb pairs “speak/say” and *hablar/decir* is strikingly similar to that of English-speakers learning Spanish.

382. **we applaud** Forty shifts or errors were noted: nineteen omissions and twenty-one lexical shifts. Thirty-eight of the errors were considered to have affected meaning; two altered rhetorical value.

Only five interpreters captured the sense of acknowledgement and none conveyed the full sense of congratulations, which is the most obvious sense of the term. The renderings which acknowledged the audience's desire ranged from simple awareness to appreciation, but again, not to congratulations. If one looks at the larger context of the message, it may be said that the speaker is, in fact, offering more of an acknowledgement than congratulations. The sentence might be paraphrased as: "we think it's great that you want independence, *but...*" Such a reading of the ST message would alter the rhetorical device of flattery followed by challenge, but would nonetheless reflect the tenor of the paragraph, if not this small portion of it.

*"También, me gustaría decir que... ehm... vues—observamos vuestro deseo de ser más independientes."* (TT 13)

*"Después, me gustaría dec—decir... que... sabemos que ustedes desean ser más independientes..."* (TT 6)

*"A continuación, me gustaría decir... que... apreciamos vuestro deseo d ser más independientes."* (TT 4)

Equivalence of this message could be seen as existing on a cline, somewhere between simple acknowledgement and congratulations, as illustrated by these three examples. Interpreter 13 occupies one extreme: mere observation of the fact; interpreter 6 occupies the middle: knowledge of the fact; interpreter 4 signals full awareness of the issue, if not

approval. TT 37 would occupy a position close to that of TT 4, full acknowledgement and acceptance:

*“Por lo siguiente... me—eh tengo en cuenta vuestro deseo de ser...”* (TT 37)

Some renderings appear to indicate weak comprehension of the ST, whether due to unfamiliarity with the term as it is used here, or as a result of distraction or excessive demands on cognitive capacity from attempting to render the earlier elements of the utterance.

*“... Para continuar... un tema... muy al orden del día: el ser independiente”*

(TT 17)

*“Me gustaría decir... [breath] que también nos preocupa el momento de... independizaros.”*

Both of these interpreters applied general knowledge of the context of the speech and issues that could plausibly fit that context, and then invented the missing elements.

383. your desire Twenty-five shifts or errors were noted: six omissions, sixteen lexical shifts, two grammatical shifts, and one self-correction. Twenty-two shifts were judged to have altered meaning and three affected clarity.

In some cases, this term was appropriately rendered as, or incorporated into a verb:

*“... sabemos que ustedes desean ser más independientes.”* (TT 6)

*“... que os gustaría ser más independientes.”* (TT 36)

*“... es que vosotros decís que queréis ser más independientes.”* (TT 18)

One restructured version distorted other elements, but conveyed the volition of the audience to be independent:

“... *que habéis solicitado es—que seáis más inpen—independientes.*” (TT 40)

Five interpreters minimized the sense of desire, focusing instead on the process of becoming independent.

“... *también trataremos el tema de cómo podrán ser ustedes más independientes.*”

(TT 20)

“*de... las problemas que encontráis al independizaros...*” (TT 26)

“... *eh... que también os preocupan... el... proceso de... de hacerce intdependiente.*” (TT 25)

In TT 25 and TT 26, agreement errors suggest that the interpreters were improvising or at least unsure of the precise term to be used and therefore, unclear as to its gender or number.

Other interpreters focused on the problems associated with becoming independent:

“... *me gust... me gustaría solucionar el problema de que no os sentís independientes.*”(TT 9)

“... *que también tenéis... eh... como—como preocupación el tema de independizar.*” (TT 39)

The majority of these renderings seem to indicate that the interpreters did not fully comprehend the ST and either hedged while waiting for more information or improvised, based on their world knowledge and the context of the speech.

384. to become Twenty-two shifts or errors were noted: four omissions, fifteen lexical shifts, one grammatical shift, and two self-corrections.

Twenty-one of the shifts resulted in reference to the static state of independence, rather than the act or process of becoming independent. This distinction is minor in terms of its impact on the ST message, but interesting in what it suggests about the interpreters' comprehension of "become." Only ten target texts included any sense of the process of becoming independent. These interpreters rendered this passage before hearing the speaker discuss the issues related to the transition to independence, so that they had only the word "become" to guide their choice of words. Two interpreters correctly rendered the term, using the phrase, *llegar a ser independientes* and two used the verb, *haceros*. One other interpreter captured the sense of process, using an invented variation of *independizar*:

*"También os preocupa el... vuestro deseo de... eh... llegar a ser independientes."*

(TT 22)

*"Y también... eh... vosotros deseáis haceros independientes—independizaros"*

(TT 32)

*"A continuación, me gustaría... deciros... hablar sobre el tema de la independización."* (TT 23)

In spite of capturing that subtle aspect of the message, each of these renderings contains significant errors, including failure to render "we applaud," a critical part of the sentence.

385. more Ninteen shifts were noted; all were omissions.

This element is not critical to the message and its omission only slightly alters the rhetorical value of the message. Clarity and meaning are not appreciably affected by omission of this adjective.

386. independent Eight shifts or errors were noted for this unit: three grammatical shifts, three hesitations or false-starts, and three pronunciation errors.

All errors and shifts were minor and did not appreciably alter the meaning or rhetorical value of the message. One grammatical error involved the use of *independizar* without a reflexive pronoun or object:

“*como—como preocupación el tema de independizar \_\_*” (TT 39)

The other grammatical error was cited in a TT in which the interpreter seems to have combined two structures, resulting in either the omission of a verb, or in rendering a noun as an adjective, depending upon the point of view from which it is analyzed:

“*sé—queréis más independientes...*” (TT 11)

Both pronunciation errors, below, may have resulted from linguistic or phonetic interference from the SL term which was rendered with a TL cognate:

“*cómo podéis ser más independentes*” (TT 27)

“*decís—queréis ser más independentes*” (TT 29)

Discussion of Units 379-386:

It is unclear what parts of this text each interpreter found difficult to comprehend or to be certain whether the interpreters' failure to comprehend was due to distraction or



excessive cognitive load. Given the large number of errors, beginning with the first element, “Next” it appears that distraction and/or high demand on cognitive capacity were the cause of error on subsequent elements. Thirty-eight interpreters changed the meaning of “we applaud” either by omission or by applying an incorrect term. This strongly suggests that interpreters were unfamiliar with the term as it was used here. This seems to be a case of delayed and cascading errors: high error rates on items that should not be difficult, such as “your desire” support this notion.

If interpreters can quickly recognize formulaic language and its purpose, and if they then have a ready vocabulary of equivalent terms, their energy and attention may be devoted to the message which follows that formulaic language. As mentioned previously, none of the content of this segment is intrinsically difficult. With the exception of “become,” every word has a Spanish cognate. Exposure to and analysis of more language of this type will help interpreters to automate or routinize much of the process, improving accuracy and completeness and easing the cognitive load.



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INT	382				383				Totals			
	Next	I would like	to say	we applaud	your desire	to become	more independent	379	383	379	383	
	379	380	381	382	383	384	385	386	Next	your desire		
1	L			L	MO							
2					MO			C				
3	L				ML		MO					
4					RL		ML					
5	O			L	MO		MO	G P		G		
6	L			C	ML							
7	C				ML		ML	L O				
8	C	O		G	ML			L				
9	L	C		L	ML		ML	L O				
10					RL			C O P				
11					ML		CC	O		G		
12	O	O		O	MO					O		
13	L				ML							
14	O				ML		MO			G		
15	L	C		G	MO			L				
16	O				MO		MO	O O				
17		O		O	ML		ML	L O				
18		O			MO			L				
19	L			L	MO		ML	* O				
20	C	O		L	MO		ML	L				
21	L			L	ML		MO	L O G				
22	O	O		O	ML							
23				L	ML		MO	O O				
24	L	O		G	MO		ML		O C			
25					ML		ML					
26	L	G		L	MO		ML	L O G				
27				O	MO		ML	L P				
28					ML		ML		O			
29		G		G	MO		CG	L P				
30	O				ML		ML	L O				
31	L				ML			L O				
32		O		O	MO		CG	C O C				
33	L			O	MO				O			
34	C			L	MO							
35				L	MO		ML	O O				
36	O				MO		ML	L				
37		O		O	ML				O			
38	L			G	MO							
39		O		G	ML		ML	L L G				
40		L		L	ML		ML	L L G				

(06:53)

O	7	10		7				4	1	17
L	13	1		11				1	15	1
G		2		6				1		6
C	4	2		1				1	2	3
S										
P									1	3
U										
A										
LI										

379 Next

MO	RO	CC
ML	RL	CL
MG	RG	CG
MC	RC	CC
MS	RS	CS
MP	RP	CP
MU	RU	CU
MA	RA	CA

383 your desire

MO	6 RO	CO
ML	16 RL	CL
MG	RG	CG
MC	RC	CC
MS	RS	CS
MP	RP	CP
MU	RU	CU
	RA	CA

381 to say

MO	RO	CC
ML	RL	CL
MG	RG	CG
MC	RC	CC
MS	RS	CS
MP	RP	CP
MU	RU	CU
	RA	CA

383 to become

MO	RO	CO
ML	RL	CL
MG	RG	CG
MC	RC	CC
MS	RS	CS
MP	RP	CP
MU	RU	CU
MA	RA	CA

382 we applaud

MO	19 RO	CC
ML	19 RL	2 CL
MG	RG	CG
MC	RC	CC
MS	RS	CS
MP	RP	CP
MU	RU	CU
	RA	CA

385 more independent

MO	RO	CO
ML	RL	CL
MG	RG	CG
MC	RC	CC
MS	RS	CS
MP	RP	CP
MU	RU	CU
	RA	CA

MO	RO	CC
ML	RL	CL
MG	RG	CG
MC	RC	CC
MS	RS	CS
MP	RP	CP
MU	RU	CU
MA	RA	CA

UNIT 382

- TT 1 ...También quería hablar de...em...su deseo de ser más independientes...
- TT 2 También, me gustaría decir... em... comentar vuestro deseo de ser... de independizaros...
- TT3 Luego,... me gustaría decir que nos gustaría que fuereis mas independientes
- TT 4 A continuación, me gustaría decir... que... ap... apreciamos vuestro deseo de ser más independientes
- TT 5 Me gustaría que fuerais también... que tuvieseis más independencia
- TT 6 Después, me gustaría dec... decir... que... sabemos que ustedes desean ser más independientes...
- TT 7 La... ma... próxima me gustaría decir es,... ¿cómo... cómo ustedes pueden ser independientes?
- TT 8 Seguram—eh... seguidamente también expresé vuestro deseo de que queréis ser más... independientes
- TT 9 Además, me gustaría... me gust... me gustaría solucionar el problema de que no os sentís independientes
- TT 10 A continuación, me gustaría decir que... que... nos damos cuenta de que vosotros... eh... queréis der—ser independientes...
- TT 11 Y ahora, me gustaría decir... que... sé \_\_ queréis más independientes...
- TT 12 Decís... eh... también que queréis... eh... ah... tener vuestra independencia
- TT 13 Lo próximo, me gustaría decir que... ehm... (vues—observamos) vuestro deseo de ser más independientes
- TT 14 También me gustaría decir que... que po—me gustaría que fuereis más independientes
- TT 15 Además me gustaría... me gustaría decir que... os... gustaría ser más independientes...
- TT 16 Y... me gustaría hablar también sobre... el... el tema de... de la independencia
- TT 17 ...Para continuar un tema... muy a la orden del día: el ser independiente
- TT 18 Lo siguiente... es que vosotros decís que queréis ser más independientes
- TT 19 En... siguiente lugar, me gustaría solicitar... eh... cómo la gente quiere... llegar a ser independiente
- TT 20 Ahora trataremos... también trataremos el tema de cómo podrán ser ustedes más independientes....
- TT 21 Luego, me gustaría... nn... el te... ah... tratar acerca del tema de la independencia
- TT 22 También os preocupa el... vuestro deseo de... eh... llegar a ser independientes
- TT 23 A continuación, me gustaría... decir... hablar sobre el tema de la independización...
- TT 24 Seguidamente... el proceso de convertirse en un... in... en independiente...
- TT 25 Después, me gustaría decir... eh... que también os preocupan... el... proceso de... de hacerse independiente...
- TT 26 También habláis de...las problemas que encontráis al independizaros...
- TT 27 Eh... a continuación, me gustaría... que me dijerais cómo podéis ser más independientes...
- TT 28 A continuación, me gustaría decir... que... que respeto a vuestra opinión de ser independientes

- TT 29 Además,... eh... vosotros decís—queréis ser más independientes
- TT 30 Me gustaría decir... [breath] que también nos preocupa el momento de... independizaros
- TT 31 Además, me gustaría decir... que... em... os... ay... em ayudaremos en el tema de que queréis ser independientes...
- TT 32 Y también... eh... vosotros deseáis haceros independientes—independizaros
- TT 33 Eh... después, me gustaría... también... eh... hablar de vuestro deseo de... de emancipación...
- TT 34 ...mm... eh... Después... eh... quería hablar del—de vuestro deseo de haceros más independientes
- TT 35 Eh... después, me gustaría... eh... tratar el tema de vuestra independencia...
- TT 36 Me gustaría decir también... que os gustaría ser más independientes
- TT 37 Por lo siguiente,... me—eh... tengo en cuenta vuestro deseo de ser... independientes...
- TT 38 Eh... lo siguiente—de lo quiero hablar... es de que queréis ser más independientes
- TT 39 Ahora, digamos... que también tenéis... eh... como—como preocupación el tema de independizar
- TT 40 Eh... lo... lo próximo que quiero pedir... que habéis solicitado es—que seáis más inpen—independientes

## 6.1.16 UNITS 417-420

416      417                      418   419      420                      421  
but/ in order for that/ to be/ even/ considered./ I must have

Function:      The speaker is discussing some of the ideas proposed by the attendees to help young people make the transition to independence more quickly and with less difficulty. One of the suggestions was to pay a salary or stipend to those in transition. Rather than rejecting the proposal outright, the speaker mentions it and then offers yet another challenge: to propose a way to pay for what would be an expensive program. This portion of the ST emphatically indicates that the proposals for financing the program must take place before putting the salary plan on the table. In effect, the speaker is declining to discuss the issue, but not disregarding it altogether.

The speaker's approach is structurally consistent with her presentation of each topic up to this point: acknowledge or compliment the audience and then lay down a challenge. If interpreters have observed this tactic, their ability to predict unheard portions of the discourse will be enhanced.

Features:      The individual words in this segment do not, in and of themselves, convey the message; the phrase, "in order for" has meaning only if one recognizes the phrase as a whole. If an interpreter is unfamiliar with the phrase and its conventional use, analysis of the words will not clarify its meaning or function. Similarly, the meaning of "even," as it is used here would be difficult to determine through analysis. The *Larousse Concise Dictionary of Spanish and English*, widely used by university undergraduates, offers seven terms in Spanish and conditions for their use, none of which apply here. (Larousse,

1999: 184) Interpreters who have developed the skill of abstraction of meaning can apply their understanding of the context and their world knowledge to comprehend this segment, even if they are unfamiliar with these expressions. If the interpreter considers the message up to this point and its implications: that a very expensive program has been proposed, followed by the word “but,” it is likely that some opposition or limitation to that proposal will follow. If an interpreter attempts to follow the speaker too closely, there is no opportunity to construct a workable hypothesis about the utterance’s meaning and function within the ST.

416. but Four errors or shifts were noted: one omission, one lexical shift, and two false-starts or self-corrections.

This conjunction signals opposition; whatever follows this word can be expected to contrast in some way with the preceding portion of message. The only lexical shift for this element consisted of rendering it as *y* (and), rather than *pero* (but).

“...*y yo... tengo que preguntaros una cosa.*” (TT 15)

417. in order for that Thirty-five shifts or omissions were noted: twenty-five omissions and ten lexical shifts. All shifts were considered to have affected meaning.

The meaning of this phrase lies not in the individual words, “in order for;” instead, the meaning lies in accepted use of the phrase as a whole. Given the high omission and error rates for this unit, it is clear that students did not recognize it. Several interpreters avoided this phrase altogether and still captured at least part of the message: that there is an obstacle to the proposal:

*“pero... no sé si... si habéis... pensado en... en la idea (de dónde ah—vamos a sacar ese dinero)”* (TT 13)

*“pero, pues, tengo aquí... aquí hay un problema ¿no?”* (TT 32)

*“pero, aunque no me gustaría ser desconsiderada, (me gustaría preguntaros)”*  
(TT 16)

*“pero... hay que tener en cuenta... que... eh... esto es un poco complicado, (es que necesitamos)”* (TT 37)

Some sense that there is an obstacle is retained, but the warning that the topic will not be discussed unless that obstacle is overcome is lost entirely.

Only five interpreters succeeded in correctly rendering this phrase; all using *para*. Four of the five conserved all but the emphasis conveyed by Unit 419, “even.”

*“pero para poder... considerar esto, tengo... necesito”* (TT 2)

*“pero para que esto puede ser considerado, debo de tener”* (TT 34)

One interpreter correctly rendered this phrase, but failed to capture the sense of limitation and warning of the remainder of the segment:

*“pero... para... tener esto, me gustaría... pregun—taros”* (TT 22)

Two target texts included phrases which, although plausible within the context, change the sense of limitation and warning to one of inclusion of other considerations, misdirecting the receiver’s expectations as to how the points relate.

*“pero a fin de... eh... considerar esto, debo... debo... sugeriros...”* (TT 19)

*“pero, aparte de esto, hay que considerar... que...”* (TT 21)

**418. to be** Thirty-five errors or shifts were noted: twenty-one omissions, thirteen lexical shifts, and one addition. All of the shifts were judged to have affected meaning.

This unit functions as an auxiliary to the verb, “considered.” Although separate entries have been made into the spreadsheet, the interaction of these units has been examined. Only those shifts that can be identified as distortions of this auxiliary verb are indicated here.

TT 21, above, renders this term as “*hay que*” (one must). Once again, the plausibility of this shift misdirects the receiver who is unlikely to recognize it as an error. The information may be true, causing the receiver to accept it, believing that the speaker is recommending further thought or deliberation, rather than setting constraints on such consideration. Six interpreters rendered this unit such that the target texts similarly call for further consideration.

“... *pero, tenemos que considerar...*” (TT 24, 39)

“... *pero... tenéis que considerar...*” (TT 25)

“... *pero eso también tendría que ser considerado.*” (TT 18)

In each of these cases, as with TT 21 and TT 27 (not shown), “to be” was rendered as a performative auxiliary verb, (likely influenced by the preceding phrase, “in order for that”) resulting in a substantial change of meaning. TT 18 rendered the ST verb, “to be” and added *tendría que*, (would have to) and so was coded as “MA”, indicating that meaning had been altered through an addition to, rather than a distortion of the term.



**419. even** Forty shifts or errors were noted: thirty omissions and ten lexical shifts. Thirty-five shifts were considered to have affected meaning and five altered rhetorical effect.

In this context, “even” serves to amplify or underscore the limitations being placed on further discussion of financial subsidy for young people. As mentioned above, this term is not easily found in student dictionaries and like Unit 417, its meaning is derived from the context in which it is used. The twenty-five omissions considered to have altered meaning were so judged because significant portions of the utterance were altered. Five omissions were considered to have affected only rhetorical value because the remainder of the utterance was correctly rendered, resulting only in a slightly weakened form of that message.

*“pero para poder considerarlo, necesito una sugerencia paralela”* (TT 6)

*“pero, antes de poder considerarlo...”* (TT 31)

TT 2 and TT 3 also fit this category, omitting only the emphasis provided by this term.

**420. considered** Twenty-six shifts or errors were noted: twenty omissions, and six lexical shifts. All shifts were judged to have affected meaning.

All cases in which this unit was distorted included multiple, significant errors elsewhere in the passage. Illustration of this can be found in the discussion, above, of “to be” (Unit 418).

In one case, it seems as if the interpreter did not comprehend the ST, but incorporated a fragment of this term into the improvised rendering:

*“pero, aunque no me gustaría ser desconsiderada, me gustaría...”* (TT 14)

Other lexical shifts involved the phrase *tener en cuenta* (to keep in mind), which is related but does not reflect the ST message. In one case, the interpreter followed up with an improvisation, leading the receiver further away from the ST message:

“pero... hay que tener en cuenta... que... eh... esto es un poco complicado,”

(TT 37)

421. I must have                      Twenty-five shifts or errors were noted: five omissions, twelve lexical shifts, five grammatical shifts, and three self-corrections.

Because interpreters are taught to work in units of meaning, rather than at the word-level, terms are often appropriately rendered in an order much different from that of the ST. Failure to comprehend some part of the utterance can cause blending of elements. The cases above, in which Unit 418, “to be” was discussed illustrate this blending: “to be” appears to have been influenced by “I must.” The fact that one phrase was uttered after the other does not necessarily mean that they will be rendered in the same order. TT 24 and TT 25, above, illustrate this: the phrases, *tenemos que* and *tenéis que* were delivered almost simultaneously with the speaker’s utterance of “I must,” even though they had begun to render the earlier phrase (into which this new information was incorporated).<sup>1</sup> The timing of these events was confirmed by reviewing the audio

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<sup>1</sup> This does not appear to have been anticipation of the ST, but very rapid incorporation of new ST input into the TT output. If this is, in fact what occurred, it supports the concept of hypothesis-building stages described in some of the cognitive process models discussed in Chapter 2. If one considers the Moser-Mercer model, there are four stages at which the interpreter hypothesizes about the meaning of the incoming information; there are also three verification stages of the output process. If at any one of these stages, the interpreter is unsure of the accuracy of ST comprehension or the TL terms in which it is to be re-expressed, the message is reprocessed or the interpreter waits for more information. (Moser-Mercer, 1997:179) It may be that the interpreters were unsatisfied with their comprehension of the ST, and incorporated new information after having begun to render. Although the Moser-Mercer model is presented as linear, suggesting that the information is processed serially, the speed with which interpreters incorporate this new information suggests parallel processing.

recordings. Assuming that these interpreters were unsure of the meaning of “in order for that to be even,” they may have mistaken the later phrase, “I must have” for a reiteration or clarification of the earlier phrase.

Other lexical shifts suggest close-following of the ST or a failure to abstract its meaning, in the following example, calquing the phrase:

*“pero, para considerar esto, tengo... necesito tener (una sugerencia paralela).”*

(TT 2)



INT	417		418	419	420	
	but	in order for that	to be	even	considered	I must have
	416	417	418	419	421	
1	O	MO	MO	RO	MO	
2				RO		C
3		MO	MO	MO	ML	G
4		MO	MO	MO	MO	L
5		MO	MO	MO	MO	
6				RO		
7		MO	MO	MO	MO	
8	C	MO	MO	MO	MO	L
9		MO	MO	MO	MO	L
10		MO	MO	MO	MO	
11		MO	MO	MO	MO	
12		MO	MO	MO	MO	L
13		ML	ML	MO	ML	O
14		ML	ML	ML	ML	L
15	L	MO	MO	MO	MO	
16		MO	MO	MO	MO	C
17		MO	MO	MO	MO	G
18		ML	MA	ML		G
19		ML		ML		L
20		MO	MO	MO	MO	C
21		ML	ML	ML	ML	L
22			ML	ML	MO	L
23		MO	MO	MO	MO	O
24		MO	ML	MO		L
25		MO	ML	MO		L
26	C	MO	MO	MO	MO	O
27		MO	ML	MO		
28		MO	ML	MO		O
29		MO	MO	MO	MO	
30		MO	MO	MO	MO	L
31				RO		
32		ML	ML	ML	ML	O
33		MO	MO	MO	MO	G
34				RO		
35		ML	ML	ML	ML	
36		MO	MO	MO	MO	L
37		ML	ML	ML	ML	G
38		ML	ML	ML	MO	G
39		ML	ML	ML	ML	O
40		MO	MO	MO	MO	G

(07:24)

O	1					6
L	1					12
G						7
C	2					3
S						
P						
U						
A						
LI						

Totals  
 417 but 419 even

MO	RO	CO		MO	25	RO	5	CO
ML	RL	CL		ML	10	RL		CL
MG	RG	CG		MG		RG		CG
MC	RC	CC		MC		RC		CC
MS	RS	CS		MS		RS		CS
MP	RP	CP		MP		RP		CP
MU	RU	CU		MU		RU		CU
MA		RA	CA			RA		CA

417  
 in order for that

MO	25	RO	CO	MO	RO	CO
ML	10	RL	CL	ML	RL	CL
MG		RG	CG	MG	RG	CG
MC		RC	CC	MC	RC	CC
MS		RS	CS	MS	RS	CS
MP		RP	CP	MP	RP	CP
MU		RU	CU	MU	RU	CU
MA		RA	CA	MA	RA	CA

418 to be 420 considered

MO	21	RO	CO	MO	20	RO	CO
ML	13	RL	CL	ML	6	RL	CL
MG		RG	CG	MG		RG	CG
MC		RC	CC	MC		RC	CC
MS		RS	CS	MS		RS	CS
MP		RP	CP	MP		RP	CP
MU		RU	CU	MU		RU	CU
MA	1	RA	CA			RA	CA

420  
 I must have

MO	RO	CO		MO	RO	CO	
ML	RL	CL		ML	RL	CL	
MG	RG	CG		MG	RG	CG	
MC	RC	CC		MC	RC	CC	
MS	RS	CS		MS	RS	CS	
MP	RP	CP		MP	RP	CP	
MU	RU	CU		MU	RU	CU	
MA		RA	CA	MA		RA	CA

UNITS 417-420

- TT 1 ...
- TT 2 pero para poder... considerar esto, tengo... necesito tener una... sugerencia paralela
- TT 3 ... Pero yo tengo una... ah... una proposición...
- TT 4 em... Pero a este respecto voy a hacer una pregunta paralela
- TT 5 ... Pero debo tener una sugerencia paralela...
- TT 6 pero para poder considerarlo, necesito una sugerencia paralela
- TT 7 T... yo debo tener... (alg)unas sugerencias
- TT 8 pero... m-... pero, me gustaría haceros una cuestión
- TT 9 pero... debo considerar
- TT 10 ... pero debo... eh... contar con... una... mm... sugerencia
- TT 11 pues... eh... necesito sugerencias
- TT 12 pero... me gustaría también un... que... me dierais la idea
- TT 13 pero... no sé si... si habéis... pensado en... en la idea de dónde ah—vamos a sacar ese dinero
- TT 14 pero, aunque no me gustaría ser desconsiderada, me gustaría... preguntaros
- TT 15 ... y yo... tengo que preguntaros una cosa
- TT 16 pero... debo deciros... debo deciros que... debo preguntaros una... haceros una pregunta
- TT 17 ... pero yo tengo a la vez una pregunta
- TT 18 ... pero eso también tendría que ser considerado. Porque tendría que hacer una sugerencia
- TT 19 pero a fin de... eh... considerar esto, debo... debo... sugeriros... que... una s—sugerencia
- TT 20 pero... tengo—debo tener una s—sugerencia
- TT 21 pero, aparte de esto, hay que considerar... que... hay que hacer una... sugerencia
- TT 22 pero... para... tener esto, me gustaría... pregun—taros
- TT 23 ¿Pero, dónde lo vamos a sacar? (anticipated: reit follows)
- TT 24 ... pero tenemos que considerar... que... es difícil (sacar dinero)
- TT 25 ... pero... tenéis que considerar... que... la siguiente pregunta... es que
- TT 26 ... y—pero¿de dónde vamos (a sacar)
- TT 27 pero... también debemos considerar que debo—debemos tener... (unas su—sugerencias)
- TT 28 y que se les considere... ah... (sobre cómo—pero no sabíam...)
- TT 29 ... pero necesito más... sugerencias
- TT 30 ... Me gustaría saber (¿cómo podríamos)
- TT 31 pero, antes de poder considerarlo,... pero debería (preguntaros...)
- TT 32 pero, pues, tengo... aquí hay un problema, ¿no? (¿De dónde va a salir)
- TT 33 Eh... pero debe haber (una... una sugerencia)
- TT 34 pero para que esto puede ser considerado, debo de tener \*
- TT 35 pero... eh... para—a este respecto, debo tener
- TT 36 ... pero debo haceros (una sugerencia)
- TT 37 pero... hay que tener en cuenta... que... eh... esto es un poco complicado, (es que necesitamos)

- TT 38 pero lo que tenemos que tener en cuenta... es... es que... eh... tengo que haceros  
(una pregunta)
- TT 39 Pero tenemos que considerar... el... (¿de dónde debemos sacar)
- TT 40 ... pero... pero tengo una... (sugerencia...)

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6.1.7 UNIT 506-509

503            504            505            506            507            508            509  
[young people/ of today] will indeed have/ a voice/ in the way/ the world/ will look/

509  
in the future.

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**Function:**        These are the final words of the presentation. The speaker is assuring the attendees that through their efforts at this conference, their opinions will be considered and that they will have an impact on the decisions that shape the world of the future.

**Features:**        The language is figurative, using “voice” as a metaphor for influence, and encompassing multiple aspects of the future in the phrase, “the way the world will look.”

This segment falls at the end of a long and abstract sentence enumerating the benefits of the attendees’ hard work. The entire sentence is complex and abstract and includes another reference to influence, again using the figurative term, “voice.”

Throughout this presentation, the speaker has used carefully chosen language, precisely defining the scope of each promise. In this case, she is not saying that the attendees will be heard in the future, rather that their comments and efforts now will influence the future.

At times during the speech, the speaker’s words are abstract or convoluted to the point of being vague. At this point in the speech, it seems as if the students’ attention has begun to wane and error rates have risen. Whether this is from fatigue or frustration with abstract and sometimes forced references cannot be said, but many of them seem to have failed to fully comprehend these final comments.

Unit 505 has been divided into two parts for scoring in order to isolate errors related to the verb, “will have” from those pertaining to the adverb, “indeed.”

505. indeed Thirty-one shifts or errors were noted: twenty-seven omissions and four lexical shifts.

Two of the interpreters rendered this term as *también* (also), removing the reassurance conveyed by “indeed.”

*“tendrá también su... lugar para ser escuchada en el futuro.”* (TT 8)

*“la gente joven de hoy en día también tendrán un... un lugar en... en el futuro.”*

(TT 13)

One target text contains a phrase which is repeated, but seems to have no relationship to the ST. This rendering may have been influenced by Units 471-473, in which the speaker assures the audience that their comments will be taken seriously “in the places where decisions are made every day.” The interpreter correctly rendered that segment, but seems to have anticipated that the ST would parallel that structure here:

*“donde sea necesario—vuestra opinión... donde sea necesaria vuestra opinión para el futuro.”* (TT 9)

The interpreter apparently noticed an agreement error in the first iteration of the phrase and became focused on correcting that, seemingly unaware that it did not reflect the ST. The only portion of the ST that was rendered was the final phrase.



Another interpreter seems to have rendered “indeed” as *mucho* and applied it to *decir*, possibly recognizing that the term was included for emphasis, but applying it to the wrong portion of the message.

“... *tienen... tienen mucho que decir... en cuanto al futuro de mañana... y su voz se oirá.*” (TT 25)

The late insertion of the phrase, *su voz se oirá* seems to indicate that the interpreter was unsatisfied with the original rendering, *tienen mucho que decir*, although the second rendering still did not capture the emphasis or “indeed,” nor did it reflect the ST point that the voices of youth will shape the future. In any case, this insertion offers some evidence of self-monitoring.

505b. will...have Twenty-three shifts or errors were noted: six omissions, five lexical shifts, ten grammatical shifts, one false-start, and one pronunciation error.

Eight of the grammatical shifts consisted of rendering the verb in the present tense, from which point it was difficult to smoothly and accurately convey the ST and the role of the voice under discussion.

“... *de hecho tiene... una... una voz y voto en el futuro... de Europa.*” (TT 6)

“... *tiene una voz y una participación acerca de la part... del funcionamiento del futuro.*” (TT 21)

Only one interpreter who had rendered this verb in the present was able to structure the remainder of the message so that it conserved the ST meaning.

“... *eh... tiene importancia en...en... el futuro que estamos construyendo.*”

(TT 33)

This rendering omits the figurative speech of the ST and makes a false start, but nonetheless captures the message that young people today will influence the world of tomorrow.

Interpreter 16 renders the verb in the present tense and self-corrects, using another construction, but seems to improvise the balance of the message:

*“tiene—se puede escuchar... su voz... eh... a través de nosotros.”* (TT 16)

Others seem not to have comprehended the ST:

*“y que sean utilizadas para el futuro.”* (TT 17)

*“... .. y se verá en... mm...”* (TT 20)

506. a voice Thirty-one shifts or errors were noted: four omissions, twenty lexical shifts, one false-start, and six additions. Twelve shifts were judged to have altered meaning, seventeen affected rhetorical value, and one affected clarity.

Four of the shifts rendered “voice” as *voz y voto* (a voice and a vote). The addition of *voto* was considered to have affected rhetorical value, rather than meaning. Based upon feedback from native-speakers of Spanish, *voz y voto* has become a repertoire item which is received as “influence,” and that the inclusion of *voto* does not imply or promise voting rights.

*“eh... tendrá un voz y voto en la Europa del futuro”* (TT 40)

*“... de hecho tiene... una... una voz y voto en el futuro... de Europa.”* (TT 6)

*“tendrán, de hecho, una voz... y un voto para la formación de un mundo futuro.”*

(TT 4)

Interpreters 40 and 6 rendered the phrase *voz y voto* as a single unit; interpreter 4 altered it slightly by hesitating and by including the article, *un*. This may affect the way the message is received in that it is no longer one single lexical item, but two that are separated by time and by the indefinite article, *un*. Another interpreter altered the phrase by substituting *de* for *y*, again possibly affecting the reception of the phrase as a single lexical unit.

“... *tendrá una voz de voto en la forma de como... eh... se... (conmocionará) eh... el mundo de mañana.*” (TT 31)

Three interpreters omitted *voz*, rendering only *voto*. As mentioned earlier, through use, the entire phrase is received such that *voto* is not taken literally; interpreters 4 and 31 have stretched the boundaries of that acceptance. These renderings may have been influenced by that phrase, but omit the word that is actually contained within the ST, so that rendering *voto* alone constitutes a change of meaning.

“*los... eh... jóvenes van a tender (sic) voto en el... futuro de Europa.*” (TT 11)

“... *pues, tiene un... un voto en... en la forma... de proceder del futuro.*”

(TT 32)

507. in the way Thirty-five shifts or errors were noted: nineteen omissions, fifteen lexical shifts, and one hesitation. Thirteen shifts were judged to have affected meaning, twenty altered rhetorical value, and two affected clarity.

Those target texts in which shifts were considered to have altered meaning seem to reflect little comprehension of the ST:

“y podéis estar seguros de que vuestra voz se escuchará también en el futuro.”

(TT 12)

“tiene—se puede escuchar... su voz... eh... a través de nosotros.” (TT 16)

Interpreter 12 renders the first portions precisely and smoothly, but fails to capture the relationship between the “voice” and the “future;” *también* may have been inserted as a hedge. It is also possible that the interpreter’s attention was devoted to TL production, at the expense of comprehension of subsequent material. TT 16 rendering as *a través de nosotros* may be a distorted “echo” from an earlier passage in which the speaker tells the audience that through them, the voices of their constituents will be heard (Units 496-500).

Other versions restructure the message, but, again fail to reflect the relationship between the “voice” and the “future:”

“tendrá también su... lugar para ser escuchada en el futuro.” (TT 8)

“y... y que en el futuro se lleven a la práctica.” (TT 26)

508. the world Thirty-five shifts or errors were noted: seventeen omissions, seventeen lexical shifts, and one addition. Twenty-five shifts were judged to have affected meaning and ten altered rhetorical value.

Ten of the lexical shifts consisted in substituting “the world” for *Europa* or in one case, *la Comunidad Europea*. These substitutions do not radically alter the ST message, but they do serve as indicators of the interpreters’ attention to ST content at that moment. The speech is given at a conference in which the European Union is a central theme, so that if interpreters do not clearly hear and comprehend “the world,”

it is not surprising that this term would come to mind. Additionally, the ST mentions Europe shortly before this segment. One interpreter “self-corrects” by adding *europa*:

“... *tendrá voz en el... en el mundo... europeo de mañana.*” (TT 19)

This insertion may offer insight into the hypothesis-building process: if the interpreter doubts his or her comprehension of a segment, the information is reprocessed. During that reprocessing time, the interpreter may be looking for confirmation of the hypothesis in subsequent ST information, but in absence of that may look elsewhere, including context and deeply processed information from preceding segments of text. The “echo” effect, in which earlier portions of the message are inserted, supports this hypothesis: the interpreter senses that some portion of the message is incomplete and fills the slot with what is available and plausible. In the case of these substitutions, the interpreters may be filling the slot by accessing recent memory and echoing the mention of Europe in Unit 501 or by applying contextual information.

Other lexical shifts bear little relation to the ST:

“... *el futuro de... nosotros cambiará.*” (TT 30)

“y... *y que en el futuro se lleven a la práctica.*” (TT 26)

509. will look Thirty-eight shifts or errors were noted: twenty-one omissions, sixteen lexical shifts, and one pronunciation error. Sixteen shifts were judged to have affected meaning, twenty altered rhetorical value, and two affected clarity.

All but three of the shifts identified for this unit were associated with errors on at least two of the other units within this portion of text. Two of those errors were

omissions, which alter the message so that it promises that young people would be heard in the future, rather than influencing that future world through actions today:

“...*tienen una voz en (omitted) el mundo del futuro.*” (TT 1)

“*la gente joven... tendrá... una voz en (omitted) el mundo del futuro.*” (TT 18)

One interpreter made a lexical substitution which altered the message in a different way:

“... *tendrá una voz de voto en la forma de como... eh... se... conmocionará eh... el mundo de mañana.*” (TT 31)

This error suggests a deeper misunderstanding of the ST message, rather than missing only the subtle distinction discussed above.

510. in the future                      Nine shifts or errors were noted for this unit: four omissions, three lexical shifts, and two self-corrections.

Two of the three lexical shifts appear to be anticipation errors, possibly influenced by an earlier passage. In Units 468-473, the speaker promises that: “your voice is heard in the places where decisions are made every day.” One of these target texts contains a nearly exact repetition of that segment:

“*sus voces serán escu... escuchadas en lugar... en do—lugares donde se hacen las decisiones.*” (TT 7)

In the other case, it appears as if the interpreter had expected the ST to mirror that earlier segment, although the connection is less clear:

“*donde sea necesario—vuestra opinión... donde sea necesaria vuestra opinión para el futuro.*” (TT 9)

The remaining lexical shift consisted of a substitution of the preposition, “in” with *para* (for):

*“y que sean utilizadas para el futuro.”* (TT 17)

Discussion of Units 505-509:

At its most basic level, these closing comments consist of three key elements or “kernels” (pieces of information at the deep-structure level): influence, world affairs, and future. In spite of the high error rates recorded for this passage, nineteen interpreters rendered all three kernels and only two failed to render any of them. Eight interpreters rendered two of the three. Thirty-three students conserved the sense of “influence”, twenty-four conserved “world” (including those who rendered it as Europe/EC), and thirty-six captured the sense of “future.” These figures do not reflect the precision with which the kernels were rendered, but serve to indicate what information was being processed by the interpreters at that moment.

Given the abstract nature of the message and the figurative language with which it was presented, it should not be surprising that students would fail to capture significant pieces of information. The cognitive processing required to comprehend and to render this portion of the message is enormous and the duration of the ST for this segment is only four seconds (plus six milliseconds). The ST leading up to this segment is also abstract and difficult to predict so that cognitive capacity is already strained. The high rate of error here seems to illustrate the cascading-error effect resulting from cognitive demand exceeding available capacity. Cognitive load could be reduced through training: increasing the EVS would give students a clearer picture of the speaker’s intentions,

reducing comprehension effort. Additionally, if students are aware of the structure of public speeches and frequently used rhetorical devices, they are better prepared to quickly analyze content, again improving comprehension and reducing effort.

In the next chapter, shifts and errors will be discussed in the framework of ST features, such as formulaic, abstract, and referential language, and how interpreters can develop coping techniques for dealing with those features.





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INT	506		507		508		509		Totals
	will indeed have	a voice	in the way	the world	will look	in the future	505	510	
1	O	G			RO			RO	
2	O				RO	RO		RO	C
3	O		RL		RO	ML		RO	O
4	*		RA		RL	RL		RL	
5	O		RL		ML	MO		RO	
6		G	RA		RO	ML		RO	
7			RL		RO	ML		ML	L
8	L		RL		ML	RO		ML	
9	L	L	ML		MO	ML		MO	L
10	O	G			RO	ML		RL	
11		P	ML		RO	ML		RO	
12					ML	MO		ML	
13	L		RL		RO	RO		RO	
14	O	O	RL		RO	ML		RO	
15	O	O	MO		MO	MO		MO	
16	O	G	RL		ML	ML		MO	O
17	O	L	ML		MO	MO		MO	L
18	O				RO			MO	
19	O				ML	MA		RO	
20		L	MO		MO	MO		MO	O
21		G	RA		CL	RO		RL	
22	O	O	ML		ML	MO			
23	O	G				ML		ML	
24	O	G	ML		RL	RO		RL	
25	L	G	RL			ML		CL	
26	O	O	MO		ML	ML		ML	O
27	O	L			MO	MO		MO	
28	O		RL		RO	ML		RO	
29	O		CC		RO	ML		RO	
30	O	O	ML		ML	ML		ML	
31	O		RA					ML	
32	O	G	ML		RL	RO		ML	
33	O	G	RL		ML	RO		RL	
34	O		RL					RL	
35	O		RA		RO	ML		RO	
36	O	G	RL		CC	RO			
37	O	O	MO		ML	MO		MO	
38			ML		RL	RO		RL	C
39		C						CP	
40	O		RA		RO	ML		RO	

(08:52)

O	27	6							4
L	4	4							3
G		11							
C		1							2
S									
P		1							
U									
A									
LI									

Totals

**506**  
will indeed have

MO	RO	CO	
ML	RL	CL	
MG	RG	CG	
MC	RC	CC	
MS	RS	CS	
MP	RP	CP	
MU	RU	CU	
MA	RA	CA	

**508**  
the world

MO	8	RO	9	CO	
ML	16	RL	1	CL	
MG		RG		CG	
MC		RC		CC	
MS		RS		CS	
MP		RP		CP	
MU		RU		CU	
	1	RA		CA	

**506**  
a voice

MO	4	RO	CO	
ML	8	RL	#	CL
MG		RG		CG
MC		RC	CC	1
MS		RS		CS
MP		RP		CP
MU		RU		CU
MA		RA	6	CA

MO	RO	CO	
ML	RL	CL	
MG	RG	CG	
MC	RC	CC	
MS	RS	CS	
MP	RP	CP	
MU	RU	CU	
MA	RA	CA	

**507**  
in the way

MO	5	RO	#	CO	
ML	10	RL	4	CL	1
MG		RG		CG	
MC		RC	CC	1	
MS		RS		CS	
MP		RP		CP	
MU		RU		CU	
MA		RA		CA	

**509**  
will look

MO	8	RO	13	CO	
ML	8	RL	7	CL	1
MG		RG		CG	
MC		RC		CC	
MS		RS		CS	
MP		RP		CP	1
MU		RU		CU	
		RA		CA	

**509**  
in the future

MO	RO	CO	
ML	RL	CL	
MG	RG	CG	
MC	RC	CC	
MS	RS	CS	
MP	RP	CP	
MU	RU	CU	
MA	RA	CA	

MO	RO	CO	
ML	RL	CL	
MG	RG	CG	
MC	RC	CC	
MS	RS	CS	
MP	RP	CP	
MU	RU	CU	
MA	RA	CA	

UNITS 506-509

- TT 1 ...tienen una voz en el mundo del futuro.  
TT2 tendrán una voz en... en... el mundo del mañana—del futuro.  
TT3 ... tendrá algo que decir en Europa.  
TT 4 tendrán, de hecho, una voz... y un voto para la formación de un mundo futuro.  
TT 5 ... tendrá voz... en el futuro.  
TT 6 ... de hecho tiene... una... una voz y voto en el futuro... de Europa.  
TT 7 (sus voces serán escu... escuchadas en lugar...) en do—lugares donde se hacen las decisiones.  
TT 8 tendrá también su... lugar para ser escuchada en el futuro.  
TT 9 (donde sea necesario—vuestra opinión... donde sea necesaria) vuestra opinión para el futuro.  
TT 10 y que... tenéis peso... en la Europa del futuro.  
TT 11 los... eh... jóvenes van a tender voto en el... futuro de Europa.  
TT 12 y podéis estar seguros de que vuestra voz se escuchará también en el futuro.  
TT 13 la gente joven de hoy en día también tendrán un... un lugar en... en el futuro.  
TT 14 tendrán... mm... su voz también... en la Europa del mañana en el futuro.  
TT 15 ... ..y... que en el futuro.  
TT 16 tiene—se puede escuchar... su voz... eh... a través de nosotros.  
TT 17 y que sean utilizadas para el futuro.  
TT 18 la gente joven... tendrá... una voz en el mundo del futuro.  
TT 19 ... tendrá voz en el... en el mundo... europeo de mañana.  
TT 20 ... .. y se verá en... mm....  
TT 21 ... tiene una voz y una participación acerca de la part... del funcionamiento del futuro.  
TT 22 ... so... .. sobre el futuro.  
TT 23 tendremos una voz... en la forma... eh... que la gente debe ver el futuro de Europa.  
TT 24 ... .. tienen un mayor peso en... en el futuro que vamos a construir.  
TT 25 ... tienen mucho que decir... en cuanto al futuro de mañana... y su voz se oirá.  
TT 26 y... y que en el futuro se lleven a la práctica.  
TT 27 y que... se escucha la voz de la juventud en el futuro.  
TT 28 tendrán [drop out] que decir en la Europa del mañana.  
TT 29 tendrán un—a voz... voz en... el futuro de... la Comunidad Europea.  
TT 30 ... el futuro de... nosotros cambiará.  
TT 31 ... tendrá una voz de voto en la forma de como... eh... se... (conmocionará) eh... el mundo de mañana.  
TT 32 ... pues, tiene un... un voto en... en la forma... de proceder del futuro.  
TT 33 ... eh... tiene importancia en...en... el futuro que estamos construyendo.  
TT 34 ... tienen una... participación en el mundo—en como va a ser el mundo.  
TT 35 tendrá una voz—voz y voto en el futuro de Europa.  
TT 36 ... tienen... algo que decir en... la forma en—en la forma del futuro.  
TT 37 ... mm... la voz de los jóvenes... en el futuro.  
TT 38 ... va a tener voto en... em... en la construcción del mañana,... del futuro.  
TT 39 de hecho, tiene una... tiene voz en la forma que el mundo se vea en el mañana.  
TT 40 eh... tendrá un voz y voto en la Europa del futuro.



## 6.2 Text 2 ANALYSIS OF DATA

### 6.2.1 UNITS 27-28

22	23	24	25	26
<u>[...han sufrido /una discriminación /por parte de /los otros niños /normales]</u>				
27	<b>28</b>			
<u>y digo normales /entre comillas.</u>				

Function: This unit was most likely included by the speaker for two reasons: to clarify the use of the term *normal* and to indicate that the speaker did not consider handicapped children to be abnormal, a potentially disrespectful characterization.

Features: “Entre comillas” is often expressed in English with a hand gesture, rather than with a spoken expression. English speakers would readily understand a reference to quotation marks if spoken, but because there is not a ready correspondence in the TL, the term can be expected to be problematic.

27. y digo normales Twenty-three errors or shifts were noted for this unit, of which nine affected meaning and thirteen affected receiver effort and one altered the rhetorical value. Nine omissions, five lexical shifts, one grammatical error and eight hesitations or self-corrections were observed. This unit was rendered by twenty-five of the interpreters who then failed to render item twenty-eight effectively. Thirteen of the interpreter renderings began to explain the use of the word “normal” in this context, and then failed to provide that explanation:

“... and I say ‘normal’....” (TT 37)

This rendering gives the listener reason to believe that the use of “normal” will be clarified for this context. This expectation is not fulfilled and the utterance lacks *closure*. (Alcaraz: 1992: 122) Without closure, the receiver may either incorrectly associate subsequent words or phrases with this unit of meaning, or may miss subsequent information while attempting to “fill the slot” (See Chapter 2).

**28. entre comillas** Thirty-seven errors or shifts were noted for this item, of which thirty-one affected meaning, three altered a rhetorical device and four affected receiver effort. Nineteen omissions, sixteen lexical shifts, one false start and one syntax error were observed.

“...just say ‘normal’ ... ‘normal’ ... just to say so.” (TT 33)

“... and I say ‘normal’ like it’s not normal.” (TT 28)

These renderings fail to communicate the “disclaimer” intended by the ST speaker, but they do provide *closure*. Although the receiver may not understand what the clarification means, this finality reduces the chance that the receiver will apply “and I say ‘normal’” to subsequent pieces of information in an effort to comprehend the text. Seven interpreters followed this pattern with varying degrees of success in qualifying the use of “normal”. Two renderings approximated the meaning of *entre comillas*:

“I mean...yeah... supposedly normal.” (TT4)

“... and I say ‘normal’ ... with all the reserves.” (TT 35)

Interpreter 4 succeeds in conveying the notion that the term “normal” should not be taken at face value, but in saying “yeah”, apparently to herself, she distracts the

receiver by disturbing the fiction that the receiver is listening to the speaker, rather than an interpreter.

Interpreter 35 clearly indicates that the term is being used with some reservation, but does so in a vague manner, due to the use of the word “reserves” instead of “reservations”.

Five interpreters attempted to use terminology related to punctuation, but failed to convey the same meaning as the figurative use of *entre comillas*.

“I’m saying ‘normal’... between... between commas.” (TT 3)

“... and I say ‘normal’... between brackets.” (TT 9)

“... and I say ‘normal’, comma.” (TT 29)

These renderings suggest that the interpreter followed the lexical form of the ST, rather than internalizing the meaning of the utterance.

“I mean I say ‘normal’ quoted.” (TT 26)

This rendering conveys the meaning and maintains the figurative sense, but employs an invented word: “quoted”. The sense of the invented word is readily apparent, but indicates weakness in L2 vocabulary. This rendering may also be the result of following form over meaning.

Both renderings contain additional errors. Two interpreters made the grammatical error of pluralizing the adjective “normal”.

“... normals... and I say ‘normal’ in hyphens.” (TT 23)

“... normal childs... I said... normals.” (TT 5)

Interpreter 23 also failed to capture the meaning of the ST by using “hyphens” for *comillas*. Interpreter 5 incorrectly pluralized “child”. These errors suggest the need for additional L2 study.

Four interpreters used the British term “inverted commas” for *comillas*, preserving both the sense and form of the original phrase.

The most effective rendering of this unit did not include the metaphoric use of punctuation terminology, but instead, reformulated the utterance, thereby conserving the meaning:

“... who are considered normal.” (TT 32)

#### DISCUSSION:

Thirty-seven of the forty interpreters demonstrated difficulty with this utterance. The figurative term found in this portion of the ST is presented verbally, but in English that reference is most frequently expressed with a hand sign. The interpreter is faced with a difficult problem here: a hand sign is not appropriate because the interpreter is not visible to the receiver. If the interpreter is aware of some equivalent hand sign, it must be consciously ignored, an increase in cognitive load. Additionally, high error rates on items twenty-three and twenty-four, just prior to this, suggest that interpreters' cognitive capacity may have been taxed by those items.

The large number of interpreters who closely followed the form of this unit suggests that they were not re-conveying ideas (Moser-Mercer, Shlesinger...), but attempting an “element for element replacement” (Lotfipour-Saedi 2000: 622).

Those interpreters who restructured the utterance appear to have comprehended its purpose: that of a disclaimer, but most could not formulate an appropriate TL phrase quickly enough. Training that emphasizes abstraction of the SL message may reduce cognitive strain when interpreters face problems of this type.



26										4										
discriminación por parte de los otros niños normales y digo "normales" entre comillas																				
INT	26					27					28									
1	CA					O		MO	MO		O		MO							
2	CC	C				C				MO										
3	CC					O	O	O		ML									ML	
4										RO									RL	
5								G		CG	MO		O						MO	
6			CL																C ML	
7																			C CC	
8										CL									MO	
9	CC		CC			C													ML	
10			CC																ML	
11								A											O MO	
12	ML		CC			C													O ML	
13	CC		CC			C				CC	CC		O						MO	
14										CC									MO	
15						C				CL	MO		O						ML	
16						C				MO	MO		O						MO	
17						O					MO		O						MO	
18	MS									MO	ML								ML	
19										MO	MO		O						MO	
20										CC			O						CL	
21													O						MO	
22	CC									CC	CC		L						ML	
23	CC		ML			S	S												ML	
24																			O MO	
25																			MO	
26	CG									CC									CL	
27						C														
28																			ML	
29																			ML	
30																			ML	
31																				
32	ML		MO		O	O	O	O		MO	MO		O						MO	
33	CG		CC			C				CL									RL	
34	MA		CC			C				MO			O						MO	
35			CC			C				CC									CL	
36			CC							CC										
37											CC								MO	
38																			ML	
39			CG					O		MO	MO		O						MO	
40	ML		CC																MO	

O				1	2	22		5											15
L																			2
G										1									
C				1		2	12	5											2
S						2		1											
P																			
U																			
A								1											
LI																			

Totals

26 y han sufrido

MO	RO	CO	
ML	RL	CL	
MG	RG	CG	4
MC	RC	CC	1
MS	RS	CS	
MP	RP	CP	
MU	RU	CU	
MA	RA	CA	

27 y digo

MO	8	RO	1	CO	
ML	1	RL		CL	4
MG		RG		CG	1
MC		RC		CC	8
MS		RS		CS	
MP		RP		CP	
MU		RU		CU	
MA		RA		CA	

26 discriminación por parte "normales"

MO	1	RO		CO	
ML	4	RL		CL	1
MG		RG		CG	3
MC		RC		CC	15
MS	1	RS		CS	
MP		RP		CP	
MU		RU		CU	
MA	1	RA		CA	1

MO	8	RO		CO	
ML	1	RL		CL	
MG		RG		CG	
MC		RC		CC	3
MS		RS		CS	
MP		RP		CP	
MU		RU		CU	
MA		RA		CA	

25 los otros niños

MO	RO	CO	
ML	RL	CL	
MG	RG	CG	
MC	RC	CC	
MS	RS	CS	
MP	RP	CP	
MU	RU	CU	
MA	RA	CA	

28 entre

MO	RO	CO	
ML	RL	CL	
MG	RG	CG	
MC	RC	CC	
MS	RS	CS	
MP	RP	CP	
MU	RU	CU	
MA	RA	CA	

26 normales

MO	RO	CO	
ML	RL	CL	
MG	RG	CG	
MC	RC	CC	
MS	RS	CS	
MP	RP	CP	
MU	RU	CU	
MA	RA	CA	

28 comillas

MO	17	RO		CO	
ML	14	RL	2	CL	3
MG		RG		CG	
MC		RC		CC	1
MS		RS		CS	
MP		RP		CP	
MU		RU		CU	
MA		RA		CA	



UNIT 27-28

- TT 1 and they have suffered the... some kind of discrimination from the other children.
- TT2 and they have suffered... ah... discrimination... from the other... kids... coming from the other kids... other normal kids...between inverted commas.
- TT3 and have suffered...a disc...a discrimination from...anot... and I'm saying "normal" betwee...between commas...
- TT 4 ...and have suffered...ah...they have been discriminated against...by the other children who are considered 'normal'...uh...I mean...yeah...supposedly normal
- TT 5 and had been suffer form discrimination from the other children...normal childs...I said 'normal'...
- TT 6 and they have suffered a discrimination related to the other, normal children...and I say 'normal'...eh...in commas
- TT 7 and they had suffered...ah...discrimination from the other normal... children, and I say 'normal'...between...inverted commas
- TT 8 ...and have suffered discrimination by the other children... who are normal, and I mean normal...
- TT 9 And have suffered...eh...discrimination...eh by the...the other children, normal children...and I say 'normal'...normal, yah?
- TT 10 ...and they have suffered a discrimination b...by the other children, by the normal children, ...and I say 'normal' eh...between brackets
- TT 11 and they have ...they have ...suffered a discrimination by part of all the children, all the normal children; I say normal...um...uh...well...
- TT 12 and have suffered...ah... an isolation ... ehm... from the other children...who are normal, and I say... normal children. ...
- TT 13 ...and they have suffered... ah... discrimination from other children...normal children....and I say ...eh...normal. ...
- TT 14 and they have suffered discrimination...coming from the other children that were normal...I say normal...in pa...
- TT 15 and have suffer a discrimination against... by the other children... the normal children... and I mean so... ...
- TT 16 and they have suffer a discrimination... mm... by the... the rest of the children... the normal children... normal... eh... mm... uh...
- TT 17 and they have suffered discrimination by... other children...
- TT 18 and they have suffered ... eh... form discrimination ...eh... from... from the ordinary children... ordinary children... has been discriminated
- TT 19 ... they have suffered a discrimination by the other children... normal children...
- TT 20 and they suffer marginalization from the rest of the children who are said to be normal... I say normal... as usually is used this word
- TT 21 and they have suffered a discrimination by the other children... by the normal children, and I say 'normal' ...
- TT 22 and they have suffered ... discrimination from the others normal children... normal... is a... just a word
- TT 23 and they have suffered from a ... discrimination as a part of ta children normals... normals... and I say 'normal' in hyphens

- TT 24 and have ... been discriminated against by other normal children and I say "normal" at... em...
- TT 25 and has been discriminated against by the rest of the children considered normal, and I say "normal" eh... between ...
- TT 26 They were discriminated by the rest of the children ... by the normal children. I mean... I say "normal" quoted
- TT 27 and have suffered from discrimination by the ... normal children and I say that in inverted commas
- TT 28 and have suffered a discriminaization by the other normal children and I say "normal" like it's not normal
- TT 29 and they have suffered a discrimination for the other normal children, and I say "normal" comma
- TT 30 and they have suffered a discrimination by the other children that are normal, and I say normal, but not normal... eh...
- TT 31 and have suffered a discrimination... ...
- TT 32 and had been isolated... eh... by the older ... the other children who are considered normal
- TT 33 and have suffer a discrimination by other children... just say normal... normal just in ... to say so
- TT 34 ... they have suffered a discrimination, they have been victimized ... by ... the normal... {chuckle} kids... normal children [huh?]
- TT 35 ... and they've suffered discrimination... em ... by the other chill... normal children and I ... em... say normal with all the reserves
- TT 36 and have suffered a discrimination from... eh.. the other children that we could call... ah... normal
- TT 37 and have suffered a discrimination from the other normal children, and I say ... normal
- TT 38 and they have suffered a discrimination of the other children which were normal, and I say "normal" ... in a way that's not...
- TT 39 and they suffered from discrimination... em... that was made by other normal children...
- TT 40 and they have... suffered a exclusion ... an exclusion form the other... the other normal children, and I say "normal"

## 6.2.2 UNITS 29-30

29	30	31	32
<u>Pocas veces /se ha pensado /en sus verdaderas /necesidades</u>			

Function: This portion of text is a transition, setting up the discussion of the treatment of handicapped children in the educational system. The speaker states that the handicapped children's needs, desires and development potential had not been adequately addressed and that flawed educational programs reflected that oversight. The passive voice is employed, presumably to avoid assigning blame.

Features: Target language conventions require that Unit 29 be restructured. If Unit 29 is stated first, retention of the passive voice is likely to result in a stilted or awkward rendering. Such restructuring requires the interpreter to internalize or abstract the message and ignore the potential distraction of the SL syntax. All interpreters exhibited difficulty in rendering these units.

29. pocas veces Thirty-five errors or shifts were noted on this item, of which thirteen affected meaning, two altered rhetorical value, and twenty affected clarity or receiver effort. There were seven omissions, twenty-one lexical shifts and four syntax errors observed. This item was rendered most frequently as "few times"; in this context, it is comprehensible, but does not sound natural. By beginning with this phrase, it is also difficult to accommodate the following phrase syntactically. Beginning the utterance with this phrase, a noun/ verb inversion is required; however, none of the interpreters performed such an inversion in conjunction with "few times".

“Very few times we have thought about...” (TT 1, 2)

“Few times it’s been thought about...” (TT 5)

Two interpreters rendered *veces* as “things”, a lexical shift which changes the meaning or diminishes the clarity of the phrase.

“Only a few things... uh... people have thought about their real needs...” (TT 7)

One interpreter rendered this phrase as “a few times,” which changes the meaning through the addition of the article “a”. This error is interesting in its similarity to the problem that English speakers often exhibit when faced with the terms *poco* and *un poco*.

“A few times, it’s been thought about their real...” (TT 30)

**30.** *se ha pensado* Thirty-six errors or shifts were noted for this item; of which two were omissions, three were lexical, nineteen were grammatical, one was unintelligible, and one was an addition.

This item was most frequently rendered as “we have thought” (nineteen occurrences, including TT 1, 2, and 5 above). Such a rendering avoids the potential difficulties in manipulating the passive voice, but departs from the intentions of the ST speaker by presenting a subject not present in the ST. The use of “we” may be interpreted such that it refers to the speaker and other experts in the field of education, or that the speaker and the audience had failed to give adequate consideration to the needs, interests, etcetera. The former reading is not likely to alienate the receiver through blame assignment, but the latter reading conceivably could.

Another approach to rendering this item in the active voice without assigning blame was to insert “people” or “they” as the subject. The grammatical need for a subject in the active voice is satisfied, but no individual or group is specified.

“Very few times people have thought about their real desires, interests....” (TT 13)

“yeah, very few times... ah... they have thought about their own needs...” (TT 9)

Interpreter 9 “intruded” into the proceedings by saying “yeah” and by including “their own”, and confused the issue of whose needs were under discussion, which will be discussed in greater detail below.

Six interpreters maintained the passive voice, one of whom failed to complete the unit. The other five failed to reformulate the sentence appropriately, resulting in grammatically or syntactically incorrect, but comprehensible renderings.

“Few times it’s been thought about the real necessities...” (TT 4)

“Only a few times it has been thought... about the real needs...” (TT 6)

In one case the logical impossibility of “few times” and “never” are juxtaposed:

“Few times... eh... people have never thought about their...” (TT 16)

31. *en sus verdaderas* twenty-three errors or shifts were noted for this item, of which nine affected meaning, nine affected rhetorical value, and five altered cohesion, coherency, or the need for additional decoding effort on the part of the receiver. Also cited were fifteen omissions, four lexical shifts, three grammatical errors and one syntactic error. The function of this item in the ST is rhetorical. It allows that some thought may have been given to handicapped children, but that such thought may have

been misdirected. Errors were made in rendering each of the three words found in this phrase.

a. *en*: The verb “to think” is most frequently collocated with the prepositions “about” and “of”, each of which carries a slightly different connotation in some contexts. To “think about” may imply greater interest or concentration than to “think of”, which may refer to a very brief reflection. Six interpreters “calqued” the standard Spanish collocation: *pensar en*; five of these renderings included “in” and one included “on”.

“Very few... very few times, people have thought in...” (TT 20)

“It was... a... little time that we... we have thought on...” (TT 29)

b. *sus* The possessive adjective *sus* was converted to the definite article “the” on nine occasions. By rendering this in such a manner, the referent for *sus* is unclear.

“We have thought... few times in the true [wishes or possibilities of development of this person...]” (TT 19)

“We can thought... very few in the (omitted)... (TT 24)

Interpreter 19 continues the sentence without clarifying the referent, and interpreter 24 commits a number of other grammatical and lexical errors, such as the omission of the word “times” and conjugation error found in “We can thought”.

On two occasions, this phrase was rendered as “their own needs” and one interpreter said “its own needs”. By including “own”, the needs are logically associated with those being accused of failing to consider them.

“...they have thought about their own needs.” (TT 9)

One interpreter rendered the phrase as “We don’t think many times about its own needs”, further clouding the issue of whose needs are not being considered. Rendering *sus* as “his” or “her” produces similar confusion:

“A very few times we have... thought of her reals... wishes...” (TT 11)

“Few times people have think about his needs.” (TT 28)

Both of these examples include other errors, such as a pluralized adjective (TT 11) and a conjugation error (TT 28), so the resulting confusion is not caused by the insertion of an inappropriate possessive adjective alone.

c. *verdaderas*: Twelve interpreters omitted this adjective, one rendered it as an adverb incorrectly applied to a noun (TT 8, below), and one pluralized the adjective, forming “reals”, (see TT 11, above).

“Not very often we have thought about their really needs...” (TT 8)

In one case, *verdaderas*, rendered as “really” is displaced so that it modifies the verb “to think”, instead of qualifying “needs”, thereby changing meaning.

“Not many times... they have really thought about... about needs...” (TT 17)

d. *necesidades* Twenty errors or shifts were noted for this item, of which seventeen affected meaning and one affected cohesion/coherency; fourteen omissions, two lexical shifts, hesitations or false-starts, and one addition were noted. This item was the first in a list of four nouns: *necesidades, intereses, deseos o posibilidades [de desarrollo.]*

“But we don’t (unintelligible) in their true problems, wishes, and development possibilities...” (INT 38)

“Em... mm... not many times... eh... people have thought about their interests, their... thoughts... eh... the... the possibilities of development...” (INT 14)

In both of these cases, other serious errors accompany this omission.

None of the interpreters rendered this unit without some kind of shift or error.

This unit presents syntactical and grammatical problems coupled with a predicate, *necesidades*, which is not highly predictable from the context. The shifts and errors found in this portion of text suggest the need for practice in internalizing the meaning of the message, by allowing more time to pass before rendering, as well as a need for further training in English, specifically high register, persuasive constructions.





INT	29		30		31		32	
	Pocas veces		se ha pensado en sus		verdaderas		necesidades	
1		CS	G	C	CG			
2		CS	G		CG			C
3		CC	O	G	MG		RO	
4			G	G	CG		CC	
5		CS	G	G	CG		CL	
6		CS	G	G	CG			
7		ML						
8			G		RG		CG	
9		CC	C	C	RG		RO	O
10		CL	C	G	MG		ML	
11		CL	G	G	RG	G	CG	O
12		CL	C	G	RG		RO	A
13		CL	C					O
14		CL	C				RO	O
15		RO			RG			
16		CL			MA		MO	
17		CL			CG	O	MO	
18	C	CS			CG	O		
19	C	CL		C	RG			O
20		CL				L	CG	O
21		CL	G		CG			
22	C	ML					MO	O
23		CL			CG			
24		MS			MG		RO	O
25		MO			ML		MO	O
26					ML	C	RO	
27		CL	G		RL	L	ML	
28		CL			CG	L	RO	
29		ML	G	C	RG			O
30		MA			CG			O
31		MO	O	O	MO	O	O	O
32		MO			RG	L	RO	
33		ML	O	G	CG	C		
34					RG			C
35	C	MO	O	O	MO		CS	O
36		RL			RG	L	ML	L
37	C	MO	O	O	RG	L		
38		MO			MU			L
39		ML	U		RG		MO	O
40					RG		RO	C

O			5	3		2	2		14
L						3	3		2
G			10	8			1		
C	5		5	4		2			3
S									
P									
U			1						
A									1
LI									

**Totals**

29			31		
Pocas veces			en sus		
MO	6	RO	1	CO	
ML	5	RL	1	CL	13
MG		RG		CG	
MC		RC		CC	2
MS	1	RS		CS	5
MP		RP		CP	
MU		RU		CU	
MA	1	RA	CA		

29			31		
			verdaderas		
MO		RO		CO	
ML		RL		CL	
MG		RG		CG	
MC		RC		CC	
MS		RS		CS	
MP		RP		CP	
MU		RU		CU	
MA		RA	CA		

30			32		
se ha			necesidades		
MO		RO		CO	
ML		RL		CL	
MG		RG		CG	
MC		RC		CC	
MS		RS		CS	
MP		RP		CP	
MU		RU		CU	
MA		RA	CA		

30			32		
pensado					
MO	2	RO		CO	
ML	2	RL	1	CL	
MG	3	RG	13	CG	12
MC		RC		CC	
MS		RS		CS	
MP		RP		CP	
MU	1	RU		CU	
MA	1	RA	CA		

UNIT 29-30

- TT 1 Very few times... ah... we have thought about their real needs
- TT 2 V... Very few times, we have thought about their true... needs
- TT 3 very little t...few times have thought about their needs
- TT 4 Few times it's been thought about their real necessities
- TT 5 Very few times, it has been...been thought about...its actual needs...
- TT 6 Only a few times it has been thought about the real needs
- TT 7 Only a few things...uh...people have thought about their real needs and necessit...
- TT 8 Not very often, we have thought about their really needs
- TT 9 Eh...not many times...eh.. they...eh...we have is...we have thought about... eh...hi...hi...their (interests)
- TT 10 Yeah, very few times...ah...they...they have thought about their own needs...uh...needs
- TT 11 A very few times, we have...we have thought...of her reals (wishes)
- TT 12 Eh...Few times we have ahead...eh...really think about ...eh...their needs
- TT 13 ...Eh...very few times...eh...people have thought about their a...real (desires)
- TT 14 Em...mm... not many times ...eh...people have thought about their (interests,) their...their thoughts...eh...
- TT 15 ... We have not thought about their real needs
- TT 16 Few times, eh... people have never thought about their (wished,) needs
- TT 17 ... not many times... they have really thought about needs
- TT 18 Few... times they have thought their real needs
- TT 19 ... we have thought ... few times in the true (wishes)
- TT 20 Very few ... in very few times, people have thought in the desires
- TT 21 Few times we have thought about their real necessities
- TT 22 Many pe... not many people have thought about their (wishes)
- TT 23 Little time we have think about their real (interests,) needs
- TT 24 We ... we can thought ... eh... very few in the (interest)
- TT 25 It had been ... ..
- TT 26 Was not very often the children were asked ... eh... about their needs
- TT 27 Few times, we have thought about their own needs
- TT 28 Few times people have think about his needs
- TT 29 It was ... a... a little time that we... we have thought on the (desires), (unintel)
- TT 30 eh... a few times, it's been thought about their real (interest)
- TT 31 ...
- TT 32 We have not thought in their (interests,) needs
- TT 33 Many times have been thought ... in... of the true needs
- TT 34 Very rarely, we have though of their... the true needs
- TT 35 Eh... eh...Few... eh... their real (interests)... eh ...
- TT 36 Eh... we don't think many times about its own needs
- TT 37 We have very few times think about their real needs
- TT 38 But we don't (unintel) heeding in their true problems
- TT 39 Just a few times, (unintel) we have thought about their (interest)
- TT 40 We have hardly thought about their nece... their needs

## 6.2.3 UNIT 57

57                      58            59 60            61            62            63            64

y como cualquier/ proyecto/ social/ o / educativo/ éste tenía/ sus puntos/ positivos

**Function:** In this paragraph, the speaker is describing improvements in the treatment of handicapped children within the educational system. Unit 57 is part of a transition in which the speaker is about to discuss the unforeseen negative results of well-intended changes. This transition is not uncommon in public speech and allows the speaker to soften the criticism that will follow.

**Features:** The term, *como* in this situation, requires adaptation in English, such as “as with”.

Twenty-eight interpreters rendered this passage, incorrectly using “as.” Five renderings contained “like,” but only one was error-free: “And like any social or... eh... educational project....” Even this rendering contains significant hesitation, suggesting difficulty of some kind.

Fourteen interpreters rendered *cualquier* incorrectly or omitted the term, resulting in phrases such as: “and like another...” (TT 6), which misdirects the receiver, suggesting that a single, specific example will follow.

**Discussion:** The errors noted for this item, with few exceptions, would not substantially alter the message or render it unintelligible, but they do indicate a problem. Because function words do not have intrinsic meaning, they can be problematic if they are not heard correctly or if the interpreter follows too closely on the heels of the speaker,

not allowing the message to develop sufficiently. Given the students' level of English, TL vocabulary is probably not the cause for these shifts, leaving the likelihood that the phrase was not well comprehended, either through a lapse of attention or to close-following; in either case, improvement of what Neubert refers to as "distance" from the source text through abstraction of the message and/or through improved EVS. (Neubert, 1997: 8)



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INT	57	58	59	60	62	63	64
	y como cualquier proyecto social o educativo éste tenía sus puntos positivos...						
1	CL			L			
2	CL			C			
3	CL	L		O	C		C
4	CL					L	C
5	CL				G	L	C
6	ML	L				G	C
7	CL					G	C
8	CL		C		O		
9	MO	O	O	O	O	G	C
10	CL			O	O	C	G
11	MO	L		O	O	G	G
12	CL						L
13	CL				C		
14	CL			O	O		O
15	CL			O	O	O	
16	CL	C		O	O	C	G
17	MO	O	O	O	O	O	O
18	CL	C		O	O	C	
19	CL		O	O			
20	CL		C		L	G	L
21	CL			C			O
22		L	G	O	O	C	
23	CL	L	C	C	C		
24	ML	O	G	O	L		L
25	CL	L		O		L	C
26	MO	O	L	O	O		G
27	CL	O		O	O		A
28	MO	L	O	O	O		C
29	CL	L		O	O		O
30	MO						L
31	MO	O	O	O	O	L	C
32	CL	O		O	O	G	O
33		O				G	G
34	CC			O	O	C	
35	CL		C			C	
36	CL			O	O	S	C
37	CL		L				C
38	CL	L	O	O	O	L	G
39	CL						S
40	CL	L			O	O	C

O		8	5	20	8	17	3	1	5	
L		10	2	1		1	3	2	5	
G			1			2	2	10	2	
C		2	5	3		4	4	4	6	11
S						1			1	
P										
U										
A									1	
LI					1					

57 y como

MO	6	RO	CO
ML	2	RL	CL
MG		RG	CG
MC		RC	CC
MS		RS	CS
MP		RP	CP
MU		RU	CU
MA		RA	CA

62 éste tenía

MO		RO	CO
ML		RL	CL
MG		RG	CG
MC		RC	CC
MS		RS	CS
MP		RP	CP
MU		RU	CU
MA		RA	CA

57 cualquier

MO		RO	CO
ML		RL	CL
MG		RG	CG
MC		RC	CC
MS		RS	CS
MP		RP	CP
MU		RU	CU
MA		RA	CA

63 sus puntos

MO		RO	CO
ML		RL	CL
MG		RG	CG
MC		RC	CC
MS		RS	CS
MP		RP	CP
MU		RU	CU
MA		RA	CA

58 proyecto

MO		RO	CO
ML		RL	CL
MG		RG	CG
MC		RC	CC
MS		RS	CS
MP		RP	CP
MU		RU	CU
MA		RA	CA

64 positivas...

MO		RO	CO
ML		RL	CL
MG		RG	CG
MC		RC	CC
MS		RS	CS
MP		RP	CP
MU		RU	CU
MA		RA	CA

59 social o educativo

MO		RO	CO
ML		RL	CL
MG		RG	CG
MC		RC	CC
MS		RS	CS
MP		RP	CP
MU		RU	CU
MA		RA	CA

64

MO		RO	CO
ML		RL	CL
MG		RG	CG
MC		RC	CC
MS		RS	CS
MP		RP	CP
MU		RU	CU
MA		RA	CA

UNIT 57

- TT 1 ... and as any other special school project, it has (some negative and) some positive points
- TT 2 And as any other... social project or educational project, it had its positive points
- TT 3 and as every...educational project, this one had positive...eh...points
- TT 4 ...and as any social or educational project, these hav...em...positive (and negative) points
- TT 5 And as other social projects of educative (sic), this one was a...a positive points
- TT 6 And like another social or educational project, this one have... eh...its positive and negative points or aspects
- TT 7 and as any social or educational project, this one has some...positive points
- TT 8 And as any proj...social project, this has his (sic) positive sides
- TT 9 or...and...each...plan...each plan ha...have...eh...positive points
- TT 10 As any social project...this ...ah....has...ah...this pos...its positive and its negative points
- TT 11 ...and these... all the projects has... a... her pos... her positive points
- TT 12 ...and as any social project or any educational project, this had his advantages...
- TT 13 And like any social or...eh...educational project, this had ...eh...its positive aspects
- TT 14 as...as other educational projects, this had...eh...advantages
- TT 15 as every... as every... project... has disadvantages and advantages
- TT 16 ... and as... uh... any project, uh... ha... have... ah... advantages
- TT 17 ... and .... ands programs with with positive (and negative) points
- TT 18 ... as another different project, this project have... this project had positive points
- TT 19 And as any project ... .. this has advantages
- TT 20 As is any educative or social ch... project, they had positive points
- TT 21 and as any other... eh... social or educational project, it has positive points
- TT 22 and like other... s...chool project, had positive (and negative) points
- TT 23 And as a... eh... al projects, ... all social ...ah...educative... eh... projects, this had its positive and negative points
- TT 24 as a pr... institutional project, it has a positive and negative aspects
- TT 25 And as ... ah... special ... school project, it had... its positive points
- TT 26 This experience... this experiment had negative and positive ... side
- TT 27 it had its own positive and negative aspects
- TT 28 ... it had positive points ... aspects
- TT 29 and as similar project, this one had the positive side ad the negative side
- TT 30 and as any social project or educational project, this one has their positive aspects
- TT 31 and it was ... quite... positive in some cases
- TT 32 and... as a project... educational project, it have positive points
- TT 33 like... social project or educational project, these... eh... has some positive... aspects
- TT 34 ... such as... like any... like any social project, this ... this project had... its positive (and negative) sides
- TT 35 and as any other educational or social ... project, it... it had...eh... positive points

- TT 36 and as... ah... any project ... educational... it had ... its positive points  
TT 37 and as any social or educational product, it has its... advantages  
TT 38 and as every ... But there were positive points  
TT 39 As as social or education project, there were advantages in it  
TT 40 and as... as every social project, this one had... had its positive points

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## 6.2.4 UNIT 77

[enseñanza adaptada a las necesidades de cada alumno]

a                    b                    78                    79

no sólo en cuanto a/ contenido/ sino también [en cuanto al ritmo de la enseñanza]

Function:        The phrases *no sólo* and *sino también* function as a conjunction, setting up a “not only x, but also y” type of comparison. Distortion of these items produces a loss of clarity, requiring additional effort on the receiver’s part.

a.        no sólo            Nine errors or shifts were noted for this item, all of which affected meaning. five omissions, three lexical shifts, and one unintelligible term were noted. In four cases, the entire unit was omitted. In one case, the term was rendered in Spanish:

“... and this concerned not on... not *sólo* the contents, but...” (TT 10)

b.        en cuanto a        Thirty-three shifts or errors were noted for this item, of which five affected meaning and twenty-eight affected clarity or receiver effort. Six omissions, twenty-five lexical shifts, one grammatical error, and one addition were noted. Eleven of the shifts involved collocation errors, in which superfluous prepositions were added or inappropriate ones were used. In eight cases, *adaptada* is correctly rendered as “adapted”, but then combined with “about”.

“...teaching that has adapted to the needs of the students and not only about the content, also about pace...” (TT15)

*En cuanto a* was appropriately rendered by a surprisingly broad range of words and phrases:

“not only concerning” (TT 6)

“with regard to” (TT 7)



“in” (TT 2, 8, 13, 20, 39)

“regarding” (TT 36)

“as for” (TT 26, 37)

Incorrect terms and phrases included:

“according to” (TT 1)

“as far as” (TT 24)

“recorded” (TT 4)

It is likely that Interpreter 4 meant to say “regarding”, but simply misspoke or altered the word through pronunciation error.

78. contenido Twenty-six errors or shifts were noted for this item, seven of which affected meaning and nineteen affected clarity or receiver effort. Thirteen interpreters rendered this item as “contents” a lexical shift likely to be negligible in its effect, and five pronounced it as “content”, accenting the second syllable, producing the adjectival form of “contentment”. The receiver will almost certainly recognize that “contentment” does not fit in this context and have to re-interpret its meaning, calling for additional effort. Additionally, four interpreters accented the second syllable, but also terminated the word in /s/, which is unlikely to be mistaken for another word in English, but causes the receiver to re-interpret the utterance. In one case, the interpreter rendered *contenido* as “continent”, again requiring the receiver to reinterpret the term.

“... and this is not only with regard to the continent, but also...” (TT 7)

Discussion: The errors noted on Unit 77 suggest difficulty with function words. Distancing themselves from the source text form and giving more attention to the underlying meaning of the entire utterance would be helpful to these students. Given the frequency with which public speakers structure arguments by juxtaposing objects of discussion in a similar fashion, it would be helpful for students to have an *automatic* TL term available in order to reduce cognitive load.



INT	77		78		79		80		81	
	no sólo en cuanto a contenido sino también en cuanto al ritmo de la enseñanza									
	77	78	79	80	81					
1		CL	CL				CL			
2		CL								
3	O	MO	MO					MA		
4		ML	CL				ML			
5		CL	CL				CL	CL		L
6		CL								U
7								ML		
8		CL					RO	CP		
9	L	RO	ML				MO	MS		S
10	LI	L	CL	CL						C
11	O	MO	MO				MO	ML		L
12			CL				CC	CL		
13		CL			C			CC		
14	O	MO	MO		O		MO	MO		O
15		CL						CC		
16		CL	CL				RO	CC		O
17		CL	CL		C		CL			O
18		CL								
19		CL	CL		L	L	MO	MO		O
20					C	C				L
21		CL	CL					CC		
22		GO	CP		O	O	MO	MO		O
23		C	CL				RO			L
24	O	CL	CL							
25		CG	ML		C	O	L	MO	ML	O
26		*								L
27		CL						ML		
28	U	CL	MO							L
29		CL					RO	CL		
30		CL			O		CL			
31		CL	CL		O		ML			CL
32		CL	CL				RO	ML	O	O
33		CO	CC				CL			L
34	O	MO	MO		O		MO	MS		S
35		CL	CC				CC	CO		
36			CA							
37	L	CL	CL		O	O	ML			L
38		CA	CP				RO	ML		C
39		CL	CL			O	CL			L
40					O		CO			C

O	5			2	9				1	1	7
L	3			1	1	1					10
G											
C		1			2	3				1	3
S											2
P											
U		1									1
A											
LI	1										

Totals  
 77 no sólo  
 80 en cuanto al

MO	RO	CO	
ML	RL	CL	
MG	RG	CG	
MC	RC	CC	
MS	RS	CS	
MP	RP	CP	
MU	RU	CU	
MA	RA	CA	

MO	7	RO	6	CC	1
ML	3	RL		CL	6
MG		RG		CG	
MC		RC		CC	2
MS		RS		CS	
MP		RP		CP	
MU		RU		CU	
		RA		CA	

77 en cuanto a

MO	4	RO		CO	2
ML	1	RL		CL	24
MG		RG		CG	1
MC		RC		CC	
MS		RS		CS	
MP		RP		CP	
MU		RU		CU	
		RA		CA	1

81 ritmo

MO	3	RO		CC	1
ML	6	RL		CL	3
MG		RG		CG	
MC		RC		CC	4
MS	2	RS		CS	
MP		RP		CP	1
MU		RU		CU	
MA	1	RA		CA	

78 contenido

MO	5	RO		CO	
ML	2	RL		CL	14
MG		RG		CG	
MC		RC		CC	2
MS		RS		CS	
MP		RP		CP	2
MU		RU		CU	
		RA		CA	1

81 de la enseñanza

MO		RO		CC	
ML		RL		CL	
MG		RG		CG	
MC		RC		CC	
MS		RS		CS	
MP		RP		CP	
MU		RU		CU	
MA		RA		CA	

79 sino también

MO		RO		CO	
ML		RL		CL	
MG		RG		CG	
MC		RC		CC	
MS		RS		CS	
MP		RP		CP	
MU		RU		CU	
MA		RA		CA	

MO		RO		CC	
ML		RL		CL	
MG		RG		CG	
MC		RC		CC	
MS		RS		CS	
MP		RP		CP	
MU		RU		CU	
MA		RA		CA	

UNIT 77

- TT 1 not only according to the contents, but also according to the rhythm of teaching
- TT 2 and not only ... in the ... content, but also in the pace of... em... teaching ... of learning
- TT 3 and also...eh...and a slower rhythm of teaching
- TT 4 and this not only recorded (sic) the contents, but also recorded the pace of the teaching...
- TT 5 and not only about contents, but...but about the rate of the learning
- TT 6 and not only concerning...eh the material, but the pace or the 'pitch(inaud)'...
- TT 7 and this is not only...with regard to content that...but also to the type of...learning
- TT 8 ...and not only in the content, but also rhythm ('ruiit'm) of the teaching
- TT 9 The rhythm of the teaching was ...uh...adequacy...uh...adequate ('adequ-ayt') 'adequace' (sic) for the students
- TT 10 and this concerned not on...not sólo on the contents, but also the rhythm ...of the teaching
- TT 11 (and adaptation to) the...to the...speech of the learning
- TT 12 not only regarding the contents, but also...eh... regarding the ...ehm.. teaching speed
- TT 13 not only in content, but...ah... also as regards the ...ah...rhythm of teaching
- TT 14 ...that there was...um teaching pace...eh...in according to the...to the pupils...to the students
- TT 15 and not only about the content, also about pace... teaching pace
- TT 16 uh... not only... uh... concerning... eh... contents and also ah... the... the... the... the rate... the speed of ... em...
- TT 17 not only in the... in the contents, but al... also referring to the speed...
- TT 18 not only about the content, but also about the rhythm of the education
- TT 19 not only... about the c... contents of the syllabus
- TT 20 not only in the content, but al.. but also in the pace of learning...
- TT 21 and not only about ... eh... contents, but also about the pace... about the teaching pace
- TT 22 not only had to do with ... eh... content, ... ... the adaptation of ...
- TT 23 and not only ... eh... about the content, but also the rhythm of the ...education
- TT 24 and ...eh... as far as the contents and the way of teaching
- TT 25 and... and... ... ... and not only regarding to ... to ... to the objective to the ... but... uh...
- TT 26 not just for content, but also about the pace of the learning
- TT 27 not only about the content, but also about the content of the teaching
- TT 28 ...(unintel) concerning to the rhythm of the learning
- TT 29 and this not only of the content, but also of the ... speed of the teaching
- TT 30 and not only to the content, but to the pace of the teaching
- TT 31 and not only in the contents, but with the rhythm of the ... education
- TT 32 not only with ... with... with the contents, but... but also the rhyme...
- TT 33 not only the content... content... but also with the rhythm of the learning
- TT 34 The rhythm of education was adapted to each child

- TT 35 and not only about ... eh... content, but also about ... eh... as regards rhythm of teaching
- TT 36 And this was not only... regarding the content of the ... education, but also the teaching pace
- TT 37 as for contents and rhythm of learning
- TT 38 and all that referring not only to the content, but also the form of the... teaching
- TT 39 and this not only in the contents, but ... to... regarding to the ... rhythm for learning
- TT 40 ah... and this not only in terms of content, but... eh... the pace of ... the education

## 6.2.5 UNIT 90

88	89	90
<u>y unos métodos</u>	<u>de disciplina</u>	<u>más adecuados</u>

Function: This unit is part of a description of the advantages and disadvantages of the policy changes in the education of handicapped children which took place in the early 20<sup>th</sup> century. This portion states that disciplinary methods were improved during that time. This section serves a transitional function within the speech, in that it presents positive results of the changes described, in part to introduce the negative results that will follow in the discussion.

Features: TL structural norms require restructuring of the adjectival phrases *de disciplina* and *más adecuados*, using one or more of the following tactics: conversion of adjectival phrases into single-word adjectives, placing the adjectives before the noun, or inserting phrases, such as “which were” or “that were”, for example: “disciplinary methods which were more suitable” (TT 35) or “better disciplinary methods” (TT 16). All students exhibited some kind of difficulty in restructuring this segment, evident in distortion of the message, its structure, or in false-starts and hesitations.

88. y unos métodos Ten errors or shifts were noted for this item, of which four affected meaning and two affected clarity or receiver effect. Four omissions, one agreement error, three self-correction and one pronunciation error were observed. The word *métodos* was rendered as “methods” by all interpreters, except for Interpreter 31,

who reformulated the unit. This reformulation was appropriate and except for an error in rendering Unit 90, it would have been an effective solution.

“... and the discipline adequated for the students.” (TT 31)

89. *de disciplina* Twenty-three errors or shifts were noted for this item, of which nine affected meaning and fourteen affected clarity or receiver effort. Four omissions, four lexical shifts, thirteen grammatical errors, one syntax error, and one hesitation were noted.

This term is essential to the meaning of the utterance because it identifies a specific aspect of the policy change. In four cases, this message was distorted by describing methods other than those relating to discipline.

“...teaching methods more better for those students...” (TT 3)

“... more suitable... learning methods...” (TT 11)

“and... ah... methods of work more appropriate.” (TT 29)

“... and some methods of behavior w... that were more adequate.” (TT 36)

Interpreters 3 and 29 committed other errors in rendering this unit, indicating weakness in L2 syntax and grammar.

Nine interpreters modified “methods” with “disciplinary”, using an adjectival form of the term instead of the nominal form required for the constructions in which they appeared, and one rendered the phrase as “methods of disciplinary” (TT 18). This phrase could be correctly rendered as “methods of discipline” (noun + preposition + noun) or as “disciplinary methods” (adjective + noun); 25% of the group erred by mixing the two

approaches. This suggests that students would benefit from practice in reformulating structures of this type, reducing cognitive load through routinization.

“... and discipline methods more appropriate.” (TT 37)

“... and other methods of disciplinary more... more appropriate.” (TT 18)

Eight of the nine interpreters who followed the pattern seen in Interpreter 37's rendering also made other significant errors elsewhere in the unit, five of which were syntax errors relating to Unit 90, discussed below.

“...and... ah... discipline methods more suitable.” (TT 39)

**90. más adecuados** Thirty-three errors or shifts were noted for this item, of which eleven affected meaning and twenty-two affected clarity or receiver effort. Seven omissions, seven lexical shifts, three grammatical errors, twelve syntax errors and seven mispronunciations were observed. The syntax errors consisted primarily of noun-adjective ordering, producing a minimal increase in receiver effort, but demonstrating an area of weakness in the interpreters' L2 skills, as did the seven mispronunciations. The lexical shifts which included invented words such as *adequated*, cause little difficulty for the receiver, but indicate an area for further study in L2. Other lexical shifts noted simply fail to convey useful information, replacing *más adecuados*, which states a clear value judgment with adjectives that do not convey that judgment in this context.

“... and other methods of discipline... different.” (TT 19)

“... and another methods... disciplining methods...” (TT 23)

“... and discipline methods more... accurate... [uuf].” (TT 25)

“... and new disciplinary methods.” (TT 26)



Two interpreters rendered this item as “more better” (TT 3, 9), one rendered it as “the best” (TT 32). Eleven used the term “appropriate”, but eight of those demonstrated difficulties in pronunciation of the term.

This unit is part of a long list of policy changes (approximately thirty seconds duration or fifty-six words). Prediction is hampered by the fact that the speaker is presenting new information in every phrase, much of which is somewhat abstract:

*Entre lo positivo, podemos citar, pues, clases pequeñas con menor número de estudiantes, una enseñanza adaptada a las necesidades de cada alumno, y esto, no sólo en cuanto al contenido, sino también en cuanto al ritmo de la enseñanza, la adaptación del espacio físico de los centros o las escuelas a las necesidades de los alumnos y unos métodos de disciplina más adecuados.*

The high error rate found in the previous segment (Units 77-79), combined with the complexity and length of the sentence of which these units are part, seem to support the idea proposed by Gile that if an interpreter’s cognitive capacity is overtaxed, delayed errors may occur. These errors do not necessarily reflect the degree of difficulty of the items in which they appear. (Gile 1995: 159-190) There is no technical or esoteric vocabulary in this unit which, if presented alone or in a simpler context, would be likely to cause the level of difficulty noted here. The length and complexity of this sentence is typical of this type of discourse in Spanish, but is not typical of English, which tends to favor shorter sentences. This stylistic difference adds to the level of difficulty of this portion of text. A translator might well restructure the passage into several shorter sentences, simplifying the interrelationships of the phrases and clauses within, but an interpreter does not have the advantage of knowing where the speaker is going, nor how

long the utterance will be before beginning to render. Coping strategies may be learned to reduce the cognitive demands of dealing with long passages of this type. If the interpreters do not need to invest a great deal of mental energy in manipulating the grammatical and syntactic aspects of such a passage, cognitive load is reduced, making it easier to deal with the length and complexity of the utterance. This could be accomplished in part through additional training in L2 grammar and syntax, as well as routinization exercises for restructuring.



	88			89			90		
INT	adaptación.. del espacio...			y unos métodos			de disciplina más adecuados		
	82	83-87	88	89	90				
1		O			MS			ML	
2									
3					ML				
4								CC	
5					MO			CP	
6								CG	
7					CG				
8				P	CG			CS	
9					CG	G		CS	
10					CG	S		CP	
11					C	ML			
12								MO	
13								CS	
14				O	MO			MO	
15								MO	
16							C	CS	
17				C	CC			CC	
18					CG		C	CS	
19				G			S	ML	
20							C	CS	
21							P	CS	
22				C					
23				C	CG			ML	
24								CS	
25					CG	S		ML	
26								MO	
27				O	MO	O		MO	
28				O	MO			MO	
29					ML			CP	
30								CP	
31				O				CL	
32				G			C	ML	
33					CC	P		CS	
34							P	CS	
35				C					
36					ML				
37					CG	P		CS	
38					CG			CP	
39					CG			CS	
40					CG	P		CS	

O		1			5			1
L								
G					3			1
C					11	1		4
S								3
P					6			5
U								
A								
LI								

Totals  
82-87

(adaptación...

MO	RO	CO	
ML	RL	CL	
MG	RG	CG	
MC	RC	CC	
MS	RS	CS	
MP	RP	CP	
MU	RU	CU	
MA	RA	CA	

90

Ítem: más adecuados

MO	6	RO	CO	
ML	5	RL	CL	1
MG		RG	CG	1
MC		RC	CC	2
MS		RS	CS	13
MP		RP	CP	5
MU		RU	CU	
MA		RA	CA	

82-87

del espacio...

MO	RO	CO	
ML	RL	CL	
MG	RG	CG	
MC	RC	CC	
MS	RS	CS	
MP	RP	CP	
MU	RU	CU	
MA	RA	CA	

MO	RO	CO	
ML	RL	CL	
MG	RG	CG	
MC	RC	CC	
MS	RS	CS	
MP	RP	CP	
MU	RU	CU	
MA	RA	CA	

88

y unos métodos

MO	RO	CO	
ML	RL	CL	
MG	RG	CG	
MC	RC	CC	
MS	RS	CS	
MP	RP	CP	
MU	RU	CU	
MA	RA	CA	

MO	RO	CO	
ML	RL	CL	
MG	RG	CG	
MC	RC	CC	
MS	RS	CS	
MP	RP	CP	
MU	RU	CU	
MA	RA	CA	

89

de disciplina

MO	4	RO	CO	
ML	4	RL	CL	11
MG		RG	CG	11
MC		RC	CC	2
MS	1	RS	CS	
MP		RP	CP	
MU		RU	CU	
MA		RA	CA	

MO	RO	CO	
ML	RL	CL	
MG	RG	CG	
MC	RC	CC	
MS	RS	CS	
MP	RP	CP	
MU	RU	CU	
MA	RA	CA	

UNIT 90

- TT 1 to the (adaptation) of physical space... to the pupil's needs, and more educated and disciplined methods
- TT 2 the adaptation of the physical space of schools to the needs of students... and some disciplinary methods that are more suitable
- TT 3 ...the school was adaptated (sic) to the ...to the needs of the children, and...teaching methods more better for those children
- TT 4 The adaptation of the physical space of the schools to the needs of the 'popils', and just...eh...more suitable discipline methods
- TT 5 ...the adaptation of the space...the...the building...and the needs of the students, and also...and the methods of...uh...the methods more 'appropri-ate'
- TT 6 ...the adjustment of the physic...eh space to the needs of each student...and the disciplinary methods which was...eh more suitable
- TT 7 The adaptation of the... physic...space of these schools...to the needs of the ...pupils...and discipline methods ('metsons'") more suitable
- TT 8 ...uh...adequacy...uh...adequate ('adequ-ayt') 'adequace' (sic) for the students of the...eh...physic space...eh...to the...to the needs of the students and the methods of disciplinary...eh...eh...mor...be...better
- TT 9 ...the adaptation of the physical environment...of school...eh...eh...of school to children and...ah...new ...eh...discipline methods more adequate (p)
- TT 10 adap...adaptations of the material... and adaptation to the...to the...speech of the learning, the adaptation of the...physic ...space of the...school, and for example, a... more suitable...learning methods
- TT 11 the adaptation of the...of the... physical space... to the needs of ehm...of the... pupils ...and... disciplinary methods...
- TT 12 The...ah...adaptation of the physical space in schools... to the ...eh...students' needs... and ...some methods of discipline more appropriate
- TT 13 mmm...the people...mmm...teachers used to adjust...eh to the...mmm... to the pupil as well as the building ...the material...it was adjusted to the necessities...eh...or to the needs of the ...em...students
- TT 14 so the adaptation to the physic... space, the ... building of the school that were adapted to the needs of the students of the... and ah... methods of discipline
- TT 15 em... the adaptation of schools to ah... children needs and the methods of discipline... ah... more... ah... suitable
- TT 16 ... and adapted buildings. .... and um... disciplinary methods... better disciplinary methods
- TT 17 the adjustment of the buildings and the... of the school to the needs of the pupils... and one ... and other methods of disciplinary more... more appropriate
- TT 18 but also about the room... spaces. ... and other method of discipline... differents
- TT 19 ... the building adaptation... to the necessities of the students and disciplinary methods more appropriate (p)
- TT 20 the adaptation of the... eh... physical... eh... space to the needs of the students and ...ah... methods of discipline... more suitable
- TT 21 ... the adaptation of ... of the school building... ... to the necessities of those children, ... mmm... more suitable disciplinary metods... methods

- TT 22 the adaptation of physical space of the school or centres to the necessities of the children and... and another methods ... disciplining methods.
- TT 23 the adaptation of the facilities of the schools to the necessities ... to the needs of the students and... ah... disciplinary methods more suitable to them
- TT 24 but... uh... .. necess... [fatal] and discipline methods more ... accurate... [uuf]...
- TT 25 ... .. necess... {fatal} and discipline methods more ... accurate... {uuf}...
- TT 26 physical space was also adapted in the schools... tailored to the needs of ... of these pupils and new disciplinary methods
- TT 27 the adaptation of the physical place... for the physical needs
- TT 28 Special facilities were created ... adapted to the characteristics ... and special needs of learning
- TT 29 the adaptment to the physical space , the building of the schools to the needs of the children and ... ah... methods of work more appropriate
- TT 30 the adjustment to the facilities... school facilities to the needs of each student, and some methods of discipline which are more appropriate
- TT 31 the adaptation of the environment, the schools and the ... for the needs of the students and the discipline adequated for the students
- TT 32 ... the adaptation of the area... to the needs of the students... and there was a disciplinary methods which were bet... eh... the best
- TT 33 adaptation of the place, that is to say, the school or the classroom, and some methods of... discipline more appropriate
- TT 34 Physical space was adapted also to... to the needs of the children... and some disciplinary methods more appropriate
- TT 35 and adaptation of the physical space of the... schools... to the needs of the students and ... eh... disciplinary m... methods which were more suitable,
- TT 36 the adaptation of the buildings school to the needs of the pupils and some methods of behavior w... that were more adequate
- TT 37 Adaptation of physical space of schools to the needs of... pupils and discipline methods more appropriate
- TT 38 the ad... adaptation to the physical space and to the needs of the students and some discipline methods which were more appropriate
- TT 39 and adaptation of the buildings to the students' needs and ... ah... discipline methods more suitable
- TT 40 the adaptation of the physic... space the... the schools to the nec... needs of every pupil and ... and... ah... discipline methods more adequate

## 6.2.6 UNIT 98

96                      97                      **98**                      99                      100  
 [consideraciones especiales]sólo sirvieron para/ segregar/ o marginar

Function: Following the description of the benefits discussed above, this unit is the culmination of the transition from positive to negative, now offering the “down side” of the policy changes mentioned in the previous unit.

**98. sólo sirvieron para** Thirty-three errors or shifts were noted for this item, of which fourteen affected meaning, three altered rhetorical value, and sixteen affected clarity or receiver effort. Two omissions, twenty-eight lexical shifts, and three false starts were observed.

This item contains an expression that includes a mildly ironic use of *servir*, which is usually associated with utility or service, as opposed to negative results. *Sólo sirvieron para* is an expression, which through time and use has become somewhat delexicalized. The individual words found in the phrase no longer carry the meaning, rather the phrase as a whole is comprehended by native speakers as if it were a single word, or *repertoireme*. (Toury 1991: 187-8; 1995: 268-272) (See Chapter 2 for further discussion of dexicalization) The ironic value in the use of this term lies in its *semantic prosody*, or the meaning it assumes through being most frequently associated with positive outcomes. (Sinclair 1991: 109; Stubbs 1996: 176) (See Chapter 2) In English, the phrase “only served to” functions in same way, as does the phrase “only helped to,” but modification of a repertoireme may alter its effect. Three interpreters used the phrase “only helped to”,

which conserves the sense of the ST. Two interpreters employed nearly identical constructions, but do not provoke the same response:

“... only help... help it to... to discriminate against...” (TT 24)

“... were just helpful in isolating and marginating... marginalizing...” (TT 26)

These renderings change the meaning of the sentence. The receiver may reject the statement as contradictory to the overall message, but this also requires more decoding effort to ensure comprehension, using the “open-choice mode of interpretation”. (See Chapter 2) Interpreter 24’s rendering introduces the pronoun “it”, which cannot be readily identified with a logical referent, adding another element to be decoded by the receiver.

Two other shifts changed the meaning in such a way that made *segregar* and *marginar* sound as if they were desirable effects.

“[considerations specials] only... only were necessary to... to marginate... at... at... at the children...” (TT 5)

“[special considerations]... just... em... made possible this segregation...” (TT 39)

Both of these renderings present other lexical and grammatical problems in addition to those under discussion here, indicating the need for additional L2 training.

99. *segregar* Twenty-three shifts of this item occurred, nineteen of which altered meaning and four of which affected clarity or receiver effort. Eleven omissions, eight lexical shifts, two self-corrections or hesitations, and one syntax error was observed. Six interpreters rendered this item and the subsequent term, *marginar*, by combining both terms and rendering them as “isolate”. In doing so, the interpreters may not convey the

sense of inferiority found in *marginar* and in “marginalize” (DRAE 2000: 1454), but this may be considered an acceptable economizing strategy in interpreting. The context is sufficiently clear, so that omission of a near-synonym or loss of a fine shade of meaning may alter the TT less than the potential loss of subsequent items resulting from efforts to convey meaning at every conceivable level.

100. o marginar Twenty-five errors or shifts were noted for this item, of which twelve affected meaning and thirteen affected clarity or receiver effort. Five omissions, sixteen lexical shifts, one grammatical error, one syntax error and two pronunciation errors were observed. Nine of those shifts affecting clarity or receiver effort were invented words, such as “marginate” and “marginalation”, which although not difficult to decipher, illustrate weakness in TL vocabulary common to this text-type. Of the eight who rendered the term as “marginate”, 1 interpreter said “marginate at”, calquing both the word *marginar* and the preposition, *a*, which accompanies it in the ST.

“... only... were only necessary to marginate at the...” (TT 5)

This rendering presents two problems for the receiver; the first is that “only necessary” suggests that *marginar* will be something desirable and then delivers a term which, because it is not part of the receiver’s lexicon, must be further decoded for comprehension.

“... these adjustments and special needs were the reason... increased the mini... marginalization because the children... different children thought they were different.”  
(TT 18)



This interpreter had difficulties with the preceding unit. The delivery was hesitant and contained self-corrections and errors: an incorrect part of speech, a syntax error and pronunciation difficulties:

“... and one... and other methods of disciplinary more... more appropriate.” (TT 18) (See discussion of previous unit, above)

This may be an example of the interpreter’s cognitive capacity being overtaxed, resulting in delayed error. It is apparent from the audio recording that “methods of disciplinary” did not sound correct to the interpreter through self-monitoring, so that her attention and capacity were diverted, so that the next unit was not comprehended fully.

98, 99, and 100. Efforts to avoid calquing *sólo sirvieron para* may have caused difficulty with the subsequent items, in spite of the fact that “only served to”, a lexically and syntactically parallel construction, is an appropriate phrase for the context. All three items suggest the need for additional study of English grammar and vocabulary typical of public speech.



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INT	98		99		100		101		101	
	sólo sirvieron para segregar o marginar a los niños con necesidades especiales									
	98	99	100	101	102					
1					CG					
2							C			
3	CL		CS	MO				O	O	O
4	GL		CL	CL						
5	ML		MO	CL	L					
6	CL	L	MO	CS						
7	CC		CC							
8				P	CL					
9	CL		MO	CL						L
10	CL			ML						
11	ML		MO	CL	L			O	O	O
12	ML			ML			C	O	O	C
13	RO		MO							
14	CL			P	M		L	L	O	O
15	CL			MO						
16	CL			ML	L			O	O	O
17	RO			CP				O	O	O
18	ML		ML					C	L	L
19	CL		ML	CP	L					
20	CL	C	MO	CL			O	O		
21	ML						A			
22	ML		ML	MO	O	C	L	O	O	O
23	ML		MO	C	CL			O	O	O
24	ML		ML	MO						
25	ML		MO	CL				O	O	O
26	ML		CC	CC				O	O	O
27	CC									O
28	RL							O	O	O
29	ML			C				O	O	O
30	ML		ML	ML				O	O	O
31			MO	ML		L		O	O	O
32	ML		ML	ML		L		O	O	O
33	CC		ML						C	
34			MO					O	O	O
35	CL			ML						
36										
37	CL									
38	CL		MO					L	L	L
39	ML							O	O	O
40			MU	MO					G	

O						4	3	3	17	16	17
L											
G		1				2	4	3	1	2	3
C										1	
S			2				1	2	1	1	1
P											
U				2							
A											
LI								1			

**Totals**

98 sólo sirvieron				100 o marginar						
MO	RO	2	CO	MO	5	RO	CO			
ML	14	RL	1	CL	#	ML	7	RL	CL	8
MG		RG	CG	MG		RG	CG	1		
MC		RC	CC	3	MC		RC	CC	1	
MS		RS	CS	MS		RS	CS	1		
MP		RP	CP	MP		RP	CP	2		
MU		RU	CU	MU		RU	CU			
MA		RA	CA			RA	CA			

98 para			100 a los niños		
MO	RO	CO	MO	RO	CO
ML	RL	CL	ML	RL	CL
MG	RG	CG	MG	RG	CG
MC	RC	CC	MC	RC	CC
MS	RS	CS	MS	RS	CS
MP	RP	CP	MP	RP	CP
MU	RU	CU	MU	RU	CU
MA	RA	CA	MA	RA	CA

99 segregar			101 con necesidades				
MO	11	RO	CO	MO	RO	CO	
ML	7	RL	CL	1	ML	RL	CL
MG		RG	CG	MG	RG	CG	
MC		RC	CC	2	MC	RC	CC
MS		RS	CS	1	MS	RS	CS
MP		RP	CP	MP	RP	CP	
MU	1	RU	CU	MU	RU	CU	
MA		RA	CA		RA	CA	

99			101 especiales		
MO	RO	CO	MO	RO	CO
ML	RL	CL	ML	RL	CL
MG	RG	CG	MG	RG	CG
MC	RC	CC	MC	RC	CC
MS	RS	CS	MS	RS	CS
MP	RP	CP	MP	RP	CP
MU	RU	CU	MU	RU	CU
MA	RA	CA	MA	RA	CA

UNIT 98

- TT 1 have sometimes only had the result of margination for those children...
- TT 2 this... adaptations and consid... special considerations only serve to...  
marginalize or exclude... ch... children with special needs
- TT 3 ...only...eh...segregated more these children than before
- TT 4 eh...were only useful to marginate (sic) or separate the children who had special  
needs
- TT 5 only...only were necessary to...to 'marginate' ...at...at...at the children with a  
special difficulties
- TT 6 were only good to discriminate the children with special needs
- TT 7 ...were all...d...were...could only be...only meant...eh that the children with  
special needs were...isolated...
- TT 8 only serve to segregate or 'marginilize' (sic) ...those children with special needs
- TT 9 ...only...only...were for the 'marginalation' (sic) of the...eh...of  
the...eh...students with...with 'marginalation'
- TT 10 ...were...are...they...only served to segregate and separate the ...special children
- TT 11 ... studies were only...these special methods ('messers') were only used  
for...were only used to 'marginate' (more) these...children
- TT 12 are only ...to segregate or isolate these... ehm...special ...children
- TT 13 ...only...ehm...marginalized even more...eh... children with special needs
- TT 14 ...m...mmm...did only help to segregate to...m...ma...isolate ('aa-solate') these  
...mmm...people (even more)...to make them feel ...mmm...that they're  
different
- TT 15 eh ... only helped to isolate the children with special needs... so they were more  
isolated
- TT 16 ... ah... just ah... made ... that this children were isolated...
- TT 17 ... only marginated and segregated these children
- TT 18 were the reason... increased the min... administration because the children...  
different children thought that they were different
- TT 19 just... used to create a ... a marginalization to these children with special needs
- TT 20 only... were only... only margina... marginated children with special needs...
- TT 21 only are useful to divide or marginalize ill children with special needs
- TT 22 ... were only .... useful to ....discriminate these children
- TT 23 only... can only use... only use to ... eh... marginate children with special needs
- TT 24 only help... help it to... to discriminate against the... ch... students...
- TT 25 have only... e... {uff} could marginate those children
- TT 26 were just helpful in isolating and marginating and separating these children who  
already were isolated
- TT 27 only ... helped to segregate those childrens with needs
- TT 28 caused a kind of segregation and marginalization.
- TT 29 only used to promote the mar... the isolation of ... with ... of these children
- TT 30 only were to discriminate against these... special children... they were...  
discriminated ...
- TT 31 ... only were ... only ... only provoke... ah... discrimination... a bigger  
discrimination of the students.

- TT 32 ... eh... do that this children are more isolated. ...
- TT 33 ... eh... only ... em... eh... helped to... discriminate these children with ne...  
with special needs
- TT 34 ... {sigh} have only contributed to the marginalization of these ... kids... of these  
children {huh?}
- TT 35 ... eh... were only useful to... eh... segregate or isolate those children
- TT 36 only served to segregate or marginate... eh... these children with special needs
- TT 37 only were useful to segregate or marginate... marginalize children with special  
needs
- TT 38 only... had only the result of marginalization for... for the children that have  
problems... that were different
- TT 39 ... just ... em... made possible this segregation
- TT 40 only... only served to disgregate these special needed children

## 6.2.7 UNITS 126-129

125      126      127      128      129      130  
(Más tarde) surgieron/ nuevas ideas/ que enfatizaban/ la integración/ de los niños

Function: This segment serves as a transition to a description of policies currently in place.

Features: TL norms require restructuring of the noun/ verb order of Units 126 and 127. Additionally, the English verb, “surge” is not a contextually appropriate cognate of *surgir*. Because of the phonetic similarity and the fact that there is some semantic relationship between the terms, interpreters may experience additional cognitive load in avoiding its use.

127. nevas ideas Thirty-two shifts were noted for this item, of which only two altered meaning. Rhetorical value was altered in six cases and clarity and/or cohesion were affected in twenty-four instances. The high incidence of hesitations and false starts before rendering the verb suggests cognitive strain resulting from vocabulary-related difficulty or restructuring difficulty. Distortions and near-correct renderings suggest problems related to semantic calque avoidance:

“some new ideas... em... came out to light... em...” (TT 14)

“new pro—new ideas... ah... were... arose, which...” (TT 10)

Syntactic restructuring difficulty is suggested by the following syntactic calques:

“it appeared new ideas...” (TT 3)

“appearanced new ideas... which...” (TT 21)

128. que enfatizaban Thirty-two shifts were observed for this term, twenty of which affected meaning and twelve affected clarity. Once again, calque avoidance appears to play a part in a large number of the problems observed. *Enfatizar* equates to “emphasize”, but requires that the *n* be substituted with an *m*. The following renderings seem to follow this pattern:

“... new ideas... em... appeared... that enfat—emphasized the...” (TT 1)

“... some ideas emerged that enf... this ideas enfasized the...” (TT 2)

“... there were more ideas that... that... that... that enfatisized the...” (TT 6)

Discussion: The difficulties illustrated in rendering these terms could well be remedied through familiarity with argumentative structures typical of this type of text. The cognitive load related to restructuring could be reduced through practice, as noun/verb syntactical restructuring is frequently necessary between English and Spanish. Vocabulary building would be helpful in avoiding the phonetic difficulties.



	127	128	129	131	132	133	134	Totals
	surgieron... ideas	que enfatizaban	la integración	de los niños...	en las aulas	de los centros	escolares	

INT								
1	CC		CC					RO
2		P	CL					CC
3	CG		CC					RO
4	CL			ML			O	RO
5	RL	C	CP	ML	L	O		MO
6	RL	C	CP	ML			O	CL
7								
8	CC		CC					RO
9			MO	MO	L			MO
10	CC		ML					CL
11	ML	C	CG	ML				MO
12			ML				O	
13	CC		CP					RO
14	CL	LI	MO	MO		O		MO
15	CG		ML	MO		O	L	RO
16	RL		CC	CC				CC
17	CC		MO	MO		O		MO
18	CC	L	MO	MO		C		MO
19	CC		MO	MO		O		MO
20	CG			ML				CC
21	CG							CC
22	CC	L	ML	ML				MO
23		L	CL	MO				RO
24			CC	MO				RO
25	CC		ML	MS				RO
26	RO	LI	CL					RO
27	CG		ML					CC
28	ML		ML	MO		O		RO
29								RO
30	RL		ML					
31	CC		MO	MO		O		MO
32	CC		ML					MO
33	CC			ML		L		RO
34		C	ML					RO
35	CL		MO					RO
36	RL	A		CA				RO
37	CL		MO					
38	CC		ML	MO		O		MO
39	CC		ML					RO
40	CC			ML		C		MO

O						1	10			
L		1				2	1	1		
G										
C		4					2			
S										
P		1								
U										
A										
LI		1								

127  
Item: surgieron... ideas

MO	RO	1	CO
ML	2	RL	5
MG	RG	CG	5
MC	RC	CC	14
MS	RS	CS	
MP	RP	CP	1
MU	RU	CU	
MA		RA	CA

MO	RO	CO
ML	RL	CL
MG	RG	CG
MC	RC	CC
MS	RS	CS
MP	RP	CP
MU	RU	CU
MA		RA
		CA

128  
que enfatizaban

MO	8	RO	CG
ML	12	RL	CL
MG	RG	CG	1
MC	RC	CC	5
MS	RS	CS	
MP	RP	CP	3
MU	RU	CU	
MA		RA	CA

132  
en las aulas

MO	12	RO	13	CO
ML	RL	CL	2	
MG	RG	CG		
MC	RC	CC	4	
MS	RS	CS		
MP	RP	CP		
MU	RU	CU		
MA		RA		CA

129  
la integración

MO	11	RO	CC
ML	8	RL	CL
MG	RG	CG	
MC	RC	CC	1
MS	1	RS	CS
MP	RP	CP	
MU	RU	CU	
MA		RA	CA

133  
de los centros

MO	12	RO	7	CO
ML	RL	CL		
MG	RG	CG		
MC	RC	CC	1	
MS	RS	CS		
MP	RP	CP		
MU	RU	CU		
MA		RA		CA

131  
de los niños...

MO	RO	CC
ML	RL	CL
MG	RG	CG
MC	RC	CC
MS	RS	CS
MP	RP	CP
MU	RU	CU
MA		RA
		CA

134  
escolares

MO	12	RO	3	CO
ML	2	RL		CL
MG	RG	CG		
MC	RC	CC		
MS	RS	CS		
MP	RP	CP		
MU	RU	CU		
MA	2	RA		CA

UNITS 126-129

- TT 1 some new ideas... em... appeared... that enfat... emphasized the integration of special pupils in the school...
- TT 2 some ideas emerged that enf... this ideas enfasized the integration of... em... children with special needs in the... classrooms of ... the ... of schools
- TT 3 it appeared new ideas...that emphasize the integration of disabled children in normal schools
- TT 4 eh...new ideas came...these ideas put emphasis...eh...in the education of children with special needs...in...the schools...
- TT 5 there were more ideas that...that...that...that 'enfatzized' the idea that...that children ...
- TT 6 there were new ideas...which 'emfatisized' (sic)...eh...the attentions of special needs...in the schools...in the class of the normal schools
- TT 7 ...new ideas came out which emphasize the integration of children with special needs in the classrooms of the...schools
- TT 8 ...new ideas...emerged...that emphasized the integration of those special children...in the...regular classes
- TT 9 new ideas appeared... for the children with problems...eh..in...
- TT 10 eh...new pro...new ideas...ah...were...arose which...ah...facilitated the integration of children with special needs ...in the rooms of ..ah...normal schools
- TT 11 they were ...special...schools created...in which the needs...the special needs of these children...was emphasized
- TT 12 some ...mm... new ideas ... emerged... such as the... integration of these pupils in the classrooms of the...schools...
- TT 13 ...eh...new ideas...eh...appeared to emphasize ('enfazise') the integration of these children... in ...schools
- TT 14 some new ideas ...em...came out to light (sic) em...mm...and the schools had new programs...eh...in the ...m...common schools...
- TT 15 ... em... arized different ideas for these children so that adapt these children to the normal schools
- TT 16 There were ideas... that... ah... stress th... uh... integration of these... children in... the classes of normal schools
- TT 17 they... came up with new ideas... ...
- TT 18 ... eh... new ideas came (unintel) new ideas... new... new children... new children eh...these children... eh... were... were (unintel) for those sort of things...
- TT 19 new ideas... came up and were... and... in all these solutions wanted to help those people
- TT 20 ... eh... new ideas brought up that strength the education of children with special needs... in the classes of special schools
- TT 21 appeared new ideas... which... stressed the integration of ... of special children or with special needs in the... in the common classes
- TT 22 new ideas come... came ... ..that help... the schooling of the special children



- TT 23 eh... new ideas came out... who stressed the integration of the children with special needs... in... a... schools
- TT 24 there were some ideas... em... that emphat... emphasize the... eh... children with special learning needs in... in classrooms of the ...
- TT 25 more... new ideas came up... who... tried to integrate those children in the normal classes...
- TT 26 new ideas underlined the integration of these children in normal schools...
- TT 27 new ideas arised that helped the integration of children with needs in the classrooms... of the schools and...
- TT 28 new ideas ... ideas were created who... which helped the children, but included in... in normal schools
- TT 29 new ideas were emerging which emphasized the integration of these kind of children in the schools of these ... children
- TT 30 there were more ideas that enhanced the idea of the integration of children with... necessities whit the classrooms of the schools
- TT 31 new ideas app... appeared that... ...
- TT 32 ... eh... appeared new ideas appeared. These ideas helped the integration of these children... in the schools
- TT 33 new ideas... arose that ... emphasized the needs... the special needs of some children in the ordinary schools
- TT 34 some new ideas came up... {uh...huh} who benefit... contribute... help ... the ... the integration of the kids at school
- TT 35 some ideas were brought about to favor... eh... integration of these children... in the schools
- TT 36 there were more ideas that emphasized the idea of the integration of these children... with special needs in the ... eh... schools
- TT 37 they have new ideas for integration of children with special needs in classrooms of common schools
- TT 38 new... new ideas... there were new ideas... new ideas that were to... facilitate the n...
- TT 39 some new ideas arose (arouse) and they provide or they made easier for the integration for the children in schools
- TT 40 new ideas... arise ... arose and... stressing the importance of ... of helping the... this... this children

## 6.2.8 UNIT 144-148

144            145            146            147            148  
las instituciones/ sociales/ decidieron/ atender a/ la diversidad

Function: This unit serves as a transition, setting up a discussion of the current approach to “mainstreaming”, or placing handicapped children in classrooms with the general student population. The ST speaker is giving credit to the social institutions for their perception, courage and the willingness in undertaking the restructuring of the policy. This and the unit which follows it are perhaps the most abstract portions of the ST. The complete sentence from which this unit was culled contains five verbs, only the last of which has an obvious or predictable relationship with its predicate.

*Las instituciones sociales decidieron atender a la diversidad y entendieron la oportunidad de enriquecer el entorno en que estudian todos los niños.*

*Estudiar* is usually associated with students or children in a school setting, but *decidir*, *aceptar*, *entender* and *enriquecer* do not help the interpreters to predict or anticipate the meaning of the segment.

144. las instituciones            Fourteen shifts were noted, of which three were omissions, three were lexical shifts, two grammatical errors, and six hesitations or false-starts. Two interpreters omitted the entire unit. Of these shifts, five altered the meaning of the term.

“The educational authorities...” (TT 31)

“Institutional projects... decided to attend to diversity... (TT 18)

Interpreter 31 substituted “authorities” for *instituciones* and “educational” for *sociales*, producing “educational authorities,” a plausible substitute. This rendering may indicate that the student is trying to employ appropriate strategies: focusing on the meaning of the message, rather than the words, or attempting to predict the message, using contextual clues. The educational context is clear in the ST and authorities are usually the decision makers in institutions, so that this rendering does not change the meaning of the utterance at all levels. The interpreter did not accurately complete the utterance, suggesting that through self-monitoring, the interpreter feared that the phrase might not square with the subsequent portions of text.

Interpreter 18 converted *instituciones*, the subject of the sentence, to an adjective and invented a subject to replace it. This interpreter demonstrated difficulties with the passages leading up to this unit, omitting the two prior units entirely, and reiterating one phrase three times, which could have caused problems in any or all of the following ways: overtaxing short-term memory by lagging too far behind the ST, resulting in lost information, distraction from the ST and/or stressed cognitive capacity and a “cascading” or delayed error effect (Moser-Mercer 1997: 186; Gile 1995: 176).

145. *sociales* Twelve shifts were noted, all of which affected meaning. Seven omissions, three lexical shifts, and two grammatical errors were observed. Two of the lexical shifts are discussed above; the remaining two converted *sociales* to “educational”, resulting in a change of meaning at the surface level, but a term which is consistent with the context in which it appears. These shifts may be prediction errors, as discussed in the

comments on Interpreter 31's rendering. The remaining lexical shift converted the adjective to a noun and omitted its referent, producing "society."

146. *decidieron* Fourteen shifts were noted, of which seven omissions, two lexical shifts and three grammatical shift were observed.

"Social institutions that wanted to...(omitted)" (TT 19)

"Society tried to integrate those people." (TT 24)

It appears that Interpreter 19's error resulted from a prediction error. The use of "that" suggests that the interpreter expected further discussion of the institutions, rather than their actions. The interpreter then omitted the rest of this unit and combined this phrase with a subsequent portion of text, altering the message substantially.

Interpreter 24 seems to have "over-economized", altering the meaning and rhetorical effect of the ST. This rendering, apart from failing to reflect the volition with which the institutions are being credited, also risks offending TL receivers through the use of "those people", a phrase considered politically incorrect when referring to a minority or disadvantaged group.

147. *atender a* Thirty-three shifts were noted, of which twenty-six affected meaning, two altered a rhetorical device, and 5 affected clarity or receiver effort. Five omissions, twenty-three lexical shifts, one grammatical shift, and four self-corrections were observed. The most common errors appear to have resulted from the relationship of the words *atender* and "attend". While in some contexts, the meanings are parallel, it appears that students were unsure of the usage here.

“The social institutions decided... to assist... the necessity and to enrich the environment...” (TT 17)

“Social institution decided to... to help the diversity...” (TT 32)

It is possible that Interpreter 17 was influenced by the multiple meanings or polysemy of *atender* and its English counterpart “attend”. The inclusion or omission of the preposition, “to” alters the meaning of the verb, just as the omission of *a* alters *atender*.

“Social institutions decided to attend... the diversity...” (TT 6)

“This also, institutions attending diversity...” (TT 8)

TT 6 may be comprehended with some effort, but TT 8 as a whole is incoherent.

Interpreter 8’s rendering will be discussed in greater depth below.

Five interpreters effectively rendered this item while avoiding cognates, instead employing alternative expressions which, to a large extent, reflect the meaning of the utterance.

“Social institutions decided to... focus on diversity...” (TT 7)

“The social institutions decided... to eh... deal with diversity...” (TT 10)

In both of these cases, the interpreters hesitated before rendering the term, which may indicate that the TL term was not readily accessible to them. According to Gile’s *gravitational model of linguistic accessibility*, practice with this type of language would reduce the amount of effort required to render texts of this type. (Gile 1995: 216-231)

148. *la diversidad* Sixteen errors noted, twelve of which affected meaning. Four omissions, seven lexical shifts, two hesitations or false-starts, one pronunciation error, one addition and one unintelligible term were noted.

One interpreter omitted the entire unit, and three interpreters did not complete it.

“The...s... institutions under...stood the...this... impor...the importance...” (TT 25)

Three of the interpreters substituted “needs” or “necessities” for *diversidad*. This substitution may be an indication of a prediction error or possibly of inattention to the ST. Because *necesidades* had been mentioned frequently during the course of the speech, interpreters may have expected it to appear here. Other lexical shifts included substitution of *diversidad* with other terms that had been used frequently or recently in the text. Two examples are cited above: TT 24 and 25.

“The institutions decided to help these minorities and improve the... all the facilities...” (TT 28)

This interpreter incorrectly rendered a previous term as “facilities” (*adaptaciones*, Unit 95). This supports the gravitational model of linguistic accessibility or its unfortunate counterpart, in which inappropriate terms are more readily called to mind through frequent or recent use. TT 28 may be evidence of imperfectly abstracting the ST, because the full sentence refers to the environment in which students study, which includes, but is not limited to the facilities used.

*Las instituciones sociales decidieron atender a la diversidad y entendieron la oportunidad de enriquecer el entorno en que estudian todos los niños,*

This utterance is both long and abstract, which is likely to have contributed to the difficulty demonstrated by the students. Anticipation may have been hampered by the convoluted nature of the ST.

“This also, institutions attending diversity... and understood the opportunity of enrichment... the... where they study.” (TT 8)

Apart from being disjointed and containing grammatical errors, it appears that Interpreter 8 had no idea where the speaker was going with this utterance. “This also,” possibly inserted as a hedge, does not relate in any perceivable way to the ST, making it difficult for the receiver to relate the subsequent textual elements to the discourse as a whole. The rest of that interpreter’s rendering consists of direct translation of ST elements, but with portions missing, causing the receiver to attempt to build meaning from fragments:

- ST *Las instituciones sociales decidieron atender a la diversidad y entendieron*  
 TT the institutions .....attending...diversity and understood
- ST *la oportunidad de enriquecer el entorno en que estudian todos los niños.*  
 TT the opportunity of enrichment.....where they study.....

Close following of the surface structure of the ST and the number and type of errors found in this example indicate weak skills in L2 in addition to difficulties in prediction and comprehension of the ST.

“The ...social institutions...um... decided to... help the diversity and...they... uh... see the... uh... involvement is important to the children and...uhm...” (TT 16)

This unit changes the message completely. It appears that the interpreter did not comprehend the original message and is attempting to improvise. Although some parts of the ST message are preserved, the message is substantially distorted.



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	144	145	146	147	148	149	150	Totals
INT	las instituciones sociales decidieron atender a la diversidad / entendieron la oportunidad							
1			G	ML			L	
2				MO			L	
3				MO			L	
4							L	
5	C		G				L	
6				MO			P	
7							L	
8		O	O	MG			G	
9			G			P		L
10				CC				*
11	O	O	O	MO		O		
12				ML	C	L	O	
13							L	O
14	L	O		CC				
15	C	G		ML		A	O	
16	C			ML			G	L
17				ML		L	O	
18	G	L					L	L
19			L	ML		O	O	
20				ML				
21	C			ML		U	L	
22		O	O	ML				
23			C	ML			O	
24	O	G	L	ML		L	L	L
25	C	O	O	MO		O	C	L
26	L	L				L	O	L
27				ML			O	O
28		O		ML		L	L	O
29	G			ML			C	
30				CC		L	S	O
31	L	L		ML		L	L	L
32				CL				L
33				ML			L	
34			O	RL			L	
35				RL				
36				ML				O
37	O	O		ML		C	O	O
38			O	ML			L	
39	C		O	MO		O		L
40				ML		C	O	O

O	3	7	7			4	9	7
L	3	3	2			7	12	12
G	2	2	3				4	
C	6		2		1	2	2	
S							1	
P						1	1	
U						1		
A						1		
LI								

**144**  
las instituciones

MO	RC	CO	
ML	RL	CL	
MG	RG	CG	
MC	RC	CC	
MS	RS	CS	
MP	RP	CP	
MU	RU	CU	
	RA	CA	

**146**  
la diversidad

MO	RO	CO	
ML	RL	CL	
MG	RG	CG	
MC	RC	CC	
MS	RS	CS	
MP	RP	CP	
MU	RU	CU	
	RA	CA	

**145**  
sociales

MO	RC	CO	
ML	RL	CL	
MG	RG	CG	
MC	RC	CC	
MS	RS	CS	
MP	RP	CP	
MU	RU	CU	
	RA	CA	

**149**  
y entendieron

MO	RO	CO	
ML	RL	CL	
MG	RG	CG	
MC	RC	CC	
MS	RS	CS	
MP	RP	CP	
MU	RU	CU	
	RA	CA	

**146**  
decidieron

MO	RC	CO	
ML	RL	CL	
MG	RG	CG	
MC	RC	CC	
MS	RS	CS	
MP	RP	CP	
MU	RU	CU	
	RA	CA	

**150**  
la oportunidad

MO	RO	CO	
ML	RL	CL	
MG	RG	CG	
MC	RC	CC	
MS	RS	CS	
MP	RP	CP	
MU	RU	CU	
	RA	CA	

**147**  
atender a

MO	6	RC	CO		
ML	20	RL	2	CL	1
MG	1	RG	CG		
MC	1	RC	CC	3	
MS	RS	CS			
MP	RP	CP			
MU	RU	CU			
MA	RA	CA			

**151**  
de enriquecer

MO	RO	CO	
ML	RL	CL	
MG	RG	CG	
MC	RC	CC	
MS	RS	CS	
MP	RP	CP	
MU	RU	CU	
MA	RA	CA	



UNITS 144-148

- TT 1 Social institutions decide to... em... attempt diversity, and they understood the need to enrich
- TT 2 The social institutions decided to attend ...or to pay attention to diversity and had the opportunity to... em... attend
- TT 3 The social institutions decided to attend the diversity and understand... eh... understand the priority of...giving a prosperity
- TT 4 the social institutions decided that they should pay attention to diversity and they...eh...started..eh...eh to provide a better (educational environment)
- TT 5 This...this social institution...decide to attend to diversity and understand the opportunity to enrich...the richment...the...rest...of...
- TT 6 Social institutions decided to attend the diversity and...eh...'understood' (sic) the opportunity to enrich
- TT 7 Social institutions decided to...focus on diversity...and they...considered the opportunity of reaching (the...the environment)
- TT 8 This also, institutions attending diversity...and undertanded (sic) the opportunity of enrichment ...the...where they study)
- TT 9 The social institutions decide (sic)...attend to the diversity-verity (sic)...and under...stand the need for ...eh...for the enrichment
- TT 10 ...the social institutions...decided...to...eh...deal with diversity, and they understood that...ah...eh...they had an opportunity to enrich
- TT 11 They understood the opportunity to...to...enrich
- TT 12 The social institutions decided... to... eh... help their necess...their need... their needs, and ... eh...the environment
- TT 13 Social institutions decided to ...eh...support diversity...and...eh...decided to enrich
- TT 14 ...eh...the schools decided ...eh...to pay attention to diversity, and they understood ..em...that they could enrich
- TT 15 The institutions... the scholar institutions decided to attend the... diversity of the students... and the enrichment
- TT 16 The social... institutions... um... decided to... help the diversity and... they... uh... see the ... uh... involvement is important
- TT 17 the social institutions decided... to assist... the necessity and to enrich
- TT 18 Institutional projects... decided to attend to diversity and value the diversity as main... as main thing
- TT 19 ... social institutions that wanted to ... wanted to give opportunity to improve this education...
- TT 20 Social institutions decided to attend the diversity and understood the chance of enrich
- TT 21 The inst... the social institutions decided to assist the vority... and initiate opportunity
- TT 22 Institutions ... ..helped the diversity and saw it as a way of enriching
- TT 23 The social institutions ... eh... decided to attend diversity and the opportunity to enrich

- TT 24 Society tried to integrate those people and tried to enrich the... make an enrichment
- TT 25 This... the s... the s... the institutions under... stood the this import... the importance of those children and they decided to accept the chance and try to offer
- TT 26 Educational systems decided to address integration of these children ...
- TT 27 The educational institutions decided to help the diversity and improve the context (where children study)
- TT 28 The institutions decided to help these minorities and improve (the all the facilities)
- TT 29 They decided to accept the challenge... um... they... did everything for this education.
- TT 30 The social institutions decided to ... ah... eh... look... to pay attention to the needs and they understand that it was... did it to understand (the environment)
- TT 31 The educational authorities... .. decided to accept the ... this need and decided to do an education
- TT 32 Social institution decided to... help the diversity and understood eh... the possibility of enrichment
- TT 33 The social institution take the decision of attending the diversity and accept the opportunity to... that (the place where all children ... eh... learn) would be enriched
- TT 34 And social institutions... eh... were concerned with diversity... and they contributed to the enrichment
- TT 35 Social institutions decided to ... eh... consider diversity and understood that they had the opportunity to enrich...
- TT 36 The social institutions decided to assist the diversity and understood eh... the... to make the enrichment
- TT 37 They decided to take care of div... diversity to... for the enrichment
- TT 38 Social institutions attended the diversity and they get the opportunity to enrich
- TT 39 The institutions... social institutions understood that it was important to enrich
- TT 40 The social institutions decided to at... to attend the diversity... diversity and the enrichment

6.2.9 UNIT 158

156            157            **158**            159            160  
Decidieron/ aceptar el reto/ y hacer lo posible/ por ofrecer/ una buena educación.

Function:        Continuing in the same vein as the previous sentence, this passage serves three functions: it is a transition to a description of the most recent policy changes, it gives credit to those responsible, and also signals the speaker's approval of those changes.

156. *Decidieron*    Nineteen shifts or errors were noted for this item, six of which affected meaning, eleven affected rhetorical value, and two affected clarity. Seventeen deviations consisted of omissions of the item. Those considered to have affected meaning were classified as such because the information was not presented, whereas those classified as rhetorical omissions conveyed the information, but without the same rhetorical effect.

“They were able to offer the... as more as possible... a good... uh... learning to children.” (TT 11)

“... and they accepted the challenge and giving a good education... educational system to everybody.” (TT 3)

Interpreter 11 failed to render the first two items of this unit, and then altered the meaning of the remainder. This omission was part of a rendering which altered ST meaning, therefore, it is considered to have distorted the meaning as well. Interpreter 3's omission of the first two items did not alter the overall message of the unit.

156. *acceptar el reto* Thirty-two shifts or errors were noted for these items, of which twenty-two affected meaning, three affected the rhetorical value, and four diminished the clarity of the phrase. Twelve omissions, thirteen lexical shifts, two grammatical errors, and 5 hesitations or false-starts were noted. This item serves a rhetorical function in the ST, giving the policy makers credit for not only accepting the need for change, but embracing it; use of the term *reto*, or “challenge,” implies that the course of action was or would be difficult.

Twenty-seven interpreters rendered *acceptar* as “accept” and one as “undertake”, while fourteen failed to render *el reto* correctly or at all. When dividing the source text into units, this phrase was counted as a single unit because the corollary English phrase requires only lexical substitution: “accept the challenge.” It was assumed that interpreters who caught *acceptar* would accurately predict the remainder of the phrase, however, that was not the case. This may be a case of calque avoidance or of difficulty accessing the appropriate term. Some of the lexical shifts in rendering *reto* may have been hedges or efforts to leave the meaning undefined until the interpreters had clarified it for themselves:

“They decided to accept this topic and offered a good education for all of them”  
(TT 6)

“They accept this... this... idea and try to offer the children... all children a good education.” (TT 15)

Three interpreters simply said “it” and one said “everything”. Other renderings included words at least somewhat related to *reto*, such as “object”, “aim”, “possibility” and “finality”.

“They accepted... the aim to do... all what they could to offer a better education.”

(TT 17)

Interpreter 17 hesitated before rendering “aim”, suggesting that the desired term was not readily accessible, but finished the unit with a comprehensible, although flawed rendering. “Aim” could be applied to *enriquecer el entorno* from the previous sentence, to which *reto* also refers. The receiver does not have to reinterpret the term; however, in the case of Interpreter 3’s rendering above, there is no clear connection of “everything” to that phrase.

157. y hacer lo posible Thirty-one errors were noted for this item, of which eighteen affected meaning, nine affected cohesion/coherency and four affected rhetorical value. Twelve of these deviations were omissions, fifteen were lexical shifts, two were grammatical errors, one was a syntax error, and one hesitation.

This is the third verb or verb-phrase in the utterance and the message has not yet been revealed, making prediction especially difficult for the interpreters. The function of this phrase is ambiguous at the moment in which the interpreter hears it, given that the object of the sentence has not yet been revealed. This item serves one or both of the following functions in the unit: to signal limited expectations and/or to emphasize the effort required to meet the challenge under discussion. Omission of this item does not substantially alter the meaning of the unit, but alteration or distortion of the unit may affect meaning, clarity or rhetorical value. Eight interpreters rendered *hacer* as “make” and seven of these also rendered *posible* as possible.

“...they make the possible...” (TT 21)

“... made all possible...” (TT 12)

“Possible” is a logical and appropriate term in this context, but it takes on a different meaning when collocated with “make”. Uncertainty as to when *hacer* should be rendered as “make” or “do” indicates a need for further study and practice in L2, especially within the context of persuasive public speech.

Four interpreters effectively rendered this phrase by simply saying “try” or “tried”. This approach accurately conveys the sense of effort and limited expectations as discussed in the opening discussion of this unit.

“... and they tried to offer a good education to all the students.” (TT 33)

Other effective solutions that did not follow the surface structure of the ST were variations of “do their best”:

“They decide to accept the challenge... and to do their best to provide the best education for everybody.” (TT 26)

159. *por ofrecer* Fourteen errors or shifts were noted for this item, of which there were three omissions, five lexical shifts, three grammatical errors, and one self-correction.

This verb-phrase appears in a sentence with three other verbs. Those other three verbs may be considered ancillary to the meaning of the unit. Their value, as discussed above, is rhetorical, not informational, whereas *ofrecer una buena educación* is the thrust of the message. To their credit, most of the interpreters appropriately rendered this phrase, using “offer,” “provide,” or “give,” even if other items within the unit were not adequately rendered.

“They decided to... make whatever they could to offer a good education for everyone.” (TT 7)

“They decided... to... they decided to accept this... this challenge, and make the... everything as possible to give them a... good education.” (INT 40)

In spite of the errors and awkwardness of Interpreter 40’s rendering, the message itself is not altered, although the rhetorical value of the phrases surrounding it is.

160. una buena educación Fifteen shifts or errors were noted on this item: three omissions, eight lexical shifts, and one grammatical error were noted.

*Buena* was omitted on three occasions and was altered on four occasions. Three of the alterations amplified *buena* by rendering it as “the better” or “the best”. The effect of these changes is minimal. Use of “the better” is potentially confusing to the receiver, because that phrase is usually used in a comparison between two items, as in “the better of the two athletes”. “The better” may also be a calque of the superlative in Spanish, formed by combining a definite article with a comparative adjective: *la mejor*. Two effective renderings were achieved through reformulation:

“... and try to offer the best education possible to all the children.” (TT25)

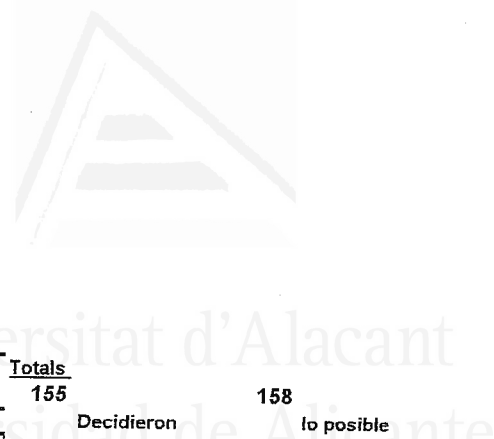
“... in order to improve everybody’s education.” (TT 22)

The use of “everybody” may be considered a slight shift of register, but it does not substantially alter the message.

This unit of meaning follows a convoluted, high register two-sentence passage (139-154). Some errors on this item may be attributable in part to the difficulty of the previous segment. The first four items are verbs or verb-phrases leading up to a

relatively simple concept: to try to offer a good education. The rhetorical style of the utterance, especially on the heels of the previous convoluted sentences may have been distracting or confusing to the student interpreters. The heart of the matter, offering a good education, is neither difficult to comprehend nor does it require advanced vocabulary or skill in the TL, yet approximately one third (32.5%) of the interpreters failed to render it properly. This may again give credence to Gile's concept of cognitive load exceeding capacity and resulting in delayed errors while rendering items which under other conditions would not be problematic.





	155	156	157	158	159	160	Totals				
	Decidieron aceptar el reto		y hacer lo posible		por ofrecer una buena educación		155	158			
INT									Decidieron	lo posible	
1	RO	RL	RO	L	MO						
2	RO		CC	L	MO						
3	RO			O	RO	L					
4		CC			CG						
5			MO	O	MO	L	O	O			
6		MO	ML				G				
7	CC	ML	MO	L	MS						
8			ML	L	ML		G				
9	RO		MO		MO	L					
10			CC		MO	L					
11	MO		MO		CL	O		L			
12	MO				CL	G		L			
13				C	CC						
14	CC	MO	MO		ML		A	L			
15	RO	RG	ML	L	RL						
16	MO	MO	MO				O	L			
17	RO		ML		CL			L			
18			ML	O	MO						
19			ML	O	MO						
20			CML	L	ML						
21			ML	L	L						
22			ML	L	ML	L					
23			ML	O	MO						
24	MO	MO	MO								
25			ML				L	L			
26				C			L	L			
27	RO	RO	RO				L	G			
28	MO	MO	MO		CL		L				
29				C	L	ML	O	O	O	L	
30					CL		L				
31			ML	L	MO	O	O	O			
32	MO	MG	ML	O	MG		E				
33	RO	RO	RO								
34	RO	RG		O	RO	G	C	C			
35	RO		CC	O	L	RL					
36		MO	MO	L	ML	L		O			
37				O	MO						
38	RO	RO									
39				L	CL						
40			CC	L	CL		C				

MO	6	RO	11	CO		MO	10	RO	2	CO	
ML		RL		CL		ML	6	RL	2	CL	7
MG		RG		CG		MG	1	RG		CG	1
MC		RC		CC	2	MC		RC		CC	1
MS		RS		CS		MS	1	RS		CS	
MP		RP		CP		MP		RP		CP	
MU		RU		CU		MU		RU		CU	
		RA		CA				RA		CA	

MO	6	RO	3	CO		MO		RO		CO	
ML	1	RL	1	CL		ML		RL		CL	
MG	1	RG	2	CG		MG		RG		CG	
MC		RC		CC	1	MC		RC		CC	
MS		RS		CS		MS		RS		CS	
MP		RP		CP		MP		RP		CP	
MU		RU		CU		MU		RU		CU	
		RA		CA		MA		RA		CA	

MO	9	RO	3	CO		MO		RO		CO	
ML	13	RL		CL		ML		RL		CL	
MG		RG		CG		MG		RG		CG	
MC		RC		CC	4	MC		RC		CC	
MS		RS		CS		MS		RS		CS	
MP		RP		CP		MP		RP		CP	
MU		RU		CU		MU		RU		CU	
		RA		CA				RA		CA	

MO		RO		CO		MO		RO		CO	
ML		RL		CL		ML		RL		CL	
MG		RG		CG		MG		RG		CG	
MC		RC		CC		MC		RC		CC	
MS		RS		CS		MS		RS		CS	
MP		RP		CP		MP		RP		CP	
MU		RU		CU		MU		RU		CU	
MA		RA		CA		MA		RA		CA	

O				1	8			2	3	5	1
L					14	1		2	5	4	8
G								1	3		1
C		1		1	2				1	3	
S											
P											
U											
A											
L										1	

UNIT 158

- TT 1 so they tried to offer a good education
- TT 2 They... accepted the... challenge and... wanted to offer them a good education...
- TT 3 and they accepted the challenge, and giving a good education...educational system
- TT 4 They decided to...uh...undertake the challenge and did all they can to offer a good education
- TT 5 they decided to accept...and..um...the possible to help (everyone...)
- TT 6 They decided to accept...eh...this topic and they offered...a good education
- TT 7 They decided to...make...whatever ...they could to offer good education
- TT 8 They decided to accept...it...and...make as much as possible by ...giving a good education
- TT 9 They accept...the...they must...they must be...ah...give a good education
- TT 10 They...eh...they decided to accept the challenge and to...the challenge and to offer a good education
- TT 11 They were able to offer...the...th... as more as possible, ...a good... uh... learning (to children )
- TT 12 They accept this challenge... and they make all possible to offer the best education
- TT 13 They decided to accept the challenge ...and...eh...do what they could to offer a good education
- TT 14 ...They...mm...they decided to make ...as possible (sic) as they could to give a right and fair education
- TT 15 They accept this... this idea and try to offer the children... (all children) a good education
- TT 16 they... uh... see the ... uh... involvement is important to children and... um... they... tried to do... as much as possible to give... uh... learning
- TT 17 They accepted... the aim to do... all what they could to offer a better education.
- TT 18 They decided to accept the ... to accept everything and to offer a good education
- TT 19 They decided to accept this aim to... to offer a good education.
- TT 20 They decided to accept this... object and make everything possible to offer a good edu... education
- TT 21 And they accept this... this finality and they make the possible to offer a good education
- TT 22 They decided to accept... accept it... in order to improve (everybody's) education
- TT 23 They decided to accept... eh... to accept it and to offer a good education
- TT 24 They tried to provide a good education
- TT 25 they decided to accept the chance and try to offer the best education possible
- TT 26 They decided to accept the challenge... and to do their best to provide the best education
- TT 27 tried to he... to give the better education possible
- TT 28 ... and do as far as possible to offer... better education
- TT 29 They decided to accept the challenge... um... they... did everything for this education

- TT 30 They decided... eh... to accept the challenge and to do as far as possible to guarantee a good education
- TT 31 decided to accept the ... this need and decided to do an education for everybody.
- TT 32 ... and accepted the ... this possibility to offer a... a... good education
- TT 33 And they tried to offer a good education to all students
- TT 34 They accepted the challenge and offer ... provided education... good education
- TT 35 They accepted... eh... the challenge, tried to offer a good education
- TT 36 They decided to ... made all this and offer in this way and education
- TT 37 They decided to accept the challenge to offer ... a good education
- TT 38 And they did their best to offer good education
- TT 39 So they accepted this challenge and they made as much as possible to offer a good education
- TT 40 They decided... they decided to accept this... this challenge and make the ... everything as possible to give them a ... good education.

## 6.2.10 UNIT 261-262

261            262            263            264            265  
con sólo/ recordarle/ al profesor/ que un niño sordo/ lee los labios

Function:        This unit sets up a list of adaptations that teachers are asked to make to their comportment in the classroom. It provides the justification for those adaptations and suggests that they do not represent a major change for instructors.

Features:        This unit requires restructuring: *con sólo* may be rendered through lexical substitution, such as “By only” (TT 7). Alternatively, the verb, *recordarle* could be rendered as a noun, “reminder” (TT 9). The verb, *recordarle* must be distinguished from its transitive form, *recordar*. As with phrasal verbs in English, this distinction can be confusing to students (See Unit 147, discussed above).

**261. con sólo**        Thirty-four errors or shifts were noted for this item, of which twenty-four affected meaning, two altered rhetorical value, and eight affected cohesion or clarity. Twenty-two omissions, nine lexical shifts and three grammatical errors were observed. The function of this item within the unit is to minimize the perceived difficulty of the adaptations discussed. Omission of this item does not alter the message at the surface level, but fails to convey the sense of ease intended by the speaker. Some lexical shifts affected clarity:

“With just enough to” (TT 1)

“If only” (TT 12)

Other lexical shifts alter the sense of ease intended:

“So... it is important to say” (TT 15)

**262. *recordarle*** Thirty-four errors or shifts were noted for this item, of which sixteen affected meaning, four affected rhetorical value, and fourteen affected cohesion/coherency. Four omissions and twenty-three lexical shifts, four grammatical errors, and three self-corrections were noted. Ten interpreters rendered this item as “...remember the teacher...,” which alters meaning. Three interpreters rendered the item with the calque “...remember to the teacher...,” resulting in the need for additional decoding effort by the receiver, but not altering meaning, and so were categorized as CL. The intransitive verb form, *recordarle* is appropriately rendered in English as “remind”; the high frequency of difficulty with this item implies that students were either unaware of the distinction between “remind” and “remember”, or that they were unaccustomed to expressing that distinction in the TL. The high frequency of hesitations and self-corrections that accompany these errors suggests that students recognized the need to alter or manipulate the verb, but were unsure how, suggesting the need for additional L2 training.

“Just only remembering that to the teachers that... eh... it’s necessary to lip read for the... deaf child.” (INT 30)

Eight interpreters rendered *recordarle* as “remind” or “reminding”; five rendered the term as some variation of “say” or “tell”:

“So, they have to... they told teacher that a child... ah... in fact, they only said to a... to a teacher that... ah... that a deaf child has... ah... to read his lips.” (TT 10)

It is interesting to note that part of the opening phrase *con sólo* is inserted as a self-correction or an “echo” later in the unit. This rendering contains a number of errors and disfluencies, but the message is conveyed nonetheless.

263. *al profesor* Ten errors or shifts were noted for this item, all of which affected clarity or receiver effort. Seven omissions and three hesitations or false-starts were observed.

One interpreter began to render “professor,” but stopped after the first syllable and did not complete or replace the term. Another rendered it as “they” without a clear referent. Neither of these errors affected comprehensibility of the unit, although they could require additional decoding on the part of the receiver.

264. *que un niño sordo* Twenty-four errors or shifts were noted for this item, of which seven affected meaning, twelve affected clarity or receiver effort and five altered a rhetorical device. Eleven omissions, two lexical shifts, two grammatical errors, eight hesitations or false-starts and one addition were observed.

In many cases, depending upon how the interpreter structured the unit, the adjective “deaf” could be omitted without significant effect on the text. It is clear within this context that those most likely to read lips in the classroom are deaf children. Some errors, however, may alter the meaning or the clarity of the message.

“... now know that the deaf mute has to read h... his lips...” (TT 31)

“Just to remember the teachers that a deafs could... look at her lips...” (TT 23)

Interpreter 31 added the word, “mute”, a handicap that has not been mentioned anywhere in the text. Interpreter 23 pluralizes an adjective and uses it as a noun, a sign of linguistic interference from Spanish. Because of the number of errors in this rendering, it is possible that this error will exacerbate the receiver’s difficulty in comprehending the message.

265. *lee los labios* Twenty-four errors or shifts were noted for this item, of which six omissions, four lexical shifts, six grammatical errors, one self-correction, four pronunciation errors and three additions were observed. In five cases, both Units 264 and 265 were omitted.

Additions may have affected the meaning more than other shifts observed for this item. By adding the verbs “should” and “can”, the message is changed:

“... that a deaf persons should read... the lips...” (TT 11)

“A deaf child can lip read the... the teacher.” (TT 32)

Interpreter 11 changes the unit so that it sounds like a directive for the student, rather than a warning to the teacher. Interpreter 32 makes lip-reading sound like an advantage, rather than a coping technique.

Three of the interpreters pronounced “read” as /rěd/, which, in absence of the visual clues found in the written form, denotes either a color or the verb “to read” in the past tense, either of which is inappropriate for this item.

In English this unit would be best rendered as “read lips” or “lip-read”, omitting the article, but nine students included the article “the” and thirteen rendered the article as a possessive pronoun: eight said “his”, two said “their”, one said “your” and three

rendered the article as “his or her”. By adding a possessive adjective without a clear referent, ambiguity is created as to whose lips are to be read.

“Teachers must know they... these children read their lips...” (TT 26)

The receiver is likely to disregard the potentially comical image of children reading their own lips, but at the very least this type of error is distracting to the receiver and indicates an area of weakness in language skills.

This portion of the discourse informs the audience of the ease with which the deaf students may be accommodated. Many of the errors found in Unit 262 failed to convey the sense of minimal effort, while others altered the meaning, using phrases like:

“Teachers were told that...” or “...they recommend to the teacher that...” These renderings convey part of the message, that teachers receive information related to these accommodations, but fail to convey the sense that the teachers already know these things and simply need to be reminded, which is the central message of the unit. None of the interpreters rendered this item without some alteration of the message, style or clarity of the ST.



INT	261	262	263	264	264	265	265
	Con sólo	recordarle	al profesor	que un niño	sordo	le lee	los labios
1	ML	CC			CL	L	CL
2							CL
3							CG
4	CL	CL				A	CG A
5	MO	MO			CC		CP
6	MO	ML			CC		
7					CC	C	CL G
8	CO	CL	C	L			A C
9		CG	L		MO	O	MO O
10	MO	CC			CC	C	CP
11	ML	ML					A MA
12	ML	CL	C		CC	C	
13	ML	ML					CC
14	ML	ML			MO	O	MO O
15	ML	CL			RO	O	
16	MO	ML			MO	O	MO O
17	CO	CL					
18	MO	MO			MO	O	MO O
19		CL			CC		CP
20	RG	RL			RO	O	
21	MO	ML			CC	C	CG
22	CO	CL					C CG
23	CL	CL			CG	G	CL
24	RO	RL					G C
25	MO	MG			CC	O	
26	MO	RL			RO	O	O
27	MO	MG					CC A
28	MO	RL			CG	G	A
29	S	MG			RO	O	CS
30	CG	CL			MO		A
31	MO	ML			MA		C
32	MO	MO					MA
33	O	CO	CL				CG
34	MO	MG					
35	ML	CC			CO		MO O
36	MO	ML					MA
37	MO	MO					
38	MO	ML			MO	O	MG S
39							A MA
40	CO				RL		CL L

O	1			23		10			6
L			1	1		1		1	
G						2			1
C				12		4	1	2	2
S	1								1
P									
U									
A							4		4
LI									

Totals

261									264																							
Con sólo									sordo																							
MO	16	RO	1	CO	5	ML	7	RL	4	CL	2	MG	1	RG	1	CG	1	MC	RC	CC	MS	RS	CS	MP	RP	CP	MU	RU	CU	MA	RA	CA

262									264									265															
recordarle									le lee																								
MO	4	RO		CO		ML	9	RL	4	CL	10	MG	3	RG		CG	1	MC	RC	CC	3	MS	RS	CS	MP	RP	CP	MU	RU	CU	MA	RA	CA

263									265																																			
al profesor									los labios																																			
MO		RO		CO		ML		RL		CL		MG		RG		CG		MC		RC		CC		MS		RS		CS		MP		RP		CP	MU		RU		CU	MA		RA		CA

264																																												
que un niño																																												
MO	6	RO	4	CO	1	ML		RL	1	CL	1	MG		RG		CG	2	MC		RC		CC	8	MS		RS		CS		MP		RP		CP	MU		RU		CU	MA	1	RA		CA

UNITS 261-262

- TT 1 with just enough to remember the teacher...to remind the teacher that he... em... the deaf... the deaf pupil have to see... the... the lips of the teacher
- TT 2 By only ... reminding... um... a teacher that ...em... a deaf child has to see his lips
- TT 3 ...just by reminding the teacher that a deaf child...eh...read the lips of the teacher
- TT 4 It's enough to remember the teacher that...ah deaf children needs to read the lips
- TT 5 the...once...the profess...the child lip read ('red')
- TT 6 Eh...the teacher was told that...eh...a deaf...eh...person has to lip read
- TT 7 By only reminding the ...uh...the teacher that a...deaf child reads his lip
- TT 8 Only remember (sic) the...t...teacher...that a deaf child must...eh...read...the lips
- TT 9 Only with the reminder of the teacher...eh...uh...this teacher or...this teacher...must...must be... must...must...must...
- TT 10 So they have to...they told teacher that ...ah...a child...ah...in fact, they only say to a ... to a teacher. that ...ah that a deaf ...ah...child has to read ('red') his lips
- TT 11 For example, to remember (sic) the teacher that... that deaf persons... should read...the lips...
- TT 12 If only remember to the ...eh...teacher that ...eh... eh...the deaf pupil reads her or his lips
- TT 13 ...Ehm...Only...te...if you tell a teacher that a deaf child has to read...his...her-her lips
- TT 14 ...em... They only ...eh ...the teacher, for example should ...em... em... mm... pay atten... should ... em...
- TT 15 So, it is important to say to the... to say that the teacher has to bear in mind that the child has to lip read
- TT 16 They... ah... re—recommend to the professor that... the professor... em...
- TT 17 Only remember the teacher that a deaf child reads his lips...
- TT 18 ... eh... and don't... many things... th... the teacher... eh...
- TT 19 Just... just ... just remembering to the teacher the deaf ... child... red the lips
- TT 20 They only had to... to remem... eh... de... the teacher has to understand that the student needs to read his lips
- TT 21 If we remember the teacher that... deaf ... student read his lips
- TT 22 Only remembering to the teacher that a deaf student... he read his or her lips
- TT 23 Just to remember the teachers that a deafs could ... look at her lips
- TT 24 The teacher must know that the deaf child... reads his or her li... lips...
- TT 25 We had to... to remind the teacher... that one... one of these chil... these children... ah... (understands him by) reading his lips
- TT 26 Teachers must know they... these children read their ...
- TT 27 Teachers were told that the deaf children... read... the lips of... of a teacher
- TT 28 They have to remember that a deaf must... read the... the lips
- TT 29 Just we should remind the teacher that they lip read...
- TT 30 Just only remembering that to the teachers that ... it's necessary to lip read
- TT 31 The teacher was know... now know that the deaf mute has to read h... his lips

- TT 32 A deaf child can lip read the l...
- TT 33 Only... eh... remembering the teacher that the deaf student read his lips
- TT 34 And teachers were reminded that deaf persons need to read the lips
- TT 35 It's enough to remember the teacher that... to remind the teacher that ... eh... the deaf... mmm....
- TT 36 We should... tell the teacher that ... that the deaf person can lip read
- TT 37 A deaf ... child reads the teacher's lips ...
- TT 38 It's part ... important to read the lips
- TT 39 So, just reminding the teachers that the deaf children can read their lips
- TT 40 only reminding the teacher that a deaf kid reads your lips

## 6.2.10 UNIT 278

277            278            279            280            281  
no puede/ **tapar la boca**/ o fumar/ o masticar chicle/ durante la clase

Function:        This unit is a continuation of the list of adaptations that teachers working with deaf students must make. This presents a list of activities which are likely to interfere with lip-reading, and should therefore be avoided.

Features:        The language in this segment is direct and contains no obscure vocabulary, metaphoric or figurative language. Unit 281 is dispensable, in that it is abundantly clear from the context that these prohibitions pertain only to in-class contact.

277.    no puede        Twelve errors or shifts were noted for this item: six omissions, four lexical shifts, one false-start, and one pronunciation error were observed.

Those interpreters who omitted this item also omitted all or most of the unit.

The lexical shifts altered the meaning:

“he knows that he... can...” (TT 2)

“... because they can’t” (TT 18)

Interpreter 2 renders the prohibition as if it were granting permission. Interpreter 18 captures the negative quality of “can’t,” but misdirects the receiver by suggesting that these prohibitions were the cause of some other, unstated action.

278.    tapar la boca        Thirty-eight errors or shifts were noted for this item, of which twenty-three affected meaning, one affected rhetorical value, and fourteen affected

clarity or receiver response. Nineteen omissions, thirteen lexical shifts, six self-corrections, false-starts or hesitations were observed.

Although this item does not contain difficult concepts or require specialized vocabulary, it was problematic for a number of students. It may be that they were attempting to avoid a calque, although “cover the/his/her mouth” would be a more than acceptable rendering. Linguistic interference may have added to the difficulty because possessive adjectives are less frequently collocated with body parts in Spanish than in English. Additionally, the sex of the teacher in question has not been established by the speaker, so that some interpreters appear to be struggling with the gender of the pronoun to be placed with “mouth”.

“They cannot smoke, for example they cannot cover... eh... their mouth” (TT 14)

“... he cannot smoke or cover its mouth during the class.” (TT 36)

“... he can't... put a hand on... her mouth or smoke or have a chewing gum during the class.” (TT 8)

Interpreter 14 maintained gender neutrality by using the third-person plural pronoun “they”, but “mouth” is in the singular. This may be considered an error, but native speakers frequently employ the same tactic under the same circumstances. Until only a few decades ago, the standard in English was to assign the masculine form when gender is not specified. Interpreter 36 mixes the masculine and the impersonal, first saying “he cannot...” and then switching to “its mouth”, clouding the issue by introducing another, unspecified party to the action: “it”. Interpreter 8 begins with the masculine form “he can't” and then switches to “her mouth”. This switch implies that one person (male)

must not cover the mouth of another (female), thereby changing meaning or clouding the message.

279. *o fumar* Sixteen errors or shifts were noted for this item, eight of which affect meaning, three affect rhetorical value, and 5 diminish the clarity of the utterance. Eleven omissions, four hesitations or false-starts, and one addition were observed.

Omission of one or two of the four activities mentioned would, in most cases, be considered to be an appropriate tactic for economy because any of the activities mentioned could make lip-reading difficult. Five of the omissions noted for this item were made by interpreters who also omitted or distorted other items in the unit, thereby altering or diminishing meaning.

“... that he can’t chew... that he can’t put his hands before his mouth...” (TT 17)

“... and they have to... (omitted)” (TT 28)

280. *o masticar chicle* Twenty-four errors or shifts were noted for this item, of which nine affected meaning, seven altered rhetorical value, and eight affected clarity or receiver effort. Sixteen omissions, four lexical shifts, one grammatical error, three hesitations or false-starts, and one addition were observed.

As with the previous item, this is one item in a list of prohibitions, so that some omissions may be acceptable; however, lexical shifts may alter the message. In some cases information is added which has little impact on the message:

“That’s to say, they can’t chew bubble gum, or smoke...” (TT 1)

The receiver may be confused or amused by some additions:

“... and he can’t have a chicken gum in his mouth...” (TT 27)

The receiver is not likely to be confused or distracted if one common type of gum is specified, but the inclusion of “chicken” as a modifier for “gum” is both comical and confusing. The receiver is unlikely to spend a great deal of time re-interpreting the term, but the comical juxtaposition may be distracting.

Some renderings of this item are not natural-sounding, but their meaning is clear:

“... they can’t smoke or have a chewing gum...” (TT 23)

“... not put the... the hand in front of the mouth, eat chewing gum...” (TT 19)

Some meanings are not lost, but require additional processing on the receiver’s part:

“... he can’t smoke or... be... be with a chewing gum...” (TT 38)

281-282. durante la clase Twenty-seven errors or shifts were noted for this item, of which nine affected meaning, five affected clarity or receiver effort and thirteen altered a rhetorical device. All shifts or errors were omissions.

This item is not essential to the meaning of the unit because the classroom setting has been clearly established in the context. The phrase does not add new information, but may have been included to evoke the image of the classroom for some persuasive purpose. Those omissions which are considered to have affected meaning were accompanied by other omissions or errors. In cases where clarity is considered to have been affected, the setting has not been clearly established by the interpreter or the delivery is so disjointed that the setting is unclear:

“[It’s enough to remember the teacher that... to remind the teacher that... eh... the deaf...mmm... he has to place himself in a manner that... deaf children can... read his lips... and he realizes that] he can’t smoke or... eh... m... have... a... (omitted)” (TT 35)

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INT	277	278	279	280	281	281	Totals	
	no puede tapar la boca o fumar o masticar chicle durante la clase						277	280
1		CC	C			MA	RO	O
2	L	CC	C		MO		ML	O
3		MO	O			C		
4		CC	C		RO		L	
5	C	MO	O			O	RO	O
6		ML			MO		RO	O
7		MO			CC	CC		CC
8		CC	O					
9	O	MO			MO	MO	O	MO
10		CL			RO			
11	O	MO			CA	MO	O	MO
12		ML			CC	CC		MO
13		RO			CC	CC		CC
14		CC	C			RO		RO
15	P		C		CC	RO		
16	O	MO				CL		CO
17					RO			CO
18	L	CL				RO		CO
19	O	CL						CO
20		CL				C		
21		CL				RO		CO
22	O	ML			MO			MO
23	L	MO				CL		CO
24	L	MO			MO			MO
25		CC	S				O	RO
26		MO	S				S	CO
27		MO	S			MO		S
28	L	MO	O		MO	MO	O	MO
29		ML			MO	MO		MO
30		MO				MO		
31		MO				MO		CO
32		MO				ML		CO
33		CL	LI			RO		CO
34		CL	L		RO			CO
35		MO				MO		CO
36		CL				RO		
37		MO				MO	O	RO
38		MO				CL		
39		MO				CO		CO
40		CC				CG		CO

O	5		4				6		23
L	5		1				1		
G									
C	1		5				2		
S			3				2		
P	1								
U									
A									
LI			1						

no puede

MO	RO	CO
ML	RL	CL
MG	RG	CG
MC	RC	CC
MS	RS	CS
MP	RP	CP
MU	RU	CU
	RA	CA

chicle

MO	RO	CO
ML	RL	CL
MG	RG	CG
MC	RC	CC
MS	RS	CS
MP	RP	CP
MU	RU	CU
MA	1	RA
		CA

278 tapar la boca

MO	18	RO	1	CO
ML	4	RL		CL
MG		RG		CG
MC		RC		CC
MS		RS		CS
MP		RP		CP
MU		RU		CU
		RA		CA

281 durante

MO	8	RO	6	CO
ML	1	RL		CL
MG		RG		CG
MC		RC		CC
MS		RS		CS
MP		RP		CP
MU		RU		CU
MA		RA		CA

279 o fumar

MO	8	RO	3	CO
ML		RL		CL
MG		RG		CG
MC		RC		CC
MS		RS		CS
MP		RP		CP
MU		RU		CU
		RA		CA

281 la clase

MO		RO		CO
ML		RL		CL
MG		RG		CG
MC		RC		CC
MS		RS		CS
MP		RP		CP
MU		RU		CU
MA		RA		CA

280 o masticar

MO	8	RO	7	CO
ML	1	RL		CL
MG		RG		CG
MC		RC		CC
MS		RS		CS
MP		RP		CP
MU		RU		CU
MA		RA		CA

MO		RO		CO
ML		RL		CL
MG		RG		CG
MC		RC		CC
MS		RS		CS
MP		RP		CP
MU		RU		CU
MA		RA		CA

UNIT 278

- TT 1 that's to say that they can't chew bubble gum or smoke or put their hands... in front of ... ah... their... ah lips,
- TT 2 he knows that he... can... ah... put a hand over ...over his mouth... or ... or chew gum or anything
- TT 3 and that she can't smoke or chewing...chewing gum in the class
- TT 4 he also knows that he can't...you know, place a hand before...eh...the mouth, or chew...anything during the class
- TT 5 He cannot...he cannot put the hand in front of hers, smoke, chew
- TT 6 ...em...he can't...eh...place...eh he...his hand in his mouth. He can't chew chewing gum...
- TT 7 that he cannot...eh...smoke or...chew chewing gum...throughou...during the class
- TT 8 he can't...uh...put a hand on...her mouth or smoke, or have a chewing gum during the class
- TT 9 ...eh...nor...nor eh...
- TT 10 ...on...he realize that he cannot...ah...ah...put... ah ...something on his mouth, that he cannot smoke during the class
- TT 11 or for example, to smoke...in classroom...
- TT 12 that he or she cannot ...eh...smoke or...ehm... have any chewing gum in the mouth or put a mouth on...in front of the ...over the mouth
- TT 13 that he cannot...eh...smoke...or chew some gum...or...during the class
- TT 14 that they cannot smoke for example, they cannot cover ...eh... their mouth
- TT 15 He can't cover ... the mouth or can... eh... smoke during the class
- TT 16 ah... mm... he can't... ah... smoke or chew on gum... and mm...
- TT 17 that he can't chew... that he can't put his hands before his mouth
- TT 18 eh...because they can't smoke and they can't ... they can't keep their mouth out of sight
- TT 19 not put the ... the hand in front of the mouth, eat chewing gum, or smoke
- TT 20 He can't put his hands on his lips or smoke or chew... gum in the... in the class
- TT 21 and he can't put ... smoke or put a hand before your... before your mouth... and...
- TT 22 (can't ...recognize him...) if his mouth or... have a chewing gum in the mouth...
- TT 23 Eh... They notice that they can't ...eh... smoke or... or have a chewing gum...
- TT 24 um... eh... he or her cannot... um... put a chewing gum in his of her mouth...
- TT 25 ... and he knows that he can't put his ... his hand in front of his ... of his mouth and he can't have a cigarette
- TT 26 he shouldn't smoke or have a chewing gum in the mouth...
- TT 27 and he can't have a chicken gum in his mouth
- TT 28 ...
- TT 29 He shouldn't put anything in the ... in the... in his mouth
- TT 30 he knows that he can't smoke or... or... during the class
- TT 31 he knows that he can't smoke or...
- TT 32 he cannot smoke... eh... eh cannot eat...
- TT 33 he knows that ... em... eh... can't put the mano before the mouth or smoke

- TT 34 {huh?} and the ... he... takes notice ... he's aware that he cannot put his hand before his lips or {chuckle} chew some gum
- TT 35 and he realizes that he can't smoke or... eh... m... have...
- TT 36 (he can stand in a way) that he cannot smoke or cover its mouth during a class
- TT 37 He cannot... smoke... or...
- TT 38 He can't smoke or... be... be with a chewing gum during the class
- TT 39 and they can't smoke, or ... other things to make it easier for the deaf children
- TT 40 he or her ... he or she realize that she cannot put a hand, for example in.... in front of the mouth or chewing gum or smoke

6.2.11 UNIT 284

282	283	284	<b>285</b>	286
<u>se da cuenta de que/ debe hablar/ despacio/ y vocalizar/ bien</u>				

Function: In this portion of the presentation, the speaker is continuing to discuss the adaptations that teachers must make when handicapped children are included in mainstream classes. This follows a segment in which the speaker states that many of the adaptations would require little more than a reminder that deaf children must be able to see the teacher's mouth in order to read lips.

282. se da cuenta de que Eighteen omissions, one lexical shift, two grammatical errors, and one intelligibility error were identified for this phrase. Omission of this phrase has little effect on meaning. Depending upon how the rest of the utterance is rendered, this phrase may be superfluous, in which case, omission is appropriate.

283. debe hablar Twenty-four errors or shifts were noted for this item, of which eleven affected meaning, and thirteen affected clarity or coherency. Nine omissions, two lexical shifts, three grammatical errors, and ten hesitations or false-starts were noted. Three of the interpretations omitted this unit of meaning entirely, and the remaining four omissions affected only *debe hablar despacio*.

One interpreter started to render *debe* as "can" and then self-corrected, using "must".

"... he can... must speak slowly and vocalize." (TT 37)

Another interpreter made a self-correction and then reiterated the corrected term, helping to make the correction clear to the receiver.

“... he has to take... he has to talk... vocalize well and talk slowly.” (TT 5)

284. despacio Twelve errors or shifts were noted for this item, of which eleven affected meaning and one affected clarity or receiver effort. Ten omissions, one syntax error, and one pronunciation error were observed. The pronunciation error was a “slip of the tongue” in which the /s/ sound was misplaced, producing the nonce-word “lowsly,” presumably having little to do with linguistic or interpreting ability. The syntax error collocated “slowly” with “enunciate” (Unit 285), altering the meaning only slightly.

285. y vocalizar Thirty-four errors or shifts were noted for this item, of which five affected meaning, one altered rhetorical value, and twenty-eight affected clarity or receiver effort. Six omissions and twenty-eight lexical shifts were observed. The lexical shifts, with only one exception, consisted of rendering *vocalizar* as “vocalize,” a calque. According to *Websters Encyclopedic Unabridged Dictionary of the English Language*, the sense “enunciation” found in *vocalizar* is not present in either “vocalise” or “vocalize”. “Vocalise” refers to the musical practice of singing a melody without lyrics, and “vocalize” refers to the act of uttering or making vocal sounds, to add vowels to the written form of a word, or to “sing without uttering words”. (Websters 1996) The use of “vocalize” in this context is unlikely to cause great difficulty for the receiver, due largely, to the context, but the fact that 70% of the renderings included this false cognate suggests the need for English vocabulary improvement or at a minimum, heightened awareness of the trap of using false cognates. This is a lexical error that even native speakers of

English might make and may be considered to be simply a lexical shift, rather than an error.

Three interpreters rendered *vocalizar* as “pronounce”, one used “articulate” and one simply said “speak clearly”. All of these solutions were considered to be effective; it is interesting to note that one interpreter rendered with “pronounce” and then self-corrected, using the less appropriate term, “vocalize”.

“... he must pronounce properly and vocalize.” (TT 34)

“...he has to talk slowly and speak clearly.” (TT 30)

286. *bien* Twenty-two errors or shifts were noted for this item, of which twelve affected meaning, ten affected cohesion/ coherency and two altered rhetorical effect. Twenty-one omissions, two lexical shifts and one grammatical error were noted. Inclusion of this item helps to mitigate the use of “vocalize” as discussed above. Only three interpreters rendered *bien* as “well”, 8 used “properly,” and three chose “correctly”. Each of these terms effectively communicate the meaning of the ST within the context of this unit, but it is interesting that not more student interpreters selected the obvious term “well”.

“...he has to speak slowly and vocalize properly.” (TT 13)

282-286. This unit of meaning is a continuation of the precautions presented in Units 28-30, and as such, may be considered to be part of a list. As mentioned previously, some elements of lists may be expendable, provided that the overall message

is not significantly lost or altered. One interpreter economized without losing meaning, clarity or impact by simply saying:

“...he must speak slowly and clearly” (TT 30, above).

Restructuring of this type is not only acceptable in conference interpreting, but desirable: meaning is preserved, confusion is avoided and the interpreter’s cognitive capacity is not strained by attempting to find word-for-word equivalence.



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INT	282 y se da cuenta	283 de que	284 debe hablar	284 despacio	285 y vocalizar bien	Totals			
1	O		MO	MO	LI	CL			
2	O				LI	CL	MO		
3	O					*			
4			CC						
5			C	CC	MO	LI	CL		
6						*			
7			C		LI	CL			
8					LI	CL			
9			C	CC	CP	LI	CL		
10	O		C	CG		LI	CL	CL	
11	O		O	O	MO	MO		MO	MO
12	U		O	O	MO	MO		MO	MO
13						LI	CL		
14	O		O	O	CC		LI	MO	MO
15	G				CC		LI	CL	MO
16	O		O	O	CG			MO	MO
17	O		O	G	MO	MO	LI	CL	
18					CC				
19	O		O	O	MO	MO		MO	MO
20						LI	CL		MO
21						LI	CL		CG
22	G					LI	CL		MO
23					CG			RO	RL
24	O		O	O	MO	MO	LI	CL	MO
25	O		O	O	CC		LI	CL	MO
26	L						LI	CL	CO
27							LI	CL	CO
28	O		O	O			LI	CL	CO
29	O						LI	CL	
30									
31	O				CC			CL	
32					MO	MO	LI	CL	CO
33					CC		LI	CL	
34					ML		LI	CL	CO
35	O				MO	MO	LI	CL	
36							LI	CL	CO
37	O				C		LI	CL	CO
38	O		O		ML	MO	LI	CL	CO
39	O		O		MO	MS			MO
40					CC		LI	CL	

D	18	14	8						
L	1								
G	2		1						
C			5						
S									
P									
U	1								
A									
LI							28		

**282**

y se da cuenta

MO	RO	CO	
ML	RL	CL	
MG	RG	CG	
MC	RC	CC	
MS	RS	CS	
MP	RP	CP	
MU	RU	CU	
MA	RA	CA	

**284**

y vocalizar

MO	5	RO	1	CO	
ML		RL		CL	28
MG		RG		CG	
MC		RC		CC	
MS		RS		CS	
MP		RP		CP	
MU		RU		CU	
MA		RA		CA	

**282**

de que

MO	RO	CO	
ML	RL	CL	
MG	RG	CG	
MC	RC	CC	
MS	RS	CS	
MP	RP	CP	
MU	RU	CU	
MA	RA	CA	

**285**

bien

MO	12	RO	1	CO	8
ML		RL	1	CL	1
MG		RG		CG	1
MC		RC		CC	
MS		RS		CS	
MP		RP		CP	
MU		RU		CU	
MA		RA		CA	

**283**

debe hablar

MO	9	RO		CO	
ML	2	RL		CL	
MG		RG		CG	3
MC		RC		CC	10
MS		RS		CS	
MP		RP		CP	
MU		RU		CU	
MA		RA		CA	

MO		RO		CO	
ML		RL		CL	
MG		RG		CG	
MC		RC		CC	
MS		RS		CS	
MP		RP		CP	
MU		RU		CU	
MA		RA		CA	

**284**

o despacio

MO	10	RO		CO	
ML		RL		CL	
MG		RG		CG	
MC		RC		CC	
MS	1	RS		CS	
MP		RP		CP	1
MU		RU		CU	
MA		RA		CA	

MO		RO		CO	
ML		RL		CL	
MG		RG		CG	
MC		RC		CC	
MS		RS		CS	
MP		RP		CP	
MU		RU		CU	
MA		RA		CA	



UNIT 285

- TT 1 and they have to *vocalize*
- TT 2 and that he has to speak slowly and vocalize
- TT 3 and has...ah...to speak very slowly and pronounce properly
- TT 4 He also knows that he must...eh...speak slowly and articulate properly
- TT 5 and is...he has to take no...he has to talk...vocalize well and talk slowly
- TT 6 and he...he knows...that he must...speak...eh...slowly and clearly
- TT 7 and ...that he must...speak slowly and vocalize properly
- TT 8 and he also realizes that he must speak slowly, and vocalize properly
- TT 9 and take into...takes into account that he must vocalize and tell...spe...speak...speaks 'lowsly' (slowly)
- TT 10 and that...ah ... he's...he has to speaks ...ah...slowly and vocalize good
- TT 11 or ... is not... is not possible or...to...
- TT 12 ...
- TT 13 and he sees that he has to speak slowly and vocalize properly
- TT 14 that they have to... vocalize properly, they have to speak slowly, they ha ... to talk slowly
- TT 15 and so he realize that he must speak... must speak slowly and vocalize
- TT 16 and mm.... to bu... to talks slowly it's... uh...
- TT 17 ...
- TT 18 and they realize that they have talk... they have talk slowly and pronounce properly
- TT 19 this teacher realize that... that he has to ... .. to speak slowly
- TT 20 this teacher realize that... that he has to ... .. to speak slowly
- TT 21 this teacher realize that... that he has to ... .. to speak slowly
- TT 22 he realized ... he must speak slowly and vocalize
- TT 23 or and they notice ...that they have to spoke... eh... slowly and correctly
- TT 24 he has ... he or she has to vocalize...
- TT 25 and he has to vocalize and he has to speak ... slowly
- TT 26 and he must consider that he must vocalize and speak slowly
- TT 27 and he knows that he has to speak slowly and vocalize
- TT 28 and they have to... vocalize and speak slowly
- TT 29 and he should speak slowly and he should vocalize in a good way
- TT 30 and he knows that he has to talk slowly and speak clearly
- TT 31 ... and he has to talk... speak slowly and utter properly
- TT 32 and he bears in mind that he... he must vocalize
- TT 33 and he knows that he must speak ... slowly and vocalize well
- TT 34 and he's aware that he must pronounce properly and vocalize
- TT 35 ... eh... m... have... and he has to vocalize well
- TT 36 and he realized that he must vocalize and speak slowly
- TT 37 and he can ... must speak slowly and vocalize
- TT 38 and he must vocalize
- TT 39 and they have to articulate slowly
- TT 40 He also realizes that he has to... to talk slowly and vocalize... correctly



### 6.3 GROUPED ANALYSIS

The data that have emerged from this study indicate training needs that can be grouped into two areas: those which pertain to language and those which pertain specifically to interpreting skills. This division is somewhat artificial in that there is a great deal of cross-over between language-related difficulties and those related to interpreting skills.

The language-related issues are not limited to second-language acquisition. Interpreting and translation involve processes that are not a normal part of communication. (Neubert: 1997: 9) In order to capture and conserve the subtleties of the spoken word, interpreters must be conscious of aspects of language use that are not often taught in conventional language programs. Also, because interpreters work under extraordinary time pressure, they must be able to access vocabulary as well as syntactic and grammatical rules quickly, precisely, and without expending excessive effort. The students whose work comprises this corpus were in their final year of university studies, all have studied English extensively in the university system, and many have studied abroad. In all likelihood, many of the difficulties identified in this study would not have been problematic for these students had it not been for the time constraints of simultaneous interpreting which do not allow interpreters to analyze unfamiliar terms or constructions at length. A delay of only two or three seconds, whether due to comprehension or production concerns can cause an interpreter to omit important information. Conventional language pedagogy does not address this unusual constraint.

Because interpreting requires special skills and awareness of language components and their functions, student interpreters would benefit from specialized language training. Advanced language instruction for interpreters would focus on the spoken word and cover register-specific vocabulary and constructions, components of public speech, and pragmatics. Such a language course would include components of language instruction for professional purposes, but also include interpreting-specific issues as well.

### 6.3.1 VOCABULARY:

#### 6.3.1.1 Register-Specific Vocabulary

When speaking in formal situations, it is not uncommon to use expressions that one would not often use in casual speech. These expressions can include less-common forms of vocabulary than is used in day-to-day conversation. Because of the relative infrequency with which non-native speakers of a language are exposed to these expressions, it would be helpful to offer structured instruction on such language use.

On two occasions in Text 1, the speaker makes a request using the verb, “ask.” The high incidence of error in rendering this basic verb may be caused by one or more of three issues: the verb, “to ask” must be expressed in Spanish with two different terms, depending upon whether one is asking a question (*preguntar*) or making a request (*pedir*); when used as a request, the preposition with which it is collocated can alter the meaning; outside of speech in a formal register, it is unusual to make a request in the simple present tense. In Unit 79, the speaker says, “I ask that you be creative;” only nine interpreters rendered the term without hesitations or false starts. Some of the students altered the force of the request: “*ustedes deberán ser creativos....*” (TT 20) Others

changed its meaning: "... *debo ser creativo... debéis oír.*" (TT 15) Sixteen of the students fell into the group that altered the force of the request. The verb is used similarly in Unit 315: "I ask for some very concrete proposals." Fourteen interpreters rendered the term such that meaning was altered: "*Y os pregunto uno y más propuestas.*" (TT 5) Interestingly, there were more errors related to the word pair *preguntar/pedir*. In some cases, the term was rendered with a calque: "*y preguntamos por todo tipo de propuestas.*" (TT 21)

This indirect form of request, or hedged performative is expressed by making a statement, rather than an outright request. It is a common construction in public speech and students who are aware of such devices and their implications would be better equipped to render them appropriately and easily. Additionally, increasing EVS would also allow interpreters more time to disambiguate the intended use of the term.

#### 6.3.1.2 Pragmatics and Illocutionary Force

Phrases such as, "we applaud your desire" (Text 1, Units 382-383) are seldom heard in informal speech, but common in conference presentations. Twenty-one of the student interpreters rendered that phrase in such a way that the meaning was altered and nineteen omitted it entirely. Given that the verb "applaud" has a cognate that would have been applicable the problem is not likely to be limited to vocabulary. It may be that the difficulty was with the pragmatics of the situation; the students may have had doubts about which TL term carried the same force. In the same text, phrases expressing congratulations and acceptance were similarly distorted, for example, on Unit 284, the speaker congratulates the audience, sixteen interpreters made lexical shifts, ten altered

clarity, and five omitted it altogether. Acceptance was also apparently troublesome for a number of interpreters. Twenty nine interpreters demonstrated difficulty with the phrase “we accept your demand.” (Units 430-432) Pragmatics are important to public speaking; acknowledgement, agreement, acceptance, and congratulations tend to be expressed in formulaic terms. Because of their importance, interpreters should be adept at their use so that the speaker’s intentions are correctly conveyed. Because these expressions tend to be formulaic, students could develop a vocabulary of such terms and a sense of their force, so that these ST messages can be rendered appropriately and with less effort.

### 6.3.2 GRAMMAR AND SYNTAX:

#### 6.3.2.1 Subjunctive and Imperative Moods

In the passage, “...so please be very specific in your recommendations...,” (Units 355-358) the phrase “so please” unambiguously signals the need for the subjunctive or imperative, depending upon how directly the request is made in the TL. Nine of the interpreters incorrectly used the indicative mood, three settled on the subjunctive/imperative only after false starts and hedges, and one omitted the passage.

The fact that some students struggled with this passage is suggested by the high incidence of error as well as hesitations in delivery: “Y...ah... da... así... eh... dan... una información más concreta...” (TT 4) and: “y... así que es muy especif... son muy específicas vuestras recomendaciones...” (TT 19)

### 6.3.2.2 Syntax

In the Text One, the speaker states the “main purpose” of the meeting. Only eleven interpreters correctly rendered that phrase in terms of both meaning and syntax, thirteen omitted either the adjective or the entire phrase, and 4 altered the meaning. The remaining thirteen student interpreters placed the adjective before the noun it modifies. While such an error does not substantially alter meaning, it does deviate from TL stylistic norms and suggest that the syntactical pattern of the ST passage influenced the TT in those cases.

In Text Two, the speaker uses the phrase “*pocas veces se ha pensado en.*” (little thought has been given to) (Units 29-30) Thirty-five interpreters had difficulty with the adverbial phrase, *pocas veces* and thirty-six had problems with the verb, *se ha pensado en.* In this case, the ST is in the students’ native language, virtually eliminating comprehension as a cause. The problem is more likely to be related to the fact that the expression requires considerable restructuring. Sixteen interpreters employed the phrase, “few times,” a calque which “painted them into a corner” syntactically. Even those who avoided calquing what seemed like an easy term, thirteen rendered it such that the message was distorted.

### 6.3.2.3 Phrasal Verbs and Compound Verbs.

Interpreters demonstrated difficulty in rendering compound verbs, including phrasal verbs, compound tenses, and performative constructions. One of the phrasal verbs that proved problematic was “brought up.” (Unit 276) The speaker thanked the audience for having presented or “brought up” a topic for discussion at the conference.

Eighteen of the students rendered the term in such a way that meaning was altered. Another example, from Text 2 was the verb phrase, *atender a*, (to pay attention to) (Unit 147) which proved problematic for thirty-three students, twenty-six of whom distorted the meaning. Converting compound tenses from Spanish to English proved troublesome for the students. For example, Text 2 contains the phrase, “*a partir de este cambio, ha habido numerosos proyectos de integración;*” (since that change, there have been numerous integration projects) thirty-one interpreters demonstrated problems with that verb, nineteen of whose errors were grammatical in nature. Another verb that caused difficulty in Text 2 was “*recordarle*” (to remind), which resulted in thirty-four shifts, twenty-three of which were lexical.

#### 6.3.2.4 Modal Verb Phrases

Two verb phrases, one from each text, both of which relate to possibility, emerged as problematic. Unit 266 from Text 2, “*para poder seguir (la clase)*” resulted in thirty-three shifts, twenty-five of which were omissions. In Text 1, the phrase, “making it possible (to be here)” (Unit 11) also produced thirty-three shifts, of which sixteen were omissions and sixteen were lexical shifts.

#### 6.3.2.5 Lexical Asymmetry

A number of errors were related to words with multiple meanings or applications that vary in the TL according to context (*lexical asymmetry*). English-speaking students of Spanish often struggle with word pairs such as: *por/para* (by/for), *ser/estar* (to be), and *saber/conocer* (to know). It is interesting to note that these same words can be

problematic for native speakers of Spanish. The ST contains a passage in which the phrase, "... (it [Europe] can only be built) with you and for you." This phrase could be appropriately rendered as, "... *con ustedes/vosotros y para ustedes/vosotros.*" Six of the interpreters incorrectly rendered "for" as "*por*," which in English would be understood to mean, "...with you and by you," which is redundant and also alters the meaning of the phrase. In four cases, the students noted the error and made self-corrections: "...*con ustedes y por us—y para ustedes...*" or: "...*por vos—con vosotros y para vosotros.*" Other self-corrections were less successful: "*por t—contigo y sin ti... cont—y por ti.*"

In another case, the ST included the verb "to know" in similar contexts: "I know some of you have come..." and, "I know most of you have been meeting...." Ellipsis of "that" following the verb is likely to have exacerbated the interpreters' difficulty in selecting the appropriate verb in Spanish. In the first occurrence, five students inappropriately used the verb *conocer*, which is used when referring to acquaintance or knowledge of a person or subject, rather than knowledge of a fact. Self-corrections, false starts and other disfluencies appeared in eleven cases, implying some degree of difficulty or self-doubt about the verb choice. In the second occurrence, none of the renderings included *conocer*, but ten cases of disfluency, altered message, or omission were noted, implying difficulty with the term.

The English word "question" has two distinct meanings in Spanish. In cases where a question is asked, the verb *preguntar* or the noun *pregunta* would be appropriate; when used as a synonym for "issue" or "matter," as in "a question of right or wrong" the noun *cuestión* is appropriate. The term appears four times, and in each case, the ST meaning is closer to *preguntar* or *pregunta*:



ST: “I would like to pose a series of questions (Unit 129) for you to use as a guide during our work sessions over the next three days. These questions (Unit 136), or perhaps we could call them ‘points of debate’ or ‘points of discussion’ are based on the information that I have received from you and your... ah... national committees.”

“... and this is where the question (Unit 177) comes in...”

“... so my question (Unit 215) here is...”


Unit 129 was incorrectly rendered as *cuestión* or *cuestiones* by only six interpreters; one rendered it as *temas* (themes/matters) and one used *cosas* (things). The second, third, and fourth uses of “question” (Units 136, 177, and 215) all refer back to the first use in which the speaker states that a series of questions will be posed. Unit 136 was rendered as *cuestiones* or *temas* by twelve students and omitted by two. It may be argued that Unit 136 refers to a matter for discussion (*cuestión*), but the demonstrative adjective “these” and the term’s contextual association with the first use of “question” strongly suggests the sense of *preguntas*. The third occurrence, Unit 177 showed the greatest error frequency with twelve uses of *cuestión* or a synonym, nine omissions, and two uses of the phrase, “*pregunta en cuestión*,” resulting in twenty-three incorrect renderings. Seven interpreters rendered Unit 215 as *cuestión* and the term was omitted by three interpreters. The high incidence of lexical error on Unit 177 may result from efforts to avoid excessive repetition of *pregunta*, however, the use of *cuestión* changes the meaning of the utterance.

### 6.3.2.6 Linguistic and Phonetic Interference

Phonetic and linguistic interference appear to be the source of numerous errors. In some cases, students repeated English words. Interpreter 7 repeated the phrase “as a matter of fact,” seemingly unaware of having switched momentarily into English. In other cases, individual English words were parroted and then self-corrected, for example: “...*dijisteis* very... *dijisteis muy claramente*...” This phenomenon was also observed in the Spanish to English corpus. In one case, the phrase “...*no sólo en cuanto a...*” was rendered as, “...not sólo on...,” which may also illustrate difficulty with the polysemic preposition “*en*” (in/on).

In some cases, certain phonemes were repeated within Spanish words. The term “efforts” was rendered as “*las ofertas*,” roughly reproducing sounds contained within the ST term, rather than rendering its meaning. “Youth” was rendered as *vosotros* (you), suggesting that the student had not heard the terminal /θ/, a phonetically related comprehension error. “Discover”, which in Spanish is *descubrir* was rendered as “*discobrar*”, mimicking the first two vowel sounds. In another case, the interpreter rendered “minorities” as “*minoritas*,” in lieu of the correct *minorías*, apparently led astray by the “it” sound within the ST term. “Students” and “schools” provoked similar phonetic repetition. Other errors seem to result from phonetic interference, although the mental process is unclear, for example, “committees” was rendered as “*comicios*” (elections). It would appear that the syllable /com/ misdirected the interpreter, who then applied a term that although incorrect, could plausibly be found in the context of the ST. Phonetic or linguistic interference resulted in word inventions identical to those of English speakers learning Spanish, such as “*sugestiones*” (*sugerencias*) and “*protectar*”

(*proteger*). Suffixes were also carried inappropriately into the TL. The most frequent error of this type involved the word “marginalization”. The ST makes reference to “social exclusion and marginalization”. *Marginación* is the appropriate term in Spanish, however 9 students rendered this word as *marginalización*, echoing the suffix of the word in English, apparently without realizing that they had done so. Another 5 made the same mistake, but self-corrected. One interpreter rendered the phrase as “*marginación y la exclusación*,” rendering the first word correctly, but misapplying the suffix to the other noun within the phrase. It is interesting that the Spanish to English corpus also refers to *marginación*, which was rendered by a number of students as “margination”, an interesting parallel error. Another high frequency error involved a reference to various European nationalities: “... in addition to being Spanish, French or Dutch.” The correct term for Dutch in Spanish is *holandés*. This term was rendered by 11 students as “*alemán*” (German), 3 rendered it as *danés* (Danish), 8 omitted the information entirely, and 10 included hedges, such as “*etcétera*” and “*lo que sea*” (whatever), implying uncertainty about the correctness of the word choices. Only 12 students correctly rendered the term, although even they did so with hesitations, hedges, or self-corrections. It is possible that the students heard “Dutch” as “*Deutsch*,” however that word does not exist in English or Spanish. It may be that because these are European students, the meaning of *Deutsch* is commonly known, so that under the pressure of simultaneous interpreting, *alemán* was a more readily available term to them than Dutch. Those who said “*danés*” may have been aware that the speaker was not referring to being German and mistakenly selected another North-Atlantic country in an effort to avoid a term that they felt was incorrect.



The issues presented here may be addressed only in part through language instruction. The causes of the errors and shifts also lie in interpreting technique. Interpreters can be taught to improve their precision and completeness through techniques such as increasing EVS and abstraction. In the final chapter of this thesis, there is a discussion of how a specialized language course (LSP) and interpreter training could be coordinated to address these problems whose roots lie in both fields.



## VII PROCESS REVIEW AND REFINEMENTS

### 7.1 DISCUSSION:

The goals of this study, as discussed previously, include the development of a corpus that could be examined through semi-automated search techniques. Corpus-based analysis requires that vast amounts of data be examined, and this can only be achieved through computer-assisted searches through those data. The first step toward automation was to transcribe the corpus into a searchable format in the computer. In order to make the study as replicable as possible, and with the idea of collaboration with other researchers in mind, it was important that the technical resources used here be widely available and affordable to other researchers and potential collaborators. The analytical model was designed to be flexible enough to accommodate the high degree of variability of language use, and to be applicable to other corpora involving different language pairs. Because of the large amount of information to be analyzed, it was important to keep the coding system as simple as possible, using the fewest number of categories that would still provide adequate detail. It was also hoped that by keeping the design simple and flexible, it would be attractive to potential collaborators in future related investigations. In this section, I will describe the process by which the corpus was compiled and analyzed. I will also discuss the development and refinement of the analytical methodology, in terms of both technical and conceptual considerations.

At the outset, the study design was determined in part by the technical resources available at that time. As the study progressed, software for audio recording became available at a manageable cost and personal computers became faster and more

affordable. These changes prompted modifications to the study design. The goals remained unchanged, but the inclusion of computer-based audio and spreadsheet software required some refinement of the methodology. Additionally, some techniques for coding and tracking observations were streamlined and modified to address problems that were not apparent prior to undertaking the analytical process.

This chapter will describe the evolution of the process, first in terms of data collection and transcription, then in terms of coding and analysis of observations, and finally there will be a discussion of unresolved problems with the study design and refinements of the model for future applications.

## 7.2 DATA COLLECTION

The recordings which form the basis of this study were made in a language laboratory designed for the instruction of conference interpreters. The students' work was recorded on analog audio cassettes, but because of the specialized design of the laboratory equipment, the cassettes were not playable on conventional audio equipment. It was not practical to use the language laboratory for the repeated listening that this study required, so the recordings were copied to another format. Because of its portability and high quality sound, the Mini Disc® digital recording format was chosen. In order to avoid damaging the disks through repeated use, the Mini Disc recordings were then transferred to compact disk (CD). CDs offer several advantages over Mini Disc and other available formats: they are easy to work with, can be easily copied, and copies can be provided to native-speaker informants and other collaborators, allowing them to work with audio versions in addition to just the transcriptions of each TT. This last advantage

proved vital during the transcription-editing and analysis phases, allowing native-speaker informants to verify and comment on the linguistic and paralinguistic elements of the interpreter renderings, as well as the accuracy of the transcriptions. Additionally, CD players usually have a screen in which the time code for each track is shown, simplifying and improving the precision with which segments of the TT can be located. Because of the way the original recordings were made and copied, they did not all start at precisely the same time. This problem was initially dealt with by noting the time when the ST speaker's voice was first heard in the recordings. That time was then used to calculate the number of seconds by which tracks were offset. This was workable and reasonably accurate, but as the technological resources for the study improved, this was abandoned in favor of time-aligned tracks in the computer, discussed later.

Because every interpreter is likely to render source material differently, it was essential to be able to correlate passages of target text with passages in the source text. For that reason, the transfer recordings were made so that the ST audio could be heard in the background of each TT. Any given TT passage could be unambiguously identified with the portion of the ST to which it related by listening for the ST speaker's words in the background. The language laboratory equipment allowed separate control of the ST and the TT volumes, but did not allow them to be separated and placed on separate tracks. The inability to separate ST from TT audio proved to be a disadvantage: it meant that the volume of the two voices could not be readjusted once they had been copied. If, for example, the source-text audio were recorded too loudly on a given disk, there would be no way to turn it down. Because the transfer recordings were made during a brief stay in Alicante, where the language laboratory is located, there was only one opportunity to

make the recordings. As it turned out, in some cases, the ST volume was, in fact, either too high or too low relative to the TT audio. This complicated the process. In one or two extreme cases, the recordings were not useable. Other recordings require “listening past” the ST, a sometimes frustrating task. If this data were being gathered today, this would not be an issue, given the improvements of both the laboratory equipment and computer-audio capabilities. Data collection for future studies will be discussed in the final pages of this chapter.

### 7.3 TRANSCRIPTION

A transcript of the each of the source texts was available, but required minor revisions to reflect the speaker’s deviations from the script, such as pauses and reiterations. The revised transcripts were then divided into small units of between one and four words. Each unit was numbered for identification so that any given unit could be quickly located and identified when searching through the text. Below is a sample of the ST units and their identification numbers:

29	30	31	32	33	34
I know/	most of you/	have been meeting/	in your own/	countries/	to prepare/
35	36	37	38	39	40
this European-level/	meeting./	Our main purpose,/	as you know,/	is to draw up/	a White
41	42	43	44	45	46
Paper/	related to/	the role of/	youth/	in the European Union/	of the future.

The initial transcriptions of the target text recordings were handwritten onto photocopies of the ST showing the numbered units. There were two reasons for handwriting the first draft of each transcription: first, it made it possible to place portions



of target text in proximity with their source text counterparts, and second, it proved cumbersome to type and operate the CD player controls at the same time. This approach proved especially helpful in cases of radically restructured renderings for which there was no clearly identifiable relationship between ST and TT. In some cases, interpreters deviated considerably from the ST message, leaving the ST in the background as the only means to identify what portion of the ST was being rendered. For this reason, the handwritten transcripts were used during the first phase of analysis for every target text. Again, the physical proximity of ST and TT terms on each page made it possible to identify precisely which portion of the ST was represented in the transcript during the coding process. The typed transcripts were used for the subsequent phases of the study.

The first consideration for the typed transcriptions was deciding what word-processing software to use. The goals of sharing data with other researchers prompted the choice of Microsoft Word. MS Word is arguably the most widely used word-processing software available; so files could be shared easily in that format. Another useful feature of MS Word is the “find word” function. When searching for specific terms within the target texts, the program can be made to display each instance in which a word or symbol appears within a text. This function can also be used to locate numbered units or time codes. Again, one of the goals of this study was to construct the corpus such that semi-automated searches would be possible, and this feature would serve that goal as well as simplifying the analyses at various stages of the investigation.

The next decisions were related to formatting of the typed transcripts; in other words, which aspects of the performance should be represented and how. If pauses, partial words, intonation, and other similar aspects of each rendering were to be

represented, should special orthographic systems be used? It was decided that such artifacts should be represented, with the exception of intonation. While there are several diacritic sets in use to indicate intonational aspects of speech, such as rising or falling tone of voice and finality, there was no one widely accepted, readily available and, therefore, easily sharable font for computer transcription. Because the audio recordings could be consulted at any time, as needed, it was not crucial that intonation be indicated in the transcriptions. It was also felt that by not attempting to represent every detail of a spoken performance orthographically, visual clutter could be avoided. Hesitations, false-starts, partial words, and interpreters' comments and inadvertent noises could be adequately represented using conventional diacritics. For example, pauses are represented by ellipsis (...), abruptly interrupted words and self-corrections are indicated by hyphens, and side comments are shown within parentheses. It is common to fill gaps with meaningless sounds, such as "eh," "um," "mm," and similar noises. In the interest of simplicity, these sounds are only roughly approximated in the transcriptions; again, the audio recordings offer a better reference for these features than is possible orthographically. Below is a sample of how these aspects of speech are represented:

(03:00)

couldn't go to school. Later on, some new ideas... em... appeared... that enfat...

emphasized the integration of special pupils in the school... and waranteed this... ah...

(03:15)

same opportunities for all the students. From this chance on, there have been... there has

been a lot of... ah... new projects of integration. Social institutions decide to... em...



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In the example above, there is a false-start on the word “emphasized;” the false start includes a mispronunciation, which is simply spelled as it sounded (according to TL spelling conventions). At the outset, such errors were followed by (*sic*), but that approach was abandoned to avoid visual clutter. In cases of completed words containing pronunciation errors, the erroneous portion of the word is underlined so that it is not mistaken for a typographical error. It became clear in the early stages of the study that managing the large quantity of information and frequent minor defects in speech would require a simple system and transcriptions that were as uncluttered as possible. Referring again to the example above, the ellipsis marks indicate that the interpreter’s self correction was not abrupt; had it been, it would have been represented with hyphens between the false-start and the completed word. In cases in which words were rendered in the source language, rather than the target language, they are shown in italics. In the interest of simplicity, the symbols used to identify flawed delivery are based as much as possible on conventional signs, and audio recordings were consulted in cases where more detail was needed.

#### 7.4 NAVIGATING THE CORPUS

Because interpreters’ speech patterns are highly variable, it was not practical to use the same unit numbering system as that used for the ST. Restructured or improvised renderings could not be clearly correlated with specific ST units. One thing common to all target texts is time; all of the interpreters followed within a few seconds of the ST. A time-code marker was placed over each TT at fifteen second intervals. This interval was chosen, based in part on studies performed on lag-times in simultaneous interpreting,

(Darò & Fabbro, in Moser-Mercer, 1997: 185; Massaro, 1975, Moser-Mercer, 1997) and also because it provided a manageable amount of text to read through when searching for a specific unit. When looking for a TT word or phrase, using the “find word” function, one enters the time code associated with the ST utterance; the TT rendering will be found at within a few seconds of that time marker in the TT. Below is an example of the time-code markings on a TT:

(00:30)  
Sé que muchos de vosotros os habéis reunido en vuestro países para prepararos...  
para esta reunión europea. Nuestro principal objetivo, como sabéis... es... eh... realizar un  
(00:45)  
libro blanco... para el mejor futuro de la comunidad europea. El futuro será uno de los  
temas... de nuestras reuniones igua—igual que el descubrimiento y la renovación. Con

Comparing this TT to the ST above (page 311), one sees that the thirty second time marker identified with the phrase, *muchos de vosotros* (many of you) correlates to Unit 30, “most of you.” The transcriptions were double-spaced to leave room for notes and commentary.

## 7.5 PILOT ANALYSIS PHASE

A pilot phase of the study was conducted for two reasons: first to identify problems with the study design, and second to identify the most problematic portions of each source text.

One of the most challenging aspects of the study design was making it sufficiently flexible that unanticipated observations could be accommodated. Observations made

during the pilot phase would be used in designing the final investigative strategy. One such adaptation relates to the marking of errors. At the outset, comments were made directly on the handwritten transcriptions. It was soon apparent that a system for making detailed comments on observations without cluttering the transcriptions was needed. A system was then devised in which the portion of the TT in question was underlined and marked with a number; the first observation was marked as 1, the second observation as 2, and so forth. Comments were made on a separate sheet, along with the number assigned to the observation and the number corresponding to the ST segment or “unit” affected by the shift under discussion. This allowed ample space for commentary, while leaving the transcriptions relatively clean and uncluttered, and therefore, legible. This refinement also allowed observations to be correlated easily and precisely with related portions of the ST.

Due to the large amount of information to be examined, it was necessary to narrow the focus of investigation to only the most problematic portions of the discourse. The pilot phase made it possible to identify portions of text that were difficult for a majority of interpreters. For each shift identified during the pilot phase, a copy of the ST was marked with the TT number over the affected portion of the ST. As more TT numbers accumulated above portions of the ST, it became clear where interpreters were having trouble.

The pilot phase began at first with six target texts, chosen at random. All deviations, however slight, from the ST message were noted. At the outset, the coding system was not fully developed. In the early stages of designing the study, it was clear what the broad categories for identifying shifts would be, but specific parameters were

not delineated. This was intentional; in an effort to prevent preconceptions and bias from influencing the analysis, observations were made first in descriptive terms. Once the first six target texts had been analyzed, the coding system was finalized. Below is an example of this process as it was performed during this initial phase:

ST     {4} 29        {4} 30        31        32  
          pocas veces/ se ha pensado/ en sus/ verdaderas necesidades

TT 4     [ 1]        [2]  
          Few times it's been thought about their real necessities

#### 7.4.1 OBSERVATIONS:

TT 4

- 1) @ 29: Word choice, syntax: TL norms require either a different word or a restructuring of this phrase, e.g. "little thought has been given..."
- 2) @ 30: Grammatical error: passive voice in ST; requires restructuring.

Note that the number 4 is placed beside unit markers 29 and 30; this indicates that a shift had been identified within TT 4 which correlates to these units. Above the target text, the numbers 1 and 2 indicate that these are the first two observations made for this TT. On the observations sheet, the unit numbers are marked to facilitate follow-up analysis and verification of findings. The number of observations made for each target text ranged from approximately sixty to one hundred twenty-five. Because the TT numbers are all placed on the same copy of the ST, one can quickly see which units have the greatest quantity of TT numbers over them, clearly identifying problematic portions of text.

Based on the first six analyses, portions of the ST showing three or more shifts (50%) were tentatively identified as units that merited closer examination. It was felt that six texts might not have provided a reliable foundation for the study, so an additional six were randomly selected and subjected to an identical analysis. This proved to have been a worthwhile step. As it turned out, several units which appeared to have been difficult for most of the first six interpreters were not as problematic for the next six. In one case, five out of the first six omitted or distorted one term (Text 2, Unit 27), but only two of the next group of six showed similar difficulty on that particular unit.

After reviewing the second group of six target texts, only units on which 50% or more of the interpreters experienced difficulty were selected as “units for analysis.” At this point, the final coding system was determined.

The general parameters of the coding system were derived from the theoretical considerations described in Chapter Three. The effects of any type of deviation from the ST message could be described in terms of its alteration to the message in one of these three categories. Distortions of meaning, rhetorical effect, and clarity would be represented in the first letter of the binomial code. At the outset of the study, it was determined that the mechanics of each shift, such as omissions, lexical shifts, or grammatical errors would be identified and tracked. It was important to establish enough categories to adequately reflect how messages are altered. Conversely, it was essential that the shifts be organized into as few categories as possible; if too many categories were established, similarities among shifts could go unobserved or unrecorded. For example, a decision had to be made as to whether false-starts and self-corrections should be tracked separately. The argument in favor of keeping them separate was that it would allow for



greater detail in the analysis. The argument in favor of grouping them together was that it was more important to identify that the flow of information had been interrupted, to group-together related behaviors, and to keep coding system uncomplicated than it was to track that level of detail. Based on the findings of the pilot phase, it was decided to count all disfluencies under the same symbol, so that false-starts, hedges, self-corrections, partial words, and hesitations would all be considered together. It was felt that their causes were related and that their effect on the TL message was similar. These errors tend to reflect imperfect comprehension or doubt and interrupt the flow of the TT.

## 7.6 CODING RULES

The coding system was intended to reflect two aspects of interpreter performance: the degree to which their renderings conserve the original message, and the mechanics by which deviations occur. Conservation of the ST message was evaluated in terms of three broad questions:

1. Was the meaning of the message conserved or altered?
2. Was the rhetorical value conserved or altered?
3. Was the TT message as easy to follow as the original discourse?

The mechanics of any deviations from the ST message would be noted in the second letter of the code. As mentioned, it was important to establish a sufficient number of categories to reflect the interpreters' behavior. It was also necessary to keep the number of categories small for two reasons. First, if similar behaviors are be grouped separately, their similarity may go unobserved because the codes by which they are identified would be recorded and examined separately. Second, the system had to be manageable by one

unassisted researcher, and grouping would reduce the complexity of the system. As the study progressed, the coding system for this parameter was revised in response to data management considerations and to observations about interpreter performances.

The variability and complexity of human expression make it difficult to establish clear boundaries between the categories of meaning, rhetorical value, and clarity. If the ST describes a blue house, for example, and the interpreter renders it as a red car, there are two clearly identifiable errors of meaning in the TT: the terms do not reflect the denotative meaning of the source message. When referential language is used, the distinctions become more difficult to delineate. As an example, at the end of Text 2, the speaker tells the audience that they will have “a voice in the way the world will look in the future.” Opportunity to influence decision-making is represented in the word “voice;” several interpreters rendered it as *voz y voto* (a voice and a vote). On the surface, the addition of *voto* would appear to have changed the message by adding voting rights to the speaker’s promise; however, it was argued by native-speaker informants that the phrase *voz y voto* has become delexicalized to the extent that it captures the feel or rhetorical effect of “voice” as used in the context of the ST (influence), better than *voz* alone. The coding system had to be internally consistent, but also had to be able to accurately reflect the effect that shifts have on the ST message. To accomplish this, general rules were established and a log of coding decisions was kept. For each situation that did not fit easily into the general coding rules, an entry was made into the log with the problem, arguments and the decision as to how it would be coded. Each time a TT presented a similar shift, the log was consulted to ensure consistency in coding. In the case of the example given here, those target texts which contained *voz y voto* were

originally coded as MA, signifying that meaning had been changed through the addition of *voto*. After consulting with native-speakers of Peninsular Spanish, the code was revised to RA, signifying that the addition was made for rhetorical reasons and did not significantly alter the meaning. It is important to mention again that the term “shifts” is used to reflect deviations from ST input, but not necessarily errors. In the above case, the shift produced by the addition of *voto* helped to conserve rhetorical value. The coding log made it possible to revise the earlier entries for this unit, so that the system could be internally consistent without being excessively constrained.

The ground-rules for coding the conservation of meaning, rhetorical value, and clarity are based on the effect that the TT is expected to have on its receiver as compared to the effect of the ST on its receiver. Each decision made during the analysis of the corpus was made within that framework. Although it may seem to be a statement of the obvious, that principle proved useful in decision-making. As an illustration, in Text 2, the speaker comments on the perception that political parties “only cater to adults.” This phrase has been delexicalized through frequent use; the sense of preferential treatment is what a native-speaker of English gleans from the phrase, rather than the denotative meaning of “cater,” that of providing food or other goods in exchange for payment. Judgments about conservation of that term’s meaning in the target texts were made on the basis of whether or not they reflected preferential treatment, the meaning received by the ST receiver. During the course of the coding process, observations and decisions of this type were logged and used to refine the coding system.

When determining how to code the mechanics involved in shifts, categories like omissions or grammatical errors posed little difficulty. However, in cases where

utterances were restructured, parsing the restructured version was at times difficult. In one case, the source text asks for “recommendations for improvement of the formal or established educational system.” (Units 358-363) One interpreter rendered it as: “...*recomendaciones para el... l... la mejor y la ... eh formalización de la nueva educación.*” (TT 19) Among the shifts contained within that TT is the fact that “formal” has been converted to *formalización* (formalization). The TT clearly alters the message and several shifts may be identified in this example, but *formalización* poses a parsing problem: it could be correlated with the ST term “formal” because of the terms’ semantic and morphological similarities, but it could also be correlated to “improvement” because both terms are nouns which describe actions that the speaker could plausibly be requesting. In this case, the ST term “improvement” is present in the TT as *la mejora*, so it was determined that *formalización* was to be correlated with “formal.” Another example of parsing difficulty is also drawn from Text 1. The speaker tells the audience that “Tomorrow’s Europe depends on your commitment, your dynamism, and your efforts to work together.” (Units 444-454) In one case, it is rendered as: “*Esperamos su compromiso, su dinamismo y que estén dispuestos a trabajar juntos...*” This restructuring does not conserve the rhetorical effect of the phrase “tomorrow’s Europe,” but does retain the meaning of the message; what was problematic in coding this version was justifying the relationship between “depends” and “*esperamos*” (we hope for). There is a semantic relationship, but the surface structure has been substantially altered. As mentioned previously, the interpreter is expected to render the meaning of the ST over its formal aspects, so the coding decision was based on semantic considerations. The coding log argument is approximated here: the ST speaker represents one group and is asking

members of another group to perform some action in some way. The request is made indirectly in statement form, but is nonetheless a request, so that within this context, *esperamos* is consistent with the term “depends.” Therefore, in spite of the obvious differences between “depends” and “we hope for,” the meaning was not substantially altered (although other aspects of the message clearly were).

Modifications could be made to the coding system as needed, and the log provided a framework for decisions and the arguments on which they were based, as well as recording the precedents for other decisions to be made as the study advanced.

## 7.7 TRACKING OF DATA

In its earliest version, formal spreadsheets were not used in this study; individual phrases were tracked in spreadsheet-like tables, initially called “study grids.” This was in part because of unfamiliarity with accounting software, but largely because early experiments with MS Excel showed that the computer in use at that time could not manage the quantity of information being tracked. The problem seemed to involve both computer memory and speed, making the process of data entry impractically slow and causing the computer to “crash” with frustrating regularity. Study grids were not satisfactory: they were tedious to construct and could not depict ST segments of more than a few words, in effect limiting aspects of the study to nearly word-level analysis, which went against the stated goals of the investigation.

With the purchase of a faster, more powerful computer, the technical aspects of the study were revised. With outside help, an application for use in Excel was written in which the software could automatically tally the binomial codes, eliminating the need to

count hundreds of columns of as many as forty codes per column and record the results by hand. This also improved accuracy by reducing the opportunity for human error in counting. Because of the improved computing power, larger amounts of text could be examined on a single page. It was also possible to enter monomial codes for portions of the text that had not been identified as units for analysis. This proved extremely useful in identifying features of interpreter performance such as “delayed” and “cascading” errors. Interpreting theorists have posited that interpreters whose cognitive capacity is overtaxed by the various and often competing aspects of the interpreting process sometimes fail to render terms that would be well within their grasp under normal conditions. In a related phenomenon, interpreters under this type of stress make errors that lead to additional errors, in what is called “cascading” of errors. (Gile, 1995: MacWhinney, 1997: 215)

The ability to see signs of strain, as indicated by increased error-counts before or after portions of text in which a large number of interpreters exhibited difficulty could shed some light on these phenomena. Spreadsheets reflecting larger segments of text and incidental shifts also offered an unanticipated benefit in that they produce a kind of scatter graph, offering a graphic illustration of some interpreter tendencies. Not only is it possible to see how pre-selected portions of text were handled and to see errors or shifts surrounding those units, but performance patterns of individual interpreters began to emerge. When several spreadsheets are examined together, it is clear which interpreters have few entries, indicating little deviation from the ST, suggesting completeness and precision. Interpreters’ idiosyncratic tendencies were also more visible; if for example, one interpreter made frequent meaning-related lexical shifts the large number of ML

codes would be apparent. This information would be helpful in developing individualized remediation plans.

The expanded possibilities also posed problems related to the temptation to include an overwhelming amount of data and to perform atomistic analyses in places where a larger view would be more appropriate. To avoid both of these temptations while still taking advantage of the expanded view of the speech samples, it was decided that only those items that had been pre-selected as units for analysis would be assigned the binomial code, and other activity would be recorded with the single-letter code used for tracking mechanics. This reduced the quantity of data to be analyzed and helped avoid the temptation to focus too tightly on the text, examining shifts at the word-level. For example, if the source text contains a phrase like “get on your own two feet,” it is the whole phrase that carries the meaning, not the individual words, so the coding system was structured so that the entire unit would be evaluated at the phrase-level, using the binomial code and incidental shifts could be recorded using the monomial system. Incidental information could also be recorded and analyzed so that shifts occurring on individual words within the phrase could be noted as well as the phrase as a whole.



		26 discriminación por parte de los otros niños normales y digo "normales" entre comillas					28			
INT	23	24	25	26	27	28				
1	CA				O	MO	MO	O	MO	
2	CC	C			C	MO				
3	CC			O	O	O	ML		RL	
4						RO			RL	
5					G	CG	MO	O	MO	
6		CL						C	ML	
7					C			C	CC	
8						CL			MO	
9	CC	CC		C					ML	
10		CC				CC			ML	
11					A			O	MO	
12	ML	CC			C			O	ML	
13	CC	CC			C	CC	CC	O	MO	
14						CC			MO	
15					C	CL	MO	O	ML	
16					C	MO	MO	O	MO	
17					O		MO	O	MO	
18	MS					MO	ML		ML	
19						MO	MO	O	MO	
20						CC		O	CL	
21								O	MO	
22	CC					CC	CC	L	ML	
23	CC	ML		S	S				ML	
24								O	MO	
25									MO	
26	CG					CC			CL	
27					C					
28									ML	
29									ML	
30									ML	
31		MO	O	O	O	O	MO	MO	O	MO
32	ML	CC		C			CL		RL	
33	CG						CL		L	ML
34	MA	CC			C		MO		O	MO
35		CC			C		CC			CL
36		CC					CC			
37							CC			MO
38										ML
39		CG			O		MO	MO	O	MO
40	ML	CC								MO

O			1	2	22	5			15	
L									2	
G						1				
C		1		2	12	5			2	
S					2	1				
P										
U										
A						1				
LI										

Totals

26

y han sufrido

MO	RO	CO	
ML	RL	CL	
MG	RG	CG	4
MC	RC	CC	1
MS	RS	CS	
MP	RP	CP	
MU	RU	CU	
MA	RA	CA	

27

y digo

MO	8	RO	1	CO	
ML	1	RL		CL	4
MG		RG		CG	1
MC		RC		CC	8
MS		RS		CS	
MP		RP		CP	
MU		RU		CU	
MA		RA		CA	

26

discriminación por parte "normales"

MO	1	RO		CO	
ML	4	RL		CL	1
MG		RG		CG	3
MC		RC		CC	15
MS	1	RS		CS	
MP		RP		CP	
MU		RU		CU	
MA	1	RA		CA	1

27

25

los otros niños

MO	RL	CO	
ML	RL	CL	
MG	RG	CG	
MC	RC	CC	
MS	RS	CS	
MP	RP	CP	
MU	RU	CU	
MA	RA	CA	

28

entre

MO	RO	CO
ML	RL	CL
MG	RG	CG
MC	RC	CC
MS	RS	CS
MP	RP	CP
MU	RU	CU
MA	RA	CA

26

normales

MO	RO	CO
ML	RL	CL
MG	RG	CG
MC	RC	CC
MS	RS	CS
MP	RP	CP
MU	RU	CU
MA	RA	CA

28

comillas

MO	17	RO		CO	
ML	14	RL	2	CL	3
MG		RG		CG	
MC		RC		CC	1
MS		RS		CS	
MP		RP		CP	
MU		RU		CU	
MA		RA		CA	

Spreadsheet: Monomial and Binomial Coding





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As the use of spreadsheets became more central to the investigation, some additional refinements were made. Among them was the inclusion of a new error code for additions. At the outset, it was thought that interpreters add information to their renderings infrequently enough that it did not merit a separate category. While the number of additions was small, the effect was significant, making it worthwhile to track them nonetheless. The ability to automatically tally monomial codes was added, simplifying the analytical process and improving accuracy by eliminating manual counting of incidental information. Limitations and further refinements of the coding system and use of spreadsheets for future applications will be discussed at the end of this chapter.

## 7.8 AUDIO IMPROVEMENTS

As mentioned earlier in this chapter, each interpreter performance had been recorded on a special-format cassette and transferred to Mini Disc and to CD. In order to avoid accidentally damaging the original Mini Discs, CDs were used as working copies during this study. The numerical readout on most CD players displays the time code of each track as it plays. The time code displayed on the CD players was used to mark time on the TT transcriptions, so that only one set of codes would be needed. CD players generally allow one to “fast-forward” or “rewind” to any desired location within a recording more quickly than analog cassettes or Mini Disc. These features were

extremely helpful during the repeated examinations of the recordings. One drawback to any of the formats available in the early stages of the study was that the corpus filled thirteen CDs. This was only a minor inconvenience when working on a single TT recording at a time, as was the case in the transcription phase. The inconvenience of multiple disks became apparent when attempting to compare performances held on separate disks. The time and effort required to change disks and advance to the desired location on the desired track made it very difficult to make reliable comparisons. Apart from being inconvenient, it was felt that the process was so distracting that such comparisons would not be reliable enough for use, except in a few narrowly defined cases. The cost of equipment and software that could contain all of the tracks that comprise the corpora in such a way that tracks could be quickly compared was prohibitive at the time when the study was begun. When the investigation was first being set up, such systems cost upwards of \$10,000. Less expensive programs were available, but could not accommodate the amount of data in the corpora. Fortunately, that changed. Computer programs that could handle large numbers of audio tracks simultaneously became more affordable as computers also became faster and more powerful. It was now possible to record all of the forty-one tracks that comprise each corpus onto the computer at once. Not only did this improvement permit the comparison of recordings without changing disks, but each track could be precisely time-aligned, eliminating the need to compensate for different starting times for each recording. Also, "audio traces," or visual representations of each recording could be displayed. One of the advantages of this was that it was possible to identify and measure the timing of interpreter renderings as needed. When the interpreter is silent, the audio trace depicts a flat line, when the

interpreter speaks a graph-like line appears on the screen. The contrast between silence and speech is easily identifiable on the screen, allowing for precise measurement. It is possible to mark the beginning or the end of an utterance so precisely that the margin of error is a matter of a few milliseconds. One way in which that capability was used here involves TT renderings in which the interpreters appeared to have anticipated the ST. In some cases, interpreters predict portions of the ST and render a term before it is actually uttered by the speaker. In other cases, they quickly incorporate new information into a phrase or sentence already being rendered, such that it appears to have been anticipated. For example, there is a passage in Text 1 in which the speaker first talks about formal education and then mentions informal education. One of the interpreters seemed to have anticipated the word “informal.” The phrase was easily located by advancing the audio to the appropriate time marker, turning on the playback for the track in question, and then listening for the relevant phrase. Once the phrase had been located, the computer mouse was placed over the beginning of the word *extraoficial* (unofficial); the time displayed on the computer screen was then compared to the time at which the ST speaker uttered “informal.” It was clear that the interpreter had, in fact uttered the term first, confirming that it had been anticipated. Had the source text and target texts been on separate disks, this comparison would have been considerably more difficult to perform and would have had to rely on the ST speaker’s voice in the background, which in this case would have been difficult due to its low volume on that TT recording.

## 7.9 FUTURE REFINEMENTS

During the course of this study, limitations were recognized in each of the areas that comprise the study “environment.” The transcription system, the coding and spreadsheet, and the audio management aspects of the investigative model all function adequately, but also all are subject to remediable limitations. These limitations, their ramifications, and remedies will be described briefly in this section.

### 7.9.1 TRANSCRIPTION

The transcription process could be streamlined by typing the text directly into the computer, sidestepping the handwriting phase. In order for this step to be avoided, it must be possible to control the audio playback system without having to remove one’s hands from the computer. There are CD players designed for transcription which allow the operator to stop, start, advance, and rewind the recordings by foot-operated controls. Operating the playback equipment by foot avoids the need to remove one’s hands from the computer keyboard, a serious distraction. One potential drawback of the system is that it requires that the interpreter renderings be recorded onto CD. Depending upon the investigative plan this may be a disadvantage; however, CD may be the most reliable format in which to make backup recordings, mitigating that inconvenience. Protecting the source recordings from loss or damage is an important consideration in projects requiring repeated use and manipulation of recorded material. There is also a way to control computer-based audio by foot pedals with the use of equipment designed for musical applications. There is a standardized communication code for computers and musical equipment, called MIDI (Musical Instrument Digital Interface), which, although

not designed for this application, could be adapted. Use of MIDI controllers would eliminate the need to transfer recordings onto CD. Again, the nature of the project would figure prominently into the decision about which method would be more desirable; both involve some investment of time and money. Either system would allow much faster transcription of the recordings.

The first-draft transcriptions were written directly onto copies of the ST script in order to keep the TT somewhat aligned with the ST, even if restructured so radically that the relationships between the two were not readily apparent. This proved invaluable during the preliminary analyses, but poses a problem for transcribing directly to the computer. At this point, it does not appear to be possible to superimpose two texts in MS Word, such that they can be treated separately. That remains a problem. It may be possible to develop a custom application that would allow two texts to be layered, so that they can be treated together or separately. Layering is commonly used in graphic applications, and may be adaptable to text. Layered images appear to be superimposed, but the computer treats each image separately, allowing revisions to one without affecting the other. If layering of texts is not practical, ST and TT correlations can be conserved by marking the transcriptions with ST unit numbers or time codes. This solution would be more time consuming, but would not require technical development or adaptation, saving both time and money, at least at the outset.

Another enhancement to consider for future studies would be the inclusion of IPA phonetic transcription and the adoption of a diacritic system for representing intonation. Adoption of these systems would improve the precision with which certain phenomena are noted and reported. One disadvantage in adopting these specialized orthographic

systems is that they make sharing and collaboration more difficult. Not only would potential collaborators need to have access to these systems, they would also need to be adept at their use, at some expense in terms of both time and money.

### 7.9.2 SPREADSHEETS

The use of spreadsheets expanded during the course of this investigation as their usefulness became apparent. Because the original system for recording and tracking information was not automated in any way, it was necessarily simple in design, allowing for only one entry per unit of analysis for each of the target texts. This limitation was partly due to the manual system of “study grids,” but was also intended to avoid double-counting of shifts. In future studies of this type, it would be helpful to be able to apply multiple codes to each unit. One of the difficult aspects of analyzing language in use is its complexity; many of the shifts identified during this study involved more than one factor. For example, if an ST verb were rendered with an inappropriate verb that was also incorrectly conjugated, it would be helpful to record both aspects of the shift. This would require several spreadsheet cells per term. Multiple cells per unit would also make it possible to track additional information without risking the problem of double-counting of shifts. Technologically, such an adaptation could be easily made. The speed and power of computers can accommodate the increase in data handling that such an adaptation would require. The investment of time in rewriting the application so that it could track and tally the additional information would be considerable, but not prohibitive, and it would permit more detailed study.

### 7.9.3 AUDIO RECORDINGS

As discussed earlier, the ability to manage the audio portion of the corpora in the computer improved the process in terms of both convenience and precision. Because the audio used here was originally recorded on analog cassette, there are slight discrepancies with regard to time codes and synchronization. With analog recordings, the speed at which the recorder or player runs affects the pitch and duration of the information recorded. If, for example, a tape is made on one machine and played back on another that runs more slowly, the pitch of the voice will be lower and the duration of the playback will be longer. Additionally, audio tape can stretch slightly, also affecting pitch and duration. The discrepancies encountered while gathering and transferring the audio portion of the corpus were small. The pitch of the voices was not noticeably altered, but the durations were affected to the extent that it was not possible to time align the recordings as precisely as would be ideal. Because of this slight imprecision recordings that were closely synchronized at the beginning tended to drift out of sync over the duration of the playback.

Digital recording is not affected when machines operate at slightly different speeds. If the machines are operating within normal parameters, the pitch and duration of the recordings is consistent. Digital recording is now the standard in language laboratories, so that now it is possible to record directly from the laboratory equipment to the computer. This offers significant advantages: first, as mentioned, the pitch and duration are unaffected by the normal variability of playback equipment; another advantage is in audio quality. When transferring audio from a digital source to a digital

destination, it is possible to do so with no measurable loss of audio quality and without adding background noise.

Given the improvements in personal computers' capacity for high quality digital audio and the improvements in language laboratory equipment, it is now possible to transfer recordings from the laboratory recorders directly into the computer. In doing so, it is also now possible to record the ST speaker's voice onto one track and the interpreter's voice on another. The ST speaker's voice could be used to time-align the recordings, and then be muted or erased altogether. This would make the recordings less fatiguing to listen to because the distraction of the ST could be eliminated. Because digital recordings are consistent with respect to time, and because the ST speaker's voice can now be treated separately from the interpreters' voice tracks, time alignment could be done with far greater precision. Precise time alignment would permit measurements that were not possible using the equipment available at the outset of this study. This enhanced precision would be helpful in measuring EVS, or the time between the ST speaker uttering a word or phrase and the time that the interpreter begins to render it. Efforts to make such measurements on this corpus made it clear that analog recordings introduce excessive error with respect to time. The precision of all-digital audio is well suited to experiments related to neurolinguistics and the cognitive sciences, where studies require extremely precise time measurements. Such collaborations would be useful in testing the process models described in Chapter 4. Switching to all-digital audio would not be an obstacle to collaboration or field testing of data because recordings could be easily copied onto CD or whatever audio format best suits the situation.



The improvements described here would not appreciably alter the structure of the study or its methodology. Instead, the same work could be done with less effort and greater precision. Two stated goals of this study are that it be conducive to collaboration and that it be searchable by automated means. The enhancements described in this chapter would contribute significantly to meeting those goals for future investigations.



## VIII CONCLUSION

### 8.1 GOALS AND CRITERIA

The purpose of this study, as set out in Chapter One, was to identify training needs of student interpreters, based on empirical evidence. To achieve this, a parallel corpus consisting of student-interpreter performances was compiled and analyzed. The investigation was designed with three major goals in mind:

1. To construct an analytical model in which both the linguistic and the paralinguistic aspects of interpreter performance could be observed.
2. To minimize the impact of preconceptions and intuitively derived criteria on the examination of interpreter performance.
3. To gain insight into the cognitive processes involved in interpreting, using aspects of interpreter performance as indicators of those processes, which in turn serve to identify aspects of the interpreting task that specify needs for additional training, practice, or education.

In order to meet those goals, criteria for the design and execution of the study were established:

1. The analytical model must be flexible enough to accommodate not only the current study, but also lend itself to other types of inquiry, in terms of both the language-pairs to which it may be applied and to the exploration of phenomena other than those examined here.
2. The model must also be consistent with accepted practices of translation and interpreting theory and linguistic inquiry, including

corpus-based investigative techniques. Toward that end, the corpus must be structured so that computer-aided searches and queries may be conducted.

3. The model must allow the examination of language use at multiple levels ranging from inquiries at the word-level to the full discourse-level as well as intermediate levels, such as those of sentence and paragraph. Interpreter renderings must be evaluated at multiple levels in order to observe alterations to the source-text message as well as the mechanics by which they occur.
4. The model must be designed in such a way that it is accessible to other researchers and potential collaborators. The technical requirements should be constrained to allow other researchers to duplicate the study without highly specialized equipment or software.

## 8.2 ADEQUACY OF THE MODEL

In this section, each of the goals will be discussed in terms of the extent to which they were achieved. The criteria will be similarly examined.

### 8.2.1 Goal 1

The inclusion of both audio recordings and transcriptions of the corpora involved in this study made it possible to consider both the linguistic and paralinguistic aspects of interpreter performance. Printed transcriptions permitted close scrutiny of structural details such as verb conjugation, agreement, syntax, and

lexical choices in a way that would not be possible with audio recordings alone. Conversely, analysis of the audio recordings made it possible to consider issues such as pronunciation, hesitation, and intonation, all of which are essential parts of spoken communication.

The results of this study indicate specific areas of difficulty for interpreters that relate to language use typical of public speaking, second-language skills and to techniques specific to interpreting. These differences may serve as the basis for identifying specific areas of instruction.

Problems associated with second language skills and training included weaknesses in: vocabulary, grammar and syntax, pronunciation, manipulation and reformulation of figurative and metaphoric use of language, the passive voice, prepositions, prepositional phrases and conjunctions.

Problems related to language training specifically for interpreting purposes included: calque and false cognate avoidance, routinization of grammatical and syntactical restructuring of ST utterances to conform to TL norms, and manipulation of rhetorical and persuasive devices.

### 8.2.2 Goal 2

The structure of the study and the coding system used in this investigation made it possible to observe the results of interpreter behavior and tactics. This was done by referencing each interpreter's performance against three universal aspects of communication: meaning, rhetorical value, and clarity, and by observing the mechanics involved in renderings which altered the message with respect to one of

those three aspects. The influence of preconceptions was minimized by avoiding scoring techniques with pre-determined criteria, such as lists of acceptable and unacceptable terms. (cf. González, et al 1991; Arjona-Tseng 1994) The approach used here was modeled in part on a technique known as data mining, in which related phenomena within a large body of data are tracked, those data are grouped according to characteristics they have in common; those groupings are then examined to identify patterns. By examining the data this way, the researcher's subjective view of interpreters' work was limited to decisions about whether or not meaning, rhetorical value, and clarity had been conserved. Because these decisions require judgment, some subjective input by the researcher is inevitable, but the coding rules and descriptive analyses with each decision substantially reduced the influence of the researcher's biases by limiting the scope of his input.

### 8.2.3 Goal 3

Because cognitive processes cannot be directly observed, secondary indicators of information-processing are sought through the analysis of interpreter performance. (Shlesinger 1994, 1997, 1999; de Groot 1997; Barik 1994, Gerver 1976, 1997; etc) While the processes themselves are not visible, the differences between input (in the form of the ST) and output (in the form of the TT) can be observed and measured, recorded and compared. While methods such as think-aloud protocols (TAPS), in which subjects are asked to describe their thoughts during a task have produced interesting results, there are questions as to the validity of self-reporting and introspection as bases for identification of mental processes. (Gile

1994: 40) Unlike introspection, shifts and errors produced during simultaneous interpreting are directly observable artifacts of cognitive processes and do not rely on recollection of fleeting impressions which cannot be verified. Cautious analysis of errors, their frequency, distribution, and the conditions under which they occur may be used to make reasonable inferences about the processes involved. As an example, process-related cognitive models presented in chapter four of this document describe “monitoring loops” in which interpreters listen to their own output; self-corrections offer evidence that interpreters do, in fact, monitor their output and make corrections. (Gerver 1978, Moser-Mercer 1994, González, Mikkelson, Vazquez 1991)

In this study, thousands of shifts and errors were identified and recorded; the most frequently occurring errors were correlated with specific stages in the process models to gain insight into issues of cognitive load management and associative processes. Patterns of errors found in this corpus support process-related hypotheses, such as the delayed-error effect and the cascading of errors. (Gile 1995, 1997, MacWhinney 1997) In the case of delayed and cascading errors, teaching strategies can be developed to help student interpreters manage the allocation of attention and effort so that cognitive demand can be reduced, allowing them to render discourse more completely and accurately, and with less effort.

#### 8.2.4 Criterion 1

Flexibility was stipulated as being essential to the structure of this analytical model. Because the basis of this analysis lies in three universal aspects of communication, it is not language-specific. All communication, regardless of

language, involves questions of meaning, rhetorical value, and clarity, represented in the first letter of the binomial code; also, all languages consist of lexicon, subject to rules of grammar and syntax. Regardless of the language, words may be added, omitted, or distorted by users. Specific rules of grammar and syntax may vary, but because the coding system does not consider the details of such shifts, it is not limited to any single set of grammatical or syntactic rules.

The model is flexible in that codes can be easily adapted to other forms of inquiry. If one chooses to adapt this model to reflect other factors of interpreter performance all that is required is adaptation of the automatic counting rules in the spreadsheet program. There is no defined limit to the number of parameters which can be tracked in this system, so that inquiries may be broadened to suit a wide variety of research questions.

#### 8.2.5 Criterion 2

This model was constructed to reflect the principles of long-standing translation and interpreting theories while embracing the more recent multidisciplinary approaches to research as described in Chapters three and four. Consistent with corpus-based approaches, the text and audio are searchable through computer-assisted means. Conventional word searches may be performed on the textual portion of the corpus; additionally, the audio and textual corpora have been cross-referenced to allow researchers to quickly locate portions of text.



### 8.2.6 Criterion 3

Consistent with the stated criteria, this model can accommodate examination of phenomena occurring at the word-level, the full-discourse level and any stage between the two extremes. There are no upward or downward limits on the size of the object for analysis.

## 8.3 OUTCOME

The results of this study have illustrated specific areas in which student interpreters would benefit from further education and training. Additionally, statistical information related to language-bias has emerged from the data identifying specific strengths and weaknesses when working from one's native language into another and vice-versa. In this section, the statistical information will be given and discussed briefly, followed by a description of remedial strategies involving both language instruction and interpreter training, and then finally, future applications and related studies will be proposed.

### 8.3.1 LANGUAGE BIAS OF INTERPRETERS

Interpreter performances have been compared in terms of language-bias. The source text for Text 1 was presented in English, the non-native language of the group of interpreters who then rendered it into their native language, Spanish. Text 2, conversely, was presented in Spanish and rendered into English. Based largely on anecdotal evidence, conventional wisdom states that interpreters should produce



overall better renderings when working into their native language. This belief has been codified to the extent that in some situations interpreters are only permitted to render into their native language. One explanation for this is that one should capitalize on one's strongest skill set. Passive language skills (listening and reading) tend to be better developed than active skills (speaking and writing) in one's second language. One's ability to produce language is expected to be better in one's native language than in one's second language. Therefore, the presumption is that one's stronger skills are exploited when working from an acquired language into one's native language. The results of this study show that conventional wisdom is only partially correct.

The statistical information which follows was derived from only those segments of text on which 75% or more of the interpreters produced shifts or errors, the same portions of text selected as units for analysis in this study. The shifts were counted according to their effect on the meaning, rhetorical value and clarity of the message, and then the mechanical considerations, such as omissions, lexical shifts, and grammatical errors were counted separately. It is important to mention that these numbers represent all shifts, not only those judged to be errors. There were forty-eight units selected for Text 1, and thirty-five units selected for Text 2.<sup>1</sup>

For Text 1, the total number of shifts which affected meaning was 1066, divided by 1,920, the total number of possible responses; the result of that calculation is that 56% of the units for that text were altered in the category of

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<sup>1</sup> The percentage figures were derived as follows: the forty-eight units selected for Text 1 were multiplied by the number of TTs to produce the number of possible responses (renderings) per unit: 1,920. Likewise, the thirty-five units selected for Text 2 were multiplied by forty, producing a total of 1,400 possible responses. For each text, the total number of shifts per category (meaning, rhetorical value, and clarity and those which refer to mechanics) were divided by the total possible responses for each text. The resulting number is the percentage of shifts per text, per category.

meaning. Following the same calculation procedure, 21% of units were altered in terms of rhetorical value, and only 8% of shifts affected clarity, cohesion and receiver effort. In Text 1, the students were listening to their acquired language and rendering into their native language.

For Text 2, in which the interpreters listened to their native language and rendered the text into their acquired language, thirty-five units were selected. The total number of possible responses was 1,400. The total number of shifts which affected meaning was 561, which when divided by 1,400 produced a shift rate of 40%. Based on the same calculation procedure, the shift rate affecting rhetorical value was 14%, and the shift rate for clarity was 31%.

These numbers indicate that this group of interpreters produced 16% more meaning-related shifts and 7% more rhetorical value-related shifts when working *into* their native language than when working into their non-native language. When working into their second language, the interpreters produced 23% more shifts relating to clarity, cohesion, and receiver effort.

Taken together, these figures indicate that for this group of interpreters, substantially more shifts of meaning took place when working in the direction that is often expected to produce renderings that are more precise. These interpreters produced somewhat more shifts affecting rhetorical value when working in the same direction. On the other hand, interpreters produced 23% more shifts that affect clarity when working into their non-native language.

In terms of mechanics, there were 13% more omissions when working into the interpreters' native language; all other shift categories showed modestly higher percentages when working into the interpreters' non-native language.

These figures suggest that interpreters tend to produce more reliable, if less clear, renderings when listening to their native language and producing speech in their second language. Although it may require more effort on the part of the receiver to compensate for minor lexical and grammatical shifts and disfluencies, the message that they comprehend is more complete and accurate and better reflects the speaker's intentions. This is contrary to conventional wisdom, but consistent at least to some extent, with Henri Barik's findings. He conducted a study involved a comparison of experienced and inexperienced interpreters' renderings; more experienced interpreters were not greatly affected by direction, but the less experienced made fewer omissions when working into their weaker language.

(Barik 1994: 134)

The findings of the study presented here suggest that this directional bias is related to ST comprehension. The quantity and types of shifts noted for ST segments containing idiomatic expressions and functional phrases support this hypothesis. The improvised renderings suggest that the interpreters did not fully comprehend those portions of the discourse. This is evident in the portions of Text 1 in which the speaker congratulates the audience. In some cases, the interpreters reflected acknowledgement or gratitude, but not congratulations; in others there was little or no relationship between the congratulations offered by the speaker and the TT rendering. This also suggests that cultural competence is implicated. Finding the

correct level of formality and force for such situations requires keen cultural awareness and the vocabulary to express the same intention. Pragmatic considerations such as these are of critical importance. If a speaker thanks the audience and the receiver does not hear that portion of the message, it may appear that the speaker had violated social norms, leaving the receiver with a mistaken impression about the speaker's manners or intent. In political situations, such considerations loom large. Political speeches are carefully crafted to elicit specific emotional responses in the audience. This is done in part by the register in which the presentation is given and by the referential language used. Failure to conserve these features not only diminishes the effectiveness of the message, but can alter the emotional response of the receiver. The high incidence of distorted pragmatics when working in both language directions indicates a key training need and one that can be addressed through instruction and practice.

### 8.3.2 TRAINING NEEDS AND REMEDIES:

The data which have emerged from this study indicate that training needs fall into two broad categories: language issues and interpreting-specific issues. The language-related training needs fall into two subcategories: second-language acquisition and language instruction specific to interpreting situations.

#### 8.3.2.1 Language Instruction

Student interpreters are expected to possess advanced language skills as a prerequisite for training. University students who have acquired their second

language in an academic setting often possess advanced skills, but not necessarily all of the skills necessary for interpreting. University foreign language programs tend to be philologically oriented. Once students possess basic grammatical skills, their studies are focused on literature and to some extent, composition. In the early stages, students are encouraged to “make the language their own” by consciously avoiding the temptation to associate new vocabulary and grammar with equivalent features of their native language. While this may be effective in terms of improving fluency by eliminating a transcoding stage, it does not provide the orientation or the practice that interpreters need to quickly and precisely access equivalent terms across languages. At the more advanced levels of foreign language instruction, the complexity and subtlety of language are explored through the analysis of literature. While this provides valuable insight into such issues as the use of referential language and rhetorical devices, it does not reinforce students’ spoken-language production skills.

Students of interpreting would benefit from upper division language instruction that permits them to develop their spoken-language skills. Such instruction could include discourse analysis of various types of speeches, identifying characteristics which they have in common or which differentiate the text-types. From that analysis, students could explore devices in their working languages that are related to those characteristics. For example, all prepared texts, whether spoken or written follow a structure which serves the purposes of the writer or speaker. Such structures can be identified and compared between languages. From such comparison, students become aware of the intention behind those devices, improve

their predictive skills by recognizing them, and build a vocabulary of similar devices in each of their working languages. As mentioned earlier, the pragmatic considerations of public speech are critical to its effectiveness, so through the examination of forms of address, thanks, congratulations, and other pragmatic devices, students would learn to recognize the implications of such devices and develop vocabularies or similar tools in each language.

Textual conventions vary according to culture and text-type. Awareness of the similarities and differences among text-types within a single language system is also critical. According to Albrech Neubert, many weak translations are due not only to weak second-language skills, but to “poorly developed command of monocultural intertextuality,” referring to awareness of these similarities and differences. (Neubert 1997: 16) Additionally, this type of awareness is an aid to prediction.

Spoken language employs devices not found in the written form. A great deal can be said with tone of voice, pauses, and other paralinguistic devices. Interpreters must be able to recognize those devices and their implications and to reproduce them in the target language. Language instruction for interpreters should include both instruction and practice in using and re-conveying those devices. Because interpreters mediate public speech, they too are public speakers. Specialized language instruction should include public speaking techniques, paying attention to tone, pacing, and voice quality, among other characteristics that improve the effectiveness of spoken communication.

Advanced grammar in such a course would focus on syntactic differences between languages, with emphasis on agility in restructuring to accommodate those differences. As an example, students could examine the differences in use and structure of the passive voice and, through practice, routinize the use or avoidance, and the adaptation of such structures. Dexterity in this area would improve the precision, cultural appropriateness and ease with which such devices are rendered.

Language for special purposes (LSP) instruction would include instruction for both languages and introduce students to the technical vocabularies, concepts and protocols of the professions whose conferences and negotiations the students may be called upon to interpret. Legal and political systems, for example, vary from country to country; interpreters working in those arenas must be familiar with the similarities, differences, and terminology used in the relevant countries.

LSP instruction could also help students to focus on the textual conventions of language for the cultures of both languages involved. This includes awareness of pragmatic conventions, such as the various forms of greeting and leave-taking, acknowledgement, approval, gratitude, and congratulations appropriate for the situation. Although each of these conventions tends to be formulaic, it nonetheless serves an important function in the receiver's acceptance and interpretation of the message, and therefore it is important that they be rendered appropriately.

#### 8.3.2.2 Interpreting-Specific Instruction

Many of the areas of difficulty identified in this study relate to issues not directly related to linguistic competence. These issues can be grouped into two

broad categories: cognitive resources and *transfer competence*. Transfer competence refers to the ability to not only render terms so that they are linguistically accurate, but so that they are socially and culturally appropriate. (Toury 1985 in Shreve 1997: 121)

Cognitive-resource management is essential to interpreters' ability to perform multiple, often competing tasks in such a way that the TL is complete and appropriate and sustainable. When interpreters' cognitive demands exceed their cognitive capacity, precision and completeness cannot be maintained, resulting in delayed and cascading errors. (Gile 1995; MacWhinney 1997) As described in Chapter Four, simultaneous interpreters must divide their attention among listening, comprehension, formulation, delivery, and self-monitoring.<sup>2</sup> Because cognitive capacity has limits, attention paid to one task reduces the cognitive capacity available for others. Learning to allocate the attention paid to each task improves accuracy and completeness and prevents cognitive overload. Cognitive-resource management includes the development of specialized skills, such as maximizing short-term memory and multitasking, as well as routinization of frequently used terminology and structures. Programs have been developed to improve short-term memory and are already in use in many interpreting instruction programs. By increasing one's capacity for short-term memory, an interpreter's EVS increases, making it possible to hear more of the ST before rendering, allowing for better comprehension and disambiguation of the ST. This both improves accuracy and reduces cognitive load

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<sup>2</sup> The number and list of tasks is variable according to each moment and each situation, but these functions are executed continuously, and therefore competing at virtually all stages of simultaneous interpreting.



which allows the interpreter to allocate more attention to formulation-related tasks, resulting in a TT that is more appropriate, both linguistically and culturally.

Transfer competence requires not only language skill, but awareness of the situation in which one interprets. Situation includes both the SL and TL cultural norms, as well as the roles of the various participants, their relationships, and the intentions of the speaker and the expectations of the audience. Some of the student errors discussed in Chapter Six could have been avoided with better awareness of the situation. In one case, the speaker tells the audience that she is sure that they are all tired of being considered “apathetic,” which was rendered by one student as *patéticos* (pathetic). Under the circumstances of the conference and the tenor of the speech, it is unlikely that the speaker would have suggested that the audience had been routinely referred to as pathetic. Had the interpreter considered the situation, she would likely have rejected the term as implausible under the circumstances and sought another. This phenomenon relates to awareness of intertextuality in that the interpreter’s choice was implausible within the text-type.

There are techniques which straddle the line between being language-based and being interpreting-specific techniques. Abstraction of the message is one example. Interpreters are taught to avoid imitating the formal aspects of the ST and focus instead on the underlying message. (Shlesinger 2000: 752) The benefits to abstraction include improved ST comprehension, improved intelligibility and naturalness of the TT and reduced cognitive load. ST comprehension is improved by the act of abstraction because it involves deeper processing of the information than simply transcoding the surface features. Intelligibility and naturalness are improved

because TL terms are not forced onto the SL structure, also helping to avoid calques. Cognitive load is reduced because effort is not wasted in trying to find one-to-one correspondences between language systems at the word or phrase level. Message abstraction is currently used in interpreter training; the importance of the approach is underscored by the calques and awkward wordings found in the corpus. Closely related to message abstraction is recognizing what formal elements of the ST can be omitted without significantly altering the message. Redundancy is common in spoken communication; it can help to reinforce a message, but it can also be inadvertent or unnecessary, and therefore dispensable. Through abstraction and avoidance of the formal structures of the ST, interpreters gain the perspective needed to identify which terms can be acceptably omitted. This streamlines the TT and reduces cognitive load, again because time and energy are not wasted seeking corresponding terms. The frequency with which the interpreters in the study failed to correctly render function words and functional phrases indicates a need for close-listening techniques and practice. Close listening is not a standard feature of conventional second-language instruction, but as seen within this corpus, the often overlooked prepositions, conjunctions, particles, and other function words can have profound effects on the message when inappropriately rendered.

Routinization of frequently used terms and structures can significantly reduce the demands on cognitive capacity. As mentioned earlier, by preparing a vocabulary of terms and tactics, one can improve the quality of the TT while expending less effort.

If language and interpreting instruction programs are coordinated, these issues which cross the boundaries between fields could be effectively addressed. For example, by identifying and analyzing the structure of persuasive speech, it is possible to select corresponding structures in another language. From this, interpreters can build up a “tool chest” of linguistic devices that can be used as needed with little effort. Vocabulary could be presented in the LSP course and then employed in the interpreting exercises. This would not only reinforce the students’ memory of the terms, but would give them the opportunity to use them in context, which in turn would deepen their understanding and future accessibility of those terms. Each time the LSP course presents material related to a profession, that material could serve as the basis for interpreting exercises. This would ensure variety in the interpreting class as well as serving to reinforce language-learning. Interpreting exercises could be used to evaluate comprehension of the terminology and the procedures and structures the profession under study. This would require coordination between language instructors and interpreting instructors, but students would benefit immensely.

#### 8.4 FUTURE APPLICATIONS AND RELATED STUDIES

Analysis of this corpus has suggested a number of studies which merit further investigation. Some of the investigations have been started, using the material presented here and others require expansion of the corpus and/or collaboration with other researchers. This analytical model and the outcomes of the study have also suggested practical applications.



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#### 8.4.1 THE CORPUS

This corpus currently consists of forty renderings of each of two speeches. Plans for expansion of the corpus include adding more target texts in Spanish and in English. Additionally, there are plans to include other language pairs in the corpus. Instructors of interpreting who work with other languages have expressed interest in building on this study, using the analytical model presented here. It would also be informative to present these same source texts to interpreting students whose first language is English to develop a parallel corpus. This would offer insights into phenomena related to language bias. Along those lines, it would also be interesting to explore the effects of language bias of the researcher through the evaluation of this corpus by a native speaker of Spanish.

#### 8.4.2 RELATED STUDIES

Data that have emerged from this study have suggested other lines of research using this corpus. One area of inquiry which is in its preliminary stages involves EVS, comparing the lag times between ST utterances and the rendering of those utterances to identify the frequency and types of shifts which occur when interpreters follow the speaker closely as compared to those who allow more time, and correspondingly, more information to be presented before rendering.

Linguistic and phonetic interference emerged as topics that merit further inquiry. The incidence of shifts which appear to have been related to linguistic interference was unexpected. In some cases, interpreters “echoed” the ST, carrying

whole terms or portions from the ST into their renderings in the TL. One example of this involved the same word in both Text 1 and Text 2. The word “marginalization” was rendered by several interpreters as *marginalización*, echoing the English-language suffix. (Text 1, Unit 283) In the other text, *marginación* was rendered by several students as “margination,” truncating the suffix, an apparent reflection of the Spanish term. (Text 2, Unit 100) In other cases, seemingly when interpreters had not fully comprehended the ST, they used inappropriate TL terms that bore striking similarity to their ST counterparts in terms of either phonetic content, rhythm, or both. For example, the word, “committees” was rendered as *comicios* (elections), having little or no semantic connection to the term, reflecting instead a phonetic and rhythmic similarity.

Native-speaker errors made in Spanish which seem to mirror the errors typically made by English-speakers learning that language bear further investigation. Some research and reporting has been conducted on those observations. (Lindquist, 2000: ) Those errors included word pairs such as *ser/estar*, *por/para*, *preguntar/pedir*, as well as errors related to conjugation, agreement, and use of the subjunctive and imperative moods.

#### 8.4.3 PRACTICAL APPLICATIONS

The model that was developed for this study and the information gleaned from analysis of the corpus have suggested projects outside of research. One such project is the development of materials for the training of interpreters. This would include practice materials for interpreters to use as part of a structured program or on

their own. Many of the difficulties noted in this study relate to the fact that student interpreters have insufficient opportunity to produce language in the classroom. Class sizes, time, and other factors make it difficult for students to practice speaking in a structured environment. Building on a format that was developed for interpreter practice materials at the University of Arizona, the training needs identified in this study could be used to develop exercises in message abstraction, calque avoidance, vocabulary building, as well as other skills. (Miguélez, González, Lindquist, 1997, 1998a, 1998 b)

Instructional materials could be developed, integrating interpreter-training techniques with LSP content and techniques, as described in Section 8.3 of this chapter. Such materials would present the vocabulary and an overview of various professions and fields of inquiry, familiarizing student interpreters with those fields and how they are discussed in Spanish and English. Those presentations would then be used as the basis for interpreter training exercises, so that the concepts and vocabulary are reinforced through those exercises. These materials could also be adapted to online learning. The current state of Internet and World Wide Web technologies permits live interaction among instructors and multiple students; this makes it possible to structure exercises that are truly interactive in real-time. The advantage of real-time interaction is that students can receive instructor feedback immediately; it also allows spontaneous interaction which allows students to become more agile when speaking and dealing with unexpected information.

One practical application of this model involves training for telephone interpreters. A California-based telephone interpreting provider is considering how

this model may be adapted to their training programs. Interest in applying this model to interpreter training has also been expressed by government agencies that routinely use interpreters in the United States.

This study has provided useful information that can be used to improve the precision and completeness of interpreters' work. Corpus-based analytical techniques have been applied to the spoken word and the analytical model has produced credible results indicating specific interpreter training needs. It is the author's hope that through expansion and refinement this corpus and analytical model can help to make a meaningful contribution to the education and training of interpreters.

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