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An Examination of Student Interpreter Performance”**

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## **1 Introduction**

The goal of this thesis is to determine whether or not student interpreters have more difficulties interpreting a speaker of Australian English (AusE) than when interpreting a speaker of Standard North American English (SNAE). Being a native English speaker myself, I can attest that some native varieties of English are more difficult to understand than others. As an interpretation student, I have the unique opportunity to intermingle with other students with a wide range of native tongues. One of the native English varieties that constantly seems to come into the spotlight as being problematic among my peers is Australian. The question then arises: if some accents present problems even for native speakers during the comprehension process, how will these same accents affect interpreters and their ability to produce a quality interpretation?

In order to answer this question, an experiment was conducted at the Centre for Translation Studies (ZTW) at the University of Vienna. Eight students who were enrolled in the Master of Translation program were tasked with interpreting an AusE speaker and a SNAE speaker into German. Both versions of the speech were practically identical, with the SNAE speaker shadowing the original speech delivered by the AusE speaker. The students' interpretations were then assessed using quality assessment methods established by Moser-Mercer et al. (1998), Kodrnja (2001), and Slane (2017). A similar study was conducted by Slane (2017), in which she raised the idea of creating a body of data that would incorporate a wide variety of both native and non-native English accents in order to study their effects on interpreters. This study aims to contribute to this body of data.

Chapter Two provides an overview of some of the theories and models as they relate to simultaneous interpreting and, more specifically, to this study. It includes a small selection of the most predominant cognitive theories brought forth by some of the highest-regarded scientists in the field of translation studies. These models offer an explanation of the basics of simultaneous interpretation and outline the cognitive processes that are involved while simultaneously interpreting.

Chapter Three focuses on English as a pluricentric language. It presents Kachru's Three Circle Model and explains how a country is categorized based on its relationship with the English language. It describes the extent of a country's respective role in shaping the evolution of English, as well as their influence on English as a dominant world language and lingua franca.

Chapter Four introduces the idea of intelligibility as it relates to accents and reviews a selection of previously conducted studies that specifically focus on accent and simultaneous interpretation. These studies indicate that unfamiliar accents present problems for interpreters which affect the quality of their output. These accents are found to create additional stress for interpreters, who are already employing large amounts of cognitive resources to produce quality interpretations as outlined in Chapter Two.

Chapters Five and Six provide a brief overview of the history and development of both SNAE and AusE, beginning with an analysis of the British roots from a linguistic standpoint. The early colonization of both the United States of America and Australia and the linguistic transitions leading up to a uniquely developed accent in the respective countries is outlined. The phonetic features and characteristics of both accents are then briefly summarized and compared.

Chapter Seven details the design, methodology, and execution of the experiment. It includes information on the participants and post-task questionnaire, as well as the protocol and analysis method employed to analyze the data from the experiment.

Chapter Eight presents the results of the post-task questionnaire and the recordings. This data is analyzed and compared, and possible explanations regarding the findings are discussed.

## 2 Simultaneous interpreting

Interpreting is defined by Pöchhacker (2004:11) 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 can be divided into sub-categories based on variables such as constellation and setting (e.g. inter-social or intra-social settings, conference or dialogue), mode (e.g. simultaneous or consecutive), and directionality (e.g. bilateral or relay), to name a few (Pöchhacker 2004:13-25).

The mode of interpreting used in this study is simultaneous interpreting (SI), which is performed while the source text (ST) is being delivered (Pöchhacker 2004:18). Interpreting in this setting is described by Anderson:

Sequestered in his soundproof booth, he [the interpreter] must analyze and comprehend a continuous stream of speech, shape, coax and contort the message as he perceives it into the mould of his output language, then speak it. At the same time, he is analyzing the oncoming stream of new data bits into intelligible information and monitoring his own speech to ensure that it is properly paced, intelligible to his listeners, and conveys the original meaning as he understood it, fully cognizant of the fact that there is no possibility, when he is in doubt, of asking for repetition or clarification of any point. (Anderson 1994:101)

While this description is very comprehensive and elegant from a semantic point of view, it lacks an explanation of the cognitive processes that occur during the act of interpreting.

Many scientific models have been introduced which employ linguistics and psychology to describe cognitive function while interpreting. This section will outline a small selection of the most widely accepted models postulated in the last fifty years.

### 2.1 Cognitive models of simultaneous interpreting

Seleskovitch (1962:16f) created a triangular model of interpretation which focuses on the idea that a good interpretation is based on the interpreter understanding and conceptualizing the meaning of the incoming message in the source language (SL). She states that a good interpreter must understand the message in a deverbalized form, that is to say, conceptually, before rendering the exact same meaning in the target language (TL). She illustrates interpretation in the shape of a

triangle representing three fundamental phases: (1) listening to the articulation of the idea conveyed in the SL, (2) understanding the meaning, (3) conveying the meaning in the TL.

Lederer (1981) builds upon Seleskovitch's model, creating a more detailed version comprising eight mental operations. She states that two or more of these operations are occurring concurrently and continuously at any time during the act of interpreting. Lederer (1981, cited in Pöchhacker 2004:98) divides these eight operations into three groups based on how often they occur during an interpretation:

- Continuous successive and concurrent operations
  - listening
  - language comprehension
  - conceptualization
  - expression from cognitive memory
- Continuous 'underlying' operations with intermittent manifestation
  - awareness of situation
  - self-monitoring
- Intermittent operations
  - Transcoding
  - Retrieval of specific lexical expressions

Lederer (1982:150f) also adds a final phase to Seleskovitch's model, namely quality assessment. After completing an interpretation, the interpreter listens to their own output and assesses the quality of said output in the TL. She also argues that interpreters do not necessarily register all the incoming information from the SL; rather, their perception of the SL text is heavily influenced by their previous knowledge. This can include the interpreter's level of mastery of the SL, or special knowledge pertaining to the content of the information relayed by the speaker.

Although Lederer and Seleskovitch both agree on the fundamental idea that a good interpretation requires a conceptual understanding of meaning, i.e. the "sense" of the message, Lederer also believes that transcoding between languages is also necessary when the interpreter cannot conceptualize the "sense" of the message. This can be the case with proper names, numbers, technical terms, or at the start of a phrase when the speaker's meaning is not yet clear to the

interpreter. If the interpreter must resort to transcoding, they focus on translating the individual words as they are uttered instead of waiting to understand the overall meaning of the message before recreating it in the TL. This results in a more machine-like, literal translation which must comply with the restrictions of transcoding instead of a free, more intelligible meaning-based translation.

Gerver's work approaches SI from a psychological point of view. His model creates an intricate visual representation of the psychological processes involved during SI. In his paper, he identifies five cognitive stages of SI: input procedures, "operational" or "working" memory, decoding, encoding, and output procedures (Gerver 1975:125f). Using these five stages, he created a flowchart representing the cognitive process of working through each stage (see Figure 1).

The process begins with the input procedures, with input being received and stored in a short-term buffer storage. This input is then processed based on what Gerver calls "input routines" that are based on the state of the buffer storage. If the amount of input received exceeds the available storage capacity, for example, the interpreter will store as much information as the memory buffer allows and discard the rest. This stored information is then processed and used in the subsequent processes. "Operational" or "working" memory is used to recall permanently stored information from the long-term memory (LTM) – such as linguistic SL and TL knowledge – which will be used in the translation. This memory may be used at any time between perception of the SL input and delivery of the final TL output.

Decoding refers to the act of extracting the main points and ideas from the SL text in a way that the interpreter can understand the underlying meaning. This then leads to encoding, where the interpreter mentally formulates the ideas decoded from the SL input into the TL. Finally, the output procedure is employed when producing the received SL information. An interpreter may choose not to immediately articulate the message, instead they perform a mental comparison between their version of the input in the TL and the original SL message itself. This is most effective when the source message is still being held in short-term buffer storage without corruption. The interpreter can also test the accuracy of the TL output during articulation, and if the output does not match the input to the interpreter's satisfaction, the translation can be interrupted or stopped. The interpreter can then decide whether or not to try again or proceed to the next set of inputs stored in the buffer memory.

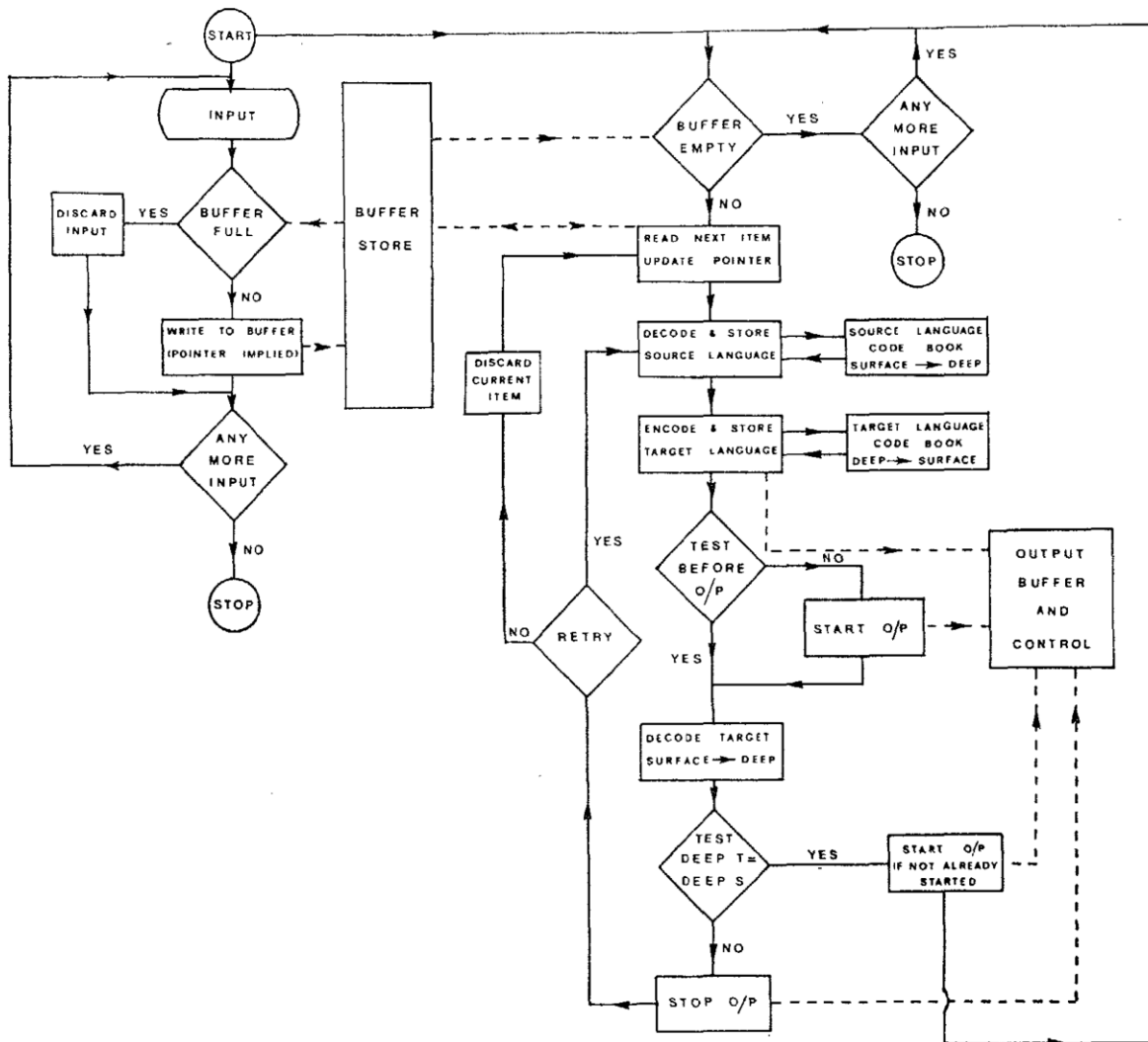


Figure 1: Gerver's psychological model of interpretation (Gerver 1975:124)

An alternative to Gerver's model was proposed by Moser (1978). This model (see Figure 2) employs psycholinguistics, combining the fields of psychology and linguistics, and focuses heavily on input processing. It begins with the sound waves from the SL input arriving in the interpreter's ear and being received by the "auditory receptor system". This process is carried out passively, meaning that everything being heard is processed and nothing is rejected or ignored. These sound waves are then stored in "perceptual audio storage", where they are then analyzed using the phonological rules of the source language which are stored in the LTM (Moser 1978:354).

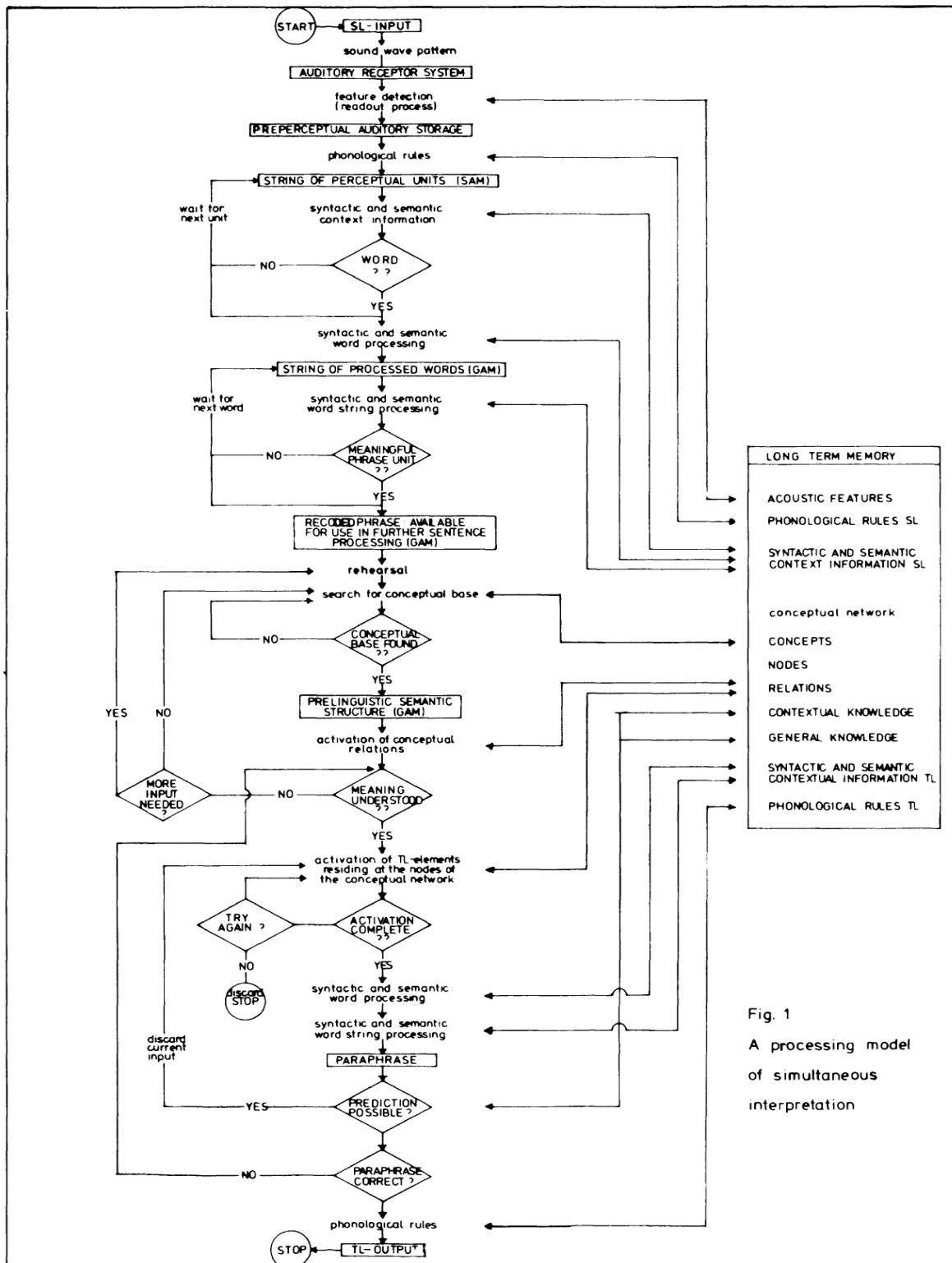


Fig. 1  
A processing model  
of simultaneous  
interpretation

Figure 2: Moser's psycholinguistic model of simultaneous interpreting (Moser 1978:355)

Moser then describes how this information being stored in “perceptual audio storage”, which is made up primarily of a sequence of syllables, is transformed into words using syntactic and semantic cues stored in the LTM. This allows the interpreter to create a “conceptual base” which can be used to access syntactic and semantic elements in the TL and reconstruct the SL input into a TL output. Moser notes that although lexical stress can also be used to transform the stored sound waves into words, this method is unreliable and can lead to incorrect word identification. This is especially the case when a speaker is giving a speech in their non-native language and, as a result, places the stress on an inappropriate syllable in a word. The interpreter can counteract this by using subsequent input to provide more context and avoid ambiguity or uncertainty. Another important feature introduced by Moser, which is notably absent from Gerver’s model (although he does acknowledge its potential role in SI), is the idea of prediction and anticipation. This ability to predict what the speaker is going to say will be discussed later in this section.

Gile (1985) created a model that presents a formula containing three cognitive processes and defines how they affect interpretation performance. Originally the model appeared as:  $(L + P + M) < C_{\text{capacity}}$  where L represents Listening and Analysis Effort, P represents Production Effort, and M represents Memory Effort. Gile called this model the Effort Model and used it to convey the idea that an interpreter has a limited amount of mental capacity when it comes to performing multiple tasks requiring cognitive decisions. These three processes combined must not exceed the interpreter’s mental processing capacity. If the three processes exceed the available processing capacity, the quality of the interpretation begins to deteriorate. Gile used the term “Effort” to emphasize that these processes are, in fact, deliberate, and require conscious decision-making and consume cognitive resources.

Gile later modified and developed his Effort Model to include updated versions for simultaneous interpreting, consecutive interpreting, and sight translation (Gile 2009:158). The model came to include a fourth Effort, namely the Coordination Effort, a process which attempts to manage whatever cognitive resources are required to coordinate the other three Efforts. The modified version of this Effort Model can be expressed linguistically as: Simultaneous Interpretation consists of a Listening and Analysis Effort, Speech Production Effort, Short-term Memory Effort, and a Coordination effort; or expressed mathematically as:  $SI = L + P + M + C$ . These Efforts each represent a crucial part of the interpreting process, with the required resources of each one being strongly influenced by several internal and external factors.

L refers to all comprehension-based processes related to subconsciously receiving the SL input, recognizing and identifying the words uttered, and analyzing the meaning in a way that the interpreter can understand the underlying message conveyed by the speaker. This Effort also encompasses interpreter anticipation and expectation, as well as registering the idea that the speaker is trying to convey.

P refers to all output produced by the interpreter. It begins with the initial mental representation of the message that is to be verbally conveyed and is followed by a phase of cognitive speech planning, after which the utterance is vocalized by the interpreter based on the previously completed planning phase. This Effort also includes the ongoing act of self-monitoring and, if the interpreter deems it necessary based on an error that they have made, self-correction during the output.

M refers to all short-term memory operations that occur during SI. This can be compared to the Buffer Store in Gerver's model (see Figure 1). This Effort consumes a great deal of the available resources and is affected by several internal factors including: the time lag between the SL sound waves being received and being processed and comprehended, the time required to formulate the SL input into an intelligible and appropriate TL output using appropriate syntax and vocabulary, and the implementation of the speech plan formulated during the Listening and Analysis Effort phase. While all this is occurring, the initial SL message must be maintained in the interpreter's short-term memory. External factors also influence the Memory Effort. This can be the case "due to individual characteristics of a given speaker and/or his/her speech: if the speech is unclear because of its logic, unusual linguistic structure or speaker's accent, the interpreter may wish to wait for a short while before reformulating it [...] so as to have more time and a larger context to deal with comprehension and reformulation difficulties" (Gile 2009:166).

C refers, quite simply, to the remaining resources required to coordinate the other three Efforts. Although it did not appear in Gile's original formula, it was added based on the work done by Eysenck and Keane (1990), which stated that the processing capacity at any time in humans is limited and that a "coordination" function plays an important role when managing other cognitive processes. This "coordination" function also requires cognitive resources and was thus included as an Effort in the updated model.

During an interpretation, it is possible that one, two, or all three of the core Efforts may be active at any time. The interpreter may only be producing a TL output (P) if the speaker has paused;

the interpreter may only be listening (L) and storing (M) the SL input without speaking; and finally, in the case that the interpreter is listening (L), storing (M), and speaking (P), they are making use of all three core Efforts simultaneously, and resources are allocated based on the available capacity of the Coordination Effort. Ideally, the interpreter would be able to allocate an equal amount of resources to each Effort, however this is not always the case. If the required processing resources exceed those available to the interpreter, or if the resources are not efficiently allocated, it leads to a problem that Gile refers to as “saturation” (2009:170).

This idea of saturation ties into Gile’s next important contribution to interpretation studies, the “Tightrope Hypothesis” (1999:159). This hypothesis states that interpreters are working at, or close to, saturation most of the time. This means that any increase in required cognitive resources due to SL input being “too fast” or “too dense” (Gile 2009:182), or misallocation of resources if the interpreter “directs too much attention to producing elegant reformulation of a previously heard segment of the source speech, and may therefore not have enough capacity left to complete a Listening task on an incoming segment” (Gile 2009:170), can lead to errors and a deterioration of the interpreter’s performance.

These models can be used to explain why certain factors influence the quality of an interpretation, and at what stage they manifest themselves. If an accent is introduced as a variable, it might affect the ability of the interpreter to comprehend the utterance and underlying message of the ST, as described by Seleskovitch and Lederer. The same idea applies to Gerver, where the initial decoding stages can be adversely affected. According to Gile, the Listening and Memory processes can be influenced by accent, resulting in extra effort being required and eventually leading to process saturation. These models should be applied when creating studies focussed on accent and SI in order to determine the effect that the accent has on cognitive stress and ability while interpreting.

### 3 English as a pluricentric language

One interesting, albeit far from unique, property of English is its pluricentricity. Pluricentricity is a term first introduced by Heinz Kloss in 1978. He used the word to describe languages that “have several varieties with equal rights where they are the official and administrative language of several major independent states” (Kloss 1978:66f).<sup>1</sup> This definition was expanded by Muhr et al. (2016:20) to include five criteria<sup>2</sup>:

A pluricentric language is a language that is used in at least two nations where it has an official status as state language, co-state language, or regional language with its own (codified) norms that usually contribute to the national/personal identity, making the nation a norm-setting centre by the deliberate use of the norms native to this specific nation.

A small sample of languages that can be defined as pluricentric include: German (Austria, Germany, Switzerland), Spanish (e.g. Argentina, Mexico, Spain), and English (e.g. Australia, England, United States of America). These varieties have resulted in official dictionaries being printed, e.g. Webster’s Dictionary in 1806 and the Österreichische Wörterbuch (Austrian National Dictionary) in 1951, an act which further solidifies each variety as an official, codified form of the language.

With the idea of pluricentric languages becoming more widely accepted by linguists in the mid-1980s, the field of international English linguistics, which up until this point was subsumed under the term “world English”, began being referred to in the plural form “world Englishes”. Publications by Kachru (1982, 1985) assisted greatly in this shift.

#### 3.1 Classifying varieties of English

One of the most widely-accepted and influential models regarding English varieties in the world is Kachru’s Three Circle Model of World Englishes (Kachru 1985). Below is the model as it appears in Kachru (1997/2015):

---

<sup>1</sup> Orig: [weisen mehrere gleichberechtigte Spielarten auf, wo sie Amts- und Verwaltungssprachen mehrerer größerer unabhängiger Staaten ist]. Translated by Muhr (2016:16f).

<sup>2</sup> For more in-depth information regarding the five criteria, as well as a differentiation between types of pluricentricity, see Muhr (2016).

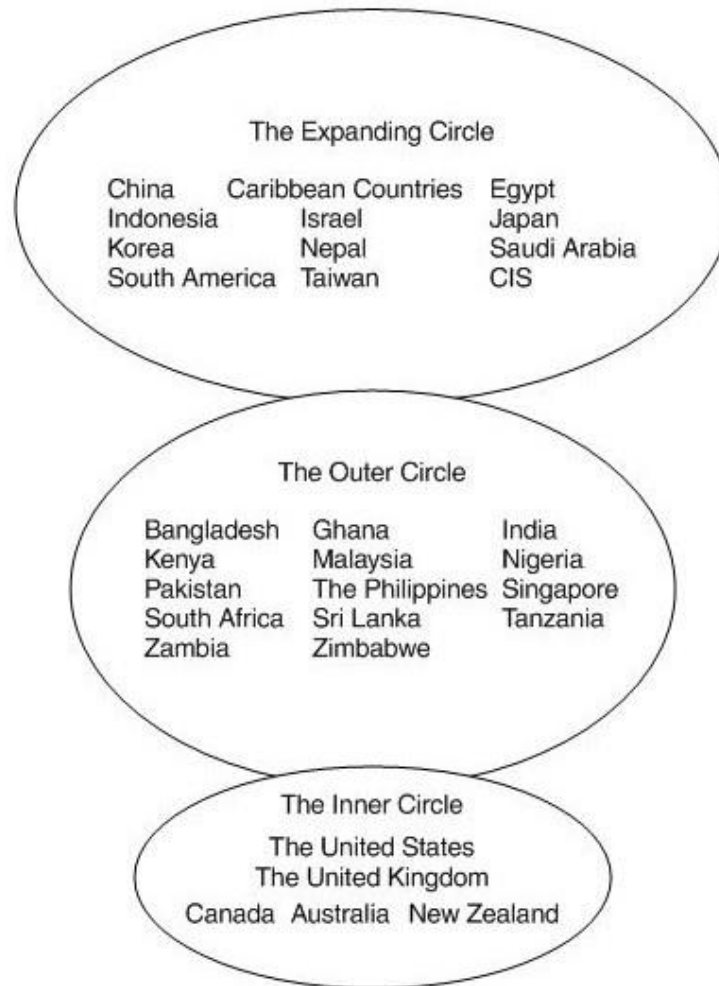


*Figure 3: Kachru's Concentric Model of World Englishes (Kachru 2015:145)*

This model was designed based on the historical, sociolinguistic, and linguistic contexts regarding the spread of English throughout the world. The model depicts three categories of English varieties: the Inner Circle, the outer Circle, and the Expanding Circle.

The Inner Circle of the model contains the countries in which English is represented as a “traditional base” (Kachru 2015:145). These include the countries where English is spoken as the primary or native language, for example, the United Kingdom and the countries of the first diaspora.<sup>3</sup> These countries are most commonly associated with native English speakers and are said to be “norm-providing”, i.e. setting the standards for the Expanding Circle (Jenkins 2009b:18ff).

<sup>3</sup> For more information on the diasporas, see Kachru, Kachru and Nelson (2006:30-240).

The Outer Circle includes countries in which English, as a result of Anglophonic colonization, developed as a prevalent community language in a multilingual society. This is the case in some countries in Africa and Asia, where English is often recognized as an official, co-official, legal, or educational language. Because of this institutionalization, these countries are said to be “norm-developing” (Jenkins 2009b:18ff). At the functional level, English is often used in “un-English” cultural contexts and can be found in both intra- and international settings, as well being the language of literary creativity and expression (Kachru 1985:13).

The Expanding Circle includes countries that have no colonial history with the Inner Circle, and where English is considered an “international language” and only taught as a foreign language for the purpose of international communication. These countries are said to be “norm-dependent”, meaning English is not incorporated at an institutional level, and they generally rely on Inner Circle varieties as a point of reference (Jenkins 2009b:18ff).

While the present study examines two English varieties found within the Inner Circle, the principle of unfamiliar accent intelligibility is universal and spreads across all three tiers of Kachru’s model. With a lack of familiarity, certain accents in the Inner Circle may present similar challenges as the varieties found in the other two Circles to interpreters with English as a first language (L1) or second language (L2). In the field of interpreting, L1 and L2 have been classified by the International Association of Conference Interpreters (AIIC) as A language and B language respectively.<sup>4</sup>

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<sup>4</sup> For more information on the AIIC classification of working languages see <https://aiic.net/node/6/working-languages/lang/1>.

## 4 Accent and intelligibility

When approaching language from a pluricentric standpoint, it is important to differentiate between accents and dialects. Yule (2017:269) provides the following distinction:

Technically, the term “accent” is restricted to the description of aspects of pronunciation that identify where an individual speaker is from, regionally or socially. It is different from the term **dialect**, which is used to describe features of grammar and vocabulary as well as aspects of pronunciation.

Since the experiment conducted in this study is exclusively designed to evaluate aspects of interpretation involving accent, less attention will be placed on dialectical differences, such as grammar and vocabulary.

As stated in section 3.1, both accents used in the present study are found within Kachru’s Inner Circle and can thus be called “native” accents. This can be compared with the term “non-native” or “foreign” accent, which is used to describe “non-pathological speech that differs in some noticeable respects from native speaker pronunciation norms” (Munro and Derwing 1995:289).

This section will define intelligibility and use previous case studies to explain the effect that accent has on understanding source texts and the extent to which this effect influences interpreters in a SI setting.

### 4.1 Defining intelligibility

Before focussing specifically on accent intelligibility in SI, it is important to first define the term “intelligibility”. Both Munro and Derwing (1995) and Smith and Nelson (2006) divide the general term “understanding” into three categories.

Munro and Derwing (1995:290f) define three dimensions of understanding in conjunction with their study focussed on accent: intelligibility, comprehensibility, and accentedness. Intelligibility refers to the extent to which the utterance is actually understood. Munro and Derwing assert that intelligibility of an utterance can be measured by “presenting listeners with words, sentences, or longer units, and asking them to write [...] what they have heard” (1995:291). The results can then be analyzed and scored based on accuracy. Comprehensibility refers to the listeners’ personal perception about how difficult the utterance was to understand.

Comprehensibility can be measured by once again presenting the listeners with an utterance and asking them to rate the difficulty on a Likert scale. Accentedness refers to how strong the listener perceives the speaker's accent to be. Munro and Derwing argue that these three dimensions are related, even though they each have an independent effect on understanding as a whole. They found that although utterances with heavy accents tend to be more difficult in terms of intelligibility and comprehensibility, this is not always the case, as shown in their study. In this case, English utterances produced by native Mandarin speakers that were rated as moderately or heavily accented were also deemed to be highly intelligible and comprehensible. Munro and Derwing also note that the listeners take processing time into account when rating the comprehensibility of an utterance. Accented utterances that took longer to process were rated lower on the comprehensibility scale by listeners, even if they ultimately were able to determine the intended message.

Smith and Nelson (2006:429) also identify three dimensions of understanding, namely intelligibility (word/utterance recognition), comprehensibility (word/utterance meaning (locutionary force)), and interpretability (meaning behind word/utterance (illocutionary force)). Instead of following Munro and Derwing's model, in which each dimension represents a factor affecting understanding, Smith and Nelson argue that their three dimensions reflect degrees of understanding, with intelligibility being the easiest to achieve and interpretability being the most difficult. Based on the results of their study, they concluded that there are major differences between the three dimensions, and ability to master one of the three does not automatically constitute proficiency in the other two (2006:441).

#### 4.2 Unfamiliar accents and intelligibility

As shown in Smith and Nelson (2006:441), participants who had a greater familiarity with different varieties of English performed much better in the interpretability test than those with less familiarity. Additionally, subjects who felt they were more familiar with the speech variety, rated their overall performance higher during self-assessment. A striking result of their study also showed that L1 English speakers (from Britain and the USA) were not the most easily understood by L2 speakers, and that the L1 speakers were not among the participants who were best able to understand the different varieties of English. This proves that merely being a native speaker does

not establish automatic intelligibility in the respective language, and that being familiar with several different varieties of a language is a much better trait to possess in the quest for intelligibility.

### 4.3 Accent intelligibility and SI

As mentioned in section 3.1, and established in section 4.2, accent intelligibility is a significant factor which affects both native and non-native speakers when attempting to understand spoken texts. In a workload study commissioned by the AIIC, it was found that professional interpreters rated “difficult accents” as the fourth highest stress factor affecting their work; preceded only by “fast speaker”, speaker “reading from the text”, and “poor equipment” (Mackintosh 2002:5).

By focusing on previous research, this section will apply the principle of accent intelligibility to the field of simultaneous interpreting. Although the studies presented in this section focus on the effects of non-native, or L2 accents, on SI, they are still relevant to this study based on the conclusion regarding unfamiliarity reached in section 4.2.

#### 4.3.1 *Mazzetti 1999*

Mazzetti (1999) conducted a study in which student-produced interpretations of a text read by both a native speaker and non-native speaker were compared. The group of participants was made up of a mix of L1 Italian speakers and L1 German speakers. They were asked to interpret a text from German into Italian, with one version of the text being read by an L1 German speaker, and the second by an L1 Italian speaker. Since the L1 German students were interpreting from their A language, the focus was placed on the L1 Italian speakers and their Italian interpretations of the Italian-accented ST. Mazzetti states that “the German group was mainly meant for verification of whether they also might experience the same problems when interpreting a text showing linguistic (segmental and prosodic) discrepancies which sounded unnatural and therefore contrary to their expectations as native-speakers” (Mazzetti 1999:131).

The results showed that the quality of the translations of the non-native speech by the L1 Italian speakers was lower than that produced by the L1 German participants. The L1 Italian participants were also more affected by the non-native version of the text and made more critical

errors in the translation in comparison to their interpretations when working with the native version, implying that even small prosodic deviations from linguistic standards can have a considerable effect on intelligibility and SI.

#### 4.3.2 *Sabatini 2000*

A further study that applied the challenge of accent intelligibility to SI was carried out by Sabatini (2000). Her study was designed to test listening comprehension, shadowing<sup>5</sup> ability, and SI proficiency of student interpreters when presented with two 11-minute-long texts featuring “non-standard” English. Sabatini chose these three tasks to test her hypothesis that each one represented “an increasing level of complexity: listening comprehension being the simplest and simultaneous interpretation the most difficult” (2000:25). Sabatini defines non-standard English in this case as “an Indian speaking English as a second language [...], and [...] an American speaking English as a native language with a strong accent” (2000:25).

The ten L2 English speaking participants were first tasked with listening to roughly the first three minutes of each speech, before being asked four questions related to the content of the respective speeches. Next, the participants shadowed approximately two minutes of the speech, after which they simultaneously interpreted the remaining six minutes from English into Italian. These recordings were then transcribed, analyzed, and given a numeric score.<sup>6</sup>

Sabatini applies the Effort Model (see section 2.1) to explain her results. In accordance with her hypothesis, the results showed that listening comprehension was the least challenging of all three tasks. This was unsurprising since this process only makes use of the Listening and Analysis Effort, allowing listeners to employ all their cognitive resources in one area. Interestingly, the average listening comprehension score among participants was higher for the L2 speaker than the L1 speaker. Sabatini suggests two possible explanations for this: a possible lack of concentration by the participants in the first exercise with the L1 speakers, and/or a required “warming up” phase until the participants were able to familiarize themselves with the speaker’s accent (2000:41).

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<sup>5</sup> Shadowing is defined as “the immediate repetition of auditory input in the same language” (Pöschhacker 2004:184).

<sup>6</sup> For more information regarding the scoring methods used see Sabatini (2000:35f).

The shadowing and SI results neither supported nor rejected Sabatini's hypothesis, with subjects scoring slightly higher on shadowing with the L2 speaker, and on interpreting with the L1 speaker. When comparing the two scores, there was no visible trend that substantially confirmed that SI is more difficult than shadowing, despite shadowing only requiring two of the core Efforts (L + P) and SI requiring all three (L + P + M). Sabatini speculates that these results could be due to the subjects' lack of familiarity with shadowing (2000:46).

The results of Sabatini's experiment suggest that although an unfamiliar accent has a negligible effect on listening comprehension when all resources are available to be directed to the respective Effort, the same accent may create problems for an interpreter who is employing all three Efforts and nearing cognitive saturation. To understand the speaker's accent, the interpreter would need to direct more resources to the Listening and Analysis Effort, thus forcing the other two Efforts to suffer a resource deficit resulting in a poorer quality interpretation as explained in the Tighrope Hypothesis (see section 2.1).

#### 4.3.3 *Kodrnja/Kurz 2001/2005*

In a study conducted for her thesis, Kodrnja (2001; cf. also Kurz 2005) analyzed the effects of an L2 English accent in an interpretation setting. Ten interpreting students enrolled at the University of Vienna were divided into two groups. These two groups were then asked to interpret a 5-minute, 591-word speech from English into German. Kodrnja recorded two speakers: one native and one non-native, and created two separate audio tracks, each featuring a speaker switch in the middle of the speech. The speakers appeared in a different order in each track, and each track was presented to a different group of participants, meaning that one group heard the L1 speaker for the first half of the speech, followed by the L2; the second group the L2 speaker for the first half, followed by the L1. This design allowed for both inter- and intragroup analysis. Following the experiment, the participants filled out a questionnaire detailing some basic personal information and their reactions to the text that they had just interpreted. Finally, Kodrnja held a debriefing interview addressing the participants' coping mechanisms, as well as their thoughts on the individual speakers. The resulting interpretations were then analyzed for accuracy and the questionnaires statistically compared.

Kodrnja hypothesized that the non-native accent would present more difficulties for the participants, resulting in a higher degree of information loss and thus an overall lower quality interpretation. The results supported this hypothesis, with the participants producing much better-quality interpretations when interpreting the native speaker than when interpreting the non-native speaker (2001:124). When asked during the interview process to guess where the non-native speaker's accent originated, the participants gave a variety of answers including "Africa," "Eastern Europe," "India or Pakistan", "Nigeria", and "Japan or China" (2001:107-111).<sup>7</sup> These varying answers regarding the accent's origin, along with the increased loss of information that occurred when interpreting the non-native speaker, imply a relationship between unfamiliarity with a certain accent and interpretation quality.

#### 4.3.4 *Slane 2017*

A similar study was conducted by Slane (2017), in which she set out to determine how an English text produced by a speaker with an Indian accent would affect student interpretation performance. Slane adapted the experiment methods used by Kodrnja (2001) and selected a text featuring a native Indian speaker delivering a TEDx talk in English. This text was then reproduced as closely as possible to the original via shadowing by a native speaker of British English. The two full texts were then split in half and compiled into the two source tracks used in Slane's experiment. The first track featured the Indian speaker delivering the first half of the speech, and the British speaker delivering the second half. In the second track, the roles were reversed, with the British speaker delivering the first half and the Indian speaker delivering the second half.

Six interpretation students were selected to participate in the experiment, all of whom had German as their A language. These six were divided into two groups and each group was tasked with interpreting one of the two tracks from English into German. Following the interpretation task, the participants were asked to fill out a questionnaire detailing their personal, academic, and professional history and to provide their opinions on the text they had just interpreted. All participants had completed interpreting classes at the University of Vienna and were therefore not considered by Slane to be "beginners" (2017:62). Following the experiment, the resulting

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<sup>7</sup> The true origin of the non-native speaker is not disclosed in the study. The speaker is merely described as "having a strong accent" (org.: "einen starken Akzent aufwies" (Kodrnja 2001:33).

interpretations were collected, transcribed, and analyzed. Each one was then assigned a numerical value of either 0, 0.5, or 1, meant to represent the output quality based on the accuracy of information conveyed from the original text in the interpretation.

Slane hypothesized that the quality of the students' performance would be significantly lower for the Indian speaker, regardless of the order in which the speakers were presented. She also assumed that in the case of a participant with considerable experience with South Asian English varieties, the output quality would not be lower for the Indian speaker than the British speaker (2017:52).

The results of the experiment supported both of Slane's hypotheses. In all cases except one, the students' output quality was noticeably lower when interpreting the Indian speaker than the British speaker, regardless of which order the speakers were presented in. One participant stated that he had spent a period of one year in India and was familiar with the Indian language and accent. Slane had taken this into account, and her hypothesis that familiarity with South Asian Englishes would result in better output quality was confirmed.

These empirical results of the experiment were also reflected in the questionnaire. The participants who lacked familiarity with Indian English rated the Indian speaker as more difficult to understand and interpret. In many cases, Slane was forced to exclude the data from the participant familiar with Indian English, as it skewed the results in a way that made it more difficult to determine exactly which factors played a role in performance accuracy. By doing this, Slane was able to show that performance was not dependent on which half of the speech the participants were interpreting, but rather on accent.

Slane's study was designed to be the first in an effort to collect data detailing the effects of various English accents in the field of simultaneous interpretation. The present study follows Slane's methods and builds upon the research, contributing data from two Inner Circle English varieties, namely AusE and SNAE, to the body of data introduced by Slane in 2017.

## 5 American English

The present status of the American accent still very much reflects its past patterns. Throughout its development, American English (AmE) has progressed through several phases, from the simple transplantation of various British accents to the Americas, to the internal divergence of accents within America.

### 5.1 Development of the American accent

#### 5.1.1 *Colonization of the Americas*

British English was quite different in 1607, when the first successful English settlement in Jamestown, Virginia was founded, from what it is today. Scholars refer to the English of this period as Early Modern English; the idea of a separate AmE was non-existent. At that time there was no notion of a “standardized” language and existing differences in accent had a profound effect on the development of accents in the United States, as people from different speech regions tended to settle in different regions of America. Some of today’s most prominent American accents can be traced directly back to the British dialect of the seventeenth and eighteenth century (Wolfram et al. 2016:98).

Surprisingly, the speech of many early colonists in America more closely resembled modern-day AmE than today’s standard British English. This is mainly due to the fact that most of the linguistic innovations and evolutions that occurred in England after the colonization of America did not reach the once-remote colony. Examples include the rhotic properties<sup>8</sup> of AmE and the use of the word *mad* meaning “angry”, whereas modern-day British speakers use it to mean mentally unbalanced, or the disparate usage of *fall* and *autumn* to describe the season following summer in AmE and British English respectively (Wolfram et al. 2016:99).

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<sup>8</sup> Rhoticity is further explained in section 6.2.1 of this paper.

## *Jamestown*

Many colonists in Jamestown originated from southeastern England. They kept close ties with the London area and its standard speakers, thus becoming more influenced by the loss of the postvocalic /ɹ/. This non-rhotic variety is still present in lowland Virginia. This is in stark contrast to the settlers in highland Virginia and the mountain regions to the west, where most settlers originated from the areas in England that pronounced the postvocalic /ɹ/ and did not maintain as much contact with Britain as their neighbours to the east.

## *Boston*

As in Virginia, speakers of the “proper” southeastern English accent were also prevalent in eastern New England. The first colony, Massachusetts Bay, was founded in 1620 and as England moved towards a non-rhotic accent, the colonies in this region followed suit. In contrast, western New England and New York State adopted the rhotic accent for the same reasons as upland Virginia. An interesting exception to this trend is New York City, perhaps the most stereotypical non-rhotic region in America. Although New York City began as a rhotic speech area, in the mid-nineteenth century the non-rhotic accent of New England spread into the city and was firmly established there. This is still noticeable today, with New York City and eastern New England being the most prevalent regions with a non-rhotic accent among a country defined by its pronunciation of /ɹ/. Wolfram et al. state that “Today, *r*-lessness is receding sharply in Southern accent areas like Tidewater Virginia. It is also declining in New York City and Eastern New England...” (2016:100).<sup>9</sup>

### *5.1.2 The Colonial Period*

During the period leading up to the Revolutionary War, some of the most distinctive accents in AmE were already developing. AmE was being strongly influenced by various non-English languages such as French in the New Orleans region, Spanish in Florida, German in Pennsylvania,

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<sup>9</sup> For more on the original regional varieties of English in America see Wolfram et al. (2016).

and West African languages throughout the lower south, in addition to numerous Native American languages spoken by the indigenous peoples. When the thirteen colonies declared independence in 1776 and became the United States, there were already clear indicators that AmE was becoming a separate linguistic entity from British English. This is supported by the fact that the term “Americanism” was coined in the 1780s to refer to words and phrases that were characteristic of English in the United States but absent in British English. For the most part, this period in America was concentrated on how “Americanisms” in English could be used to differentiate it from British English (Wolfram et al. 2016:107).

The decision to distance themselves from Britain was also made self-consciously by early Americans who wanted to prove separation from Britain through their language. Thomas Jefferson often introduced new words into usage (*belittle*, for example) and Noah Webster, an early American lexicographer, changed the spelling of words such as *colour*, *fibre*, and *tyre* to *color*, *fiber*, and *tire* (Wolfram et al. 2016:108).

Just as the settlement patterns of British and European colonists defined the accent along the East Coast, so too did these initial accents play a large role in creating the accent of the interior regions of the United States. As America expanded, European settlers and their descendants tended to consistently move westwards into the unpopulated American territories. The northern regions were mostly populated by speakers from New England and New York, the middle states by Midland speakers, and the southern states by Southerners. As English travelled further and further west, the accent mixing increased and AmE became more and more dissimilar to British English. The harmonization of accents also began in the early to mid-1800s, as accent speakers from many different regions were coming into increased contact with one another. By the time English reached the West Coast, especially following the California Gold Rush of 1848, the traditional eastern United States accent boundaries had faded out for the most part (Wolfram et al. 2016:115).

Prior to the arrival of English-speaking settlers in the American southwest, the region was primarily dominated by Spanish speaking settlers, first governed under Spanish and Mexican rule, and later by the United States’ government. This colonial Spanish influence in the southwest is still prevalent in modern AmE, primary examples being found in the lexicon with words such as *corral*, *canyon*, and *fiesta*. The state of Texas remains an interesting case to this day, with southern Texas remaining largely Spanish speaking, central Texas receiving a large influx of English-

speaking settlers from the lower South, and northern Texas receiving settlers from the upper South (Wolfram et al. 2016:115).

Another important factor that influenced the development of AmE was the massive influx of immigrants during the nineteenth and twentieth centuries. Millions of Irish, German, Italian, and Jewish immigrants arrived in America during this time. As German was one of the largest groups of immigrants, many modern AmE expressions can have their roots traced back to the German influence. Since most of these immigrants settled in the northern and midland portions of the country, it further created a divide between the accents of Southern and non-Southern speakers (Wolfram et al. 2016:114).

### 5.1.3 *Modern America*

In the modern United States, new accents are emerging that do not resemble any other traditional variety. A focus on the origins of AmE in the West Coast from a historical perspective reveals an expansion of the traditional eastern accent as the settlers moved further west. However, a contemporary perspective shows that some regions on the West Coast are developing their own accent niches that people who live in this region tend to either use or avoid. An example of this was noted by sociolinguists as early as the 1980s (Hinton et al. 1987) in California, colloquially named “Surfer Dude” and “Valley Girl”. A prominent feature of this Californian accent is the high rising terminal on declarative statements, which has now spread far beyond the West Coast and is prevalent among the speech of younger people in many areas of the United States.

## 5.2 Defining Standard American English

When discussing varieties of English, many people refer to the two dominant versions as “British” and “American”. This is an unsatisfactory generalization, since what most people consider as “American” English is also the accent spoken by the majority of Canadians, who would not consider themselves to be speakers of “American” in the general sense of the word. Canadian English, that is the English spoken by the majority of Canadians, shares more similarities with “Standard North American English” (also known as General American English, GenAm or GA)

than any of the regional accents spoken in the United States.<sup>10,11</sup> When compared with other inner circle English varieties, Canadian English is undeniably a type of “American” English and will therefore be included in the general designation of SNAE throughout this thesis. This variety was recently defined by Labov (2006:146). “If one were to recognize a type of North American English to be called “General American”, it would be the configuration formed by these three accents [Western American English, Midland American English, and (Standard) Canadian English]”.

In North America, SNAE, like RP in Britain, is often associated with newscasters and television and radio announcers. It is also used in higher education settings and as a target for learners of English as a foreign language. SNAE is also regarded as being more prestigious than other varieties. Instructional classes in the United States are available offering “accent reduction” and “accent modification.” It is common for American celebrities to practice SNAE in an effort to reduce or completely remove native southern and New England accents in favour of the more neutral sounding SNAE.

### 5.3 Linguistic characteristics of SNAE

This section will provide an overview of a very small number of the features of SNAE relevant to this study.

#### 5.3.1 Consonants

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

*Table 1: Standard North American English consonants (International Phonetic Association 1999:41)*

|                  | <b>Bilabial</b> | <b>Labio-dental</b> | <b>Dental</b> | <b>Alveolar</b> | <b>Post-alveolar</b> | <b>Palatal</b> | <b>Velar</b> | <b>Glottal</b> |
|------------------|-----------------|---------------------|---------------|-----------------|----------------------|----------------|--------------|----------------|
| <b>Plosive</b>   | p b             |                     |               | t d             |                      |                | k g          |                |
| <b>Affricate</b> |                 |                     |               |                 | tʃ dʒ                |                |              |                |

<sup>10</sup> For the purpose of this thesis, the phonological similarities between Canadian and General American English will not be analyzed. For more detailed information see Boberg (2015:246ff).

<sup>11</sup> It is important to note that while spoken Canadian is phonetically similar to GenAm, written Canadian shares several properties with British English and can be considered a mixture of the two.

|                            |   |     |     |     |     |   |   |   |
|----------------------------|---|-----|-----|-----|-----|---|---|---|
| <b>Nasal</b>               | m |     |     | n   |     |   | ŋ |   |
| <b>Fricative</b>           |   | f v | θ ð | s z | ʃ ʒ |   |   | h |
| <b>Approximant</b>         |   |     |     | ɹ   |     | j | w |   |
| <b>Lateral approximant</b> |   |     |     | l   |     |   |   |   |

If we are to accept Labov's definition of SNAE, we can automatically categorize it as a rhotic accent, insofar the post-vocalic /ɹ/ is pronounced without exception, in stark contrast to AusE (see section 6.2.1), RP, and the southern and New England American accent varieties. This affects words such as 'hard' and 'butter', which, in a rhotic accent such as SNAE, are pronounced as ['hɑɹd] and ['bʌtəɹ], whereas in a non-rhotic accent such as AusE they are pronounced as ['hɑ:d] and ['bʌtə].

Another common characteristic of SNAE is yod-dropping. Yod-dropping refers to the omission of the palatal approximant /j/ from certain syllable clusters. In SNAE, this occurs after all alveolar consonants, causing the word 'new', which is traditionally pronounced in RP and AusE with the inclusion of the /j/ [nju], to elide the /j/, becoming simply [nu].

In general, there is no distinction between clear l (/l/) and dark l (/ɫ/) in SNAE, with all instances of /l/ being pronounced more or less dark.

### 5.3.2 Vowels

Below are two figures<sup>12</sup> depicting the various vowels of SNAE:

<sup>12</sup> For more detailed information regarding vowel features and the IPA vowel chart see Lindau (1978:541-563).

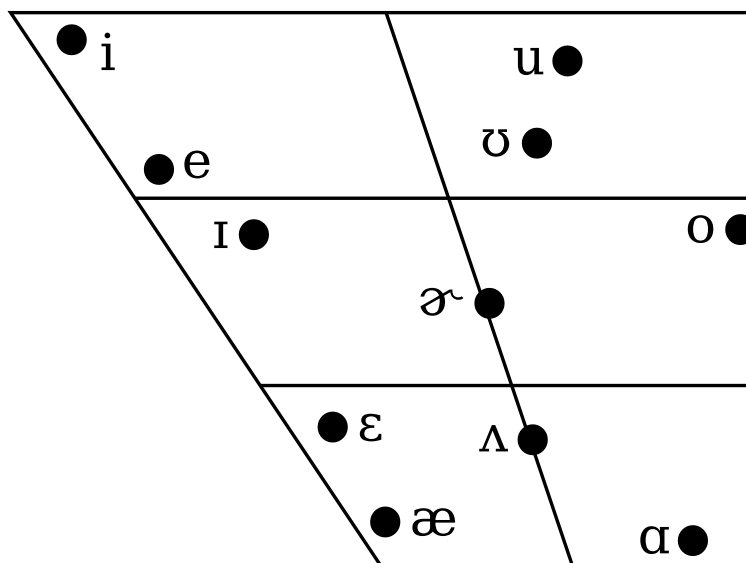


Figure 4: Monophthongs of SNAE (Wells 1982:486)

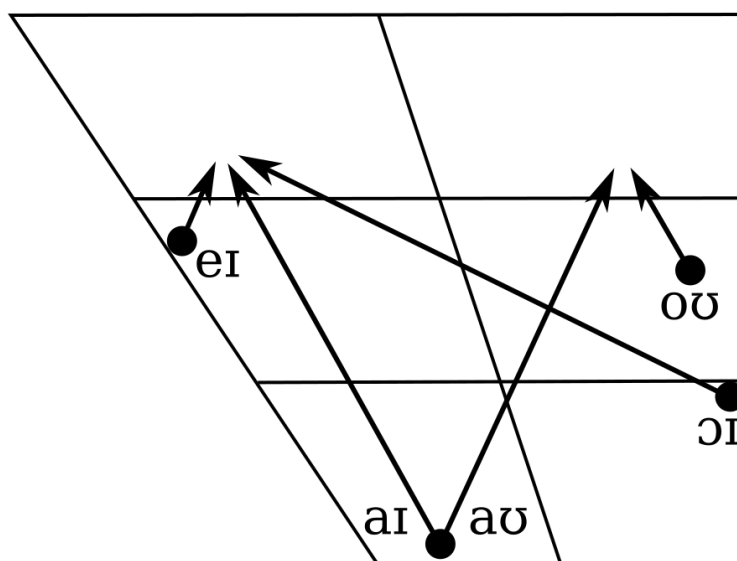


Figure 5: Diphthongs of SNAE (Wells 1982:486)

SNAE is generally described as having 17 vowels, including the weak syllable schwa /ə/, which are usually distinguished into two classes depending on the basis of the phonotactic distribution (Wells 1982:120). These two classes include the five checked vowels, /ɪ, ɛ, ʌ, æ, ʊ/, and the remaining free vowels. The /ə/ is restricted to unstressed syllables and therefore does not fall into either of these categories. The checked vowels generally only occur at the end of a stressed monosyllable with a final consonant such as ‘pit’ or ‘pet’. The free vowels are not limited by this

constraint. An important characteristic of SNAE vowels is the lack of the length mark (: ) as seen used in RP and AusE. This is because the vowel length is not as important in SNAE and the duration of each vowel depends on its phonetic environment. This is especially apparent when comparing IPA transcriptions of words affected by rhoticity where the SNAE vowel combinations of /ɛr, ʌr, ɔr/ correspond to /ɛ:, ʌ:, ɔ:/ in AusE respectively.

A further interesting feature which could cause comprehension issues in SNAE is the appearance of vowel mergers occurring before /ɹ/, such as /ɜr/ and /əɹ/, as used in the words ‘forward’ /'fɔɹwəd/ and ‘foreword’ /'fɔɹwɜɹd/, thus attributing them homonymic pronunciation in the form of ['fɔɹwəd], which are distinguished in AusE as ['fɔ:wəd] and ['fɔ:wə:d].

Diphthong is the term used in linguistics when a monosyllabic speech sound glides from one vowel to another. Although relatively unspectacular when analyzed within a single accent variety, diphthongs vary immensely among accents and are the parts of speech that provide the largest differentiation between varieties of a specific language.

### 5.3.3 Prosodic features

SNAE is a lexical stress language, which means that in any word with more than one syllable, the syllables will differ in their relative prominence. There are many rules and exceptions regulating the inflection of stress in SNAE. These will not be discussed here as they are outside of the scope of this paper. For more information on stress in SNAE see Bauer (1980:165-203).

Intonation in English is usually divided into five basic tones: fall, rise, fall-rise, rise-fall, and level. The following is a short generalization<sup>13</sup> of the functions of these five tones (Roach 2009:123ff):

- Fall: A fall in tone is regarded as a more or less “neutral” tone and can be used to indicate “finality”.
- Rise: A rise in tone is the opposite of a fall and generally means that the speaker expects the exchange to continue (either in the form of a response or an “invitation to continue).

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<sup>13</sup> For more expansive information regarding intonation in English, see Bauer (1980), Roach (2009).

- Fall-rise: A fall-rise tone indicates that the speaker only agrees with the statement to which they are responding to a certain extent, or that the speaker is reluctant to agree altogether;
- Rise-fall: A rise-fall tone is used to indicate feelings of approval, disapproval, or surprise.
- Level: A level tone is used almost exclusively in English to convey a feeling of saying something routine, mundane, or boring.

## 6 Australian English

### 6.1 Development of the Australian accent

Sidney Baker (1966:I) defines Australian English “in terms of slang — of words and phrases in popular use which were outside ‘standard’ or ‘approved’ English.” To him, any English that deviated from the “standard” was that which was not found in the Oxford Dictionary in its various forms. After further study and many years later, he felt the need to update this definition; Australian English did indeed contain a plethora of slang, however there was so much more that defined it as a language. Language is not a static entity; it is perpetually evolving and being modified. A comparison between updated editions of any dictionary over the years will show that not only the definitions of words are being updated and expanded, but also that new words are being included, which did not exist a decade ago.

#### 6.1.1 *Colonization of Australia*

This evolution of language has been prevalent since the colonization of Australia. Life was trying for the new colony between the first arrival in Port Jackson in 1788. On one side there was a vast wilderness; miles and miles of unknown terrain and rough country; on the other side the expansive Pacific Ocean. It is important to mention when discussing the origins of the Australian variety of English that these were no ordinary colonists; they were not seeking riches, fame, or glory for the crown. The majority of the adult newcomers were prisoners; exiles sent to Australia to serve their sentences. They hoped to be pardoned of their crimes and begin a new life in a foreign land as peasants. This is reflected in the data from the first census taken of the civil population of New South Wales in 1828. It comprised a total population of 36,602, who were designated as follows (Yallop 2001:292):

*Table 2: 1828 New South Wales Census*

| <i>Type</i>                 | <i>Number</i> | <i>Percent</i> |
|-----------------------------|---------------|----------------|
| in bondage                  | 15 668        | 43%            |
| free by pardon or servitude | 7 530         | 20%            |
| born free                   | 3 503         | 10%            |
| arrived free                | 4 121         | 11%            |
| children under 12           | 5 780         | 16%            |

The language spoken by these convicts was not one to which the high-class society of early modern England would have been accustomed to. It was riddled with vulgarisms and vernacular used as a lingua franca for the sort of people used to a life in incarceration. Baker (1966:24) writes, “the ‘proverbial cant’ of the convicts...was certain to influence the subsequent story of the Australian language.” There has been considerable discussion regarding the exact origins of the Australian pronunciation (Mitchell and Delbridge 1965, Blair 1975, Bernard 1981), but there is a general consensus that:

- 1) Australian pronunciation is relatively similar to forms of speech found in southeastern England (and relatively dissimilar from, say, forms of speech characteristic of southwestern England, northern England, or Scotland or Ireland); and
- 2) A distinctive Australian accent (or accents) must have been emerging quite early in New South Wales (Yallop 2001:289)

Nicolas (1988) examined the birthplace records of approximately 20,000 convicts who were transported to New South Wales between the years of 1817 and 1840. They concluded that most of the transported convicts came from “the heartland of England” and eastern Ireland. According to the data, urbanized areas are overrepresented in convict birthplaces and rural counties underrepresented both in England and Ireland. “About 45 per cent of all convicts were born in urban areas; 71 per cent of the Scots, 48 per cent of the English and 34 per cent of the Irish” (Yallop 2001:290). These figures suggest a population which is relatively diverse in origin, but principally urban. The largest minority originated from London and southeastern England. Since many adults tend to accommodate their speech to other accents when exposed to them (Trudgill 1986), the predominant accent, that is the only form with enough representation to adhere to this model, would tend to absorb the smaller imported ones and exert its influence on the everyday speech and language. In this case, the Cockney accent of London and southeast England would exert the most

pressure on speech in the new colony, thus creating a mixed accent with approximately the same inputs.

### 6.1.2 *The Colonial Period*

The true notion of an “Australian English” can be observed in the first wave of children born in New South Wales or those who arrived at a very young age. It can be assumed that these children spoke something similar to the adapted version of the contemporary speech originating from London or southeast England that was commonplace among the adults in the colony. Mitchell and Delbridge (1965) argue that the accent spoken by these Australian-born children was not identical to the modern day AusE, nor was it an exact replica of the English spoken in London or southeast England. They postulate that it was a result of three steps: firstly, the process of eliminating many of the smaller minority accents in favour of the largest common majority (that of London and southeast England). Secondly, the process of accommodation, which is no longer observable to researchers, but which they believe cannot have created radical change to the southeastern English form of speech. Thirdly, this new group of native-born children and the effect they had on the language played a significant role in its evolution once they began to equal or outnumber the population of the immigrants. Mitchell hypothesized that the main features of AusE were established by the 1830s. This is supported by the fact that although the great wave of immigration into Australia in the 1940s brought many thousands of speakers of British English and other European languages, it had almost no effect on the overall appearance of Australian speech. The evidence of historical records, both direct and indirect, is severely lacking and therefore posits almost no concrete theories. Turner theorized that the development of Australian vowel sounds simply continues the process of English vowel change. He describes the relationship between British Received Pronunciation and Australian pronunciation:

not as parent and daughter languages but as two successive generalizations of English speech based in each case predominantly on the South East Midland variety, the second generalization including the first as its most important component (Turner 1960:37)

This would imply that the Australian accent evolved alongside and yet separate from British Received Pronunciation and, although both share the same roots, neither played a critical role in the development of the other.

### 6.1.3 *Modern Australian*

A study was conducted during the 1960s at Sydney University in which the voices of over nine thousand secondary school students were recorded and analyzed. Researchers then documented the aspects and variances of AusE pronunciation with the intent to classify the speech differences within Australia and study the regional distribution of the different varieties. The results shed little light on the matter.

Our strong conviction, after listening to all these voices, is that one can have no confidence at all in one's ability to assign voices to particular states or regions, using speech sounds and patterns as cues. Speech differences are not distributed regionally, but rather in terms of social and personal features. (Mitchell and Delbridge 1965:13)

The general conclusion was that the Australian accent can be separated from other varieties of English primarily by the pronunciation of certain vowel sounds. The differences are not structurally diverse enough to be considered accent and the use of one variety over another does not depend at all on geographical or cultural boundaries, rather solely on personal and social circumstances including principally gender, type of school attended, family background, parents' place of birth, and finally whether the speaker lives in an urban or rural community. Mitchell and Delbridge identified three different types of Australian accents based principally on how individuals pronounce six vowel sounds that occur in the words HAY, HE, HIGH, HOE, HOW, and WHO. The three accents were coined by Mitchell as "Broad", "General", and "Cultivated" and paraphrased by Kurath (1972:164) as a three-way split between "the folk, the middle class and the cultured". It is important to note that although these varieties are referred to as being different, there is considerable phonetic overlap between them. In order to accurately represent this overlap, these three categories are usually displayed on a continuous spectrum, rather than separately categorized, showing the gradual shift that can be observed when analyzing and classifying speakers. Broad Australian is generally perceived as the rural Australian and the most easily recognized Australian accent by English speakers around the world. General Australian is the most

common variety and more prominent in urban regions. It is used as a standard accent for Australian television, movies, and advertising. Cultivated Australian is generally perceived as indicating higher social class or education. It bears the most resemblance to British Received Pronunciation and is the least common of the three accents. In the study conducted at Sydney University, it was determined that of all participating students, 55 percent spoke General Australian, 34 percent spoke Broad Australian, and 11 percent spoke Cultivated Australian. Mitchell notes, however, that this cannot be accepted as a representative indication of the general Australian public. The sample was from a group of graduating students who may have possibly had a higher level of education than can be expected from the general population. He also states that growth in maturity and social awareness can especially affect the category of Cultivated Australian speakers, with students choosing to either increase, or decrease their use of the accent, depending on their future endeavours. Bernard (1967) puts forward the theory suggesting that Australians are willing and ready to “upgrade” their speech, either on certain occasions, or permanently, from one variety to another. The speaker views the chosen version to be more respect-worthy than their original. He suggests that, “General Australian grows out of the aspirations of the socially successful speaker of Broad Australian” (Bernard 1967:17). He believes that although Cultivated Australian may be based on the speech patterns found in the groups of upper-class colonists who tried to retain their upper-class speech patterns, it is not a direct linear descendant of Received Pronunciation, but rather a modification of Broad Australian that has been “upgraded” beyond the General form and merely attempts to imitate RP.<sup>14</sup> It is important to note that although there are also many recorded instances of gender and ethnicity affecting the evolution and pronunciation of AusE, they are outside of the scope of this thesis and therefore will not be examined.<sup>15</sup>

## 6.2 Linguistic Features of AusE

An extensive analysis of the all linguistic aspects related with AusE will not be included here, as it is beyond the scope of the present study. For the purpose of this thesis, only the General Australian variety will be selected for analysis.

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<sup>14</sup> For more information regarding the phonetic differences between Broad, General, and Cultivated Australian, see Mitchell & Delbridge (1965), Bradley (2004).

<sup>15</sup> For more information regarding the effects of gender and ethnicity on AusE pronunciation see Mitchell & Delbridge (1965).

### 6.2.1 Consonants

Table 3 contains the consonant features of AusE.

*Table 3: Australian English consonant phonemes (Cox and Palethorpe 2007:342)*

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

Consonant pronunciation has been not been examined to the extent of vowel pronunciation due to the fact that the consonants display many of the same characteristics which can be found in other varieties of English (Cox and Palethorpe 2007:342). Perhaps the two largest deviations are yod-coalescence and non-rhoticity. Cox and Palethorpe use the symbol /r/ to denote a post-alveolar approximate. Although neither accent discussed in the course of this paper make use of the trilled /r/, this paper will continue using /ɹ/, in line with the International Phonetic Association's IPA chart (1999:ix) for the sake of consistency.

Yod-coalescence refers to the process in which the clusters /d/ and /t/ are palatized into /dʒ/ and /tʃ/ respectively, thus changing categories from plosive alveolar to affricate post/alveolar. While this is quite common in most English accents, for example in the word 'educate' ['edʒəkert] and 'nature' ['neɪtʃər], in AusE this pronunciation also occurs in stressed syllables, affecting words such as 'dune' and 'tune'. This can result in additional homophony; with words like 'dune' [dʒu:n] and 'dew' [dʒu:] sharing the same pronunciation as 'June' and 'Jew'.

As mentioned above, AusE is a non-rhotic variety of English, meaning that in post-vocalic environments, that is to say, when an /ɹ/ immediately follows a vowel and does not precede another vowel, it is no longer pronounced by the speaker. However, when the /ɹ/ is followed by a vowel, such as in the phrase ‘car alarm’, it may be pronounced by speakers of a non-rhotic English language variety as [kɑ:ɹ ə'la:m], using what is known as a linking /ɹ/. ‘Car alarm’ is an example in which /ɹ/ is both silent due to the accent’s non-rhotic properties ([ə'la:m]) and spoken due to the addition of the linking /ɹ/ ([kɑ:ɹ]). A second feature relating to /ɹ/ is that of the intrusive /ɹ/. This describes the situation when an /ɹ/ sound is heard in words or phrases that do not contain an ‘r’ in their spelling. This occurs in cases when words ending in /ə/, /ɑ/ or /ɔ:/ are followed by a vowel, such as in ‘law and order’ [lə:ɹ ənd 'ɔ:də]. It also occurs in some cases between a root morpheme and certain suffixes, as in ‘drawing’ [drɔ:ɹ ɪŋ]. In AusE, the linking /ɹ/ and intrusive /ɹ/ are both prevalent.

Additionally, the phoneme /l/ in AusE is typically pronounced as /ɫ/ with darker qualities but for some speakers there is still a difference between the pre-vocalic and pre-consonantal allophones.

### 6.2.2 Vowels

Below are one table and two figures depicting the various vowels of AusE:

*Table 4: Vowels of Australian English (Wells 1982:596)*

|       |   |        |               |
|-------|---|--------|---------------|
| KIT   | ɪ | GOOSE  | u:            |
| DRESS | e | PRICE  | ɒɪ            |
| TRAP  | æ | CHOICE | ɔɪ            |
| LOT   | ɒ | MOUTH  | æʊ            |
| STRUT | ʌ | NEAR   | ɪə ~ i:ə ~ i: |

|         |    |               |                    |
|---------|----|---------------|--------------------|
| FOOT    | ʊ  | SQUARE        | eə                 |
| BATH    | a: | START         | a:                 |
| CLOTH   | ɒ  | NORTH         | ɔ:                 |
| NURSE   | ɜ: | FORCE         | ɔ:                 |
| FLEECE  | i: | CURE          | ʊə x ɔ: ~ u:ə ~ u: |
| FACE    | æ  | <i>happY</i>  | i:                 |
| PALM    | a: | <i>lettER</i> | ə                  |
| THOUGHT | ɔ: | <i>commA</i>  | ə                  |
| GOAT    | ʌʊ |               |                    |

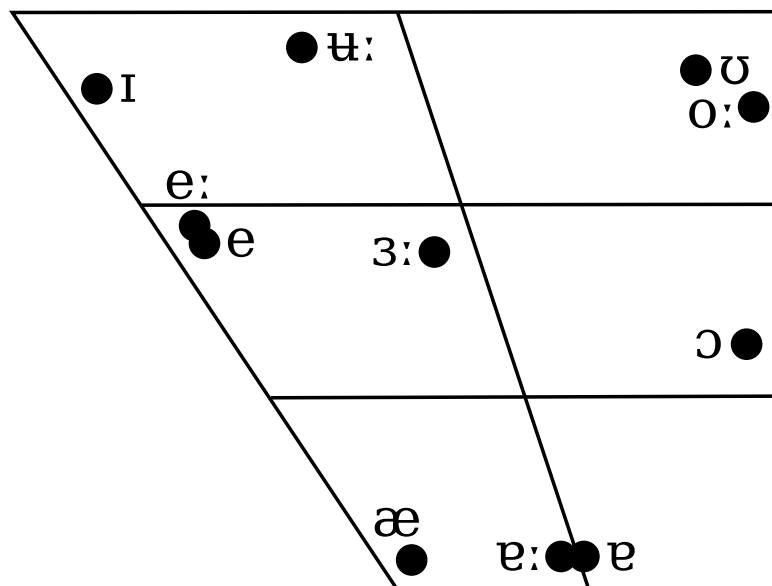


Figure 6: Monophthongs of AusE (Cox & Fletcher 2017:65)

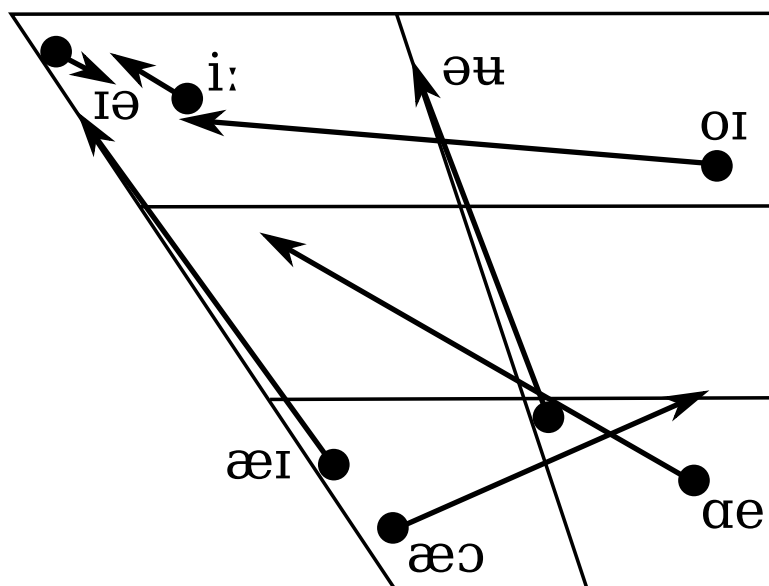


Figure 7: Diphthongs of AusE (Cox & Fletcher 2017:65, 67)

When comparing monophthongs with most other English accents, AusE can be identified by the raising of the front short vowels and the fronting of the vowels used in the lexical sets<sup>16</sup> GOOSE, START, and NURSE. The other short front vowels, the /ɪ/ of KIT, and the /æ/ of TRAP are also much closer than their SNAE counterparts. Collins (1975) refers to this term as “pancake vocalism” due to the effect of squashing the front short vowels towards the upper part of the vowel area. The START and BATH vowel in words like ‘park’ and ‘laugh’ is central-front and long in AusE, noticeably fronter and longer than in SNAE. Accordingly, an /ɑ/ in SNAE pronunciation is changed to /a:/ in AusE. This results in the phrase ‘car park’ and ‘laugh’ changing from [ˈkɑr ˌpɑ:k] to [ˈka: ˌpa:k] and from [læf] to [la:f].

### 6.2.3 Prosodic features

Bauer (2015:282) states that although the fundamental underlying stress-timing inherited from British English is still present, it is slightly weakened in AusE. This is due to the use of full vowels instead of the unstressed vowels that are present in American or British English.

<sup>16</sup> For more information regarding lexical sets, see Wells (1982).

Word stress functions do not vary greatly from other inner circle (see section 3.1) varieties of English. While there are some minor lexical differences, these do not interrupt the fundamental stress system. However, speakers of this stress system are also unsure about the exact rules governing it. Bauer (2015:282) cites a case where a class of first year undergraduate students insisted that in the word *revenue*, stress is placed on the third syllable (reve'nue) even though they were pronouncing it with first-syllable stress ('revenue).

Discussions on intonation in AusE tend to focus on the common use of a “questioning” intonation, known in phonetics as a high rising terminal (HRT). In AusE, HRT can commonly be found in declarative clauses where one would normally expect a falling contour. The usage of HRT in declarative clauses in Australia has been termed “Australian questioning intonation” (AQI) by Bryant (1980). Contrary to the normal English pattern, AQI does not transform the statement into a yes-no question, thus making it remarkable. Guy et al. (1986) found that AQI is generally used as a pragmatic check to check comprehension of the utterance or to draw attention to critical parts of a narrative. Although HRT is also present in SNAE and other accents in the United States and Canada, Guy et al. suggest that the use of AQI in declarative clauses is found more widely and more often in Australia than in any other part of the English-speaking world. Bryant states that AQI is a fairly recent phenomenon, first emerging within the last 40 years. This is supported by a study conducted by Guy et al. in which AQI use was examined in a sample population of 130 speakers. The frequency of AQI use is ten times higher among teenagers than adults, as shown in Table 5.

*Table 5: AQI use by teenagers and adults (Guy et al. 1986:36)*

|           | Instances of AQI | No. of tone groups | % AQI | Probability of AQI use |
|-----------|------------------|--------------------|-------|------------------------|
| Teenagers | 1,642            | 71,790             | 2.29  | .74                    |
| Adults    | 82               | 35,895             | .23   | .26                    |

These results are entirely consistent with the hypothesis that AQI represents a change that first began in the 1970s, thus showing a shift in intonation in AusE among the younger population (see Guy et al. 1986 for more detailed information and breakdowns on AQI usage).

#### 6.2.4 Grammar and vocabulary

Australian grammar tends to borrow from both RP and SNAE. As is the case with SNAE, AusE differs from RP by always conjugating collective nouns using the singular verb form instead of the plural form, for example, *the team was playing badly* as opposed to *the team were playing badly*. Unlike SNAE, AusE uses the RP irregular past participle with words like *burn*, *learn*, and *smell* taking the past participle forms of *burnt*, *learnt*, and *smelt*.

AusE spelling is much more similar to the British form than SNAE. In the cases of *-our* words, such as *colour* and *honour*, and *-re* in words such as *centre* and *theatre*, the *u* and *-re* are retained. Furthermore, AusE also uses the British *-ise* spelling in words like *organise* and *realise*, although the Macquarie Dictionary does list the SNAE spelling of *-ize* as a designated variant. One word that conforms to the SNAE spelling norm is *program*, which drops the extra *-me* found in RP spelling, *programme*.

As with grammar, AusE vocabulary also draws from both RP and SNAE, for example using the North American word *truck* instead of the British *lorry* and the British *mobile phone* instead of the North American *cell phone*.

Perhaps the most interesting aspect of AusE vocabulary, which differentiates it from all other forms of English, is the high occurrence of slang. Although there are some native Australian words (mainly words for flora and fauna native to Australia, such as kangaroo, koala, and dingo), which have been adopted in countries throughout the world, much of the discourse among Australians contains slang and idioms which may not be understood in any other part of the world. The following is only a small sample of these: *bogan* (a rude or socially unacceptable person), *chunder* (vomit), *hard yakka* (hard work), *shout* (buy something, e.g. a round of drinks, for someone), *fair dinkum* (to speak the truth).

Another defining trait of AusE is the extensive use of diminutive forms of words. While many English dialects use diminutive forms, none come close to achieving the level of usage found in Australia, with over 5,555 recorded individual words (Sussex 2014). Commonly used diminutives include: *arvo* (afternoon), *beaut* (originating from beautiful, used to mean fantastic), *truckie* (truck driver), *uni* (university). Although the form of diminutives in AusE is arbitrary, there are strict rules that govern their usage. Diminutives are never used creatively, for example, an

ambulance paramedic is always referred to as an *ambo* and never *ambie* or *amba*. Diminutives are often also applied to names, changing John into Jonno, Mary into Mazza, and Hugh into Hughie.

## 7 Material and Methods

This chapter describes the methodology employed when creating and executing the experiment conducted in the course of this study, as well as the author's predictions regarding the outcome of said experiment. It explains the speaker and participant selection process, including short biographical profiles of all parties involved. It presents the materials used to create and analyze the data and outlines possible limitations of the study.

### 7.1 Research questions and hypotheses

The purpose of the current study and focus of the experiment conducted is to answer the following research questions:

- 1) How do two different L1 English accents influence simultaneous interpreters and the quality of the interpretations they produce?
- 2) Is there a correlation between familiarity with a certain accent and a better-quality interpretation?

The experiment was expected to produce the following results:

- 1) The quality of the interpreter output would be lower for the AusSp than for the SNASp, regardless of the order in which the speakers were presented.
- 2) Any participants who had considerable experience with AusE would produce a translation of equal or better quality for the AusSp than for the SNASp.

### 7.2 Experiment design

The experiment conducted in this study was closely modelled on the one conducted by Slane (2017). Two groups of student interpreters enrolled at the ZTW simultaneously interpreted a text from English into German. Participants produced the simultaneous interpretation in a soundproof booth using interpreting equipment available at the ZTW. Two audio tracks were created with a speaker change halfway through the speech. Two native English speakers were featured on both tracks, one speaker of AusE (AusSp) and one speaker of SNAE (SNASp). The students were

divided into two groups, with group A interpreting track A and group B interpreting track B. The order of the speakers was reversed in the two tracks, with track A featuring the AusSp first, followed by the SNASp, and track B featuring the SNASp first, followed by the AusSp. This design allowed for both intra- and intergroup comparisons of the interpreters' performance.

Once the participants had finished interpreting the text, they filled out a questionnaire (Appendix B) collecting relevant personal, professional, and academic information from each subject, as well as their opinions of the text and experience with each speaker. The quality of each interpretation was then analyzed and scored based on content accuracy.

### 7.3 Source audios

The source audio was taken from a speech delivered by former Australian Prime Minister Julia Gillard at a press conference held at the Parliament House in Canberra, Australia on July 17, 2010. The first seven minutes and forty-seven seconds of the speech were used, and the audio file for the AusSp was extracted from this video. A transcript of this speech can be found in Appendix A.

#### 7.3.1 *Information on the speakers*

Julia Gillard is a former Australian politician and has extensive experience working in both the legal field and politics. She grew up in Adelaide, in the state of South Australia and enrolled at the University of Adelaide in 1979. Throughout her academic career she was extremely active in campus politics and held several prominent positions (president of the University of Adelaide Union's council, president of the Australian Union of Students). She graduated with degrees in Law and Art in 1986 and 1989 respectively and began working at a predominant industrial law firm until switching to politics in 1996. After holding positions such as Minister for Education and Deputy Prime Minister, she was finally appointed to the position of Prime Minister in 2010, being the first female to ever hold the position in Australia.

Gillard's Australian accent is described as a mixture of Broad and General (Madigan 2010, Smith 2011) (see section 6.1.3 for further information on Australian dialect varieties), lying somewhere between the two on the continuum scale. This speaker was chosen for exactly this

reason, since her accent should represent the AusE accent that interpreters are likely to encounter when interpreting an Australian speaker.

The SNASp who kindly agreed to shadow the speech given by Gillard is an American friend of the author who allowed herself to be recorded while shadowing the speech. She has no previous experience with interpretation or shadowing. She was born in Houston, Texas and lived there until her 17<sup>th</sup> birthday. She then moved to Washington, D.C. where she completed her undergraduate and graduate degrees at Virginia Polytechnic Institute and State University. After working in Salt Lake City, Utah for three years, she moved to Vienna, Austria and completed a degree in Business Administration at the Vienna University of Economics and Business.

She has lived in Austria for five years and describes herself as having a General American accent. Her speech features none of the typical characteristics of those found in the southern American states despite being born there, and she was therefore selected on the premise that her accent should represent the SNAE accent that interpreters are likely to encounter when interpreting an American speaker.

### 7.3.2 *Creation*

In order to create a SNAE version of the speech, the SNASp shadowed the AusSp's speech as closely as possible, attempting to reproduce the original pitch and tone. Pauses, hesitations, and self-corrections in the original speech were also reproduced when possible. The SNASp was recorded using a Logitech 980240-0403 Desktop Microphone connected to an Asus Zenbook UX430UQ. She wore Sennheiser PC150 noise cancelling headphones in order to ensure that the microphone did not record any of the audio the SNASp was listening to during the shadowing process. The SNASp was also provided with a transcript of the speech (including all hesitations and self-corrections) to support her during recording.

The SNASp was recorded shadowing the speech three times, two versions in which she paused the recording after each page of the transcription, and one version in which she shadowed from start to finish without interruption. The final, uninterrupted version was selected to be used in the final product. The initial three seconds and the final four seconds of the track, where audible mouse clicks could be heard, were removed. Besides these two edits, the track remained unchanged

from the original recording. The run time of this track also amounted to seven minutes and forty-seven seconds — identical to the AusSp's.

These two recordings were then edited, cut, and combined using *Adobe Audition* on a *Windows 10 PC* to create the final audio files: track A and track B.

Both tracks begin with two seconds of silence, followed by a “beep” sound signaling the start of the audio track. In track A, the AusSp delivers the first half of the speech, lasting a total of three minutes and fifty-one seconds. A short pause followed by a second “beep” signaled the change of speaker. The SNASp then continued where the AusSp left off, delivering the remaining three minutes and fifty-six seconds. In track B, the SNASp delivers the first half of the speech, lasting a total of three minutes and fifty-one seconds. A short pause followed by a second “beep” signaled the change of speaker. The AusSp then continued where the SNASp left off, delivering the remaining three minutes and fifty-six seconds.

### 7.3.3 *Speed of delivery*

As can be expected with effective shadowing, the length of both the original speech and the SNAE reproduction was exactly the same, thus resulting in an identical average speed of delivery in tracks A and B. The average number of words per minute amounted to 140.8 for both versions of the first half and 129.9 for both versions of the second half. These numbers are just slightly above the 100-120 considered by Gerver (2002) to be comfortable for interpreters.

To calculate the number of syllables per minute, the respective sections of the textual transcription were entered into the online text analysis software at <http://www.analyzemywriting.com>. Both versions of the text contained 205.7 syllables per minute in the first half and 207 in the second half.

#### 7.3.4 Terminology

The first half of the source text contains 542 words including two numerical values (twenty-fourth of June, Saturday, August twenty-one). There are 63 complex words (words containing more than 3 syllables) and the average word length is 4.51. Lexical density<sup>17</sup> was calculated to be 49.26%.

The second half contains 511 words and six numerical values (twenty-thirteen, three years, by fifty percent, three thousand nurses, one thousand three hundred general practitioners, three years). There are 77 complex words and the average word length is 4.99. Lexical density was calculated to be 58.04%.

This data indicates that although the first half of the speech is delivered at a faster rate based on the calculated words and syllables per minute, the second half contains more numerical values and more complex lexical elements.

#### 7.3.5 The issue of no image

During the course of the experiment, the student interpreters were not shown any images during their interpretations. Because the SNASp was wearing headphones, sitting in front of a microphone attached to a computer while reading from a script, it was not possible to re-enact the outdoor press conference setting of the original video. It was decided that the experiment setting would be more controlled with a total lack of visuals than with two differing videos of the respective speech deliveries.

In the original video of the selected speech, there were no external visual inputs used which might have provided additional information to either the listener or the interpreter. The AusSp was positioned in front of a podium, thereby limiting any physical gestures which might have supported the interpreter.

Most interpreters agree that being able to see the speaker and audience is a requirement in order for them to produce a high-quality translation (Rennert 2008:204). In a questionnaire conducted in Rennert's study, interpreters answered that interpreting with a lack of visual context lead to increased anxiety and stress; they would worry that they were missing an explanatory hand

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<sup>17</sup> For more information on lexical density see Ure (1971).

gesture or facial expression. The results of Rennert's study showed, however, that "for the most part, visual input appeared to have no appreciable positive or negative effect" (Rennert 2008:215).

Since the aim of this study is to compare and contrast the quality of the interpretations of SNAE and AusE, and there was no additional visual material for either speaker, the conditions for all participants was equal. Thus, the results of this study are unaffected by the lack of supporting visual input.

### 7.3.6 *Phonological features*

SNASp has a rhotic accent and AusSp has a non-rhotic accent. This is apparent when isolating the post-vocalic "r"s in words such as "corners" (SNASp: [kɔːrnərz] AusSp: [kɔːnəz]). This is the case with all post-vocalic "r"s throughout the speech, as is to be expected of rhotic and non-rhotic accents.

A further disparity occurs in the case of the word "schedule". AusSp uses the pronunciation beginning with a postalveolar [ʃɛdʒuːl], whereas SNASp pronounces it with the alveolar [skɛdʒuːl]. The "d" sound also varies between the two, with SNASp using the affricate [dʒ] and AusSp using the approximant [j]. This word arises only once throughout the speech and the pronunciation is not replicated in words like "school".

Yod-coalescence also manifests itself in the speech. Both speakers use the traditional English [ɛdʒʊkeɪʃn] for "education". However, in the case of "during", SNASp uses [dɔːrɪŋ] and AusSp uses [dʒʊərɪŋ].

Both the rhotic and yod-coalescence aspects are also present in the word "opportunity", which is used four times within the source text. SNASp pronounces it as [ɑːpɔːrtuːnəti] and AusSp as [ɒpətjuːnəti].

As stated in section 6.2.1, vowels play a much larger role than consonants when considering the differences between AusE and SNAE. These differences manifest themselves primarily in the form of diphthongs. When SNASp uses [aɪ] in words like "high" and "right", AusSp uses [æɪ]. The [eɪ] in "great" become [æɪ] when used by AusSp unless the [eɪ] follows a nasal consonant as in the words "senate" and "climate". A final example of a unique vowel change in the AusE version of the source text is [aʊ]. This can be found in words like "power" and "how". This sound changes to [æʊ] when used by AusSp.

These phonological differences are present throughout the source texts, in accordance with the respective linguistic characteristics of each accent as outlined in sections 5 and 6. As both speakers are L1 English users, and SNASp had a transcription of the original speech for reference while recording, there are no grammatical or lexical discrepancies present in the source texts.

## 7.4 Interpreter participants

### 7.4.1 *Information on the participants*

In total, eight subjects voluntarily agreed to participate in the experiment conducted for this study. To ensure the anonymity of all participants, their names have not been used. Each participant was assigned a code based on which group they were assigned to. Participants A-1, A-2, A-3, and A-4 were in group A; participants B-1, B-2, B-3, and B-4 in group B. Two participants, A-1 and B-1, were raised bilingually, with A-1 learning German and RP English, and B-1 learning German and American English. These two were placed in separate groups to ensure that one group would not skew the data by having two SL native speakers. The remaining participants were assigned into the two groups using a random number generator.

All participants were enrolled in the Master of Translation program at the University of Vienna. The experiment included students majoring in both Dialogue Interpreting and Conference Interpreting. All participants had completed between three and six semesters of practical interpreting courses, meaning that despite them all being students, none were complete beginners. Although only one of the participants had more than 5 hours of “real-world” simultaneous conference interpreting experience, all the subjects had experience participating in at least one simulated conference, either at the university or elsewhere.

All participants apart from A-4 indicated German as their A language and English as their sole B language; participant A-4 listed English and Spanish as equal B languages. Participants A-1, B-1, B-3, and B-4 listed French as their C language; A-2 listed no C language, and A-3, and B-2 listed Spanish, and Russian respectively.

#### 7.4.2 *Information given to the participants prior to the interpreting task*

Prior to entering the booths, the participants were given the following information:

- they would simultaneously interpret a text of around eight minutes in length from English into German.
- the text was a generic political speech given by the Australian Prime Minister, Julia Gillard in June 2010.
- there would be no video footage of the speakers for the duration of the task.
- there would be a “beep” at the beginning, signaling the speaker was about to begin.
- there would be a second “beep” in the middle of the text, signaling a speaker change.

Participants were also provided explanation for two phrases that would come up during the course of the speech. The first was “Canberra”, which was explained to be the city in which the speech took place; and the second was “GP super clinic”, for which the German translation of “Superklinik für Allgemeinmedizin” was suggested by the author.

#### 7.5 Experiment protocol

The experiment was conducted on two separate dates, 10/01/2018 and 19/03/2018. This was necessary due to scheduling conflicts among the participants, resulting in only two subjects being available on the first date, with the remaining six taking part on the second. The experiment took place in a classroom at the ZTW in Vienna which was outfitted with interpretation booths and equipment. Once all participants had arrived, they were provided basic information regarding the experiment and the text (see section 7.4.2).

It was ensured that each subject had their own recording device (e.g. smartphone) in addition to the built-in recording equipment in each booth in the case of a system error or loss of data by the university’s equipment. After ensuring that the equipment was functional in all of the occupied booths, the participants interpreted the text. Following completion of the task, participants were immediately asked to fill out a post-interpreting task questionnaire (see section 7.5.1). Finally, these questionnaires were then collected, and the data was coded and entered into an excel spreadsheet.

On the first date, the two participants interpreted track A without interruption, and were then asked to fill out the questionnaire. On the second date, the two remaining subjects in group A managed to interpret approximately one minute of track A, before the system suffered an inexplicable error and had to be restarted. Group B was then asked to interpret track B, which they did without interruption, after which they filled out the questionnaire. Group A then made their second attempt at interpreting the text, this time with no problems, finishing the task without interruption. Group A was then also asked to fill out the questionnaire. All participants were then asked to submit their recordings to the author at their earliest convenience.

The interpreters were asked not to share any information about the texts with each other or express any opinions regarding the tracks or their own performance until everyone had filled out the questionnaire. The error affecting group A on the second date resulted in two members hearing approximately the first minute of track A twice, a factor which may lead to discrepancies in the results.

#### *7.5.1 Post-interpreting task questionnaire*

After completing the interpreting task, participants were asked to fill out a questionnaire. The questions required each subject to either tick a box or provide a very short answer of a few words at most. A copy of the questionnaire can be found in Appendix B.

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

- the interpreter's language combination.
- which additional languages the interpreter speaks, and what proficiency level they have in these languages.
- how much experience they have interpreting, both in an academic and professional setting.

Section 2 asked about how difficult the interpreters found the task. Questions were asked about:

- the difficulty of the subject matter.
- how difficult they found it to interpret AusSp.

- how they would rate the speed of AusSp.
- the difficulty of the terminology used by AusSp.
- whether they had problems understanding AusSp's accent.
- how difficult they found it to interpret SNASp.
- how they would rate the speed of SNASp.
- the difficulty of the terminology used by SNASp.
- whether they had problems understanding SNASp's accent.

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

|                          |                          |                          |                          |                          |                |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------|
| Very easy                |                          |                          |                          |                          | Very difficult |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                |

In order to facilitate statistical analysis of the results, the answers were assigned a corresponding number from 1 to 5 on the Likert-type scale as shown below. These numbers were only used for quantitative analysis and not included on the questionnaire given to the participants

|                          |                          |                          |                          |                          |                |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------|
| Very easy                |                          |                          |                          |                          | Very difficult |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                |
| 1                        | 2                        | 3                        | 4                        | 5                        |                |

Section 3 set out to establish how familiar the participants were with different varieties of English. Subjects were asked about which varieties of English they are most familiar with and in which settings (school, media, personal, work, etc.) they most often encounter them. An open-ended question was included asking which varieties the participant found most challenging to interpret.

Section 4 was designed to find out how much contact the participants had had with Oceanic English.<sup>18</sup> This section included questions about:

- how often the participant had encountered Oceanic English in the past year.
- whether Oceanic English had ever played a major role in their life.
- whether the participant had ever spent time in Oceania.
- whether they had ever interpreted a speaker of Oceanic English before today.

## 7.6 Data analysis methods

The following section will present the methods used to evaluate the quality of the participants' interpretations.

### 7.6.1 *Defining quality*

In order to determine if the interpreters had more difficulty interpreting the AusSp or the SNASp, the quality of their output had to be analyzed, evaluated, and ultimately scored using a numerical value. The concept of quality can be a very subjective matter, and so analysis of the interpretations will be conducted using the same information-based method applied in previous studies conducted by Kodrnja (2001), Kurz (2005), and Slane (2017). The main focus for assessing the participants' results will be placed on determining whether or not the information was successfully transferred from the original text to the interpretation.

As determined by Altman (1994), stuttering, hesitating, and clumsy formulations are all common among students. This can be attributed to the fact that all their cognitive processes are being allocated to deliver an accurate rendition of the information presented, causing the presentation of said information to suffer. Due to the lack of real-world interpreting experience, the emphasis will be placed on the transfer of content when assessing the interpretations, rather than the style and manner that the students used to present the information. Problems with presentation will only be considered in cases where the utterance is incomprehensible to the point

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<sup>18</sup> Throughout the questionnaire, the term Oceanic English was used to allow for familiarity with New Zealand English to be taken in to account.

that the information can no longer be ascertained with ease (e.g. unintelligible speech, false starts, incoherent grammar).

### 7.6.2 *Errors*

For the purpose of this study, errors in the participants' interpretations are defined and identified according to the strategy set forth by Moser-Mercer et al. (1998) for assessing informational transfer. This strategy lists the following ten errors found in interpretations, in order from most serious to least serious:

- contre-sens – 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 (Moser-Mercer et al. 1998:54)

Taking into account the fact that all participants are students and have limited real-world experience, the present study will only focus on the most serious errors falling under the categories of contre-sens, faux-sens nonsense, omissions, additions, and severe grammar and lexical errors. Kodrnja (2001), Kurz (2005), and Slane (2017) also used a similar set of criteria based on Moser-Mercer et al.'s method.

This study favours a more lenient approach when deciding what qualifies as a critical informational error. It applies Altman's philosophy of evaluating student interpreters based on how severely an error impedes the core transfer of information of the original speaker's message (1994:26).

### 7.6.3 *Creating the quantitative data*

In order to convert the linguistic, raw data in the form of the interpretations into quantitative results that can be expressed and analyzed using a defined formula, the original speech was divided into smaller segments or “idea units”, as they will be referred to here.

Breaking the speech into smaller segments called “propositions” for analysis was carried out in studies performed by Kodrnja (2001) and Kurz and Basel (2009). Based on these methods, this study adopts the designation of segments as “idea units” as used by Slane (2017:68). Similar to Slane’s study, the present study focuses on establishing if the general meaning behind the original text was conveyed in the interpretation.

Segmenting the original speech was done in accordance with the methods employed by Kurz and Basel (2009) and Slane (2017). Using Gerver’s (1976) observation “that pauses tend to segment passages into processing units”, Kurz and Basel (2009:194) decided that pauses in the speech lasting a minimum of 0.5 seconds would be used to separate the segments. Slane refers to this as the “0.5-second method” (2017:69). This same method was used in the present study to divide the speech into segments, each containing one main idea and thus forming the idea units required to evaluate the interpretations using a numerical score which will be explained later on in this section.

The 0.5-second method was applied using the digital audio editing software *Gold Wave*, which can automatically separate audio files into segments based on user-defined criteria, i.e. pauses lasting 0.5 seconds or more. The original version of the speech delivered by the AusSp was used as a baseline for the program, thus separating the idea units based on the pauses found in this version.

While the 0.5-second method provided the foundation on which the individual idea units were based, it did not prove to be entirely effective without some manual adjustment. There were some instances where the 0.5-second method did not produce segments containing only one main idea. In these cases, the segment was modified in order to be deemed suitable for the purpose of this study.

After applying the 0.5-second method and making the necessary adjustments, the speech contained 68 idea units. The first section (before the speaker change) is made up of 35 segments; the second section (after the speaker change) comprises the remaining 33.

To better illustrate the 0.5-second method used, three examples of idea units which were separated from each other by pauses of 0.5 seconds are shown:

- #4 And on that day, I acknowledge that I had not been elected by the Australian people,
- #5 and I said then to the Australian people that I would ensure that, in the near future, they would be a-able to exercise their birthright,
- #6 their vote, to select their government and their prime minister.

The following is an example of where the 0.5-second method was not entirely effective, resulting in an unsuitable segment where multiple ideas were not separated into consecutive idea units. In the case of segments 47 and 48, the minimum pause duration according to the 0.5-second method was not present. This resulted in the passage being treated as one idea unit by the digital audio editing software. Although it is not especially long in terms of word count, the passage is rather information-dense.<sup>19</sup> It was therefore necessary to divide the single segment into two separate idea units.

- #47 Moving forward of course means bringing the budget to surplus by twenty-thirteen,
- #48 three years ahead of schedule.

A full list of the idea units can be found alongside the transcription and evaluation of the participants' interpretations in Appendix C.

#### 7.6.4 *Analyzing the quantitative data*

Each interpreter's version of the speech was transcribed alongside the original text and broken down into segments corresponding to the aforementioned idea units. These were then compared and evaluated for informational consistency. If the interpretation sufficiently conveys the information found in the original text, the idea unit is considered correct and awarded 1 point. If the interpretation does not sufficiently convey the information found in the original, it is considered

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<sup>19</sup> For further information on information density in simultaneous interpreting and its effect on the difficulty of the SL text, see Alexieva (1999).

incorrect and scored as 0. If the key information in the original is partially conveyed, 0.5 points are awarded for that unit.

This scoring system replicates the one used by Slane (2017) and is based on Kordrnja's system (2001), in which one of five possible scores (0, 0.33, 0.5, 0.66, 1) was awarded to each idea unit based on the degree of successfully transferred information. For the purpose of simplicity and consistency, the three-score system (0, 0.5, 1) used by Slane was also adopted for this study.

## 8 Results

This section presents the results of the experiment in full detail. Section 8.1 presents the results of the questionnaire and section 8.2 provides a detailed overview of the analyses of the participants' interpretations. Section 8.3 is a discussion of the overall findings.

### 8.1 Analysis of the questionnaires

This section provides a detailed breakdown of the questionnaire results. A copy of the blank questionnaire can be found in Appendix B

All participants listed German as their A language and English as their B language (with the exception of participant A-4 who listed English and Spanish as B languages). Participants A-1 and B-1, were raised bilingually, with A-1 learning German and RP English, and B-1 learning German and American English.

*Table 6: Additional languages and experience*

| Participant | C language | Additional languages                                       | Semesters of practical classes | Number of simulation conferences | Real world experience (hours) |
|-------------|------------|------------------------------------------------------------|--------------------------------|----------------------------------|-------------------------------|
| A-1         | French     | Italian (B1)<br>Spanish (A2)<br>Dutch (A2)                 | 6                              | 1                                | 0                             |
| A-2         | —          | French (B1)<br>Spanish (A1)<br>Austrian Sign Language (A2) | 4                              | 3                                | 0                             |
| A-3         | Spanish    | Russian (B1)                                               | 5                              | 1                                | 0                             |
| A-4         | —          | French (A2)                                                | 5                              | 6                                | 2                             |
| B-1         | French     | Italian (A2)<br>Russian (A2)                               | 5                              | 2                                | 8                             |
| B-2         | Russian    | Czech (C1)                                                 | 3                              | 1                                | 2                             |

|            |        |                                 |   |   |   |
|------------|--------|---------------------------------|---|---|---|
| <b>B-3</b> | French | Spanish (A2)<br>Portuguese (A1) | 3 | 2 | 0 |
| <b>B-4</b> | French | Spanish (A2)<br>Italian (B1)    | 4 | 3 | 0 |

Five of the eight participants listed a Romance language as a C language, two listed no C language, and one listed an East Slavic language. Four listed French as a sole C language. All but one participant had at least one Romance language either in their main language combination or as an additional language.

The number of completed semesters of practical courses varied among participants, with A-1 reporting the most in-class experience and B-2 and B-3 reporting the least. The mean for all participants was 4.38 semesters. Since the questionnaire was filled out after forming the two groups and completing the experiment, participants were not divided based on academic experience. This resulted in the average number of semesters for group A lying at 5, slightly above the overall average, and group B lying slightly lower at 3.75. Based on this mean number of semesters, the average participant was nearing the end of their master's degree program.<sup>20</sup>

Participant experience with simulation conferences also varied considerably. Simulation conferences are events organized by the ZTW where expert speakers are invited to present a topic in the language of their choosing. Student interpreters are given the opportunity to interpret these speakers for an audience in a realistic setting meant to simulate real-world experiences. Group A boasted more experience in this regard, with a group average of 2.75. In group B, the average number of conference simulations was 2. The mean number of simulation conferences attended among all participants was 2.38.

Only three of the eight participants claimed to have real-world interpretation experience, with B-1 reporting eight total hours and A-4 and B-2 each reporting two.

Participants were asked what variety of English they were taught in school, and whether they had ever lived in a country where they communicated primarily in English. The results can be seen in Table 7.

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<sup>20</sup> Expected completion time of the Master of Translation and Interpreting program is four semesters (University of Vienna (2015:2)

*Table 7: English taught in school and stays abroad*

| <b>Participant</b> | <b>English variety taught in school</b> | <b>Country of stay</b> | <b>Length of stay (months)</b> |
|--------------------|-----------------------------------------|------------------------|--------------------------------|
| <b>A-1</b>         | British and American                    | USA                    | 1-2 per year (summers)         |
| <b>A-2</b>         | British                                 | Australia              | 12                             |
| <b>A-3</b>         | British                                 | —                      | —                              |
| <b>A-4</b>         | British                                 | —                      | —                              |
| <b>B-1</b>         | British                                 | UK, Canada             | 12, 6                          |
| <b>B-2</b>         | British                                 | Czech Republic         | 24                             |
| <b>B-3</b>         | British and American                    | —                      | —                              |
| <b>B-4</b>         | British and American                    | USA                    | 4                              |

Five of the eight participants learned exclusively British English in school, with the remaining three stating they learned both British and American varieties. This would imply more familiarity with British English among participants, at least on an academic level.

Five out of eight also reported living in a country where English was the primary language of communication. Of these five, four reported staying in Inner Circle countries. Although A-1 listed multiple stays abroad in the USA, no exact total was given, it was merely stated that most of A-1's summers (6-8 weeks per year) were spent in the USA. A-2 reported a 12-month stay in Australia, thus implying considerable familiarity with the AusE variety.

Figure 8 shows how participants rated their familiarity with nine different varieties of Inner and Outer circle Englishes. The participants selected one of three possible choices 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".

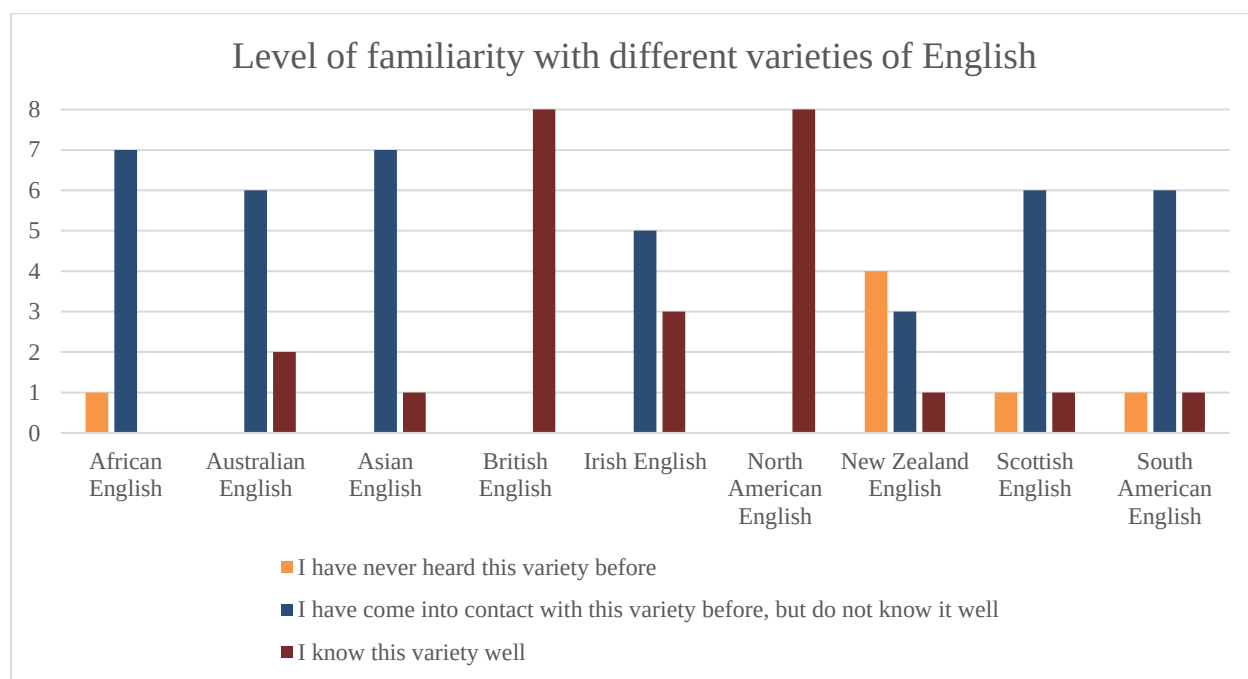


*Figure 8: Level of familiarity with different varieties of English*

All eight participants stated that they know both British and North American varieties of English well. The New Zealand accent was the variety with which the participants were least familiar, with four out of eight stating that they had never heard it before. Only participants A-1 and A-2 reported that they were well familiar with AusE, with the remaining six reporting having come into contact with it before but not knowing it well.

When asked which varieties of English played a major role in their life (major being defined as daily exposure), all participants listed British and/or US/North American as the sole varieties, with the exception of A-2, who listed North American and Australian varieties as playing a major role in her life. This is further indication of A-2's familiarity with the Australian accent.

Participants were then asked which English accents they found most difficult to interpret. This was an open-ended question, allowing the participants to write their own answers instead of being forced to select from a predetermined list. Participants were asked to list native, as well as non-native accents, resulting in a wide range of answers as shown in Figure 9:

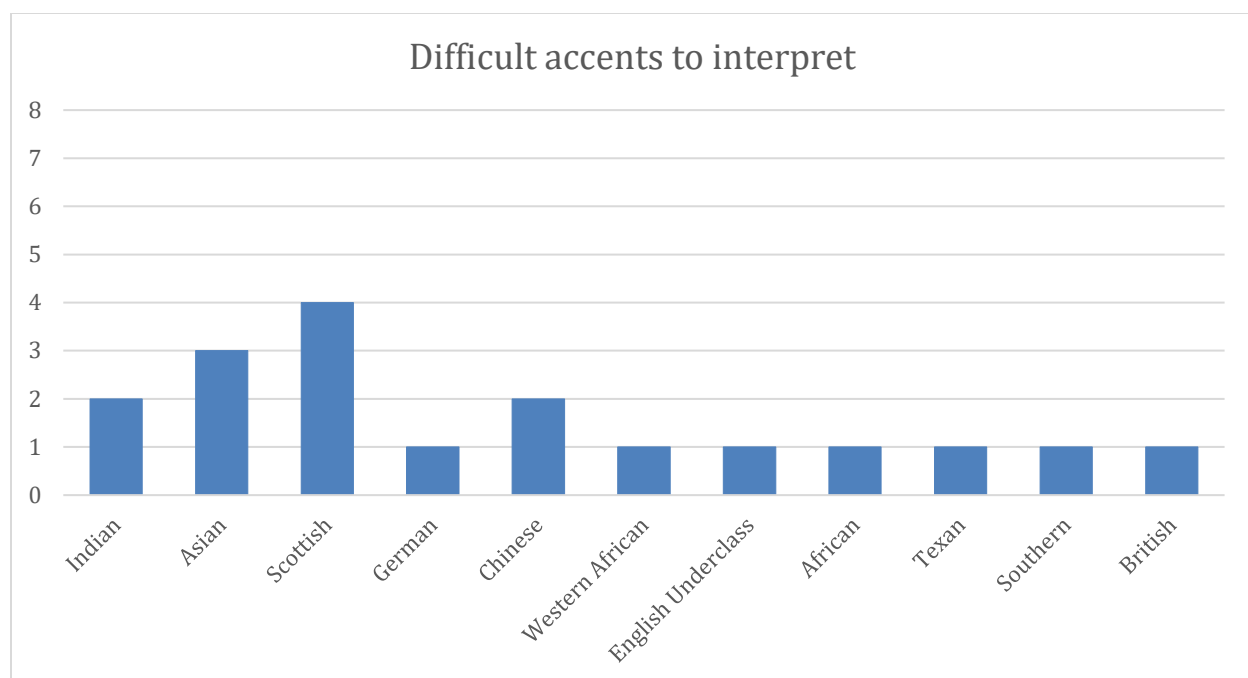


Figure 9: Difficult accents to interpret

Interestingly, neither AusE, nor New Zealand English made an appearance in this question. Since the “Asian” variety would logically include “Chinese”, it becomes the most frequently named accent, being mentioned five times. If “Indian” is to be included in the “Asian” category based on its geographical location, this number rises to seven. This means that 88% of the participants reported that English accents originating from Asia are the most difficult to interpret. This high rate of difficulty in connection with interpreting Asian accents parallels findings from surveys conducted by Katikos (2015:89,101) and Slane (2017:76). A-1 specified that Indian accents are *sometimes* difficult to interpret but she did not clarify which conditions cause the difficulty level to vary.

The second most mentioned accent that causes difficulties when interpreting was Scottish, with four entries. B-4 listed British English as a difficult accent to interpret, despite having learned it in school. This would suggest that perhaps some regional varieties of British English which are not taught in school cause problems for interpreters, including those who are familiar with RP.

B-2 listed “underclass English” as a difficult variety to interpret. It is unclear exactly which varieties are meant by this; perhaps it refers to various Inner Circle regional dialects considered in their native countries to be “uneducated” or “working-class”. B-3 listed both “Texan” and

“Southern” accents, referring most likely to the regional varieties of American English found in Texas and other Southern States.

Participants were also asked a series of questions pertaining specifically to Oceanic English. The first question asked how often each participant had encountered Oceanic English in the past year. The results can be seen in Figure 10:

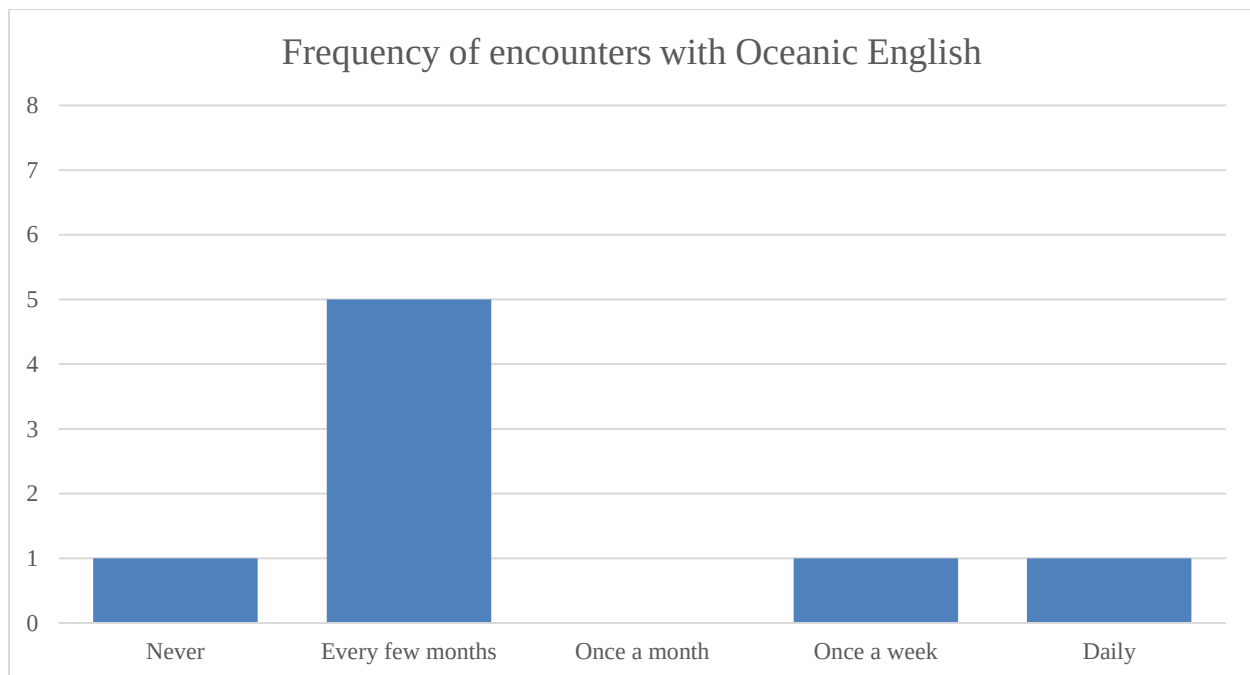


*Figure 10: Frequency of encounters with Oceanic English*

Five out of eight participants had encountered Oceanic English every few months. Participant A-2 reported daily exposure, and B-4 reported never having contact with Oceanic English in the past year. A-2 spent a year abroad studying in Australia and was the only participant to report that she had travelled to Oceanica and that Oceanic English had played a major role in her life at some point. She stated that she consumes Australian media on a regular basis and has family and friends in Australia. A-2 has visited Oceanica on more than one occasion. The details of the stays are provided below:

*Table 8: A-2's stays in Oceanica*

| Participant | Location               | Dates                                                    | Duration  | Nature of stay                         |
|-------------|------------------------|----------------------------------------------------------|-----------|----------------------------------------|
| A-2         | Australia, New Zealand | July 2010 - July 2011, July – August 2014, February 2018 | 16 months | Study, travel, visiting family/friends |

Only two participants, A-1 and A-2, had interpreted a speaker of Oceanic English prior to the day of the experiment. Table 9 presents the details of their experience:

*Table 9: Experience interpreting speakers of Oceanic English*

| Participant | When           | Hours | Mode                      |
|-------------|----------------|-------|---------------------------|
| A-1         | September 2017 | 2     | simultaneous              |
| A-2         | April 2017     | 1     | simultaneous, consecutive |

The two participants who had previously interpreted a speaker of Oceanic English were still relatively inexperienced with this variety, reporting a mere three hours between them. These two participants were also asked to fill out a Likert-type scale, indicating how difficult they found it to interpret the speaker. With “1” representing “very easy to interpret” and “5” representing “very difficult to interpret”, A-1 reported a “4”, and A-2 reported a “2”. Taking into account A-2’s level of familiarity with AusE, it was to be expected that she found the speaker easier to interpret than A-1.

Participants were also asked to rate the source speech and both speakers according to difficulty. For all of the questions in this section, participants were asked to tick a corresponding box on a five-point scale.

The first question in this section asked participants to rate the difficulty of the subject matter from “very easy” (1) to “very difficult” (5). The results for each group can be seen in Figure 11:

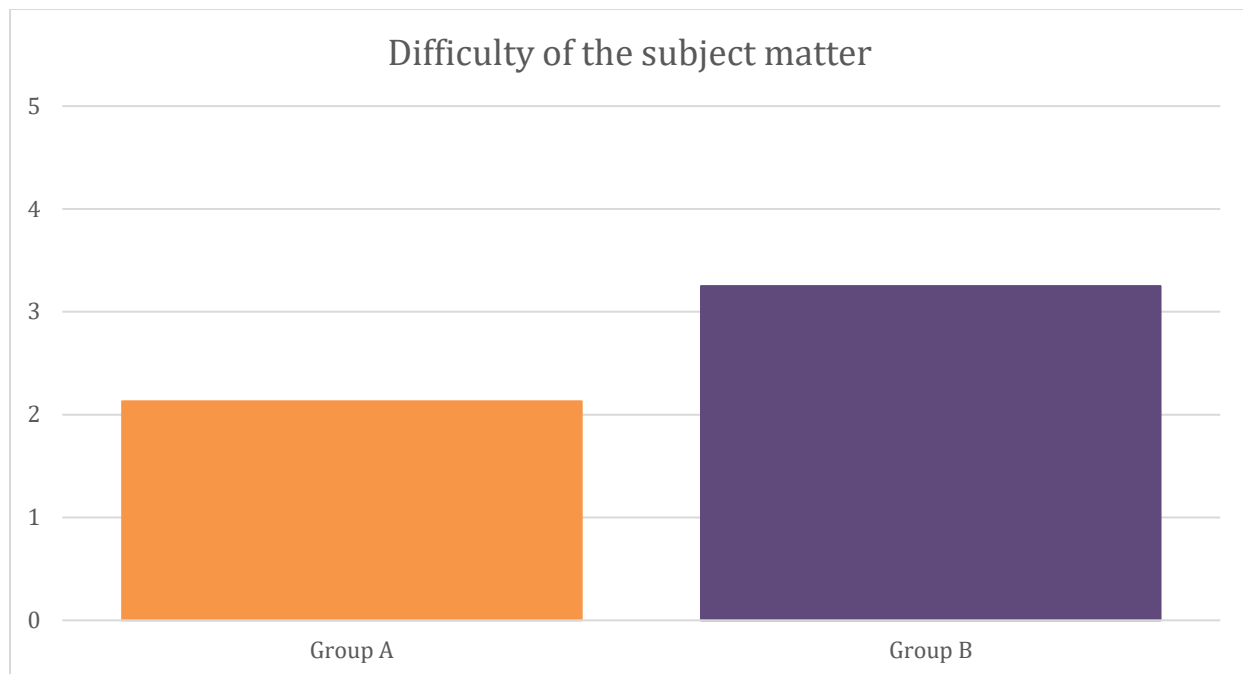


*Figure 11: Difficulty of the subject matter*

The mean score representing the overall difficulty as reported by all participants is 2.69 and the median is 2.75. Group A provided a mean score of 2.13, compared with 3.25 by Group B. This suggests that, in terms of subject matter, group A found the speech easier to understand than group B.

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

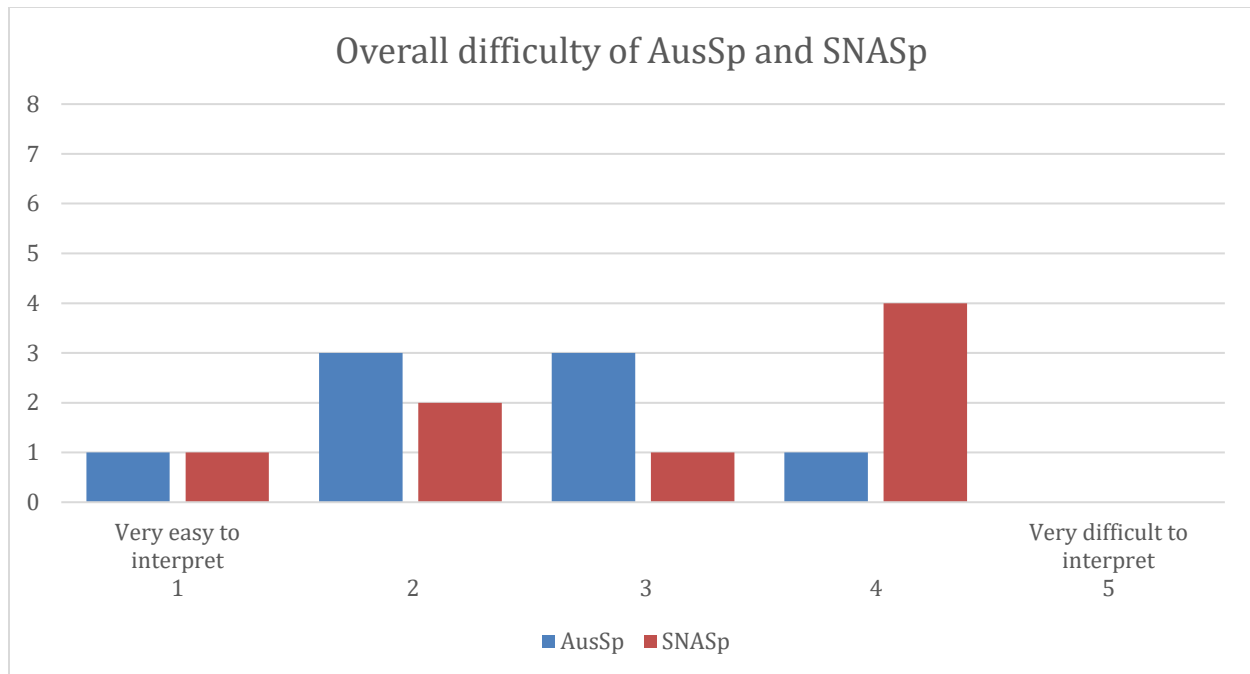


*Figure 12: Overall difficulty of AusSp and SNASp*

The mean value among all participants for AusSp’s overall difficulty was 1.75 and the median was 2.5; the overall mean for SNASp was 3 and the median 3.5. Group A assigned AusSp a difficulty score of 2.25 and SNASp a score of 3. Group B assigned AusSp a score of 1.75 and SNASp a score of 3. Based on this data, both groups found the SNASp more difficult to interpret, regardless of which speech half was being read. It should be noted, however, that AusSp received a lower score when presenting the first half of the speech than the second half (1.75 for the first half vs. 2.25 for the second).

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

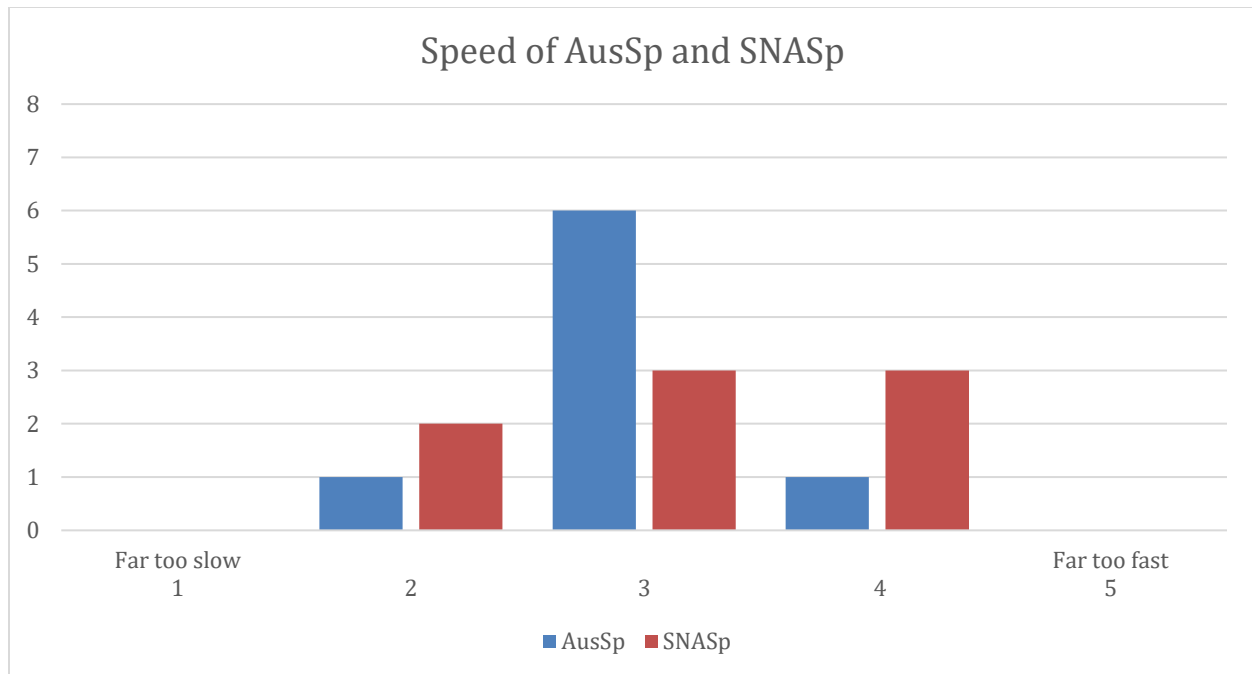


*Figure 13: Speed of AusSp and SNASp*

The mean value given to AusSp's speed was 3 and 3.13 for SNASp. In this case, this represents a negligible difference in perceived delivery speed between the two speakers. When analyzing the values between groups, group A scored AusSp 3.25 and SNASp 3. Group B scored AusSp 2.75 and SNASp 3.25. These scores show that both groups found that the first half of the speech was delivered faster than the second half, regardless of the speaker. This result corresponds with the text analysis conducted in section 7.3.3.

Participants were then asked to rate the terminology used by both speakers:

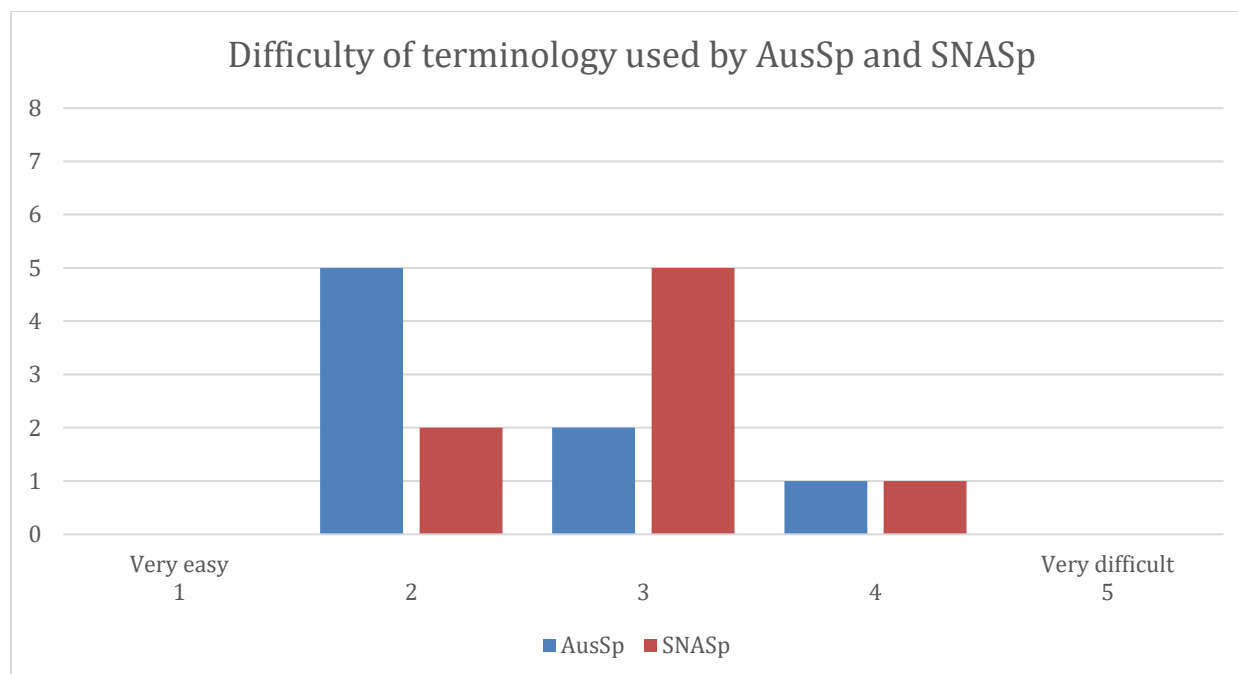


*Figure 14: Difficulty of terminology used by AusSp and SNASp*

Here, the mean value for AusSp was 2.5 and the median value 2; the mean value for SNASp was 2.88 and the mean value 3. Despite the fact that both speakers delivered an identical speech with identical terminology, the median value of the difficulty in regard to terminology was an entire point higher for SNASp and the mean value 0.38 points higher. Group A scored AusSp 2.25 and SNASp 2.75. Group B scored AusSp 2.75 and SNASp 3. Both groups found the second half of the text to employ equally difficult terminology. Group A found the terminology used by AusSp in the first half to be easier than that used by SNASp in part two, whereas group B found the opposite; terminology used by SNASp in part one was more difficult than that used by AusSp in part two. Group A's results coincide with the text analysis performed in section 7.3.4. This suggests that the participants' perceptions of the two speakers were distorted by the speaker's accent, with participants finding terminology used by SNASp to be more difficult than identical terminology used by AusSp.

Finally, participants were asked to rate how difficult they found the respective speakers' accent to be:

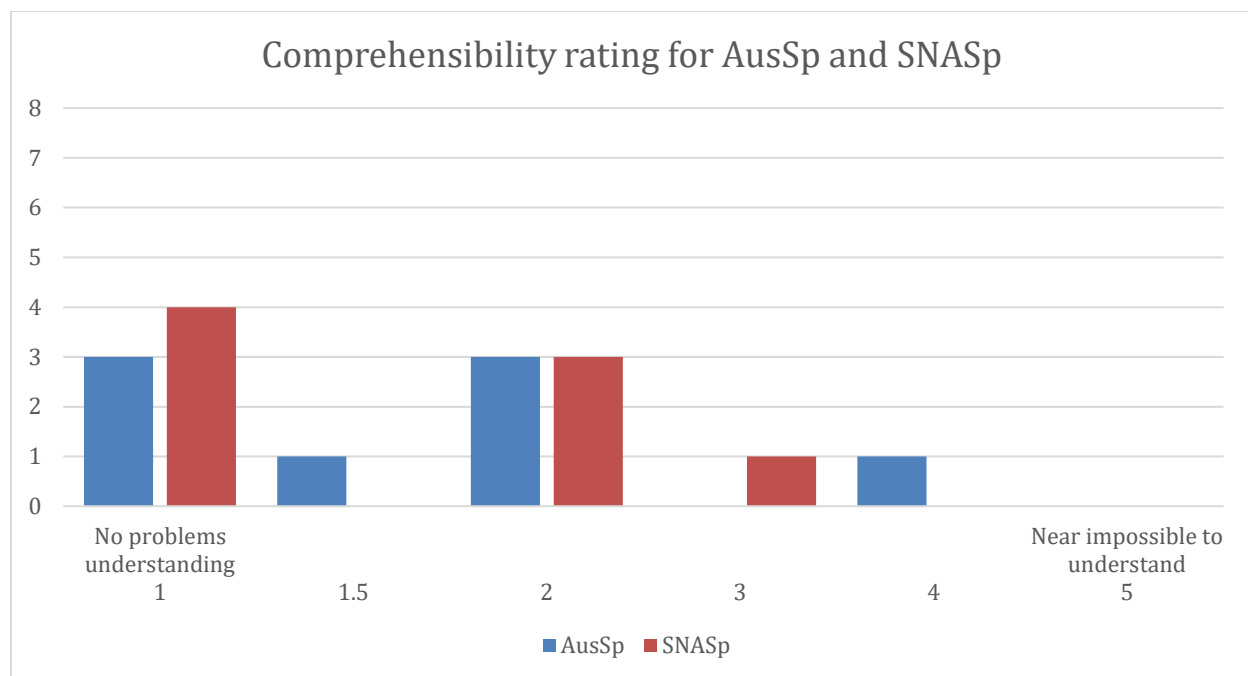


Figure 15: Comprehensibility rating for AusSp and SNASp

The mean score for AusSp was 1.81 and the median score was 1.75. The mean score for SNASp was 1.63 and the median score was 1.5. This result indicates that overall, participants found it slightly more difficult to understand AusSp’s accent than SNASp’s. Looking at the data from the two groups separately however, both groups scored the accent used in the second half of the text as being more difficult to understand, regardless of the speaker. Group A scored AusSp 1.63 and SNASp 1.75, and group B scored AusSp 2 and SNASp 1.5.

## 8.2 Analysis of interpreter performance

The recording of each participant’s interpretation was transcribed and assessed according to the methods described in section 7.5.4. The results were calculated for each half of the text and converted into a percentage score to facilitate both inter- and intragroup analysis and comparison.

### 8.2.1 Individual performance

The results for each individual participant are shown below:

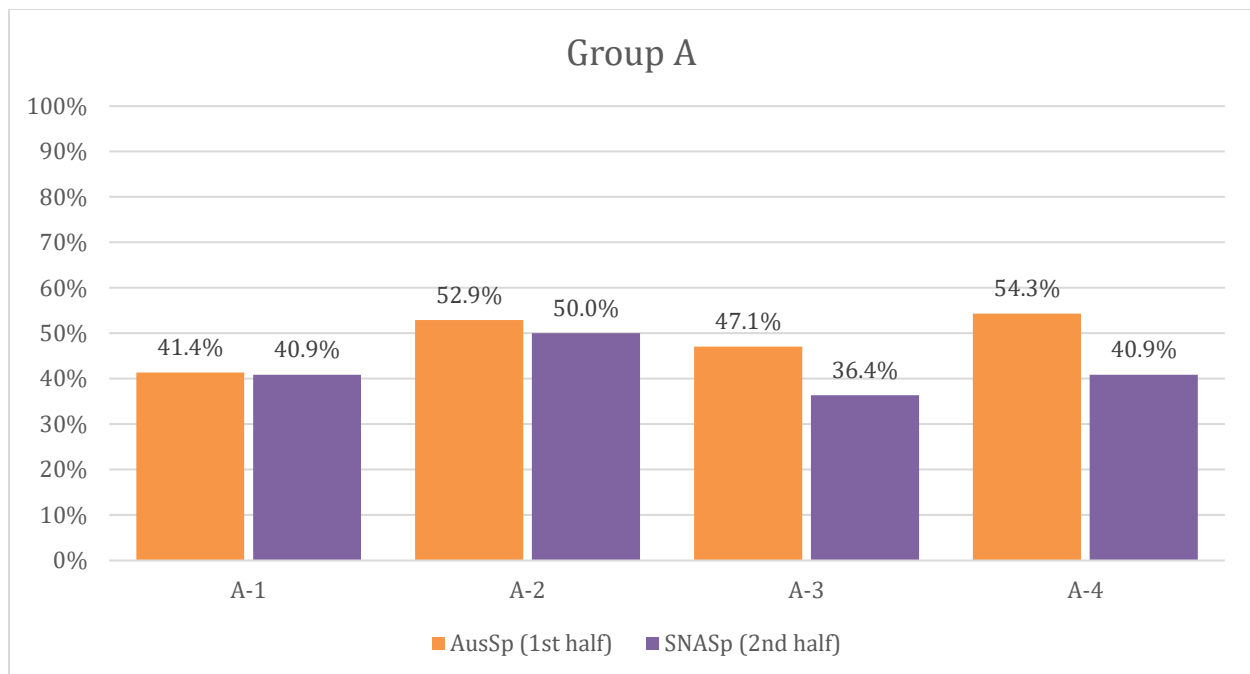


Figure 16: Individual performance of group A

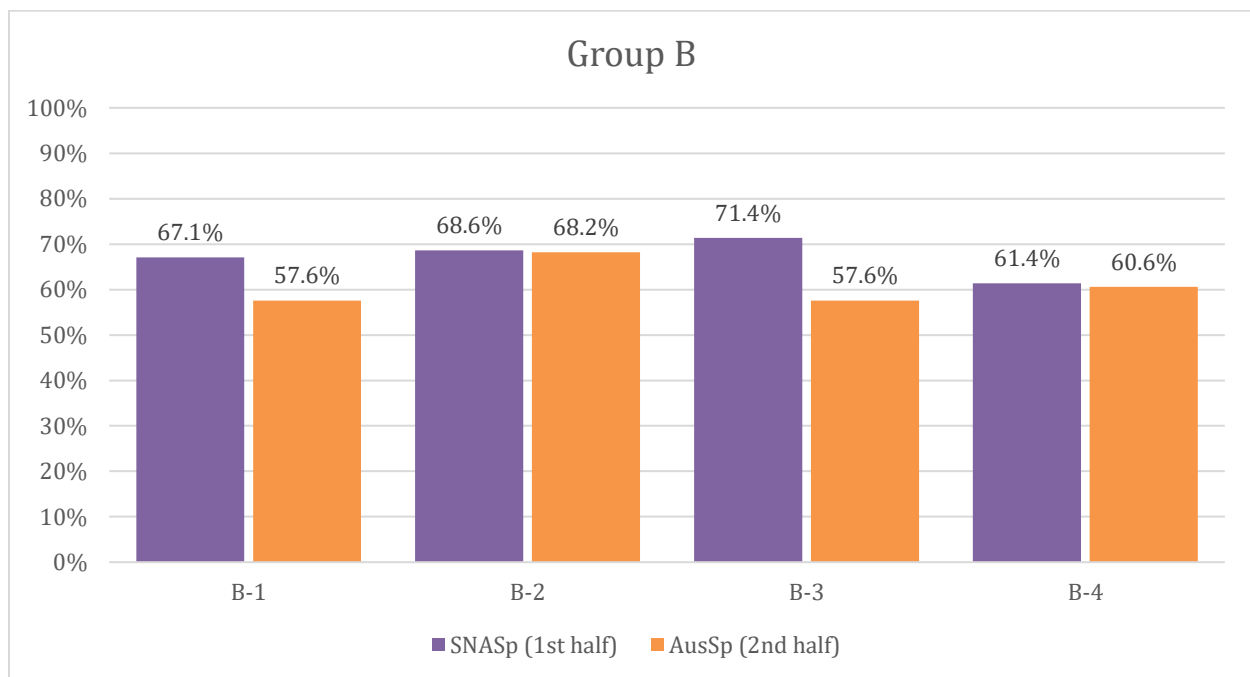


Figure 17: Individual performance of group B

The individual performance scores indicate that accent had a minimal effect on the quality of the participants' interpretations. All individual participants performed equally well or better when interpreting the first half of the speech, regardless of accent. The individual's background variables

also seem to play a minimal role in interpretation quality. Participants with L1 status in the SL (A-1, B-1) performed worse than L2 speakers (B-2, B-3), and participants claiming personal experience with AusE (A-2) performed worse than participants with little or no experience with AusE (B-4).

### 8.2.2 Intragroup comparison

The mean score for each group is presented in figure 18:

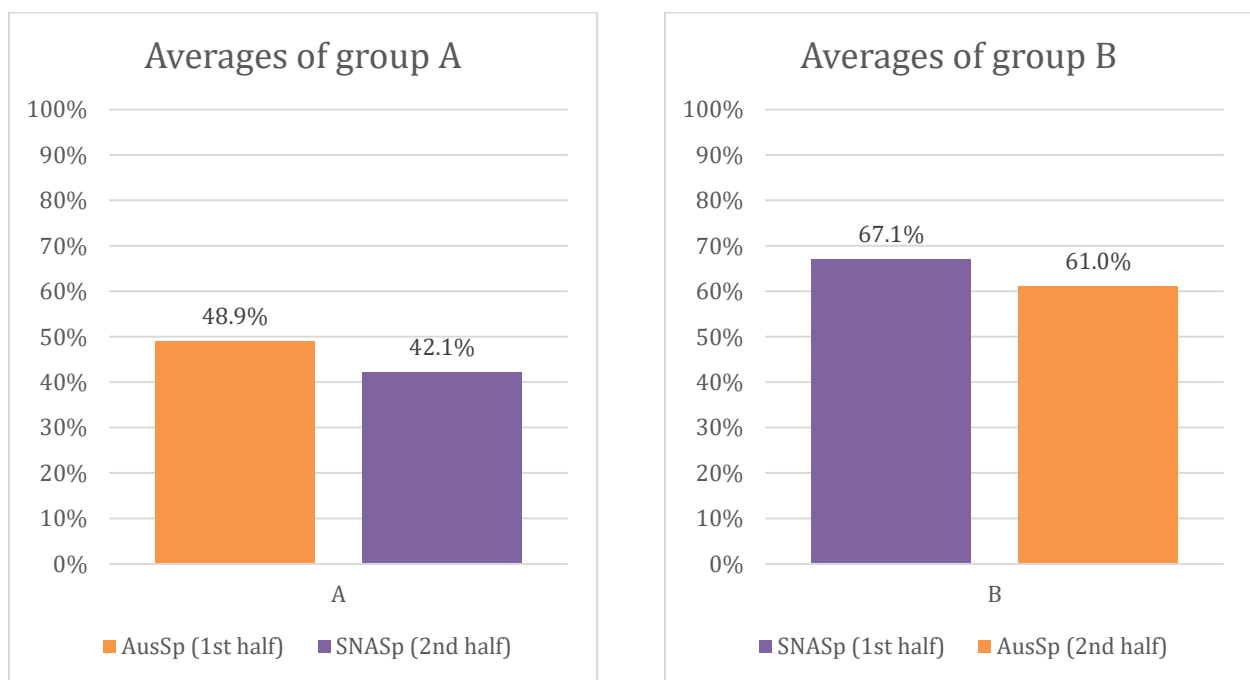


Figure 18: Averages of groups A and B

Participants in group A conveyed 6.8% more of the source information when interpreting AusSp than SNAESp. Group B, on the other hand, conveyed 6.1% more information on average when interpreting SNASp, indicating that all participants performed better when interpreting the first half of the text.

### 8.2.3 Intergroup comparison

As seen in Figure 18, group B performed better than group A overall, conveying 18.55% more source information on average. The mean score for each group is arranged below according to the two speech halves as defined in section 7.3.1.

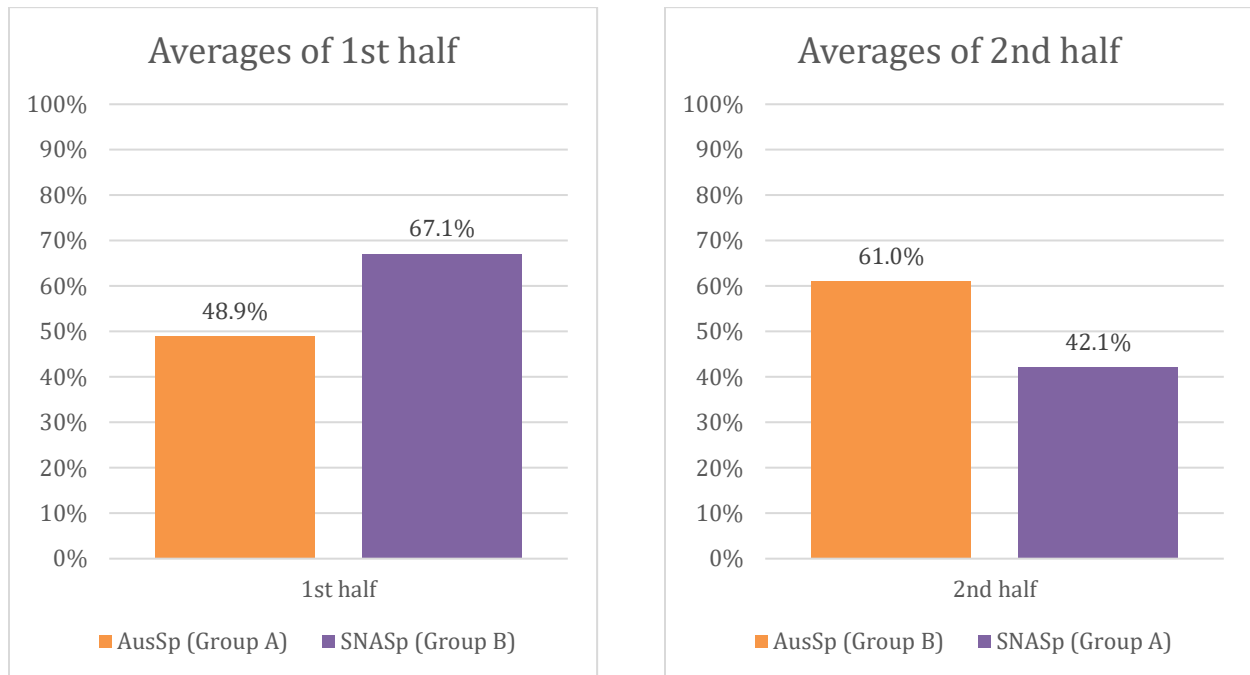


Figure 19: Averages of 1<sup>st</sup> and 2<sup>nd</sup> halves

This data suggests that the accuracy of the participants' interpretations was not affected by accent, but rather dependant on which half of the speech was being interpreted.

This trend becomes more apparent when the data from groups A and B are combined, and the mean performance scores are compared based on the two main variables:

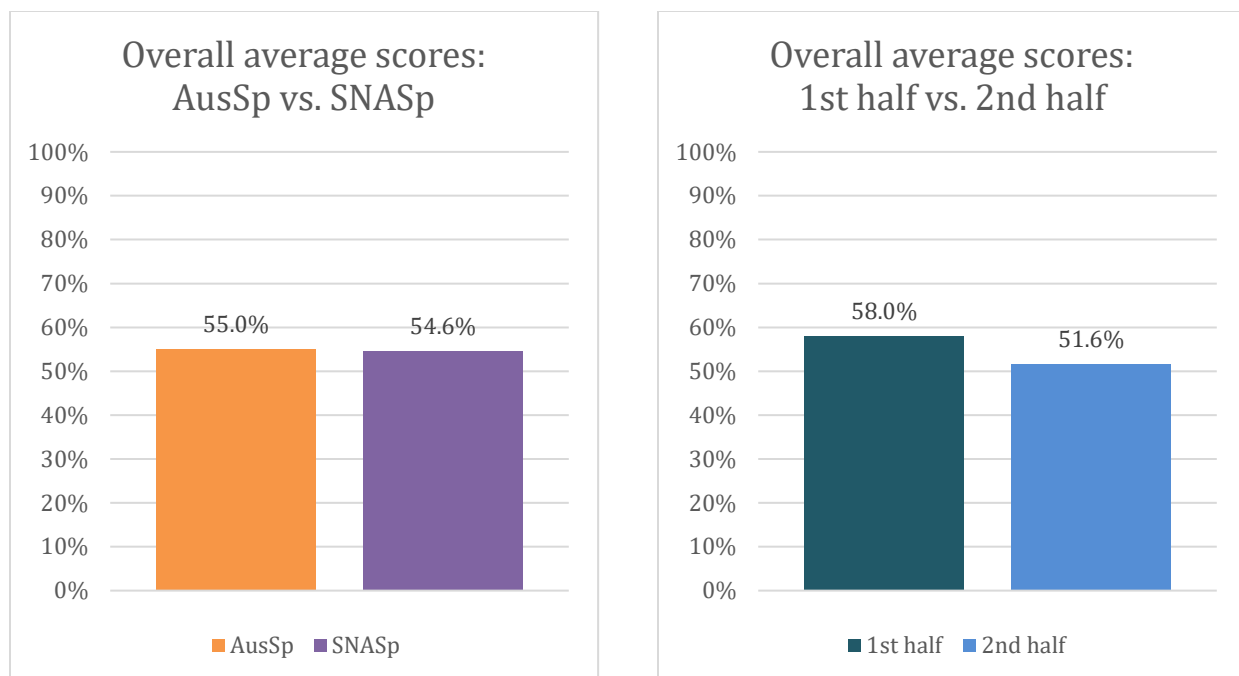


*Figure 20: Overall averages of accents and halves*

Figure 20 ignores the higher level of performance displayed by participants in group B and compares the overall performance scores of all participants based on accent and which half of the speech was being interpreted. The performance scores attributed to the respective halves delivered by AusSp and SNASp only vary by 0.4%.

In comparison, the difference between the amount of information transferred between the first and second halves of the speech results in a much higher variance, with 6.4% more information being conveyed in the first half than the second.

These results seem to invalidate the accent variable; on average, all participants were able to convey the same amount of information regardless of whether the speaker had an AusE or SNAE accent.

### 8.3 Discussion

The results of the experiment directly contradict the hypothesis and expectations of this study. The average performance scores indicate almost no difference in interpretation quality when student interpreters are confronted with an AusE speaker or a SNAE speaker. Despite the majority of

subjects claiming not to know AusE very well, and being more familiar with the North American variety, the data indicates that this accent unfamiliarity has no effect on the output quality. Perhaps these differing results can be attributed to the fact that both speakers are natives of Inner Circle countries, thus presenting fewer linguistic abnormalities than speakers originating from Outer and Expanding Circle countries who are not L1 English speakers. Similar studies conducted in the past have focused on analysis of English accents found in Outer and Expanding Circle countries, thus explaining the contradictory results obtained in the present study.

Instead of accent being the most important variable affecting interpreter performance in this study, the data suggests that other factors take precedence when determining quality. Participants performed marginally better when interpreting the first half of the speech than the second half, regardless of the order of the speakers. After removing accent as a factor influencing performance and taking into account that both versions of the speech consisted of identical terminology and had identical runtimes, only two possibilities remain which could explain the different performance scores.

The first possibility is that the second half of the speech was more difficult than the first. Alexieva argues that the difficulty of a text can be attributed to two parameters: “(i) the rate and clarity of its delivery..., and (ii) the amount of information crammed into it, i.e. its semantic density” (1999:45). In this case, it has already been shown (see section 7.3.3) that the second half of the speech was delivered at a slower rate than the first half. In the questionnaire, participants also rated the second speaker’s delivery as being slower than the first speaker’s. This excludes the rate of delivery parameter and leaves Alexieva’s second parameter for determining ST difficulty: the semantic density, or amount of information. As shown in section 7.3.4, the text contains more numerical values as well as more complex lexical structures. Although the participants were not asked to rate the amount of information, a question relating to the difficulty of terminology presented by each speaker was included in the post-task questionnaire. In this regard, the groups provided conflicting answers. Group A reported results in line with the author’s findings in section 7.3.4. The terminology used in the first half of the speech by the AusSp was not as difficult as that used in the second half by the SNASp. Group B reported the opposite, stating that the terminology used in the first half by the SNASp was more difficult than that used in the second half by the AusSp. The results of group B’s performance would indicate, however, that they only perceived

the terminology used by SNASp to be more difficult, as they scored 6.1% higher on the first half than the second.

The second possibility is that the subjects' performance suffered due to fatigue caused by stress in relation to the act of SI. The detailed side-effects of stress-induced fatigue on interpreters are not the focus of the present study and thus will not be discussed here, however it has been shown (see Riccardi 1998, Kurz 2003) that interpreter performance suffers following extended periods of interpretation activity. The maximum recommended period of uninterrupted SI for an interpreter before being relieved is 30 minutes (Riccardi 1998:95). Considering that the subjects in this study were actively interpreting for approximately eight minutes (exact runtime of each track was 7:47), and that all of them had considerable practical experience with SI, it is not expected that a noticeable degradation of quality would arise as a result of stress-induced fatigue.

## 9 Conclusion

The goal of this thesis was to examine whether student interpreters find it more difficult to interpret a speaker of Australian English than a speaker of Standard North American English. In order to determine if this was the case, an experiment was organized and carried out at the Centre for Translation Studies at the University of Vienna. Eight students enrolled in the Master of Translation program were tasked with interpreting an AusE speaker and a SNAE speaker into German. Both versions of the speech were practically identical, with the SNAE speaker shadowing the original speech delivered by the AusE speaker. The students' interpretations were then assessed using quality assessment methods established by Moser-Mercer et al. (1998), Kodrnja (2001), and Slane (2017).

Previously conducted research and proposed theoretical models in the field of simultaneous interpretation, as outlined in sections 2 and 4, indicated that unfamiliar accents posed problems for interpreters which affected the quality of their output. These accents presented interpreters with additional cognitive stress which, in accordance with Gile's (1999) Tightrope Hypothesis, affected their ability to produce quality interpretations since they were already employing large amounts of cognitive resources.

Based on this research, it was hypothesized that student interpreter performance related to the AusE accent would result in a lower-quality output than that related to SNAE. In cases where the subject had previous knowledge of AusE, or claimed extensive familiarity with the accent, performance was expected to be equal or better when interpreting the AusE speaker. These results were expected regardless of the order in which the speakers were presented as was the case with results obtained by Kodrnja (2001) and Slane (2017).

The data collected through the post-task questionnaire and the experiment indicated that neither accent selected for this study presents more problems for student interpreters than the other. Any deviation in performance quality by the student interpreters can be attributed to a varying level of difficulty between the two text halves. Familiarity with AusE did not prove to be an asset in terms of output quality, and no correlation between exposure to an Inner Circle English variety and the quality of interpretation was discovered.

Due to the small sample size of this study, it is unlikely that the results provide a definite conclusion regarding the different effects of AusE and SNAE on interpreters. Further study is

required which employs a larger sample size and includes professional as well as student interpreters. Future research should also include a focus on the effects of Inner Circle English accents on different L1 speakers, not just on L1 German speakers, as was the case in the present study.

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## Appendix

### Appendix A: Transcription of original source audio

Punctuation has been added as deemed appropriate by the author in order to facilitate understanding.

Well can I say -uh- good afternoon to Australians one and all, can I say good afternoon to members of the Canberra press gallery and at least say to them they'll be relieved to know their days of standing on street corners -uh- waiting for the election to be called are over.

And can I say to Australians: on the twenty-fourth of June, I had the very great honour of becoming prime minister of this country, the greatest country of all. And on that day, I acknowledge that I had not been elected by the Australian people and I said then to the Australian people that I would ensure that, in the near future, they would be a-able to exercise their birthright, their vote, to select their government and their prime minister.

Today I honour that pledge and today I seek a mandate from the Australian people to move Australia forward. This morning I asked her excellency, the governor general, to dissolve the House of Representatives so that elections can occur for the house and half of the Senate on Saturday, August twenty-one.

This election, I believe, presents Australians with a very clear choice. This election is about the choice as to whether we move Australia forward or go back. Our great nation, our very great nation, has been built by generations of men and women who had the courage to move forward. Moving forward of course requires conviction; it requires confidence; it requires a willingness to embrace new ways of thinking, accept new challenges, to listen and to learn and to embrace new solutions. Moving forward with confidence also requires a strong set of convictions and a clear set of values.

All of my adult life I've been driven by a very clear set of values, and over the last few weeks I've had the opportunity to share those values with the nation. I believe in hard work. I believe in the benefits and dignity of work. I believe in what comes as an individual when you do your best and you earn your keep. I believe, fundamentally, in the importance of respect and valuing other people; something that can be shown from simple courtesy to making sure that we

give each other a helping hand in times of need and times of distress. Overall and most importantly, I believe in the transformative power of a high-quality education; the kind of high-quality education that with rigor and discipline enables a child to get the skills and the character that they will need for the rest of their life.

Now I learned these values in my family home from my father and my mother who migrated to this country and like millions of other Australians, worked unbelievably hard so that their children could have opportunities that they could never have dreamed for themselves.

Throughout my adult life I've learned to face the future with confidence. I believe our nation too can face the future with confidence. I believe absolutely; I believe to my core, that the best days of this nation are in front of it, not behind it and there's no challenge too big, no challenge too tough that we can't conquer it if we work together.

And so, in this, the forthcoming election campaign, I'll be asking the Australian people for their trust. I will be asking Australians for their trust so that we can move forward together. And moving forward means moving forward with plans to build a sustainable Australia - not a big Australia. Moving forward means making record investments in solar power and other renewable energies to help us combat climate change and protect our quality of life.

Moving forward means moving forward with budget surpluses and a stronger economy that can offer Australians the opportunity to get a job, keep a job, learn new skills, get a better job and start their own business. A stronger economy that offers Australian families security, opportunity and fairness at work. A stronger economy that builds on what we've achieved by working together, employers and employees alike, in the face of the global financial crisis and global economic uncertainty. And of course, that uncertainty is not behind us yet and economic challenges are still very much with us, and hardworking Australian families who are doing it tough can attest to that.

Moving forward of course, means bringing the budget to surplus by twenty-thirteen, three years ahead of schedule. A surplus that I will protect in this election campaign by not going on an election spendathon, by making sure that any promise we make to spend money is offset by a promise to save money, by making sure that the budget bottom line doesn't change by one cent during the election campaign. Moving forward also means moving forward with stronger protection of our borders and a strong plan, a real plan that takes away from people smugglers the product that they sell. Moving forward means first-rate services for hardworking Australians. In

health, it means increasing our expenditure on hospitals by fifty percent. It means training three thousand nurses and one thousand three hundred general practitioners over the next three years, all the while as we expand our GP super clinics and implement our health reforms.

And moving forward, above all in our schools, means putting at the centre of our agenda, getting every child, every child, a quality education. I believe so passionately in this because a high-quality education has been the centrepiece of my life. I've worked hard to increase information and choices for parents through my- the MySchool website and we will build on it, and we will deliver our new national curriculum with its focus on the basics of reading and writing and mathematics. We'll move forward with our plans to deliver better quality teaching, computers in schools, trade training centres so that we can train students and apprentices. I want to move forward so that young people in this country have real skills for real jobs.

And so, this is my commitment to Australia. Under my leadership we'll move forward we'll move forward together with a sustainable Australia, a stronger economy, budgets in surplus and world class health and education services, and other essential services that hard working Australians and their families rely on.

## Appendix B: 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 work place, which may be different than 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?

\_\_\_\_\_

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

\_\_\_\_\_

## Section 2: Today's Audio

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

Very easy

Very difficult

☐☐☐☐☐

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

(a) How would you rate the overall difficulty of speaker 1?

Very difficult to  
interpret

Very easy to  
interpret

☐☐☐☐☐

(b) How would you rate the speed of speaker 1?

Far too slow

Far too fast

☐☐☐☐☐

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

Very easy

Very difficult

☐☐☐☐☐

(d) How difficult was it to understand speaker 1's accent?

No problems  
understanding

Near  
impossible to  
understand

☐☐☐☐☐

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

(a) How would you rate the overall difficulty of speaker 2?

Very difficult  
to interpret

Very easy to  
interpret

☐☐☐☐☐

(b) How would you rate the speed of speaker 2?

Far too slow

Far too fast

☐☐☐☐☐

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

Very easy

Very difficult

☐☐☐☐☐

(d) How difficult was it to understand 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 ☐ North 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 country? Please state for all countries listed above. Example: *England – 2 months, Spain – 1 year*).

---



---

9 Which varieties of English have you encountered before? How familiar 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 English        |                                        |                                                                            |                          |
| Australian English     |                                        |                                                                            |                          |
| Asian English          |                                        |                                                                            |                          |
| British English        |                                        |                                                                            |                          |
| Irish English          |                                        |                                                                            |                          |
| North American English |                                        |                                                                            |                          |
| New Zealand English    |                                        |                                                                            |                          |
| Scottish English       |                                        |                                                                            |                          |
| South American English |                                        |                                                                            |                          |

10 Please 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 (minimum daily exposure)

---

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

---

#### Section 4: Oceanic English

12 How often have you encountered Oceanic English (Australia, New Zealand) in the past year?

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

13 Has Oceanic English 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 Oceania or have done so in the past
- ☐ I have family from Oceania.
- ☐ I have a partner / friends from Oceania or did in the past
- ☐ I have travelled to Oceania
- ☐ I consume Oceanic media
- ☐ Other (Please state)

14 Have you ever been to Oceania?

☐ 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 Oceania have you been?

---

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

---

(c) How much time have you spent in Oceania in total?

---

(d) What was the nature of your stay?

☐ work

☐ study

☐ travel

☐ visiting family / friends

☐ other

15 Have you ever interpreted a speaker of Oceanic English 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 Oceanic English? Please state the month and year:

---

(b) How many hours in total have you interpreted a speaker of Oceanic English?

---

(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 C: Detailed evaluation of interpreter's performance

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

### *Participant A-1*

*Table 10: Detailed evaluation of participant A-1*

| <b>I.U.</b> | <b>Original</b>                                                                                                                                                  | <b>Interpretation</b>                                                                                                                       | <b>Comments</b>                               | <b>P.</b> |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-----------|
| 1           | Well can I say -uh- good afternoon to Australians one and all, can I say good afternoon to members of the Canberra press gallery                                 | Ich möchte nur sagen schönen guten Nachmittag -uh- an alle Australier Mitglieder der Ca— Canberra Presse                                    |                                               | 1         |
| 2           | and at least say to them they'll be relieved to know their days of standing on street corners -uh- waiting for the election to be called are over.               | Ähh...es ist nun— sind nun die Tage vorbei an den wir an Straßenecken warten, dass die äh die Wahl vorbei ist.                              | Faux-sens<br>(overall meaning largely intact) | 0.5       |
| 3           | And can I say to Australians: on the twenty-fourth of June, I had the very great honour of becoming prime minister of this country, the greatest country of all. | Ich hatte die große Ehre uh Premier Ministerin zu werden in Australien                                                                      | Omission<br>(overall meaning largely intact)  | 0.5       |
| 4           | And on that day, I acknowledge that I had not been elected by the Australian people,                                                                             | und damals als ich gewählt wurde, musste ich feststellen, dass ich nicht von den Australiern gewählt wurde                                  |                                               | 1         |
| 5           | and I said then to the Australian people that I would ensure that, in the near future, they would be a-able to exercise their birthright,                        | und ich habe dann die Australier versichert, dass wir in der Zukunft auch das Geburtsrecht von allen Australiern vorwärtsschreiten möchten, | Faux-sens                                     | 0         |

|    |                                                                                                                             |                                                                                                                                |                                               |     |
|----|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-----|
| 6  | their vote, to select their government and their prime minister.                                                            | dass sie das Recht haben, ihre Premier Minister zu wählen                                                                      | Omission<br>(overall meaning largely intact)  | 0.5 |
| 7  | Today I honour that pledge                                                                                                  | —                                                                                                                              | Omission                                      | 0   |
| 8  | and today I seek a mandate from the Australian people to move Australia forward.                                            | und heute möchte ich ein Mandat ähh— bekommen von den Australiern, dass Australien vorwärtsgetrieben wird.                     |                                               | 1   |
| 9  | This morning I asked her excellency, the governor general,                                                                  | Ich mochte den ummm Gouverneur und das                                                                                         | Contre-sense, omission                        | 0   |
| 10 | to dissolve the House of Representatives so that elections can occur for the house and half of the Senate                   | Haus und den Senat auch                                                                                                        | Omission                                      | 0   |
| 11 | on Saturday, August twenty-one.                                                                                             | am 21. August uhh hier um Unterstützung bitten.                                                                                | Omission<br>(overall meaning largely intact)  | 0.5 |
| 12 | This election, I believe, presents Australians with a very clear choice.                                                    | Es haben die Australier in dieser Wahl eine bestimmte Wahl                                                                     |                                               | 1   |
| 13 | This election is about the choice as to whether we move Australia forward or go back.                                       | und zwar geht es darum, dass wir in die Zukunft schreiten müssen. Und nicht zurück.                                            | Faux-sens<br>(overall meaning largely intact) | 0.5 |
| 14 | Our great nation, our very great nation has been built by generations of men and women who had the courage to move forward. | Unsere großartige Nation wurde von mehreren Generationen Frauen und Männern, die den Mut hatten nach vorne zu gehen, getroffen | Faux-sens                                     | 0   |

|    |                                                                                                     |                                                                                                                                   |                                              |     |
|----|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|-----|
| 15 | Moving forward of course requires conviction; it requires confidence;                               | und überzeugen brauchen wir. Wir brauchen Selbstbewusstsein,                                                                      | Omission                                     | 0   |
| 16 | it requires a willingness to embrace new ways of thinking, accept new challenges,                   | wir brauchen den Wille, dass wir neue Arten zu denken akzeptieren und neu Herausforderungen- uns neuen Herausforderungen stellen, |                                              | 1   |
| 17 | to listen and to learn and to embrace new solutions.                                                | nach neuen Lösungen finde- suchen                                                                                                 | Omission<br>(overall meaning largely intact) | 0.5 |
| 18 | Moving forward with confidence also requires a strong set of convictions and a clear set of values. | und ein neues Vertrauen zu finden mit besseren Überzeugungen und stärkeren werten.                                                | Omission, faux-<br>sens                      | 0   |
| 19 | All of my adult life I've been driven by a very clear set of values,                                | Mein ganzes Leben wurde durch eine, ein Wertesystem geprägt,                                                                      | Omission, faux-<br>sens                      | 0   |
| 20 | and over the last few weeks I've had the opportunity to share those values with the nation.         | das ich auch teilen durfte in den letzten Wochen mit der Nation.                                                                  |                                              | 1   |
| 21 | I believe in hard work. I believe in the benefits and dignity of work.                              | Ich glaube an harte Arbeit, ich glaube an die Würde und Arbeit in Würde.                                                          | Omission<br>(overall meaning largely intact) | 0.5 |
| 22 | I believe in what comes as an individual when you do your best and you earn your keep.              | Ich glaube daran, was es bedeutet, wenn man an als Individuum vorwärts ge— führt wird.                                            | Faux-sens,<br>omission                       | 0   |
| 23 | I believe, fundamentally, in the importance of respect and valuing other people;                    | Ich denke, ich uhhh bin überzeugt von Respekt gegenüber anderen Menschen,                                                         | Omission<br>(overall meaning largely intact) | 0.5 |

|    |                                                                                                                                                |                                                                                                                                    |                                                |     |
|----|------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|-----|
| 24 | something that can be shown from simple courtesy to making sure that we give each other a helping hand in times of need and times of distress. | dass wir einander helfen können in Höflichkeit in Zeiten, in denen wir es besonders brauchen.                                      | Omission<br>(overall meaning largely intact)   | 0.5 |
| 25 | Overall and most importantly, I believe in the transformative power of a high-quality education;                                               | Aber vor allem glaube ich daran, dass wir die Transformation durch eine großartige Bildung schaffen müssen.                        | Faux-sense<br>(overall meaning largely intact) | 0.5 |
| 26 | the kind of high-quality education that with rigor and discipline                                                                              | Mit starker Disziplinen                                                                                                            | Omission                                       | 0   |
| 27 | enables a child to get the skills and the character that they will need for the rest of their life.                                            | können wir für Kinder diese Werte prägen, die sie benötigen für den Rest ihres Lebens.                                             | Omission<br>(overall meaning largely intact)   | 0.5 |
| 28 | Now I learned these values in my family home                                                                                                   | Ich habe diese Werte von meinen Eltern gelernt                                                                                     |                                                | 1   |
| 29 | from my father and my mother who migrated to this country                                                                                      | —                                                                                                                                  | Omission                                       | 0   |
| 30 | and like millions of other Australians,                                                                                                        | sowie viele anderen Millionen Australier,                                                                                          |                                                | 1   |
| 31 | worked unbelievably hard so that their children could have opportunities that they could never have dreamed for themselves.                    | die sehr hart gekämpft haben, damit ihre Kinder diese Möglichkeiten haben können, die sie niemals für sich selbst erträumt hätten. |                                                | 1   |
| 32 | Throughout my adult life I've learned to face the confid- the future with confidence.                                                          | Mein gesamtes Erwachsenenleben habe ich eine- ein Selbstvertrauen gehabt, um in die Zukunft zu blicken                             | Faux-sens                                      | 0   |
| 33 | I believe our nation too can face the future with confidence.                                                                                  | und ich glaube, dass auch mei—unsere Nation dieses Selbstvertrauen haben sollen.                                                   | Nonsense in the context of 31                  | 0   |

|                       |                                                                                                                                                              |                                                                                                                                             |                                           |     |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|-----|
| 34                    | I believe absolutely; I believe to my core, that the best days of this nation are in front of it, not behind it                                              | Ich glaube, dass diese Tage für uns uhh noch in der Zukunft sind, nicht hinter uns.                                                         | Omission                                  | 0   |
| 35                    | and there's no challenge too big, no challenge too tough that we can't conquer it if we work together.                                                       | Dass heißt es gibt keine gro—zu große Herausforderung, die wir nicht schaffen können und meisten können gemeinsam.                          |                                           | 1   |
| <b>Speaker change</b> |                                                                                                                                                              |                                                                                                                                             |                                           |     |
| 36                    | And so, in this, the forthcoming election campaign, I'll be asking the Australian people for their trust.                                                    | Somit in dieser nächsten Wahl frage ich nach der –dem Vertrauen uhh von allen Australiern.                                                  |                                           | 1   |
| 37                    | I will be asking Australians for their trust so that we can move forward together.                                                                           | Ich hoffe, dass wir vorwärts arbeiten können in die Zukunft mit Händen,                                                                     | Omission, faux-sens, addition             | 0   |
| 38                    | And moving forward means moving forward with plans to build a sustainable Australia - not a big Australia.                                                   | dass wir nachhaltiges Australien schaffen können; nicht ein groß—es Australien                                                              | Omission (overall meaning largely intact) | 0.5 |
| 39                    | Moving forward means making record investments in solar power and other renewable energies to help us combat climate change and protect our quality of life. | sondern, dass wir in solar Energie und anderen erneuerbaren Energien hier investieren können, unsere Qualität des Lebens schützen können.   | Omission (overall meaning largely intact) | 0.5 |
| 40                    | Moving forward means moving forward with budget surpluses                                                                                                    | Was bedeutet in die Zukunft zusch-blicken?                                                                                                  | Faux-sens                                 | 0   |
| 41                    | and a stronger economy that can offer Australians the opportunity to get a job, keep a job, learn new skills, get a better job and start their own business. | Eine starke Ökonomie zu schaffen, eine starke Wirtschaft, eine neu—einen guten Job zu behalten oder einen großartigen, besseren Job sich zu | Omission (overall meaning largely intact) | 0.5 |

|    |                                                                                                           |                                                                                                                                  |                     |   |
|----|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|---------------------|---|
|    |                                                                                                           | schaffen und sogar ein eigenes Unternehmen zu schaffen.                                                                          |                     |   |
| 42 | A stronger economy that offers Australian families security, opportunity and fairness at work.            | Sicherheit, Möglichkeit und auch Fairness in der Arbeit ist wichtig für unsere starke Wirtschaft,                                | Omission, faux-sens | 0 |
| 43 | A stronger economy that builds on what we've achieved by working together, employers and employees alike, | damit wir schaffen können, was wir gemeinsam schaffen möchten und zwar aus Unternehmen-- Unternehmen und auch Angestellten,      | Contre-sens         | 0 |
| 44 | in the face of the global financial crisis and global economic uncertainty.                               | dass wir ein gemeinsame globale Wirtschaft schaffen können.                                                                      | Contre-sens         | 0 |
| 45 | And of course, that uncertainty is not behind us yet and economic challenges are still very much with us  | Es gibt aber eine Ungewissheit in der Welt, was die Wirtschaft betrifft. Die besteht noch immer                                  |                     | 1 |
| 46 | and hardworking Australian families who are doing it tough can attest to that.                            | aber hartarbeitende Familien in Australien können dies auch sehen.                                                               |                     | 1 |
| 47 | Moving forward of course means bringing the budget to surplus by twenty-thirteen,                         | Was bedeutet weiter in die Zukunft zu arbeiten? Zwan—2013 sollen wir bereits in einem besseren wirtschaftlichen Status dastehen. | Omission, faux-sens | 0 |
| 48 | three years ahead of schedule.                                                                            | —                                                                                                                                | Omission            | 0 |
| 49 | A surplus that I will protect in this election campaign by not going on an election spendathon,           | —                                                                                                                                | Omission            | 0 |
| 50 | by making sure that any promise we make to spend money is offset by a promise to save money,              | Und jedes—jedes Versprechen das wir machen müssen wir auch einhalten,                                                            | Omission, faux-sens | 0 |

|    |                                                                                                                                                 |                                                                                                                              |                                              |     |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|-----|
| 51 | by making sure that the budget bottom line doesn't change by one cent during the election campaign.                                             | damit im Budget sich nichts verändert während der Wahlphase- während der Wahlkampfphase.                                     | Omission<br>(overall meaning largely intact) | 0.5 |
| 52 | Moving forward also means moving forward with stronger protection of our borders                                                                | Wir müssen das Weiteren unsere Grenzen sichern;                                                                              |                                              | 1   |
| 53 | and a strong plan, a real plan that takes away from people smugglers the product that they sell.                                                | wir müssen ein richtigen Plan schaffen, dass wir keine Schlepper mehr... haben.                                              | Faux-sens                                    | 0   |
| 54 | Moving forward means first-rate services for hardworking Australians.                                                                           | Und wir müssen für hartarbeitende Australier auch eine Möglichkeit schaffen,                                                 | Omission, faux-sens                          | 0   |
| 55 | In health, it means increasing our expenditure on hospitals by fifty percent.                                                                   | dass wir bessere Gesundheitsversorgung haben,                                                                                | Omission                                     | 0   |
| 56 | It means training three thousand nurses and one thousand three hundred general practitioners over the next three years,                         | viele Allgemeinmediziner,                                                                                                    | Omission                                     | 0   |
| 57 | all the while as we expand our GP super clinics                                                                                                 | sowie auch unsere Superklinik für Allgemeinmedizin erweitern.                                                                |                                              | 1   |
| 58 | and implement our health reforms.                                                                                                               | —                                                                                                                            | Omission                                     | 0   |
| 59 | And moving forward, above all in our schools, means putting at the centre of our agenda, getting every child, every child, a quality education. | Das Weiteren geht es vor allem auch um die Bildung und unsere Schulen. Jedes Kind muss eine qualitative Ausbildung erhalten. |                                              | 1   |
| 60 | I believe so passionately in this because a high-quality                                                                                        | Das ist etwas, was ich mit Leidenschaft glaube. Eine hochqualifizierte Bildung ist ein großer Teil meines Lebens.            |                                              | 1   |

|    |                                                                                                                                                                   |                                                                                                                                    |                                            |     |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|-----|
|    | education has been the centrepiece of my life.                                                                                                                    |                                                                                                                                    |                                            |     |
| 61 | I've worked hard to increase information and choices for parents through my- the my school website and we will build on it,                                       | Ich habe eine Auswahl geschaffen für Eltern und wir müssen darauf aufbauen.                                                        | Faux-sens, omission                        | 0   |
| 62 | and we will deliver our new national curriculum with its focus on the basics of reading and writing and mathematics.                                              | Wir brauchen ein nationales Curriculum mit dem Focus auf re—uh---auf Lesen, Schreiben und Mathematik.                              | Faux-sens (overall meaning largely intact) | 0.5 |
| 63 | We'll move forward with our plans to deliver better quality teaching, computers in schools, trade training centres so that we can train students and apprentices. | Wir müssen hier eine bessere Qualität der Bildung schaffen mit Computerausbildung, sowie auch Lehrlingausbildungen.                | Omission (overall meaning largely intact)  | 0.5 |
| 64 | I want to move forward so that young people in this country have real skills for real jobs.                                                                       | Wir möchten uns in die Zukunft bewegen. Ich möchte mich in die Zukunft bewegen, damit Australier richtige Leistung bringen können. | Faux-sens                                  | 0   |
| 65 | And so, this is my commitment to Australia.                                                                                                                       | und...                                                                                                                             | Omission                                   | 0   |
| 66 | Under my leadership we'll move forward we'll move forward together                                                                                                | Un--unter meiner Führung werden wir in die Zukunft blicken und werden in die Zukunft uns bewegen                                   |                                            | 1   |
| 67 | with a sustainable Australia, a stronger economy, budgets in surplus and world class health and education services,                                               | eine stärkere ener—Wirtschaft haben großartige, weltklasse Gesundheitsversorgung und Bildung schaffen,                             |                                            | 1   |
| 68 | and other essential services that hard working Australians and their families rely on.                                                                            | damit die hartarbeitenden Australier und ihre Familien darauf vertrauen können.                                                    | Faux-sens                                  | 0.5 |

|  |  |  |                                         |  |
|--|--|--|-----------------------------------------|--|
|  |  |  | (overall<br>meaning largely<br>in tact) |  |
|--|--|--|-----------------------------------------|--|

*Participant A-2*

*Table 11: Detailed evaluation of participant A-2*

| <b>I.U.</b> | <b>Original</b>                                                                                                                                                  | <b>Interpretation</b>                                                                                                                | <b>Comments</b>                            | <b>P.</b> |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|-----------|
| 1           | Well can I say -uh- good afternoon to Australians one and all, can I say good afternoon to members of the Canberra press gallery                                 | Guten Nach—Guten Tag liebe Australierinnen und Australier, und alle Mitglieder der Presse.                                           |                                            | 1         |
| 2           | and at least say to them they'll be relieved to know their days of standing on street corners -uh- waiting for the election to be called are over.               | Nun sind die Zeiten wo sie auf die Wahl warten mussten vorüber.                                                                      | Omission, faux-sens                        | 0         |
| 3           | And can I say to Australians: on the twenty-fourth of June, I had the very great honour of becoming prime minister of this country, the greatest country of all. | Am 24. Juni hatte ich die Ehre, Premier Ministerin dieses großartigen Landes zu werden, das größte Land, dass es auf der Welt gibt.  | Faux-sens (overall meaning largely intact) | 0.5       |
| 4           | And on that day, I acknowledge that I had not been elected by the Australian people,                                                                             | Wäre ich nicht von den Australierinnen und Australiern gewählt worden,                                                               | Contre-sens                                | 0         |
| 5           | and I said then to the Australian people that I would ensure that, in the near future, they would be a-able to exercise their birthright,                        | habe ich ihnen damals gesagt, dass ich sicherstellen würde, dass in der Zukunft, dass sie das...ihr Recht an Anspruch nehmen können, |                                            | 1         |
| 6           | their vote, to select their government and their prime minister.                                                                                                 | ihre Regierung und ihre Premier Ministerin oder ihren Premier Minister zu wählen.                                                    |                                            | 1         |

|    |                                                                                                                                         |                                                                                                                                            |                                                   |     |
|----|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|-----|
| 7  | Today I honour that pledge                                                                                                              | Dieses Versprechen gebe ich heute<br>uhm aller Ehre.                                                                                       |                                                   | 1   |
| 8  | and today I seek a mandate from<br>the Australian people to move<br>Australia forward.                                                  | Und ich möchte, dass Australien<br>voranschreitet.                                                                                         | Faux-sens                                         | 0   |
| 9  | This morning I asked her<br>excellency, the governor<br>general,                                                                        | Ich habe heute Morgen mit dem<br>Govenor General, seiner Exzellenz,<br>gesprochen,                                                         | Contre-sens<br>(overall meaning<br>still in tact) | 0.5 |
| 10 | to dissolve the House of<br>Representatives so that elections<br>can occur for the house and half<br>of the Senate                      | und mit dem halben Senat, dass                                                                                                             | Faux-sens,<br>omission                            | 0   |
| 11 | on Saturday, August twenty-one.                                                                                                         | am Samstag dem 21. August die<br>Wahl stattfinden sollen.                                                                                  |                                                   | 1   |
| 12 | This election, I believe, presents<br>Australians with a very clear<br>choice.                                                          | Die Australierinnen und Australier<br>haben jetzt eine sehr klare Wahl.                                                                    |                                                   | 1   |
| 13 | This election is about the choice<br>as to whether we move Australia<br>forward or go back                                              | Sollen wir Australien voranschreiten<br>lassen oder... gehen wir wieder<br>zurück?                                                         |                                                   | 1   |
| 14 | Our great nation, our very great<br>nation has been built by<br>generations of men and women<br>who had the courage to move<br>forward. | Unsere großartige Nation wurde von<br>Generationen und Genera—uh von<br>Männern und Frauen gebaut, die den<br>Mut hatten voranzuschreiten. |                                                   | 1   |
| 15 | Moving forward of course<br>requires conviction; it requires<br>confidence;                                                             | Voranzuschreiten bedeutet, dass man<br>wirklich Selbstvertrauen                                                                            | Omission<br>(overall meaning<br>largely intact)   | 0.5 |
| 16 | it requires a willingness to<br>embrace new ways of thinking,<br>accept new challenges,                                                 | und Willen hat, um neue<br>Herangehensweisen an<br>Herausforderungen wahrzunehmen,                                                         |                                                   | 1   |
| 17 | to listen and to learn and to<br>embrace new solutions.                                                                                 | zu--zuzuhören und neue<br>Lösungsansätze auszuprobieren.                                                                                   |                                                   | 1   |

|    |                                                                                                                                                |                                                                                                                                         |                                              |     |
|----|------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|-----|
| 18 | Moving forward with confidence also requires a strong set of convictions and a clear set of values.                                            | Es bedeutet, dass wir wirklich...unsere Werte klar darlegen.                                                                            | Omission<br>(overall meaning largely intact) | 0.5 |
| 19 | All of my adult life I've been driven by a very clear set of values,                                                                           | Während meines ganzen Lebens als Erwachsene hatte ich immer sehr genaue Werte, die mich festlegten                                      |                                              | 1   |
| 20 | and over the last few weeks I've had the opportunity to share those values with the nation.                                                    | Und diese Werte konnte ich...könn ich ab jetzt mit der Nation teilen und konnte ich auch über die letzten Jahren mit der Nation teilen. | Addition, contresens                         | 0   |
| 21 | I believe in hard work. I believe in the benefits and dignity of work.                                                                         | Ich glaube an harte Arbeit und                                                                                                          | Omission<br>(overall meaning largely intact) | 0.5 |
| 22 | I believe in what comes as an individual when you do your best and you earn your keep.                                                         | dass man das Beste bekommt, wenn man das Beste von sich gibt.                                                                           | Omission<br>(overall meaning largely intact) | 0.5 |
| 23 | I believe, fundamentally, in the importance of respect and valuing other people;                                                               | Ich komme aus einer Familie, wo die Werte Respekt und Selbstvertrauen wirklich hochstehen.                                              | Addition<br>(overall meaning largely intact) | 0.5 |
| 24 | something that can be shown from simple courtesy to making sure that we give each other a helping hand in times of need and times of distress. | Das wir Einander helfen in Zeiten des Nots umm der Not und in Zeiten von Tumult ist sehr wichtig                                        | Omission<br>(overall meaning largely intact) | 0.5 |
| 25 | Overall and most importantly, I believe in the transformative power of a high-quality education;                                               | Ich glaube daran, dass eine verstärkte Bildung und eine starke ummm Ausbildung                                                          | Omission                                     | 0   |
| 26 | the kind of high-quality education that with rigor and discipline                                                                              | —                                                                                                                                       | omission                                     | 0   |

|                       |                                                                                                                             |                                                                                                                                      |                                                 |     |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-----|
| 27                    | enables a child to get the skills and the character that they will need for the rest of their life.                         | wirklich ein Kind die Möglichkeiten gibt, Charakter zu bilden, den sie das-<br>-sein ganzen—das ganze Leben<br>brauche werden.       | Omission<br>(overall meaning<br>largely intact) | 0.5 |
| 28                    | Now I learned these values in my family home                                                                                | In meinem Zuhause                                                                                                                    | Omission                                        | 0   |
| 29                    | from my father and my mother who migrated to this country                                                                   | von meiner Mutter und meinem Vater<br>habe ich gelernt...ummm, dass, sowie<br>sie, in viele Menschen in dieses Land<br>migriert sind | Nonsense                                        | 0   |
| 30                    | and like millions of other<br>Australians,                                                                                  | —                                                                                                                                    | Omission                                        | 0   |
| 31                    | worked unbelievably hard so that their children could have opportunities that they could never have dreamed for themselves. | und sch—sehr hart gearbeitet haben,<br>damit ihre Kinder die Möglichkeiten<br>haben, sich zu verwirklichen.                          |                                                 | 1   |
| 32                    | Throughout my adult life I've learned to face the future with confidence.                                                   | In meinem Leben als Erwachsene<br>habe ich gelernt, dass man mit<br>Selbstvertrauen viel erreicht,                                   | Faux-sens                                       | 0   |
| 33                    | I believe our nation too can face the future with confidence.                                                               | und dass unser Land die Zukunft mit<br>Selbstvertrauen gegenübersteuern<br>kann.                                                     |                                                 | 1   |
| 34                    | I believe absolutely; I believe to my core, that the best days of this nation are in front of it, not behind it             | Ich glaube von ganzem Herzen, dass<br>die besten Tage dieser Nation noch<br>vor uns liegen und nicht in der<br>Vergangenheit.        |                                                 | 1   |
| 35                    | and there's no challenge too big, no challenge too tough that we can't conquer it if we work together.                      | Es gibt keine Herausforderung, die zu<br>groß oder zu schwierig ist; keine<br>Herausforderung, die wir nicht umm<br>schaffen können. | Omission<br>(overall meaning<br>largely intact) | 0.5 |
| <b>Speaker change</b> |                                                                                                                             |                                                                                                                                      |                                                 |     |

|    |                                                                                                                                                              |                                                                                                                                                                                            |                                           |     |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|-----|
| 36 | And so, in this, the forthcoming election campaign, I'll be asking the Australian people for their trust.                                                    | Und so...wird die nächste Kampagne ummm, die uhhh Australierinnen und Australier um vertrauen bitten,                                                                                      | Presentation problems                     | 0.5 |
| 37 | I will be asking Australians for their trust so that we can move forward together.                                                                           | damit wir zusammen voranschreiten können.                                                                                                                                                  |                                           | 1   |
| 38 | And moving forward means moving forward with plans to build a sustainable Australia - not a big Australia.                                                   | Voranzuschreiten bedeutet v...mit Plänen voranzuschreiten, um ein nachhaltiges Australien zu bilden.                                                                                       |                                           | 1   |
| 39 | Moving forward means making record investments in solar power and other renewable energies to help us combat climate change and protect our quality of life. | Voranzuschreiten bedeutet, dass man Investitionen in nachhaltige Energien macht, um Klimawandel und unsere Lebensqualität..ummm um Klimawandel aufzuhalten und Lebensqualität zu erhalten. | Omission (overall meaning largely intact) | 0.5 |
| 40 | Moving forward means moving forward with budget surpluses                                                                                                    | —                                                                                                                                                                                          | Omission                                  | 0   |
| 41 | and a stronger economy that can offer Australians the opportunity to get a job, keep a job, learn new skills, get a better job and start their own business. | Um eine stärkere Wirtschaft zu bilden, um Australierinnen und Australier die Möglichkeit zu bieten, ihre Berufe zu ergreifen und diese Berufe zu erhalten.                                 | Omission (overall meaning largely intact) | 0.5 |
| 42 | A stronger economy that offers Australian families security, opportunity and fairness at work.                                                               | Eine stärkere Wirtschaft, die australischen Familien Sicherheit und Möglichkeiten bietet.                                                                                                  | Omission                                  | 0   |
| 43 | A stronger economy that builds on what we've achieved by working together, employers and employees alike,                                                    | Eine stärkere Wirtschaft, die darauf aufbaut, was wir zusammen erbaut haben mit Arbeitgeberinnen und Arbeitnehmer                                                                          |                                           | 1   |

|    |                                                                                                          |                                                                                                                              |                                               |     |
|----|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-----|
| 44 | in the face of the global financial crisis and global economic uncertainty.                              | in diesem derzeitigen Setting von uh wirtschaftliche Unsicherheit und Tumult.                                                |                                               | 1   |
| 45 | And of course, that uncertainty is not behind us yet and economic challenges are still very much with us | Und natürlich gibt es uh ist diese Unsicherheit noch nicht überwunden.                                                       | Omission<br>(overall meaning largely intact)  | 0.5 |
| 46 | and hardworking Australian families who are doing it tough can attest to that.                           | Man sieht es immer noch bei sehr schwer arbeitenden australischen Familien, die es immer noch schwer haben.                  | Faux-sens<br>(overall meaning largely intact) | 0.5 |
| 47 | Moving forward of course means bringing the budget to surplus by twenty-thirteen,                        | Voranzuschreiten bedeutet, dass uh das Budget umm bis 2013 umm mit einem Überschuss zuuu uh... besetzen.                     |                                               | 1   |
| 48 | three years ahead of schedule.                                                                           | —                                                                                                                            | Omission                                      | 0   |
| 49 | A surplus that I will protect in this election campaign by not going on an election spendathon,          | Ich möchte nicht mit einem einem Marathon aus dieser uhhh Kampagne machen,                                                   | Faux-sens                                     | 0   |
| 50 | by making sure that any promise we make to spend money is offset by a promise to save money,             | sondern ich möchte klarstellen, dass jedes Mal, wenn wir Geld ausgeben auch sicherstellen, dass wir auch wieder Geld sparen. |                                               | 1   |
| 51 | by making sure that the budget bottom line doesn't change by one cent during the election campaign.      | —                                                                                                                            | Omission                                      | 0   |
| 52 | Moving forward also means moving forward with stronger protection of our borders and                     | Voranzuschreiten bedeutet auch, dass wir unsere Grenzen besser schützen.                                                     |                                               | 1   |
| 53 | a strong plan, a real plan that takes away from people                                                   | Wir brauchen einen wirklichen Plan, um Menschenschmuggler aufzuhalten.                                                       | Faux-sens<br>(overall meaning largely intact) | 0.5 |

|    |                                                                                                                                                 |                                                                                                                                                                                                |                                              |     |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|-----|
|    | smugglers the product that they sell.                                                                                                           |                                                                                                                                                                                                |                                              |     |
| 54 | Moving forward means first-rate services for hardworking Australians.                                                                           | Voranzuschreiten bedeutet, dass wir erstklassige Dienstleistungen für schwerarbeitende Australierinnen und Australier bieten.                                                                  |                                              | 1   |
| 55 | In health, it means increasing our expenditure on hospitals by fifty percent.                                                                   | In...wir wollen umm die Mitarbeiter in umm Krankenhäusern um 50% erhöhen.                                                                                                                      | Faux-sens                                    | 0   |
| 56 | It means training three thousand nurses and one thousand three hundred general practitioners over the next three years,                         | in den nächsten drei Jahren                                                                                                                                                                    | Omission                                     | 0   |
| 57 | all the while as we expand our GP super clinics                                                                                                 | während wir auch gleichzeitig unsere umm Superkliniken für Allgemeinmedizin verstärken und verbessern.                                                                                         | Addition<br>(overall meaning largely intact) | 0.5 |
| 58 | and implement our health reforms.                                                                                                               | —                                                                                                                                                                                              | Omission                                     | 0   |
| 59 | And moving forward, above all in our schools, means putting at the centre of our agenda, getting every child, every child, a quality education. | Voranzuschreiten müssen wir auch...uh voranschreiten müssen wir auch mit in der Bildung in unseren Schulen, um jeden Kind die Möglichkeit ummm einer qualitativ hochwertigen Bildung zu geben. | Nonsense                                     | 0   |
| 60 | I believe so passionately in this because a high-quality education has been the centrepiece of my life.                                         | Eine hochwertige Bildung ist wirklich für mich in meinem Leben ein wirkli...ein starkes umm Element gewesen.                                                                                   |                                              | 1   |
| 61 | I've worked hard to increase information and choices for parents through my- the my                                                             | Wir werden darauf aufbauen                                                                                                                                                                     | Omission                                     | 0   |

|    |                                                                                                                                                                   |                                                                                                                                          |                                               |     |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-----|
|    | school website and we will build on it,                                                                                                                           |                                                                                                                                          |                                               |     |
| 62 | and we will deliver our new national curriculum with its focus on the basics of reading and writing and mathematics.                                              | und wir werden ein neues nationales Curriculum erstellen, wo wir an den an der Basis von Lese, Schreiben und Mathematik arbeiten wollen. |                                               | 1   |
| 63 | We'll move forward with our plans to deliver better quality teaching, computers in schools, trade training centres so that we can train students and apprentices. | Som..damit wir höhere Qualität im Lehrunterricht bringen können. Sodass wir alle Schülerinnen und Schüler besser unterstützen können.    | Omission                                      | 0   |
| 64 | I want to move forward so that young people in this country have real skills for real jobs.                                                                       | Ich möchte voranschreiten, damit junge Menschen in dieser Welt wirkliche Fähigkeiten erlernen für echte Berufe im Leben da draußen.      | Faux-sens<br>(overall meaning largely intact) | 0.5 |
| 65 | And so, this is my commitment to Australia.                                                                                                                       | Das ist das wo--was ich Australien verspreche.                                                                                           |                                               | 1   |
| 66 | Under my leadership we'll move forward we'll move forward together                                                                                                | Wenn wir zusammen—wenn wir voranschreiten, schreiten wir zusammen voran.                                                                 | Faux-sens                                     | 0   |
| 67 | with a sustainable Australia, a stronger economy, budgets in surplus and world class health and education services,                                               | um Australien eine stärkere Wirtschaft zu geben, ein Überschuss in uhh Budget und eine ausgezeichnete Ausbildung                         |                                               | 1   |
| 68 | and other essential services that hard working Australians and their families rely on.                                                                            | und andere wichtige Dienstleistungen, damit hart arbeitende Austrälerin und Australier...ummm im Leben weiterkommen.                     | Faux-sens                                     | 0   |

*Participant A-3*

*Table 12: Detailed evaluation of participant A-3*

| <b>I.U.</b> | <b>Original</b>                                                                                                                                                  | <b>Interpretation</b>                                                                                     | <b>Comments</b>                              | <b>P.</b> |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|----------------------------------------------|-----------|
| 1           | Well can I say -uh- good afternoon to Australians one and all, can I say good afternoon to members of the Canberra press gallery                                 | Umm guten Nachmittag... an meine australischen Gäste und die Mitglieder der Pressegalerie,                | Addition<br>(overall meaning largely intact) | 0.5       |
| 2           | and at least say to them they'll be relieved to know their days of standing on street corners -uh- waiting for the election to be called are over.               | die darauf warten, dass die Wahlergebnisse veröffentlicht werden.                                         | Faux-sens                                    | 0         |
| 3           | And can I say to Australians: on the twenty-fourth of June, I had the very great honour of becoming prime minister of this country, the greatest country of all. | Am 24. Juni hatte ich die Ehre, Premier Minister dieses Landes zu werden, das großartigste Land der Welt. |                                              | 1         |
| 4           | And on that day, I acknowledge that I had not been elected by the Australian people,                                                                             | und...ich ähhh...bin auch mir bewusst, dass ich nicht von den Australiern gewählt wurde.                  |                                              | 1         |
| 5           | and I said then to the Australian people that I would ensure that, in the near future, they would be able to exercise their birthright,                          | Und ich will den Australien versichern, dass sie bald                                                     | Omission<br>(overall meaning largely intact) | 0.5       |
| 6           | their vote, to select their government and their prime minister.                                                                                                 | ihren Premier Minister wählen können.                                                                     | Omission<br>(overall meaning largely intact) | 0.5       |
| 7           | Today I honour that pledge                                                                                                                                       | —                                                                                                         | Omission                                     | 0         |

|    |                                                                                                                             |                                                                                                                                       |                                           |     |
|----|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|-----|
| 8  | and today I seek a mandate from the Australian people to move Australia forward.                                            | Heute... ummm...versichere ich den Australiern, dass ich das Land weiterbringen will.                                                 | Contre-sens                               | 0   |
| 9  | This morning I asked her excellency, the governor general,                                                                  | —                                                                                                                                     | Omission                                  | 0   |
| 10 | to dissolve the House of Representatives so that elections can occur for the house and half of the Senate                   | Das Haus der Repräsentanten... uh wird gewählt.                                                                                       | Faux-sens                                 | 0   |
| 11 | on Saturday, August twenty-one.                                                                                             | Ammm 21. August; ein Samstag.                                                                                                         |                                           | 1   |
| 12 | This election, I believe, presents Australians with a very clear choice.                                                    | Diese Wahlen werden die Australier vor eine Wahl stellen                                                                              |                                           | 1   |
| 13 | This election is about the choice as to whether we move Australia forward or go back                                        | Und diese Wahl ist entweder bewegen wir Australien weiter oder wir gehen zurück.                                                      |                                           | 1   |
| 14 | Our great nation, our very great nation has been built by generations of men and women who had the courage to move forward. | Unsere großartige Nation ist von Generationen aufgebaut worden. Von Männern und Frauen, die mutig genug waren sich weiter zu bewegen. |                                           | 1   |
| 15 | Moving forward of course requires conviction; it requires confidence;                                                       | Und das verläng—verlang natürlich Mut und umm Selbstbewusstsein                                                                       |                                           | 1   |
| 16 | it requires a willingness to embrace new ways of thinking, accept new challenges,                                           | und uhhh neue Wege des Denkens.                                                                                                       | Omission                                  | 0   |
| 17 | to listen and to learn and to embrace new solutions.                                                                        | Wir müssen zuhören und lernen und neue Lösungen ...weiterbringen.                                                                     |                                           | 1   |
| 18 | Moving forward with confidence also requires a strong set of convictions and a clear set of values.                         | Mit Selbstbewusstsein sich weiterzubewegen verlangt natürlich auch ein—ein—uh—Werte.                                                  | Omission (overall meaning largely intact) | 0.5 |

|    |                                                                                                                                                |                                                                                                                                                          |                                              |     |
|----|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|-----|
| 19 | All of my adult life I've been driven by a very clear set of values,                                                                           | Und mein ganzes Leben lang bin ich davon getrieben worden                                                                                                |                                              | 1   |
| 20 | and over the last few weeks I've had the opportunity to share those values with the nation.                                                    | und in den letzten Wochen habe ich die Möglichkeit gehabt, diese mit der Nation zu teilen.                                                               |                                              | 1   |
| 21 | I believe in hard work. I believe in the benefits and dignity of work.                                                                         | Ich glaube an harte Arbeit.                                                                                                                              | Omission<br>(overall meaning largely intact) | 0.5 |
| 22 | I believe in what comes as an individual when you do your best and you earn your keep.                                                         | Ich glaube an Individuen, die ihr Bestes tun.                                                                                                            | Faux-sens, omission                          | 0   |
| 23 | I believe, fundamentally, in the importance of respect and valuing other people;                                                               | Und ich glaube vor allem in die Wichtigkeit von Respekt.                                                                                                 | Omission<br>(overall meaning largely intact) | 0.5 |
| 24 | something that can be shown from simple courtesy to making sure that we give each other a helping hand in times of need and times of distress. | Das kann über Höflichkeit gezeigt werden oder darüber, dass wir uns gegenseitig die Hand reichen, wenn wir in Situationen sind, wo wir Hilfen benötigen. |                                              | 1   |
| 25 | Overall and most importantly, I believe in the transformative power of a high-quality education;                                               | Ich glaube auch an die Wichtigkeit einer hochqualitativen Ausbildung.                                                                                    | Faux-sens                                    | 0   |
| 26 | the kind of high-quality education that with rigor and discipline                                                                              | —                                                                                                                                                        | Omission                                     | 0   |
| 27 | enables a child to get the skills and the character that they will need for the rest of their life.                                            | Ein Kind wird dadurch ummm für das Leben...auf das Leben vorbereitet.                                                                                    | Omission                                     | 0   |
| 28 | Now I learned these values in my family home                                                                                                   | Zuhause meine Familie hatte ich diese Werte immer mit dabei                                                                                              | Faux-sens                                    | 0.5 |

|                       |                                                                                                                             |                                                                                                                                                 |                                                      |     |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|-----|
|                       |                                                                                                                             |                                                                                                                                                 | (overall meaning largely intact)                     |     |
| 29                    | from my father and my mother who migrated to this country                                                                   | —                                                                                                                                               | Omission                                             | 0   |
| 30                    | and like millions of other Australians,                                                                                     | wie Millionen von anderen Australiern, die genauso wie meine Eltern                                                                             |                                                      | 1   |
| 31                    | worked unbelievably hard so that their children could have opportunities that they could never have dreamed for themselves. | unglaublich hart arbeit—gearbeitet hatten, um ihren Kindern eine Ausbildung zu ermöglichen.                                                     | Faux-sens                                            | 0   |
| 32                    | Throughout my adult life I've learned to face the confid- the future with confidence.                                       | Ich habe gelernt, dass ich die Zukunft mit Selbstbewusstsein begegne.                                                                           | Omission (overall meaning largely intact)            | 0.5 |
| 33                    | I believe our nation too can face the future with confidence.                                                               | Ich glaube                                                                                                                                      | Omission                                             | 0   |
| 34                    | I believe absolutely; I believe to my core, that the best days of this nation are in front of it, not behind it             | In meinem...meiner ganzen Persönlichkeit...mit meiner ganzen Persönlichkeit glaube ich, dass unsere Nation die besten Zeiten noch vor sich hat. | Omission, faux-sens (overall meaning largely intact) | 0.5 |
| 35                    | and there's no challenge too big, no challenge too tough that we can't conquer it if we work together.                      | Es gibt keine Herausforderung, die wir nicht meistern können, wenn wir zusammenarbeiten.                                                        |                                                      | 1   |
| <b>Speaker change</b> |                                                                                                                             |                                                                                                                                                 |                                                      |     |
| 36                    | And so, in this, the forthcoming election campaign, I'll be asking the Australian people for their trust.                   | So die bevorstehende...die bevorstehende Kampagne für die Wahl frag...um                                                                        | Omission                                             | 0   |

|    |                                                                                                                                                              |                                                                                                                                                |                                           |     |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|-----|
| 37 | I will be asking Australians for their trust so that we can move forward together.                                                                           | frage ich die Australier zusammenzustehen, um gemeinsam sich vorzubewegen.                                                                     | Faux-sens                                 | 0   |
| 38 | And moving forward means moving forward with plans to build a sustainable Australia - not a big Australia.                                                   | Ich glaube, dass es hei...                                                                                                                     | Omission                                  | 0   |
| 39 | Moving forward means making record investments in solar power and other renewable energies to help us combat climate change and protect our quality of life. | dass sich weiterzubewegen bedeutet, dass wir Investitionen tätigen müssen in erneuerbaren Energien, dass wir den Klimawandel bekämpfen müssen. | Omission (overall meaning largely intact) | 0.5 |
| 40 | Moving forward means moving forward with budget surpluses                                                                                                    | Wir müssen unser Budget erweitern                                                                                                              | Faux-sens                                 | 0   |
| 41 | and a stronger economy that can offer Australians the opportunity to get a job, keep a job, learn new skills, get a better job and start their own business. | und ich glaube, dass das Australier dazu befähigen kann, bessere Jobs zu bekommen und eine bessere Ausbildung zu haben.                        | Faux-sens                                 | 0   |
| 42 | A stronger economy that offers Australian families security, opportunity and fairness at work.                                                               | Eine stärkere Wirtschaft wird Australien ...ummm bessere Arbeitsmöglichkeiten bieten.                                                          | Omission, faux-sens                       | 0   |
| 43 | A stronger economy that builds on what we've achieved by working together, employers and employees alike,                                                    | Und diese strä—stärkere Wirtschaft wird darauf aufbauen, was wir schon—auf dem, das wir schon erreicht haben.                                  | Omission (overall meaning largely intact) | 0.5 |
| 44 | in the face of the global financial crisis and global economic uncertainty.                                                                                  | Speziell in der globalen Wirtschaft kris—krise,                                                                                                | Omission (overall meaning largely intact) | 0.5 |
| 45 | And of course, that uncertainty is not behind us yet and economic                                                                                            | die wir gerade überwinden haben. Diese wirtschaftliche Unsicherheit ist nicht komplett überwunden.                                             | Contre-sens, omission                     | 0.5 |

|    |                                                                                                     |                                                                                                                    |                                                         |   |
|----|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|---|
|    | challenges are still very much with us                                                              |                                                                                                                    | (overall meaning largely intact due to self-correction) |   |
| 46 | and hardworking Australian families who are doing it tough can attest to that.                      | Aber wir werden australische Familien beistehen, dass zu überstehen, sich...                                       | Faux-sens                                               | 0 |
| 47 | Moving forward of course means bringing the budget to surplus by twenty-thirteen,                   | 2013 wollen wir unser Budget ummm auf den richtigen Weg zu bring—uh—bringen                                        | Omission, faux-sens                                     | 0 |
| 48 | three years ahead of schedule.                                                                      | —                                                                                                                  | Omission                                                | 0 |
| 49 | A surplus that I will protect in this election campaign by not going on an election spendathon,     | und ich werde meine Kampagne...uh den Focus daraufsetzen.                                                          | Faux-sens                                               | 0 |
| 50 | by making sure that any promise we make to spend money is offset by a promise to save money,        | Wenn wir versprechen, dass wir uh Geld ausgeben, werden wir daf—dafür sorgen, dass wir auch Geld einsparen können. |                                                         | 1 |
| 51 | by making sure that the budget bottom line doesn't change by one cent during the election campaign. | Unser Budget wird um keinen Cent sich verändern über die Kampagne.                                                 |                                                         | 1 |
| 52 | Moving forward also means moving forward with stronger protection of our borders                    | Sich vorzubewegen bedeutet, dass wir stärkere Grenzen uhhh Grenzschutz betreiben,                                  |                                                         | 1 |
| 53 | and a strong plan, a real plan that takes away from people smugglers the product that they sell.    | was sich auf Schmuggler be—bezieht                                                                                 | Omission, faux-sens                                     | 0 |
| 54 | Moving forward means first-rate services for hardworking Australians.                               | und so weiter.                                                                                                     | Omission                                                | 0 |

|    |                                                                                                                                                 |                                                                                                                                 |                                              |     |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|-----|
| 55 | In health, it means increasing our expenditure on hospitals by fifty percent.                                                                   | Auch in der Gesundheit werden wir fünfzehn Prozent mehr...uh..Spitäler machen                                                   | Faux-sens                                    | 0   |
| 56 | It means training three thousand nurses and one thousand three hundred general practitioners over the next three years,                         | wir werden allgemeine Ärzte- und Krankenschwestern uhh Posten schaffen.                                                         | Omission<br>(overall meaning largely intact) | 0.5 |
| 57 | all the while as we expand our GP super clinics                                                                                                 | Wir werden unsere Kliniken erweitern                                                                                            |                                              | 1   |
| 58 | and implement our health reforms.                                                                                                               | und Gesundheitsreformen durchführen.                                                                                            |                                              | 1   |
| 59 | And moving forward, above all in our schools, means putting at the centre of our agenda, getting every child, every child, a quality education. | Immm Zentrum unserer Agenda steht, dass wir jeden Kind eine hochqualitative Ausbildung ermöglichen.                             |                                              | 1   |
| 60 | I believe so passionately in this because a high-quality education has been the centrepiece of my life.                                         | Ich glaube deswegen so leidenschaftlich daran, da--weil Ausbildung eines meiner wichtigsten Fokusse über mein ganzes Leben war. |                                              | 1   |
| 61 | I've worked hard to increase information and choices for parents through my- the my school website and we will build on it,                     | —                                                                                                                               | Omission                                     | 0   |
| 62 | and we will deliver our new national curriculum with its focus on the basics of reading and writing and mathematics.                            | Wir werden... diese Agenda...wir werden auf jeden Fall liefern—wir werden unsere Agenda durchführen.                            | Omission, presentation problems              | 0   |
| 63 | We'll move forward with our plans to deliver better quality teaching, computers in schools,                                                     | Werden uns fortbewegen mit unseren Plänen im IT—in der IT Branche werden Computer in Schulen einführen und Schülern so          | Omission, addition                           | 0   |

|    |                                                                                                                     |                                                                                                                                   |                                               |     |
|----|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-----|
|    | trade training centres so that we can train students and apprentices.                                               | ermöglichen, dass sie ihre IT Kenntnisse erweitern.                                                                               |                                               |     |
| 64 | I want to move forward so that young people in this country have real skills for real jobs.                         | Wir wollen, dass unsere Schüler Fähigkeiten haben für ihre Jobs, die sie später annehmen werden.                                  | Faux-sens<br>(overall meaning largely intact) | 0.5 |
| 65 | And so, this is my commitment to Australia.                                                                         | Also das ist mein Versprechen                                                                                                     | Omission<br>(overall meaning largely intact)  | 0.5 |
| 66 | Under my leadership we'll move forward we'll move forward together                                                  | Wir werden uns gemeinsam fortbewegen. Wir werden uns gemeinsam weiterbewegen                                                      | Omission                                      | 0   |
| 67 | with a sustainable Australia, a stronger economy, budgets in surplus and world class health and education services, | mit einer str—stärkeren Wirtschaft, mit einer stärkeren—mit einem stärkeren Gesundheitssystem und einer hochqualitativen Bildung. | Omission<br>(overall meaning largely intact)  | 0.5 |
| 68 | and other essential services that hard working Australians and their families rely on.                              | Hartarbeitende Australier und ihre Familien werden davon profitieren.                                                             | Faux-sens                                     | 0   |

*Participant A-4*

*Table 13: Detailed evaluation of participant A-4*

| <b>I.U.</b> | <b>Original</b>                                                                                                                                                  | <b>Interpretation</b>                                                                                                    | <b>Comments</b>                                 | <b>P.</b> |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-----------|
| 1           | Well can I say -uh- good afternoon to Australians one and all, can I say good afternoon to members of the Canberra press gallery                                 | Guten Abend an alle Australier und Australierinnen und an alle Mitglieder der Pree...Pressevertreter in Canberra.        | Contre-sens<br>(overall meaning largely intact) | 0.5       |
| 2           | and at least say to them they'll be relieved to know their days of standing on street corners -uh- waiting for the election to be called are over.               | Wir stehen kurz vor den Wahlen.                                                                                          | Contre-sens                                     | 0         |
| 3           | And can I say to Australians: on the twenty-fourth of June, I had the very great honour of becoming prime minister of this country, the greatest country of all. | Am 24. Jun—uh Juni hatte ich Ehre, Premier Ministerin dieses Landes zu werden, der—dem tollsten Land aller, die es gibt. |                                                 | 1         |
| 4           | And on that day, I acknowledge that I had not been elected by the Australian people,                                                                             | Und...ich wurde ja nicht von ihnen gewählt                                                                               | Omission<br>(overall meaning largely intact)    | 0.5       |
| 5           | and I said then to the Australian people that I would ensure that, in the near future, they would be able to exercise their birthright,                          | und ich habe ihnen versichert, dass si... es in der nähen—in der nahen Zukunft                                           | Omission<br>(overall meaning largely intact)    | 0.5       |
| 6           | their vote, to select their government and their prime minister.                                                                                                 | ihre Regierung und ihre Premier Minister auch wählen können.                                                             |                                                 | 1         |
| 7           | Today I honour that pledge                                                                                                                                       | Und ich möchte dieses Vorhaben weiterhin vertreten                                                                       |                                                 | 1         |

|    |                                                                                                                             |                                                                                                                                             |                                                 |     |
|----|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-----|
| 8  | and today I seek a mandate from the Australian people to move Australia forward.                                            | und dass wir alle Australier nach vorne bringen.                                                                                            | Faux-sens                                       | 0   |
| 9  | This morning I asked her excellency, the governor general,                                                                  | Ich hab den General Goneu—Gouverneur, darum gebeten                                                                                         | Contre-sens<br>(overall meaning largely intact) | 0.5 |
| 10 | to dissolve the House of Representatives so that elections can occur for the house and half of the Senate                   | —                                                                                                                                           | Omission                                        | 0   |
| 11 | on Saturday, August twenty-one.                                                                                             | am 28.—am 21. August Wahlen durchzuführen.                                                                                                  |                                                 | 1   |
| 12 | This election, I believe, presents Australians with a very clear choice.                                                    | —                                                                                                                                           | Omission                                        | 0   |
| 13 | This election is about the choice as to whether we move Australia forward or go back                                        | Diese Wahlen haben damit zu tun, mit Australien einen Schritt nach vorne zu gehen oder einen Schritt nach hinten.                           |                                                 | 1   |
| 14 | Our great nation, our very great nation has been built by generations of men and women who had the courage to move forward. | Wir sind eine großartige Nation, die von vielen Generationen von Männern und Frauen gebaut wurden, die den Mut hatten, nach vorne zu gehen. |                                                 | 1   |
| 15 | Moving forward of course requires conviction; it requires confidence;                                                       | Natürlich braucht man dazu auch Engagement, Vertrauen und                                                                                   |                                                 | 1   |
| 16 | it requires a willingness to embrace new ways of thinking, accept new challenges,                                           | Willen, um neue Denkweisen anzunehmen und neue Herausforderungen anzunehmen                                                                 |                                                 | 1   |
| 17 | to listen and to learn and to embrace new solutions.                                                                        | und vor allem neue Lösungen zu finden.                                                                                                      | Omission                                        | 0.5 |

|    |                                                                                                                                                |                                                                                                   |                                            |     |
|----|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|--------------------------------------------|-----|
|    |                                                                                                                                                |                                                                                                   | (overall meaning largely intact)           |     |
| 18 | Moving forward with confidence also requires a strong set of convictions and a clear set of values.                                            | Wenn wir vorankommen wollen, brauchen wir auch eine starke Werterhaltung.                         |                                            | 1   |
| 19 | All of my adult life I've been driven by a very clear set of values,                                                                           | Und in meinem gesamten erwachsenen Alter habe ich sehr klare Werte vertreten                      | Faux-sens (overall meaning largely intact) | 0.5 |
| 20 | and over the last few weeks I've had the opportunity to share those values with the nation.                                                    | und gerade in den letzten Wochen hatte ich die Möglichkeit, diese Werte mit der Nation zu teilen. |                                            | 1   |
| 21 | I believe in hard work. I believe in the benefits and dignity of work.                                                                         | Ich glaube an harte Arbeit; an würdevolle Arbeit                                                  | Omission                                   | 0.5 |
| 22 | I believe in what comes as an individual when you do your best and you earn your keep.                                                         | und daran, dass ein Individuum hart arbeiten kann und so das Leben verdienen kann.                | Faux-sens (overall meaning largely intact) | 0.5 |
| 23 | I believe, fundamentally, in the importance of respect and valuing other people;                                                               | Menschen müssen respektiert und wertgeschätzt werden                                              |                                            | 1   |
| 24 | something that can be shown from simple courtesy to making sure that we give each other a helping hand in times of need and times of distress. | und wir müssen...sichergehen, dass wir uns in schwierigen Zeiten gegenseitig helfen.              | Faux-sens                                  | 0   |
| 25 | Overall and most importantly, I believe in the transformative power of a high-quality education;                                               | Am allerwichtigsten glaube ich an die wandelnde Kraft einer hochqualitativen ummm Ausbildung.     |                                            | 1   |
| 26 | the kind of high-quality education that with rigor and discipline                                                                              | —                                                                                                 | Omission                                   | 0   |

|                       |                                                                                                                             |                                                                                                    |                                           |     |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-------------------------------------------|-----|
| 27                    | enables a child to get the skills and the character that they will need for the rest of their life.                         | Jedes Kind wird so befähigt, das Werkzeug zu bekommen für ihr weiters Leben.                       | Omission (overall meaning largely intact) | 0.5 |
| 28                    | Now I learned these values in my family home                                                                                | Bei mir zuhause                                                                                    | Omission,                                 | 0   |
| 29                    | from my father and my mother who migrated to this country                                                                   | von meinen Eltern, die in dieses Land immigriert sind                                              |                                           | 1   |
| 30                    | and like millions of other Australians,                                                                                     | wie viele andere Australier,                                                                       | Faux-sens in context with 29              | 0   |
| 31                    | worked unbelievably hard so that their children could have opportunities that they could never have dreamed for themselves. | sie haben sehr hart gearbeitet, damit ihre Kinder Möglichkeiten hatten, die sie selbst nie hatten. |                                           | 1   |
| 32                    | Throughout my adult life I've learned to face the confidence the future with confidence.                                    | Ich hab gelernt, Zukunftskonflikte mit Vertrauen entgegenzutreten und immer Mut zu haben.          | Addition (overall meaning largely intact) | 0.5 |
| 33                    | I believe our nation too can face the future with confidence.                                                               | —                                                                                                  | Omission                                  | 0   |
| 34                    | I believe absolutely; I believe to my core, that the best days of this nation are in front of it, not behind it             | Ich glaube sehr stark daran, dass diese Nation heute am—am Voranschreiten ist.                     | Faux-sens                                 | 0   |
| 35                    | and there's no challenge too big, no challenge too tough that we can't conquer it if we work together.                      | Und wir können dies gemeinsam tun.                                                                 | Omission                                  | 0   |
| <b>Speaker change</b> |                                                                                                                             |                                                                                                    |                                           |     |
| 36                    | And so, in this, the forthcoming election campaign, I'll be asking the Australian people for their trust.                   | In der nächsten—im nächsten Wahlkampf werden Australier befragt,                                   | Omission                                  | 0   |

|    |                                                                                                                                                              |                                                                                                     |                                           |     |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------------|-----|
| 37 | I will be asking Australians for their trust so that we can move forward together.                                                                           | um gemeinsam voranzuschreiten.                                                                      | Faux-sens in context with 35              | 0   |
| 38 | And moving forward means moving forward with plans to build a sustainable Australia - not a big Australia.                                                   | Das heißt gemeinsam ein nachhaltiges Australien zu bauen.                                           | Omission (overall meaning largely intact) | 0.5 |
| 39 | Moving forward means making record investments in solar power and other renewable energies to help us combat climate change and protect our quality of life. | Nach vorne zu schreiten heißt unsere...erneuerbaren Energien weiterhin auszubauen.                  | Omission, faux-sens                       | 0   |
| 40 | Moving forward means moving forward with budget surpluses                                                                                                    | Es heißt auch das Budget aufzustocken                                                               | Faux-sens                                 | 0   |
| 41 | and a stronger economy that can offer Australians the opportunity to get a job, keep a job, learn new skills, get a better job and start their own business. | und eine stärkere Wirtschaft zu haben, die allen einen Job bietet und auch diesen halten kann.      | Omission (overall meaning largely intact) | 0.5 |
| 42 | A stronger economy that offers Australian families security, opportunity and fairness at work.                                                               | Eine stärkere Wirtschaft bietet australischen Familien eine faire und uh möglichkeitsreiche Arbeit. | Omission (overall meaning largely intact) | 0.5 |
| 43 | A stronger economy that builds on what we've achieved by working together, employers and employees alike,                                                    | Arbeitnehmer und Arbeitgeber müssen                                                                 | Omission, faux-sens                       | 0   |
| 44 | in the face of the global financial crisis and global economic uncertainty.                                                                                  | bei der globalen Finanzkrise zusammenarbeiten und das haben sie getan.                              | Addition                                  | 0   |
| 45 | And of course, that uncertainty is not behind us yet and economic                                                                                            | Und natürlich ist diese unsichere Zeit noch nicht vorbei.                                           |                                           | 1   |

|    |                                                                                                     |                                                                                              |                                              |     |
|----|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|----------------------------------------------|-----|
|    | challenges are still very much with us                                                              | Wirtschaftliche Unruhen sind immer noch unter uns                                            |                                              |     |
| 46 | and hardworking Australian families who are doing it tough can attest to that.                      | und viele Familien können davon ein Lied singen.                                             | Omission<br>(overall meaning largely intact) | 0.5 |
| 47 | Moving forward of course means bringing the budget to surplus by twenty-thirteen,                   | Wenn wir voranschreiten wollen heißt es, dass wir 2030 unser Budget ausgleichen müssen.      | Contre-sens                                  | 0   |
| 48 | three years ahead of schedule.                                                                      | —                                                                                            | Omission                                     | 0   |
| 49 | A surplus that I will protect in this election campaign by not going on an election spendathon,     | In dieser—in diesem Wahlkampf möchte ich sichergehen,                                        | Omission                                     | 0   |
| 50 | by making sure that any promise we make to spend money is offset by a promise to save money,        | dass alles was wir versprechen...an Geld auszugeben auch ein Versprechen ist, Geld zu sparen |                                              | 1   |
| 51 | by making sure that the budget bottom line doesn't change by one cent during the election campaign. | und unser Budget sich nicht um einen Cent ändern soll während der—während des Wahlkampfs.    |                                              | 1   |
| 52 | Moving forward also means moving forward with stronger protection of our borders                    | Voranschreiten heißt auch eine strär—stärkere...ein stärkeren Schütz unserer Grenzen.        |                                              | 1   |
| 53 | and a strong plan, a real plan that takes away from people smugglers the product that they sell.    | Und vor allem der Kampf gegen Menschenhändler.                                               | Omission,<br>faux-sens                       | 0   |
| 54 | Moving forward means first-rate services for hardworking Australians.                               | Nach vorzuschreiten heißt auch hartarbeitende Australier zu belohnen                         | Faux-sens                                    | 0   |
| 55 | In health, it means increasing our expenditure on hospitals by fifty percent.                       | und unsere Ausgaben für Spitäler um 50% zu erhöhen.                                          |                                              | 1   |

|    |                                                                                                                                                                   |                                                                                                                                            |                                                         |     |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|-----|
| 56 | It means training three thousand nurses and one thousand three hundred general practitioners over the next three years,                                           | mehr Krankenschwestern und tausenddreihundert Allgemeinärzte mehr.                                                                         | Omission<br>(overall meaning largely intact)            | 0.5 |
| 57 | all the while as we expand our GP super clinics                                                                                                                   | Und vor allem wollen wir den Ausbau der Allgemeinärztezentren investieren.                                                                 | Addition<br>(overall meaning largely intact)            | 0.5 |
| 58 | and implement our health reforms.                                                                                                                                 | —                                                                                                                                          | Omission                                                | 0   |
| 59 | And moving forward, above all in our schools, means putting at the centre of our agenda, getting every child, every child, a quality education.                   | Nach vorne schreiten heißt auch...bei unserer Agenda, die Kinder in den Focus zu stellen; jedes Kind braucht eine hochqualitative Bildung. |                                                         | 1   |
| 60 | I believe so passionately in this because a high-quality education has been the centrepiece of my life.                                                           | Und ich glaube das so stark daran, weil für mich eine gute Bildung ein wichtiger Teil meines Leben wars—war.                               |                                                         | 1   |
| 61 | I've worked hard to increase information and choices for parents through my- the my school website and we will build on it,                                       | Und so wurde ich auch erzogen von meinen Eltern.                                                                                           | Faux-sens                                               | 0   |
| 62 | and we will deliver our new national curriculum with its focus on the basics of reading and writing and mathematics.                                              | Nicht nur die umm Basiskenntnisse sollen behandelt werden in der Schule.                                                                   | Contre-sens                                             | 0   |
| 63 | We'll move forward with our plans to deliver better quality teaching, computers in schools, trade training centres so that we can train students and apprentices. | Auch die Lehre soll verbessert werden, Computer sollen eingesetzt werden und...Schüler sollen viel davon lernen.                           | Omission, faux-sens<br>(overall meaning largely intact) | 0.5 |

|    |                                                                                                                     |                                                                                                                                                  |                                                      |     |
|----|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|-----|
| 64 | I want to move forward so that young people in this country have real skills for real jobs.                         | Alle Menschen in diesem Land haben echte Fähigkeiten für echte Jobs.                                                                             | Contre-sens                                          | 0   |
| 65 | And so, this is my commitment to Australia.                                                                         | Und das ist mein Engagement für Australien.                                                                                                      |                                                      | 1   |
| 66 | Under my leadership we'll move forward we'll move forward together                                                  | Unter meiner Führung werden wir nach vorn schreiten und zwar gemeinsam                                                                           |                                                      | 1   |
| 67 | with a sustainable Australia, a stronger economy, budgets in surplus and world class health and education services, | für ein nachhaltiges Australien, eine stärkere Wirtschaft, einen—ein ausgeglichenes Budget und vor allem eine Verbesserung im Gesundheitssystem. | Faux-sens, omission (overall meaning largely intact) | 0.5 |
| 68 | and other essential services that hard working Australians and their families rely on.                              | Außerdem weitere ausgebaute Systeme für hartarbeitende Australier.                                                                               | Faux-sens (overall meaning largely intact)           | 0.5 |

*Participant B-1*

*Table 14: Detailed evaluation of participant B-1*

| <b>I.U.</b> | <b>Original</b>                                                                                                                                                  | <b>Interpretation</b>                                                                                                           | <b>Comments</b> | <b>P.</b> |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------|
| 1           | Well can I say -uh- good afternoon to Australians one and all, can I say good afternoon to members of the Canberra press gallery                                 | Ja guten... Tag an alle Australier ummm an die Mitglieder der Cammen- Pressegalerie                                             |                 | 1         |
| 2           | and at least say to them they'll be relieved to know their days of standing on street corners -uh- waiting for the election to be called are over.               | und diejenigen, die auf den Straßen herumstehen und uh auf die Wahl warten.                                                     | Contre-sens     | 0         |
| 3           | And can I say to Australians: on the twenty-fourth of June, I had the very great honour of becoming prime minister of this country, the greatest country of all. | Am 24. Juni hatte ich die Ehre, Premier Ministerin dieses Landes zu werden, des großartigsten Landes von allen.                 |                 | 1         |
| 4           | And on that day, I acknowledge that I had not been elected by the Australian people,                                                                             | An diesen Tag habe ich anerkannt, dass ich nicht von dem australischen Volk gewählt worden war.                                 |                 | 1         |
| 5           | and I said then to the Australian people that I would ensure that, in the near future, they would be a-able to exercise their birthright,                        | Und ich habe gesagt, dass ich sicherstellen würde, dass Australier in der nahen Zukunft ihr Geburtsrecht ausüben können würden, |                 | 1         |
| 6           | their vote, to select their government and their prime minister.                                                                                                 | ihre Regierung und ihren Premier Minister zu wählen.                                                                            |                 | 1         |
| 7           | Today I honour that pledge                                                                                                                                       | Heute stehe ich dafür ein                                                                                                       |                 | 1         |

|    |                                                                                                                             |                                                                                                       |                                                 |     |
|----|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-------------------------------------------------|-----|
| 8  | and today I seek a mandate from the Australian people to move Australia forward.                                            | und uh ich setzte mich für das Mandat ein, Australien nach vorne zu bringen.                          | Omission<br>(overall meaning largely intact)    | 0.5 |
| 9  | This morning I asked her excellency, the governor general,                                                                  | Heute Morgen habe ich mit dem General Gouverneur gesprochen, dass er alles daransetzt,                | Contre-sens<br>(overall meaning largely intact) | 0.5 |
| 10 | to dissolve the House of Representatives so that elections can occur for the house and half of the Senate                   | dass Wahlen im Haus stattwerden können...stattfinden können.                                          | Faux-sens                                       | 0   |
| 11 | on Saturday, August twenty-one.                                                                                             | Das wird am 21. August der Fall sein.                                                                 |                                                 | 1   |
| 12 | This election, I believe, presents Australians with a very clear choice.                                                    | Ich glaube, dass das Australier vor einer klare Wahl stellt.                                          |                                                 | 1   |
| 13 | This election is about the choice as to whether we move Australia forward or go back                                        | Bei dieser Wahl geht es um die Entscheidung ob wir Australien nach vorne bringen möchten oder zurück. |                                                 | 1   |
| 14 | Our great nation, our very great nation has been built by generations of men and women who had the courage to move forward. | Unsere Generation wurde geschaffen von Generationen von Männern und Frauen, die nach vorne wollten.   | Omission<br>(overall meaning largely intact)    | 0.5 |
| 15 | Moving forward of course requires conviction; it requires confidence;                                                       | Um nach vorne zu kommen, braucht man Überzeugung, braucht man Selbstvertrauen,                        |                                                 | 1   |
| 16 | it requires a willingness to embrace new ways of thinking, accept new challenges,                                           | braucht man den Willen, neue Gedanken... einzu..uhhh schließen, um etwas zu verändern.                | Faux-sens                                       | 0   |
| 17 | to listen and to learn and to embrace new solutions.                                                                        | —                                                                                                     | Omission                                        | 0   |

|    |                                                                                                                                                |                                                                                                    |                                              |     |
|----|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|----------------------------------------------|-----|
| 18 | Moving forward with confidence also requires a strong set of convictions and a clear set of values.                                            | Es braucht Selbstvertrauen, es braucht auch klare Wertvorstellungen.                               |                                              | 1   |
| 19 | All of my adult life I've been driven by a very clear set of values,                                                                           | Mein gesamtes erwachsenes Leben habe ich auf klare Wertvorstellungen hingearbeitet.                | Faux-sens                                    | 0   |
| 20 | and over the last few weeks I've had the opportunity to share those values with the nation.                                                    | In vergangenen Wochen habe ich die Möglichkeit gehabt, diese Werte mit der Nation zu teilen.       |                                              | 1   |
| 21 | I believe in hard work. I believe in the benefits and dignity of work.                                                                         | Ich glaube an harte Arbeit, ich glaube an die Früchte, die diese Arbeit trägt und die Würde.       |                                              | 1   |
| 22 | I believe in what comes as an individual when you do your best and you earn your keep.                                                         | Ich denke, dass man als Individuum sich dafür einsetzen kann, seinen Lebensunterhalt zu verdienen, |                                              | 1   |
| 23 | I believe, fundamentally, in the importance of respect and valuing other people;                                                               | dass man andere respektieren soll,                                                                 | Omission<br>(overall meaning largely intact) | 0.5 |
| 24 | something that can be shown from simple courtesy to making sure that we give each other a helping hand in times of need and times of distress. | und dass wir gegenseitig dafür sorgen sollten, dass wir einander unterstützen in harten Zeiten.    | Omission<br>(overall meaning largely intact) | 0.5 |
| 25 | Overall and most importantly, I believe in the transformative power of a high-quality education;                                               | Insgesamt und am wichtigsten ist die wandelnde Kraft der Ausbildung.                               |                                              | 1   |
| 26 | the kind of high-quality education that with rigor and discipline                                                                              | Durch Disziplin und Ordnung                                                                        | Omission<br>(overall meaning largely intact) | 0.5 |

|                       |                                                                                                                             |                                                                                                                              |                                              |     |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|-----|
| 27                    | enables a child to get the skills and the character that they will need for the rest of their life.                         | kann man Kindern den Charakter mitgeben, die sich für den Rest ihres Lebens brauchen.                                        | Omission<br>(overall meaning largely intact) | 0.5 |
| 28                    | Now I learned these values in my family home                                                                                | Diese Werte habe ich in meinem Elternhaus kennengelernt.                                                                     |                                              | 1   |
| 29                    | from my father and my mother who migrated to this country                                                                   | Meine Mutter und mein Vater                                                                                                  | Omission                                     | 0   |
| 30                    | and like millions of other Australians,                                                                                     | haben sehr hart gearbeitet wie Million andere Australier,                                                                    |                                              | 1   |
| 31                    | worked unbelievably hard so that their children could have opportunities that they could never have dreamed for themselves. | sodass ihre Kinder diese Möglichkeiten hatten, die sie selber nicht hatten.                                                  |                                              | 1   |
| 32                    | Throughout my adult life I've learned to face the confid- the future with confidence.                                       | Seit meines erwachsenen Lebens blicke ich mit Zuversicht in die Zukunft.                                                     |                                              | 1   |
| 33                    | I believe our nation too can face the future with confidence.                                                               | Und unsere Kinder können auch mit Zuversicht in die Zukunft sehen.                                                           | Faux-sens                                    | 0   |
| 34                    | I believe absolutely; I believe to my core, that the best days of this nation are in front of it, not behind it             | Dass glaube ich davon bin ich überzeugt. Ich denke, dass die besten Tagen dieser Nation vor ihr liegen und nicht hinter ihr. |                                              | 1   |
| 35                    | and there's no challenge too big, no challenge too tough that we can't conquer it if we work together.                      | Es gibt keine Herausforderung, die zu groß ist, keine Aufgabe, die zu schwierig ist, wenn wir zusammen arbeiten.             |                                              | 1   |
| <b>Speaker change</b> |                                                                                                                             |                                                                                                                              |                                              |     |
| 36                    | And so, in this, the forthcoming election campaign, I'll be asking the Australian people for their trust.                   | Und so in dieser Wahlkampagne werde ich die Australier für ihr Vert—um ihr Vertrauen bitten.                                 |                                              | 1   |

|    |                                                                                                                                                              |                                                                                                                                                                        |                                              |     |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|-----|
| 37 | I will be asking Australians for their trust so that we can move forward together.                                                                           | Ihr Vertrauen, dass wir zusammen nach vorne schreiten können,                                                                                                          |                                              | 1   |
| 38 | And moving forward means moving forward with plans to build a sustainable Australia - not a big Australia.                                                   | um ein stabiles Australien zu bauen                                                                                                                                    | Faux-sens                                    | 0   |
| 39 | Moving forward means making record investments in solar power and other renewable energies to help us combat climate change and protect our quality of life. | und Investitionen zu machen in erneuerbaren Energien und Solarenergie, um gegen den Klimawandel zu kämpfen und das Leben zu schützen, diesen Planeten, die wir lieben. | Addition<br>(overall meaning largely intact) | 0.5 |
| 40 | Moving forward means moving forward with budget surpluses                                                                                                    | —                                                                                                                                                                      | Omission                                     | 0   |
| 41 | and a stronger economy that can offer Australians the opportunity to get a job, keep a job, learn new skills, get a better job and start their own business. | Dass wir unsere Wirtschaft ausbauen und Australier die Möglichkeit geben, Arbeit zu finden, sich selbst fortzubinden—bilden und ihr eigenes Unternehmen aufzubauen.    |                                              | 1   |
| 42 | A stronger economy that offers Australian families security, opportunity and fairness at work.                                                               | Ein Australien, das für Familie steht, jenen Möglichkeiten bietet.                                                                                                     | Faux-sens                                    | 0   |
| 43 | A stronger economy that builds on what we've achieved by working together, employers and employees alike,                                                    | Ein stärkeres Australien, dass darauf baut, dass wir zusammenarbeiten, Arbeitgeber und Arbeitnehmer zusammen                                                           |                                              | 1   |
| 44 | in the face of the global financial crisis and global economic uncertainty.                                                                                  | im Angesicht globaler Krisen und wirtschaftlicher Unsicherheit.                                                                                                        |                                              | 1   |
| 45 | And of course, that uncertainty is not behind us yet and economic                                                                                            | Diese Unsicherheit liegt noch nicht hinter uns. Wirtschaftliche                                                                                                        |                                              | 1   |

|    |                                                                                                     |                                                                                              |                                            |     |
|----|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|--------------------------------------------|-----|
|    | challenges are still very much with us                                                              | Herausforderungen stehen noch vor uns.                                                       |                                            |     |
| 46 | and hardworking Australian families who are doing it tough can attest to that.                      | Hartarbeitende australische Familien werden hier auf die Probe gestellt.                     | Faux-sens (overall meaning largely intact) | 0.5 |
| 47 | Moving forward of course means bringing the budget to surplus by twenty-thirteen,                   | Nach vorne gehen bedeutet auch, dass wir die Haushaltsüberschuss bis 2013 nivelliert haben - | Faux-sens (overall meaning largely intact) | 0.5 |
| 48 | three years ahead of schedule.                                                                      | 3 Jahre bevor es geplant wurde.                                                              |                                            | 1   |
| 49 | A surplus that I will protect in this election campaign by not going on an election spendathon,     | Deswegen gebe ich in meiner Wahlkampagne nicht unnötig Geld aus.                             |                                            | 1   |
| 50 | by making sure that any promise we make to spend money is offset by a promise to save money,        | Ich stelle sicher, dass wir unsere Ausgaben immer mit Einsparungen begleiten.                |                                            | 1   |
| 51 | by making sure that the budget bottom line doesn't change by one cent during the election campaign. | Ich stehe dafür ein, dass das sich nicht verändert während der Wahlkampagne.                 | Omission (overall meaning largely intact)  | 0.5 |
| 52 | Moving forward also means moving forward with stronger protection of our borders                    | Stärkeres Australien heißt auch stärkere Grenzkontrollen                                     | Faux-sens (overall meaning largely intact) | 0.5 |
| 53 | and a strong plan, a real plan that takes away from people smugglers the product that they sell.    | und einen Plan - einen echten Plan, um gegen Schmuggel vorzugehen.                           | Omission                                   | 0   |
| 54 | Moving forward means first-rate services for hardworking Australians.                               | Es heißt auch erstklassige Dienstleistungen für Australiern zu bieten,                       |                                            | 1   |

|    |                                                                                                                                                 |                                                                                                                               |                                            |     |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|-----|
| 55 | In health, it means increasing our expenditure on hospitals by fifty percent.                                                                   | Ausgaben im Gesundheitsgebäud—bereich zu erhöhen 30 Prozent.                                                                  | Faux-sens, contre-sens                     | 0   |
| 56 | It means training three thousand nurses and one thousand three hundred general practitioners over the next three years,                         | Dass 1300 Ärzte und Krankenschwestern eingestellt werden in den nächsten Jahren.                                              | Omission                                   | 0   |
| 57 | all the while as we expand our GP super clinics                                                                                                 | Gleichzeitig bauen wir Superkliniken aus und blicken nach vorne.                                                              |                                            | 1   |
| 58 | and implement our health reforms.                                                                                                               | —                                                                                                                             | Omission                                   | 0   |
| 59 | And moving forward, above all in our schools, means putting at the centre of our agenda, getting every child, every child, a quality education. | Gleichzeitig müssen wir in Schulen investieren, damit jedes Kind hochqualitative Bildung erhalten kann,                       | Faux-sens (overall meaning largely intact) | 0.5 |
| 60 | I believe so passionately in this because a high-quality education has been the centrepiece of my life.                                         | weil hochqualitative Bildung das Zentrum in meinem Leben darstellt und das ist beispielhaft.                                  | Addition (overall meaning largely intact)  | 0.5 |
| 61 | I've worked hard to increase information and choices for parents through my- the my school website and we will build on it,                     | es gibt auch ummm die myschool Website für Eltern, die ausgebaut werden—wird.                                                 | Omission (overall meaning largely intact)  | 0.5 |
| 62 | and we will deliver our new national curriculum with its focus on the basics of reading and writing and mathematics.                            | Wir werden ein neuen nationalen Stundenplan herstellen, wo Lesen, Schreiben und Mathematik im Zentrum steht.                  |                                            | 1   |
| 63 | We'll move forward with our plans to deliver better quality teaching, computers in schools, trade training centres so that we                   | Wir werden mit unserem Plan weitermachen, bessere Bildung und Ausbildungszentrum—zentren zu schaffen für junge Auszubildende, | Omission (overall meaning largely intact)  | 0.5 |

|    |                                                                                                                     |                                                                                                   |                                           |     |
|----|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-------------------------------------------|-----|
|    | can train students and apprentices.                                                                                 |                                                                                                   |                                           |     |
| 64 | I want to move forward so that young people in this country have real skills for real jobs.                         | damit junge Menschen echte Fähigkeiten und echte Arbeitsplätze wahrnehmen können.                 |                                           | 1   |
| 65 | And so, this is my commitment to Australia.                                                                         | Das ist unsere Verpflichtung für Australien.                                                      | Faux-sens                                 | 0   |
| 66 | Under my leadership we'll move forward we'll move forward together                                                  | Wir werden nach vorne uns bewegen zusammen                                                        | Omission                                  | 0   |
| 67 | with a sustainable Australia, a stronger economy, budgets in surplus and world class health and education services, | und zwar vorne bewegen mit einem stärkeren Australia, einer stabileren Wirtschaft,                | Omission (overall meaning largely intact) | 0.5 |
| 68 | and other essential services that hard working Australians and their families rely on.                              | besten Dienstleistungen, Bildungssystemen, die für hartarbeitende Familien Zuversicht darstellen. | Faux-sens                                 | 0   |

*Participant B-2*

*Table 15: Detailed evaluation of participant B-2*

| <b>I.U.</b> | <b>Original</b>                                                                                                                                                  | <b>Interpretation</b>                                                                                                                                                                 | <b>Comments</b>                                                                | <b>P.</b> |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|-----------|
| 1           | Well can I say -uh- good afternoon to Australians one and all, can I say good afternoon to members of the Canberra press gallery                                 | Ein guten Nachmittag zu den Australiern one-and-all, zu den uh Mitgliedern der Presse von Canberra,                                                                                   | Addition<br>(direct transfer of “one and all”; overall meaning largely intact) | 0.5       |
| 2           | and at least say to them they'll be relieved to know their days of standing on street corners -uh- waiting for the election to be called are over.               | dass ihre—ihre Tage an denen sie an den Straßenecke standen, vorbei sind.                                                                                                             | Omission                                                                       | 0         |
| 3           | And can I say to Australians: on the twenty-fourth of June, I had the very great honour of becoming prime minister of this country, the greatest country of all. | Zu den Australiern möchte ich gerne sagen, dass sich am 24. Juni das uhhh die Ehre hatte die Premier Minister dieses Landes zu werden, das größten—das großartigsten Landes der Welt. |                                                                                | 1         |
| 4           | And on that day, I acknowledge that I had not been elected by the Australian people,                                                                             | ich uhh wurde nicht von den...uhh von den australischen—also Australiern gewählt.                                                                                                     |                                                                                | 1         |
| 5           | and I said then to the Australian people that I would ensure that, in the near future, they would be a-able to exercise their birthright,                        | Ich sagte damals zu ihnen, dass ich mir sicher sei, dass sie in der nächsten Zukunft, ihr Recht uh nutzen würden können,                                                              |                                                                                | 1         |
| 6           | their vote, to select their government and their prime minister.                                                                                                 | ihre Regierung und ihren Premier Minister zu wählen.                                                                                                                                  |                                                                                | 1         |
| 7           | Today I honour that pledge                                                                                                                                       | Heute erfühle ich dieses Versprechens                                                                                                                                                 |                                                                                | 1         |

|    |                                                                                                                             |                                                                                                                      |                                                 |     |
|----|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-----|
| 8  | and today I seek a mandate from the Australian people to move Australia forward.                                            | und ich uhh suche ein—ich ersuche ein Mandat von den Australiern um Australien nach vor zu bringen.                  |                                                 | 1   |
| 9  | This morning I asked her excellency, the governor general,                                                                  | Ich habe am Morgen den uhhh Gouverneur gefragt,                                                                      | Contre-sens<br>(overall meaning largely intact) | 0.5 |
| 10 | to dissolve the House of Representatives so that elections can occur for the house and half of the Senate                   | ob uhh er das Parlament auflösen kann, um uhhh Wahlen stattfinden zu lassen                                          | Faux-sens                                       | 0   |
| 11 | on Saturday, August twenty-one.                                                                                             | am 21. August.                                                                                                       |                                                 | 1   |
| 12 | This election, I believe, presents Australians with a very clear choice.                                                    | Diese Wahlen werden den Australiern gewisse Wahlmöglichkeiten geben.                                                 |                                                 | 1   |
| 13 | This election is about the choice as to whether we move Australia forward or go back                                        | Es geht darum, ob wir Australien uhh nach vorne bringen wollen oder ob wir uns zurückwenden.                         |                                                 | 1   |
| 14 | Our great nation, our very great nation has been built by generations of men and women who had the courage to move forward. | Unsere großartige Nation wurde von Generationen von Männern und Frauen aufgebaut, die sich nach vorne gewandt haben. | Omission<br>(overall meaning largely intact)    | 0.5 |
| 15 | Moving forward of course requires conviction; it requires confidence;                                                       | Das erfordert aber auch ein Bekenntnis und eine Zuversicht.                                                          |                                                 | 1   |
| 16 | it requires a willingness to embrace new ways of thinking, accept new challenges,                                           | Es erfordert eine Bereitschaft, neue Arten des Denkens anzunehmen, neue Herausforderungen annn—anzuerkennen          |                                                 | 1   |
| 17 | to listen and to learn and to embrace new solutions.                                                                        | und auch neue Lösungen zu finden.                                                                                    | Omission                                        | 0.5 |

|    |                                                                                                                                                |                                                                                                                                        |                                           |     |
|----|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|-----|
|    |                                                                                                                                                |                                                                                                                                        | (overall meaning largely intact)          |     |
| 18 | Moving forward with confidence also requires a strong set of convictions and a clear set of values.                                            | Uns nach vorne zu wenden und mit Zuversicht das heißt auch ein—ein klares Bekenntnis zu unseren Werten abzugeben.                      |                                           | 1   |
| 19 | All of my adult life I've been driven by a very clear set of values,                                                                           | In meinem ganzen Erwachsenenleben war ich von einer Reihe an Werten uhhh ähhh getrieben, die meine Basis waren.                        | Addition (overall meaning largely intact) | 0.5 |
| 20 | and over the last few weeks I've had the opportunity to share those values with the nation.                                                    | Und ich uhhh uhhh wü—uhhh teile diese Werte mit meiner Nation.                                                                         | Omission, faux-sens                       | 0   |
| 21 | I believe in hard work. I believe in the benefits and dignity of work.                                                                         | Ich glaube an die harte Arbeit.                                                                                                        | Omission (overall meaning largely intact) | 0.5 |
| 22 | I believe in what comes as an individual when you do your best and you earn your keep.                                                         | Ich glaube...uhh, dass man als Individuum vorwärtskommt, wenn man sein Bestes gibt.                                                    | Omission (overall meaning largely intact) | 0.5 |
| 23 | I believe, fundamentally, in the importance of respect and valuing other people;                                                               | Ich uhh glaube an den Respekt für anderen Menschen,                                                                                    | Omission (overall meaning largely intact) | 0.5 |
| 24 | something that can be shown from simple courtesy to making sure that we give each other a helping hand in times of need and times of distress. | was man...uhh zeigen kann bei der Höflichkeit gegenüber anderen Menschen und der mmm Bereitschaft anderen zu helfen in Zeiten der Not. |                                           | 1   |
| 25 | Overall and most importantly, I believe in the transformative                                                                                  | Am wichtigsten ist es uhh, dass ich an die umm Macht der uhhh ummmm                                                                    | Omission                                  | 0.5 |

|    |                                                                                                                             |                                                                                                                         |                                           |     |
|----|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|-----|
|    | power of a high-quality education;                                                                                          | hoch—uh hochwertigen Bildung glaube.                                                                                    | (overall meaning largely intact)          |     |
| 26 | the kind of high-quality education that with rigor and discipline                                                           | Eine Art von Bildung, die es einem Kind mit Disziplin                                                                   |                                           | 1   |
| 27 | enables a child to get the skills and the character that they will need for the rest of their life.                         | ermöglicht, Fertigkeiten zu erwerben, die sie für den Rest ihres Lebens erwerb—umm einsetzen können.                    | Omission (overall meaning largely intact) | 0.5 |
| 28 | Now I learned these values in my family home                                                                                | Ich habe das in meiner eigenen Familie gelernt                                                                          |                                           | 1   |
| 29 | from my father and my mother who migrated to this country                                                                   | von meinem Vater und meiner Mutter,                                                                                     | Omission                                  | 0   |
| 30 | and like millions of other Australians,                                                                                     | die wie viele...wie viele andere Australier                                                                             |                                           | 1   |
| 31 | worked unbelievably hard so that their children could have opportunities that they could never have dreamed for themselves. | unglaublich hart gearbeitet haben, um ihren Kindern die Möglichkeiten zu ermöglichen, die sie selbe nie hatten.         |                                           | 1   |
| 32 | Throughout my adult life I've learned to face the confid- the future with confidence.                                       | Während meines ganzen Erwachsenenlebens... habe ich es—habe ich gelernt, der Zukunft mit Zuversicht entgegen zu blicken |                                           | 1   |
| 33 | I believe our nation too can face the future with confidence.                                                               | und das gleiche glaube ich gilt auch für unsere Nation.                                                                 | Contre-sens                               | 0   |
| 34 | I believe absolutely; I believe to my core, that the best days of this nation are in front of it, not behind it             | Ich uh glaube bis in mein Innerstes, dass—dass die besten Tage noch vor uns liegen und nicht hinter uns                 |                                           | 1   |
| 35 | and there's no challenge too big, no challenge too tough that we                                                            | und dass es keine Herausforderung gibt, die zu groß ist oder zu schwierig                                               |                                           | 1   |

|                       |                                                                                                                                                              |                                                                                                                                                                                                     |                                                        |     |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-----|
|                       | can't conquer it if we work together.                                                                                                                        | uhhh, die wir nicht überwinden könnten, wenn wir zusammenarbeiten.                                                                                                                                  |                                                        |     |
| <b>Speaker change</b> |                                                                                                                                                              |                                                                                                                                                                                                     |                                                        |     |
| 36                    | And so, in this, the forthcoming election campaign, I'll be asking the Australian people for their trust.                                                    | Und...uhhh in der kommenden Parlamentswahl uhhh frage ich nun die Australier, ob sie mir ihren—Ihr Vertrauen schenken,                                                                              | Addition, faux-sens                                    | 0   |
| 37                    | I will be asking Australians for their trust so that we can move forward together.                                                                           | sodass wir uns gemeinsam vorwärtsbewegen können.                                                                                                                                                    |                                                        | 1   |
| 38                    | And moving forward means moving forward with plans to build a sustainable Australia - not a big Australia.                                                   | Vorwärtsbewegen heißt uhh mit Plänen uhh Pläne umzusetzen, die uns uhhh es ermöglichen, ähhh                                                                                                        | Omission, presentation problems                        | 0   |
| 39                    | Moving forward means making record investments in solar power and other renewable energies to help us combat climate change and protect our quality of life. | Investitionen zu schaffen in uh Solaranlagen zum Beispiel, um den Klimawandel zu bekämpfen und die Qualität des Lebens zu erhöhen.                                                                  | Omission, contre-sens (overall meaning largely intact) | 0.5 |
| 40                    | Moving forward means moving forward with budget surpluses                                                                                                    | Uns nach vorwärts zu wenden heißt ein ausgleichendes Budget zu haben                                                                                                                                | Faux-sens (overall meaning largely intact)             | 0.5 |
| 41                    | and a stronger economy that can offer Australians the opportunity to get a job, keep a job, learn new skills, get a better job and start their own business. | und eine stärkere Wirtschaft, die es den Australiern ermöglicht, uhh einen Job zu bekommen, ihn zu halten, neue Qualifikationen zu erwerben und vielleicht auch ein eigenes Unternehmen zu gründen. |                                                        | 1   |

|    |                                                                                                           |                                                                                                                               |                                            |     |
|----|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|-----|
| 42 | A stronger economy that offers Australian families security, opportunity and fairness at work.            | Uhhh das heißt auch, den australischen uhhh Familien Gelegenheiten und Fairness am Arbeitsplatz zu ermöglichen.               |                                            | 1   |
| 43 | A stronger economy that builds on what we've achieved by working together, employers and employees alike, | Es baut darauf auf, was wir bereits gemeinsam erreicht haben Arbeitgeber und Arbeitnehmer                                     |                                            | 1   |
| 44 | in the face of the global financial crisis and global economic uncertainty.                               | angesichts einer globalen Finanzkrise und dann a globalen wirtschaftlichen Unsicherheit.                                      |                                            | 1   |
| 45 | And of course, that uncertainty is not behind us yet and economic challenges are still very much with us  | Diese Unsicherheit ist noch nicht hinter uns und die wirtschaftlichen Herausforderungen ummm sind uns noch immer gegenwertig. |                                            | 1   |
| 46 | and hardworking Australian families who are doing it tough can attest to that.                            | Und viele australische Familien sind hier auch damit noch konfrontiert.                                                       |                                            | 1   |
| 47 | Moving forward of course means bringing the budget to surplus by twenty-thirteen,                         | Uns nach vorn zu wenden heißt auch ein Budgetplus zu schaffen in 2013 –                                                       | Faux-sens (overall meaning largely intact) | 0.5 |
| 48 | three years ahead of schedule.                                                                            | 3 Jahre vor dem geplanten Budgetplus.                                                                                         |                                            | 1   |
| 49 | A surplus that I will protect in this election campaign by not going on an election spendathon,           | Ich werde also ich kann Ihnen versprechen, dass ähh es kein uhhh unnötiges uhh unge— Budgetausgaben geben wird                | Omission (overall meaning largely intact)  | 0.5 |
| 50 | by making sure that any promise we make to spend money is offset by a promise to save money,              | —                                                                                                                             | Omission                                   | 0   |

|    |                                                                                                                                                 |                                                                                                                                               |                                               |     |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-----|
| 51 | by making sure that the budget bottom line doesn't change by one cent during the election campaign.                                             | und dass wir uh sicherstellen werden, dass das Budget sich während der Wahlkampagne nicht verändern wird.                                     |                                               | 1   |
| 52 | Moving forward also means moving forward with stronger protection of our borders                                                                | Uns nach vorne zu wenden heißt auch unsere Grenzen besser zu schützen                                                                         |                                               | 1   |
| 53 | and a strong plan, a real plan that takes away from people smugglers the product that they sell.                                                | mit einem ähhh echten Plan, der die Menschenhändler bekämpft und die Produkte uhh verhindert, die sie verkaufen wollen.                       | Faux-sens<br>(overall meaning largely intact) | 0.5 |
| 54 | Moving forward means first-rate services for hardworking Australians.                                                                           | —                                                                                                                                             | Omission                                      | 0   |
| 55 | In health, it means increasing our expenditure on hospitals by fifty percent.                                                                   | Es heißt ummm in Gesundheitssektor zum Beispiel unsere Ausgaben zu erhöhen um 50 Prozent.                                                     | Omission<br>(overall meaning largely intact)  | 0.5 |
| 56 | It means training three thousand nurses and one thousand three hundred general practitioners over the next three years,                         | Es heißt ähhh dann auch, dass wir 3000 neue Krankenschwestern und 1000 neue Ärzte ausbilden wollen in den nächsten 3 Jahren                   | Faux-sens<br>(overall meaning largely intact) | 0.5 |
| 57 | all the while as we expand our GP super clinics                                                                                                 | während wir ähhh unsere Klinikkomplexe für Allgemeinmedizin weiter ausbauen.                                                                  |                                               | 1   |
| 58 | and implement our health reforms.                                                                                                               | —                                                                                                                                             | Omission                                      | 0   |
| 59 | And moving forward, above all in our schools, means putting at the centre of our agenda, getting every child, every child, a quality education. | Für unsere Schulen heißt das, dass wir in Zentrum unserer Agenda uhh das Bestreben haben, jedem Kind eine angemessene Bildung zu ermöglichen. |                                               | 1   |

|    |                                                                                                                                                                   |                                                                                                                                              |                                              |     |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|-----|
| 60 | I believe so passionately in this because a high-quality education has been the centrepiece of my life.                                                           | Ich glaube, da—dass eine hochwertige Bildung... ganz in Zentrum stehen muss.                                                                 | Omission<br>(overall meaning largely intact) | 0.5 |
| 61 | I've worked hard to increase information and choices for parents through my- the my school website and we will build on it,                                       | Das heißt, dass wir die uhh Wahlmöglichkeiten für Eltern erhöhen wollen.                                                                     | Faux-sens                                    | 0   |
| 62 | and we will deliver our new national curriculum with its focus on the basics of reading and writing and mathematics.                                              | Wir wollen auch einen neuen nationalen Lehrplan schaffen mit dem Fokus auf Lesen, Schreiben und Mathematik.                                  |                                              | 1   |
| 63 | We'll move forward with our plans to deliver better quality teaching, computers in schools, trade training centres so that we can train students and apprentices. | Wir wollen auch bessere uhhhh Pl— uhhh Pläne für—Lehrpläne schaffen, sodass wir uhh neue Schüler und auch Lehrlinge besser ausbilden können. | Omission, faux-sens                          | 0   |
| 64 | I want to move forward so that young people in this country have real skills for real jobs.                                                                       | Ich uh will ich mich nach vorne wenden, damit die Kinder in diesem Land wirkliche Fertigkeiten erwerben.                                     | Omission<br>(overall meaning largely intact) | 0.5 |
| 65 | And so, this is my commitment to Australia.                                                                                                                       | Das ist also mein Bekenntnis zu Australien.                                                                                                  |                                              | 1   |
| 66 | Under my leadership we'll move forward we'll move forward together                                                                                                | Unter meiner Führung werden wir uns gemeinsam nach vorne bewegen                                                                             |                                              | 1   |
| 67 | with a sustainable Australia, a stronger economy, budgets in surplus and world class health and education services,                                               | mit einem nachhaltigen Australien, mit einer stärkeren Wirtschaft, mit Budgetplus und mit uh weltklasse Gesundheits—uhh systemen             |                                              | 1   |

|    |                                                                                              |                                                                                                  |  |   |
|----|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--|---|
| 68 | and other essential services that<br>hard working Australians and<br>their families rely on. | Und auch anderen uhhh<br>Dienstleistungen, auf die sich die<br>australischen Familien verlassen. |  | 1 |
|----|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--|---|

*Participant B-3*

*Table 16: Detailed evaluation of participant B-3*

| <b>I.U.</b> | <b>Original</b>                                                                                                                                                  | <b>Interpretation</b>                                                                                           | <b>Comments</b> | <b>P.</b> |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-----------------|-----------|
| 1           | Well can I say -uh- good afternoon to Australians one and all, can I say good afternoon to members of the Canberra press gallery                                 | Guten Nachmittag an alle Australier—Australien und die Mitglieder der Press Gallery                             |                 | 1         |
| 2           | and at least say to them they'll be relieved to know their days of standing on street corners -uh- waiting for the election to be called are over.               | Sie warten, dass die Wahlen vorbei sind.                                                                        | Omission        | 0         |
| 3           | And can I say to Australians: on the twenty-fourth of June, I had the very great honour of becoming prime minister of this country, the greatest country of all. | Und am 24. Juni hatte ich die große Ehre, Premier Ministerin dieses Landes zu werden, das beste Land von allen. |                 | 1         |
| 4           | And on that day, I acknowledge that I had not been elected by the Australian people,                                                                             | Aber...ich wurde nicht von den Australiern gewählt                                                              |                 | 1         |
| 5           | and I said then to the Australian people that I would ensure that, in the near future, they would be able to exercise their birthright,                          | und ich habe ihnen versichert, dass in der neuen Zukunft sie ihr Geburtsrecht, ihr Wahlrecht, ausüben könnten,  |                 | 1         |
| 6           | their vote, to select their government and their prime minister.                                                                                                 | und dass sie das Recht haben die Premier Ministerin zu wählen                                                   |                 | 1         |
| 7           | Today I honour that pledge                                                                                                                                       | und heute...trage ich diesem Ehre                                                                               |                 | 1         |
| 8           | and today I seek a mandate from the Australian people to move Australia forward.                                                                                 | und verspreche Australien voranzutreiben.                                                                       | Faux-sens       | 0         |

|    |                                                                                                                             |                                                                                                                           |          |   |
|----|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|----------|---|
| 9  | This morning I asked her excellency, the governor general,                                                                  | Ich habe auch die Exzellenz gefragt,                                                                                      | Omission | 0 |
| 10 | to dissolve the House of Representatives so that elections can occur for the house and half of the Senate                   | das Repräsentantenhaus aus...zu—<br>aufzulösen,                                                                           | Omission | 0 |
| 11 | on Saturday, August twenty-one.                                                                                             | und dies am 21. August durchzuführen.                                                                                     |          | 1 |
| 12 | This election, I believe, presents Australians with a very clear choice.                                                    | Und diese Wahl denke ich...gibt den Australiern eine klare Wahl.                                                          |          | 1 |
| 13 | This election is about the choice as to whether we move Australia forward or go back                                        | Es geht um die Wahl, ob wir Australien voranbringen oder zurück...stellen.                                                |          | 1 |
| 14 | Our great nation, our very great nation has been built by generations of men and women who had the courage to move forward. | Unsere großartige Nation wurde über Generation von Männern und Frauen aufgebaut, die die-n Mut hatten, es voranzutreiben. |          | 1 |
| 15 | Moving forward of course requires conviction; it requires confidence;                                                       | Dies braucht natürlich auch Überzeugung und es braucht Selbstvertrauen.                                                   |          | 1 |
| 16 | it requires a willingness to embrace new ways of thinking, accept new challenges,                                           | Es braucht ein Bewusstsein, neue Arten des Denkens einzuschlagen, neue Herausforderungen anzugehen,                       |          | 1 |
| 17 | to listen and to learn and to embrace new solutions.                                                                        | zuzuhören, zu lernen und neue So—<br>So— umm Lösungen auch anzunehmen.                                                    |          | 1 |
| 18 | Moving forward with confidence also requires a strong set of convictions and a clear set of values.                         | Und dies mit Selbstvertrauen voranzugehen braucht auch...einen Werkzeugkasten an klaren Werten.                           |          | 1 |

|    |                                                                                                                                                |                                                                                                                 |                                           |     |
|----|------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------|-----|
| 19 | All of my adult life I've been driven by a very clear set of values,                                                                           | Mein ganzes Leben lang hatte ich diese Werte und wurde von ihnen angetrieben.                                   |                                           | 1   |
| 20 | and over the last few weeks I've had the opportunity to share those values with the nation.                                                    | In den letzten Wochen hatte ich auch die Möglichkeit, diese Werte mit meiner Nation zu teilen.                  |                                           | 1   |
| 21 | I believe in hard work. I believe in the benefits and dignity of work.                                                                         | Ich glaube an harte Arbeit und an die Vorteile von harter Arbeit.                                               |                                           | 1   |
| 22 | I believe in what comes as an individual when you do your best and you earn your keep.                                                         | Und auch was Sie als Individuum unternehmen können.                                                             | Omission, faux-sens                       | 0   |
| 23 | I believe, fundamentally, in the importance of respect and valuing other people;                                                               | Ich glaube an die Wichtigkeit von Respekt und die Wertschätzung anderer Menschen                                |                                           | 1   |
| 24 | something that can be shown from simple courtesy to making sure that we give each other a helping hand in times of need and times of distress. | und das kann mit einfachen Mitteln erreicht werden. Wir müssen einander die Hand reichen in schwierigen Zeiten. |                                           | 1   |
| 25 | Overall and most importantly, I believe in the transformative power of a high-quality education;                                               | Aber am wichtigsten ist, dass ich daran denke..., dass Bildung es etwas verändern dran kann.                    | Omission (overall meaning largely intact) | 0.5 |
| 26 | the kind of high quality education that with rigor and discipline                                                                              | Und hochqualitative Bildung, die...                                                                             | Omission (overall meaning largely intact) | 0.5 |
| 27 | enables a child to get the skills and the character that they will need for the rest of their life.                                            | einem Kind es ermöglicht, die Fähigkeiten zu erwerben, die sie für ihr restliches Leben benötigen.              | Omission (overall meaning largely intact) | 0.5 |
| 28 | Now I learned these values in my family home                                                                                                   | Diese Werte habe ich zuhause erlernt                                                                            |                                           | 1   |

|                       |                                                                                                                                      |                                                                                                                                                  |                                                     |     |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-----|
| 29                    | from my father and my mother<br>who migrated to this country                                                                         | von meinen Eltern, die in dieses Land<br>migriert sind                                                                                           |                                                     | 1   |
| 30                    | and like millions of other<br>Australians,                                                                                           | wie Millionen andere Australier                                                                                                                  | Faux-sens in<br>the context of<br>29                | 0   |
| 31                    | worked unbelievably hard so that<br>their children could have<br>opportunities that they could never<br>have dreamed for themselves. | und die sehr hart gearbeitet haben,<br>sodass sie die Möglichkeiten für ihre<br>Kinder erarbeiten konnten, von denen<br>sie nur träumen konnten. |                                                     | 1   |
| 32                    | Throughout my adult life I've<br>learned to face the confid- the<br>future with confidence.                                          | Während...meines<br>Erwachsenenlebens habe ich die<br>Zukunft mir ausgemalt                                                                      | Faux-sens                                           | 0   |
| 33                    | I believe our nation too can face<br>the future with confidence.                                                                     | und ich denke, dass wir die Zukunft<br>mit Selbstvertrauen angehen können.                                                                       | Faux-sens<br>(overall<br>meaning<br>largely intact) | 0.5 |
| 34                    | I believe absolutely; I believe to<br>my core, that the best days of this<br>nation are in front of it, not behind<br>it             | Ich glaube da wirklich im Herzen<br>daran, dass die besten Tage dieser<br>Nation noch vor uns liegen und nicht<br>hinter uns.                    |                                                     | 1   |
| 35                    | and there's no challenge too big,<br>no challenge too tough that we<br>can't conquer it if we work<br>together.                      | Und diese...keine Herausforderung<br>ist zu schwierig, sodass wir sie nicht<br>erreichen können, wenn wir<br>zusammenarbeiten.                   |                                                     | 1   |
| <b>Speaker change</b> |                                                                                                                                      |                                                                                                                                                  |                                                     |     |
| 36                    | And so, in this, the forthcoming<br>election campaign, I'll be asking<br>the Australian people for their<br>trust.                   | So in dieser 4. Wahlkampagne bitte<br>ich die Australier um ihr<br>Vertrauen...,                                                                 | Faux-sens<br>(overall<br>meaning<br>largely intact) | 0.5 |
| 37                    | I will be asking Australians for<br>their trust so that we can move<br>forward together.                                             | sodass wir weiterhin uns bewegen<br>können in die Zukunft.                                                                                       |                                                     | 1   |

|    |                                                                                                                                                              |                                                                                                                                                                 |          |   |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---|
| 38 | And moving forward means moving forward with plans to build a sustainable Australia - not a big Australia.                                                   | Das bedeutet mit Plänen ein nachhaltiges Australien aufzubauen<br>kein großes Australien.                                                                       |          | 1 |
| 39 | Moving forward means making record investments in solar power and other renewable energies to help us combat climate change and protect our quality of life. | Und es bedeutet auch..., dass wir in Solarenergie und erneuerbare Energien investieren, sodass wir Klimawandel bekämpfen und unsere Lebensqualität sichern.     |          | 1 |
| 40 | Moving forward means moving forward with budget surpluses                                                                                                    | Und voranzutreiben bedeutet auch,                                                                                                                               | Omission | 0 |
| 41 | and a stronger economy that can offer Australians the opportunity to get a job, keep a job, learn new skills, get a better job and start their own business. | eine bessere Wirtschaft zu schaffen, die die Möglichkeiten für Australierin bietet, um Jobs zu finden, bessere Jobs zu finden und eigene Businesses aufzubauen. |          | 1 |
| 42 | A stronger economy that offers Australian families security, opportunity and fairness at work.                                                               | Eine starke Wirtschaft, die für die australischen Familien Sicherheit, Möglichkeit und Fairness bei der Arbeit ermöglicht.                                      |          | 1 |
| 43 | A stronger economy that builds on what we've achieved by working together, employers and employees alike,                                                    | Eine starke Wirtschaft, die auf dem aus—aufbaut, was wir erreicht haben...die Arbeitgeber und die Arbeitnehmer                                                  |          | 1 |
| 44 | in the face of the global financial crisis and global economic uncertainty.                                                                                  | in der Wirtschaftskrise und auch in wirtschaftlicher Unsicherheit.                                                                                              |          | 1 |
| 45 | And of course, that uncertainty is not behind us yet and economic challenges are still very much with us                                                     | Und natürlich diese Unsicherheit liegt noch nicht hinter uns diese Herausforderungen sind noch vor uns                                                          |          | 1 |

|    |                                                                                                     |                                                                                                                                  |                                           |     |
|----|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|-----|
| 46 | and hardworking Australian families who are doing it tough can attest to that.                      | und har—hartarbeitende australische Familien können dies bestätigen.                                                             |                                           | 1   |
| 47 | Moving forward of course means bringing the budget to surplus by twenty-thirteen,                   | Voranzutreiben bedeutet auch, das Budget zu erreichen bei 2000—bis 2013.                                                         |                                           | 1   |
| 48 | three years ahead of schedule.                                                                      | —                                                                                                                                | Omission                                  | 0   |
| 49 | A surplus that I will protect in this election campaign by not going on an election spendathon,     | Das werde ich auch in dieser Wahlkampagne vorhersagen.                                                                           | Faux-sens                                 | 0   |
| 50 | by making sure that any promise we make to spend money is offset by a promise to save money,        | Und ich werde versichern, dass alle Versprechen, die wir bezüglich des Ausgebens von Geld ummm gemacht haben eingehalten werden, | Omission                                  | 0   |
| 51 | by making sure that the budget bottom line doesn't change by one cent during the election campaign. | und auch dass das...die Budget- untergessen sich—untergrenze sich nicht um einen Cent verändert.                                 | Omission (overall meaning largely intact) | 0.5 |
| 52 | Moving forward also means moving forward with stronger protection of our borders                    | Es bedeutet auch, dass wir eine sicherer Grenz—eine Grenzsicherung uh sicherstellen.                                             |                                           | 1   |
| 53 | and a strong plan, a real plan that takes away from people smugglers the product that they sell.    | Und auch keine Menschenschmugglern mehr erlauben.                                                                                | Faux-sens                                 | 0   |
| 54 | Moving forward means first-rate services for hardworking Australians.                               | Auch bedeutet des umm für hartarbeitende Australier, Sicherheit zu bemöglichkeiten                                               | Faux-sens                                 | 0   |
| 55 | In health, it means increasing our expenditure on hospitals by fifty percent.                       | Und die Gesundheits—umm für Krankheit—Krankenhäuser zu reduzieren um 50 Prozent.                                                 | Faux-sens, contre-sens                    | 0   |
| 56 | It means training three thousand nurses and one thousand three                                      | Und auch für die Ärzte in den nächsten drei Jahren gute                                                                          | Faux-sens                                 | 0   |

|    |                                                                                                                                                                   |                                                                                                                                               |                                                                     |     |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|-----|
|    | hundred general practitioners over the next three years,                                                                                                          | Arbeitsmöglichkeiten zu ermöglichen,                                                                                                          |                                                                     |     |
| 57 | all the while as we expand our GP super clinics                                                                                                                   | während wir                                                                                                                                   | Omission                                                            | 0   |
| 58 | and implement our health reforms.                                                                                                                                 | diese Gesundheitsreformen auch umsetzen.                                                                                                      |                                                                     | 1   |
| 59 | And moving forward, above all in our schools, means putting at the centre of our agenda, getting every child, every child, a quality education.                   | Und es bedeutet auch..., dass jedes Kind eine qualitative Bildung erlangt.                                                                    | Omission<br>(overall meaning largely intact)                        | 0.5 |
| 60 | I believe so passionately in this because a high-quality education has been the centrepiece of my life.                                                           | Und wir glauben hier wirklich daran, denn eine—eine Bildung eine qualitativ hohe Bildung ist das Kernstück meines Lebens.                     |                                                                     | 1   |
| 61 | I've worked hard to increase information and choices for parents through my- the my school website and we will build on it,                                       | Ich habe hart dafür gearbeitet für die Eltern und wir werden darauf aufbauen.                                                                 | Faux-sens                                                           | 0   |
| 62 | and we will deliver our new national curriculum with its focus on the basics of reading and writing and mathematics.                                              | Und... wir werden das neue nationale Kurrikulum aufbauen, dass sich auf Daten stützt.                                                         | Faux-sens                                                           | 0   |
| 63 | We'll move forward with our plans to deliver better quality teaching, computers in schools, trade training centres so that we can train students and apprentices. | Wir werden auch mit ummm an besseren ummm qualitativen f— Bildung für Schulen zu arbeiten, sodass wir Schüler und Lehrlinge ausbilden können. | Omission, presentation problems<br>(overall meaning largely intact) | 0.5 |
| 64 | I want to move forward so that young people in this country have real skills for real jobs.                                                                       | Ich möchte das voranzutreiben, damit die jungen Menschen wirkliche Qualität—äten—für richtige Arbeit bekommen.                                |                                                                     | 1   |

|    |                                                                                                                     |                                                                                                                                              |                                               |     |
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| 65 | And so, this is my commitment to Australia.                                                                         | Das ist...was ich für Australien möchte.                                                                                                     | Faux-sens                                     | 0   |
| 66 | Under my leadership we'll move forward, we'll move forward together                                                 | Und unter meiner Führung werden wir gemeinsam alles vorantreiben.                                                                            |                                               | 1   |
| 67 | with a sustainable Australia, a stronger economy, budgets in surplus and world class health and education services, | wir werden eine stärkere Wirtschaft haben, eine—ein sicheres Budget und...umm ein Gesundheitssystem, das mithalt—hält international gesehen, | Omission<br>(overall meaning largely intact)  | 0.5 |
| 68 | and other essential services that hard working Australians and their families rely on.                              | Sodass hart—wor— hartarbeitende Australier sich auch darauf verlassen können.                                                                | Faux-sens<br>(overall meaning largely intact) | 0.5 |

*Participant B-4*

*Table 17: Detailed evaluation of participant B-4*

| <b>I.U.</b> | <b>Original</b>                                                                                                                                                  | <b>Interpretation</b>                                                                                                                                                   | <b>Comments</b>                                        | <b>P.</b> |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-----------|
| 1           | Well can I say -uh- good afternoon to Australians one and all, can I say good afternoon to members of the Canberra press gallery                                 | Was kann ich sagen- guten Abend alle Zusammen kann ich guten Nachmittag sagen zu allen Mitgliedern der Pressegalerie.                                                   | Addition, contre-sens (overall meaning largely intact) | 0.5       |
| 2           | and at least say to them they'll be relieved to know their days of standing on street corners - uh- waiting for the election to be called are over.              | Und...die Menschen warten auf der Straße auf die Wahl.                                                                                                                  | Omission                                               | 0         |
| 3           | And can I say to Australians: on the twenty-fourth of June, I had the very great honour of becoming prime minister of this country, the greatest country of all. | Und das kann ich hier zu den Australiern sagen. Am 24. Juni hatte ich die Ehre, die Premier Ministerin dieses Landes zu werden, das größte und beste Land von allen.    |                                                        | 1         |
| 4           | And on that day, I acknowledge that I had not been elected by the Australian people,                                                                             | Und an diesen Tag habe ich bemerkt, dass ich nicht von Australierinnen und Australiern gewählt wurde                                                                    |                                                        | 1         |
| 5           | and I said then to the Australian people that I would ensure that, in the near future, they would be a-able to exercise their birthright,                        | und ich habe dann zu den Australiern gesagt, dass ich ihnen...garantieren kann, dass ich in nah—dass sie in nahe Zukunft...ihr...wo—ihre Wahl und alles ausüben können, |                                                        | 1         |
| 6           | their vote, to select their government and their prime minister.                                                                                                 | um ihren Premier Minister zu wählen.                                                                                                                                    | Omission (overall meaning largely intact)              | 0.5       |
| 7           | Today I honour that pledge                                                                                                                                       | Und heute möchte ich dem einstehen.                                                                                                                                     |                                                        | 1         |

|    |                                                                                                                             |                                                                                                                          |                                            |     |
|----|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|-----|
| 8  | and today I seek a mandate from the Australian people to move Australia forward.                                            | Und...ich möchte Australien weiterbringen.                                                                               | Faux-sens                                  | 0   |
| 9  | This morning I asked her excellency, the governor general,                                                                  | Heute Vormittag habe ich den General Sekretär gefragt,                                                                   | Faux-sens                                  | 0   |
| 10 | to dissolve the House of Representatives so that elections can occur for the house and half of the Senate                   | dass die—gebeten, dass die gewählten...t—teilnehmen können.                                                              | Omission, presentation problems            | 0   |
| 11 | on Saturday, August twenty-one.                                                                                             | —                                                                                                                        | Omission                                   | 0   |
| 12 | This election, I believe, presents Australians with a very clear choice.                                                    | Und ich glaube diese Wahl repräsentiert Australien mit einer sehr klaren Wahl.                                           | Faux-sens                                  | 0   |
| 13 | This election is about the choice as to whether we move Australia forward or go back                                        | Diese Wahl hier geht es um die Wahl, ob wir Australien weiterbringen wollen oder zurück.                                 |                                            | 1   |
| 14 | Our great nation, our very great nation has been built by generations of men and women who had the courage to move forward. | Unsere große Nation wurde von Generationen von Frauen und Männern aufgebaut, die den Mut hatten, etwas voran zu treiben. | Faux-sens (overall meaning largely intact) | 0.5 |
| 15 | Moving forward of course requires conviction; it requires confidence;                                                       | Und Fortschritt braucht natürlich                                                                                        | Omission                                   | 0   |
| 16 | it requires a willingness to embrace new ways of thinking, accept new challenges,                                           | den Willen neue Denkwege einzuschlagen, neue Herausforderungen zu akzeptieren                                            |                                            | 1   |
| 17 | to listen and to learn and to embrace new solutions.                                                                        | und neue Lösungen zu akzeptieren.                                                                                        | Omission (overall meaning largely intact)  | 0.5 |

|    |                                                                                                                                                |                                                                                                                                                              |                                               |     |
|----|------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-----|
| 18 | Moving forward with confidence also requires a strong set of convictions and a clear set of values.                                            | Und mit Vertrauen in die Zukunft zu blicken braucht auch gute und klare Werte.                                                                               |                                               | 1   |
| 19 | All of my adult life I've been driven by a very clear set of values,                                                                           | Mein ganzes Leben lang wurde i—hat—hat—haben mich meine Werte angetrieben.                                                                                   | Omission<br>(overall meaning largely intact)  | 0.5 |
| 20 | and over the last few weeks I've had the opportunity to share those values with the nation.                                                    | Und in den letzten Wochen hatte ich die Wahl, diese Werte mit meiner Nation zu teilen.                                                                       | Faux-sens<br>(overall meaning largely intact) | 0.5 |
| 21 | I believe in hard work. I believe in the benefits and dignity of work.                                                                         | Ich glaube an harte Arbeit. Ich glaube an die Vorteile und die Würde von Arbeit.                                                                             |                                               | 1   |
| 22 | I believe in what comes as an individual when you do your best and you earn your keep.                                                         | Und ich glaube, dass was man als Individuum schafft, hier kann man auf jeden Fall etwas erreichen.                                                           |                                               | 1   |
| 23 | I believe, fundamentally, in the importance of respect and valuing other people;                                                               | Und ich glaube an die Wichtigkeit von Respekt und die Wertschätzung anderer Leute,                                                                           |                                               | 1   |
| 24 | something that can be shown from simple courtesy to making sure that we give each other a helping hand in times of need and times of distress. | etwas, das von...kleinen Dingen—an kleinen Dinge gezeigt werden kann, damit gezeigt wir—damit wir uns gegenseitig in Zeiten der Not die Hand reichen können. |                                               | 1   |
| 25 | Overall and most importantly, I believe in the transformative power of a high-quality education;                                               | Und am wichtigsten ist, dass—dass ich an die...Kraft von hochqualitativer Bildung glaube;                                                                    | Omission<br>(overall meaning largely intact)  | 0.5 |
| 26 | the kind of high-quality education that with rigor and discipline                                                                              | hochqualitative Bildung, Disziplin,                                                                                                                          |                                               | 1   |

|                       |                                                                                                                             |                                                                                                                                        |                                               |     |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-----|
| 27                    | enables a child to get the skills and the character that they will need for the rest of their life.                         | die einem Kind ermöglicht, die Fähigkeiten und den Charakter zu erwerben, den er f—oder sie für den Rest seines Lebens braucht.        |                                               | 1   |
| 28                    | Now I learned these values in my family home                                                                                | Und diese Werte habe ich von meinem Vater und meiner Mutter gelernt...                                                                 |                                               | 1   |
| 29                    | from my father and my mother who migrated to this country                                                                   | —                                                                                                                                      | Omission                                      | 0   |
| 30                    | and like millions of other Australians,                                                                                     | und so wie andere Millionen von Australiern                                                                                            |                                               | 1   |
| 31                    | worked unbelievably hard so that their children could have opportunities that they could never have dreamed for themselves. | haben sie auch hart gearbeitet, so...damit ihre Kinder Möglichkeiten hat—haben, die sie leider selbst nie hatten.                      |                                               | 1   |
| 32                    | Throughout my adult life I've learned to face the confid- the future with confidence.                                       | Ich habe auch gelernt, die Zukunft mit Vertrauen entgegen zu blicken.                                                                  |                                               | 1   |
| 33                    | I believe our nation too can face the future with confidence.                                                               | —                                                                                                                                      | Omission                                      | 0   |
| 34                    | I believe absolutely; I believe to my core, that the best days of this nation are in front of it, not behind it             | Und ich glaube...absolut...und von ganzen Herzen, dass die besten Tage unserer Nation uns noch bevorstehen und nicht hinter uns legen. |                                               | 1   |
| 35                    | and there's no challenge too big, no challenge too tough that we can't conquer it if we work together.                      | Und es gibt keine Herausforderung, die gro—zu groß ist, zu schwierig ist, die wir nicht...ähmm überwinden können.                      | Omission<br>(overall meaning largely intact)  | 0.5 |
| <b>Speaker change</b> |                                                                                                                             |                                                                                                                                        |                                               |     |
| 36                    | And so, in this, the forthcoming election campaign, I'll be asking the Australian people for their trust.                   | Und in dieser 4. Wahlkampagne frage ich die Australier und Australierinnen nach ihrem Vertrauen.                                       | Faux-sens<br>(overall meaning largely intact) | 0.5 |

|    |                                                                                                                                                              |                                                                                                                                                                                                                                   |          |   |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---|
| 37 | I will be asking Australians for their trust so that we can move forward together.                                                                           | Ich frage Australier und Australierinnen für ihr Vertrauen, damit wir zusammen in die Zukunft blicken können.                                                                                                                     |          | 1 |
| 38 | And moving forward means moving forward with plans to build a sustainable Australia - not a big Australia.                                                   | Und voranschreiten bedeutet auch Pläne zu bilden, um ein nachhaltiges Australien zu bauen und kein großes Australien.                                                                                                             |          | 1 |
| 39 | Moving forward means making record investments in solar power and other renewable energies to help us combat climate change and protect our quality of life. | Voranzuschreiten bedeutet Investitionen in Solarenergie und andere erneuerbare Energien zu tun, damit wir den Klimawandel bekämpfen und unsern— unsere Lebensqualität beschützen können.                                          |          | 1 |
| 40 | Moving forward means moving forward with budget surpluses                                                                                                    | Voranzutreib—zu—zuschreiten bedeutet                                                                                                                                                                                              | Omission | 0 |
| 41 | and a stronger economy that can offer Australians the opportunity to get a job, keep a job, learn new skills, get a better job and start their own business. | auch eine stärkere Wirtschaft aufzubauen, die Australier und Australierinnen die Möglichkeit gibt, einen Beruf zu erwerben, neue Fähigkeiten zu erwerben, einen besseren Job zu bekommen und ihre eigenes Business zu erschaffen. |          | 1 |
| 42 | A stronger economy that offers Australian families security, opportunity and fairness at work.                                                               | Eine stärkere Wirtschaft, die australischen Familien Sicherheit, Möglichkeiten und Fairness bei der Arbeit ermöglicht.                                                                                                            |          | 1 |
| 43 | A stronger economy that builds on what we've achieved by working together, employers and employees alike,                                                    | Eine stärkere Wirtschaft, die auf das aufbaut, was wir bis jetzt erreicht haben, indem wir zusammen gearbeitet haben mit Arbeitgebern und Arbeitnehmern                                                                           |          | 1 |
| 44 | in the face of the global financial crisis and global economic uncertainty.                                                                                  | und zwar in Hinblick auf die globalen ökonomischen Probleme.                                                                                                                                                                      |          | 1 |

|    |                                                                                                          |                                                                                                                                               |                                            |     |
|----|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|-----|
| 45 | And of course, that uncertainty is not behind us yet and economic challenges are still very much with us | Und diese Ungewissheit liegt leider noch nicht hinter uns. Diese wirtschaftlichen Veränderungen und Herausforderungen sind immer noch präsent |                                            | 1   |
| 46 | and hardworking Australian families who are doing it tough can attest to that.                           | und die hartarbeitenden australischen Familien arbeiten hart dran, um die sich diesen Herausforderungen zu stellen.                           | Faux-sens (overall meaning largely intact) | 0.5 |
| 47 | Moving forward of course means bringing the budget to surplus by twenty-thirteen,                        | Voranzuschreiten bedeutet auch 2013..., etwas zu erreichen.                                                                                   | Omission                                   | 0   |
| 48 | three years ahead of schedule.                                                                           | —                                                                                                                                             | Omission                                   | 0   |
| 49 | A surplus that I will protect in this election campaign by not going on an election spendathon,          | Etwas, was ich im Rahmen dieser Wahlkampagne versuche...umzusetzen,                                                                           | Omission                                   | 0   |
| 50 | by making sure that any promise we make to spend money is offset by a promise to save money,             | um sicherzustellen, dass jede Versprechen, das wir s—ähmm, dass wir geben, dass das auch...                                                   | Omission, presentation problems            | 0   |
| 51 | by making sure that the budget bottom line doesn't change by one cent during the election campaign.      | im Zusammenhang steht mit den—mit dem Geld, was wir zu Verfügung stellen können.                                                              | Omission, faux-sens                        | 0   |
| 52 | Moving forward also means moving forward with stronger protection of our borders                         | Voranzuschreiten bedeutet stärkerer Schutz unserer Grenzen                                                                                    |                                            | 1   |
| 53 | and a strong plan, a real plan that takes away from people smugglers the product that they sell.         | und ein st—ein Plan, der weg von Menschenschmugglern und anderen Verbrechen geht.                                                             | Contre-sens, addition                      | 0   |

|    |                                                                                                                                                 |                                                                                                                      |                                              |     |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------|-----|
| 54 | Moving forward means first-rate services for hardworking Australians.                                                                           | Auch ähm Essensservice für hartarbeitende Australier und Australierinnen.                                            | Faux-sens                                    | 0   |
| 55 | In health, it means increasing our expenditure on hospitals by fifty percent.                                                                   | —                                                                                                                    | Omission                                     | 0   |
| 56 | It means training three thousand nurses and one thousand three hundred general practitioners over the next three years,                         | Und dass wir 3000 Krankenschwestern und 1300 Hausärzte in den nächsten Jahren trainieren möchten                     |                                              | 1   |
| 57 | all the while as we expand our GP super clinics                                                                                                 | und dass wir die Superklinik für Allgemeinmedizin ausweiten                                                          |                                              | 1   |
| 58 | and implement our health reforms.                                                                                                               | und Gesundheitsreformen umsetzen.                                                                                    |                                              | 1   |
| 59 | And moving forward, above all in our schools, means putting at the centre of our agenda, getting every child, every child, a quality education. | Es bedeutet auch, dass wir jedes Kind...jedem Kind eine qualitative Bildung ermöglichen.                             | Omission<br>(overall meaning largely intact) | 0.5 |
| 60 | I believe so passionately in this because a high-quality education has been the centrepiece of my life.                                         | Und ich glaube sehr stark daran, denn eine hochqualitative Bildung...war auch der Grundstein meines Lebens.          |                                              | 1   |
| 61 | I've worked hard to increase information and choices for parents through my- the my school website and we will build on it,                     | Und wir brauchen Information und Auswahl für Eltern und werden auch drauf aufbauen.                                  | Faux-sens                                    | 0   |
| 62 | and we will deliver our new national curriculum with its focus on the basics of reading and writing and mathematics.                            | Außerdem werden wir eine neues nationales Kurrikulum aufbauen..., was Schreiben, Lesen und Mathematik miteinbezieht. |                                              | 1   |

|    |                                                                                                                                                                   |                                                                                                                                                                                  |                                               |     |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-----|
| 63 | We'll move forward with our plans to deliver better quality teaching, computers in schools, trade training centres so that we can train students and apprentices. | Wir möchten bessere qualitatives Lernen ermöglichen, Trainingszentren aufbauen, so damit wir Studenten, Studentinnen und auch Lehrlinge eine gute Ausbildung ermöglichen können. |                                               | 1   |
| 64 | I want to move forward so that young people in this country have real skills for real jobs.                                                                       | Wir möchte voranschreiten, damit junge Leute in unserem Land wahre Chancen haben für wahre Jobs.                                                                                 | Faux-sens<br>(overall meaning largely intact) | 0.5 |
| 65 | And so, this is my commitment to Australia.                                                                                                                       | Und das ist mein Engagement für Australien.                                                                                                                                      |                                               | 1   |
| 66 | Under my leadership we'll move forward we'll move forward together                                                                                                | Und unter meiner Führung möchte ich, dass wir voranschreiten                                                                                                                     |                                               | 1   |
| 67 | with a sustainable Australia, a stronger economy, budgets in surplus and world class health and education services,                                               | mit einem s—nachhaltigen Australien, einer stärkeren Wirtschaft...und Bildungs...leistungen                                                                                      | Omission<br>(overall meaning largely intact)  | 0.5 |
| 68 | and other essential services that hard working Australians and their families rely on.                                                                            | und auch anderen Leistungen, die hartarbeitenden Australier und Australierinnen zugunsten kommt.                                                                                 | Faux-sens                                     | 0   |

## **Abstract**

This master's thesis seeks to determine whether or not student interpreters have greater difficulties interpreting a speaker of Australian English (AusE) than a speaker of Standard North American English (SNAE). A theoretical examination of the topic, as well as the results of an experiment conducted by the author are presented.

The first theoretical section presents several cognitive models involved in the process of simultaneous interpretation (SI). English as a pluricentric language and Kachru's Three Circle Model are then explored. Additional case studies regarding accent varieties and their effects on SI are introduced and discussed in connection with the aims of this thesis.

The second section begins with an overview of the history and development of both SNAE and AusE and compares the two accents in terms of phonetic and phonological differences, as well as variations in lexical and semantic elements.

The third section details the experiment design and presents the results. Eight students simultaneously interpreted an AusE speaker and a SNAE speaker into German. The final results showed that neither accent presented the student interpreters with greater difficulties than the other, with the quality of the interpretations by the participants being almost identical, regardless of which accent was being used in the source text.



## **Kurzfassung**

Diese Masterarbeit untersucht, ob Dolmetsch-Studierenden das Dolmetschen von australischem Englisch größere Probleme bereitet als das Dolmetschen von nordamerikanischer Standardaussprache. Eine theoretische Untersuchung des Forschungsthemas sowie die Präsentation der Ergebnisse eines vom Autor durchgeführten Experiments werden im Rahmen dieser Arbeit vorgestellt.

Der erste, theoretische Teil stellt mehrere kognitive Modelle des Simultansdolmetschens vor. Anschließend werden Englisch als plurizentrische Sprache und Kachru's Three Circle Modell besprochen, wobei zusätzliche Fälle zur Variation von Akzenten und ihre Auswirkungen auf das Simultandolmetschen im Zusammenhang mit den Zielen dieser Arbeit vorgestellt und diskutiert werden.

Der zweite Abschnitt beginnt mit einem Überblick über die Geschichte und Entwicklung der nordamerikanischen Standardaussprache und des australischen Englisch und vergleicht die zwei Akzente in Bezug auf phonetische und phonologische Unterschiede, sowie Variationen zwischen den lexikalischen und semantischen Elementen.

Der dritte Abschnitt beschreibt das Versuchsdesign und präsentiert die Ergebnisse. Acht StudentInnen dolmetschten simultan eine Rednerin mit australischem Akzent und eine Rednerin mit nordamerikanischer Standardaussprache ins Deutsche. Die Ergebnisse zeigten, dass keiner der beiden Akzente die Studierenden vor größere Schwierigkeiten stellte, da die Qualität der Dolmetschungen aller Teilnehmer mehr oder weniger identisch war, unabhängig davon, welcher Akzent im Ausgangstext verwendet wurde.