universität wien

MASTERARBEIT / MASTER'S THESIS

Titel der Masterarbeit / Title of the Master's Thesis

"Indian English and Simultaneous Interpreting:
An Examination of Student Interpreter Performance"

verfasst von / submitted by

Lorna Slane

angestrebter akademischer Grad / in partial fulfilment of the requirements for the degree of

Master of Arts (MA)

Wien, 2017 / Vienna 2017

Studienkennzahl lt. Studienblatt / degree programme code as it appears on the student record sheet:	A 065 331 345
Studienrichtung lt. Studienblatt / degree programme as it appears on the student record sheet:	Masterstudium Dolmetschen UG2002 Deutsch Französisch
Betreut von / Supervisor:	ao. Univ.-Prof. Mag. Dr. Franz Pöchhacker

Acknowledgements

I would like to thank my thesis supervisor, Univ.-Prof. Dr. Franz Pöchhacker, for his enthusiastic support and guidance in all stages of the planning and writing process. His advice and feedback were invaluable to this endeavour.

I am also grateful for the insightful feedback provided by my friends Rena and Sophie, who proofread this thesis. A special thank you also goes to the RP speaker who kindly allowed herself to be recorded for the experiment, and to all participants who gave up their time to take part.

A special thank you also goes to my partner, Patrick, for his endless support and patience. I would also like to thank him for his advice and assistance in all things technology. Finally, I would like to thank my family for their encouragement and loving support throughout.

List of abbreviations

BRICS	Brazil, Russia, India, China
CEFR	Common European Framework of Reference for Languages
ZTW	Centre for Translation Studies at the University of Vienna
EFL	English as a Foreign Language
ELF	English as a Lingua Franca
ESL	English as a Second Language
GA	General American
GIE	General Indian English
IndSp	Speaker of Standard Indian English whose speech is used in the experiment of the present study
L1	first language
L2	second language
LTM	Long term memory
RP	Received Pronunciation
RPSp	Speaker of Received Pronunciation whose speech is used in the experiment of the present study
SI	simultaneous interpreting
SL	Source Language
StIndE	Standard Indian English
TL	Target Language

Table of contents

List of figures

List of tables

1 Introduction

This thesis investigates whether or not student interpreters have greater difficulties interpreting a speaker of Standard Indian English (StIndE) than when interpreting a speaker of Received Pronunciation (RP). One reason for choosing to investigate students' output quality for StIndE in particular is that in many branches, India is playing an increasingly important role on the world stage. Graddol (2006:32f) observes how BRICs nations are on the rise, and highlights the link between a change in the balance of global economic power and the future development of the English language, namely a shift away from the traditional native speaker model (2006:114f).

Graddol (2006:36f) also looks at how BRICs economies are changing not only in size, but also in nature, with India focusing increasingly on the knowledge economy, and expanding in areas of scientific research. With this increase in economic power and scientific enterprise in India, it is not unreasonable to assume that this will most likely be reflected in the international conference scene, and it is not unreasonable to predict larger numbers of conference speakers from India. What impact will these changes have on international conference communication, and in particular for the interpreting community? It is no great leap of the imagination to suppose that interpreters working from English into their native language may well encounter more Indian speakers.

But are enterprising interpreters sufficiently familiar with Indian English accents to be able deliver a professional performance? Are budding interpreters acquainted with Standard Indian English accents, and do they feel at home interpreting out of these varieties into their active language(s)?

In the interest of shedding some light on these questions, a controlled experiment was carried out where interpreting students from the University of Vienna were asked to interpret for a StIndE speaker and an RP speaker, and the results were compared. The participants simultaneously interpreted the presentations from English into German. The speeches were more or less identical, with the RP speaker shadowing the original presentation (given by the Indian speaker) as closely as possible, in terms of both the words used and the delivery style. The interpreting performances were then analysed and compared using quality assessment methods based on those used by Moser-Mercer et al. (1998), Kodrnja (2001) and Kurz (2005). The experiment results show that most of the participants had greater difficulties interpreting the StIndE speaker than the RP speaker.

As was confirmed in the post-interpreting task questionnaire, almost all of the participants of the study were much better acquainted with British and American English than with Indian English (see section 8.1 for further details). If my personal experience and correspondence with fellow students at the University of Vienna is to be believed, there is very little exposure to any of the Outer-Circle Englishes[1] in the interpreting degree program. It would seem that the majority of speakers interpreted by students in class speak RP or General American (GA). In other words, there is a great emphasis on prestige varieties of the Inner Circle in class, while students gain little experience interpreting other accents (non-standard Inner Circle, Outer or Expanding Circle varieties).

While similar studies (Katikos 2015; Kodrnja 2001; Kurz 2005) have been carried out with regard to interpreting speakers of English as a foreign language (EFL) or English as a Lingua Franca (ELF), my thesis aims to shed some light on the situation for speakers of StIndE, most of whom have English as a second language (ESL) (see section 6.1.2 for further details). In a recent study carried out at the University of Vienna (Katikos 2015:89), many students cited Indian accents as causing them particular difficulties in the booth. Participants reported that they found Indian and Pakistani accents to be among the most difficult varieties to interpret. Katikos' results provided inspiration for my empirical research into StIndE in interpreting, and this study is intended to further investigate her findings regarding South Asian Englishes.

Before outlining the experiment design and results, a theoretical examination of the subject will be presented in Chapters 2 – 6. The interpreting process is examined first, with a focus on the processing of auditory input and the effects of an unfamiliar accent. Subsequently, Kachru's Three Circle Model and Indian English's place within that model are explored. The thesis then takes an in-depth look at the two accents used in the experiment: RP (used as the control accent) and StIndE. Finally, Sections 7, 8 and 9 present the experiment design and results.

[1] For a definition of the terms 'Outer Circle', 'Inner Circle', and 'Expanding Circle', see Section 4.

2 Simultaneous interpreting and related cognitive processes

Pöchhacker (2004:11) defines interpreting as 'a form of Translation in which a first and final rendition in another language is produced on the basis of a one-time presentation of an utterance in a source language.' Interpreting takes various shapes and forms, and the type of interpreting is dependent on variables such as constellation and settings (e.g. inter-social or intra-social settings, conference or dialogue), mode (e.g. simultaneous or consecutive), directionality (e.g. bilateral or relay), to name a few factors (for further details, see Pöchhacker 2004:13–25).

This study will focus on simultaneous interpreting (SI), which is performed while the source language text is being delivered (Pöchhacker 2004:18). As the participants of the experiment of the present study interpreted in a sound-proof booth, the focus here will be on that setup. As Anderson (1994:101) notes, a simultaneous interpreter in a soundproof booth is tasked with analysing and understanding a continuous stream of speech. Once the interpreter has processed the source language (SL) input, suitable formulations for the ideas expressed by the speaker are then found in the target language (TL), and the output is articulated. While the interpreter articulates the output in the TL, they are simultaneously listening to and processing incoming information. Moreover, the nature of the task means that the interpreter cannot ask the speaker for repetition or clarification should any part of the source speech be unclear to the interpreter.

This chapter examines SI from a psychological perspective, exploring the various cognitive processes involved. Section 2.1 looks at questions of neurolinguistics and psycholinguistics, and gives a very brief overview of how language is processed in the brain. Section 2.2 deals with SI in particular, examining comprehensive psychological models as they are used in the field of interpreting research.

2.1 Language and the brain

The SL input arrives in the interpreter's ears in the form of a sound wave (Schweizer 2012:9ff), which is then transmitted to the inner ear via the ear canal, the ear drum, and the middle ear. The vibrations are carried through the inner ear, where they are converted into electrical signals. These electrical signals are then communicated to the brain via the auditory system (2012:15f).

Although knowledge about how the brain processes language has advanced greatly in recent years, a definitive answer as to how the brain operates in this regard has not yet been

established. Studies using fMRI scans and data from EEG and MEG neuroimaging have allowed neuroscientists to establish that the Broca's area in the prefrontal cortex and the Wernicke's area in the temporal cortex play a vital role in language processing (Friederici and Wartenburger 2010:150). The location of these two areas can be seen in Figure 1.

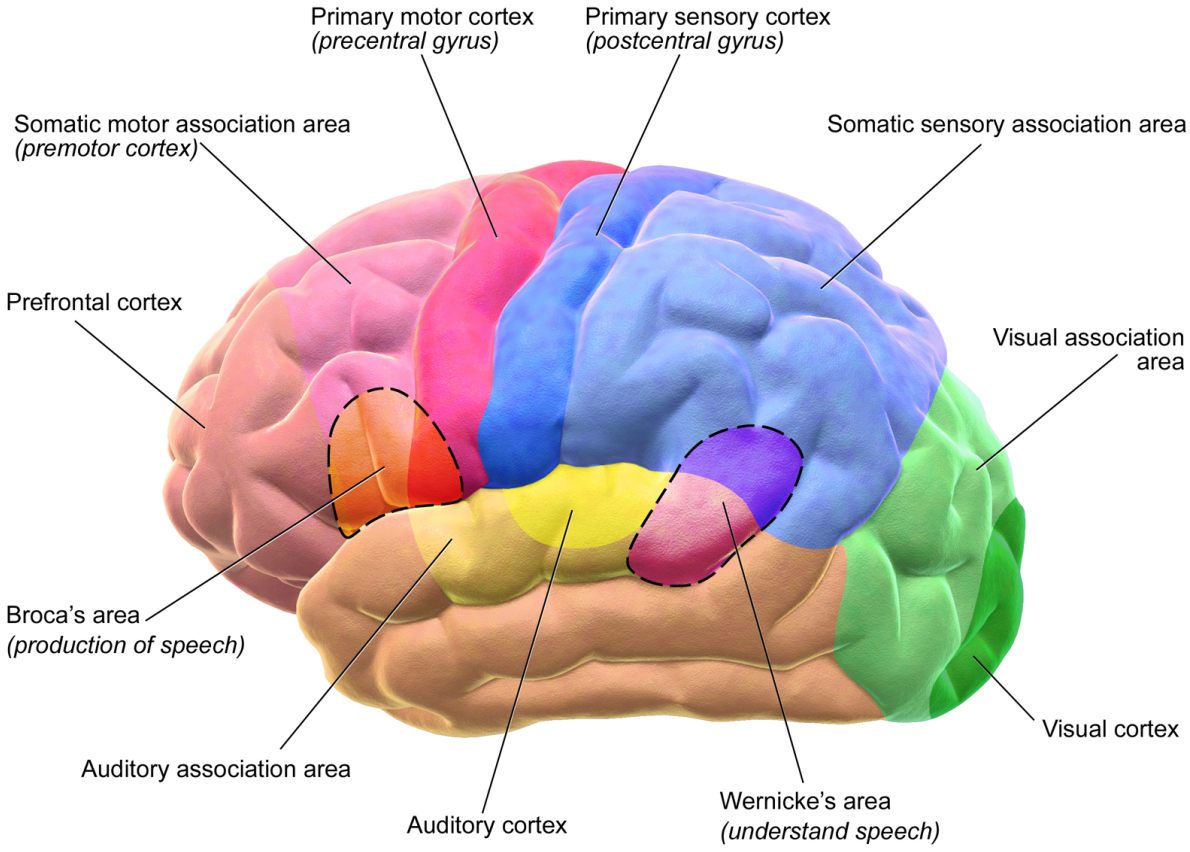


Figure 1: Motor and sensory regions of the cerebral cortex (Blausen 2014)

The traditional and most dominant (but not undisputed) view among psycholinguists maintains that words are recognised by mapping the speech input onto abstract lexical representations. Phonemes are used as a means of abstractly representing sub-lexical segments to then be used in the lexical mapping process (Dahan and Magnuson 2006:253). This describes a bottom-up process, whereby the sound input is analysed and then mapped to the lexical representations.

At the same time, there is also ample evidence to suggest that input processing is also top-down. This means that the lexical representations themselves influence the perception of the auditory input, and that the phonemic analysis of input is in part determined by mapping lexical representations onto the acoustic input (Dahan and Magnuson 2006:260).

Only the early stages of what occurs in an interpreter's brain (auditory perception and lexical mapping) have been touched on here; there are of course many more stages to be completed before TL output is produced, as shall become apparent in the following subsection.

2.2 Psychological models of simultaneous interpreting

In this section, models explaining the processing stages and mental structures of SI are explored in more detail. Of course, the following only represents a selection of the models which have been proposed over the years.

Seleskovitch (1962:16f) proposed a triangular model of the processes involved in interpreting, with a focus on the importance of conceptualising the essence of the incoming message. Seleskovitch highlights the fact that a good interpretation is one which focuses on the meaning of a message, not on the form of its presentation in the source language. In other words, the interpreter should mentally conceptualise the essence of the message in a deverbalized form before reformulating the extracted idea in the TL. She models interpretation as a triangular process consisting of three different elements: (a) Listening to the articulation of the idea in the source language, (b) Understanding the meaning, (c) Articulating the meaning in the target language.

Lederer (1982:150f) builds on this model, adding a final stage: the interpreter listens to their own output and assesses the quality of the TL version. Lederer also highlights the fact the interpreter is carrying out these various processes simultaneously and continuously. She also observes that interpreters do not truly register all soundwaves which may hit their ears; the interpreter's perception of the SL text is influenced by the knowledge they have at their disposal, be it the interpreter's command of the SL, or specialist knowledge pertaining to the content of the speaker's message.

Although Lederer (1982:153ff) – like Seleskovitch (1962:16f) – maintains that a good interpretation requires that the interpreter conceptualise the speaker's message, according to Lederer transcoding is also sometimes necessary. Transcoding occurs when the interpreter cannot conceptualize the content of the message, such as is the case with proper names, numbers, technical terms, or at the start of a phrase when the idea that the speaker is trying to convey has not yet become apparent. When transcoding, the interpreter stays close to the form of the SL text and translates the individual word(s) in question, as opposed to the overarching sense of the phrase. Transcoding does not involve the extraction of meaning from the text, and as such this information is not conceptualised, but can only be remembered in its acoustic form.

The acoustic memory can be retained for a much shorter period of time, resulting in the interpreter having to deliver the TL rendition as quickly as possible after the SL delivery. This means that when dealing with information that cannot be conceptualised, the interpreter is obliged to switch from a freer, more intelligent translation of the overall meaning of the SL text, to a more subservient, restricted transcoding.

Gerver (1975:124) created a detailed visual representation of the psychological processes involved in SI. He identifies five distinct stages (1975:125f): input procedures, 'operational' or 'working' memory, decoding, encoding, and output procedures.

As can be seen in Figure 2, the SL input is received in a short-term buffer storage, and input routines are applied as appropriate (for example, if information is fading or if the short-term buffer storage is full, the information is processed accordingly). 'Operational' or 'working' memory is used to call up permanently stored information from LTM (long-term memory) – such as SL and TL knowledge – to be used at any point between the perception of SL input and the articulation of TL rendition. 'Decoding' refers to the process of extracting the key ideas from the SL input (or the process whereby the interpreter listens to, analyses and assesses their own TL output). Anticipation can also play a role (whereby the interpreter predicts what the speaker will say), but this is sometimes difficult and can be risky.

'Encoding' refers to the formulating of ideas gleaned from the SL input in the TL. 'Output procedures' are those pertaining to TL production. An interpreter may choose not to immediately articulate the chosen TL rendition, but to first compare it with the SL input. Alternatively, testing can be carried out during the articulation of the output, and if the TL rendition does not match the SL input, the output can be stopped if this is deemed necessary.

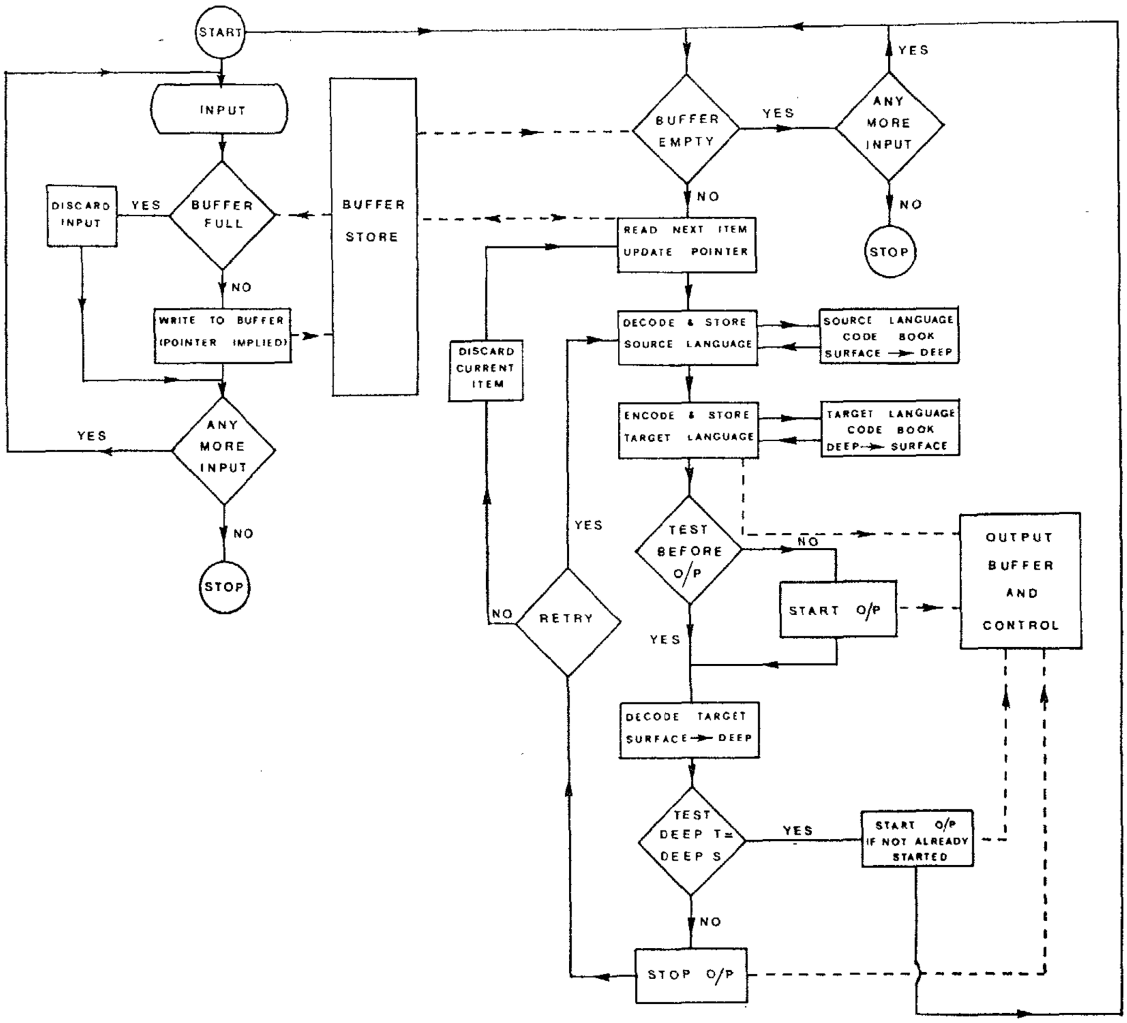


Figure 2: Gerver's psychological model of interpretation (Gerver 1975:124)

Moser (1978) published a more extensive model (see Figure 3) as an alternative to Gerver's earlier model. First, sound waves are passively detected in the 'auditory receptor system' and retained in 'perceptual auditory storage', before being analysed using the phonological rules of the SL (stored in LTM) (Moser 1978:354).

Moser then describes how this phonological information is analysed and parsed into words using the syntactic and semantic context. Lexical stress can also be used, but this can lead to incorrect word identification if the speaker does not have English as a native language and syllable stress does not occur in the expected position. This can be combatted by using subsequent information to provide more context for disambiguation (1978:354ff).

A prominent feature of Moser's model is the large box on the right-hand side labelled LTM, which is linked to the central column at many points. Moser-Mercer (1997:8) highlights that the working memory has constant access to LTM and that the two forms of memory interact continuously.

Gile (1985:44) developed his Effort Model to explain the SI process, and to account for information loss. The three Efforts of SI which compete for the interpreter's finite cognitive resources are: Listening and Analysis Effort, Production Effort, and Memory Effort. Listening Effort increases when, for example, the SL input becomes very information dense or very technical, or when the speaker's language use differs from the norm. Production Effort increases during pauses, when the interpreter takes a brief moment to choose the words and phrases best suited for the TL rendition. The level of Production Effort decreases when the phrasing required has been automatized. Memory Effort increases when the SL input is not immediately articulated in the TL and the interpreter delays their delivery of the output. For example, when interpreting from French into German, the information conveyed by a verb near the beginning of a SL sentence in French may be presented at the end of the TL German sentence.

The Effort Model states that if the three aforementioned Efforts combined surpass the cognitive processing capacity at the interpreter's disposal, then this can result in a drop in output quality. If the interpreter is not overtaxed and their cognitive capacity is not overloaded, this can be described mathematically as: $(P + L + M) < C$, where P = Production Effort, L = Listening Effort, M = Memory Effort, and C = Capacity (Gile 1985:45). Later, a further Effort was added to the model – the Coordination Effort. This pertains to the management of the cognitive resources and the allocation of these resources between the Efforts (Gile 1999:156).

An idea closely associated with the Effort model is the tightrope hypothesis (Gile 1999:159). This describes how interpreters operate at close to the maximum of their cognitive capacity most of the time. This means that any increase in cognitive processing requirements or any mismanagement of cognitive resources can lead to a deterioration in interpreting performance.

Many others have created models conceptualising the inner workings of the mind of simultaneous interpreters. For example, Chernov (2002) places an emphasis on the role of anticipation, whereby the interpreter predicts what the speaker will say before hearing the words. Setton (1999) provides a model which combines a range of findings in cognitive research to produce a comprehensive analysis of SI.

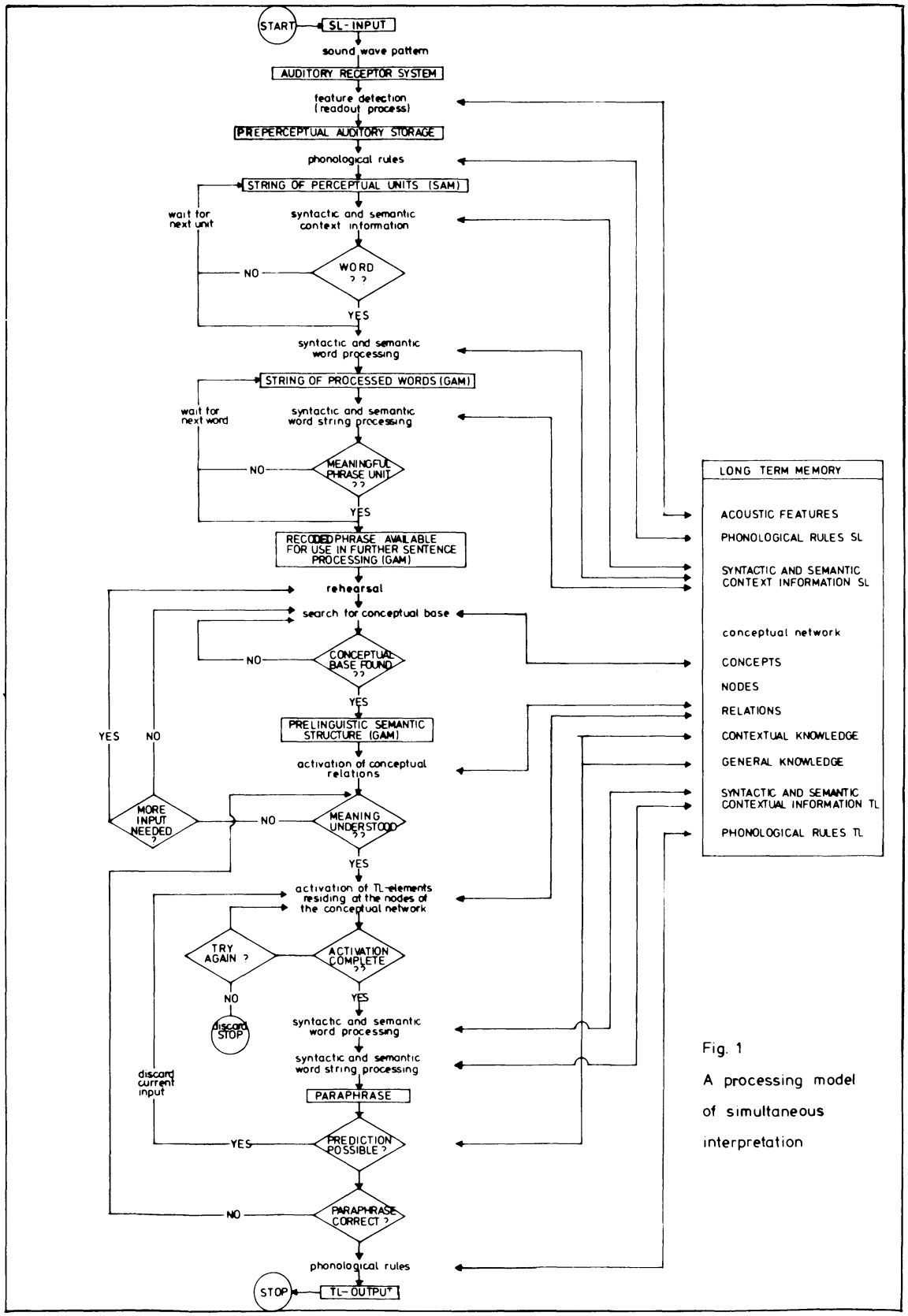


Fig. 1
A processing model of simultaneous interpretation

Figure 3: Moser's hypothetical model of simultaneous interpreting (Moser 1978:355)

3 Accent and intelligibility

As defined by Yule (2006:195), accent is 'the description of aspects of pronunciation that identify where an individual speaker is from, regionally or socially.' 'Accent' should not be confused with 'dialect'. 'Dialect' pertains to aspects of grammar and vocabulary as well as to aspects of pronunciation (2006:195). In this study, the experiment is designed to examine accent exclusively, and, as such, only questions of accent will be considered here.

Section 3.1 will explore some basic concepts of phonetics which will be referred to in later chapters (notably Sections 5 and 6). Section 3.2 will look at questions of intelligibility, and how unfamiliar accents can impact on listener comprehension and the performance of a simultaneous interpreter.

3.1 Questions of phonetics

3.1.1 Phonemes and phonetics

Phonemes are the sound segments of a language which form a minimal pair. This means that if a language has two words which differ by only one segment, then these segments can be said to form two different phonemes of that language. There is, however, also a great deal of variation in the precise articulation of these phonemes. Not all non-identical sounds contrast with one another phonemically and change the meaning of a word. Some non-identical, but phonetically similar sounds are just variants of the same phoneme. These non-contrastive variants are known as allophones, and can be grouped together under one phoneme (Dobrovolsky and Katamba 1996b:70–74).

Using IPA conventions, phonemic transcriptions are identifiable by the fact that they are presented between slashes / /. More detailed phonetic transcriptions which document the precise phonetic realisations of a phoneme (allophones) are presented between square brackets [ ] (International Phonetic Association 1999:27f). As this study is examining accents, and is focused on the precise way in which the speakers articulate phonemes, the majority of transcriptions will detail the allophones used by the speakers. As such, square brackets [ ] will be used more often than slashes / /.

3.1.2 Prosodic phonology

Of course, segmental analysis (analysis of phonemes and allophones) is not sufficient to provide a rounded description of a speech utterance. Suprasegmental aspects (such as syllable stress and intonation) can also play a major role in the comprehension process (Mazzetti 1999:129f).

All syllables have a nucleus, usually a vowel, which forms the core of a syllable. Some syllables have a coda, which consists of those elements that come after the nucleus in the same syllable. The rhyme comprises the nucleus and the coda. The onset consists of the segments which come before the nucleus (Dobrovolsky and Katamba 1996b:83).

Some syllables are more stressed that others, which means that they are more prominent. Prominence is established by four separate factors: loudness, length, pitch, and vowel quality. However, the most influential factor is pitch (Roach 2009:74). Some syllables have primary (or 'main' stress), some have secondary stress, and some are unstressed (usually with fully reduced vowels such as [ɪ] or [ə]) (Davenport and Hannahs 2010:79). Primary stress can be marked with the symbol [ˈ], and secondary stress can be marked with the symbol [ˌ], as in the word 'parapsychology' [ˌpærəsaɪˈkɒlədʒi] (International Phonetic Association 1999:15).

Another aspect of suprasegmental phonology is intonation, which is mainly determined by pitch. Intonation occurs over the course of an utterance[2] (Roach 2009:120). In English, changing the intonation of an utterance does not change the meaning of the word(s) involved, but it can convey a broader meaning, such as the function of an utterance (e.g. if the utterance is a question) (Dobrovolsky and Katamba 1996a:46).

3.2 Accent and intelligibility in simultaneous interpreting

3.2.1 Intelligibility, comprehensibility and accentedness

Before examining studies that pertain directly to SI, this section will provide a brief overview of a selection of the many studies which look at the effect of a L2 accent on listener understanding.

When talking about understanding, the word 'intelligibility' is often used. As defined by Munro and Derwing (1995:291), 'intelligibility' is the extent to which an utterance is

[2] Here, the term 'utterance' is being used as Roach (2009:120) defines it: 'a continuous piece of speech beginning and ending with a clear pause'.

actually understood. This can be measured by presenting listeners with an utterance, and asking them to write down what they hear. These transcriptions can then be assessed for accuracy by the researchers. 'Intelligibility' is not to be confused with 'comprehensibility'. The term 'comprehensibility' is used refer to how difficult a listener finds it to understand an utterance. This can be done by presenting a listener with an utterance, and asking them to rate on a Likert scale how easy or difficult it was to understand. 'Accentedness' is a measure of how strong listeners consider a L2 speaker's accent to be.

Gass and Varonis (1984:85) found the intelligibility[3] of a spoken message to be greatly dependent on how familiar the listener is with the topic. They also found that intelligibility is facilitated by familiarity with the individual speaker, with other speakers from the same linguistic background, or with speakers with non-native accents in general. The benefits of familiarity with non-native accents in aiding intelligibility (and comprehensibility) were found also by Smith and Bisazza (1982:269).

Munro and Derwing's (1995:302) study found that while listeners rated some speakers as having a strong accent, these strongly-accented utterances were almost always intelligible to the listeners, and they often rated these spoken messages as comprehensible. For those accents which were not rated as comprehensible, it was found that the listeners needed more processing time before they could decide if the utterance was true or false. This indicates that having a strong accent did not automatically mean that communication was impeded, but that an utterance was judged difficult to comprehend if more processing time was necessary. Munro and Derwing speculate that this extra time may be required to accommodate top-down processing for segments, words or phrases that were not immediately recognisable. Alternatively, the listener may be 'replaying' the acoustic memory of what was said.

Gass and Varonis (1984:84) also had one participant comment 'I could understand the man speaking because I had a few seconds to think about what he said. I think it would be very difficult to carry on a conversation with him'. The listeners in both Gass and Varonis' and Munro and Derwing's experiments had the opportunity to take more time to process the message if necessary. As was explored in Section 2.2, interpreters work under very different

---

[3] In their study, Gass and Varonis (1984) use the word 'comprehensibility'. However, as the present study will use the terms 'intelligibility', 'comprehensibility' and 'accentedness' as defined by Munro and Derwing (1995:291), the word 'intelligibility' has been used here instead. Gass and Varonis asked subjects to transcribe what the speakers said and then to summarize a story presented by the speakers, and these transcriptions and summaries were rated by Gass and Varonis accordingly. What they were testing therefore corresponds to Munro and Derwing's definition of 'intelligibility'.

conditions. The next subsection will examine the effect of an L2 accent on the SI process specifically.

3.2.2 Unfamiliar accents and SI

The AIIC workload study (Mackintosh 2002) conducted an email survey of interpreters, which found that interpreters rated 'difficult accents' as the fourth most stressful factor in their work, after 'fast speaker', speaker 'reading from the text', and 'poor equipment'. When the frequency of each of these stressors was factored in, 'difficult accents' ranked fourth again.

Kodrnja (2001) and Kurz (2005) carried out an experiment where two groups of students interpreted simultaneously from English into German. Kodrnja used two audio tracks with a speaker change halfway through the speech. There were two speakers: one native and one non-native. The speakers appeared in a different order for each of the two tracks, and each track was given to a different group of participants. This experiment design allowed for both inter- and intragroup comparison. The interpretations were then evaluated for content accuracy (Kurz 2005:64f). This approach was adopted for the present study (see Section 7 for details).

It was found that the student interpreters performed considerably better with the native speaker accent than with the non-native speaker (Kodrnja 2001:124), and that the participants were irritated by the non-native accent (Kurz 2005:68). Unfortunately, no further information was given about either the native speaker or the non-native speaker, and no IPA transcriptions of either of the audios were provided.

Mazzetti (1999:130ff) also conducted an experiment where students were asked to interpret both a native and non-native speaker, and the resulting interpretations were analysed and compared for content accuracy. The language combination was Italian to German. Some students had Italian as a native language, and some had German as their native language. This meant that the German natives were interpreting from their A-language into their B-language. Mazzetti found that the participants with Italian as their A-language (meaning that the source presentation was in their B-language) made more serious mistakes when interpreting the non-native speaker than when interpreting the native speaker. This was despite the fact that the input of the non-native was only '*relatively* degraded at segmental and prosodic level'. (Mazzetti 1999:141f).

Mazzetti speculates that the prosodic deviations in the non-native speakers' presentation made the speech more difficult to understand, and more concentration effort was required on the part of the interpreters (Mazzetti 1999:142).

Sabatini (2000:25) conducted an experiment in which students were presented with two 'non-standard English speeches', and participants were tested for listening comprehension, shadowing[4], and then interpreting simultaneously into Italian. One speaker was an Indian with English as an L2, and the other was an American with a 'strong accent'. For both speeches, listening comprehension proved to be less challenging than shadowing or SI. Although there was overall no evidence to suggest that SI was more difficult than shadowing, Sabatini speculates that this may be because the students are less familiar with shadowing[5] (Sabatini 2000:46f).

Sabatini's results would suggest that whereas an L2 accent may not affect listening comprehension if one is simply listening, the same accent may pose a problem to an interpreter who is also simultaneously carrying out other processes such as speech production (see Section 2.2 for further details on the processes of SI). In light of Munro and Derwing's (1995:302) findings – that accents which are rated low for comprehensibility also take longer to process – it may be that this increase in the Listening Effort leads to an overload of cognitive capacity for the simultaneous interpreter. This would tie into Gile's Tightrope Model of cognitive processing (1995:159).

Reithofer (2010:147) talks about the *let it pass* principle, which means that if a non-native speaker says something in a conversation which is not immediately clear to the listener, the listener simply allows this to pass and works on the assumption that the speaker's intended meaning will become clear as the conversation progresses. However, Reithofer (2010:149) highlights that while most ELF studies have focused on face-to-face interactions, interpreters have little or no opportunity to interact with the speaker. Moreover, the interpreter cannot simply stay silent in the booth for an extended period of time and wait for this clarification. As such, simultaneous interpreters cannot use the *let it pass* principle to their advantage.

Katikos (2015:2) conducted a study with the aim of finding out if interpreters were better able to understand L2 accented English if they had knowledge of the speaker's L1. She found that if the speaker of L2 accented English shared the same L1 as the interpreter, then the interpreter generally rated this speaker as easier to understand. If the interpreter had the speaker's L1 as a C-language or an additional language, this knowledge did not appear to be of any help (2015:115).

---

[4] Shadowing is 'the immediate repetition of auditory input in the same language' (Pöchhacker 2004:184).

[5] This lack of familiarity with the activity was reflected in their tendency to reformulate the source speech while shadowing, which was counted as an error (Sabatini 2000: 47).

3.2.3 Comprehensibility of Indian English

As mentioned above, Katikos (2015:86–111) conducted a survey of both students and professional interpreters. When eighteen student participants were asked if there were any non-native accents they found particularly difficult to understand and/or interpret, 30% of the accents named by the students were Outer Circle ones, and nearly half of the participants mentioned Indian English (2015:89). This would indicate that, overall, the students considered only Inner Circle Englishes to be 'native English' (2015:90). The professional interpreters were asked a broader question about which accents they found particularly difficult, and the question did not ask for non-native accents specifically. 18 out of 47 of the professional participants stated that they found Indian accents to be particularly difficult (2015:100f).

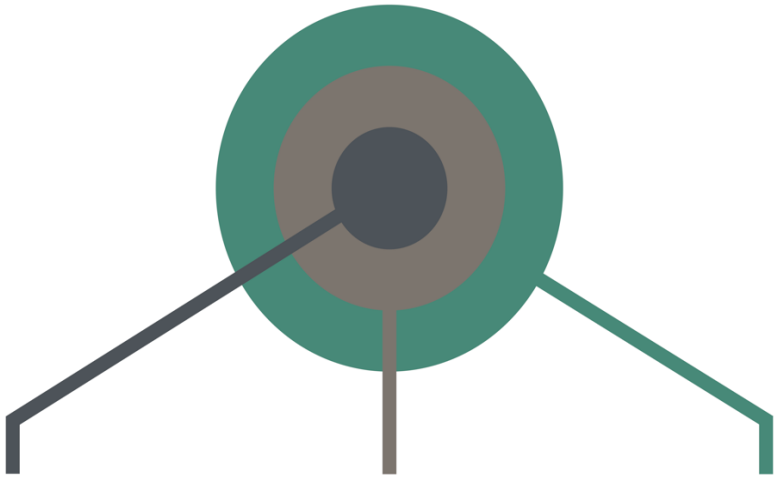
Ehrenreich (2009:140) also found that in her case study of business English in two German multinational companies, participants reported that 'serious intelligibility problems occur in interactions with Indians.' She states that, in general, 'Indian English seems to be a linguistic mystery to everybody involved.' British English was also considered difficult to understand, whereas American English was rated second-easiest to understand (German English being the easiest of all) (p141).

In a survey issued to predominantly non-native English teachers, Jenkins (2009:15) found that participants rated Indian English badly in terms of acceptability and pleasantness, and it was not rated much more favourably in terms of correctness (2009:26). This was in spite of the fact that participants were not very familiar with the accent overall. Jenkins notes that participants were willing to evaluate varieties very negatively (or indeed very positively) despite being unfamiliar with these accents. This indicates that stereotypes influenced their rating (2009:27).

With regard to the present study, it is possible that the participants' performances could be related to the participants' attitudes towards StIndE. However, it was unfortunately beyond the scope of this study to explore any potential link between interpreter attitude and performance.

4 Varieties of English

One of the most iconic models in the study of World Englishes is Kachru's Three Circle Model (Jenkins 2015:13). Below is a diagram of his model, with some small adaptations for the purpose of this thesis:



Inner Circle	Outer Circle	Expanding Circle
Australia	Bangladesh	China
UK	Pakistan	Nepal
Canada	Ghana	Egypt
USA	Philippines	Saudi Arabia
New Zealand	India	Indonesia
	Singapore	Taiwan
	Kenya	Israel
	Sri Lanka	USSR
	Malaysia	Japan
	Tanzania	Zimbabwe
	Nigeria	Korea
	Zambia	

Figure 4: Kachru's Three Circle Model of World English (Kachru 1992:356)

Here, the format of the model has been changed, and the figures for the number of speakers for each category have been omitted for the sake of simplicity. Kachru's model has provided a basis for many other thinkers who have proposed adaptations of his model over the years (see Graddol 2006:110; Modiano 1999:25). Although some criticism has been made of the model, in that it can be judged to be an oversimplification of a highly complex spectrum (see Jenkins 2015:15f), it nonetheless provides us with a useful insight into key concepts surrounding different users of World Englishes.

It shows the three different categories of English varieties: the Inner Circle, consisting of the UK, the USA, Canada, New Zealand, and Australia, amongst others; the Outer Circle, consisting of many former British colonies, where English is a second language and is often used for country-internal communication; finally, there is the 'Expanding Circle', consisting of countries where English is learned as a foreign language to facilitate communication on an international level (see Kachru 1985:12f).

The Inner Circle is made up of those countries where English is spoken as a 'native language' – Britain and the countries of the first diaspora (Jenkins 2015:14). These countries' prestige varieties enjoy a 'norm-providing' status (Kachru 1992:15).

Outer Circle Englishes are spoken in countries which were once under British rule in Africa and Asia and which still use the English language for domestic (non-international) affairs. India falls into this category. Outer Circle countries are said to be 'norm-developing' and their varieties have been institutionalized (Kachru 1985:17), but are nonetheless often seen as less valid than Inner Circle Englishes (see Jenkins 2015:26). In Outer Circle countries, English is only one language spoken in communities where people are bi- or multilingual (Kachru 1985:12). English is recognized as an official language in the Outer Circle, such as in India, where it is recognized as an '"associate" official language' (1985:12f). As such, English is used in what Kachru terms 'traditionally "un-English" settings' culturally, and is used in many different areas and walks of life (1985:13).

The Expanding Circle is a term to denote countries where English is learned as a foreign language or lingua franca, and where it is used for the purposes of international communication. These varieties are said to be 'norm-dependent', are not institutionalized, and generally use Inner Circle varieties as a point of reference (Kachru 1985:17).

5 British English and Received Pronunciation

The following section will deal with the accent and variety of English known as 'RP' or 'Received Pronunciation'. The term has been criticised as it implies that this is the 'socially accepted' accent and, by extrapolation, that other accents are not socially acceptable (Windsor Lewis 1987:139f). Despite this, the term 'RP' is still in widespread use (Roach 2004:239).

Other terms have been suggested, such a 'General British' (Windsor Lewis (1972:xiv), as cited in Windsor Lewis (1987:140)). This term would imply that the variety is to be found throughout Britain or the British Isles. In fact, not only is the variety only very rarely spoken by Scottish, Welsh and Irish people (Roach 2004:239), but RP is sometimes met with open hostility or suspicion in Scotland and Wales (Crystal 2003b:365).

Roach (2004:239) expresses a preference for the terms 'BBC Pronunciation' or 'BBC Accent'. But as Sangster (2011:xxix) points out, the accents that are broadcast on the BBC nowadays are much more diverse than in the early years of broadcasting.

For convenience, and for lack of a better alternative, the term RP will also be used for the present study.

5.1 Status and role of RP

RP has long been a prestige accent, often associated with the royal family, the BBC, Westminster Parliament, the Church of England (Crystal 2003b:365), private schools, and the middle and upper classes (Roach 2004:239).

The accent is most commonly spoken in the south-east of England (Roach 2004:239), but is also spoken by people who do not originate from there (Windsor Lewis 1987:140). As Crystal (2003b:365) states: 'Accents usually tell us where a person is from [...] RP tells us only about a person's social or educational background.'

RP is not one homogenous variety; there are several different kinds of RP (Upton 2008:239). Most RP speakers do not use what Upton describes as trad-RP (short for traditional RP), which is often considered old-fashioned or affected by other British people. 'Refined RP' is even more elitist and only spoken by a few older speakers and those with an affectation (Upton 2008:239f).

Upton's broad definition of RP is adopted in this study. This definition of RP includes speakers who display mild regional influences or perhaps because they display some elements typical of younger speakers (Upton 2008:239f). This broader definition has been used for the

purposes of this study, partly because of the very small numbers of trad-RP speakers, and partly because it would not have been possible to find a trad-RP speaker to shadow for my experiments. The shadowing student interpreter who kindly volunteered for the experiment is in her mid-30s and did not attend a fee-paying school. The RP speaker whose speech was used in the experiment will henceforth be called RPSp. For further information on the speakers used in the experiment, see section 7.3.3).

As far as the status of RP in Europe (part of the Expanding Circle) is concerned, Modiano (2006:223) notes that 'the vast majority of English language teaching materials used in mainland Europe are imported from England' and hence English language teaching in Europe is largely dependent on the British model. McArthur (2002:43) states that these British teaching materials are based on RP. Modiano (2006:225) also observes that many Europeans are exposed to American English through various forms of media.

This observation that many Europeans are familiar with both British and American English is reflected in the questionnaire results of the present study (see Section 8.1). The relationship between an interpreter's familiarity with a certain accent and interpreting performance is explored in Section 3.2.

5.2 Linguistic characteristics of RP

RP and its various phonetic features have been extensively described and discussed (McArthur 2002:40). This section shall only scratch the surface of this topic and focus on those features particularly relevant to this study:

- distinguishing characteristics of RP
- features which contrast with StIndE
- features displayed by RPSp (i.e. characteristics typical for younger speakers of RP)

5.2.1 Consonants

Below is a table of the consonant sounds found in RP:

Table 1: RP consonants (cf. Roach 2004)

	Bilabial	**Labio-dental**	**Dental**	**Alveolar**	**Post-alveolar**	**Palatal**	**Velar**	**Glottal**
Plosive	p b			t d			k g	
Affricate					tʃ dʒ			
Nasal	m			n			ŋ	
Fricative		f v	θ ð	s z	ʃ ʒ			h
Approximant	(w)				r	j	w	
Lateral approximant				l				

RP is a non-rhotic accent, meaning that the post-vocalic /r/ (sometimes noted /ɹ/) is generally not pronounced. However, when a word ending in 'er' is followed by a word which begins with a vowel, the /r/ sound is pronounced. Hence, 'better or worse' is pronounced as [ˌbɛtər ɔː ˈwəːs] (Upton 2008:247). This is called a linking /r/. A related feature is that of the intrusive /r/, where an /r/ sound is sometimes heard in phrases which do not contain an 'r' in their spelling. This occurs when words ending in /ə/, /ɑ/ or /ɔː/ are followed by a word beginning with a vowel, as in [lɔːr ənd ˈɔːdə] (law and order) (Upton 2008:249).

Roach has used the /r/ symbol to denote a post-alveolar approximant. In my transcriptions, the symbol /ɹ/ has been used for this sound, in line with the International Phonetic Association's IPA chart (1999:ix). The decision was made to use the /ɹ/ symbol in the present study, as it clearly distinguishes the RP 'r' sound from the alveolar taps and flaps seen in StIndE (see section 6.3.1).

The plosives /p/, /t/ and /k/ are aspirated before vowels (Roach 2004:240). This phenomenon can be heard regularly in the speech of RPSp. This is much rarer for the StIndE

speaker of the experiment (henceforth known as IndSp). For further analysis of the source audio speeches, see Section 7.3.7.

/θ/ and /ð/, as in ‘think’ and ‘the’, feature in RP; these phonemes rarely occur in StIndE (see Section 6.3.1). Dark l /ɬ/ also features in RP, but is not heard in StIndE (see Section 6.3.1). In RP, clear /l/ occurs before vowels and dark /ɬ/ appears elsewhere (Roach 2004:241).

5.2.2 Vowels

Below are three figures depicting the various vowels of RP:

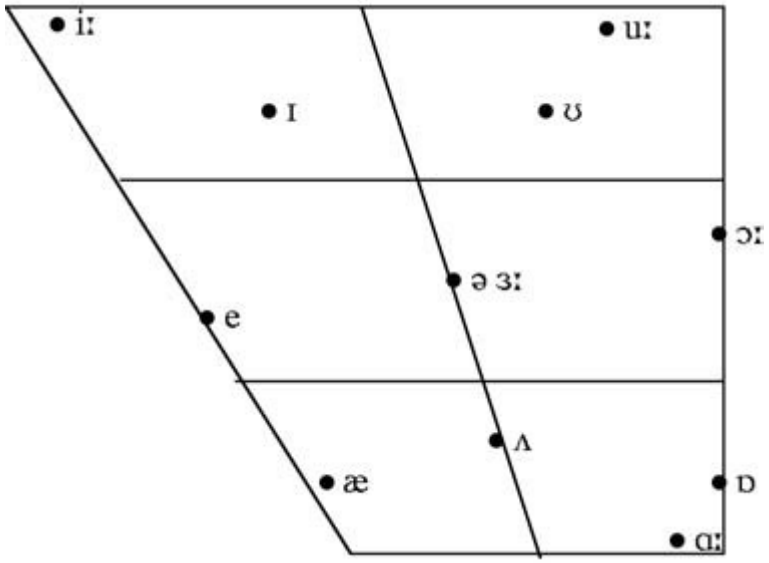


Figure 5: RP pure vowels (Roach 2004:242)

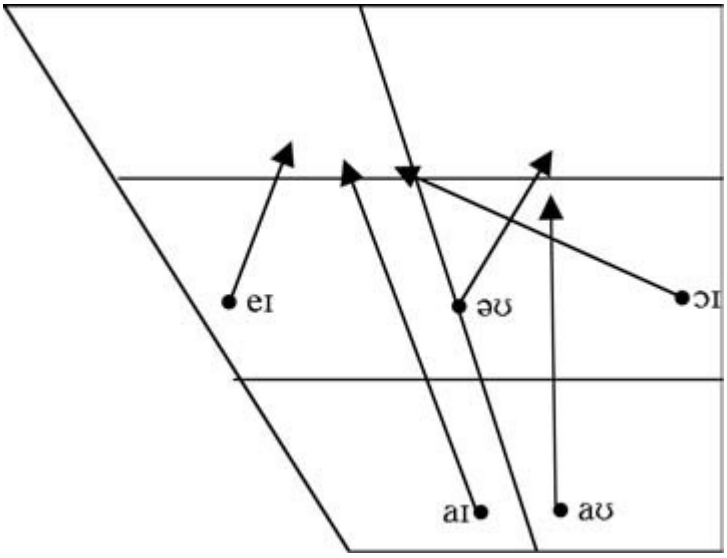


Figure 6: RP closing diphthongs (Roach 2004:242)

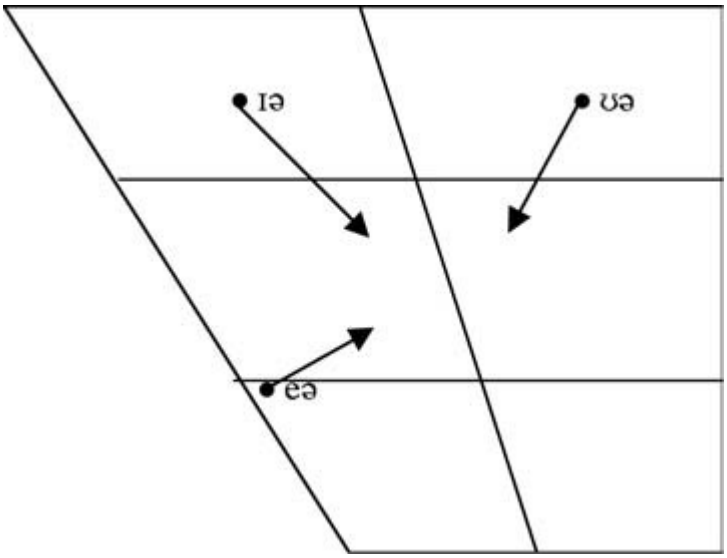


Figure 7: RP centring diphthongs (Roach 2004:242)

RP has an extensive inventory of vowels to draw upon, and is typically described as having 20 vowels. These vowels include diphthongs (either centring or closing), long vowels, short vowels, and even triphthongs in some notations (Roach 2004:241).

The schwa /ə/ is the most frequent vowel sound heard in RP and is always associated with weak syllables. It occurs in the mid central position (Roach 2009:65). For words ending with ‘er’ (such as the word ‘letter), the final sound is pronounced simply as /ə/, due to the non-rhoticity mentioned above (Upton 2008:247).

RP features a total of eight diphthongs, though /ʊə/ is becoming increasingly rare. Diphthongs occur when a sound glides from one vowel to another (Roach 2009:17). Triphthongs are when three vowel sounds occur in a row (such as in the word 'fire' [faɪə]). They consist of a closing diphthong plus a schwa /ə/. The triphthong notation is common for words such as 'fire' or 'power', although the way these sounds actually occur in RP might sometimes be more akin to a monophthong (Roach 2004:241). The traditional triphthong transcription has been used here for both the RP speaker and the StIndE speaker.

Some changes in vowel pronunciation have been noted in recent years, especially in younger speakers. For example, modern RP front vowels are now articulated lower in the mouth than in trad-RP (such as in the lexical sets[6] DRESS and TRAP). Another example can be seen in the lexical set BATH [ɑː]. This vowel is becoming more centralised and shorter, and the traditional sound is coming to be seen as outdated (Upton 2008:242ff).

These changes mean that the transcription systems traditionally used to describe RP have become outdated and their continued use potentially misleading. Despite this, these transcription methods are still used today alongside more modern approaches (Upton 2008:238f). This dispute surrounding vowel transcription is outside the scope of the present study, especially as no formally trained linguists were a part of the transcription process. Every effort has been made to represent the vowels of RPSp and IndSp as accurately as possible. Section 7.3.6 provides an in-depth analysis of this transcription process.

5.2.3 Prosodic features

RP is said to be syllable-timed, which means that stressed syllables occur at more or less regular intervals, regardless of how many unstressed syllables separate the stressed ones (Roach 2004:243). Although there is no conclusive evidence to support the hypothesis that English is a truly stress-timed language, it would appear that there are some elements of stress-timing in public speaking (Roach 2009:109f).

Intonation in English typically comes in five basic forms: fall, rise, fall-rise, rise-fall and level. These are the main ones, but not the only ones that can observed (Roach 2009:123ff). These tones are not always used in the same way across cultures and varieties of English, as will be seen in Section 6.3.3 Here is a brief (but by no means exhaustive) summary of how these tones are sometimes used in RP (Roach 2009:123ff):

---

[6] For more information on lexical sets, see Wells (1982).

- In RP, a fall in pitch is considered the most neutral kind of tone, and can sometimes be used to indicate a kind of finality.
- A rise in pitch, on the other hand, can be used to indicate that the speaker expects something to follow (such as an answer). A rise can indicate a question, or act as a prompt indicating that another speaker should continue.
- A fall-rise tone can indicate, for example, that a speaker has some reservations. If a speaker responds to a statement such as: 'This is the best way to learn a language, isn't it?' with a 'yes' in a fall-rise tone, it means that the speaker agrees with the statement to a limited extent, and not completely.
- A rise-fall tone can be used to indicate strong feelings of approval, disapproval or surprise.

6 Standard Indian English(es)

6.1 The role of English in India

English plays an important role in India, enjoying the status of associate official language on the national level. It is also an official language of several Indian states and Union Territories[7] (McArthur 2002:313). Although there are no definitive figures for how many English users are in India, Crystal (2003a:46) states that South Asia probably outranks the number of speakers in the UK and the US combined. Although some estimates for the number of users are as low as 30 million, Crystal puts the figure for those with passive understanding of English in India at 330 million, and for those with skills in speech production at 200 million (2003a:47). It is hard to estimate the number of users of English in India, partly because people in India display a great range in proficiency levels (Graddol 2010:67). Many Indians have much better reading skills than speaking skills, a remnant of the fact that English has long been viewed as a 'library language' in India (Graddol 2010:66f).

The introduction of English to India is inextricably linked with the East India Trading company. Although the language was present in the country ever since the arrival of the British in the 17th century, the English language is considered to have seen its real beginnings in India around the middle of the 18th century (Jenkins 2015:8f). British rule, known as 'the Raj', extended from 1765–1947 (2015:9). The British saw it necessary to teach the English language to Indians so that they could act as intercultural agents and interpreters, an attitude illustrated in the Macaulay Minute of 1835. The Minute (Macaulay 1920:116) states:

> We must at present do our best to form a class who may be interpreters between us and the millions whom we govern—a class of persons Indian in blood and colour, but English in tastes, in opinions, in morals and in intellect.

The Minute was soon adopted as the British government's official language policy (Kachru 2005:37f).

Since the end of British rule in India in 1947, the use of English has only grown in the country, despite attempts to stop the spread of the language (Kachru 2005:32). English has undergone an Indianisation process and Indian English has its own varietal characteristics

[7] This includes the Union Territory of Chandigarh, the home city of the Indian speaker whose presentation is used in the experiment for this study.

(Jenkins 2015:9). In the words of Bhatt (2000:72): 'As a result of over 200 years of contact with native Indian languages, English has become an Indian language, both in its structure and use.' The following sections shall detail the role English plays in India today, the problems of defining a standard Indian variety, and proceed to describe the linguistic features that are generally accepted as being characteristic of this standard.

6.1.1 Role of StIndE in India today

In 1833, the East India Trading company began offering highly paid jobs for those who could speak English (Graddol 2010:63), and English-medium universities were opened in Bombay, Calcutta, and Madras in 1857 (Kachru 2005:38). In doing so, the British had effectively created an elite class of English speakers (Graddol 2010:63).

Even today, proficiency in English is largely dependent on one's socio-economic status, and post-independence the language has historically been used as a means of the elite to ensure the continuation of their status (Graddol 2010:64ff). By extension, if 200 million Indians speak English (Crystal 2003a:47), then many hundreds of millions more do not. As English is an essential skill for new jobs opening up in the service industry, the Dalit movement is campaigning for greater access to English courses. They see the language as a key to social mobility (Graddol 2010:64f). More and more people are now learning English as a result of a shift to a service-based economy, a growing middle class, increased urbanisation and the fact that government schools are beginning to offer English-medium education (Graddol 2010:64,86).

English is used within the legal system, government administration, secondary and higher education, business, and the media (Crystal 2003b:49). Section 6.1.3 will explore the interrelationship between StIndE and the new industries which have sprung up since the turn of the millennium.

6.1.2 Regional languages in India and the relationship with StIndE

The linguistic landscape of India

India is home to four major language families: Indo-Aryan, Dravidian, Tibeto-Burman and Munda (Kachru 2005:29). The following chart shows the languages of India and the percentage of the total population that has these languages as an L1.

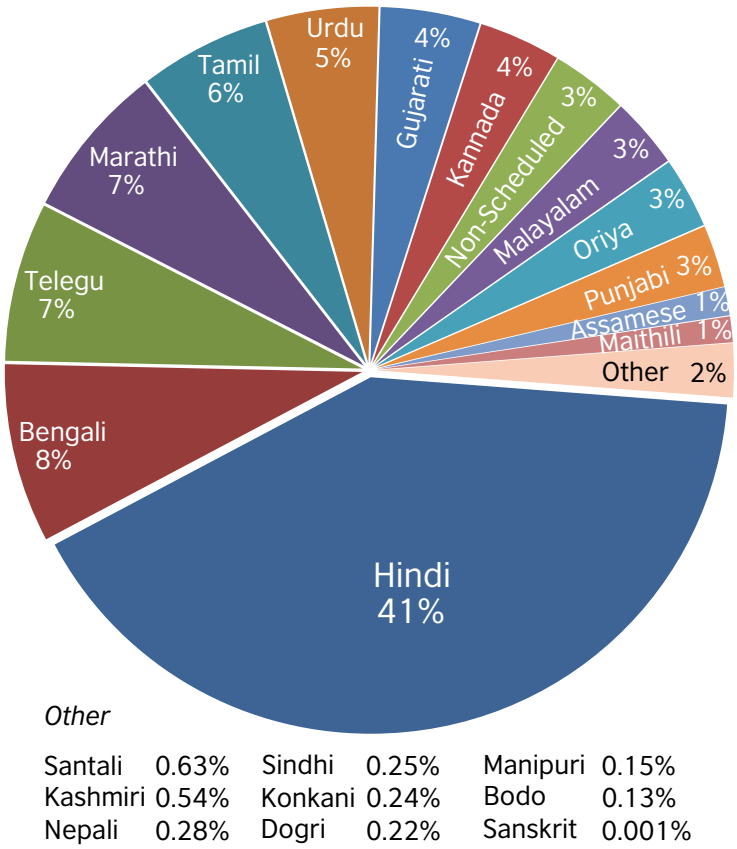


Figure 8: The languages of India according to the proportion of the population who speak them as a first language (Government of India (2001), as presented by Graddol (2010:51))

These languages, while being from four different language families, have evolved alongside each other, with individual speakers often having more than one language family in their repertoire (Kachru 2005:30).

Hindi is the official language of the Union, and 41% of Indians report Hindi as their native language. This makes it the most widely spoken L1 in India. The image below shows the distribution of native Hindi speakers on the state / Union Territory level. Hindi is the L1 of the majority of the population in the so-called 'Hindi-Belt', located in the north. Other states, particularly in the south and north-east, have very low rates of Hindi native speakers (Graddol 2010:51ff).

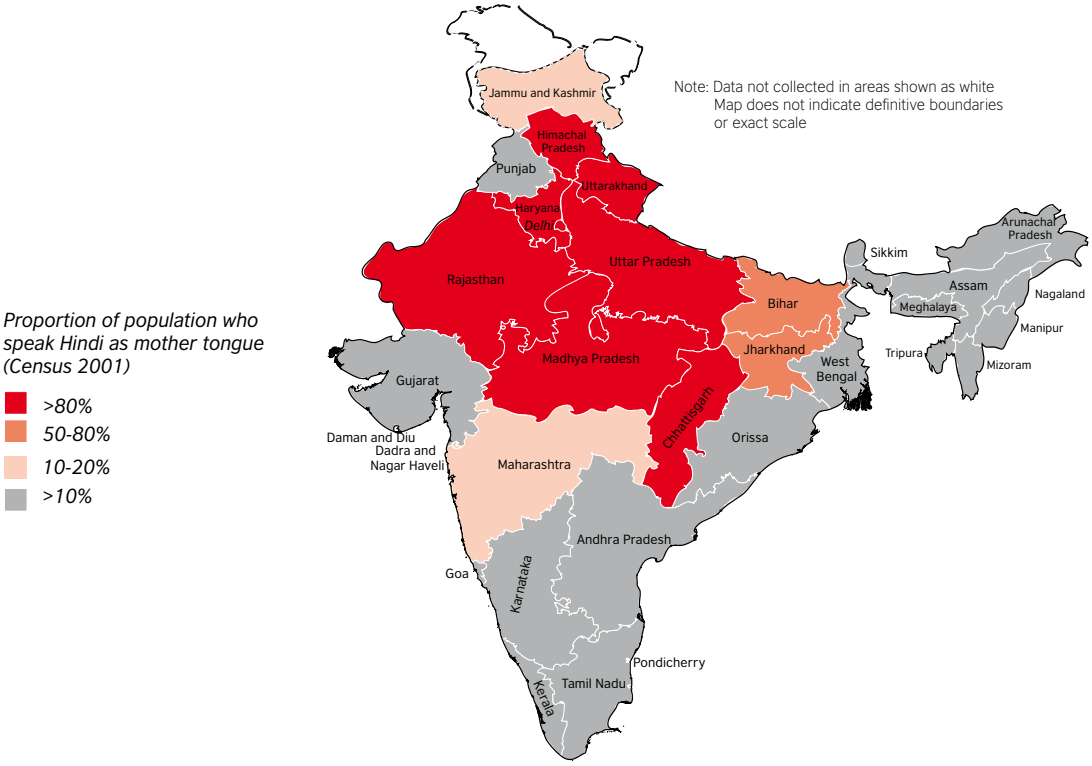


Figure 9: Proportion of population who speak Hindi as mother tongue (Government of India (2001), as presented by Graddol (2010:53))

Language policy

After independence, the 1950 constitution declared Hindi the national language of India, and included provisions for gradually replacing English with Hindi for official purposes. This policy was not welcome in the South, where English was seen as a more neutral lingua franca than Hindi. In 1967 English was declared an associate official language. English is still preferred over Hindi as a lingua franca in the Dravidian-speaking areas of the south to this day, but this is not only on account of anti-Hindi feeling; a more influential factor is the usefulness of English both nationally and internationally speaking (Jenkins 2015:162f). This perception of English as being more useful than Hindi was found in Sridhar's (1983:151) study of English use in urban settings in south India.

The 1960s also saw the proposition of the Three Language Formula, a policy which was agreed upon by almost all states and Union Territories. The Formula specifies that school children should learn three languages: Hindi, English and a regional language. In places where

Hindi was considered the regional language, a Dravidian language is to be taught. Although this system has seen great problems in its implementation, it has nevertheless seen continued support (Kachru 2005:65f).

Language use

Plurilingualism in India is not uncommon, with 2001 census data indicating that one quarter of the population knew two languages and 8.5% a third language. However, it is possible that these figures understate the reality, as many people do not claim to 'know a language' unless they can read or write it (Graddol 2010:56). These different languages are used in different domains, as was found in Sridhar's (1983) investigation of English use in an urban south Indian environment. Among students, clerical employees, and highly educated and skilled professionals, they used their L1 more often in intimate or affective domains (such as with family members); English was the preferred language for media consumption, academic and professional communication, administration and in cross-state communication (Sridhar 1983:151).

L1 influence on English

As Sailaja (2009:18) notes, the accent of an individual in English tends to be marked by a speaker's native language or 'the most influential language in the repertoire of the speaker'. Even an accent which does not display any characteristics specific to any one region, and is considered 'standard', is still marked by pan-Indian features (2009:17). Section 6.3 will explore the linguistic features of Indian English and include some examples of the ways in which other Indian languages influence Indian English.

6.1.3 More recent developments in StIndE

As shown in Section 6.1.1, English is now seen by many as a language of opportunity for people born into poverty, and the language is seen as an essential for those who aspire to join the middle classes (Graddol 2010:120). More and more children are learning English from a younger age. More children are attending private English-medium schools, and some government-funded schools are now offering English-medium education (2010:84).

A good command of English is important in securing a well-paid job (2010:35), particularly in the IT sector. The market size of the IT industry in India has more than doubled in the past seven years (IBEF 2017:9), and it employs English-speaking people based on merit,

rewarding them with generous salaries regardless of their social background (Graddol 2010:40).

Crystal (2003a:49) notes that 'English is increasingly being perceived by the young as the language of cultural modernity'. Given these developments in education and industry since the turn of the millennium, it would seem likely that the number of English speakers – estimated by Crystal (2003a:46f) as being 200 million users – has increased.

6.2 Defining a standard for Indian English

Defining a standard for Indian English is particularly difficult, not least because Indians' linguistic backgrounds vary significantly (see Section 6.1.2). This section explores options for defining a standard variety for Indian English and outlines how the present study will approach the issue of a standard in Indian English.

Often the notion of 'standard' English has been seen by many as the reserve of Inner Circle varieties (Jenkins 2015:24f); codifying Outer Circle varieties (including Indian English) has been met with the claim that indigenised varieties of English are 'interlanguages' characterised by so-called learner errors and that they are not legitimate L2 varieties (2015:100).

Indians are nowadays generally taught a kind of Indian approximation of RP which has distinctly pan-Indian features, but which is free of specifically regional characteristics. This variety is considered to be a more appropriate norm for Indian speakers than RP (Sailaja 2009:17f). The Indian standard variety is spoken in urban areas and by those who attended elite schools. This Indian, non-regional variety has higher status than regionally marked varieties, and the standard form is not spoken by most Indians. Most speakers' accents have some features which might be described as typical of the region they hail from, features typical for speakers of their particular L1, and / or features typical for speakers from a particular social group (2009:18). This standard Indian variety constitutes an 'acrolect' or 'educated variety' (see Kachru (1985:18) for more information on acrolects).

Standard Indian English or StIndE for short has been used here to denote this acrolect[8]. Bhatt (2000:70) also differentiates between Standard Indian English and Vernacular Indian English. This distinction between StIndE and vernacular (non-standard) varieties will also be a recurring theme throughout the whole of Chapter 6.

[8] The 'StIndE' abbreviation was also used by Bhatt (2008).

For the most part, it is the educated (standard) variety (StIndE) which will be explored below, focusing mainly on the pan-Indian features of the acrolect. Nevertheless, a small number of typical regional features generally considered to be non-standard (or vernacular) will be also included in the description. As Sailaja (2009:18) notes, there is a great deal of individual variation in Indian English, and even some individuals whose accents are otherwise considered standard can feature one or two non-standard characteristics (2009:37). This is the case for the Indian speaker whose presentation is used in the experiment of the present study.

6.3 Linguistic features of StIndE

The linguistic descriptions that follow will largely be of StIndE (as defined in Section 6.2). There will also be some information on non-standard features, particularly on those features typical for speakers with Punjabi and Hindi as their L1. This is because the Indian speaker in the experiment of this study (henceforth known as IndSp) speaks these languages. (See Section 7.3.3 for further information on IndSp.) Generally, there will be a tendency to focus on features occurring in the speech of IndSp; the following section should not be viewed as an exhaustive overview of all the linguistic features of StIndE, which is beyond the scope of the present study.

As this study uses RP as a control accent, some comparisons will be drawn between RP and StIndE. This comparison is not carried out with the intent of implying that RP is an accent against which others should be measured; this comparison is drawn for the purposes of highlighting the differences between the two accents used in the experiment of the present study.

6.3.1 Consonants

Table 2 contains the consonant inventory of General Indian English[9] as given by CIEFL (The Central Institute of English and Foreign Languages in Hyderabad). Only certain features of this table will be explored here; an exhaustive examination is beyond the scope of the present study.

[9] General Indian English or GIE is another name for the standardized variety of Indian English (Sailaja 2009:18).

Table 2: Consonant inventory of GIE (General Indian English) (CIEFL (1972), as presented in Wiltshire and Harnsberger (2006:92))

	Labial	**Labio-dental**	**Dental**	**Alveolar**	**Post-alveolar**	**Retroflex**	**Palatal**	**Velar**	**Glottal**
Stop	p (pʰ) b		(t̪) t̪ʰ d̪			ʈ (ʈʰ) ɖ		k (kʰ) g	
Affricate					tʃ (tʃʰ) dʒ				
Nasal	m			n				ŋ	
Fricative		f		s z	ʃ				h
Approximant	ʋ/w			r			j		
Lateral approximant				l		(ɭ)			

Where /t/ and /d/ sounds appear in RP, one can often, but not always, hear the retroflex sounds /ʈ/ and /ɖ/ in General Indian English (Pandey 2015:303). This can be heard very often (but not always) in the speech of IndSp in words such as 'today', which she pronounces as [ʈuˈɖeɪ].

A non-rhotic accent is a marker of prestige in Indian English. The linking /r/ sound is a feature, but there is no intrusive /r/ (Sailaja 2009:19f) (see Section 5.2.1 for information on linking /r/ and intrusive /r/). The accent of IndSp is by and large non-rhotic. However, when an 'r' sound is present, it sometimes takes the form of the alveolar tap or flap /ɾ/ present in Hindi[10] and sometimes the alveolar approximant heard in RP /ɹ/. CIEFL (1972) chose to represent the 'r' sound in Indian English using the symbol /r/, which usually represents an alveolar trill (see IPA Handbook), and CIEFL categorise it as an alveolar approximant. (For further information on the transcription of the 'r' sound in the present study, see Section 7.3.6.)

[10] See International Phonetic Association (1999:100) for further details on the phonetics of Hindi.

/v/ is often pronounced as the labio-dental approximant /ʋ/, even in StIndE. In non-standard varieties, both /v/ and /w/ are realized as /ʋ/ (Sailaja 2009:20). This is a non-standard feature sometimes (but not consistently) displayed by IndSp.

/θ/ and /ð/ are often realized as /d̪/ and /t̪ʰ/ (or /t̪/) (Kachru (1983); Bhatt (1995) as cited in Wiltshire and Harnsberger (2006:93)). More often than not, /d̪/ and /t̪ʰ/ are the articulations used by the IndSp.

Indian English speakers generally do not use dark l [ɫ], but instead realise all /l/s as clear l [l] (Gargesh 2008:238). This is in contrast to RP (see Section 5.2.1 for details). IndSp never uses dark /ɫ/.

6.3.2 Vowels

The vowels of Indian English are as follows:

Table 3: Vowels of Indian English (Gargesh 2008:233f)

KIT	ɪ > i:	GOOSE	u:
DRESS	e > ɛ > ə	PRICE	aɪ
TRAP	æ > ɛ	CHOICE	ɔɪ > oɪ > oe
LOT	ɔ > ɒ > a	MOUTH	aʊ
STRUT	ʌ > ə > ʊ	NEAR	ɪə > i:jə > ɪjə: > eə
FOOT	ʊ > u:	SQUARE	æ > e: > eə > ɛ:
BATH	ɑ:	START	ɑ:
CLOTH	ɔ > o > a:	NORTH	ɔ: > a: > ɒ
NURSE	ɜ: > ʌ > ə > a:	FORCE	ɔ: > o:
FLEECE	i: > ɪ	CURE	ɪjo: > ɪjɔ: > ɪju: > ɪjuə
FACE	e:	happY	ɪ > i:
PALM	ɑ:	lettER	ə
THOUGHT	ɔ: > o: > a:	horsES	ə > i̞
GOAT	o: > ɔ:	commA	a

Gargesh (2008:234–237) goes on to detail the situations in which these vowels appear in their various forms. He provides a thorough examination of the subtle way in which these sounds change and manifest themselves in different contexts. While every effort was made to

transcribe the vowels of IndSp as accurately as possible, since no phonetically trained linguists were a part of this process, it was beyond the resources of the present study to capture the subtle differences detailed by Gargesh. Section 7.3.6 provides an in-depth analysis of the transcription process used in this thesis.

One aspect which has been taken into account in the transcription is the fact that there are fewer diphthongs in StIndE than in RP. There are six diphthongs in StIndE: /aɪ, ɒɪ, aʊ, ɪə, ʊə, eə/. There are even fewer in non-standard varieties (Sailaja 2009:25f). This stands in contrast to the eight diphthongs of RP (see section 5.2.2). For words such as ‘no’, the StIndE speaker of the experiment used a long vowel [oː] whereas the RP speaker used a diphthong.

6.3.3 Prosodic features

Gargesh (2008:241) states that Indian English is syllable-timed, meaning that syllables are uttered with an almost equal prominence, in contrast to native varieties of RP (see Section 5.2.3). This is said to stem from the syllable-timed nature of Indians’ L1s. It should however be noted that the categorization of Indian English as a syllable timed variety is not unchallenged (Sailaja 2009:34).

Pandey (2015:308) provides a list of words whose word stress patterns in Indian English differ from the word stress patterns used in Inner Circle varieties. These include words such as ‘develop’ (pronounced ˈdevelop in Indian English as opposed to deˈvelop in British English). The word stress patterns displayed by IndSp differ from those of RPSp. (For further details, see Section 7.3.7.)

Intonation in Indian English is used in many of the same ways as it is in RP (see Section 5.2.3), but with some exceptions. One exception is that ‘wh-questions’ are generally said with falling intonation in Indian English, particularly when addressing one’s social inferiors (e.g. teacher to student). When addressing a stranger, a rising tone is used (Sailaja 2009:34).

Pandey (2015:311) notes that many more words receive pitch contours in an intonational phrase in Indian English than they would in Inner Circle varieties. Wiltshire and Harnsberger (2006:103) found in their study of intonation in speakers of Gujarati (an Indo-Aryan language) and Tamil (a Dravidian language) that both the Gujarati speakers and the Tamil speakers used multiple pitch accents in a single utterance. They remark that this ‘is likely to be a highly salient feature of an IE [Indian English] accent to AE [American English] listeners, and may impair intelligibility in cross-dialectal conversations’ (Wiltshire and Harnsberger 2006:103). For further information on intonation, accent and intelligibility, see

Section 3. Examples of how IndSp and RPSp displayed different intonation patterns can be found in Section 7.3.7.

6.3.4 Grammar and vocabulary

Grammar

The grammar of StIndE is by and large the same as RP, with some exceptions. In vernacular (or non-standard) Indian English, different structures are used, as influenced by the local languages of India. The systems of both of StIndE and vernacular Indian English are available to educated speakers (Bhatt 2000:69f). As noted above, individual variation in Indian English is high (Sailaja 2009:18), and non-standard tendencies do creep into the standard variety (2009:40). This can be observed in the speech of IndSp.

StIndE forms 'wh-questions' in the same way as the prestige varieties of the Inner Circle, where the auxiliary verb appears immediately after the 'wh-question word'. Vernacular Indian English sees a somewhat different formation, where no auxiliary verb appears immediately after the wh-question word. For example: 'What he has eaten?' (Bhatt 2008:550). IndSp uses the StIndE question forms, thus not presenting the student interpreters with a potentially unfamiliar grammatical construction.

Kachru (2005:48f) observes that the usage of articles in Indian English differs from RP usage, but that no definitive rules for Indian usage have yet been established. How often a speaker uses articles depends on the level of user proficiency. Agnihotri et al. (1984:121ff) note that articles are omitted by Punjabi and Hindi speaking students in places where they have been taught in school to include them. In general, IndSp uses articles just as they are used in the prestige varieties of the Inner Circle, with only two exceptions[11]. In fact, every effort was made to find a speech where standardized grammar was used in order to isolate the accent variable.

Bhatt (2008:552f) addresses the topic of question tags, stating that StIndE uses question tags that vary according to the subject, tense and verb of the sentence, which is also true of prestige Inner Circle varieties. For example, an StIndE or RP speaker might say: 'They live here, don't they?', or 'You will see her tomorrow, won't you?'. Vernacular Indian English uses undifferentiated tags (Bhatt 2008:552), which remain constant regardless of subject, tense or verb. A speaker of vernacular Indian English might formulate the same questions as 'They live

[11] See Section 7.3.8 for further information.

here, isn't it?' and 'You will see her tomorrow, isn't it?'. McArthur (2002:321) notes that 'yes' and 'no' are often used as question tags. The StIndE speaker in the experiment of the present study consistently uses 'no' as an undifferentiated question tag, as in: 'And that's sad, no?'.

Vocabulary

There are many words which have their origins in Indian L1s which are widely used in Indian English. The following is only a tiny selection of these: crore (10 million), cousin sister (a female cousin), cousin brother (a male cousin), goonda (a hired thug or bully[12]), lakh (100 000), vakeel / vakil (a lawyer). There are also English words which have been adapted and have acquired new meanings in an Indian context, such as 'prepone' (the opposite of postpone), and 'batch-mate' (McArthur 2002:322f).

The last word is a variation on the word 'batch', which in India means 'a group of students who are taught together at school, college, or university' (Cambridge English Dictionary 2017). In the speech used in this experiment, the phrase 'batch of 2005' (which an American might phrase as 'class of 2005') was the only specifically Indian phrase in the original presentation. RPSp was also asked to use this word in her shadowing to ensure consistency. (See Section 7.4.2 for further details.)

[12] The translation provided by McArthur is 'ruffian or petty criminal' which differs somewhat from the OED definition given here.

7 Material and methods

7.1 Experiment design

The experiment design was closely modelled on that of Kodrnja (2001). Two groups of students interpreted simultaneously from English into German. The author created two audio tracks with a speaker change halfway through the speech. There were two speakers: a speaker of StIndE (IndSp) and a speaker of RP (RPSp), with RPSp's accent serving as a control. The participants were split into two groups of three: group A (who interpreted track A) and group B (who interpreted track B). The speakers appeared in a different order for each of the two tracks. The orders were as follows:

Table 4: Speaker order

	1st half	**2nd half**
Group A	IndSp	RPSp
Group B	RPSp	IndSp

This design allowed for both intra- and intergroup comparisons of the interpreter performances (see Section 8.2).

After having completed the interpreting task, participants then filled out a questionnaire.

The quality of the interpreters' performance was measured based on content accuracy. (See Section 7.7.)

7.2 Experiment predictions

The experiment was expected to produce the following results:

1. The quality of interpreter output would be lower for IndSp than for RPSp regardless of the order in which the speakers were presented.

2. For any participants with considerable experience with South Asian Englishes, the output quality would not be lower for IndSp than for RPSp.

7.3 Source audios

The source audios were taken from a talk given by Pritika Mehta (2016) at the TEDx Wilmington Women 2016 event on 26.10.2016. Only the first six minutes were used (see Section 7.3.2 for further details). The audio file for IndSp was extracted from this video.

The source audio for RPSp (the RP speaker) was generated by recording a fellow student interpreter from England shadowing the TEDx talk (see Section 7.3.3 for further information on the RPSp). She shadowed IndSp's talk as precisely as possible, including pitch and tone, and, where possible shadowing the speaker's (few) hesitations and self-corrections.

From these audio files, the final audio tracks, called track A and track B, were created. Track A begins with IndSp, who delivers the first half of the speech, followed by the RPSp, who delivers the second half of the speech. Track B begins with RPSp, who delivers the first half, followed by IndSp for the second half (see Section 7.3.2 for further information).

A full transcription of both source audio tracks in normal text format can be found in Appendix A. More detailed IPA transcripts with pauses detailed can be found in Appendix B.

7.3.1 Recording of the shadowing student interpreter

The shadowing student interpreter (RPSp) was recorded using a *Sabrent* omnidirectional lavalier condenser microphone, secured on a tripod and connected to an *iPhone 6s Plus*, and wore *Bose QuietComfort 25* acoustic noise cancelling headphones in order to ensure that the microphone did not pick up any of the audio from the original TEDx talk RPSp was listening to. RPSp also had a printed transcription of the talk (including all hesitations and self-corrections made by the TEDx speaker) to support her in her shadowing.

7.3.2 Creation of the tracks A and B

RPSp was recorded shadowing the talk from start to finish without interruption three times, and one of these three 'takes' was used. This audio file was used largely as recorded, but did undergo some editing where necessary. A few short 'problem sections' (of a few words at most) were substituted with the equivalent section from other recording takes. On one occasion, RPSp had stumbled over her words in places where IndSp speaker did not. On another there

were background noises beyond our control. The track was, however, largely unchanged from its raw form as it was originally recorded in one take. Every effort was made to ensure it sounded fluent and natural.

IndSp's talk was used just as it is in the first five minutes and fifty-eight seconds of the YouTube video; only the silent introduction (of seven seconds) was removed. After the removal of this introduction, IndSp's speech lasted five minutes and fifty-one seconds. RPSp's version lasted five minutes and fifty-two seconds. As such, the two tracks differed only by one second in length.

These two files were edited, cut and combined so as to create to two final tracks: track A and track B. At all stages of the editing process, the sound files were edited using *GarageBand for Mac*.

Track A was given to group A. A 'beep' signalled the start of the audio track, and IndSp was to be heard for the first two minutes and forty-eight seconds, delivering the first half of the speech. A small pause followed by a second 'beep' signalled the change of speaker. RPSp's version picked up where IndSp had left off, and delivered the second half of the talk (three minutes and four seconds).

Track B was given to group B. A 'beep' signalled the start of the audio track, and RPSp was to be heard for the first two minutes and forty-eight seconds, delivering the first half of the speech. A small pause followed by a second 'beep' signalled the change of speaker. IndSp's version picked up where RPSp had left off, and delivered the second half of the talk (three minutes and three seconds).

7.3.3 Information on the speakers

IndSp (TEDx Speaker)

Pritika Mehta is a young serial entrepreneur with a background in data science and AI. She is also a World Economic Forum Global Shaper, an advisor and mentor at The Queen's Young Leaders Programme, a mentor at Girls Who Code and licensee of TEDx Chandigarh (Global Shapers Community 2017). She grew up in Chandigarh (Goyal 2017), the state capital of Punjab. According to her LinkedIn profile, she is currently based in the Greater Boston Area. She completed her bachelor's degree at Panjab University in India and her master's degree at the State University of New York at Buffalo in the USA. She speaks English (at 'professional working proficiency'), Hindi (at 'native or bilingual proficiency') and Punjabi (level of proficiency unspecified) (LinkedIn 2017).

As a university-educated person who has grown up in India, has recently moved to the United States and has a 'professional working proficiency' in English, she would seem to qualify as a speaker of StIndE. (See Section 7.3.7 for an analysis of the phonetic characteristics of Mehta's accent, and Section 6 for further details on StIndE.)

RPSp (shadowing student interpreter)

The student interpreter who kindly volunteered to shadow the TEDx talk is a fellow student who was about to take her final exam in interpreting at the time of recording. She was born in Berkshire, near London, and also grew up in that county. She attended school and completed her bachelor's degree in England. She has lived in Austria for many years and has also lived in France and Germany, but she has strived to avoid speaking English as much as possible while living in these countries, and instead has communicated primarily in French or German. As such, her accent in English has remained largely unchanged. She describes herself as having an RP-like accent (an assessment with which I agree). As she is in her mid-thirties, her speech displays some features typical of younger RP speakers, and does not have a trad-RP or refined RP accent. (See Section 7.3.7 for an analysis of the phonetic characteristics of RPSp's accent.)

7.3.4 Speed of delivery

The number of words and syllables per minute proved to be almost identical for both speakers (as would be expected with effective shadowing). The average number of words per minute is consistently just above the 100–120 considered comfortable by Gerver (2002). For full details see Table 5.

Syllables were counted by running the textual transcript of the relevant sections through http://www.syllablecount.com/ and adapted as appropriate (some words were not recognised by the software and had to be entered manually). As can be seen from Table 5, there is but minimal difference between the two versions:

Table 5: Words and syllables per minute of tracks A and B

		Syllables / Minute	**Words / Minute**
1st Half	**Track A (IndSp)**	173.25	125.68
	Track B (RPSp)	177.82	129.09
2nd Half	**Track A (IndSp)**	180.66	126.23
	Track B (RPSp)	184.31	128.29

7.3.5 The Issue of no image

The decision was taken not to include the video image from the TEDx talk or from the recording session of the shadowing interpreter student, as these visuals would have been drastically different from one another. The student interpreter had to be wearing headphones in order to allow her to shadow, and it would not have been possible to recreate the conference setting seen in the original talk.

Most interpreters agree that having visual input from the speaker and audience is necessary to ensure a high-quality interpretation (Rennert 2008:204). But while Rennert found that having no visual input can cause the interpreters anxiety and put extra strain on the interpreter's concentration, the findings of her study suggest that 'visual input appeared to have no appreciable positive or negative effects.' (Rennert 2008:215)

> While studies show that visual nonverbal information is often redundant, it can nevertheless aid the processing of information. Visual contact can certainly be of importance when the verbal message refers to the audience or the conference room or when the non-verbal element adds information that is not present in the speech. (Rennert 2008:216)

In the speech that I used for the purposes of this experiment, there are some cases where visual information could arguably have aided the participants in the processing of information. There is not only the issue of not being able to see the speaker herself, but also the fact that the speaker uses slides to illustrate some of her points. For minute 1:54–3:32 of Track A, and 1:55–3:33 of

Track B, a viewer of the original YouTube video in the corresponding passages would intermittently be shown a slide. The slide shows an illustration of Bo Sing and Yo Sing, her two characters in her introductory metaphor. While it is possible to understand the metaphor without the slide, it would have been an extra source of information for the interpreters to refer to. As can be seen in Appendix D, some of the participants did not fully grasp this metaphor. Perhaps if they had been able to see the picture they would have been able to produce a more accurate rendition.

Again, for minute 4:13–4:31 of Track A, and 4:14–4:31 in Track B, a viewer of the YouTube video in the corresponding passages would be able to see a slide showcasing some key findings from a Word Economic Forum report. The slide is obviously visible to the on-site audience before and after this short segment. Being able to read all of the points is not integral to understanding the gist what is being said, as much more information is included in the slide than the few examples the speaker mentions. The visual input could perhaps have aided the interpreters in their information processing, had they been able to pick out the few examples from the slide quickly. However, the interpreter would have to do some filtering to find the relevant points, and this process could have arguably caused more hindrance than help.

At 1:45, the TEDx speaker uses a hand gesture which the audience finds funny (the sign of the horns). Without the context of this gesture, the participants interpreting IndSp at that point in the speech (group A) may well have wondered what was so funny. This laughing is not recreated in the RPSp's version of this passage (which was interpreted by group B) – an oversight on my part. This inconsistency between the two tracks potentially makes the lack of visual input a bigger problem for the participants in group A than for participants in group B.

All in all, the lack of visual input in the experiment was far from ideal. However, the aim of this study is to compare and contrast the quality of the interpretations of RPSp versus the interpretations of IndSp, and there was no visual for either speaker. As such, the conditions for each speaker were equally difficult (other than the one exception noted above at minute 1:45). Thus, I would argue that the lack of visual input, while undesirable, does not render the results for the present study invalid.

7.3.6 Notes on the phonetic transcriptions of the speeches

The speeches were transcribed by first of all using automatic transcription software (https://easypronunciation.com/en/english-phonetic-transcription-converter). This served as a basis, and the output was adapted as necessary.

For many of the segments, the transcriptions are broad, in the sense that they capture the general phonemes produced, and do not represent the precise phonetic realisation of the segments. However, segments whose realizations differ significantly between RP and StIndE (see Section 5.2, 6.3, and 7.3.7 for examples) are transcribed just as they were phonetically realised in the audio tracks in order to capture the most striking differences between the speech of the two speakers. As such, for these segments, the transcription is more phonetic than phonemic in nature, but the transcription as a whole should not be treated as a narrow phonetic transcription of the speeches. Those segments which are not particularly salient features for either accent, and as such not such a central focus here, are transcribed only broadly.[13]

It should be noted that a phonetic transcription for vowels in particular was especially challenging. As was discussed in Section 5.2.2, there are conflicting approaches as to how to transcribe the vowels of RP. Bearing in mind that the author has not been formally trained in phonetics, and the fact that there is an ongoing dispute as to how to best transcribe English vowels, the symbols chosen to represent vowel sounds in particular should be considered only an approximation of the sounds heard, rather than a precise phonetic transcription.

The 'r' sound in English is also represented differently in different linguistic works. Some choose to use [r] for the RP alveolar approximant (see, for example, Upton: 2008). As Roach (2004: 241) observes, the phoneme /r/ is commonly realised as [ɹ] in RP. The IPA Handbook reserves [r] for the alveolar trill in the Spanish word 'perro' (1999: ix, 8). Here [ɹ] shall be used for the RP 'r' sound, in order to highlight the difference between the alveolar approximant heard in RP and the alveolar tap or flap [ɾ] which is sometimes heard in the accent of IndSp.

There are simple syllable demarcations in the transcriptions, indicated using [ˈ], which appear before the syllable in question. These mark the syllable with primary stress in each word. Words with only one syllable are not marked.

Due to time restrictions, it was not possible to transcribe speech intonation for both the RPSp's and IndSp's speeches in their entirety. Nevertheless, in order to give the reader a general idea of the differences that were heard between the intonation of IndSp and RPSp, a short passage and its intonation has been transcribed for both speakers in Section 7.3.7.

[13] For further information on narrow, broad, phonetic or phonemic transcriptions, see International Phonetic Association (1999:28ff).

Finally, in order to help the reader gauge the speed of delivery, the arrow symbol ▼appears in the transcription every 30 seconds. For more information on the speed of delivery, see Section 7.3.4.

7.3.7 Analysis of the phonetic transcriptions of the speeches

The following section takes an in-depth look at the transcripts and analyses the findings. In particular, differences in the ways in which IndSp and RPSp realize certain phonemes will be analysed. There will also be a brief analysis of any notable differences in word stress patterns between the two speakers. Finally, a small excerpt of the speeches will be analysed for any differences in intonational patterns between the two speakers.

Phonetic realisation of phonemes

RPSp has a non-rhotic accent and IndSp has a largely non-rhotic accent with some exceptions. As can be seen from the transcript, both IndSp and RPSp did not pronounce the post-vocalic 'r' in the word 'turn' (IndSp: [ʈɜːn], RPSp [tʰɜːn]). In some cases, IndSp does articulate the post-vocalic r. When she does, it is in the form of an alveolar approximant [ɹ]. For example, she sometimes (but not always) pronounces the post-vocalic 'r' in the word 'years' [jɪɜɹz] or 'farmers' [ˈfɑːməɹz].

'R's which do not appear in the post-vocalic position are consistently pronounced as [ɹ] for RPSp. IndSp realises this sound as either [ɹ] or [ɾ]. For example, IndSp pronounces the word 'realised' as [ˈɹɪəlaɪzɖ], and the word 'every' as [ˈɛvəɾɪ], using a different realisation of the segment 'r' in these two words. Notably, [ɾ] is present in Hindi, a language in which IndSp has 'native or bilingual proficiency' (see 7.3.3), which suggests that this aspect could be influenced by her L1.

The linking 'r' is present in the speech of both speakers. The phrase 'in thousands of years or in centuries' features a linking 'r' for both speakers between 'or' and 'in' [ɔːɹ ɪn]. Intrusive /r/ does not appear in the speech of either speaker.

Another difference between the two accents is the articulation of the phonemes /v/ and /w/. RPSp consistently articulates /v/ as [v] and /w/ as [w]. IndSp sometimes articulates /v/ as [v] and sometimes as [ʋ]. For example, she pronounces the word 'live' as [lɪv] and the word 'every' as [ˈɛvəɾɪ]. Similarly, IndSp articulates /w/ as either [w] or [ʋ]. For example, she pronounces the word 'with' as [wɪd̪]. The word 'we' is most commonly pronounced as [ʋiː], but is articulated as [wiː] on two occasions. The word 'everyone' [ɛvɾɪˈvʌn] in the opening line

‘Good morning, everyone.’ is a nice illustration of how the phonemes /v/ and /w/ often converge as the same [ʊ] sound for IndSp.

RPSp uses both /θ/ and /ð/ regularly. For example, ‘thousand’ is pronounced [ˈθaʊzənd], and ‘the’ is pronounced [ðə] or [ðɪ]. IndSp uses [t̪ʰ] in place of [θ], pronouncing the word ‘thousand’ as [ˈt̪ʰaʊzɛnd]. [ð] occurs rarely in IndSp’s speech. [d̪] is generally used in place of [ð], as in the word ‘this’ [d̪ɪs]. IndSp almost always uses [d̪] in the word ‘the’, with two rare exceptions where the word is realised as [ðə].

Another phoneme where precise phonetic realisation differs is /l/. RPSp makes frequent use of dark l [ɬ]. Typically, RPSp uses [ɬ] in all positions where it is not immediately followed by a vowel, with very few exceptions. An example of the dark l usage can be seen in the words ‘will’ [wɪɬ] and ‘school’ [skuːɬ]. IndSp does not use [ɬ]; regardless of position, /l/ is always articulated as [l].

The phonemes /t/ and /d/ also show some differences. For example, RPSp pronounces them as [t] and [d], sometimes aspirated (see below). IndSp usually pronounces /t/ as [t̪], as in the word ‘two’ [t̪uː]. Sometimes it is pronounced [t], but this is rare. The phoneme [d] is most often realized as [d̪], as in the word [ˈhʌnd̪ɾəd̪]. [t̪] and [d̪] also occur in aspirated forms (see below).

In the speech of RPSp, the plosives /p/, /t/ and /k/ are often aspirated when they occur before a vowel. For example, the word ‘technology’ is realised as [tʰekˈnɒlədʒɪ] and the word ‘call’ is realised as [kʰɔːl]. Pre-vocalic aspirations in the phonemes /p/, /t/ and /k/ do not occur in the speech of IndSp (excluding the sound [t̪ʰ] used in the place of the RP [θ] as discussed above).

Word-final consonants such as /t/ and /d/ are sometimes aspirated by RPSp, as in the word ‘pocket’ [ˈpʰɒkɪtʰ], or the word ‘eliminated’ [ɪˈlɪmɪneɪtʰɪdʰ]. IndSp also aspirates word-final consonants, but this is rarer than with RPSp. An example of this can be found in the word ‘start’ [stɑːt̪ʰ]. There is only one example of an aspirated [d̪]: the word ‘connected’ is pronounced [kʌˈnekt̪ɪd̪ʰ].

As was remarked in Section 6.3.2, RPSp uses diphthongs more often than IndSp. IndSp is more likely to use a monophthong instead. An example of this can be seen in the articulation of words such as ‘no’ and ‘Yo’. IndSp pronounces these words as [noː] and [joː], whereas RPSp realizes them as [nəʊ] and [jəʊ].

The last element which will be remarked upon here is the schwa /ə/, which is used more often by RPSp than IndSp. This difference can be seen in the realisation of the word ‘us’. IndSp

sometimes articulates the word as [ɛs], sometimes as [əs]. RPSp consistently uses the schwa, always saying [əs].

Prosodic features

As was noted in sections 5.2.3 and 6.3.3, RP and StIndE are said to be stress-timed and syllable-timed respectively. This difference in rhythm patterns between the two varieties is evident in the speech of IndSp and RPSp. While it was beyond the scope of this study to transcribe and analyse the prosodic features of the presentations in depth, some very basic information regarding syllable stress was transcribed.

While the majority of words had the primary stress fall on the same syllable for both speakers, there were some exceptions. IndSp realises the word 'consider' as [ˈkʌnsɪdə], with the primary stress falling on the antepenultimate syllable. RPSp realises the same word as [kənˈsɪdə], with the primary stress falling on the penultimate syllable. Another example is the word 'complex'. For the Indian speaker, the primary stress falls on the final syllable, while for the RP speaker, primary stress falls on the penultimate.

Another prosodic feature to be considered is intonation. As mentioned above, it was not possible to note the intonational patterns for the presentations in their entirety. Nevertheless, here is a short excerpt from IndSp's presentation. Boundaries between utterances are marked with a ‖. If a syllable is underlined, it means that it is the most prominent syllable of the utterance. An attempt has been made to include all perceptible moving tones, and not just the most prominent tonic syllable.

‖ be↘cause with ↗eve↘ry cer↗tifi↘<u>cate</u> ‖ it ‖ ↘<u>shows</u> that we have ↘↗<u>gone</u> through the quality ↘check ‖ and ↗that's ↘↗<u>sad</u> ↘↗no ‖ ↘↗<u>So</u> ‖ what ↗↘<u>can</u> we ↘do ‖

What can be noted here is that there are several moving tones in each of the longer utterances. This reflects the findings of Wiltshire and Harnsberger, who found that English speakers with either an Indo-Aryan or a Dravidian L1 used multiple pitch accents in a single utterance (2006:103). RPSp also showed several moving tones in each utterance, but it must be borne in mind that she was specifically instructed to mirror IndSp as closely as possible regarding timing and emotional expression. Despite her attempts to mirror IndSp, RPSp's natural speech rhythm does contain fewer tonal changes than IndSp overall. Here is the same passage as delivered by RPSp:

‖ because with ↗every certifi↘cate ‖ it ↘↗shows that we have ↘↗gone through the ↗quali↘ty (check) ‖ and ↗that's ↘↗sad ↘↗no ‖ So what can we ↘do ‖

As can be seen from this short excerpt, RPSp has ten moving tones, whereas IndSp's speech pattern has fourteen. There are more moving tones for IndSp than for RPSp in this example, an observation which the author can confirm to be true for the whole of the presentations after listening to these several times over. Regarding the example above, the most prominent syllables of each of the utterances are generally the same for both speakers, with one exception: in the third utterance, IndSp emphasises 'gone' while RPSp emphasises the antepenultimate syllable of the word 'quality'.

7.3.8 Notes of the grammar and vocabulary of the speeches

For the most part, IndSp uses grammatical constructions in exactly the same way that a speaker of a prestige variety of the Inner Circle would. However, there are two instances of article usage which differ from prestige Inner Circle usage:

- 'Technology is the fire of twenty-first century.' (no 'the' before 'twenty-first')
- 'Time for reality check.' (no 'a' before 'reality check')

In the first example, RPSp instinctively uses the definite article before 'twenty-first' when shadowing, where IndSp does not. In the second example, RPSp also omits 'a', delivering the sentence as IndSp did.

As far as vocabulary is concerned, the only usage that may have been unknown to the interpreters was the Indian phrase 'batch of 2005', meaning 'class of 2005'. The interpreters were provided with a very short vocabulary sheet which included this word and its meaning in advance. (See Section 7.4.2 for further information.)

7.4 Interpreter participants

7.4.1 Information about the participants

To ensure the anonymity of the participants, their real names have not been used. Instead, they will be referred to here as A-1, A-2, A-3, B-1, B-2, B-3. Participants A-1, A-2, and A-3 were in group A; participants B-1, B-2 and B-3 were in group B.

The participants were all studying interpreting at master's level at the University of Vienna. They were enrolled in either MA Dolmetschen or MA Translation, the latter being the newer version of the curriculum. The MA Dolmetschen degree programme will be terminated in November 2017[14]. Almost all participants had completed at least four semesters of practical interpreting classes (with the exception of participant B-3, who had completed two). As such, while all were students, none were complete beginners. (For further details, see Section 8.3.) Only one of the participants had more than five hours of 'real-world' SI experience where they interpreted professionally in the field.

All participants had German as their A-language and English as their B. Participants A-3, B-1, and B-2 had French as their C-language; the others had either Spanish, Portuguese or Italian as their C-language. The only participant to have any considerable contact with South Asian Englishes was B-3. B-3 also spoke / understood Hindi to A1 level.

One final point, which was not recorded in the questionnaires but was picked up in informal post-questionnaire discussions, is that participants A-1, A-2, B-1, and B2 had all almost finished their degrees and were in the midst of writing their master's theses. They were no longer regularly attending practical classes and reported feeling 'out-of-practice'. The other two participants (A-3 and B-3) were not in this situation. They had completed fewer semesters and were still regularly attending interpreting classes at the time of the experiment. They did not report feeling 'out-of-practice' in the informal post-questionnaire discussions.

To ensure balanced groups, each group had two participants who were near the very end of their degrees (and in the midst of thesis writing), and one participant with fewer completed semesters still attending classes.

[14] See https://transvienna.univie.ac.at/studium/ for further details.

7.4.2 Information given to the interpreters prior to the interpreting task

Prior to entering the booths, the participants were informed that:

- they would simultaneously interpret a speech of around six minutes in length from English into German.
- there would be a speaker change at the halfway point marked by a 'beep'.
- the title of the talk was 'Five ways to fail in the 21st century', and it was about how to have a successful career in the digital age.
- there would be no video footage of the speakers.
- they should make an audio recording of their interpretations.
- they should not share any information about the presentation or share any thoughts about their own performance until all participants had completed the interpreting task and the follow-up questionnaire.

They were also given a small sheet of paper with two phrases that would come up during the course of the speech. They were provided with an appropriate German translation for each. These phrases were '2005 batch' and 'World Economic Forum'. The German translations provided were 'Jahrgang 2005' and 'Weltwirtschaftsforum', respectively.

7.5 Post-interpreting task questionnaire

After completing the interpreting task, the participants were each asked to fill out a questionnaire. The answers to the questions were to be given by ticking a box, or by providing a very brief answer of a few words at most (a sentence fragment), in order to make quantitative data processing possible. A copy of the questionnaire can be found in Appendix C. The questionnaires were distributed after the interpreting task, so that questions mentioning accents and different varieties of English would not give any hints as to the research focus, and as such not influence the interpreting performance.

The questions in the first section of the questionnaire were designed to establish a basic profile for each interpreter, including information such as:

- the interpreter's language combination.
- which languages the participant speaks and what level of proficiency they have in these languages.
- how much experience they have in interpreting (both at university and professionally).

The questions in section 2 established how difficult the participants found the task. Questions were asked about:

- the difficulty of the subject matter.
- how difficult they found it to interpret IndSp overall.
- how they would rate the speed of IndSp (too slow, just right, or too fast).
- the difficulty of the terminology used by IndSp.
- whether they had problems understanding IndSp's accent.
- how difficult they found it to interpret RPSp overall.
- how they would rate the speed of RPSp (too slow, just right, or too fast).
- the difficulty of the terminology used by RPSp.
- whether they had problems understanding RPSp's accent.

These questions were answered using a five-point Likert scale with verbal anchors. Below is an example of these scales:

Very easy to interpret				Very difficult to interpret
☐	☐	☐	☐	☐

In order to facilitate statistical analysis of the results in Section 8.1, the boxes will be labelled from left to right from '1' to '5', as demonstrated below.

Very easy to interpret				Very difficult to interpret
1	2	3	4	5
☐	☐	☐	☐	☐

These values did not appear on the questionnaire in order to avoid any unnecessary complexity for the participants. These values are only being used to allow for quantitative analysis. This approach will be used for all questions answered using the Likert scale.

The questions in section 3 were designed to find out which varieties of English were most familiar to the participants. Various questions were asked about which varieties of English they had come into contact with most often (through school, media consumption, friends, periods of time spent abroad, etc.) An open question was also included to find out if there were any accents which they found particularly difficult to interpret.

The questions in section 4 were designed to establish how much contact the participants had had with South Asian Englishes, and included questions about:

- how often the participant had encountered South Asian Englishes in the past year.
- whether South Indian Englishes had ever played a major role in their life (e.g. had a partner from South Asia).
- whether the participant had ever spent time in South Asia. (If so, further details as to how long ago, for how long, and the nature of their stay were also elicited.)
- whether they had ever interpreted a speaker of South Asian English before today. (If so, questions were asked as to how many hours they had spent interpreting a speaker of South Asian Englishes, what mode of interpreting was used, and how easy / difficult they found this.)

The expression 'South Asian Englishes' was used throughout the questionnaire, in order to catch information about contact with Pakistanis or stays in Bangladesh, for example. All South Asian Englishes have developed in a shared linguistic and sociocultural space (Kachru 2008: 1f), and as such the possibility that experience with Pakistani English could help the participant understand IndSp better could not be ruled out.

7.6 Experiment protocol

The experiment was carried out on 09.06.2017, in a classroom at the ZTW (Centre for Translation Studies at the University of Vienna). The room was outfitted with interpretation booths and equipment. Once all students had arrived, basic information regarding the experiment was imparted. (See Section 7.4.2).

It was also ensured that all interpreters had their own recording devices (e.g. smartphone, iPad), or were supplied with one, in order to ensure a high-quality recording of their interpretations. After a brief test to ensure that all equipment was fully functional, Group B interpreted track B without interruption. Group A then interpreted track A without interruption. Each participant then filled out the questionnaire. The interpreters were asked not to share any information about the presentations with each other and were asked to refrain from expressing any opinions on the presentations or on their own performance until everyone had completed the questionnaire.

Finally, the questionnaires were gathered in, and the participants sent their audio files to me.

7.7 Data analysis methods

The following section details the methods used to evaluate the quality of the participants' performance.

7.7.1 Defining quality

In order to determine if the participants had more difficulties interpreting the IndSp or the RPSp, the quality of the interpreters' output had to be measured. This section will set out how the concept of quality has been defined for the purposes of the present study, and the reasons for taking this approach will be outlined.

The main criteria for assessing the quality of the participants' performance will be whether there is informational correspondence between the original speech and the interpretations. In other words, I will assess whether the information was successfully transferred by the student interpreters or if any information was lost or distorted. Emphasis will be placed on content, rather than the way the student interpreters presented and packaged the information.

Part of the reason for this focus on content, as opposed to presentation, is because the participants are students. According to Altman (1994), students often have to devote all their efforts to ensuring an accurate rendition of the source speech, and questions of presentation fall by the wayside. Stopping and starting, unvoiced and voiced hesitations and clumsy formulations are common among students (Altman 1994). As she states:

> Fluency in the TL is the one single aspect of an interpretation which most palpably distinguishes a professional performance from that of a trainee. It takes a good deal of experience to minimize the sorts of mistakes […] which are caused mostly by a tendency to focus too much on the input channel at the expense of the output (Altman 1994:36)

This proved to be the case in my experiment. Students often had to expend all their energy on trying to get the information across and the presentation fell by the wayside (see Section 8.2 for experiment results). These presentation problems will not be taken into account so long as they do not make the information which the interpreter is attempting to communicate incomprehensible (e.g. incomprehensible mumbling, excessive hesitations and false starts).

The information-focused approach of the present study is based on previous studies carried out in the field, such as Kodrnja (2001), Kurz (2005), Kurz & Basel (2009) and Moser-Mercer et al. (1998).

An analysis of the impact that an unfamiliar accent has on a student interpreter's presentation would also be of interest, but is unfortunately beyond the scope of this thesis.

7.7.2 Errors

This section will discuss how errors are defined for the purposes of this study, and the reasons for taking this approach will be outlined.

The approach is based on Moser-Mercer et al.'s (1998) strategy for assessing informational transfer. They identify various kinds of errors, some of which are more serious than others:

- contre-sens (which is the most serious) – when the interpreter says the exact opposite of what the speaker said;
- faux-sens – when the interpreter says something different to what the speaker said;
- nonsense – when the interpreter makes no sense at all;
- imprecision – when the interpreter does not capture the original meaning in its entirety;
- omissions;
- additions;
- hesitation;

- corrections;
- grammar mistakes;
- lexical errors (the least serious) (Moser-Mercer et al. 1998:54).

Considering that the participants in the present study are students, and that they are not used to interpreting a speaker of StIndE, only the most serious of errors were considered: contre-sens, faux-sens (minor changes in small details were not be of any concern here - only faux-sens which changed meaning significantly were included), nonsense, omissions, additions, and severe grammar and lexical errors (which will be called 'presentations problems').

The method of analysis also draws on Altman's (1994) approach, who focuses mainly on errors which could impede a listener's understanding of the interpretation. Kodrnja (2001) and Kurz (2005) used a similar set of criteria, also based on Moser-Mercer et al. (1998).

The present study is somewhat lenient when it comes to deciding what qualifies as an informational error, as is Altman (1994) in her assessment of student interpreters. Altman rejects Barik's (1971) approach as being too strict in favour of a more tolerant approach. She is less concerned with the loss of minor nuances, considering the crucial factor to be if (and to what extent) an error impedes the communication of the original speaker's message (Altman 1994:26) - a philosophy which this study will also adopt.

7.7.3 The extraction of quantitative data

Idea unit

In order to allow this analysis to yield quantitative data, and to be able to give a percentage of how much of the speech was correctly interpreted, the original speech was first divided up into shorter segments, or 'idea units', as they will be called here.

Kodrnja (2001) used the term 'proposition' in her very similar study to designate these shorter segments, and refers to Kintsch (1974) in his definition of the term. Kintsch's propositions refer to units of information which are too small for the purposes of the present study. The focus here is not on small details but on the communication of speaker's overall message. Generally, propositions consist of one or two words and how they relate to each other (Kintsch 1974:13ff). The present study is more focused on establishing if the general idea has been transmitted, hence the usage of the term 'idea units'.

In order to divide the speech up into idea units, an approach similar to that of Kurz and Basel (2009) was adopted for this study. Based on Gerver's (1976) observation that "pauses

tend to segment passages into processing units", Kurz and Basel (2009:194) decided that pauses of 0.5 seconds or more should form the boundaries for their segments. This approach will be referred to henceforth as the '0.5-second method'. Regarding their choice to use the specific value of 0.5 seconds or more, the authors came to this conclusion "after screening the text for natural speech pauses and hesitations after end-of-thought lowering of voice pitch." (Kurz and Basel 2009:194).

Due to limitations in resources and time for the present study, this additional screening of the source audios was not carried out. However, for the speeches used here, too, Kurz and Basel's 0.5 second method by and large resulted in segments each containing one main idea (and as such created suitable idea units).

This segmentation process was applied to the speech as it was delivered by RPSp and using the pauses found in her rendition. The idea units were not based on the speech as delivered by the IndSp. This was because the RPSp's shadowing tended to deliver the speech with fewer hesitations and a clearer demarcation of separate ideas (possibly because she had already listened to the speech in advance and had a transcript of it to aid her in her shadowing).

However, there were some cases where the 0.5-second method did not lead to segments containing one main idea. Where the 0.5-second method did not produce segments containing one idea each, the segmentation was adapted accordingly. The 0.5-second method served as a starting-point for identifying idea units, but was not always strictly followed where its results were judged unsuitable for the aims of the present study.

In all, the speech contains 71 idea units. Part one (before the speaker change) contains 34 idea units; part 2 (after the speaker change) contains 37 idea units.

Here are some examples of these idea units, to better illustrate the method used here. The first three idea units listed here were separated from each other by pauses of 0.5 seconds or longer:

- #1 Good morning, everyone.
- #2 It took us two hundred thousand years to turn from hunters to farmers
- #3 and another twelve thousand years to turn from farmers to an industrial society.

The following two idea units serve as examples of how the 0.5-second method did not always create appropriate segments, and how the results of the method were occasionally adapted. The two idea units seen here (#44 and #45) would have been counted as one segment according to

the 0.5-second method. However, this did not seem appropriate for the purposes of the present study, and the segment was divided into two separate idea units. Although the passage is not particularly long, it is rather information-dense[15] – hence the need for it to be split up.

- #44 Let's look at the top ten skills required by twenty twenty
- #45 according to a report by World E– by the World Economic Forum.

The full list of idea units can be found alongside the evaluation of the interpreters' versions in Appendix D.

Analysis of the idea units

The content of the idea unit was compared to the interpreter's version of that section, and they were compared and evaluated for informational correspondence. Where there is informational correspondence between the original idea unit and the interpreter's version, the interpretation of this unit is considered correct, and awarded 1 point. Where there is no informational correspondence, 0 points are awarded for this idea unit. In cases where the key idea of the unit is only partially conveyed, 0.5 points are awarded for that unit.

Kodrnja (2001) took a similar approach, awarding each of her propositions with a value of 1, 0.5 or 0 according to the success or failure of the informational transfer. At one point, she also uses the values 0.33 and 0.66 for propositions which are mostly correctly or mostly incorrectly transferred (Kodrnja 2001:50). While her system will be adopted here for the most part, having a set of five possible values (0, 0.33, 0.5, 0.66, 1) to be awarded to each idea unit would overcomplicate the evaluation process of the present study. Hence only three possible values (0, 0.5, 1) were used here.

[15] For further information on the importance of information density in interpreting and implicit versus explicit propositions, see Alexieva (1999).

8 Results

In this section, the results of the experiment are presented in full detail. Section 8.1 presents the results of the questionnaire Section 8.2 details the results of the analysis of the interpreter's output. Section 8.3 examines the relationship between the questionnaire results and the output analysis results.

8.1 Analysis of questionnaires

This section will present a breakdown of the questionnaire results. A blank copy of the questionnaire that the participants filled out can be found in Appendix C.

All participants had German as their A-language and English as their B-language. Participant A-3 grew up bilingually (German and RP English) in Germany, with German being his A-language and English his B-language at university.

Table 6: Working and additional languages

Participant	**C-language(s)**	**Additional languages**	**Semesters of practical classes**	**Number of simulation conferences**	**Real world experience (hrs)**
A-1	Italian	Spanish (A2) Russian (A1)	5	1	0
A-2	Spanish	—	5	—	106 (whisper interpreting)
A-3	French	Italian (B1)	4	3	2.5
B-1	French	Spanish (B2) Italian (A2-B1) Portuguese (A2)	7	12	1

B-2	French	Spanish (B1)	6	4	5
B-3	Portuguese, Spanish	French (B2) Italian (A2) Hindi (A1)	2	2	2

All C-languages were Romance languages. Three of the six participants had French as a sole C-language. One participant had two C-languages. All but one participant had at least one additional language belonging to the Romance language family. One participant (B-3) spoke / understood Hindi at level A1. It should be noted that IndSp speaks Hindi at 'native or bilingual proficiency' (see Section 7.3.3), meaning that B-3 has rudimentary knowledge of the language which is probably IndSp's L1.

There was some range in the number of semesters of practical interpreting classes that the interpreters had completed. B-3 had completed only two, while B-1 had completed seven. The mean number of semesters completed was 4.83, and the median was 5. The average student was therefore well into their master's degree program.[16]

There was also considerable range in the number of simulation conferences that participants had taken part in. Simulation conferences are conferences organized by the ZTW, where expert speakers are invited to give talks in a variety of languages, and student interpreters have the opportunity to interpret these speakers for an audience in a realistic setting. Participant A-2 had not taken part in any, whereas participant B-1 had done twelve (many more than any other participant). The mean number of simulation conferences attended was 3.67, and the median was 2.5.

With the exception of A-2, the participants had little to no experience of interpreting on the professional market. A-2 had 106 hours of whisper interpreting experience[17]. The mean number of hours of professional experience was 19.42; the median number of hours was 2.25.

Participants were asked what variety / varieties of English they were taught in school. The results can be seen in Table 7 and in Figure 10.

[16] Both degree programs in question are designed to take four semesters to complete (University of Vienna 2007:2, 2015:2)

[17] Whisper interpreting is SI without electro-acoustic transmission equipment (Pöchhacker 2004:19).

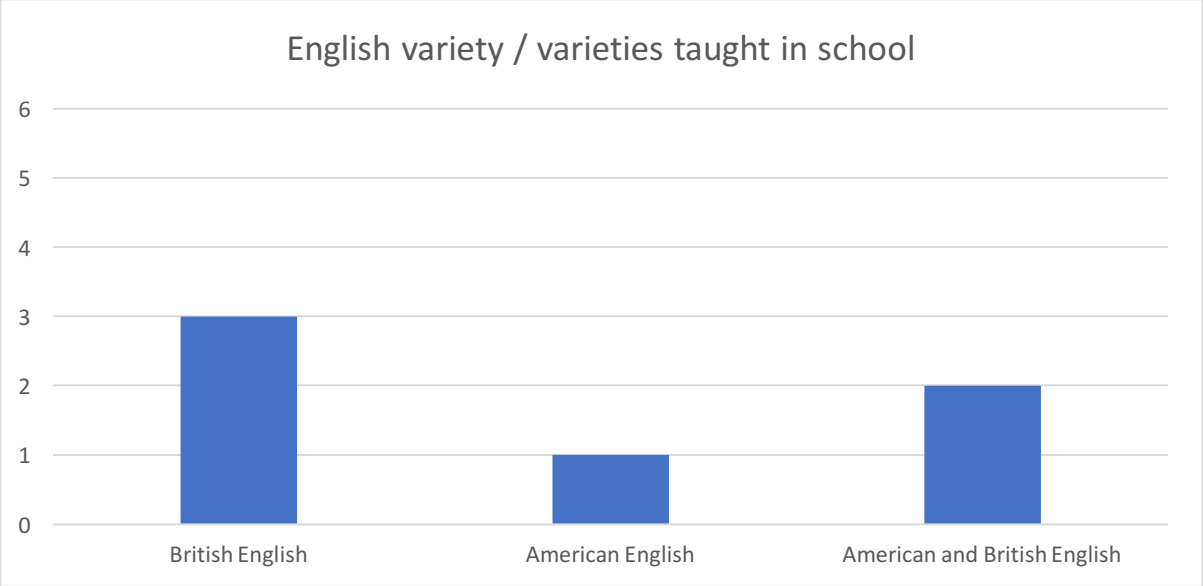


Figure 10: English variety / varieties taught in school (Q7)

With the exception of A-1 (who was taught only American English), all participants learned British English in school. B-1 and B-3 had both British and American English. This data suggests that the present study's use of RP as a familiar control accent was suitable for this group of participants.

Table 7: English in school and stays abroad

Participant	**Variety of English taught at school**	**Country of stay**	**Months spent in country**
A-1	American	USA	6
A-2	British	New Zealand, USA, Ireland	7, 3, 1
A-3	British	UK	12
B-1	British and American	UK	5
B-2	British	—	

B-3	British and American	India	12

With the exception of B-2, all participants had lived in a country where they communicated with people primarily in English for several months. With the exception of B-3, all participants reported only stays in Inner Circle countries. B-3 had spent one year in India. Considering that he spoke no Indian languages other than Hindi at level A1, this would imply familiarity with Indian English.

Figure 11 shows how familiar the participants were with a number of varieties of Inner and Outer Circle Englishes. The participants could select from three options for each variety: 'I have never heard this variety before', 'I have come into contact with this variety before, but do not know it well', and 'I know this variety well'.

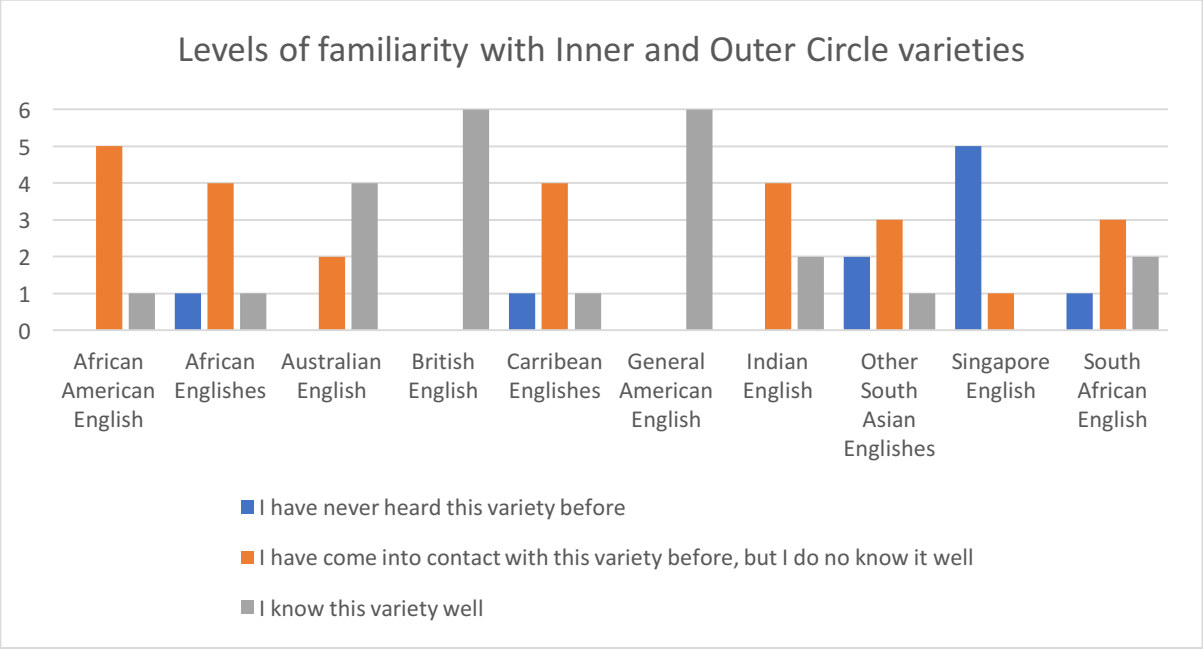


Figure 11: Levels of familiarity with Inner and Outer Circle varieties (Q9)

All six participants stated that they know both British and American English well. This indicates that using British English as a familiar control accent was suitable for these participants, and that American English would also have been suitable. The accent with which the participants were least familiar was Singapore English, with five of the six subjects stating that they had never heard the variety. Only two people (A-3 and B-3) reported that they were

familiar with Indian English. The other four participants stated that they had come into contact with Indian English, but that they did not know it well.

The participants were asked to state all the varieties of English which played a major role in their lives. The results can be seen in both Figure 12 and in Table 8:

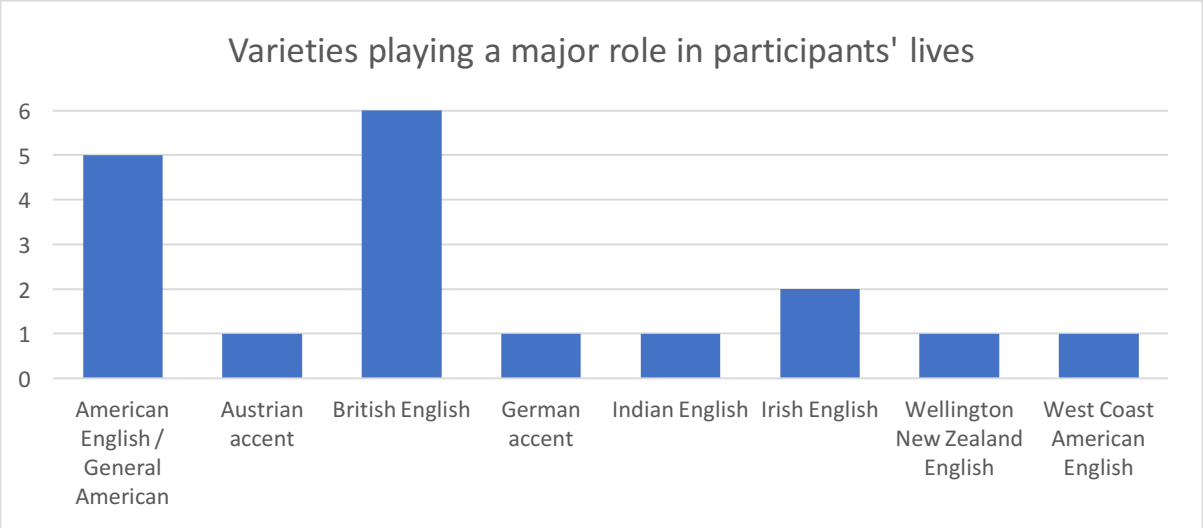


Figure 12: Varieties playing a major role in participants' lives (Q10)

Again, the most commonly reported varieties of English were British and American. B-1 stated that her contact with both British and American English was through films, TV shows, music, and university. Irish English was the third most commonly reported variety. Only B-3 stated that Indian English played a major role in his life, again indicating his familiarity with the variety.

The subjects were then asked if there are any varieties of English which they have trouble interpreting. The question explicitly invited the subjects to include both native and non-native varieties in their answers. The participants were not invited to select from a list of accents, as this was an open question. This allowed the participants to answer freely from their own personal experience, producing a wide range of answers and varying uses of terminology:

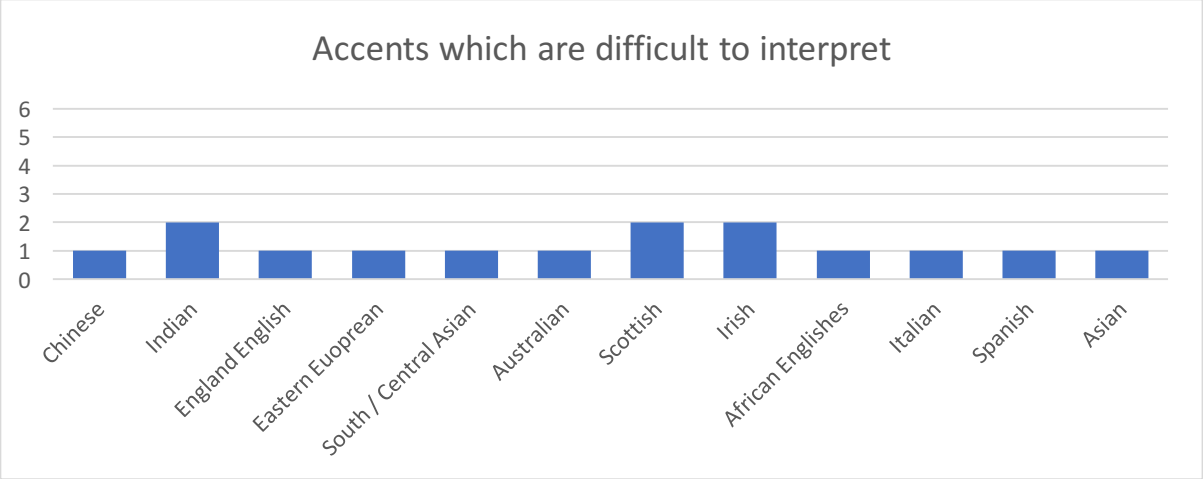


Figure 13: Accents which are difficult to interpret (Q11)

If 'South / Central Asian' includes Indian English, then Indian English is the most frequently named accent, with three mentions. In other words, 50% of the participants had difficulties interpreting Indian English. This high rate of participants reporting problems with Indian English parallels Katikos' (2015:89,101) survey results. If 'South / Central Asian non-natives' also includes Chinese speakers, then the second most frequently named accents are Chinese, Scottish, and Irish, each with two mentions. B-1 specified that she finds '*thick* Scottish and Irish accents' difficult to translate (emphasis added), which suggests perhaps that not all Scottish and Irish accents prove difficult for her.

Notably, participant A-2 mentioned 'England English' as an accent which she finds difficult to interpret. It is interesting that, having used the term 'British English' in the previous question, she used the term 'England English' here. This would suggest that she perhaps does not consider 'British English' and 'England English' to be one and the same. It may be that, in her usage of the term, 'British English' encompasses Scottish, Welsh, and Northern Irish accents. It would seem to be the case that she finds either RP (the variety used as the control accent in this study) or perhaps other varieties from England difficult to interpret.

Participant A-1 did not mention any accents which he finds difficult to interpret. B-3 did not provide any specific accent, but stated that the level of difficulty depends on how strong the accent is, how fast the speaker talks, and whether or not the speaker is aware of the strength of their accent. B-3 also stated that he finds it easier to understand a speaker's accent if he is familiar with their L1, a phenomenon which Katikos (2015:2) examined in her master's thesis (see Section 3.2).

Table 7 provides a detailed summary of the results for the questions discussed above: 'Which varieties play a major role in your life?', and 'Are there any accents in English that you have trouble interpreting?':

Table 8: Varieties which play a major role in the lives of participants and accents participants find difficult to interpret

Participants	**Varieties which play a major role / area of use**	**Accents which the participant finds difficult to interpret**
A-1	American English British English Irish English	—
A-2	British English Irish English West Coast American English Wellington New Zealand English	'Chinese, Indian, England English'
A-3	British General American	'Some Eastern European non-natives, South/Central Asian non-natives'
B-1	General American / films, TV shows, music, uni British English / films, TV shows, music, uni	'Thick Australian accent, pronounced Scottish & Irish accents, Indian English, African Englishes'
B-2	General American British	'Scottish, Irish, Asian, sometimes Italian or Spanish natives'

B-3	Austrian accent German accent British American Indian	'Generally: the stronger the accent, the more difficult, especially if I am unfamiliar with the language. Accents of languages I speak are easier for me to understand. What I find particularly difficult is to interpret a speaker with a heavy accent that speaks quickly and as if they were not aware of how strong their accent is.'

A series of questions pertaining specifically to South Asian Englishes were also asked. The first in this series asked participants how often they had encountered South Asian Englishes in the past year. The results are as follows:

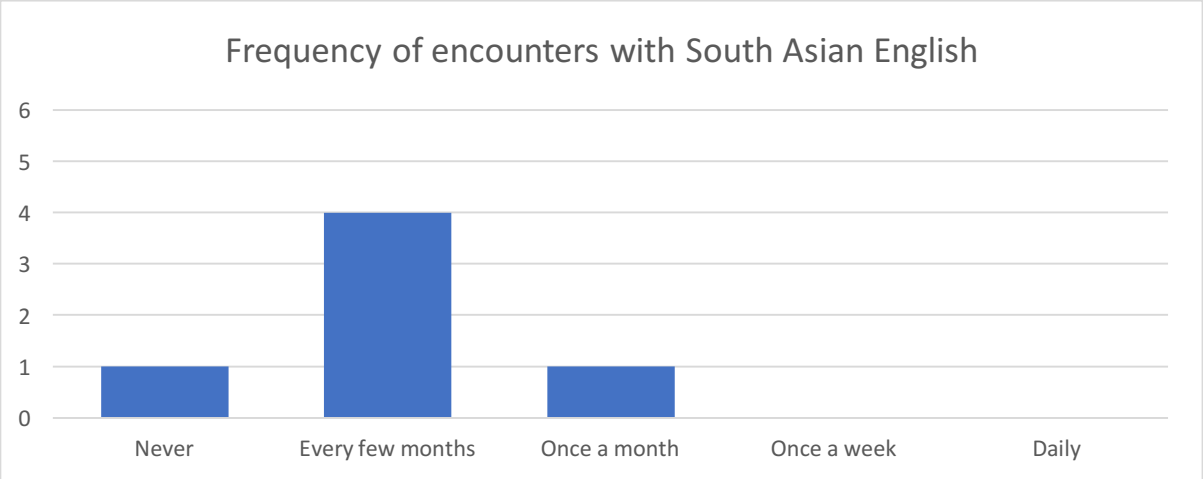


Figure 14: Frequency of encounters with South Asian English in the last twelve months (Q12)

The majority of the respondents had encountered Indian English once every few months in the past year. Only participant A-3 encountered Indian English 'once a month'.

Asked specifically about South Asian Englishes, only one participant (B-3) stated that South Asian Englishes played / had played a major role in his life. This was because he had / used to have a partner and / or friends from South Asia, and he had travelled there. Notably, B-

3 had spent twelve months working and travelling in India. Both B-3 and B-2 stated that they had travelled around Southeast Asia. The full details are provided below.

Table 9: Stays in South Asia

Participant	Location	Dates	Duration	Nature of stay
B-2	Laos, Cambodia	2015-07	3 weeks	Travel
B-3	India (Thailand, Burma, Laos)	2009-07 – 2010-11	14 months (2 months S/E Asia – Thailand, Burma, Laos)	Work and travel

The majority of the participants had interpreted a speaker of South Asian Englishes prior to the day of the experiment (see Figure 15). All of those who had had experience with South Asian English speakers had done so in the simultaneous mode (see Table 10).

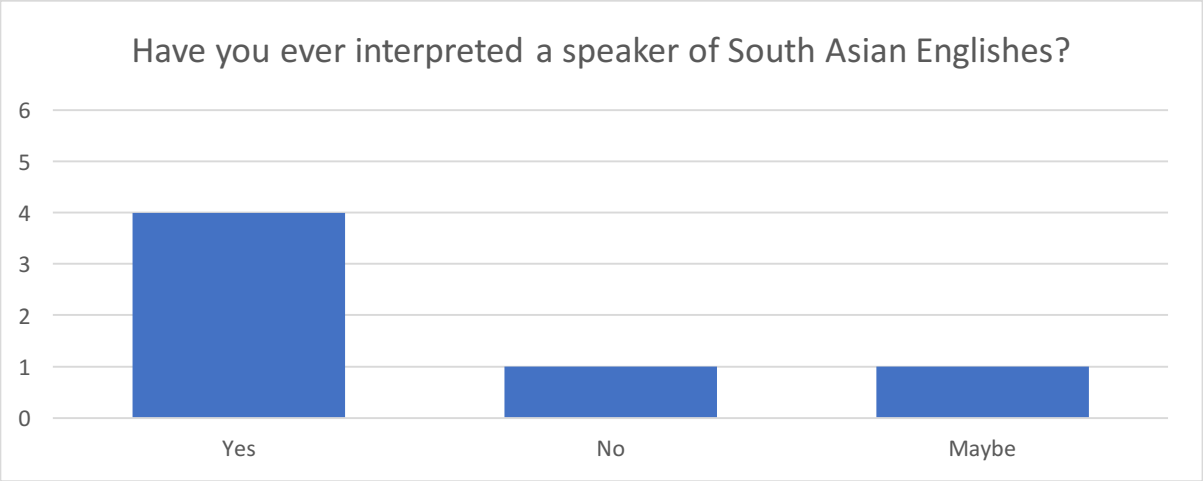


Figure 15: Have you ever interpreted a speaker of South Asian Englishes? (Q15a)

As Table 10 shows, however, none of the participants had more than three hours of experience interpreting a speaker of South Asian Englishes, and for some this was several years ago.

Table 10: Experience interpreting speakers of South Asian Englishes

Participant	Yes / No	When	Hours	Mode
A-1	yes	2015	1	simultaneous, consecutive
A-2	no			
A-3	yes	2017-04	3	simultaneous
B-1	yes	2014 or 2015	0.5	simultaneous
B-2	maybe	2 years ago in a university class	1	simultaneous, conference
B-3	yes	2017-04	1	simultaneous

Overall, the participants only had very limited experience in interpreting speakers of South Asian Englishes.

Those who had interpreted a speaker of South Asian Englishes were asked to fill out a Likert scale, indicating how difficult they had found it to interpret this speaker / these speakers. The responses were as follows:

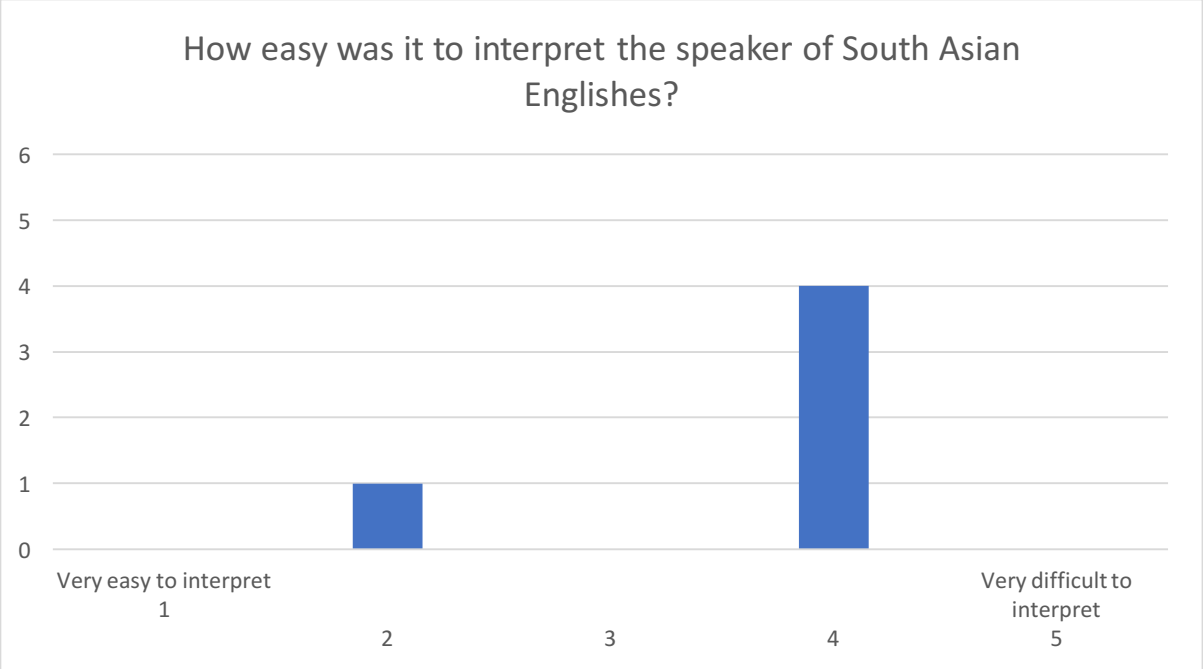


Figure 16: How easy was it to interpret the speaker of South Asian Englishes? (Q15d)

Four out of the five participants gave a difficulty rating of '4'. The mean rating was 3.6, and the median rating was 4. This suggests that almost all participants found their past experiences interpreting a speaker of South Asian Englishes to be challenging.

The following questions pertain to how the participants rated the source speech and the speakers of the experiment. Again, for all of these questions, the participants were asked to tick boxes on a Likert scale, and these boxes are given a numerical value for the purposes of quantitative analysis.

Question 4 asked subjects to rate the difficulty of the subject matter from 'very easy' to 'very difficult'. Here, 'very easy' has been given the value '1', and 'very difficult' the value '5'.

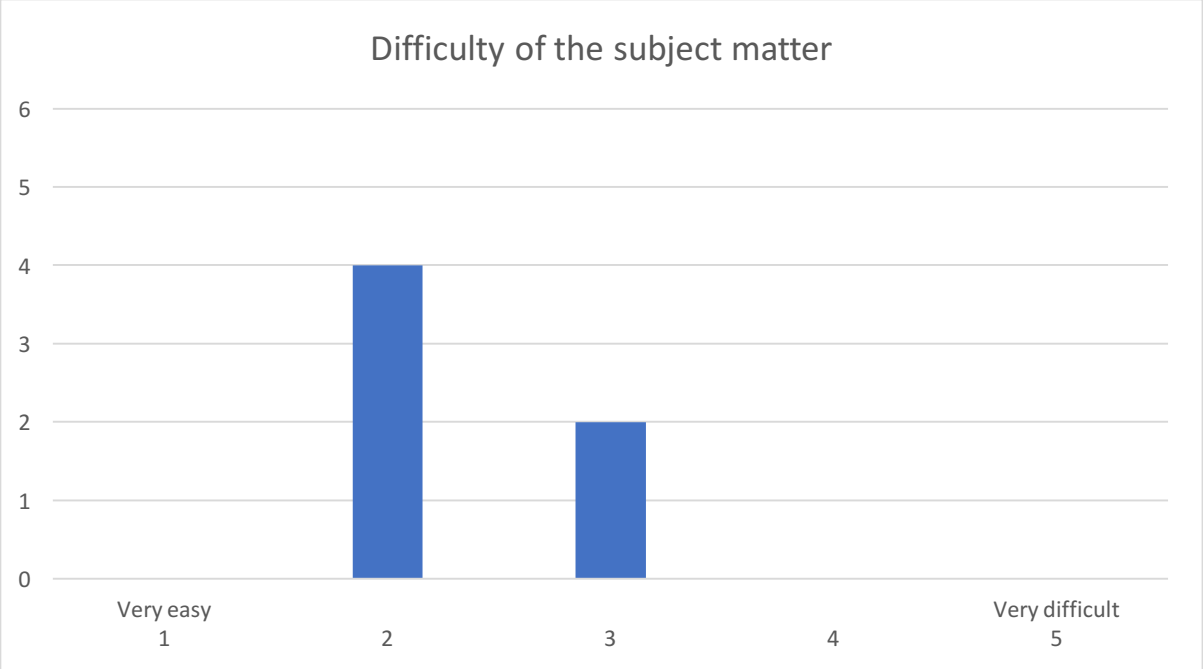


Figure 17: Difficulty of the subject matter (Q4)

The mean value for these answers is 2.33, and the median is 2. These values suggest that, overall, the participants found the subject matter to be fairly easy, which would suggest that the attempt to choose a speech which was not too challenging in its subject matter was successful.

Participants were then asked to rate the overall difficulty of each speaker. The results are displayed below:

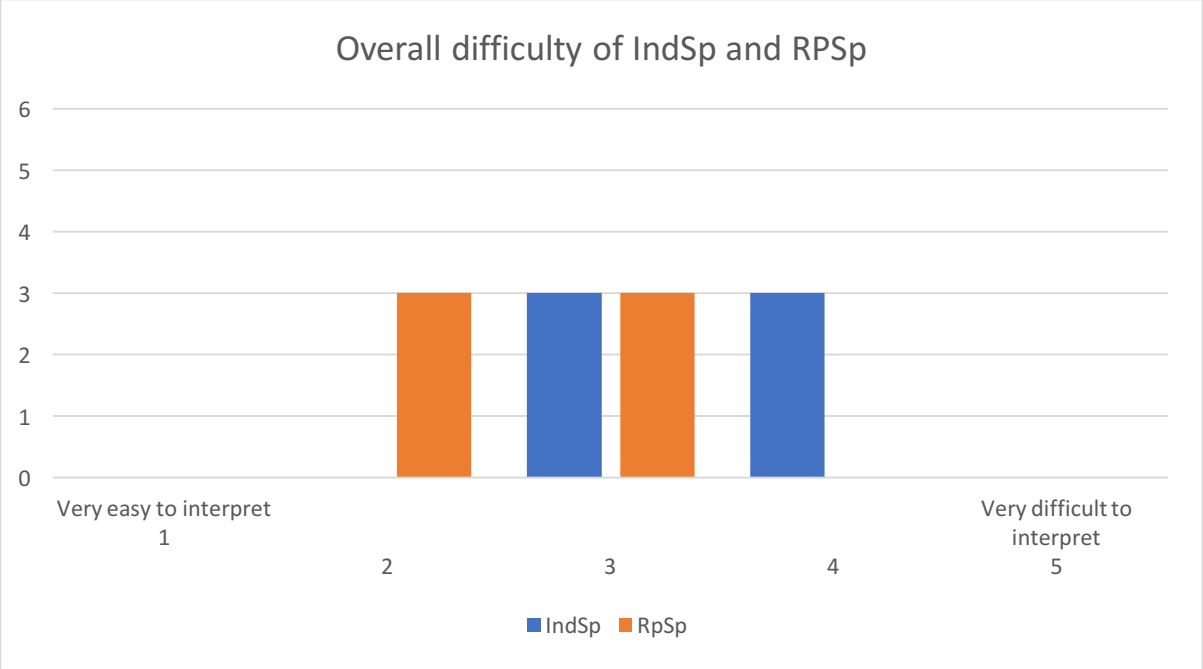


Figure 18: Overall difficulty of IndSp and RPSp (Q5a + 6a)

The mean and median values for IndSp's overall difficulty were both 3.5; the mean and median values for RPSp's overall difficulty were both 2.5. As such, IndSp was rated more difficult to interpret overall.

Participants were then asked to rate the speed of both speakers:

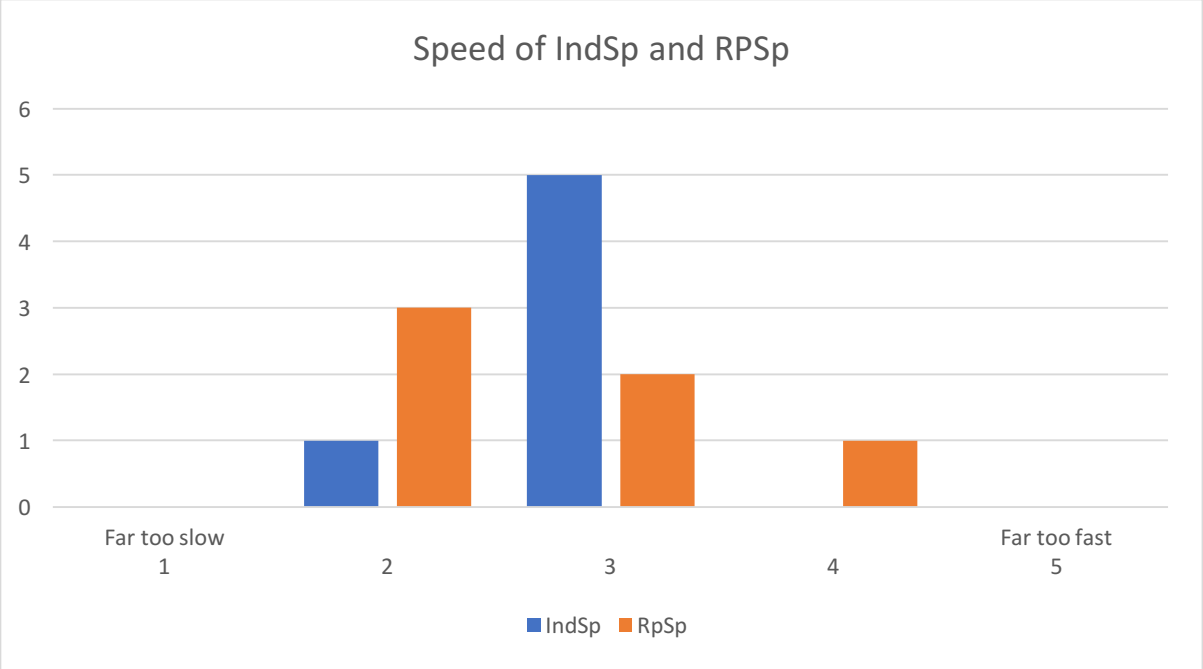


Figure 19: Speed of IndSp and RPSp (Q5b + 6b)

The mean value for IndSp's speed was 2.83; the median value for IndSp's speed was 3. The mean value for RPSp's speed was 2.67; the median value for RPSp's speed was 2.5. This indicates that, on average, IndSp was rated as only slightly faster. This reflects the reality that both speakers were, in fact, speaking at exactly the same speed. Any potential difficulties with accent did not seem to distort the participants' perception of each speaker's speed.

Participants were then asked to rate the overall difficulty of the terminology used by each speaker:

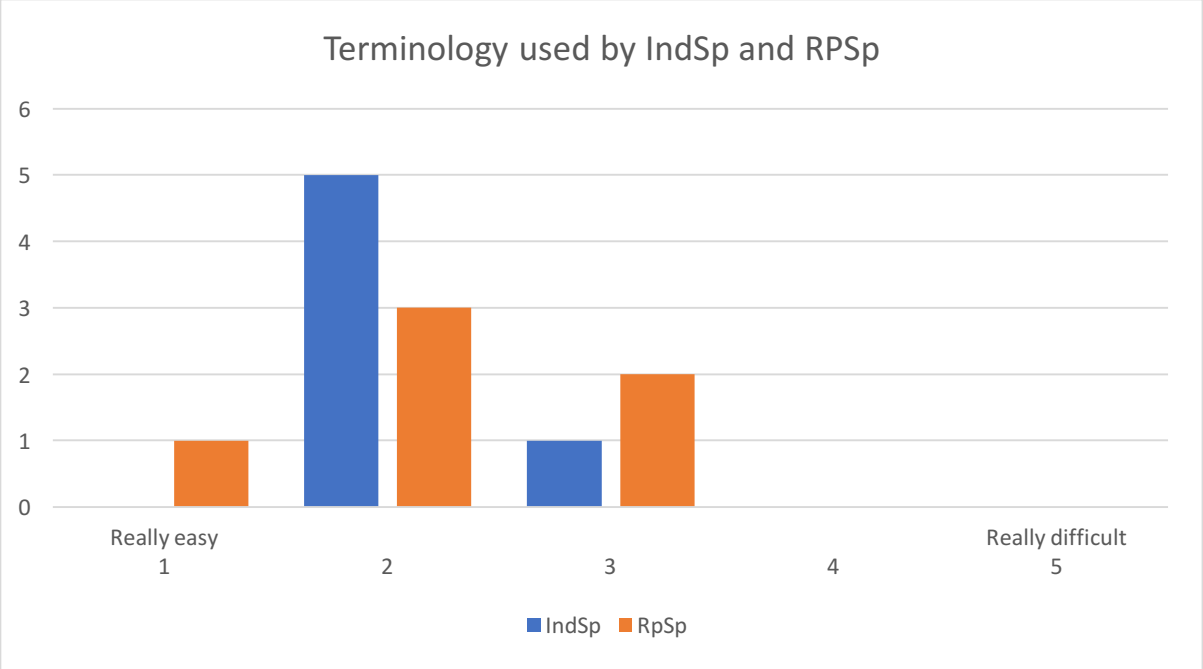


Figure 20: Terminology used by IndSp and RPSp (Q5c + 6c)

Here, both RPSp and IndSp's mean values were 2.17; their median values are both 2. Overall, the participants rated the terminology for both speakers as equal in difficulty. This reflects the reality: the speakers gave the same speech and used the exact same terminology. Any potential difficulties with accent did not seem to distort the participants' perception of each speaker's use of terminology. These values also show that the participants found the terminology used in the speech to be fairly easy, which would suggest that the attempts to choose a speech which was not too challenging in its terminology were successful.

The participants were then asked to rate how difficult they found the speakers' accents, from 'no problems understanding' to 'near impossible to understand'. The results are as follows:

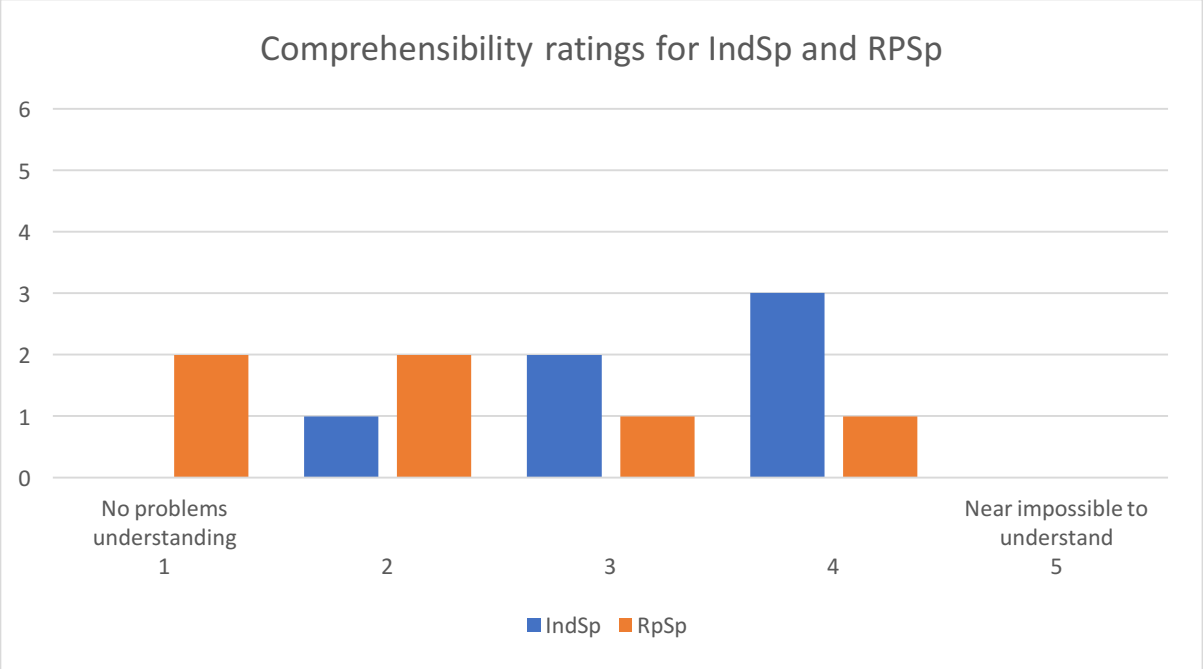


Figure 21: Comprehensibility ratings for IndSp and RPSp (Q5d + 6d)

The mean score for IndSp was 3.33; the median was 3.5. The mean score for RPSp was 2.17; the median was 2. This indicates that the participants had more problems understanding IndSp than RPSp.

8.2 Analysis of interpreter performance

The performances of each interpreter were transcribed and assessed according to the methods described in 7.7.3. The results were calculated for each half of the text, and these results were converted into a percentage score for the purposes of comparison.

8.2.1 Analysis of individual performance

The results for each individual participant are shown below:

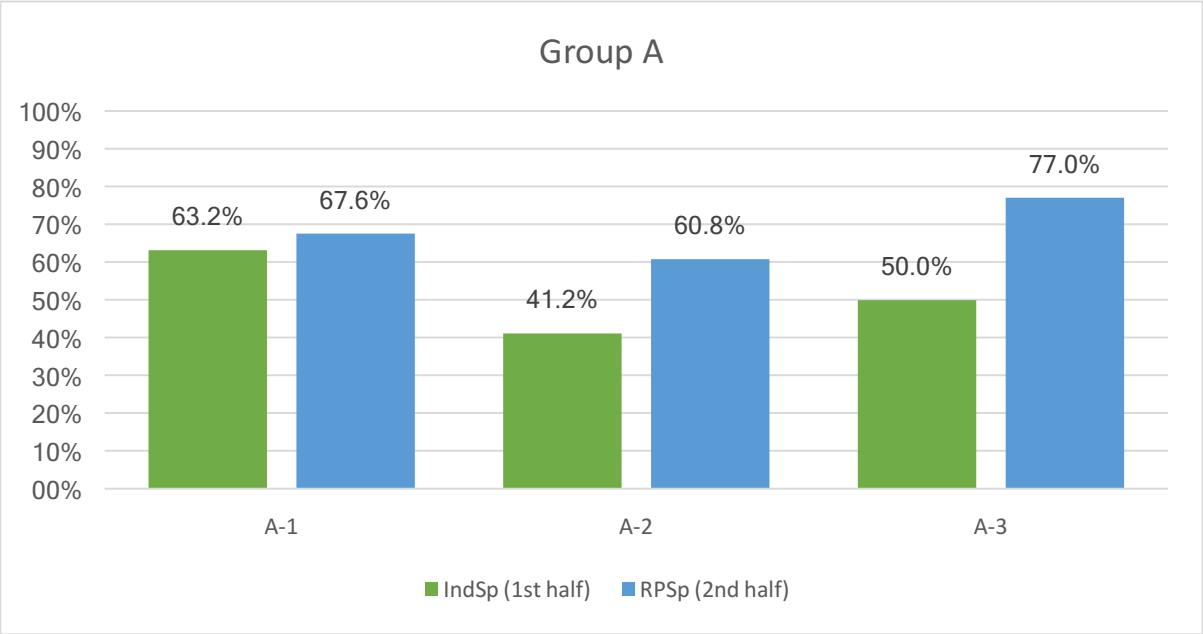


Figure 22: Individual performance of group A

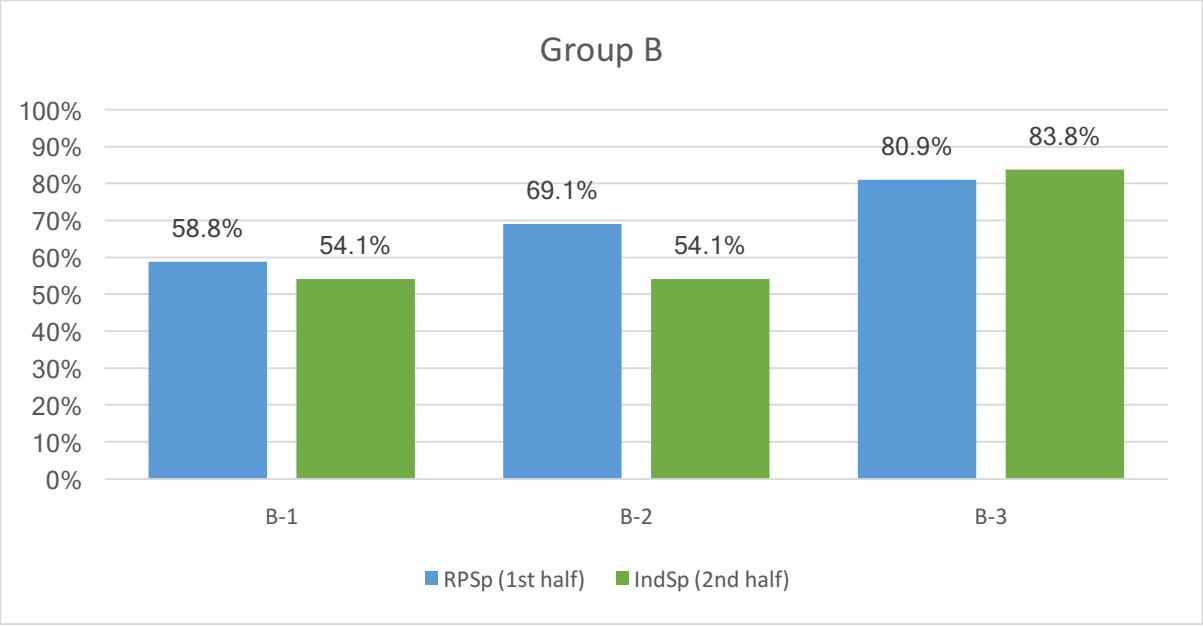


Figure 23: Individual performance of group B

All participants performed better when interpreting RPSp than when interpreting IndSp, with the exception of B-3. This would suggest that his familiarity and experience with Indian English proved to be an advantage (see Section 8.1).

8.2.2 Intragroup comparison

The mean performance for each group is presented below:

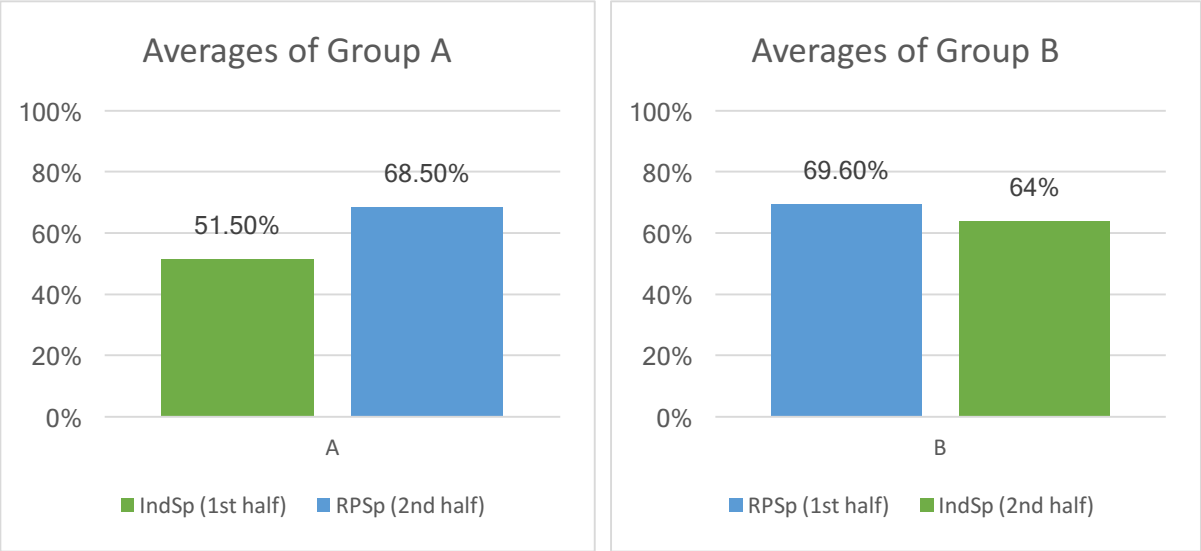


Figure 24: Averages of groups A and B

Figure 11 shows the average values for each group. Both groups performed better with RPSp than with IndSp overall.

If participant B-3 is removed from the data, leaving only those who did not have considerable experience with StIndE, then the difference in performance becomes more pronounced:

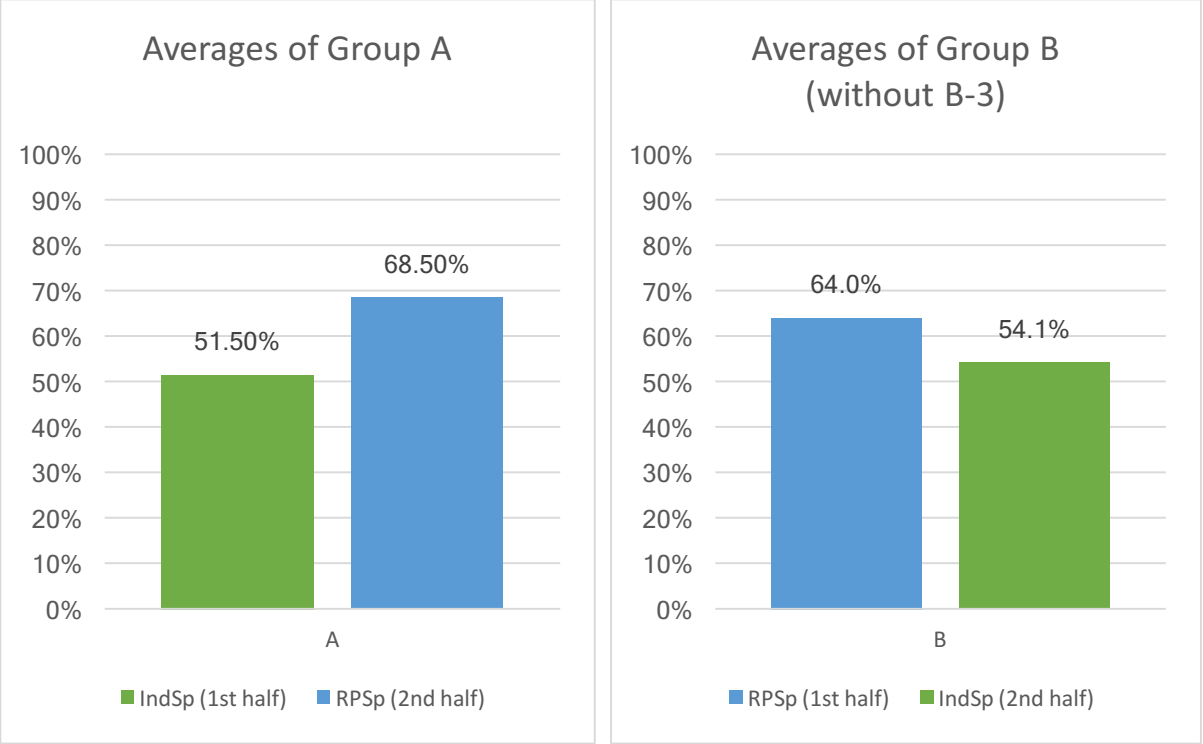


Figure 25: Averages of groups A and B (except B-3)

8.2.3 Intergroup comparison

The groups interpreted the speakers in different orders, as was outlined in Section 7.1. The orders were as follows:

Table 11: Speaker orders

Group	**1st half**	**2nd half**
A	IndSp	RPSp
B	RPSp	IndSp

The mean performance for each group (arranged according to the speech halves) is presented below:

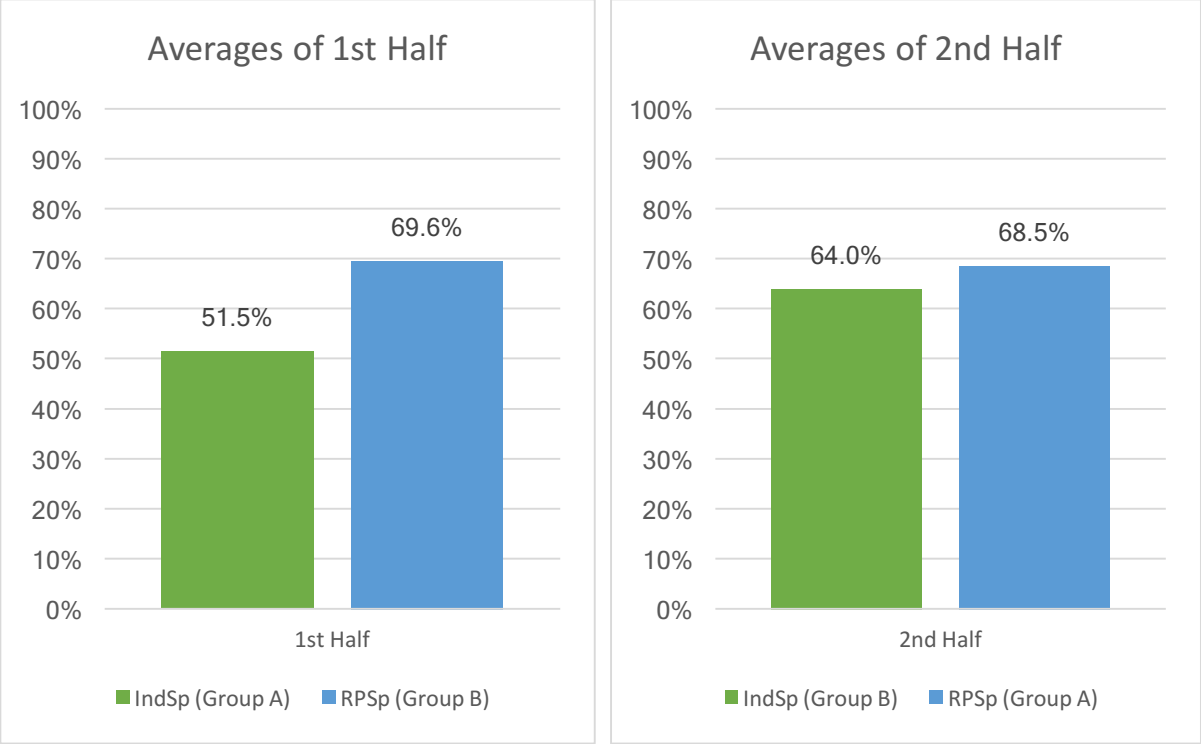


Figure 26: Averages of 1st and 2nd halves

The conclusion can be drawn that, for both the first and second halves of the speech, participants interpreting RPSp produced more accurate interpretations than those interpreting IndSp overall.

This difference becomes more pronounced when the data for B-3 is removed from the sample, leaving only those who did not have such extensive experience with StIndE:

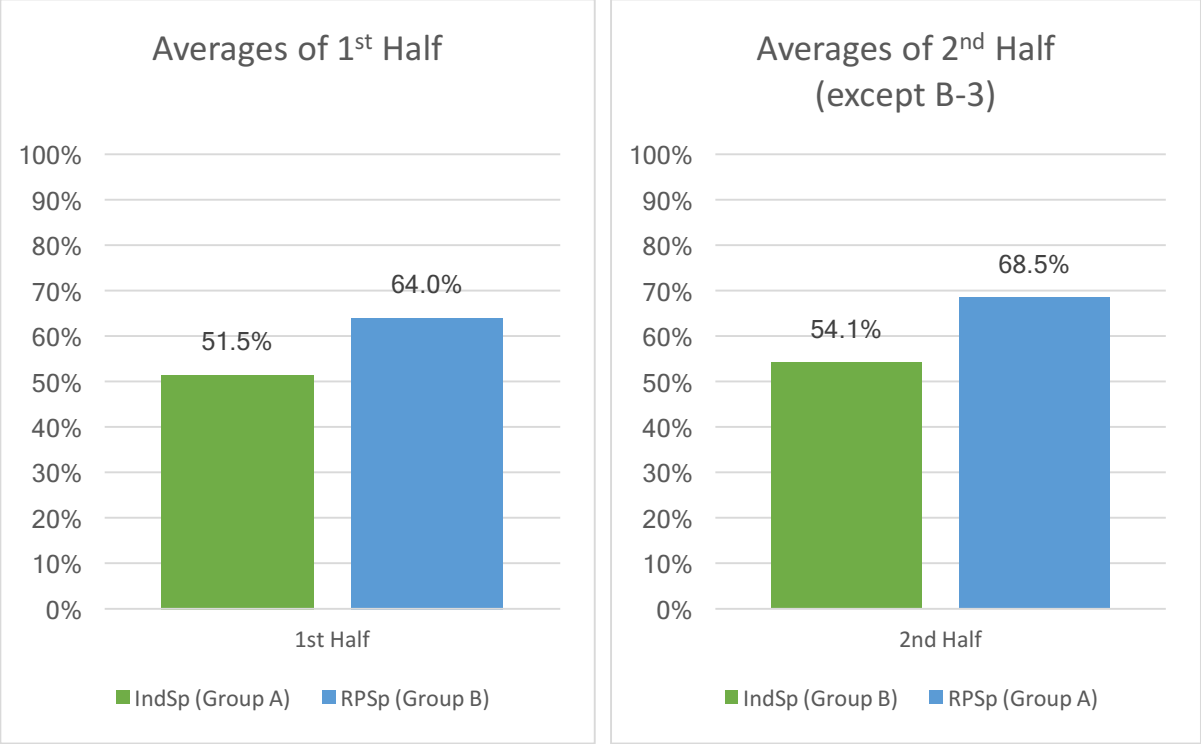


Figure 27: Averages of 1st and 2nd halves (except B-3)

After removing B-3, there is a considerable difference in output accuracy between IndSp and RPSp for those participants who are less familiar with StIndE. This suggests that performance accuracy was not dependent on which half of the speech was being interpreted, but on how familiar the participants were with the speakers' accents.

8.3 Correlations between interpreter performance and questionnaire data

The data that was extracted from the output analysis largely corresponded to what was found in the questionnaire results.

On average, the participants rated IndSp's accent as more difficult to interpret than RPSp's, which reflected what was found in the output analysis (a poorer performance when interpreting IndSp overall). This suggests that they were aware of the difficulties they had when interpreting IndSp.

Secondly, the majority of the participants reported in the survey that they were not familiar with Indian English, which was reflected in their performances. A-3 reported that he 'knew Indian English well', but that he had not been to India. His performance was considerably better for RPSp than for IndSp, although this difference could perhaps be

explained in part by the fact that he grew up bilingually with RP English spoken in the home. From his questionnaire results, B-3 was clearly very familiar with Indian English, and this was reflected in the analysis of his output quality.

Thirdly, as the interpreters rated IndSp as more difficult than RPSp only in terms of accent, and not in terms of terminology used, or speed, this suggests that they are aware of the fact that accent was the deciding factor in their varying output quality. Their perception of speaker speed and of the terminology used was not distorted by accent perception.

9 Discussion and conclusions

The aim of this thesis was to examine whether or not student interpreters find it more difficult to interpret a speaker of Standard Indian English (StIndE) than a speaker of Received Pronunciation (RP). In order to shed some more light on this question, a controlled experiment was carried out where interpreting students from the University of Vienna were asked to interpret a StIndE speaker and an RP speaker into German. The speeches were more or less identical, with the RP speaker shadowing the original presentation (given by the Indian speaker) as closely as possible, in terms of both the words used and the delivery style. The interpreting performances were then assessed using quality assessment methods based on those used by Moser-Mercer et al. (1998), Kodrnja (2001) and Kurz (2005).

The results confirm the prediction that the quality of interpreter output would be lower overall for IndSp than for RPSp regardless of the order in which the speakers were presented. This is in line with the results of Kodrnja (2001:119).

The results also confirm my prediction that, for those participants with considerable experience with South Asian Englishes, the quality of interpreter output would not be lower for IndSp than for RPSp. This would seem to confirm that Smith and Bisazza's (1982:269) findings – that exposure to an accent facilitates the understanding of speakers with that accent – also apply to interpreting. The findings of the present study (that those less familiar with StIndE performed worse when interpreting IndSp) suggest that the increased Listening Effort required for the unfamiliar accent had a negative impact on output quality. In light of Gile's (1999:159)Tightrope Hypothesis, it would seem that the increased Listening Effort led to an overload of the participants' cognitive capacities.

Finally, the questionnaire results show that the interpreters were aware of the difficulties that the accent posed them.

As only six student interpreters took part in the study, more sophisticated statistical analysis has not been conducted. It should be treated as a pilot study, which could serve as a foundation for a future, more extensive study.

Another problem pertains to the speakers: there was only one speaker of StIndE. As was detailed in Section 6, different speakers of Indian English can sound rather dissimilar to one another, depending on their regional and social background. There is even a great deal of individual variety among speakers of StIndE (Sailaja 2009:18f). Ideally, several different speakers of StIndE from a range of backgrounds would shadow the same presentation. This

would allow for more general observations about how student interpreters fare with StIndE, and not just with one speaker.

A second limitation of the study was discussed at length in Section 7.3.5: the participants were only provided with an audio recording, and could not see the speakers. This lack of visual input may have impeded understanding and posed a further challenge for the interpreters. The reason for not doing this was that it was impossible to recreate the original video visually when recording RPSp. Ideally, the researcher would record both speakers personally, in order to ensure visually similar videos.

In order to be able to test for statistical significance, a similar study on larger scale would be necessary. Researchers conducting any similar study should ask participants in advance if they have extensive experience with StIndE, so as to allow themselves to incorporate this factor into their experiment design. Questionnaires or interviews could also be used to test for any potential correlation between attitude and performance.

A related avenue of research would be to carry out similar studies for different accents, and to build up a body of data for a range of varieties of English.

Bibliography

Agnihotri, Rama Kant, A. L. Khanna, and Aditi Mukherjee. 1984. “The Use of Articles in Indian English: Errors and Pedagogical Implications.” *IRAL - International Review of Applied Linguistics in Language Teaching* 22(2):115–143.

Alexieva, Bistra. 1999. “Understanding the Source Language Text in Simultaneous Interpreting.” *The Interpreters’ Newsletter* 9:45–59.

Altman, Janet. 1994. “Error Analysis in the Teaching of Simultaneous Interpretation: A Pilot Study.” Pp. 25–38 in *Bridging the Gap: Empirical Research in Simultaneous Interpretation*, edited by S. Lambert and B. Moser-Mercer. Amsterdam: John Benjamins.

Anderson, Linda. 1994. “Simultaneous Interpretation: Contextual and Translation Aspects.” Pp. 101–120 in *Bridging the Gap: Empirical Research in Simultaneous Interpretation*, edited by S. Lambert and B. Moser-Mercer. Amsterdam: John Benjamins.

Barik, Henri C. 1971. “A Description of Various Types of Omissions, Additions and Errors of Translation Encountered in Simultaneous Interpretation.” *Meta* 16(4):199–210.

Bhatt, Rakesh M. 1995. “Prescriptivism, Creativity and World Englishes.” *World Englishes* 14(2):247–59.

Bhatt, Rakesh M. 2000. “Optimal Expressions in Indian English.” *English Language & Linguistics* 4(1):69–95.

Bhatt, Rakesh M. 2008. “Indian English: Syntax.” Pp. 546–562 in *Varieties of English 4: Africa, South and Southeast Asia*, edited by R. Mesthrie. Berlin: Mouton de Gruyter.

Blausen. 2014. “Medical Gallery of Blausen Medical 2014.” *WikiJournal of Medicine* 1(2).

Cambridge English Dictionary. 2017. “Batch.” http://dictionary.cambridge.org/dictionary/english/batch (Retrieved August 20, 2017).

Chernov, Ghelly V. 2002. “Semantic Aspects of Psycholinguistic Research in Simultaneous Interpretation.” Pp. 98–109 in *The Interpreting Studies Reader*, edited by F. Pöchhacker and M. Shlesinger. London / New York: Routledge.

CIEFL. 1972. *The Sound System of Indian English*. Hyderabad: Central Institute of English and Foreign Languages.

Crystal, David. 2003a. *English as a Global Language*. Cambridge: Cambridge University Press.

Crystal, David. 2003b. *The Cambridge Encyclopedia of the English Language*. 2nd ed.

Cambridge: Cambridge University Press.

Dahan, Delphine and James S. Magnuson. 2006. “Spoken Word Recognition.” Pp. 249–283 in *Handbook of Psycholinguistics*, edited by M. J. Traxler and M. A. Gernsbacher. London: Academic Press.

Davenport, Michael and S. J. Hannahs. 2010. *Introducing Phonetics and Phonology*. 3rd ed. Abingdon / New York: Routledge.

Dobrovolsky, Michael and Francis Katamba. 1996a. “Phonetics: The Sounds of Language.” Pp. 18–67 in *Contemporary Linguistics: An Introduction*, edited by W. O’Grady, M. Dobrovolsky, and F. Katamba. Harlow: Longman.

Dobrovolsky, Michael and Francis Katamba. 1996b. “Phonology: The Function and Patterning of Sounds.” Pp. 68–131 in *Contemporary Linguistics: An Introduction*, edited by W. O’Grady, M. Dobrovolsky, and F. Katamba. Harlow: Longman.

Ehrenreich, Susanne. 2009. “English as a Lingua Franca in Multinational Corporations: Exploring Business Communities of Practice.” Pp. 126–151 in *English as a Lingua Franca: Studies and Findings*, edited by A. Mauranen and E. Ranta. Newcastle upon Tyne: Cambridge Scholars.

Friederici, Angela D. and Isabell Wartenburger. 2010. “Language and Brain.” *Wiley Interdisciplinary Reviews: Cognitive Science* 1(2):150–159.

Gargesh, Ravinder. 2008. “Indian English: Phonology.” Pp. 231–243 in *Varieties of English 4: Africa, South and Southeast Asia*, edited by R. Mesthrie. Berlin: Mouton de Gruyter.

Gass, Susan and Evangeline Marlos Varonis. 1984. “The Effect of Familiarity on the Comprehensibility of Nonnative Speech.” *Language Learning* 34(1):65–87.

Gerver, David. 1975. “A Psychological Approach to Simultaneous Interpretation.” *Meta* 20(2):119–128.

Gerver, David. 1976. “Empirical Studies of Simultaneous Interpretation: A Review and a Model.” Pp. 165–207 in *Translation: Applications and Research*, edited by R. W. Brislin. New York: Gardner Press.

Gerver, David. 2002. “The Effects of Source Language Presentation Rate on the Performance of Simultaneous Conference Interpreters.” Pp. 53–67 in *The Interpreting Studies Reader*, edited by F. Pöchhacker and M. Shlesinger. London / New York: Routledge.

Gile, Daniel. 1985. “Le modèle d’efforts et l’équilibre d’interprétation en interprétation simultanée.” *Meta* 30(1):44–48.

Gile, Daniel. 1999. “Testing the Effort Models’ Tightrope Hypothesis in Simultaneous Interpreting - A Contribution.” *Hermes* 12(23):153–172.

Global Shapers Community. 2017. “Pritika Mehta.” https://www.globalshapers.org/shapers/pritika-mehta (Retrieved August 6, 2017).

Government of India. 2001. “Census of India 2001.” http://www.censusindia.gov.in/2011-common/censusdataonline.html (Retrieved August 19, 2017).

Goyal, Ratisha. 2017. “Pritika Mehta: Scripting ‘Her’story in Men Dominated Science World.” *ChandigarhX*. http://chandigarhx.com/pritika-mehta-scripting-herstory-in-men-dominated-science-world/ (Retrieved August 6, 2017).

Graddol, David. 2006. *English Next: Why Global English May Mean the End of “English as a Foreign Language.”* London: British Council.

Graddol, David. 2010. *English Next India: The Future of English in India*. London: British Council.

IBEF. 2017. *IT & ITeS*. https://www.ibef.org/download/IT-and-ITeS-July-2017.pdf (Retrieved August 15, 2017).

International Phonetic Association. 1999. *Handbook of the International Phonetic Association: A Guide to the Use of the International Phonetic Alphabet*. Cambridge: Cambridge University Press.

Jenkins, Jennifer. 2009. “(Un)pleasant? (In)correct? (Un)intelligible? ELF Speakers’ Perceptions of Their Accents.” Pp. 10–36 in *English as a Lingua Franca: Studies and Findings*, edited by A. Mauranen and E. Ranta. Newcastle upon Tyne: Cambridge Scholars.

Jenkins, Jennifer. 2015. *Global Englishes: A Resource Book for Students*. 3rd ed. Abingdon / New York: Routledge.

Kachru, Braj B. 1985. “Standards, Codification and Sociolinguistic Realism: The English Language in the Outer Circle.” Pp. 11–30 in *English in the World*, edited by R. Quirk and H. G. Widdowson. Cambridge: Cambridge University Press.

Kachru, Braj B. 1992. *The Other Tongue: English Across Cultures*. 2nd ed. Urbana / Chicago: University of Illinois Press.

Kachru, Braj B. 2005. *Asian Englishes: Beyond the Canon*. Aberdeen: Hong Kong University Press.

Katikos, Rena. 2015. *Simultaneous Interpreting and English as a Lingua Franca in View of the Interlanguage Speech Intelligibility Benefit*. Master Thesis, University of Vienna.

Kintsch, Walter. 1974. *The Representation of Meaning in Memory*. New York: Lawrence Erlbaum Associates.

Kodrnja, Dominika. 2001. *Akzent und Dolmetschen: Informationsverlust beim Dolmetschen*

eines Non-native Speaker's. Diploma Thesis, University of Vienna.

Kurz, Ingrid. 2005. "Akzent und Dolmetschen – Informationsverlust bei einem nichtmuttersprachlichen Redner." *Bulletin VALS-ASLA* 81:57–71.

Kurz, Ingrid and Elvira Basel. 2009. "The Impact of Non-native English on Information Transfer in Simultaneous Interpretation." *Forum* 7(2):187–213.

Lederer, Marianne. 1982. "Le processus de la traduction simultanée." *Multilingua* 1(3):149–158.

LinkedIn. 2017. "Pritika Mehta." https://www.linkedin.com/in/pritikam/ (Retrieved August 6, 2017).

Macaulay, Thomas Babington. 1920. "Minute by the Hon'ble T. B. Macaulay, Dated the 2nd February 1835." Pp. 107–117 in *Selection from Educational Records Part I (1781-1839)*, edited by H. Sharp. Calcutta: Superintendent, Government Printing.

Mackintosh, Jennifer. 2002. "The AIIC Workload Study – Executive Summary." *AIIC*. https://aiic.net/page/888/the-aiic-workload-study-executive-summary (Retrieved September 30, 2017).

Mazzetti, Andrea. 1999. "The Influence of Segmental and Prosodic Deviations on Source-text Comprehension in Simultaneous Interpretation." *The Interpreters' Newsletter* 9:125–147.

McArthur, Tom. 2002. *The Oxford Guide to World English*. Oxford / New York: Oxford University Press.

Mehta, Pritika. 2016. "5 Ways to Fail in 21st Century." *YouTube*. https://www.youtube.com/watch?v=APPRZcGkFIU (Retrieved August 1, 2017).

Modiano, Marko. 1999. "International English in the Global Village." *English Today* 15(2):22–28.

Modiano, Marko. 2006. "Euro-Englishes." Pp. 223–39 in *The Handbook of World Englishes*, edited by B. B. Kachru, Y. Kachru, and C. L. Nelson. Oxford: Blackwell.

Moser-Mercer, Barbara. 1997. "Process Models in Simultaneous Interpretation." Pp. 3–18 in *Machine Translation and Translation Theory*. Berlin, New York: De Gruyter Mouton.

Moser-Mercer, Barbara, Alexander Künzli, and Marina Korac. 1998. "Prolonged Turns in Interpreting: Effects on Quality, Physiological and Psychological Stress (Pilot Study)." *Interpreting* 3(1):47–64.

Moser, Barbara. 1978. "Simultaneous Interpretation: A Hypothetical Model and its Practical Application." Pp. 353–368 in *Language Interpretation and Communication*, edited by D. Gerver and H. W. Sinaiko. New York: Plenum Press.

Munro, Murray J. and Tracey M. Derwing. 1995. “Processing Time, Accent, and Comprehensibility in the Perception of Native and Foreign-accented Speech.” *Language and Speech* 38(3):289–306.

Pandey, Pramod. 2015. “Indian English Pronunciation.” Pp. 301–19 in *The Handbook of English Pronunciation*, edited by M. Reed and J. M. Levis. Hoboken: John Wiley & Sons.

Pöchhacker, Franz. 2004. *Introducing Interpreting Studies*. London / New York: Routledge.

Reithofer, Karin. 2010. “English as a Lingua Franca vs. Interpreting: Battleground or Peaceful Coexistence?” *The Interpreters’ Newsletter* 15:143–57.

Rennert, Sylvi. 2008. “Visual Input in Simultaneous Interpreting.” *Meta* 53(1):204–17.

Roach, Peter. 2004. “British English: Received Pronunciation.” *Journal of the International Phonetic Association* 34(2):239–45.

Roach, Peter. 2009. *English Phonetics and Phonology: A Practical Course*. 4th ed. Cambridge: Cambridge University Press.

Sabatini, Elisabetta. 2000. “Listening Comprehension, Shadowing and Simultaneous Interpretation of Two ‘Non-standard’ English Speeches.” *Interpreting* 5(1):25–48.

Sailaja, Pingali. 2009. *Indian English*. Edinburgh: Edinburgh University Press.

Sangster, Catherine. 2011. “The BBC, its Pronunciation Unit, and ‘BBC English.’” Pp. xxviii–xxix in *Cambridge English Pronouncing Dictionary*, edited by P. Roach, J. Setter, and J. Esling. Cambridge: Cambridge University Press.

Schweizer, Timo. 2012. *Sprache und Gehirn: Der auditorische Kortex und seine Bedeutung in der Verarbeitung von Sprache*. Hamburg: Diplomica Verlag.

Seleskovitch, Danica. 1962. “L’interprétation de confèrence.” *Babel* 8(1):13–18.

Setton, Robin. 1999. *Simultaneous Interpretation: A Cognitive-pragmatic Analysis*. Amsterdam: John Benjamins.

Smith, Larry E. and John A. Bisazza. 1982. “The Comprehensibility of Three Varieties of English for College Students in Seven Countries.” *Language Learning* 32(2):259–69.

Sridhar, Kamel K. 1983. “English in a South Indian Urban Context.” Pp. 141–153 in *The Other Tongue: English Across Cultures*, edited by B. B. Kachru. Oxford: Pergamon Press.

University of Vienna. 2007. “Masterstudium an der Universität Wien: Studium Dolmetschen.” https://transvienna.univie.ac.at/fileadmin/user_upload/z_translationswiss/Studium/Curricula/Curriculum_Masterstudium_Dolmetschen_2007.pdf (Retrieved September 30,

2017).

University of Vienna. 2015. “Curriculum für das Masterstudium Translation.” https://transvienna.univie.ac.at/fileadmin/user_upload/z_translationswiss/Studium/Curricula/Curriculum_Masterstudium_Translation_2015.pdf (Retrieved September 30, 2017).

Upton, Clive. 2008. “Received Pronunciation.” Pp. 237–252 in *Varieties of English 1: The British Isles*, edited by B. Kortmann and C. Upton. Berlin: Mouton de Gruyter.

Wells, John Christopher. 1982. *Accents of English 1: An Introduction*. Cambridge: Cambridge University Press.

Wiltshire, Caroline R. and James D. Harnsberger. 2006. “The Influence of Gujarati and Tamil L1s on Indian English: A Preliminary Study.” *World Englishes* 25(1):91–104.

Windsor Lewis, Jack. 1972. *A Concise Pronouncing Dictionary of British and American English*. Oxford: Oxford University Press.

Windsor Lewis, Jack. 1987. “The Teaching of English Pronunciation: The Model Accents.” *Journal of the International Phonetic Association* 17(2):139–41.

Yule, George. 2006. *The Study of Language*. Cambridge: Cambridge University Press.

Appendix

Appendix A: Standard text transcript of source audios

Punctuation had been inserted into the text as the author sees fit in order to facilitate understanding.

Track A

StIndE speaker (1st half)

Good morning, everyone.

It took us w– two hundred thousand years to turn from hunters to farmers, and another twelve thousand years to turn from farmers to an industrial society. But this twenty-first century is a little different. Today, the change is not taking place in thousands of years or in centuries. We are changing the way we live, we talk, our jobs, our education... every few years.

But the change is good, no? Then, why am I here talking about failure?

Consider this: You are two thousand times less likely to get killed in an airplane crash than in a car accident. You know why? Because every time before a plane takes a flight, all possible avenues of failure are eliminated. That's a good strategy, no? By cutting down on failures, your chances of succeeding becomes high.

So, I am here today to talk about five major ways you can fail in the century, so that you are better prepared for it. Let's start.

So the first and the easiest way you can fail in this century is by fearing fire. Let us consider the scenario when our ancestors first saw fire. Let us call two of them as Bo Singh and Yo Singh.

[Audience laughs]

So when Bo first looked at fire, he was scared of it, it was hot, it could burn him. But when Yo looked at this amazing ball of fire he told Bo: ‘Let's do something with it!’ Bo was like ‘No, no, are you mad?’ But Yo went ahead and he experimented with fire. Soon he realised that he could use fire to stay warm, scare off animals and to cook food. But our little Bo Singh, he was still scared. He was still living in dark, braving the cold, eating raw flesh. And by the time he realised the use of fire, Yo had already moved ahead and was building superior things using fire.

Technology is the fire of twenty-first century. And a lot of us li– are like Bo Singh. We fear technology. We fail to understand that technology is just a better way of doing things.

RP speaker (2nd half)

Look at TED. Billions of people can watch these amazing videos from anywhere in the world. Just because the head of TED - Chris Anderson - he didn't fear technology. Look at the founders of Uber, Amazon, Facebook, WhatsApp. These are the people who didn't fear technology. They embraced it, and they have changed the world we live in today.

So the choice is yours: either be like Bo Singh, or like Yo Singh.

Let's talk about the second way of failing in this century. And the second way you can fail in this century is by considering your education completed with your schooling or your degree.

Let's look at the top ten skills required by twenty twenty according to a report by World E– by the World Economic Forum. Some of them are creativity, critical thinking, complex problem solving. But my question is: Is our education system even focused on teaching us these skills? Well, the answer is a big 'no'.

Our education system today is just making us competent at reproducing what is being taught. The focus is on mass production of people, just like in factories. It is very much evident from the language we use today. We call ourselves a '*product* of two thousand and five batch'. Or, 'I got *placed* in Goldman Sachs'. For God's sake, you're a human being not a factory product!

So… uhm… Today our education system has reduced to a way not to make us intellectually... not to make us grow intellectually, but just to collect more certificates and more degrees. Because with every certificate, it shows that we have gone through the quality check. And that's sad, no?

So what can we do?

Well, the best you can do in this century is to become a self-learner. Use the school you carry in your pocket. You want an answer to something? Google it. You want to learn a new course? Use the free online education portals. Whether you want to learn a new skill, a new language, or get connected with a mentor, use the school you carry in your pocket.

But wait. Didn't everyone tell us: 'Go to school, get good grades, you will get into a good college, which will get you a good job, and you'll be set for life'?

Time for reality check.

Track B

RP speaker (1st half)

Good morning, everyone.

It took us two hundred thousand years to turn from hunters to farmers, and another twelve thousand years to turn from farmers to an industrial society. But this twenty-first century is a little different. Today, the change is not pl– taking place in thousands of years or in centuries, we are changing the way we live, we talk, our jobs, our education... every few years.

But the change is good, no? Then why am I here talking about failure?

Consider this: You are two thousand times less likely to get killed in a airplane crash than in a car accident. You know why? Because every time before a plane takes a flight, all possible avenues of failure are eliminated. That's a good strategy, no? By cutting down on failures, your chances of succeeding becomes high.

So, I am here today to talk about five major ways you can fail in this century, so that you are better prepared for it. Let's start.

So the first and the easiest way you can fail in this century is by fearing fire. Let us consider the scenario when our ancestors first saw fire. Let us call two of them as Bo Singh and Yo Singh.

So when Bo first looked at fire, he was scared of it, it was hot, it could burn him. But when Yo looked at this amazing ball of fire, he told Bo: 'Let's do something with it!' Bo was like 'No, no, are you mad?' But Yo went ahead and he experimented with fire. Soon he realised that he could use fire to stay warm, scare off animals and to cook food. But our little Bo Singh, he was still scared. He was still living in dark, braving the cold, eating raw flesh. And by the time he realised the use of fire, Yo had already moved ahead and was building superior things using fire.

Technology is the fire of the twenty-first century. And a lot of us like… are like Bo Singh. We fear technology. We fail to understand that technology is just a better way of doing things.

StIndE speaker (2nd half)

Look at TED. Billions of people can watch these amazing videos from anywhere in the world. Just because the head of TED - Chris Anderson - he didn't fear technology. Look at the founders

of Uber, Amazon, Facebook, WhatsApp. These are those people who didn't fear technology. They embraced it, and they have changed the world we live in today.

So the choice is yours: either be like Bo Singh, or be like Yo Singh.

Let's talk about the second way of failing in this century. And the second way you can fail in this century is by considering your education completed with your schooling or your degree.

Let's look at the top ten skills required by twenty twenty according to a report by World Econo– by the World Economic Forum. Some of them are creativity, critical thinking, complex problem solving. But my question is: Is our education system even focused on teaching us these skills? Well, the answer is a big 'no'.

Our education system today is just making us competent at reproducing what is being taught. The focus is on mass production of people, just like in factories. It is very much evident from the language we use today. We call ourselves a '*product* of two thousand five batch'. Or, 'I got *placed* in Goldman Sachs'. For God's sake, you're a human being, not a factory product.

So… our… Today our education system has reduced to a way not to make us intellectually uh... not to make us grow intellectually, but just to collect more certificates and more s– degrees. Because with every certificate, it shows that we have gone through the quality check. And that's sad, no?

So, what can we do?

Well, the best you can do in the century is to become a self-learner. Use the school you carry in your pocket. You want an answer to something? Google it. You want to learn a new course? Use the free online education portals. Whether you wanna learn a new skill, a new language, or get connected with a mentor, use the school you carry in your pocket.

But wait. Didn't everyone tell us: 'Go to school, get good grades, you'll get into a good college, you will… which will get you a good job, and you'll be set for life'?

Time for reality check.

Appendix B: Detailed IPA transcription of source audio with pauses

Track A

StIndE Speaker (TEDx Speaker)

good morning everyone (4.0)
gʊɖ ˈmɔːnɪŋ ɛʊrɪˈʊʌn (4.0)

it took us (.) w– two hundred thousand years (.) to turn from hunters to farmers (.) and
ɪt ʈʊk ɛs (.) wə- ʈuː ˈhʌnɖɾəɖ ˈʈʰaʊzɛnd jɪɜɪz (.) ʈu ʈɜːn frəm ˈhʌnʈəɪz ʈə ˈfɑɹməɪz (.) æn

another (.) twelve thousand years to turn from farmers to an industrial society (2.5)
ɜˈnʌɖɛ (.) ʈwɛlʊ ˈʈʰaʊzɛnd jɪɜɪz ʈu ʈɜːn frəm ˈfɑːməɪz tʊ æn ɪnˈɖʌstrɪəl səˈsaɪəʈi (2.5)

but this twenty-first century is a little different (.) today (.) the change is not taking place
bʌt ɖɪs ʈwenʈɪfɜːs ˈsɛntʃəɹɪ ɪz ə ˈlɪʈl ˈdɪfəɹɛntʰ (.) ʈuˈɖeɪ (.) ɖə tʃeɪndʒ ɪz nɒt ˈʈeɪkɪŋ pleɪs

in (.) thousands of years or in centuries (.)▼ we are changing the way we live (.)
ɪn (.) ˈʈʰaʊzɛndz əv jɪɜːz ɔːɹ ɪn ˈsɛntʃʊɹɪz (.) ▼ ʊiː ɑː ˈtʃeɪndʒɪŋ ðə ʊeɪ ʊiː lɪv (.)

we talk (.) our jobs (.) our education (.) every few years (1.5)
ʊiː ʈɔːːk (.)aʊə dʒoːːbz (.) aʊə ejɖʊˈkeɪʃən (.) ˈeʊərɪ fjuː jɪɜːz (1.5)

but the change is good no (1.4)
bʌʈ ɖə tʃeɪndʒ ɪz gʊd noː (1.4)

then (.) why am I here (.) talking about failure (2.0)
ɖen (.) waɪ æm aɪ hɛəːˑ (.) ˈʈɔːkɪŋ əˈbaʊʈ ˈfeɪljə (2.0)

consider this (1.0)
ˈkʌnsɪdə ɖɪs (1.0)

you are (.) two thousand times (.) less likely (.) to get killed (.) in an airplane crash than
juː ɑːː ʈuː (.) ˈʈʰaʊzɛnd ʈaɪmz (.) les ˈlaɪklɪ (.) ʈuː geʈʰ kɪlɖ (.) ɪn æn ˈeəpleɪn kɹæʃ ðæn

in a car accident (1.2)
ɪn æ kɑ: ˈæksɪɖɛntʰ (1.2)

you know why (1.4)
ju: no: waɪ (1.4)

because ▼ (.) every time (.) before a plane takes a flight (.) all possible avenues of
bɪˈke::z ▼ (.) ˈevəɾɪ ʈaɪm (.) bɪˈfɔːɹ ə pleɪm ʈeɪks ə flaɪʈʰ (.) ɔ::l ˈpɒsəbəl ˈævɪnjuːz ɒv

failure are eliminated (1.6)
ˈfeɪljə ɑːɾ ɪˈlɪmɪneɪʈɪɖ (1.6)

that's a good strategy no (.) by cutting down on failures (.) your chances of succeeding
ɖæʈs ə gʊɖ ˈsʈɹæʈɪdʒɪ, no: (.) baɪ ˈkʌʈɪŋ ɖaʊn ɒn feɪlɪˈjɛ::ɹz (.) jɔ: ˈʧɑːnsɪz əv səkˈsiːɖɪŋ

becomes high (1.3)
bɪˈkʌmz haɪ (1.3)

so (.) I am here today (.) to talk about (.) five major ways (.) you can fail in the
saʊ (.) aɪ æm hɪə ʈuˈɖeɪ (.) ʈu: ʈɔːk əˈbaʊʈ (.) faɪv ˈmeɪdʒəɹ weɪz (.) ju: kæn feɪl ɪn ɖə

century (.) so that you are better prepared for it (1.4)
ˈsɛntʃəɪɪ (.) saʊ ɖəʈ ju: ɑ: ˈbeʈə pɹɪˈpeəd fɔ: ɪʈʰ (1.4)

let's start (1.1)
leʈs stɑːʈʰ (1.1)

so the first (.) and the easiest way ▼ you can fail in this century (.)
saʊ ɖə fɜːstʰ (.) æn ɖə ˈiːzɪɪsʈ ʋeɪ ▼ ju: kæn feɪl ɪn ɖɪs ˈsɛntʃʊɹɪ (.)

is by fearing fire (2.6)
ɪz baɪ ˈfɪəɹɪŋ ˈfaɪə (2.6)

let us consider the scenario (0.6)
leʈ ɛs ˈkʌnsɪɖə ɖə sɪˈnaɾɪəθ (0.6)

when our ancestors (.) first saw fire (1.5)
wen aʊə ˈænsəstʰəɹz (.) fɜːst sɔː ˈfaɪə (1.5)

let us call two of (.) them as (.) Bo Singh and Yo Singh (2.3)
leʈ ɛs kɔːl ʈuː əv (.) d̪əm ɛz (.) boː seŋ æn joː seŋ (2.3)

so when Bo first looked at fire (.) he was scared of it (.) it was hot (.)
saʊ ʋen boː fɜːsʈ lʊkʈ ɛʈ ˈfaɪə (.) hiː ʋəz skeəɖ əʊ ɪʈ (.) ɪ ʋəz hɒːʈ (.)

it could burn him (0.6)
ɪʈ kʊɖ bɜːˑn hɪm (0.6)

but when (.) Yo looked at this amazing ball of fire (.) he told Bo (.) let's do something
bʌʈ ʋen (.) joː lʊkʈ ɛʈ d̪ɪs əˈmeɪːzɪŋ bɔːl əv ˈfaɪə (.) hiː toːl boː (.) ʻˈleʈs ɖuː ˈsʌmd̪ɪŋ

with it ▼ (0.5)
wɪd̪ ɪʈ ▼ (0.5)

Bo was like no no are you mad (1.3)
boː ʋəz laɪk: noː noː ɑː juː mæ (1.3)

but Yo went ahead (.) and he experimented with fire (0.5)
bʌʈʰ joː ʋenʈ əˈhɛːɖ (.) æːnd hiː ɪkˈspeɾɪmɛnʈɪɖ wɪd̪ ˈfaɪə (0.5)

soon he realised that he could use fire (.) to stay warm (.) scare off animals and
suːn hiː ˈɹɪəlaɪzɖ d̪ət hiː kʊɖ juːz ˈfaɪə (.) ʈuː sʈeɪ wɔːːm (.) skeə ɒf ˈænɪmɜlz æn

to cook food (1.6)
ʈuː kuk fuːːɖ (1.6)

but our little Bo Singh he was still scared (0.7)
bʌʈ aʊə ˈlɪʈl boː seŋ, hiː ʋəz stɪl skeəɖ (0.7)

he was still living in dark (.) braving the cold eating raw flesh (0.5)
ʊs sʈɪl ˈlɪvɪŋ ɪn ɖɑːːk, ˈbɾevɪŋ d̪ə koːːl, ˈiːʈɪŋ ɹɔː fleːːʃ

and by the time he realised (.) the use of fire (1.4)
ən baɪ d̪ə t̪aɪm hiː ˈɹɪəlaɪzd̪ (.) d̪ə juːz əv ˈfaɪə (1.4)

Yo had already moved ahead (.) and was ▼ building superior things using fire (2.9)
joː həd ɔːlˈɾed̪ɪ muːʊd̪ əˈhɛd̪ ænd̪ wɒz ▼ ˈbɪld̪ɪŋ suːˈpiɹɪə t̪ʰɪːŋz ˈjuːzɪŋ ˈfaɪə (2.9)

technology (.) is the fire (.) of twenty-first century (1.1)
t̪ekˈnɒlɪdʒɪ (.) ɪz d̪ə ˈfaɪə (.) əv ˈt̪went̪ɪfɜːs ˈsɛntʃʊɹɪ (1.1)

and a lot of us (.) li– are like Bo Singh (.) we fear technology (.) we fail to understand
æn ə lɒt̪ əv əs (.) liː- ɑː laɪ boː seŋ (.) ʊiː fɪə t̪ekˈnɒlɪdʒɪ (.) ʊiː feɪːl t̪uː ʌnd̪əˈst̪æn

that technology is just a better way (.) of doing things (5.5)
d̪æt̪ t̪ekˈnɒlɪdʒɪ ɪz dʒʌst ə ˈbet̪ə ʊeɪ (.) əv ˈd̪uːɪŋ t̪ʰɪŋz (5.5)

RP speaker (shadowing student interpreter)

look at TED (0.8)
lʊk ət tʰedʰ (0.8)

billions of people can watch these amazing videos from▼ anywhere in the world (1.2)
ˈbʰɪljənz əv ˈpʰiːpəł kʰən wɒtʃ ðiːz əˈmeɪzɪŋ ˈvɪdɪəʊz fɹɒm ▼ ˈenɪweə ɪn ðə wɜːɬdʰ (1.2)

just because the head of TED (.) Chris Anderson (.) he didn't fear technology (1.2)
dʒʌs bɪˈkʰɒz ðə hed əv tʰed (.) kɹɪs ˈændəsən (.) hiː ˈdʰɪdn fɪə tʰekˈnɒlədʒɪ (1.2)

look at the founders of Uber Amazon Facebook WhatsApp (0.7)
lʊk ət ðə ˈfaʊndəz əv ˈuːbə ˈæməzən ˈfeɪsbʊk wɒtsˈapʰ (0.7)

these are the people who didn't fear technology (.) they embraced it (.) and they have
ðiːz ə ðə ˈpʰiːpəł huː ˈdɪdn fɪə tʰekˈnɒlədʒɪ (.) ðeɪ ɪmˈbɹeɪst ɪtʰ (.) æn ðeɪ əv

changed the world we live in today (0.8)
tʃeɪndʒd ðə wɜːɬd wiː lɪv ɪn tʰəˈdʰeɪ (0.8)

so the choice is yours (.) either be like Bo Singh (0.8)
səʊ, ðə tʃɔɪs ɪz jɔːz (.) ˈʌɪðə biː laɪk bəʊ sɪŋ (0.8)

or like Yo Singh (3.6)
ɔː laɪk jəʊ sɪŋ (3.6)

let's talk about the second way ▼ of failing in this century (1.1)
lets tʰɔːk əˈbaʊst ðə ˈsekənd weɪ ▼ əv ˈfeɪlɪŋ ɪn ðɪs ˈsentʃəɹɪ (1.1)

and the second way you can fail in this century (0.7)
ənd ðə ˈsekənd weɪ juː kʰən feɪɬ ɪn ðɪs ˈsentʃəɹɪ (0.7)

is by considering your education (.) completed with your schooling or your degree (2.7)
ɪz baɪ ˈkənsɪdəɹɪŋ jɔː edjʊˈkʰeɪʃən (.) kʰɔmˈpliːtʰɪdʰ wɪð jɔː ˈskuːlɪŋ ɔː jɔː dɪˈgɹiː (2.7)

let's look at the top ten skills required by twenty twenty (.) according to a report by
lets lʊk ət ðə tʰɒp tʰen skɪɬz ɹɪˈkwaɪəd baɪ ˈtʰwentɪ ˈtʰwentɪ (.) əˈkʰɔːdɪŋ tʰuː ə ɹɪˈpʰɔːtʰ baɪ

World E– (.) by the World Economic Forum (1.3)
wɜːɬd e- (.) baɪ ðə wɜːɬd ekəˈnɒmɪk ˈfɔːɹəm (1.3)

some of them are creativity (.) critical thinking (.) complex problem solving (1.4)
sʌm əv ðəm ɑː kɹiːeɪˈtʰɪvɪtʰɪ (.) ˈkɹɪtʰɪkəɬ ˈθɪŋkɪŋ (.) ˈkʰɒmpleks ˈpɹɒbləm ˈsɒɬvɪŋ (1.4)

but ▼ my question is (1.2)
bət ▼ maɪ ˈkwestʃən ɪz (1.2)

is our education system even focused on teaching us these skills (2.2)
ɪz aʊə edjʊˈkʰeɪʃən ˈsɪstʰɪm ˈiːvən ˈfəʊkəst ɒn ˈtʰiːtʃɪŋ əs ðiːz skɪlz (2.2)

well the answer is a big no (1.9)
weɬ, ðɪ ˈɑːnsə ɪz ə bɪg nəʊ (1.9)

our education system today (.) is just making us competent at reproducing
aʊə edjʊˈkʰeɪʃən ˈsɪstʰɪm tʰəˈdʰeɪ (.) ɪz dʒʌs ˈmeɪkɪŋ əs ˈkʰɒmpɪtʰəntʰ ət ɹiːpɹəˈdjuːsɪŋ

what is being taught (1.7)
wɒt ɪz ˈbiːɪŋ tʰɔːtʰ (1.7)

the focus is on mass production of people (.) just like in factories (2.2)
ðə ˈfəʊkəs ɪz ɒn mæs pɹəˈdʌkʃən əv ˈpʰiːpəł (.) dʒʌs laɪk ɪn ˈfæktʰəɹɪz (2.2)

it is very much evident from the language we use today (1.0)
ɪt ɪz veɹɪ mʌtʃ ˈevɪdənt fɹəm ðə ˈlæŋgwɪdʒ wiː juːz tʰəˈdʰeɪ (1.0)

▼ we call ourselves a product (.) of two thousand and five batch (0.7)
▼wiː kʰɔːl aʊəˈsełvz ə ˈpɹɒdʌktʰ (.) əv ˈtʰuːˈθaʊzən ən faɪv bætʃ (0.7)

or I got placed in Goldman Sachs (.) for God's sake (.) you're a human being (.) not a
ɔː aɪ gɒt pleɪst ɪn ˈgəʊłdmən saks (.) fɔː gɒdz seɪk! (.) jɔː ə ˈhjuːmən ˈbiːɪŋ (.) nɒt ə

factory product (4.9)
ˈfæktʰəɹɪ ˈpɹɒdʌktʰ (4.9)

so (0.9)
səʊ (0.9)

uhm (0.6)
əm (0.6)

today our education system has reduced (.) to a way (0.6)
tʰəˈdʰeɪ aʊə edjʊˈkʰeɪʃən ˈsɪstʰɪm həz ɹɪˈdjuːst (.) tʰuː ə weɪ (0.6)

not to make us intellectually (0.6)
nɒt tʰuː meɪk əs ɪntɪˈlektʃəəlɪ (0.6)

not to make us grow intellectually (1.1)
nɒt tʰuː meɪk əs gɹəʊ ɪntɪˈlektʃəəlɪ (1.1)

but just to collect ▼ more certificates and more degrees (1.2)
bʌt dʒʌst tʰuː kəˈlekt ▼ mɔː səˈtʰɪfikəts ənd mɔː dɪˈgɹiːz (1.2)

because with every certificate (0.7)
bɪˈkʰɒz wɪð ˈevɹɪ səˈtʰɪfɪkətʰ (0.7)

it shows that we have gone through the quality check (1.2)
ɪt ʃəʊz ðət wiː həv gɒn θɹuː ðə ˈkwɒɬɪtɪ tʃʷek (1.2)

and that's sad no (2.3)
ænd ðæts sæd nəʊ (2.3)

so what can we do (1.4)
səʊ wɒt kʰən wiː dʰuː (1.4)

well (.) the best you can do in this century (.) is to become a self-learner (1.0)
weɬ (.) ðə best juː kʰən dʰuː ɪn ðɪs ˈsentʃəɹɪ (.) ɪz tʰuː bɪˈkʰʌm ə seɬf ˈlɜːnə (1.0)

use the school you carry in your pocket (0.9)
juːz ðə skuːɬ juː ˈkʰæɹɪ ɪn jɔː ˈpʰɒkɪtʰ (0.9)

you want an answer to something (.) google it (0.7)
juː wɒntʰ ən ˈɑːnsə tʰuː ˈsʌmθɪŋ (.) ˈguːgəl ɪtʰ (0.7)

you want to learn a new course (0.7)
juː wɒnt tʰuː lɜːn ə nju: kʰɔːs (0.7)

use the free online ▼ education portals (0.9)
juːz ðə fɹiː ˈɒnlʌɪn ▼ edjʊˈkʰeɪʃən ˈpʰɔːtʰɬz (0.9)

whether you want to learn a new skill (.) a new language or get connected with a
ˈweðə juː wɒnt tʰuː lɜːn ə nju: skɪl (.) ə nju: ˈlæŋgwɪdʒ ɔː get kəˈnektʰɪd wɪð ə

mentor (.) use the school you carry in your pocket (3.7)
ˈmɛntʰɔː (.) juːz ðə skuːɬ juː ˈkʰæɹɪ ɪn jɔː ˈpʰɒkɪtʰ (3.7)

but wait (1.1)
bʌtʰ weɪtʰ (1.1)

didn't everyone tell us (0.5)
ˈdɪdn ˈevɹɪwʌn tʰel əs (0.5)

go to school (.) get good grades (.) you will get into a good college (1.1)
gəʊ tʰuː skuːːɬ (.) get gʊd gɹeɪːdz (.) juː wɪɬ get ˈɪntʰə ə gʊd ˈkʰɒlɪdʒ (1.1)

which will get you a good job (.) and you'll be set for life (1.2)
wɪtʃ wɪɬ get juː ə gʊd dʒɒːbʰ (.) ən juːɬ biː set fɔː laɪf (1.2)

time for reality check
tʰaɪm fə ɹɪˈælɪtɪ tʃek

Track B

RP speaker (shadowing student interpreter)

good morning everyone (5.3)
gʊd ˈmɔːnɪŋ ˈevɹɪwʌn (5.3)

it took us (.) two hundred thousand years to turn from hunters to farmers (0.5)
ɪt tʰʊk əs (.) tʰuː ˈhʌndɹəd ˈθaʊzənd jɪəːz tʰu tʰɜːn fɹəm ˈhʌntəz tʰu ˈfɑːməz (0.5)

and another twelve thousand years (.) to turn from farmers (.) to an
æn əˈnʌðə tʰwelv ˈθaʊzənd jɪəːz (.) tʰu tʰɜːn fɹəm ˈfɑːməz (.) tʰu ən

industrial society (2.8)
ɪnˈdʌstɹɪəɬ səˈsaɪətʰɪ (2.8)

but this twenty-first century is a little different (0.8)
bʌt ðɪs tʰwentʰɪˈfɜːs ˈsentʃəɹɪɪ ɪz ə ˈlɪtɬ ˈdɪfəɹəntʰ (0.8)

today (.) the change is not pl– taking place in thousands of years or
tʰəˈdʰeɪ (.) ðə tʃeɪndʒ ɪz nɒt pl- ˈtʰeɪkɪŋ pleɪs ɪn ˈθaʊzəndz əv jɪəːz ɔːɹ

in centuries ▼ (0.5)
ɪn ˈsentʃəɹɪz ▼ (0.5)

we are changing the way we live (.) we talk (.) our jobs (.) our education
wi ə ˈtʃeɪndʒɪŋ ðə weɪ wiː lɪv (.) wiː tʰɔːk (.) aʊə dʒɒbz (.) aʊə edjʊˈkʰeɪʃən

every few years (1.2)
ˈevɹɪ fjuː jɪəːz (1.2)

but the change is good no (1.5)
bət ðə tʃeɪndʒ ɪz gʊd nəʊ (1.5)

then (.) why am I here talking about failure (1.7)
ðen (.) waɪ əm aɪ hɪəɹ ˈtʰɔːkɪŋ əˈbaʊt ˈfeɪljə (1.7)

consider this (2.5)
kənˈsɪdə ðɪs (2.5)

you are two thousand times less likely to get killed in a airplane crash (.) than in
juː ɑː tʰuː ˈθaʊzənd tʰaɪmz les ˈlaɪklɪ tʰuː get kʰɪɬd ɪn ə ˈeəpʰleɪn kɹæʃ (.) ðæn ɪn

a car accident (1.3)
ə kʰɑːɹ ˈæksɪdəntʰ (1.3)

you know why (2.5)
juː nəʊ waɪ (2.5)

▼ because every time before a plane takes a flight (0.7)
▼ ˈbɪkəz ˈevɹɪ tʰaɪm bɪˈfɔː ə pʰleɪn tʰeɪks ə flaɪtʰ (0.7)

all possible avenues of failure are eliminated (1.6)
ɔːɬ ˈpʰɒsəbəɬ ˈævɪnjuːz əv ˈfeɪɬjə ɑːɹ ɪˈlɪmɪneɪtʰɪdʰ (1.6)

that's a good strategy no (0.9)
ðæts ə gʊd ˈstɹætɪdʒɪ nəʊ (0.9)

by cutting down on failures (.) your chances of succeeding becomes high (1.7)
baɪ ˈkʰʌtɪŋ daʊn ɒn ˈfeɪljəz (.) jɔː ˈtʃɑːnsɪz əv səkˈsiːdɪŋ bɪˈkʰʌmz haɪ (1.7)

so (.) I am here today to talk about five major ways you can fail in this century (.)
səʊ (.) aɪ em hɪə tʰəˈdʰeɪ tʰuː tʰɔːk əˈbaʊ faɪv ˈmeɪʤə weɪz juː kʰən feɪl ɪn ðə ˈsentʃəɹɪ (.)

so that you are better prepared for it (1.3)
səʊ ðət juː ɑː ˈbetə pɹɪˈpʰeəd fɔː ɪtʰ (1.3)

let's start (2.1)
lets stɑːtʰ (2.1)

so the first (.) ▼and the easiest way you can fail in this century (.)
səʊ ðə fɜːstʰ (.)▼ ænd ðə ˈiːzɪɪst weɪ ju kʰən feɪl ɪn ðɪs ˈsentʃəɹɪ (.)

is by fearing fire (2.4)
ɪz baɪ ˈfɪəɹɪŋ ˈfaɪə (2.4)

let us consider the scenario when our ancestors first saw fire (2.8)
letʰ əs kənˈsɪdə ðə sɪˈnɑːɹɪəʊ wen aʊə ˈænsestəz fɜːst sɔː ˈfaɪə (2.8)

let us call two of them as Bo Singh and Yo Singh (2.1)
let əs kʰɔːɬ tʰuː əv ðəm æz bəʊ sɪŋ ænd jəʊ sɪŋ (2.1)

so when Bo first looked at fire (.) he was scared of it (.) it was hot (.) it could
səʊ wen bəʊ fɜːs lʊkt ət ˈfaɪə (.) hiː wəz skeəd əv ɪtʰ (.) ɪt wəz hɒtʰ (.) ɪt kʰʊd

burn him (1.2)
bɜːn hɪm (1.2)

but when Yo looked at this amazing ball of fire (.) he told Bo (.) let's do
bət wen jəʊ lʊktʰ ət ðɪs əˈmeɪzɪŋ bɔːl əv ˈfaɪə (.) hiː tʰəʊːd bəʊː (.) lets dʰuː

something ▼ with it (0.5)
ˈsʌmθɪŋ ▼ wɪð ɪtʰ (0.5)

Bo was like no no are you mad (1.3)
bəʊ wəz laɪk nəʊ nəʊ ɑ juː mædʰ (1.3)

but Yo went ahead (1.1)
bʌt jəʊ went əˈhɛdʰ (1.1)

and he experimented with fire (1.2)
ænd hiː ɪkˈspeɹɪmentɪd wɪð ˈfaɪə (1.2)

soon he realised that he could use fire to stay warm scare off animals and
suːn hiː ˈɹɪəlaɪzd ðət hiː kʰəd juːz ˈfaɪə tʰuː steɪ wɔːm skeə ɒf ˈænɪməːłz æn

to cook food (1.9)
tʰuː kʰʊk fuːdʰ (1.9)

but our little Bo Singh (.) he was still scared (0.6)
bʌt aʊə ˈlɪtʰɬ bəʊ sɪŋ (.) hiː wəz stʰɪɬ skeədʰ (0.6)

he was still living in dark (.) braving the cold eating raw flesh (1.2)
hiː wəz stʰɪɬ ˈlɪvɪŋ ɪn dʰɑːːk (.) ˈbɹeɪvɪŋ ðə kʰɒʊłd ˈiːtʰɪŋ ɹɔː fleʃ (1.2)

and by the time he realised the use of fire (0.4)
ən baɪ ðə tʰaɪm hiː ˈɹɪəlaɪzd ðə juːs əv ˈfaɪə (0.4)

Yo had already moved ahead (.) ▼and was building superior things using fire (2.9)
jəʊ həd ˈɔːɬɹedɪ muːvd əˈhedʰ (.) ▼ən wəz ˈbɪłdɪŋ suːˈpʰɪəɹɪə θɪŋz ˈjuːzɪŋ ˈfaɪə (2.9)

technology is the fire of the twenty-first century (0.6)
tʰekˈnɒlədʒɪ ɪz ðə ˈfaɪə əv ðə tʰwentʰɪˈfɜːst ˈsentʃəɹɪ (0.6)

and a lot of us like (.) are like Bo Singh (0.9)
ænd ə lɒt əv əs laɪk (.) ɑː laɪk bəʊ sɪŋ (0.9)

we fear technology (0.7)
wiː fɪə tʰekˈnɒlədʒɪ (0.7)

we fail to understand that technology is just a better way of doing things (7.1)
wiː feɪl tʰuː ʌndəˈstænd ðət tʰekˈnɒlədʒɪ ɪz dʒʌst ə ˈbetə weɪ əv ˈduːɪŋ θɪŋz (7.1)

StIndE Speaker (TEDx Speaker)

look at TED (0.8)
lʊk æ ʈeɖ (0.8)

billions of people can watch these amazing videos (.)
ˈbɪːljənz əv ˈpiːpəl kæn wɒtʃ d̪iːz əˈmeɪːzɪŋ ˈʊɪɖɪoːz (.)

▼from anywhere in the world (1.4)
▼ frɒm ˈenɪʋeə ɪn d̪ə wɜːld (1.4)

just because the head of TED Chris Anderson (.) he didn't fear technology (0.9)
dʒʌs bɪˈkʌz d̪ə heɖ əv ʈeɖ krɪs ˈændəsæn (.) hiː ˈɖɪɖn fɪə ʈekˈnɒlɪdʒɪ (0.9)

look at the founders of (.) Uber Amazon Facebook WhatsApp (1.0)
lʊk əʈ d̪ə ˈfaʊndəz əv (.) ˈuːbə ˈæməzæn ˈfeɪsbʊk wɒʈsˈapʰ (1.0)

these are those people (.) who didn't fear technology (.) they embraced it (.) and they
d̪iːz ɑː d̪oːz ˈpiːpəːl (.) huː ˈdɪdn fɪə ʈekˈnɒlɪdʒɪ (.) d̪eɪ ɪmˈbɾeɪsʈ ɪʈh (.) æn d̪eɪ

have changed the world we live in today (1.0)
həv ˈʧeɪːndʒd d̪ə wɜːld wiː lɪv ɪn ʈuˈɖeɪ (1.0)

so (0.6)
saʊ (0.6)

the choice is yours (0.7)
d̪ə ʧɔɪs ɪz jɔːz (0.7)

either be like Bo Singh (0.5)
ˈiːd̪ə biː laɪk boː seŋ (0.5)

or be like Yo Singh (2.8)
ɔː biː laɪk joː seŋ (2.8)

let’s talk about the second way ▼ of failing in this century (1.6)
leʈs ʈɔːk əˈbaʊʈ ɖə ˈsekændˌ weɪ ▼ əv ˈfeɪlɪŋ ɪn ɖɪs ˈsɛntʃʊɹɪ (1.6)

and the second way (.) you can fail in this century (0.6)
ænd ɖə ˈsekændˌ weɪ (.) juː kæn feɪl ɪn ɖɪs ˈsɛntʃʊɹɪ (0.6)

is by considering (.) your education (0.6)
ɪz baɪ kʌnˈsɪɖɛɹɪŋ (.) jɔː edjʊˈkeɪʃən (0.6)

completed with your schooling or your degree (2.2)
kʌmˈpliːʈɪdˌ wɪɖ jɔː ˈskuːlɪŋ ɔː jɔː ˈɖɪgɹiː (2.2)

let's look at the top ten skills (.) required by twenty twenty (.) according to a report (.)
leʈs lʊk əʈ ɖə ʈɒp ʈen skɪlz (.) ɹɪˈkwaɪəd baɪ ˈʈwenʈɪ ˈʈwenʈɪ (.) əˈkɔːɖɪŋ ʈuː ə ɹɪˈpɔːʈʰ (.)

by World Econo– (.) by the World Economic Forum (0.8)
baɪ wɜːld ekəˈn (.) baɪ ɖə wɜːld ekˈnɒmɪk ˈfɔːɹəm (0.8)

some of them are (.) creativity (.) critical thinking (.) complex problem solving (1.1)
səm əv ɖəm ɑː (.) kɾiːeɪˈʈɪvɪʈɪ (.) ˈkɾɪʈɪkəl ˈʈʰɪŋkɪŋ (.) kɒmˈpleks ˈpɹɒblɛm ˈsɒlvɪŋ (1.1)

but my question is (1.4)
bʌʈ maɪ ˈkwestʃæn ɪz (1.4)

▼is our education system (1.0)
▼ɪz aʊə edjʊˈkeɪʃən sɪsˈtɪm (1.0)

even focused on teaching us these skills (1.6)
ˈiːvən ˈfoːkɪst ɒn ˈʈiːtʃɪŋ əs ɖiːz skɪlz (1.6)

well (0.7)
wel (0.7)

the answer is a big no (1.4)
ɖɪ ˈɑːnsə ɪz ə bɪg noː (1.4)

our education system today (.) is just making us competent (0.5)
aʊə edʒʊˈkeɪʃən ˈsɪsʈɪm ʈuˈɖeɪ: (.) ɪz dʒʌsʈ ˈmeɪkɪŋ əs ˈkɒmpɪʈæntʰ (0.5)

at reproducing (.) what is being taught (1.1)
ət ɹiːpɹəˈdjuːsɪŋ (.) ʋɒʈ ɪz ˈbiːɪŋ ʈɔːʈʰ (1.1)

the focus (.) is on (.) mass production of people (.) just like in factories (2.1)
ɖ̪ə ˈfoːkəs (.) ˈɪz ˈɒn (.) ˈmæs pɹəˈɖʌkʃən ˈəv ˈpiːpəl (.) ˈdʒʌst ˈlaɪk ˈɪn ˈfæktəɹɪz (2.1)

it is very much evident (.) from the language we use today (1.3)
ɪʈ ɪz ˈʋeɹɪ mʌʧ ˈeʊɪɖɛnʈʰ (.) frɒm ɖ̪ə ˈlæŋgwɪdʒ wiː juːz ʈuˈɖeɪ (1.3)

we call ▼ ourselves a product (.) of two thousand five batch (0.6)
ʊi kɔːl ▼ aʊəˈself ə pɹɒˈɖʌktʰ (.) əv ʈuː ˈʈ̪ʰaʊzənd faɪʊ bætʃ (0.6)

or (.) I got placed (.) in Goldman Sachs (0.7)
ɔː (.) aɪ gɒʈ pleːsʈ (.) ɪn ˈgoːlɖmən saks (0.7)

for God's sake (0.7)
fɔː gɒɖz seː (0.7)

you're a human being (.) not a factory product (2.1)
jɔː ə ˈhjuːmən ˈbiːɪŋ (.) nɒʈ ə ˈfækʈəɹɪ ˈpɹɒɖʌkʈʰ (2.1)

so (1.3)
saʊ (1.3)

our (.) today (.) our education system (1.3)
aʊə (.) ʈuˈɖeɪ (.) aʊə edjʊˈkeɪʃən sɪsˈʈɪm (1.3)

has reduced (0.6)
hæz ɹɪˈdjuːstʰ (0.6)

to a way (.) not to make us intellectually uh (.) not to make us grow intellectually (0.6)
ʈuː ə ʋeɪ (.) nɒʈ ʈuː meɪk əs ɪnʈɪˈlekʧəəlɪ ʌː (.) nɒʈ ʈuː meɪk əs gɹoː ɪnʈɪˈlekʧəəlɪ (0.6)

but just to collect more certificates and more s– degrees ▼ (1.0)
bʌt̪ dʒʌs t̪uː kɒˈlek mɔː səɹt̪ɪfɪˈkɛt̪s ənd mɔː sə- ɖɪˈgɹiːz ▼ (1.0)

because with every certificate (1.7)
bɪˈkɪz wɪɖ̪ ˈevɒɪ səɹt̪ɪfɪˈkɛːːt̪ (1.7)

it (.) shows that we have gone through the quality check (1.1)
ɪt (.) ʃəʊz ɖ̪æt̪ vi: hævʊ gɒːːn θɹuː ðə ˈkwɒlɪtɪ tʃek (1.1)

and that's sad no (1.1)
ænd ɖ̪æt̪s sæɖ̪ noː (1.1)

so (.) what can we do (1.0)
saʊ (.) vɒt̪ kæn vi: ɖ̪uː (1.0)

well (0.5)
wel (0.5)

the best you can do (.) in the century (.) is to become a self-learner (0.9)
ɖ̪ə best̪ juː kæn ɖ̪uː (.) ɪn ɖ̪ə ˈsɛntʃəɹɪ (.) ɪz t̪uː bɪˈkʌm ə self ˈlɜːnəɹ (0.9)

use the school you carry in your pocket (1.3)
juːz ɖ̪ə skuːl juː ˈkæɾɪ ɪn jɔː ˈpɒkɪtʰ (1.3)

you want an answer to something (.) google it (0.7)
juː vɒn ən ˈɑːnsə t̪uː ˈsʌmt̪ʰɪŋ (.) guːgl ɪt̪ʰ (0.7)

you want to learn (.) a new course (.) use the free (.) online education ▼ portals (0.9)
juː vɒnt̪ t̪uː lɜːn (.) ə njuː kɔːːs (.) juːz ɖ̪ə friː (.) ˈɒnlʌɪn edjʊˈkeɪʃən▼ ˈpɔːtəˑz (0.9)

whether you wanna learn a new skill a new language or get connected with
ˈvɐɖ̪ə juː vɒne lɜːn ə njuː skɪːːl ə njuː ˈlæŋgwɪdʒ ɔː get̪ kʌˈnekt̪ɪɖ̪ʰ wɪɖ̪

a mentor (0.5)
ə ˈment̪ə (0.5)

use the school you carry in your pocket (4.7)
juːz ɖə skuːl juː ˈkæɾɪ ɪn jɔː ˈpɒkɪʈʰ (4.7)

but wait (0.7)
bʌʈ weɪʈʰ (0.7)

didn't everyone tell us (0.9)
ˈɖɪnʈ ˈevɾɪvʌn ʈel ɛs (0.9)

go to school (.) get good grades (.) you'll get into a good college (.) you will
goː ʈuː skuːːl (.) geʈ gʊd gɹeɪːɖz (.) juːl geʈ ˈɪnʈuː ə gʊd ˈkɒːːlɪːdʒ (.) juː ʊɪl

which will get you a good job (.) and you'll be set for life (1.1)
ʊɪtʃ ʊɪl geʈ juː ə gʊd dʒɒːːb (.) ænd juːl biː seʈ fɔː laɪf (1.1)

time for reality check
ʈaɪm fɔː ɾɪˈælɪʈɪ tʃɛk

Appendix C: Questionnaire

Questionnaire

Name: _____

Section 1: Personal profile

1 Language combination

- Please give your working languages as A-, B- or C- languages. Please give them as you would use them in the world of work, which may be different from the combination you are registered for at university.

A-language _____

B-language(s) _____

_____

C-language(s) _____

_____

_____

2 Please list any other languages you speak / understand and specify your level for each language using the A1 – C2 scale:

_____

3 Now please state the extent of your interpreting experience.

(a) How many semesters have you been taking practical interpreting classes (Übungen)?

_____

(b) Have you taken part in any simulation conferences? If so, how many simulation conferences have you taken part in at the university?

_____

(c) Have you done any real-world simultaneous conference interpreting? If so, how many hours approximately?

_____

Section 2: Today's Videos

4 How would you rate the difficulty of the subject matter today?

Very easy				Very difficult
☐	☐	☐	☐	☐

5 The following questions are all about **speaker 1**:

(a) How would you rate the overall difficulty of the first speaker?

Very difficult to interpret				Very easy to interpret
☐	☐	☐	☐	☐

(b) How would you rate the speed of the first speaker?

Far too slow				Far too fast
☐	☐	☐	☐	☐

(c) How would you rate the difficulty of the terminology used by speaker 1?

Really easy				Really difficult
☐	☐	☐	☐	☐

(d) How did you find speaker 1's accent?

No problems understanding				Near impossible to understand
☐	☐	☐	☐	☐

6 The following questions are all about **speaker 2**:

(a) How would you rate the overall difficulty of the second speaker?

Very difficult to interpret				Very easy to interpret
☐	☐	☐	☐	☐

(b) How would you rate the speed of the second speaker?

Far too slow				Far too fast
☐	☐	☐	☐	☐

(c) How would you rate the difficulty of the terminology used by speaker 2?

Really easy				Really difficult
☐	☐	☐	☐	☐

(d) How did you find speaker 2's accent?

No problems understanding				Near impossible to understand
☐	☐	☐	☐	☐

Section 3: Varieties of English

7 Please tick the variety of English you learned at school:

☐ British English ☐ American English ☐ Other (please specify)

_____

8 Have you ever lived in a country where you communicated with people primarily in English?

☐ yes ☐ no

If you answered 'no', please continue to question 9.
If you answered 'yes', please answer questions 8 (a) and (b).

(a) Which country / countries? Please state all.

_____

(b) How long did you live in this country / these countries? Please state for all countries listed above. Example: *USA – 2 months, Norway – 1 year*).

_____

_____

9 Which varieties of English have you come into contact with before? How well acquainted are you with each of them?

	I have never heard this variety before	I have come into contact with this variety before, but do not know it well	I know this variety well
African American English			
African Englishes			
Australian English			
British English			
Caribbean Englishes			
General American English			
Indian English			
Other South Asian Englishes			
Singapore English			
South African English			

10 Please take a moment to consider the role of different varieties of English in your life now. To give you some inspiration, you can think about:

- media consumption (films, TV, videos, songs, news…)
- your social life (English-speaking friends)
- the workplace

Please state all varieties of English which play a **major** role in your life (General American, British….):

_____

11 Are there any accents in English that you have trouble interpreting? Feel free to include both native and non-native varieties.

_____

Section 4: South Asian Englishes

12 How often have you encountered South Asian Englishes (Indian, Pakistani, Bangladeshi…) in the past year?

- ☐ never
- ☐ every few months
- ☐ once a month
- ☐ once a week
- ☐ daily

13 Have South Asian Englishes (Indian, Pakistani, Bangladeshi…) ever played a major role in your life?

☐ yes ☐ no

If you answered 'no', please skip to question 14.
If you answered 'yes', please state in what way they play or have played a major role in your life (tick all that apply):

- ☐ I work with people from South Asia or have done so in the past
- ☐ I have family from South Asia.
- ☐ I have a partner / friends from South Asia or did in the past
- ☐ I have travelled to South Asia
- ☐ I consume South Asian media
- ☐ Other

14 Have you ever been to India or another South Asian country (e.g. Pakistan, Bangladesh…)?

☐ yes ☐ no

If you answered 'no' please continue to question 15.
If you answered 'yes', please answer questions 14 (a) to (d).

(a) Where in South Asia have you been?

_____

(b) When did you travel to South Asia? Please state the month and year.

_____

(c) How long have you spent in South Asia in total?

_____

(d) What was the nature of your stay?

☐ work

☐ travel

☐ visiting family / friends

☐ other

15 Have you ever interpreted a speaker of South Asian Englishes before today?

☐ yes ☐ no

If you answered 'no', please skip to the end.
If you answered 'yes', please answer questions 15 (a) to (d).

(a) When did you interpret a speaker of South Asian Englishes? Please state the month and year:

_____

(b) For how many hours in total have you interpreted a speaker of South Asian Englishes? _____

(c) What was the nature of the interpreting? Please tick all that apply:

☐ simultaneous

☐ consecutive

☐ dialogue

☐ conference

(d) Please state how easy or difficult you found it interpreting this speaker / these speakers overall:

Very difficult to interpret				Very easy to interpret
☐	☐	☐	☐	☐

[End of questionnaire]

Thank you for your time!

Appendix D: Detailed evaluation of interpreter's performance

- I.U.: Idea Units
- P.: Points

Participant A-1

Table 12: Detailed evaluation of participant A-1

I.U.	**Original**	**Interpretation**	**Comments**	**P.**
1	Good morning, everyone.	guten Morgen alle zusammen (3.1)		1
2	It took us two hundred thousand years to turn from hunters to farmers	wir haben (2.7) ungefähr zweihunderttausend Jahre gebraucht um uns von Jägern zu (.) Bauern zu entwickeln (.)		1
3	and another twelve thousand years to turn from farmers to an industrial society.	und dann noch einmal zweihunderttausend Jahre um zu einer Industrie (.) Gesellschaft zu werden (0.5)	Faux-sens (overall meaning largely intact)	0.5
4	But this twenty-first century is a little different.	aber das einundzwanzigste Jahrhundert ist ein bisschen anders (1.0)		1
5	Today the change is not pl- taking place in thousands of years or in centuries.	die Veränderungen (.) äh (0.6) nehmen ni— (1.5) sind nicht innerhalb von (.) wenigen Jahr— (0.9) sind in wenigen Jahren (.) sofort da (0.5)	Presentation problems	0

6	We are changing the way we live, we talk, our jobs, our education every few years.	in ein paar Jahren verändert sich alles in Bildung (.) und allen möglichen Sektoren (2.2)	Faux-sens, omissions.	0
7	But the change is good, no?	—	Omission	0
8	Then why am I here talking about failure?	warum bin ich also hier und (wrede) über (.) über das Versagen (1.9)		1
9	Consider this:	nehmen wir Folgendes an (1.4)	Faux-sens	0
10	You are two thousand times less likely to get killed in a airplane crash than in a car accident.	man ist zweitausend Mal weniger (3.1) es ist zweitausend (malt) weniger wahrscheinlich dass man (.) in (.) einem (.) Flugzeugabsturz (stürzt als) (.) als in einem Autounfall (0.7)		1
11	You know why?	—	Omission	0
12	Because every time before a plane takes a flight	weil jedes Mal (1.0) bevor ein Flugzeug startet		1
13	all possible avenues of failure are eliminated.	werden alle (.) möglichen Versäumnisse eliminiert		1
14	That's a good strategy, no?	das ist eine sehr gute Strategie (.)		1
15	By cutting down on failures your chances of succeeding becomes high.	dass man (.) dieses Versagen (0.5) äh verringert und dadurch wird (der) die (das) Wahrscheinlichkeit des Erfolgs höher (0.6)		1

16	So I am here today to talk about five major ways you can fail in this century	ich bin also heute hier (0.8) um f— über fünf (2.3) Dinge zu sprechen die zum Versagen in diesem Jahrhundert führen können (.)		1
17	so that you are better prepared for it.	damit wir besser darauf vorbereitet sind (.)		1
18	Let's start.	beginnen wir also (0.6)		1
19	So the first and the easiest way you can fail in this century is by fearing fire.	der erste und einfachste Weg (.) in diesem Jahrhundert zu versagen ist (.) (dah sicht) sich vor dem Feuer zu fürchten (2.6)		1
20	Let us consider the scenario when our ancestors first saw fire.	(gehm) wir davon aus dass unsere Vorfahren (5.5) (mpf—) (1.3) (mf—) (2.9)	Presentation problems, omission.	0
21	Let us call two of them as Bo Singh and Yo Singh.	—	Omission	0
22	So when Bo first looked at fire he was scared of it; it was hot; it could burn him.	ah wenn sie als sie als sie Feuer entdeckt haben (1.6) (f—) (1.1) war einer von ihnen (.) hatte einer von ihnen Angst	Omission, presentation problems (overall meaning largely intact),	0.5
23	But when Yo looked at this amazing ball of fire, he told Bo: ‘let's do something with it’	und ein anderer sagte (.) nein machen wir etwas damit (.)		1

24	Bo was like, 'No, no, are you mad?'	und der andere sagte wieder bist du wahnsinnig (1.4)		1
25	But Yo went ahead and he experimented with fire	aber (0.8) der andere hat experimentiert		1
26	Soon he realised that he could use fire to stay warm, scare off animals and to cook food.	und hat herausgefunden dass er dieses Feuer benutzen kann (.) damit er (.) damit es warm bleibt damit er (0.6) Tiere erschreckt und damit er (0.6) ah (1.2) Essen kocht (1.4)		1
27	But our little Bo Singh he was still scared.	—	Omission	0
28	He was still living in dark, braving the cold, eating raw flesh.	es war trotzdem noch eine dunkle Zeit (.) für für den anderen (1.1) Höhlenmenschen	Omissions, faux-sens	0
29	And by the time he realised the use of fire,	und nach einer Zeit hat er herausgefunden (0.6) dass (1.5) mit dem Feuer viel viel größere Möglichkeiten vorhanden waren (1.3)	Addition (overall meaning largely intact)	0.5
30	Yo had already moved ahead and was building superior things using fire	—	Omission	0
31	Technology is the fire of the twenty-first century.	Technologie ist das Feuer des einundzwanzigsten Jahrhunderts (1.2)		1

32	And a lot of us like... are like Bo Singh	und viele von uns (2.4)	Omission	0
33	We fear technology.	ah (.) fürchten sich auch (0.5) vor vor Technologien (.)		1
34	We fail to understand that technology is just a better way of doing things.	wir wir verstehen nicht dass Technologien nur ein besserer (.) ein neuer Weg ein besserer Weg ist (.) ah die Dinge anzugehen (2.2)		1
Speaker change				
35	Look at TED.	sehen Sie sich (0.8) TED an zum Beispiel (0.6)		1
36	Billions of people can watch these amazing videos from anywhere in the world.	Milliarden Menschen schauen sich Videos aus der ganzen Welt an (0.8)	Faux-sens (overall meaning largely intact)	0.5
37	Just because the head of TED - Chris Anderson - he didn't fear technology.	nur weil Chris Anderson (1.1) sich nicht vor (.) vor Technologie (1.0) gefürchtet hat		1
38	Look at the founders of Uber, Amazon, Facebook, WhatsApp.	das gleiche gilt auch für die (0.5) für die Erfinder von Uber WhatsApp (0.5) oder Amazon		1

39	These are the people who didn't fear technology. They embraced it, and they have changed the world we live in today	das sind Leute die sich nicht vor Technologie gefürchtet haben sondern (0.5) die (0.6) die Welt durch die Technologie verändert haben		1
40	So the choice is yours. Either be like Bo Singh, or like Yo Singh.	also die (3.0) die (1.3) Wahl liegt bei (.) bei euch (1.8)	Omission	0
41	Let’s talk about the second way of failing in this century.	—	Omission	0
42	And the second way you can fail in this century	die zweite Art wie man in diesem Jahrhundert versagen (kannt) (2.3) ist der Folgende (3.7)		1
43	is by considering your education completed with your schooling or your degree.	das ist dass man (.) seine eigene Bildung (.) und seinen Bildungsweg (0.5) durch nach der Schule oder nach der Universität als (.) beendet (anseht) (0.9)		1
44	Let's look at the top ten skills required by twenty twenty	die wichtigsten Skills (.) die man bis ah (1.1) im Jahr zweitausendzweihundert erreicht haben sollte (1.2)	Faux-sens	0
45	according to a report by World E– by the World Economic Forum.	—	Omission	0

46	Some of them are creativity, critical thinking, complex problem solving.	sind (0.8) komplexe Problemlösung kritisches Denken (.)	Omissions (overall meaning largely intact)	0.5
47	But my question is:	und meine Frage ist nun (1.1)		1
48	Is our education system even focused on teaching us these skills?	ist unser Bildungssystem (0.5) wirklich darauf konzentriert uns diese (.) Skills beizubringen (.)		1
49	Well the answer is a big ‘no’.	und (.) die Antwort ist ein (.) ein eindeutiges Nein (0.9)		1
50	Our education system today is just making us competent at reproducing what is being taught.	unser Bildungssystem heute (1.2) macht uns (null) kompetent (.) darin dass wir das (.) reproduzieren (.) was uns beigebracht wird		1
51	The focus is on mass production of people, just like in factories.	es geht um die Massenproduktion von Menschen wie in einer (0.5) wie in einer Industrie wie in einer Firma (1.8)	Faux-sens (overall meaning largely intact)	0.5
52	It is very much evident from the language we use today.	äh auch aus unser Sprache geht klar hervor (1.3) um was es geht (3.0)		1
53	We call ourselves a ‘product’ of two thousand and five batch.	—	Omission	0

54	Or, I got ‘placed’ in Goldman Sachs.	ah (.) es geht darum wo (.) wo wir arbeiten (1.0)	Faux-sens	0
55	For God's sake!	—	Omission	0
56	You're a human being, not a factory product!	aber (.) man muss (.) sehen dass man kein (.) kein Produkte ist sondern ein ein menschliches Wesen (5.2)		1
57	So… uhm… Today our education system has reduced to a way not to make us intellectually… not to make us grow intellectually.	heutzutage ist unser Bildungssystem also darauf (.) reduziert (1.1) dass wir nicht (.) intellektuell werden sondern dass wir (0.7) intellektuell wachsen (1.8)	Contre-sens, nonsense	0
58	But just to collect more certificates and more degrees.	es geht nur darum (.) immer mehr Zertifikate (.) und (.) Abschlüsse zu sammeln (2.6)		1
59	Because with every certificate, it shows that we have gone through the quality check.	(weil) es zeigt dass wir uns (.) ah (.) diesen ganzen administrativen Weg angetan haben	Faux-sens	0
60	And that's sad, no?	das ist eigentlich traurig (.)		1
61	So what can we do?	was können wir also tun (1.4)		1
62	Well, the best you can do in this century is to become a self-learner.	das Beste was wir in diesem Jahrhundert machen können (0.5) ist (.) äh (.) selbst zu lernen (1.0)		1

63	Use the school you carry in your pocket.	man muss (.) die (.) Schule die man seiner eigenen Hosentasche hat benutzen		1
64	You want an answer to something? Google it.	wenn man eine Antwort braucht (.) googelt man es (.)		1
65	You want to learn a new course? Use the free online education portals.	wenn man etwas Neues lernen will kann man (.) die (.) gratis (1.1) Bildungsportale (.) im Internet benutzen (0.6)		1
66	Whether you want to learn a new skill, a new language or get connected with a mentor, use the school you carry in your pocket.	wenn man sich ei— (.) wenn ma– (.) eine neue (.) Sprache lernen will (.) oder sich mit anderen (.) Menschen verbinden soll (.) muss man unbedingt die Schule die man in der Hosentasche herumträgt benutzen (1.8)	Omission, faux-sens (overall meaning largely intact)	0.5
67	But wait.	—	Omission	0
68	Didn't everyone tell us:	aber hat man uns nicht gesagt		1
69	‘Go to school, get good grades, you will get into a good college,	dass man wenn man (0.9) in der Schule ist und gute Noten bekommt (.) und dann (.) eine (.) an eine gute Universität geht		1
70	which will get you a good job, and you'll be set for life!’	bekommt man einen Job (.) und (.) dann ist das Leben geregelt (.)		1
71	Time for reality check.	aber hier brauchen wir einen Reality Check		1

Participant A-2

Table 13: Detailed evaluation of participant A-2

I.U.	Original	Interpretation	Comments	P.
1	Good morning, everyone.	guten Morgen allerseits (3.8)		1
2	It took us two hundred thousand years to turn from hunters to farmers	es hat uns (.) zweihunderttausend Jahre (.) gebraucht bis wir von den Jägern zu den (0.5) zur heutigen Zeit gekommen sind	Faux-sens	0
3	and another twelve thousand years to turn from farmers to an industrial society.	und weitere tausende Jahre (.) alle zu um zu einer industriellen (0.6) Industrie zu kommen (0.7)	Nonsense in the context of 2.	0
4	But this twenty-first century is a little different.	was machen (.) das (incomprehensible) das einundzwanzigste Jahrhundert ist ganz anders (.)		1
5	Today the change is not pl- taking place in thousands of years or in centuries.	heute verändert es sich nicht durch tausende von Jahre und Jahrhunderten		1
6	We are changing the way we live, we talk, our jobs, our education every few years.	nein wir verändern uns und wie wir leben wie wir sprechen wie wir unsere Arbeit unsere Bildung durchführen alle paar Jahre (1.5)		1

7	But the change is good, no?	aber diese (.) Veränderungen (0.9) finden statt	Faux-sens	0
8	Then why am I here talking about failure?	und warum bin ich hier also um über (.) Verluste und (1.4) zu sprechen (1.2)	Faux-sens	0
9	Consider this:	denken Sie darüber nach		1
10	You are two thousand times less likely to get killed in a airplane crash than in a car accident.	es sind zweitausend (.) sehr viel (.) wahrscheinlicher (.) zu (.) sterben in einem Flugzeug (1.1) Absturz als in einem normalen Unfall	Nonsense	0
11	You know why?	warum (0.9)		1
12	Because every time before a plane takes a flight	weil (0.6) jedes Mal bevor ein Flugzeug abhebt		1
13	all possible avenues of failure are eliminated.	alle möglichen (1.1) Wahrscheinlichkeiten warum das passieren kann (.) werden eliminiert	Omission (no context) (overall meaning largely intact)	0.5
14	That's a good strategy, no?	und das ist eine gute Methode		1
15	By cutting down on failures your chances of succeeding becomes high.	um Fehler und bestimmte Arten zu (2.4) erfolgreich zu sein (0.8) werden (.) verändert	Nonsense	0

16	So I am here today to talk about five major ways you can fail in this century	und das heißt ich spreche heute über fünfundzwanzig Arten wie man (1.6) nicht (.) erfolgreich sein kann	Faux-sens, contre-sens	0
17	so that you are better prepared for it.	—	Omission	0
18	Let's start.	lass uns anfangen		1
19	So the first and the easiest way you can fail in this century is by fearing fire.	das Erste (0.5) und der leichteste (incomprehensible) Methode um nicht erfolgreich zu sein ist (.) die Angst vor Feuer (1.3) gefeuert zu werden	Contre-sens	0
20	Let us consider the scenario when our ancestors first saw fire.	lasst uns mal Folgendes (0.6) anschauen wenn wir unsere (incomprehensible) Vor– (1.1) fahren anschauen (.)	Omission	0
21	Let us call two of them as Bo Singh and Yo Singh.	wir nennen sie (3.8)	Omission	0
22	So when Bo first looked at fire he was scared of it; it was hot; it could burn him.	also es gibt eine Art (.) wenn man (0.7) es war (1.0) man könnte (.) verbrannt werden	Nonsense, faux-sens	0
23	But when Yo looked at this amazing ball of fire, he told Bo: ‘let's do something with it’	aber wenn man sich das anschaut diese unglaubliche Art z— zu von Feuer (.) mach lass uns etwas damit machen (.)	Nonsense, faux-sens	0

24	Bo was like, 'No, no, are you mad?'	und er hat gesagt nein (incomprehensible) (.) bist du verrückt	Omission (no context) (overall meaning largely intact)	0.5
25	But Yo went ahead and he experimented with fire	aber (0.7) du im (.) (incomprehensible) und er hat etwas mit Feuer ausprobiert	Nonsense, omission (no context)	0
26	Soon he realised that he could use fire to stay warm, scare off animals and to cook food.	also er hat herausgefunden dass er Feuer verwenden könnte (.) um (0.5) warm zu bleiben oder (.) (incomprehensible) Tiere wegzu- (.) bringen indem sie Angst haben (0.6)	Faux-sens (overall meaning largely intact)	0.5
27	But our little Bo Singh he was still scared.	aber (.) natürlich haben wir trotzdem Angst	Faux-sens	0
28	He was still living in dark, braving the cold, eating raw flesh.	weil wir in einer Dunkelheit leben weil wir (1.5)	Faux-sens	0
29	And by the time he realised the use of fire,	uns als er das herausgefunden hat (.) dass man Feuer verwenden konnte (0.6)		1
30	Yo had already moved ahead and was building superior things using fire	war er bereits weiterentwickelt und (.) er hat (.) Feuer wurde verwendet für unterschiedlichste Dinge (0.5)	Faux-sens	0
31	Technology is the fire of the twenty-first century.	Technologie (0.5) ist das Feuer vom einundzwanzigsten Jahrhundert (1.1)		1

32	And a lot of us like... are like Bo Singh	und viele von uns (2.5)	Omission	0
33	We fear technology.	wir haben Angst vor der Technologie		1
34	We fail to understand that technology is just a better way of doing things.	wir verstehen sie nicht und wir verstehen nicht dass es eine bessere Art ist Dinge durchzuführen (5.9)	Addition (overall meaning largely intact)	0.5
Speaker change				
35	Look at TED.	schauen wir uns TED an		1
36	Billions of people can watch these amazing videos from anywhere in the world.	viele Millionen Menschen können sich dieses Video von überall auf der Welt anschauen	Faux-sens (overall meaning largely intact)	0.5
37	Just because the head of TED - Chris Anderson - he didn't fear technology.	nur weil sie (.) TED (.) Chris (incomprehensible) das gemacht hat weil er Technologien nicht (.) ge– äh gefürchtet hat (0.5)	Addition and presentation problems (overall meaning largely intact)	0.5
38	Look at the founders of Uber, Amazon, Facebook, WhatsApp.	(incomprehensible) Facebook WhatsApp all diese Leute (.) die das erfunden haben	Faux-sens, omissions (overall meaing largely intact)	0.5

39	These are the people who didn't fear technology. They embraced it, and they have changed the world we live in today	die wurden (.) die haben das angenommen haben es umarmt um die Welt für (.) von heute zu verändern	Faux-sens, omission	0
40	So the choice is yours. Either be like Bo Singh, or like Yo Singh.	also es ist Ihre Entscheidung (.) man kann (1.6) man kann es verwenden (.) oder auch nicht (2.5)	Faux-sens (overall meaning largely intact)	0.5
41	Let’s talk about the second way of failing in this century.	lasst uns (0.8) über (.) die zweite Art zu sprechen wie man (0.7) nicht erfolgreich sein kann diesem (.) Jahrhundert	Presentation problems (overall meaning largely intact)	0.5
42	And the second way you can fail in this century	—	Omission	0
43	is by considering your education completed with your schooling or your degree.	indem man Bildung (.) nicht (.) annimmt (0.7) weil mich die Schule (1.1) weil man die Schule nicht annimmt weil man sie nicht in Anspruch nimmt (.)	Faux-sens	0
44	Let's look at the top ten skills required by twenty twenty	bei zweitausendzwanzig (.)	Omission	0
45	according to a report by World E– by the World Economic Forum.	gab es einen Bericht vom (.) Wild– Weltwirtschaftsforum (1.2)	Faux-sens (incorrect context)	0

46	Some of them are creativity, critical thinking, complex problem solving.	gab es (.) da gab es viele Aspekte wie Kreativität komplix– komplexe Problemlösungen (0.7) et cetera (incomprehensible)		1
47	But my question is:	meine Frage ist (.)		1
48	Is our education system even focused on teaching us these skills?	ist das (.) Bildungssystem tatsächlich auch auf die Bildung (0.5) selbst (.) zu unterrichten (.) fokussiert	Nonsense	0
49	Well the answer is a big 'no'.	und die Antwort ist nein (1.1)		1
50	Our education system today is just making us competent at reproducing what is being taught.	unsere Bildungssystem (1.2) macht uns kompetent in dem was uns (.) gr– unterrichtet wird (0.5)	Faux-sens	0
51	The focus is on mass production of people, just like in factories.	und dieser Fokus ist auf Massen– der Massenproduktion von Menschen wie in Fabriken (2.1)		1
52	It is very much evident from the language we use today.	es ist sehr eindeutig dass (.) wie die (mpf) Sprache verwendet wird (.)		1
53	We call ourselves a 'product' of two thousand and five batch.	dass wir uns ein Produkt (.) des zweitausendfünfzehn (.) Jahrgangs nennen (1.6)		1
54	Or, I got 'placed' in Goldman Sachs.	und (.)	Omission	0

55	For God's sake!	um Gottes Willen		1
56	You're a human being, not a factory product!	wir sind alle menschliche Wesen (incomprehensible) kein Fabrikprodukt (4.0)		1
57	So… uhm… Today our education system has reduced to a way not to make us intellectually… not to make us grow intellectually.	also (1.9) heute (.) ist unser Bildungssystem (0.8) in einer Art reduziert worden um uns nicht intellektuell zu fördern (.)		1
58	But just to collect more certificates and more degrees.	sondern (.) um uns ganz spe– (.) auf eine spezielle Art (incomprehensible) dass wir (.) mehr Signifikanz und mehr (0.7) Level (.) haben	Nonsense	0
59	Because with every certificate, it shows that we have gone through the quality check.	weil nämlich mit jedem Zertifikat sch– (.) zeigen wir dass wir eine gewisse Qualitätsstufe erreicht haben		1
60	And that's sad, no?	das ist irgendwie traurig oder nicht (1.4)		1
61	So what can we do?	also was können wir machen (1.2)		1
62	Well, the best you can do in this century is to become a self-learner.	nun ja (0.5) das Beste was wir machen können in diesem Jahrhundert ist (.) indem man ein (.) Autodidakt wird (1.0)		1

63	Use the school you carry in your pocket.	wir können das Ganze mit uns herumtragen (.)	Faux-sens	0
64	You want an answer to something? Google it.	wir können etwas googlen (.)	Omission	0
65	You want to learn a new course? Use the free online education portals.	wenn man einen neuen Kurs machen möchte (.) könnte man das (.) online (.) die Online-Plattform verwenden (0.8)	Faux-sens (overall meaning largely intact)	0.5
66	Whether you want to learn a new skill, a new language or get connected with a mentor, use the school you carry in your pocket.	wenn man eine neue Fertigkeit eine neue Sprache zur f– (.) lernen (.) oder einen Mentor bekommen (incomprehensible) kann man (3.4) die Dinge verwenden die wir mit uns tragen		1
67	But wait.	aber lass uns (1.6) lass uns hier mal stoppen (.)		1
68	Didn't everyone tell us:	hat uns nicht jeder gesagt		1
69	‘Go to school, get good grades, you will get into a good college,	wir sollen in Schule gehen in großartige Schulen in ein gutes Universität	Omission (overall meaning largely in intact)	0.5
70	which will get you a good job, and you'll be set for life!’	an eine gute Arbeit bekommen um dann (.) fürs Leben fertig zu sein (.)		1
71	Time for reality check.	Realität ist anders		1

Participant A-3

Table 14: Detailed evaluation of participant A-3

I.U.	Original	Interpretation	Comments	P.
1	Good morning, everyone.	guten Morgen allerseits (4.6)		1
2	It took us two hundred thousand years to turn from hunters to farmers	zweihunderttausend Jahre haben wir (.) gebraucht (0.7) um uns (0.5) von Jägern (0.7) zu (.) Bauern (.) zu ent- (.) wickeln (0.7)		1
3	and another twelve thousand years to turn from farmers to an industrial society.	und dann nochmal so lange um (.) uns in eine industrielle Gesellschaft (.) zu verwandeln (.)	Omission (overall meaning still intact)	0.5
4	But this twenty-first century is a little different.	aber das einundzwanzigste Jahrhundert (.) verläuft anders (.)		1
5	Today the change is not pl- taking place in thousands of years or in centuries.	heutzutage (.) handelt (es si) sich um tausende (0.6) von Jahren oder Jahrhunderten nein	Presentation problems leading to contre-sens	0
6	We are changing the way we live, we talk, our jobs, our education every few years.	wir verändern (.) unsere Art zu leben zu sprechen zu arbeiten (.) uns zu bilden (.) alle paar Jahre (5.5)		1
7	But the change is good, no?	Veränderung ist doch gut (.)		1

8	Then why am I here talking about failure?	also (1.0) die Frage (.) ist warum bin ich hier um (.) über (.) Scheitern zu reden (.)		1
9	Consider this:	na die Sache ist die		1
10	You are two thousand times less likely to get killed in a airplane crash than in a car accident.	dass Sie (0.9) z— zweihundert Mal (2.7) die Wahrscheinlichkeit in einem (.) Flugzeug zu sterben zweihundert- (.) fach weniger ist als in einem Auto (.)	Presentation problems (overall meaning largely intact)	0.5
11	You know why?	warum (0.7)		1
12	Because every time before a plane takes a flight	weil (.) jedes Mal vor (.) Flugantritt (.)		1
13	all possible avenues of failure are eliminated.	alle (.) Möglichkeiten (.) für ein Unfall (1.2) analysiert und entgegengewir— gewirkt werden (1.7)	Addition, presentation problems (overall meaning largely intact)	0.5
14	That's a good strategy, no?	—	Omission	0
15	By cutting down on failures your chances of succeeding becomes high.	also wenn man sich (.) vorbereitet (.) dann (1.9) (verweindet) man (.) das Scheitern (.)	Faux-sens, presentation problems	0

16	So I am here today to talk about five major ways you can fail in this century	und darüber möchte ich heute sprechen (.) fünf Arten (.)	Omission	0
17	so that you are better prepared for it.	sich auf Scheitern (.) vorzu— (0.9) bereiten (.)	Faux-sens	0
18	Let's start.	—	Omission	0
19	So the first and the easiest way you can fail in this century is by fearing fire.	wie kann man sich (.) wie kann man scheitern im einundzwanzigsten Jahrhundert (.) das Erste ist (.) Angst vor dem Feuer (1.7)		1
20	Let us consider the scenario when our ancestors first saw fire.	unsere (.) Vorfahren (1.1) haben (1.4) das Feuer (6.8) gefürchtet (5.4)	Faux-sens	0
21	Let us call two of them as Bo Singh and Yo Singh.	es gibt da eine (1.1) Geschichte wo (.) zwei Menschen sich (2.3)		1
22	So when Bo first looked at fire he was scared of it; it was hot; it could burn him.	äh vor einem Feuerball befanden und ähm der eine hatte Angst	Omissions (Overall meaning largely still intact)	0.5
23	But when Yo looked at this amazing ball of fire, he told Bo: ‘let's do something with it’	—	Omission	0
24	Bo was like, ‘No, no, are you mad?’	—	Omission	0

25	But Yo went ahead and he experimented with fire	und der andere (1.1)	Omission	0
26	Soon he realised that he could use fire to stay warm, scare off animals and to cook food.	lernte (.) damit umzugehen damit zu kochen (.) das zu nutzen (1.4)	Omissions (overall meaning largely still intact)	0.5
27	But our little Bo Singh he was still scared.	aber der andere (1.0) hatte (0.8) noch Angst (.)		1
28	He was still living in dark, braving the cold, eating raw flesh.	ebte (.) in der Dunkelheit (.) und aß rohes Fleisch (0.7)	Omission (overall meaning largely still intact)	0.5
29	And by the time he realised the use of fire,	und als er dann (0.8) (feststellte) dass es Feuer (0.5) gab und dass man mit Feuer (.) umgehen konnte		1
30	Yo had already moved ahead and was building superior things using fire	da hatte der andere schon (1.4) sich weiterentwickelt (0.6) andere (.) Dinge (0.6) erfunden die man mit (.) Feuer machen kann (.)		1
31	Technology is the fire of the twenty-first century.	das einundzwanzigste Jahrhundert ist wie (.) das Feuer (0.8)	Faux-sens	0
32	And a lot of us like... are like Bo Singh	und viele von uns sind wie der Mann aus der Geschichte (.)	Faux-sens	0
33	We fear technology.	wir fürchten (.) das Feuer (0.8)	Faux-sens	0

34	We fail to understand that technology is just a better way of doing things.	aber das Feuer ist ja nur eine (.) bessere Art und Weise Dinge zu tun (3.6)	Faux-sens	0
Speaker change				
35	Look at TED.	seht euch Ted an (1.0)		1
36	Billions of people can watch these amazing videos from anywhere in the world.	(Milliarden) von Menschen können seine Videos von überall aus der Welt beobachten (0.8)	Faux-sens, presentation problems (overall meaning largely intact)	0.5
37	Just because the head of TED - Chris Anderson - he didn't fear technology.	nur (.) weil (1.1) Chris Anderson (0.8) der Gründer von TED (0.9) keine Angst vor Technologie hatte (.)		1
38	Look at the founders of Uber, Amazon, Facebook, WhatsApp.	schauen Sie sich (.) neue Startups (.) an wie WhatsApp (.)	Faux-sens, omissions	0
39	These are the people who didn't fear technology. They embraced it, and they have changed the world we live in today	das sind die Menschen (0.5) die (0.8) Technologie (.) mit offenen Armen empfangen haben nicht davor f— (.) fortgelaufen sind (0.9)	Omission (overall meaning largely still intact)	0.5
40	So the choice is yours. Either be like Bo Singh, or like Yo Singh.	also (0.6) das ist die Frage (.) welcher (.) der beiden Männer aus der Geschichte möchten Sie sein (1.4)		1

41	Let’s talk about the second way of failing in this century.	—	Omission	0
42	And the second way you can fail in this century	eine zweite (0.7) Form des Scheiterns im einundzwanzigsten Jahrhundert (2.4)		1
43	is by considering your education completed with your schooling or your degree.	ist (2.9) die von einer (.) abgeschlossenen Ausbildung auszugehen nachdem man die Schule oder Universität abgeschlossen hat (0.5)		1
44	Let's look at the top ten skills required by twenty twenty	sehen wir uns die (.) zehn (1.3) Skills (0.5) an (0.6)	Omissions (overall meaning largely still intact)	0.5
45	according to a report by World E– by the World Economic Forum.	laut dem World Economic Forum (.) die (.) am meisten gebraucht werden im Beruf (.)		1
46	Some of them are creativity, critical thinking, complex problem solving.	kritisches Denken (.) das Lösen von (.) komplexen Problemen (.) und so weiter (0.5)		1
47	But my question is:	aber (.) die Frage (.) ist (.)		1
48	Is our education system even focused on teaching us these skills?	ob uns unser Bildungssystem (0.8) darin überhaupt (.) helfen kann (.)	Faux-sens (overall meaning largely still intact)	0.5

49	Well the answer is a big ‘no’.	und die f— Antwort ist nein (1.0)		1
50	Our education system today is just making us competent at reproducing what is being taught.	unser Bildungssystem so wie es heute ist (0.9) fördert nur (.) Kompetenzen (.) Kompetenz darin (1.1) zu reproduzieren was man (.) beigebracht gekriegt hat (0.9)		1
51	The focus is on mass production of people, just like in factories.	man funktioniert wie in einer Fabrik (1.4)	Faux-sens	0
52	It is very much evident from the language we use today.	man kann das an der Sprache sehen die wir heute verwenden (0.5)		1
53	We call ourselves a ‘product’ of two thousand and five batch.	wir nennen uns (1.5) ein (0.7) Produkt (1.8) Baujahr (.) 2005 (0.7)		1
54	Or, I got ‘placed’ in Goldman Sachs.	oder (.) dass ich in Goldman Ba— Sachs eingesetzt wurde (1.7)		1
55	For God's sake!	—	Omission	0
56	You're a human being, not a factory product!	wir sind Menschen (.) keine (0.7) Fabrik-Produkte (2.0)		1

57	So… uhm… Today our education system has reduced to a way not to make us intellectually… not to make us grow intellectually.	heutzutage hat (.) unsere (.) unser Bildungs- (.) system (3.4) unser Bildungssystem (0.8) hat sich zurückgebildet (0.9) und (1.6)	Faux-sens	0
58	But just to collect more certificates and more degrees.	fördert (.) arbeitet nur darauf hin dass wir (.) Abschlüsse machen (1.3)		1
59	Because with every certificate, it shows that we have gone through the quality check.	mit jeder (1.9) dieser Abschlüsse (.) meinen wir eine (1.2) gewisse Qualität erreicht zu haben		1
60	And that's sad, no?	aber das ist doch trist (1.2)		1
61	So what can we do?	was kann man also tun (2.0)		1
62	Well, the best you can do in this century is to become a self-learner.	sich selbst (0.5) weiterentwickeln (0.9)	Omission, faux-sens (overall meaning largely still intact)	0.5
63	Use the school you carry in your pocket.	—	Omission	0
64	You want an answer to something? Google it.	wenn Sie die Antwort auf irgendetwas brauchen (.) googeln Sie es (1.0)		1
65	You want to learn a new course? Use the free online education portals.	wenn Sie einen Kurs machen wollen (.) schauen Sie online ob es einen Gratis-Kurs gibt (.)		1

66	Whether you want to learn a new skill, a new language or get connected with a mentor, use the school you carry in your pocket.	Sie wollen eine neue (Fätigkeit) (.) Fähigkeit erlernen (0.7) eine Sprache (1.1) oder (.) sonst irgendetwas (0.6) dann (1.1) verwenden Sie Ihr Smartphone (1.1)		1
67	But wait.	aber (.) Moment (.)		1
68	Didn't everyone tell us:	haben uns nicht alle gesagt (.)		1
69	‘Go to school, get good grades, you will get into a good college,	dass wir in die Schule gehen sollen (.) gute Noten haben sollen (1.0) vor eine (.) gute Universität gehen sollen		1
70	which will get you a good job, and you'll be set for life!’	und dann (.) eine gute Karriere haben (.) werden (1.8)		1
71	Time for reality check.	Zeit für (0.6) einen Reality Check		1

Participant B-1

Table 15: Detailed evaluation of participant B-1

I.U.	Original	Interpretation	Comments	P.
1	Good morning, everyone.	Morgen allerseits (7.8)		1
2	It took us two hundred thousand years to turn from hunters to farmers	wir brauchen zweihundertfünfzigtausend Jahre um von (0.6) äh Sammlern zu Jägern zu werden und äh zu Bauern zu werden	Faux-sens	0
3	and another twelve thousand years to turn from farmers to an industrial society.	und dann nochmal genauso lange (0.5) um in der Industriegesellschaft anzukommen	Faux-sens (overall meaning largely still intact)	0.5
4	But this twenty-first century is a little different.	aber die (.) das einundzwanzigste Jahrhundert ist (.) etwas anders		1
5	Today the change is not pl- taking place in thousands of years or in centuries.	heute (.) braucht Wandel nicht mehr zehntausende von Jahre (2.8)		1
6	We are changing the way we live, we talk, our jobs, our education every few years.	ahm es gibt großen Wandel in vielen Bereichen der Gesellschaft (0.8) innerhalb weniger Jahre (.)	Omissions (overall meaning largely still intact)	0.5

7	But the change is good, no?	—	Omission	0
8	Then why am I here talking about failure?	aber ich möchte heute über das Thema Scheitern reden (5.9)	Faux-sens (overall meaning largely still intact)	0.5
9	Consider this:	—	Omission	0
10	You are two thousand times less likely to get killed in a airplane crash than in a car accident.	die Chance dass man bei einem Flugzeugabsturz ums Leben kommt ist zwanzigtausend Mal geringer als bei einem Autounfall zu sterben	Faux-sens (overall meaning largely still intact)	0.5
11	You know why?	und wissen Sie auch warum (0.7)		1
12	Because every time before a plane takes a flight	denn (0.7) jedes Mal bevor ein Flugzeug startet (.)		1
13	all possible avenues of failure are eliminated.	werden (.) alle möglichen Wege auf die etwas schief gehen kann eliminiert (.)		1
14	That's a good strategy, no?	das ist eine gute Strategie		1
15	By cutting down on failures your chances of succeeding becomes high.	indem man alle möglichen Arten des Scheiterns (0.6) eliminiert wird die Chance dass man (.) (erfolgreich) wird (.) größer		1

16	So I am here today to talk about five major ways you can fail in this century	ich werde heute über fünf Wege (.) reden (über) äh (1.4) wie man im einundzwanzigsten Jahrhundert scheitern kann		1
17	so that you are better prepared for it.	damit Sie besser vorbereitet sind		1
18	Let's start.	also fangen wir an (.)		1
19	So the first and the easiest way you can fail in this century is by fearing fire.	der einfachste Weg zu scheitern (3.1)	Omissions	0
20	Let us consider the scenario when our ancestors first saw fire.	ist folgendes (.) Szenario Feuer (.) unsere Vorfahren (8.9) als unsere (.) Vorfahren mit Feuer in Berührung kamen zum ersten Mal (11.4)	Presentation problems (overall meaning largely still intact)	0.5
21	Let us call two of them as Bo Singh and Yo Singh.	hier geht es um die (.) um eine biblische (.) Geschichte von zwei (.) Menschen (.)	Faux-sens	0
22	So when Bo first looked at fire he was scared of it; it was hot; it could burn him.	der eine hatte Angst vor Feuer	Omissions (overall meaning largely still intact)	0.5

23	But when Yo looked at this amazing ball of fire, he told Bo: ‘let's do something with it’	der anderen nicht und (2.2)	Omissions (overall meaning largely still intact)	0.5
24	Bo was like, ‘No, no, are you mad?’	—	Omission	0
25	But Yo went ahead and he experimented with fire	—	Omission	0
26	Soon he realised that he could use fire to stay warm, scare off animals and to cook food.	Menschen begannen das Feuer zu (.) nutzen um zu kochen und ahm (.)	Faux-sens, omissions	0
27	But our little Bo Singh he was still scared.	die andere Person in der Geschichte hatte immer noch Angst vor Feuer (.)		1
28	He was still living in dark, braving the cold, eating raw flesh.	ihr war kalt und konnte Feuer nicht nutzen (.)	Omissions (overall meaning largely intact)	0.5
29	And by the time he realised the use of fire,	—	Omission	0

30	Yo had already moved ahead and was building superior things using fire	und die andere Person die keine Angst mehr vor Feuer hatte hatte einen Fortschritt gemacht (2.2)		1
31	Technology is the fire of the twenty-first century.	Technologie ist (0.6) sozusagen das Feuer des einundzwanzigsten Jahrhunderts (.)		1
32	And a lot of us like... are like Bo Singh	—	Omission	0
33	We fear technology.	wir fürchten Technologie		1
34	We fail to understand that technology is just a better way of doing things.	wir schaffen es nicht Technologie (.) (wir) versuchen nicht (so) (.) also verstehen nicht dass Technologie einfach nur eine andere Art und Weise und eine bessere Art und Weise ist (0.5) ahm Dinge zu (0.8) tun (3.7)		1
Speaker change				
35	Look at TED.	—	Omission	0
36	Billions of people can watch these amazing videos from anywhere in the world.	alle möglichen Menschen auf der Welt können diese tollen Videos von überall auf der Welt (.) sehen (1.2)		1

37	Just because the head of TED - Chris Anderson - he didn't fear technology.	wir brauchen keine Angst vor Technologie zu haben (1.6)	Faux-sens	0
38	Look at the founders of Uber, Amazon, Facebook, WhatsApp.	die Gründer von Google Amazon und so weiter (1.8)	Omissions (overall meaning largely still intact)	0.5
39	These are the people who didn't fear technology. They embraced it, and they have changed the world we live in today	das sind nicht die Menschen die Technologie fürchten sondern sie (.) haben diese mit offenen (.) Armen willkommen geheißen (.) und verändern die Welt		1
40	So the choice is yours. Either be like Bo Singh, or like Yo Singh.	also die (sch…) die (.) Wahl liegt bei Ihnen entweder (.) wir haben weiterhin Angst vor Technologie oder nicht (1.2)		1
41	Let’s talk about the second way of failing in this century.	reden wir nun über die zweite Art und Weise wie man im einundzwanzigsten Jahrhundert scheitern kann (10.0)		1
42	And the second way you can fail in this century	—	Omission	0

43	is by considering your education completed with your schooling or your degree.	—	Omission	0
44	Let's look at the top ten skills required by twenty twenty	schauen wir uns die Top Ten Fähigkeiten an (1.1)		1
45	according to a report by World E– by the World Economic Forum.	die laut einem Bericht (des) Weltwirtschaftsforum bis zum Jahre zweitausend zwanzig (.) ähm gebraucht werden		1
46	Some of them are creativity, critical thinking, complex problem solving.	so (.) Dinge wie kreatives Problemlösungsdenken	Omissions (overall meaning largely intact)	0.5
47	But my question is:	aber meine (.) Frage (.) ist nicht	Contre-sens	0
48	Is our education system even focused on teaching us these skills?	wenn unser (.) Bildungssystem ist unser Bildungssystem wirklich darauf ausgerichtet uns diese Fähigkeiten zu (.) lernen		1
49	Well the answer is a big ‘no’.	und die Antwort hier drauf ist ein klares (.) Nein		1
50	Our education system today is just making us competent at reproducing what is being taught.	unser Bildungssystem heute (.) macht uns zwar (1.0) kompetent in einigen Bereichen (.) aber (1.0)	Faux-sens	0

51	The focus is on mass production of people, just like in factories.	der Schwerpunkt liegt auf der der Massenproduktion von Menschen sozusagen wie in (.) Fabriken (1.0)		1
52	It is very much evident from the language we use today.	das ergibt sich auch klar und deutlich aus der Sprache die wir benutzen		1
53	We call ourselves a ‘product’ of two thousand and five batch.	wir nennen uns ein Produkt von dieses (.) diesem oder jenem (1.0)	Faux-sens	0
54	Or, I got ‘placed’ in Goldman Sachs.	oder ich (.) habe einen Job bekommen bei Goldman Sachs	Faux-sens	0
55	For God's sake!	wir haben (1.2) Rekord Umsätze gemacht	Faux-sens	0
56	You're a human being, not a factory product!	aber Sie sind doch ein menschliches Wesen (.) kein (.) Produkt (.)		1
57	So… uhm… Today our education system has reduced to a way not to make us intellectually… not to make us grow intellectually.	deshalb (0.9) ist unser (.) Bildungssystem (.) heute oder (2.3) ähm (1.5) schafft es dass wir Menschen nicht mehr (intellekt) intellektuell (.) wachsen	Nonsense	0

58	But just to collect more certificates and more degrees.	sondern dass wir einfach immer nur noch mehr Abschlüsse wollen (8.5)	Faux-sens (overall meaning largely still intact)	0.5
59	Because with every certificate, it shows that we have gone through the quality check.	—	Omission	0
60	And that's sad, no?	—	Omission	0
61	So what can we do?	ah was können wir angesichts dessen tun (3.3)		1
62	Well, the best you can do in this century is to become a self-learner.	das Beste was man im einundzwanzigsten Jahrhundert machen kann ist ein Selbstlerner zu werden (1.0)		1
63	Use the school you carry in your pocket.	—	Omission	0
64	You want an answer to something? Google it.	möchten Sie eine Antwort auf etwas haben dann (.) googeln Sie es (2.8)		1
65	You want to learn a new course? Use the free online education portals.	(oder) nutzen Sie kostenlose Online-Kurse (.)	Omission (overall meaning largely still intact)	0.5

66	Whether you want to learn a new skill, a new language or get connected with a mentor, use the school you carry in your pocket.	egal ob man eine neue Fähigkeit oder (.) eine neue Sprache (1.0) (lehr…) lernen möchte (5.5)	Omissions	0
67	But wait.	aber warten Sie		1
68	Didn't everyone tell us:	haben uns nicht alle gesagt (.)		1
69	‘Go to school, get good grades, you will get into a good college,	geh zur Schule (0.7) schreib gute Noten (.) geh auf ein gutes College		1
70	which will get you a good job, and you'll be set for life!’	dann bekommst du einen guten Job und (.) man ist abgesichert fürs Leben		1
71	Time for reality check.	—	Omission	0

Participant B-2

Table 16: Detailed evaluation of participant B-2

I.U.	Original	Interpretation	Comments	P.
1	Good morning, everyone.	guten Morgen allerseits (5.6)		1
2	It took us two hundred thousand years to turn from hunters to farmers	es hat zweihunderttausend (.) Jahre (.) gedauert (.) bis wir von Jägern zu (.) Bauern geworden sind		1
3	and another twelve thousand years to turn from farmers to an industrial society.	und dann zwölftausend Jahre (0.5) bis wir v— zu von Bauern zu einer industriellen (.) äh Gesellschaften geworden sind (1.8)		1
4	But this twenty-first century is a little different.	doch das einundzwanzigste Jahrhundert ist etwas anders (2.5)		1
5	Today the change is not pl- taking place in thousands of years or in centuries.	heute passieren die Veränderungen nicht in tausenden von Jahren oder Jahrhunderten (0.5)		1
6	We are changing the way we live, we talk, our jobs, our education every few years.	wir (0.9) verändern alles wie es (.) wie (.) in unserer Arbeit (0.9) wie wir leben (.) und das passiert alle paar Jahre	Omission (overall meaning largely still intact)	0.5

7	But the change is good, no?	doch es sind gute Veränderungen (2.8)	Faux-sens (overall meaning largely still intact)	0.5
8	Then why am I here talking about failure?	denn (1.9) ich spreche nicht über Versagen (2.1)	Contre-sens	0
9	Consider this:	denken Sie daran (0.6)		1
10	You are two thousand times less likely to get killed in a airplane crash than in a car accident.	es ist zweihunderttausend (1.1) Mal (.) weniger (.) wahrscheinlich dass Sie bei einem (0.8) öh (.) Fliegerunfall sterben als in einem (.) Autounfall	Faux-sens (overall meaning largely still intact)	0.5
11	You know why?	und wissen Sie warum (0.5)		1
12	Because every time before a plane takes a flight	denn jedes Mal bevor ein (.) Flieger abhebt (0.8)		1
13	all possible avenues of failure are eliminated.	werden alle (.) Versagensfälle (.) ah ausgelöscht (.)	Presentation problems (overall meaning largely still intact)	0.5
14	That's a good strategy, no?	das ist eine gute Strategie stimmt's (1.6)		1

15	By cutting down on failures your chances of succeeding becomes high.	die technischen (.) Versagen (.) werden also (0.5) gestrichen und dann (.) ist die Chance dass Sie überleben viel höher (0.8)	Faux-sens	0
16	So I am here today to talk about five major ways you can fail in this century	ich möchte also heute über (0.7) fünf (1.0) Arten (.) sprechen wie Sie (.) im einundzwanzigsten Jahrhundert (0.6) einen Fehler machen könnten (1.5)		1
17	so that you are better prepared for it.	—	Omission	0
18	Let's start.	also (2.2)		1
19	So the first and the easiest way you can fail in this century is by fearing fire.	die erste und einfachste Art (.) wie Sie (.) versagen können ist wenn Sie Angst vor Feuer haben (1.4)		1
20	Let us consider the scenario when our ancestors first saw fire.	überdenken wir das (.) Szenario (.) als unsere (.) Ahnen zum ersten Mal Feuer sahen (5.4)		1
21	Let us call two of them as Bo Singh and Yo Singh.	sie haben (.) das Feuer also (0.7) benutzt (1.3)	Faux-sens	0
22	So when Bo first looked at fire he was scared of it; it was hot; it could burn him.	und (.) als (0.5) jemand (.) ein Mensch zum ersten Mal Feuer sah hatte er Angst davor er dachte (.) dass er verbrannt worden könnte (.)		1

23	But when Yo looked at this amazing ball of fire, he told Bo: ‘let's do something with it’	doch dann (0.5) überlegte (0.7) er sich wir könnten das doch verwenden (1.8)	Faux-sens (overall meaning largely intact)	0.5
24	Bo was like, ‘No, no, are you mad?’	der Andere meinte (.) nein bist du verrückt (0.6)		1
25	But Yo went ahead and he experimented with fire	und der Zweite (.) machte sich nichts daraus und führte Experimente durch (.)		1
26	Soon he realised that he could use fire to stay warm, scare off animals and to cook food.	er fand heraus (0.5) man kann damit (.) äh Essen kochen sich warmhalten (.) et cetera (3.2)		1
27	But our little Bo Singh he was still scared.	der (0.6) Andere (1.2)	Omission	0
28	He was still living in dark, braving the cold, eating raw flesh.	dem war noch immer kalt der lebte (.) draußen (.) aß rohes Feuer (2.9)	Nonsense	0
29	And by the time he realised the use of fire,	—	Omission	0
30	Yo had already moved ahead and was building superior things using fire	Joah so hieß er hatte aber schon das Feuer benutzt und (.) entwickelte sich weiter (1.7)		1
31	Technology is the fire of the twenty-first century.	Technologie ist das Feuer des einundzwanzigsten Jahrhunderts (0.7)		1

32	And a lot of us like... are like Bo Singh	viele (0.5) von uns sind wie (.) Bo Singh (0.9)		1
33	We fear technology.	wir haben Angst vor der Technologie (.)		1
34	We fail to understand that technology is just a better way of doing things.	wir haben Angst (1.2) und versagen (0.6) und wollen die Technologie nicht benutzen (7.7)	Faux-sens	0
Speaker change				
35	Look at TED.	—	Omission	0
36	Billions of people can watch these amazing videos from anywhere in the world.	Milliarden von Leuten (.) können diese (.) unglaublichen Videos ansehen von überall auf der Welt (0.9)		1
37	Just because the head of TED - Chris Anderson - he didn't fear technology.	Chris Anderson zum Beispiel er hat keine Angst vor (.) der Technologie (1.1)	Omission (overall meaning largely still intact)	0.5
38	Look at the founders of Uber, Amazon, Facebook, WhatsApp.	sehen Sie sich die Gründer von Facebook Google WhatsApp an (.)		1

39	These are the people who didn't fear technology. They embraced it, and they have changed the world we live in today	das sind die Menschen die keine Angst vor Technologie hatten (.) sie haben sie (.) willkommen geheißen (0.7) haben die Veränderung der Welt aufgenommen (1.0)	Faux-sens (overall meaning largely still intact)	0.5
40	So the choice is yours. Either be like Bo Singh, or like Yo Singh.	es ist also Ihre Wahl (.) Sie können wie Bo Singh sein oder Yo Singh (5.0)		1
41	Let’s talk about the second way of failing in this century.	sprechen wir nun (.) über die zweite Art wie man versagen kann (.) im einundzwanzigsten Jahrhundert (.)		1
42	And the second way you can fail in this century	die zweite Art (.) zu versagen (1.3)		1
43	is by considering your education completed with your schooling or your degree.	ist wenn Sie Ihre (0.7) Bildung (1.2) zum Beispiel die ist abgeschlossen mit der Schule oder (.) einem Diplom (6.1)	Faux-sens	0
44	Let's look at the top ten skills required by twenty twenty	—	Omission	0
45	according to a report by World E– by the World Economic Forum.	das Weltwirtschaftsforum (3.1)	Omissions	0

46	Some of them are creativity, critical thinking, complex problem solving.	beschäftigt sich zum Beispiel mit komplexen Problemen (0.9)	Faux-sens	0
47	But my question is:	doch meine Frage ist (0.8)		1
48	Is our education system even focused on teaching us these skills?	in unserem (.) Ausbildungssystem (1.3) konzentrieren wir uns überhaupt (3.1) auf Mädchen (.)	Faux-sens	0
49	Well the answer is a big ‘no’.	die Antwort ist (.) nein (3.6)		1
50	Our education system today is just making us competent at reproducing what is being taught.	kümmert sich das um diese Fähigkeiten (.) nein es geht immer nur darum kompetent zu sein (0.7)	Faux-sens	0
51	The focus is on mass production of people, just like in factories.	der (.) Fokus liegt auf der Massenproduktion (.) auch bei Menschen wie (1.0) das ist wie bei (.) einer Firma (1.4)	Faux-sens	0
52	It is very much evident from the language we use today.	das (.) zeigt sich auch in der (.) Sprache die wir (.) benutzen (2.5)		1
53	We call ourselves a ‘product’ of two thousand and five batch.	wir sind (1.2) ein Punkt im Jahrgang 2005 (3.0)	Nonsense	0
54	Or, I got ‘placed’ in Goldman Sachs.	—	Omission	0

55	For God's sake!	—	Omission	0
56	You're a human being, not a factory product!	und wir sind aber Menschen und kein (0.6) Industrieprodukt (3.4)		1
57	So… uhm… Today our education system has reduced to a way not to make us intellectually… not to make us grow intellectually.	unser Bildungssystem (.) heute (1.8) wurde reduziert (1.8) und macht uns (.) bringt uns nicht dazu (.) intellektuell zu wachsen		1
58	But just to collect more certificates and more degrees.	sondern nur (0.6) dass wir mehr (.) Diplome (.) öh sammeln (.) und Zertifikate (3.4)		1
59	Because with every certificate, it shows that we have gone through the quality check.	denn wenn wir so ein Diplom haben dann zeigt das dass wir durch den Qualitätscheck gekommen sind		1
60	And that's sad, no?	das ist traurig nicht (.)		1
61	So what can we do?	was können wir also tun (0.7)		1
62	Well, the best you can do in this century is to become a self-learner.	das Beste (.) was wir tun können in diesem (0.8) Jahrhundert (1.9) ist dass Sie (0.7)	Omission	0
63	Use the school you carry in your pocket.	die (.) die Schule die sie gemacht haben (.) verwenden (0.7)	Faux-sens	0

64	You want an answer to something? Google it.	wenn sie etwas Neues lernen (swollen) (.) dann googeln Sie es (.)	Faux-sens (overall meaning largely still intact)	0.5
65	You want to learn a new course? Use the free online education portals.	oder verwenden Sie (0.5) Online-(.) Ressourcen (0.9)	Faux-sens (overall meaning largely still intact)	0.5
66	Whether you want to learn a new skill, a new language or get connected with a mentor, use the school you carry in your pocket.	wenn Sie eine neue Fähigkeit eine neue Sprache (0.6) lernen wollen oder sich mit einem Mentor (.) zusammen tun wollen dann verwenden Sie (.) das was Sie in der Schule gelernt haben (1.7)	Faux-sens	0
67	But wait.	doch warten Sie (1.8)		1
68	Didn't everyone tell us:	hat uns nicht jeder (.) gesagt (1.1)		1
69	‘Go to school, get good grades, you will get into a good college,	geh in die Schule bekomm (.) gute Noten dann geh aufs College (.)		1
70	which will get you a good job, and you'll be set for life!’	dann bekommst du einen guten Job (.) und dann bist du fertig für das Leben (2.5)		1
71	Time for reality check.	—	Omission	0
		Danke		

Participant B-3

Table 17: Detailed evaluation of participant B-3

I.U.	Original	Interpretation	Comments	P.
1	Good morning, everyone.	einen schönen guten Morgen allerseits (7.3)		1
2	It took us two hundred thousand years to turn from hunters to farmers	es hat zweihunderttausend Jahre (.) gedauert (0.7) bis wir (.) vom (.) Jäger (.) zum (0.5) Landwirt (.) wurden		1
3	and another twelve thousand years to turn from farmers to an industrial society.	und noch ein– einmal zweihunderttausend (0.7) Jahre (.) bis wir (0.7) uns zu einer (.) industriellen (.) Gesellschaft entwickelt haben (.)	Faux-sens (overall meaning largely intact)	0.5
4	But this twenty-first century is a little different.	aber das (0.5) einundzwanzigste Jahrhundert ist anders		1
5	Today the change is not pl- taking place in thousands of years or in centuries.	denn heute (0.6) ver– (.) sehen wir Veränderung nicht (0.5) über (.) Jahrhunderte oder Jahrtausende		1
6	We are changing the way we live, we talk, our jobs, our education every few years.	sondern wir ändern (.) alle paar Jahre die Art und Weise wie wir sprechen wie wir gebildet werden wie wir arbeiten (2.9)		1

7	But the change is good, no?	aber (.) die Veränderungen sind doch gut		1
8	Then why am I here talking about failure?	also warum spreche ich hier über Fehlschläge (1.1)		1
9	Consider this:	denken Sie mal über Folgendes nach (2.2)		1
10	You are two thousand times less likely to get killed in a airplane crash than in a car accident.	es ist zweihunderttausend Mal (0.5) unwahrscheinlicher in einem Flugzeugunglück ums Leben zu kommen als in einem Autounfall (.)	Faux-sens (overall meaning largely intact)	0.5
11	You know why?	wissen Sie warum (2.9)		1
12	Because every time before a plane takes a flight	weil (.) jedes Mal bevor (.) ein (.) Flugzeug (0.6) abhebt		1
13	all possible avenues of failure are eliminated.	werden alle möglichen (0.5) Fehlschläge (.) eliminiert		1
14	That's a good strategy, no?	das ist doch eine (.) gute Strategie nicht (0.7)		1
15	By cutting down on failures your chances of succeeding becomes high.	indem (0.9) die (.) möglichen Fehlschläge reduziert werden ist die Wahrscheinlichkeit Erfolg zu haben hoch (1.0)		1
16	So I am here today to talk about five major ways you can fail in this century	ich bin heute hier um über fünf (.) zentrale (.) Wege (.) des Fehlschlagens im einundzwanzigsten Jahrhundert zu sprechen		1

17	so that you are better prepared for it.	damit Sie besser darauf vorbereitet sind		1
18	Let's start.	fangen wir an (1.7)		1
19	So the first and the easiest way you can fail in this century is by fearing fire.	die erste und einfachste (.) Weise in diesem Jahrhundert (0.6) fehlzuschlagen ist Angst vor Feuer zu haben (1.4)		1
20	Let us consider the scenario when our ancestors first saw fire.	überlegen wir uns mal das (.) denke wir mal an das (.) Szenario als unsere Vorfahren zum ersten Mal Feuer gesehen haben (8.6)		1
21	Let us call two of them as Bo Singh and Yo Singh.	—	Omission	0
22	So when Bo first looked at fire he was scared of it; it was hot; it could burn him.	denken wir mal an (.) einen Character Bo als er das erste Mal (0.6) Feuer gesehen hat (.) hatte er Angst davor (0.6) und (0.6) hatte Angst (.) dass er sich verbrennen könnte (.)		1
23	But when Yo looked at this amazing ball of fire, he told Bo: ‘let's do something with it’	und der andere Character Yo sagte (.) machen wir doch etwas mit diesem Feuer (1.5)		1
24	Bo was like, ‘No, no, are you mad?’	—	Omission	0

25	But Yo went ahead and he experimented with fire	und (0.9) so (0.8) begannen (.) sie mit dem Feuerzeug zu experimentieren	Faux-sens	0
26	Soon he realised that he could use fire to stay warm, scare off animals and to cook food.	und bald stellten sie fest dass Feuer (.) nützlich war um warm zu bleiben (.) um Essen zu kochen (.) und (0.6) um (1.2) Tiere (.) fernzuhalten (1.5)		1
27	But our little Bo Singh he was still scared.	aber einer der beiden hatte immer noch Angst vor dem Feuer		1
28	He was still living in dark, braving the cold, eating raw flesh.	und (.) lebte (.) immer noch (.)ohne den Nutzen (.) des Feuers	Omissions (overall meaning largely intact)	0.5
29	And by the time he realised the use of fire,	—	Omission	0
30	Yo had already moved ahead and was building superior things using fire	während der andere (.) der beiden (.) schon (1.2) viele (.) n– (.) positive Nutzen daraus gezogen (0.5) hat		1
31	Technology is the fire of the twenty-first century.	und Technologie ist wie das Feuer des einundzwanzigsten Jahrhunderts		1
32	And a lot of us like... are like Bo Singh	und viele von uns (0.6)	Omission	0
33	We fear technology.	haben (.) aber Angst davon (.)		1

34	We fail to understand that technology is just a better way of doing things.	wir (1.2) verstehen oft nicht dass Technologie einfach (0.6) einen leichtere (.) uns eine leichtere Möglichkeit gibt Dinge zu tun (4.5)		1
Speaker change				
35	Look at TED.	—	Omission	0
36	Billions of people can watch these amazing videos from anywhere in the world.	Milliarden von Menschen können diese unglaublichen Video sehen egal von wo auf der Welt (1.0)		1
37	Just because the head of TED - Chris Anderson - he didn't fear technology.	nur (1.0) weil (0.5) der (1.7) weil (.) viele Leute keine Angst vor Technologie haben	Faux-sens	0
38	Look at the founders of Uber, Amazon, Facebook, WhatsApp.	schauen Sie sich einfach die Gründer an von Uber Amazon (.) WhatsApp		1
39	These are the people who didn't fear technology. They embraced it, and they have changed the world we live in today	das sind die Menschen die keine Angst hatten vor (.) Technologien sondern (.) die (.) sie (.) benutzt (.) haben und die auch (.) damit (0.7) die (.) Welt geändert haben in der wir heute (1.0) leben		1
40	So the choice is yours. Either be like Bo Singh, or like Yo Singh.	und die Entscheidung (.) liegt bei Ihnen entweder Sie (0.8) nehmen (.) die (1.0) ähm (.) Technologien an oder Sie haben Angst davor		1

41	Let’s talk about the second way of failing in this century.	sprechen wir mal über die zweite Art und Weise wie man (0.5) fehlschlagen kann in diesem (.) Jahrhundert (1.6)		1
42	And the second way you can fail in this century	und zwar indem man (.)		1
43	is by considering your education completed with your schooling or your degree.	seine Bildung (1.3) sich überlegt (.) den höchsten (1.5) abgeschlossenen Schulabschluss	Nonsense	0
44	Let's look at the top ten skills required by twenty twenty	und schauen wir uns mal (1.1) denken wir mal an einen (0.3) (incomprehensible) an eine (1.3)	Nonsense	0
45	according to a report by World E– by the World Economic Forum.	an eine Studie von (.) der (1.3) we– vom Weltwirtschaftsforum (.)		1
46	Some of them are creativity, critical thinking, complex problem solving.	—	Omission	0
47	But my question is:	—	Omission	0
48	Is our education system even focused on teaching us these skills?	welch– was sind die wichtigsten (.) Fähigkeiten (.) die heute wichtig sind (.) können kann das heutige Bildungssystem uns die zentralen Fähigkeiten vermitteln (0.7)		1
49	Well the answer is a big ‘no’.	nun die Antwort ist ein großes Nein		1

50	Our education system today is just making us competent at reproducing what is being taught.	unser Bildungssystem (0.6) heute macht uns (.) nur (.) darin (.) kompetent zu reproduzieren was (.) beigebracht wird (.)		1
51	The focus is on mass production of people, just like in factories.	der Fokus liegt (.) auf der Massenproduktion von Menschen wie in Fabriken (3.0)		1
52	It is very much evident from the language we use today.	es ist (.) sehr offensichtlich (1.0) wenn man (0.5) sich die Sprache anschaut die wir verwenden (.)		1
53	We call ourselves a ‘product’ of two thousand and five batch.	wir sehen uns heute als (0.5) Produkt des Jahrgangs zweitausendfünf		1
54	Or, I got ‘placed’ in Goldman Sachs.	oder (.) ich wurde (.) bei (.) ich wurde platziert in Goldman Sachs (.)		1
55	For God's sake!	aber um Gottes Willen		1
56	You're a human being, not a factory product!	wir sind doch ein Mensch und kein Produkt einer Fabrik (3.2)		1
57	So… uhm… Today our education system has reduced to a way not to make us intellectually… not to make us grow intellectually.	nun (0.9) heute (3.2) hat das Bildungssystem (.) uns reduziert (1.1) dazu (.) nicht (1.2) intellektuell (.) uns weiterzuentwickeln		1

58	But just to collect more certificates and more degrees.	sondern (.) mehr Zertifikate und Abschlüsse zu erlangen (.)		1
59	Because with every certificate, it shows that we have gone through the quality check.	denn (.) jedes Zertifikat zeigt uns dass wir eine Qualitätsprüfung (0.6) öh (.) uns einer Qualitätsprüfung unterzogen haben		1
60	And that's sad, no?	und das ist doch traurig oder		1
61	So what can we do?	aber was (.) können (.) wir (.) machen		1
62	Well, the best you can do in this century is to become a self-learner.	nun (.) das Beste was wir in diesem (.) Jahrhundert machen können ist (.) ein (.) eigenständiger Lerner zu werden		1
63	Use the school you carry in your pocket.	verwenden Sie die Schule die Sie in Ihrer (.) Hosentasche tragen (.)		1
64	You want an answer to something? Google it.	wollen Sie eine Antwort auf etwas googeln Sie danach		1
65	You want to learn a new course? Use the free online education portals.	wollen Sie (.) einen (.) neuen (.) Kurs machen verwenden Sie die gratis online (.) Bildungsportal		1
66	Whether you want to learn a new skill, a new language or get connected with a mentor, use the school you carry in your pocket.	wenn Sie eine neue Fähigkeit lernen wollen oder eine neue (.) Sprache oder mit einem (.) Mentor sich in Verbindung setzen wollen verwenden Sie die Schule die Sie in ihrer Tasche tragen (1.6)		1

67	But wait.	aber warten wir einmal (.) einen Augenblick		1
68	Didn't everyone tell us:	haben (.) uns nicht (0.6) alle gesagt (1.5)		1
69	‘Go to school, get good grades, you will get into a good college,	gehen Sie in die Schule (.) haben Sie gute Noten (.) gehen Sie auf eine gute Universität		1
70	which will get you a good job, and you'll be set for life!’	Sie werden einen guten Job bekommen und (.) Ihr Leben (.) wird (.) Erfolg sei– (.) erfolgreich sein		1
71	Time for reality check.	aber es ist Zeit hier (.) sich einem Realitätscheck zu unterziehen		1

Abstract

This master's thesis investigates whether or not student interpreters have greater difficulties interpreting a speaker of Standard Indian English (StIndE) than when interpreting a speaker of Received Pronunciation (RP). A theoretical examination of the topic is presented, as well as the results of an experiment carried out by the author.

The theoretical competent of the thesis first examines questions of the interpreting process, with a focus on the processing of linguisitc input. Subsequently, Kachru's Three Circle Model and Indian English's place within that model are explored. The thesis then takes an in-depth look at the two accents used in the experiment: RP (used as the control accent) and StIndE.

The second part of the thesis outlines the experiment design and presents the findings. Six students simultaneously interpreted a StIndE speaker and an RP speaker into German. The results show that, overall, the students' interpretations were more accurate for the speaker of RP than for the speaker of StIndE.

Kurzfassung

Diese Masterarbeit untersucht, ob Dolmetsch-Studierenden das Dolmetschen von indischem Standard-Englisch größere Probleme bereitet als das Dolmetschen von britischer Standardaussprache. Die Arbeit besteht aus einer theoretischen Aufarbeitung des Forschungsthemas sowie der Präsentation der Ergebnisse eines Experiments, das von der Autorin durchgeführt wurde.

Der Theorieteil der vorliegenden Arbeit befasst sich zuerst mit Fragen des Dolmetsch-Prozesses mit einem Schwerpunkt auf der menschlichen Sprachverarbeitung. Anschließend werden Kachru's Drei-Kreis-Modell und die Rolle von indischem Englisch darin untersucht. Danach befasst sich die Arbeit im Detail mit den beiden im Experiment verwendeten Akzenten: Britische Standardaussprache („Received Pronunciation", im Experiment als Kontroll-Akzent verwendet) sowie indisches Standard-Englisch.

Der zweite Teil dieser Arbeit beschreibt den Aufbau des Experiments und präsentiert dessen Ergebnisse. Sechs Studierende dolmetschten simultan von indischem Standard-Englisch und britischer Standardaussprache nach Deutsch. Die Ergebnisse zeigen, dass die Dolmetschungen für britische Standardaussprache insgesamt von höherer Qualität waren als die für indisches Standard-Englisch.