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Introduction

The present thesis is a study of accents from two angles – sociolinguistics and interpreting studies. Accent (and the standardization thereof) has implications for both fields of study and has been studied extensively in both fields. Their respective approaches, however, could hardly be more different.

In sociolinguistics, accents and their standardization are described, analyzed and sometimes criticized, all the while treating standardized pronunciation as something highly abstract and ideological. Accents are not seen as deviations from standardized pronunciation but instead simply as a way of characterizing someone's speech without passing judgment. As such, they present a highly fruitful field of study in sociolinguistics.

In interpreting studies, on the other hand, standardized pronunciation is treated as something real and tangible and often appears under the label “standard language”. Standard language is seen as the language most easily understood by the interpreter. Accents are perceived as language that differs from this standard (lexically and/or phonetically) and therefore as a potential obstacle to the interpretation process. Many experimental studies have shown that interpreter performance does indeed decrease when they are asked to interpret accented speech as opposed to standard language.

Rarely, however, have the processes underlying this phenomenon been studied. Most researchers in interpreting studies, supported by a host of experimental studies, concur that “standard” accents are easier to interpret than “deviant” accents, but it remains unclear *why*. Instinctively, one would be tempted to explain this by way of familiarity. Accents interpreters are familiar with are easier to interpret than accents they are not. But the question of *why* they are more familiar with some accents than with others is only marginally, if at all, addressed in studies from the field of interpreting studies.

The combination of the two approaches briefly outlined here might be able to provide answers to these questions. This thesis is therefore situated at the intersection of sociolinguistics and interpreting studies. Two approaches to the study of accents will be combined in an attempt to design an experiment with the basic structure of most accent-related experiments in interpreting studies but with a sociolinguistic lining.

To this end, the first chapter will be dedicated to a discussion of pronunciation- and accent-related issues in sociolinguistics. Accent will be defined generally and its standardized

form, standard language, discussed. Then, the accent pair chosen for study in this thesis – Standard American English – and its most “deviant” counterpart – Southern American English – will be described in the terms of sociolinguistics.

In the second chapter, accent will be regarded from the angle of interpreting studies. First, the processes underlying language comprehension will be explained, then relevant accent-related experiments as well as their findings will be presented.

In the third chapter, the experiment born from the combination of the two approaches and intended to test differences in student interpreter performance as well as the reasons underlying them will be described before the results are presented in chapter four and discussed in chapter five.

1. A Language with an Army and Navy

The concept of “standard language” is a very powerful one. Yet in everyday language, the term “standard” (as opposed to “non-standard” or sometimes “sub-standard”) is often used lightly. Therefore, the following chapter will be dedicated to a discussion of the concept of standard language in applied linguistics in general and Standard American English (also known as General American or Network English) in particular. Since this field of study is intertwined with everyday life, many people feel very strongly about it. For this reason, it is all the more important to shed light on the concept of standard language and disentangle some of the confusion surrounding seemingly similar terms and ideas. Before delving into a discussion of standard languages, workable definitions of the basic terms at hand are therefore indispensable.

1.1.Preliminary Definitions

Ever since Saussure (1916) it has been a well-established fact that there is no natural or ontological connection between a sign and a referent. This, in turn, means that linguistic signs have no value in themselves. Rather their value stems from their culturally constructed relationship to other signs. No sign (and by extension no language, accent, dialect etc.) can therefore be intrinsically “better” or “more valuable” than another. Value in this sense is a human-made category and has little to do with linguistic features. This, however, does not in the least diminish the importance of these values.

1.1.1. Ways of Speaking

Any study of different ways of speaking cannot very well do without a workable definition of the term “accent”. Even though accents are highly present in our everyday lives and even people otherwise unpreoccupied with problems of applied linguistics often find themselves having heated discussions over whose accent sounds more pleasant and the like, scientists in the field have had quite some trouble defining “accent” in the past. Any useful definition of “accent” should not only define what accents are, it also needs to be able to show what they are not. Additionally, a workable definition needs to state clearly what sets an accent apart from a dialect and whether dialect and variation are the same thing.

In everyday language, the word “accent” is used to refer to many different things which are often scientifically quite distinct. Many scientists have taken up the challenge of trying to

define what accents are. Since this notion is central to the discussion at hand, some of these definitions will be examined in the following. It should be noted that there is, of course, a considerable difference between L1 (“native”) and L2 (“foreign”) accents. Since this paper deals with the study of different L1 accents, all definitions in the following are to be understood as pertaining to L1 language use.

A first fruitful approach could be to depart from the intuitive definition of accent as “(a) specific way of speaking” (Lippi-Green 2012:44) quite generally. With this idea in mind, a first approach could be to define different accents in contrast to each other. When travelling to a small town in the Austrian mountains, for example, the way of speaking there will quite probably differ from one’s own way of speaking, unless one is originally from said town. Following this logic, contrastive approaches to the definition of accents have been quite common in the past. This is why accents are often defined in geographic or sociographic terms – linguists then compare accents from Vienna to accents from Styria or accents used by middle-aged men to those used by teenage girls, thus resulting in contrastive definitions of accent. For the English language, this means at the very least that a person’s way of speaking indicates whether they are from North America or what is often called “British oriented countries” (Wells 1982:9). Depending on one’s familiarity with ways of speaking found in a certain country, one might be able to locate speakers more specifically. An American is immediately going to recognize someone from New York or the South as being originally from these regions, while a British person might classify both ways of speaking more generally as “American” (cf. Wells 1982:9).

In this sense, accent can be understood as “structured variation in language” (Lippi-Green 2012:45) along certain lines, which becomes apparent “by means of choice between linguistic variants” (ibid.). Since everyone born in a certain country, no matter where or into which subgroup, is considered – for lack of a better term – “native”, every single example of accents discussed so far, no matter how strong, unfamiliar or strange they might sound to the untrained ear, would be L1 accents. This very fact is underlined by John Wells’ definition of accent, who posits that accents are “patterns of pronunciation used by a speaker for whom English is the native language or, more generally, by the community to which he or she belongs” (Wells 1982:1). For the United States, the region under discussion here, this would mean that even speakers generally perceived as having no accent, like anchorpersons, journalists, politicians and the like, do have an accent just like farmers from Texas do.

There are, however, certain steadfast linguistic criteria that can be used to narrow in on the differences between accents and languages. It is interesting to note here that even Lippi-Green, who has spent years researching this very question and is well aware of the difficulties

in drawing clear lines, sometimes uses terms in ways which do not comply with her definitions. According to her, accents are characterized by strictly phonological differences. If two ways of speaking which belong to the same language also differ in morphological, syntactical and semantic terms, they are not different accents but varieties or dialects of the same language. If two ways of speaking additionally have distinct literary histories, orthographies and/or geopolitical boundaries, they are generally called different languages (cf. Lippi-Green 2012:46). Yet, there seems to be more to the study of different ways of speaking than strictly linguistic features.

As early as 1945, Max Weinreich is quoted to have said “A language is a dialect with an army and navy”. Lippi-Green adds that a dialect might be nothing more than a language that gets no respect (cf. 2012:46). It is the objective of the next chapter to shed light on the question why some ways of speaking get more respect than others.

1.1.2. Standard Languages

When listening to laypeople describe standard language, these descriptions are often along the lines of “correct” vs. “incorrect” or “good” vs. “bad” (cf. Bonfiglio 2002:11). Discussions in many countries about language decay (the USA and Austria figuring very prominently in this list) underline this point.

Two tendencies become obvious from this. First of all, these statements about standard language are judgments. A moral, aesthetic judgment is being passed on them, the implication being that there is indeed such a thing as a “right”, “proper” way of speaking. Secondly, statements of this kind are prescriptive rather than descriptive in nature. They do not simply describe a situation as it is. By passing judgment on the situation, a norm to be imposed becomes apparent. This goes to show that standard language is an extremely loaded concept with implications not just for sociolinguists and related disciplines but also the everyday lives of ordinary people.

But not just the broad public has concerned itself with the notion of standard language on some level - so have scholars in the field of applied linguistics. But while both groups use the term standard language and have lively debates about it, their approaches to the term differ greatly.

If one were to define standard language intuitively, a definition such as “the language that sounds right” or “the appropriate language” would probably be the result. This first intuitive approach is also taken up by scientific definitions of the term but relativized at the same

time. Most scientists in the field of applied linguistics agree that while standard language is an immensely powerful concept, it is – as Lippi-Green (2012:44) puts it – an abstraction.

Following the Oxford English Dictionary, an abstraction is “something which only exists as an idea” (Oxford English Dictionary 2018). The fact that standard languages are abstractions, however, does not in the least diminish their importance. Abstractions that they are, they have an enormous influence on daily life. Just because there is no objective reality tied to the notion of standard language, the beliefs surrounding it are no less important, quite to the contrary. In the study of abstractions (or myths, a term used for standard languages by Frazer 1993a and 1993b and Lippi-Green 2012 amongst others), veracity is secondary. What counts is the way in which certain notions symbolize human experience more generally. This is because abstractions are often used to justify social order and to encourage or coerce consensual participation in that order. In this respect, the term “standardization” is often used, which has far-reaching consequences in many different areas of everyday life, as will be discussed at a later point. Quite in line with this idea, Milroy and Milroy (1985) suggest that standard languages are not to be understood as any specific language but as “an idea in the mind rather than the reality – a set of abstract norms to which actual usage may conform to a greater or lesser extent” (1985:22-23). As such abstract objects, standard languages are in principle uniform and unchanging (cf. J. Milroy 1999:17). Natural languages are, however, subject to constant change and variable within themselves. It also follows from this that nobody really speaks standard languages. “Fixed and uniform-state idealizations” (J. Milroy 1999:18) that they are, they cannot be empirically verified. This, in turn, means that nobody’s speech will ever exactly conform to these idealizations, as is illustrated by the difficulties linguists face when trying to pinpoint the locus of the most correct way of speaking, for example, American English (e.g. Preston 1993, 1996).

What remains to be examined then is how and why these abstractions or idealizations gained the power and influence that they did and why people, even the ones who are disadvantaged by these ideas, subscribe to them. The idea that standard languages as “homogenous, standardized, one-fits-all language(s)” (Lippi-Green 2012:47) are not just possible but actually desirable can be explained by the concept of standard language ideology.

1.1.3. Standard Language Ideology

Particular sets of beliefs about language can be subsumed under the term “standard language ideology”. These sets of beliefs are particularly strong within populations of economically developed nations where, over the course of hundreds of years, processes of standardization have

operated to yield an “abstract set of norms – lexical, grammatical and (in spoken language) phonological – popularly described as constituting a standard language” (L. Milroy 1999:173). Despite this prevailing set of ideas which most people subconsciously subscribe to and intuitively have an opinion about, it is almost impossible to pinpoint what exactly constitutes a standard language. In popular belief, there is, however, agreement about the fact that there is one single correct spoken form of the language, which resembles written language as closely as possible. Optional variation is then seen as an error, a deviation from a single correct form. Variation is thus equated with “wrong” or “inappropriate” language (L. Milroy 1999:174). This clearly clashes with the sociolinguistic approach to ways of speaking elaborated upon above, which does acknowledge that there are indeed differences in the way different people speak but without passing judgment on the appropriateness or functionality of these different ways of speaking. Quite to the contrary, Lippi-Green (2012:46) points out that spoken languages are “necessarily and functionally variable”, the function of these variations being the transfer of social, stylistic and geographic meaning, which mostly happens subconsciously. This, in turn, means that even though all language is functional not just in spite but *because* of its variability, popular belief has it that some ways of speaking are more correct than others. This is what is called standard language ideology in applied linguistics.

But standard language ideology does not end there. The perception of some ways of speaking being more suitable than others is then transferred onto the group of people displaying this way of speaking. Lesley Milroy provides some colorful examples of such attributions – a lazy or sloppy-sounding way of speaking can surely be attributed to the fact that the speakers themselves are lazy or sloppy just as “the speech of the gutter” is inevitably the speech of people who live close to the gutter (1999:175). Neutrality of accents, on the other hand, seems to be equated with neutrality of character, “because it is perceived as the absence of objectionable traits” (Bonfiglio 2002:33).

As John Wells (1982) points out, stereotyping and the attribution of certain traits to certain people on the basis of their way of speaking is quite a natural phenomenon. Since there are too many people to get to know each one of them individually, they are classified according to superficial information, such as ways of speaking. The example he uses to illustrate this point is highly interesting on the content level but also on the meta-level since it fits in nicely with the discussion at hand. He describes a “genuine working cowboy [...] hitching his horse to the wooden rail outside the saloon, then swaggering in and up to the bar” (Wells 1982:29), then goes on to explain that bystanders would in all likelihood be very surprised to hear him order his whisky in an RP (“Received Pronunciation”) accent instead of the stereotypical “hillbilly”

accent they would have expected. On the one hand, this example demonstrates how certain characteristics are intuitively projected onto someone because of the way they speak, sometimes leading to a mismatch as in the example above. On the other hand, it highlights something which will come up continuously throughout this thesis: cowboys (i.e. stereotypical speakers of Southern American English) are thought to have a characteristic way of speaking commonly not thought of as noble or posh. In this sense, knowledge about sociolinguistic variation, which might not always be very accurate, is an important part of the beliefs shared by certain communities, their ideology. Without considerable reflection (or even despite considerable reflection), it is extremely challenging to revisit one's own attitudes towards certain ways of speaking. Linguistic cues are spontaneously used to make judgments about people, their intelligence, their occupation, education and so on.

Another remarkable characteristic of standard language ideology is that it is quite resistant to change and rational reflection. Perceptions such as the ones described above are often taken to be "common sense". This does not just apply to speakers of the imagined standard but also to speakers of the varieties perceived as less correct.

It is no coincidence that the non-standard ways of speaking are often those of the least economically and politically powerful. Upon closer inspection, however, this observation, which may appear quite straight-forward at first glance, turns out to be a question of the chicken or the egg. There is no definite way of knowing whether some people are economically and politically less powerful because of the way they speak or whether they speak the way they do because they are economically and politically less powerful. As James Milroy (1999) notes, the former is the more likely version. Most of the languages which have been admired for their elegance and sophistication have been "spread by fire and sword" by economically and politically successful peoples. The success their languages have enjoyed since then is thus to be attributed to the military predominance of their speakers rather than some inherent linguistic superiority (cf. J. Milroy 1999:16).

This is best explained in Pierre Bourdieu's terms. In his seminal work *Language and Symbolic Power* (1991), he developed a complex theory of language as symbolic capital. Since all forms of capital are permutations of economic capital, linguistic capital is derived from economic capital as well. Just like some individuals have more economic capital at their disposal than others, some people have more linguistic capital at their command which they can use as they please – in most cases to their own social advantage. This way, even in situations where there is no official prescribed language, there is still a certain implicit notion of acceptability and unacceptability maintained by the reigning power relations. Paul Bonfiglio goes on to think

this further. Since a particular way of speaking has no ontological status per se, its status is acquired by being associated with influential images and figures. The dominant group's way of speaking is associated with the power of this group, rendering it more reputable (cf. Bonfiglio 2002:17). In any case, language serves as a powerful gatekeeper which restricts access to certain domains of public and private life (e.g. Lippi-Green 2012, L. Milroy 1999).

The awareness of such a "superordinate standard variety" (J. Milroy 1999:18) is propagated by various channels and thus kept alive in the public mind. Such channels include the education system and the media. Since no discussion of standard languages can do without an explanation of its propagation, a short explanation will also be provided here.

Once a certain way of speaking has emerged as the standard, it will determine the speech used in the media (since this paper chiefly looks into phonological variation, TV and the radio are of prime importance for the present discussion) and in the educational system. This represents the most important assertion of the way of speaking regarded as the standard. As soon as this stage has been reached, the system reasserts itself and the causality of why a certain way of speaking rather than another has become the norm fades into obscurity. The speech used in the media is the standard and the standard is the speech used in the media (cf. Bonfiglio 2002:18). Standard language is thus equated with the "correct" and "adequate" way of speaking. This notion of correctness is then maintained through prescription, e.g. in the educational system (cf. J. Milroy 1999:18) or by popular journalists (Joseph 1987:vii as cited in Bonfiglio 2002:20).

Various groups have an interest in keeping up this ideology, making this a question of power. This power does not rest with the communities that speak in a certain way but with small elite groups entitled to pass judgment on "proper" speaking. These entities are primarily the media and educational institutions (cf. J. Milroy 1999:22). This is often justified by using the following logic: Teaching standard languages in schools (thereby penalizing "non-standard" forms) first and foremost serves those who otherwise would have no access to it (working class children in the UK, immigrant children in the US, amongst others). This way, standard language ideology, which is always to the detriment of those whose way of speaking is not up the mark, is perpetuated to the detriment of those same groups. It seems as if "hundreds of millions of native speakers cannot be trusted to use their own native language" (J. Milroy 1999:21).

However, not only the groups which reap the benefits of the prevailing standard language ideology readily accept it. Those disadvantaged by it also adhere to it in a way that they do not simply suffer the direct consequences (gatekeeping, limited access to certain domains) but actively display what Labov (1966) would call "linguistic insecurity" by disesteeming their own

way of speaking. Many people are ready to accept their own way of speaking as “ungrammatical”. When asked what forms they believe to be correct, the answers they give can roughly be equated with “standard usage”. This does not mean, however, that they necessarily use those forms themselves. Nonetheless, it does follow from this that they are aware that the use of “non-standard forms” is largely undesirable for social reasons. Along the same lines, they also want their children to be taught Standard English since they are acutely aware of the social consequences of non-standard language use (cf. J. Milroy 1999:22).

A very important distinction to be made in this respect is the following: to state that non-standard use is not necessarily grammatical is not an ideological statement. What is ideological, however, is suggesting that such non-standard usage is socially unacceptable since this would be “an attempt to influence social attitudes” (J. Milroy 1999:23). Hence, standard language ideologies have little to do with the linguistic features of the ways of speaking in question, they are a matter of power.

Another angle from which standard languages and standard language ideologies can be approached is through the idea of legitimacy. Standard languages derive their power, as described above, from the status of their speakers and are then propagated by educational institutions and the media. Nonetheless, this is not all it takes. Standard languages are often legitimized by the creation of a history for the respective standard language, a process for which James Milroy uses the term “historicisation” (1999:28). This process also involves the creation of a legitimate historical canon, which goes to show that standard language ideologies are largely propagated by way of the written word (*ibid.*).

Even though it might seem tempting at first sight to do so, one must not equate “legitimate usage” with “prestigious usage”. The binary pair of “prestige” versus “stigma” has in the past often been used to explain standard languages, the argument being that standard languages are the prestigious ways of speaking whereas non-standard varieties are stigmatized. While this is indeed true to a certain extent, one must bear in mind that the concept of prestige is speaker-related and of a social nature, whilst the notion of standardization is socio-political and institutional (cf. J. Milroy 1999:39). Otherwise it would be impossible for what is perceived as the standard way of speaking of a certain language to not always match the speech of the highest social classes, the groups with the most prestige. Many early studies on standard language (e.g. Labov 1966) used prestige scales to interpret their findings, which is probably why this rather fluid term persists to be used today.

1.2. Standard American English

In the following, the term “Standard American English” will be used to refer to what elsewhere might be labelled “Network American”, “General American” (e.g. Frazer 1993a and 1993b, Wells 1982) or “SUSE” (Standard United States English, e.g. Preston 1993). “Standard American English” was given priority over the other three (and numerous other possible options) because it is the most comprehensive and most widely used term today.

Since, at least on a rudimentary level, most people would be able to agree on a broad definition of Standard American English, this concept is more readily defined than standard language or standard language ideology. Intuitively, most people would very likely define Standard American English in much the same way as the Merriam-Webster’s Dictionary, which claims that Standard American English is:

[...] the English that with respect to spelling, grammar, pronunciation, and vocabulary is substantially uniform though not devoid of regional differences, that is well established by usage in the formal and informal speech and writing of the educated, and that is widely recognized as acceptable wherever English is spoken and understood. (Merriam-Webster’s Dictionary 2009, as cited in Lippi-Green 2012:57)

This quote is enlightening in more than one respect. The first important characteristic of Standard American English according to this definition seems to be its uniformity. As has already been argued, this uniformity is imagined, which shows that the public perception of Standard American English outweighed scientific evidence in this case. The most striking and most practically relevant feature of Standard American English as defined here, however, is that it is “the speech and writing of the *educated*”. This aspect once again highlights the gatekeeping function of Standard American English and by extension also of standard languages in general. The lack of room to account for social differences in addition to the regional differences mentioned is another intriguing factor, which matches the restriction of Standard American English to the educated members of society (cf. Lippi-Green 2012:57).

Even though the peoples of the United Kingdom and the United States do not just share large parts of their history but also a language, the perceptions of “standard” differ quite substantially in the two countries. While it is Received Pronunciation (“RP”) that is considered standard in the UK, it is the language of the media that is identified as the standard in the US (cf. L. Milroy 1999:174). These two types of “Standard English” do not just differ in their actual phonological

features but also in sociolinguistic terms. RP, on the one hand, is clearly marked for class and has never been a mainstream accent. Speakers of Standard American English, on the other hand, commonly describe themselves and are described by others as having no accent (cf. L. Milroy 1999:174). As Wolfram (1991:210) puts it, “Network American is a mainstream accent associated with the levelled dialects of the Northern Midwest, where salient locally marked features have been eradicated, so that they are commonly perceived as ‘colorless’ or ‘characterless’”. In light of the above, however, it is unclear what non-accent is supposed to be. Considering that accent, as defined here, is nothing but the way two people’s way of speaking differ from each other phonologically, there can logically be no such thing as non-accent. The fact that some people are perceived as having no accent while others appear to have a strong accent has political, historical and ideological reasons, not purely linguistic ones. In the US, distinctions are made according to race and ethnicity (with AAVE, African-American Vernacular English, being the most prominent example), while class is the decisive factor in the UK.

Another important distinction to be made between RP and Network American is the following: While Standard American English does serve as a social marker, just like RP does, it can also be a marker of social mobility. The use of Standard American English can thus either mean adherence to a certain class or the process of ascension to that class. This is the reason why Standard American English can be found superregionally among middle-class people regardless of their origins (cf. Bonfiglio 2002:28).

Just like it was almost impossible to define accent without taking a contrastive approach, it is quite challenging to define Standard American English without stating what it is *not*.

People find it easier to specify what is not standard than what is: in a sense, the standard of popular perception is what is left behind when all the non-standard varieties spoken by disparaged persons such as Valley Girls, *Hillbillies*, *Southerners*, *New Yorkers*, African Americans, Asians, Mexican Americans, Cubans and Puerto Ricans are set aside. (L. Milroy 1999:174; emphasis added)

This very fact has also been demonstrated by Dennis Preston in a 1996 study in which he tried to locate Standard American English on the map. His findings underline clearly that there is no agreement about where the “best” US American English is spoken. Even though Preston’s study did not manage to pinpoint the exact locus of the most “pleasant” or “correct” way of speaking US American English, his results did show impressive agreement on where the “worst” (most unpleasant, least correct) English is spoken in the US, namely the South and New York City (Preston 1996). No similar agreement can be noted for the “best English”, responses ranged

from the Boston area of New England to Michigan and the Northern Midwest. Nonetheless, it is often the latter that is thought to resemble Standard American English most closely. A startling finding of Preston's 1993 and 1996 studies was that he was able to prove Labov (1966) right in detecting a certain linguistic insecurity in some speech communities. In his 1993 study, Preston asked informants from southern Indiana (often associated with a caricaturistic South Midland "hillbilly" speech and therefore more likely to display linguistic insecurity) and respondents from southeastern Michigan (whose way of speaking closely resembles the imagined standard) to rate ways of speaking from all over the United States according to "correctness" and "pleasantness". While both groups agreed that the "least correct" kind of English was to be found in the South and New York City, Michigan residents displayed a much greater deal of linguistic self-confidence in rating their own speech as highly correct than informants from Indiana did (cf. Preston 1993:31,32). The reason for the greater degree of linguistic insecurity in Indiana is probably to do with its association with the South (cf. Preston 1992:33). When it came to pleasantness, however, both groups rated their own ways of speaking as very pleasant, proving that pleasantness is linked to a certain affection for the home region (cf. Preston 1992:36). The unique position of the South within the United States was also highlighted by Laura Hartley, who asked respondents from Oregon to circle areas "where people talked the same". 92.3% identified the South as a distinct speech region (cf. Hartley 1999:316). Respondents were then asked to rate how similar the ways of speaking from each identified region was to their own and again, the South was rated as the most different (cf. 1999:317f.). Finally, the participants were asked to rank the states on a 7-point scale according to "correctness" and "pleasantness", which yielded the following results: while all Southern states received low ratings for correctness, they scored highly when it came to pleasantness (cf. Hartley 1999:328). The reasons for and ramifications of the low correctness/high pleasantness discrepancy will be discussed later.

Paul Bonfiglio (2002) provides a very concise explanation of why the Midwestern and Western regions are ranked so highly and how the way of speaking common there came to be seen as Standard American English.

In the first half of the 20th century, Americans began to perceive the pronunciation of the Midwest and West as the norm for accent. Even though this view was increasingly challenged in the second half of the 20th century by linguistic scholars, popular opinion has changed little. Quite to the contrary, it was during this time as well that the (Mid)Western accent was adopted in the national broadcast media as the goal to be attained (cf. Bonfiglio 2002:1). The following paragraphs will be dedicated to the questions of why and how this came about.

Firstly, it is interesting to note that the process of standardization in the US differs from such processes in other regions of the world, especially when it comes to economic, social and cultural relations of power (cf. Bonfiglio 2002:2). In the US, unlike in many other countries all over the world, no government measures were taken to impose the way of speaking from the Midwest and West as the norm (cf. Frazer 1993b:59). As explained at length above, economic power is normally a decisive factor in determining the status of a certain way of speaking, meaning that in most cases, the standard language of a nation is derived from the way of speaking in the center of economic and cultural power in a country. In addition to the example of RP, the examples of Parisian as the hegemonic standard for French and the speech of the northern industrial areas as the standard for German could be cited here (cf. Bonfiglio 2002:3).

Surprisingly enough, this rule of thumb does not seem to apply to the United States. Here, it is the way of speaking of a largely rural area, the Midwest and West, which was taken as a model, not the speech of those living in the economic and cultural centers. Quite to the contrary, the accent of New York City, highly important in economic terms with its population of four million people at the turn of the century, is often perceived as quite incorrect, second only to the accent of the South. With New York playing the role that it did, it comes as a surprise that the accent of the economically relatively unimportant Midwest and West emerged as the standard for pronunciation. The reasons for this will be explained in the following.

In the US, the period of standardization coincided with the advance and spread of the radio, which – like other media such as TV – is a decisive factor in the propagation of standard language as well as standard language ideologies. It so happens that at the same time (around 1900), 12 million immigrants from Southern and Eastern Europe settled down in the New York regions. This massive influx of migrants led the American Congress to adopt the Immigration Quota Act of 1921 and 1924, thereby reducing the annual average immigration to a maximum of 155 000 in 1921 and 25 000 in 1924 (cf. Chermayeff 1991:70, 17 as quoted in Bonfiglio 2002:4). These legal measures reflected the stance present among the population of New York as a source of “contamination of the ‘purity’ of America” (Bonfiglio 2002:4). Parallels can be drawn to the aversion to large cities in Germany before WWII, where pure, hardworking Germans, unspoiled by decadent life in large cities, were idealized. City folk (especially Jews and immigrants) were seen as the opposite. What this prototypical German was to Germany, the simple man of the Midwest was to the United States. This observation leads Paul Bonfiglio to believe that the largely unconscious choice of Midwestern and Western patterns of speech as the preferred way of speaking was influenced by xenophobic and anti-Semitic sentiments of the early 20th century.

Lesley Milroy (1999) follows a similar line of argumentation, stating that mass immigration gave rise to an English Only movement. As she explains, national multilingualism and personal bilingualism were very common and widespread before the 19th century. On the one hand, a large number of Native Indian languages were spoken and on the other hand, Spanish and French even predated English in some settlements. The large German-speaking population must also not be forgotten. With fresh influxes of migrants arriving over the course of the 19th century, however, this multilingualism-friendly attitude rapidly became a thing of the past. Chinese migrants and 75 000 Spanish speakers from the Mexican territories in the South West that were suddenly annexed and forced under American rule in 1848 brought about a political climate in which multilingualism was viewed in a more hostile way (cf. 1999:194ff.). This shows a gradual, narrowing development away from ubiquitous multilingualism towards an English Only stance which then brought forth one way of speaking English as the perceived standard and the many others as non-standard. Milroy and Bonfiglio thus opt for the same line of argumentation but apply it to a different period in history and a different ensemble of ways of speaking (languages in Milroy's case, varieties in Bonfiglio's).

Before going into more detail, it needs to be pointed out that the terms "Midwestern", "Western", "Standard American English" and the like are generalizations and abstractions just like "standard language" was in the previous chapter and "Southern American" will be in the following chapter. The umbrella terms "Midwestern" and "Western" comprise many different ways of speaking and are being introduced and continuously used here because they are highly functional and influential as concepts with a long-standing tradition. As such, they are certainly worth studying.

[...] it is imperative to study how the terms standard, midwestern and general American function as linguistic ideologies even if their empirical status is problematic, for it is through their existence as ideologies that they have had a determining influence of linguistic behavior.

(Bonfiglio 2002:27)

The fact that the terms Midwestern and Western are generalizations comprising much more than one single way of speaking is tellingly highlighted by the vast number of terms that exist to refer to the way of speaking from that region, the way of speaking that is generally perceived as the standard. Frequent denominations include: Midwest, Upper Midwest, North Central, Great Lakes or Inland Northern, with the latter having emerged in recent years and having been abbreviated to form the acronym "SWINE" (Standard White Inland Northern English) by Raven McDavid (cf. Bonfiglio 2002:61), which adumbrates the stance many scholars in the field

of applied linguistics take when it comes to the question of standard languages. Something most informants agree on, however, is that Standard American English is certainly not spoken in the South and the East, especially New York (Frazer 1993a & 1993b, Lippi-Green 2012, Preston 1993). Defining where it is spoken, however, is something entirely different – something many linguists have struggled to do (e.g. Dennis Preston 1993, 1996, see above).

Additionally, the region discussed here, regardless of the term used to refer to it, is used in a metonymic way. A subset of the region stands for the region as a whole – Standard American English is located in an “imagined homogenous Midwest” (Frazer 1993a) – homogeneous linguistically but also ethnically speaking. In the public mind, it is perceived as a pure, unadulterated alternative to the confusing life in big cities such as New York, where life is still good and people still speak properly. This idea of homogeneous speech, however, is an illusion. When scrutinized linguistically, the seemingly homogeneous speech of the presumably homogeneous Midwest turns out to exhibit much more variation than assumed. The same forces are at work here as before: what matters is not the *actual* variation within the way of speaking of the regions discussed but the *perceived* homogeneity. Differences are glossed over and over-generalizations are put in place because “there is something in the popular consciousness that desires to see a unity of geography, ethnicity, and language” (Bonfiglio 2002:63). For Dennis Preston, regionalisms remind linguists and lay-people alike that “the promised leveling of variation which was to have resulted from universal opportunities in education and from the mass-media influence of film, television and radio did not occur” (1993:23), showing once again that the perceived homogeneity of Standard American English is really nothing more than *perceived* homogeneity. He goes on to enumerate a number of other factors contradicting the assumed homogeneity, among which the fact that regionalisms are still strong and omnipresent in the public mind when areas other than linguistics are concerned. “Northerners still know that Southerners are a slow, healthy, racist, conservative, anti-intellectual, Protestant lot and Southerners know that Northerners are Jewish and Catholic, quick, dishonest and lead morally questionable lives” (1993:24). Here, this quote serves to illustrate the lack of homogeneity, but beyond that it also highlights one aspect which has already been discussed – that the perception of ways of speaking is often extended to the person speaking this way, an issue which will become increasingly important as the discussion progresses, especially in the case of Southern American English. The inference drawn from the Southern way of speaking often seems to be that Southerners are “slow” and “anti-intellectual” – a point to be retained for later reference. It needs to be noted, however, that when it comes to slowness in connection to perceived lower

intelligence other forces than purely linguistic stereotyping seem to be at work. A lower speaking rate in the English language is more generally taken to be a sign of lower intelligence and a lack of competence, regardless of the origins of the speaker (e.g. Brown, Strong & Rencher 1973)

In the US, contrarily to what has been argued above, the popular myth remains that the Midwestern way of speaking has established itself as the standard simply because most famous broadcasters on TV and the radio just happened to be from the Midwest, while in reality things are reverse: broadcasters and anchorpersons are chosen *because* of their way of speaking, not the other way around (cf. Bonfiglio 2002:18). What this yields is a host of news presenters and anchorpersons who all sound alike despite their different origins. Famous TV journalists may originally come from different parts of the US or even Canada, but they are going to great lengths to suppress their regionalisms in favor of “the mythic white speech of the linguistic area misnamed and misperceived as the ‘Midwest’” (Bonfiglio 2002:63).

The reason for the rise of the way of speaking at hand to the position of the standard is to be found elsewhere. As demonstrated above, there are no intrinsic, linguistic features of the way of speaking thought to originate in the Midwest which would grant it superiority over others. Nor did anchorpeople and news presenters who happened to speak the way they do accidentally introduce it as the standard. Like with so many other things, external, ideological factors led to this particular way of speaking becoming the sought-after commodity now perceived as the standard.

1.2.1. Learning Standard American English

Education is generally viewed as a prerequisite to success. Literacy is a cornerstone in acquiring education and thereby also success, which is why reading and writing are the fundamental values transmitted in formal education today. But with the hundreds of different ways of speaking (and writing), the question remains which way of speaking is to be chosen as the one to pass on. Ideally the one which grants students the best chances of doing well in later life – Standard American English. By subscribing to standard language ideologies, however, inequalities are perpetuated rather than counterbalanced. It is the objective of this sub-chapter to explain why.

When acquiring language skills at school, “communicative competence” is often set as the goal to be achieved. She who is capable of adapting speech and writing to her audience, depending on her intention and the context, is able to communicate competently. The term “appropriate” is often used to define this very fact. Left unchallenged, however, the idea of

appropriateness can cause great harm, since ideas of appropriateness stem from the same roots as the idea of Standard American English (cf. Lippi-Green 2012:81).

In the US, contrary to what one might expect, ways of speaking which do not comply with the imagined standard are not generally disrespected and students with other native varieties are not discouraged from speaking the way they speak. Yet they are made aware of the fact that in certain situations, some ways of speaking are more appropriate than others. In formal education and high-profile jobs, ways of speaking deviating from the imagined standard will be frowned upon, as the students are told, and in as far as they keep using them, their chances of leading a successful life lower. They are not prevented from speaking their native variety at home or with their friends, but their attention is still drawn to the fact that there is a time and place for each way of speaking. There is thus a clear-cut distinction between the domains in which the respective ways of speaking can be used, with the perceived standard pertaining to official, professional contexts and deviant varieties being banned to the private domain – a phenomenon for which Lippi-Green uses the term “faux-egalitarianism” (2012:82).

The teachers’ intentions in promoting this type of approach to language learning are undoubtedly good. In most cases, they are trying to equip their students with the tools they need to be successful, and the main tool they presumably need is Standard American English. While this may be true in today’s society, it inexorably leads to other ways of speaking being devalued (by restraining them to certain, rather narrow, domains).

In some cases, standard language ideology is not just a hindrance to students, but also to teachers, who, of course, also have a wide range of different origins but are still required to get their message across in “appropriate” Standard American English. To this end, the city of New York even used to administer official pronunciation and accent tests to future teachers. These tests are no longer used, but the general direction has remained. Scientific evidence shows that students do not automatically acquire their teachers’ “inappropriate” accents, though. By the time they go to school, children have largely acquired their phonologies – first from their families, then from their peers. The fear that “inappropriate” ways of speaking might pass from the teacher to the students like a contagious disease is therefore unfounded (cf. Lippi-Green 2012:90).

In as far as this issue can be called a “problem” for which a “solution” needs to be found (or even could possibly be found), Frazer suggests that awareness raising should occupy more room in teacher training than it presently does by saying “[...] we need to instill the historical knowledge that identifies the teaching of ‘Standard English’ for what it is: a political act and an exercise of power” (1993b:66).

Learning does not start when children cross the doorstep of their school in the morning and does not simply end when they leave school in the afternoon, though. Children learn in a plethora of ways – from their teachers and parents, their peers, but of course also from the media that surround them. It has already been shown that the media play a vital role in the upkeep of standard language ideology and the propagation of Standard American English in the US. Children are, of course, no exception to this. In fact, the opposite is the case. Ever since the advent of mass media, children have been exposed to stories advocating standard language ideology on a daily basis. In the US (but the same probably goes for Central Europe), there are very few children who have never seen a Disney movie and yet there are very few corporations which advertise Standard American English as openly as Disney does. As magical as the world of Walt Disney may seem at first glance, it is full of historical inaccuracies, gender stereotyping, racism and also standard language ideology. Since children absorb most of what goes on around them, Disney movies (as well as other media for that matter) are the ideal breeding ground for stereotypes and the acquisition of ideologies.

In a large-scale study undertaken by Rosina Lippi-Green and some of her graduate students, it was found that of the 371 characters with speaking roles in the 24 movies examined, 43.1% speak something approximating Standard American English and 13.9% speak a regionally or socially marked variety of American English (most notably AAVE or Southern American English) (cf. Lippi-Green 2012:115). It is quite interesting to see that characters which are displayed as villains often speak English with American accents deviating from the presumed standard, while villains with foreign accents only account for 15% of all villains in the movies studied. Upon closer inspection it turns out, however, that if ambiguous characters are taken into account too (not just the obviously bad ones), 40% of all non-native speakers lean towards the evil side, whereas only 20% of native speakers do (cf. 2012:117).

With so many examples to illustrate this fact to choose from, only a few selected ones will be elaborated upon here. A first telling account of standard language ideology is to be found in Disney's "Aladdin". While all of the "good guys" speak with Standard American English accents, the less important Arab characters speak with heavy foreign accents (cf. Lippi-Green 2012:107). Clearly, accent is equated with goodness of character or at least relevance to the story in this case, which follows the traditional scale of "good" against "bad" or "pleasant" versus "unpleasant". Another example would be the poacher and villain Percival McLeach from "Rescuers Down Under", who speaks with an accent clearly intended to come across as Southwestern American (cf. Lippi-Green 2012:117).

Considering all of the above and the fact that Disney movies are as ubiquitous as they are, one can safely claim that Disney movies and their practice of accent manipulation and profiling play a vital role in standard language ideology acquisition in children socialized in the US.

1.3. Southern American English

Just like it was almost impossible to define what exactly constitutes the “Midwest” or “West”, trying to define “the South” is a difficult task. What was true for Standard American English also goes for Southern American English – the idea of a “one-size-fits-all” prototypical Southern English is just as much an abstraction as the homogeneous Standard American English was.

Despite the many ways of speaking spread across a variety of different states, in the public mind, there seems to exist a prototypical Southern way of speaking, which is often imitated when trying to sound Southern by Non-Southerners. The one defining characteristic of the South seems to be that it is precisely not the North (cf. Lippi-Green 2012:222). This might be the reason why the South is so consistently rated as “different” in one way or another in studies from dialectology or folk linguistics. Interestingly, Southerners actively reinforce this perceived difference by trying to set themselves apart from the rest of the country. The differences are thus also created within the South.

Still, there is at least partial agreement on which states the South consists of, especially when it comes to the “Deep South” or “Southern Trough”, thought to be comprised of Mississippi, Alabama, parts of Arkansas, Louisiana and Georgia (cf. Ayers et al. 1996:69 as quoted in Lippi-Green 2012:217).

In any case, the South occupies a quite unique position within the United States, with New York City being the only other place rated as badly in all the studies discussed so far. However, a certain ambiguity seems to be at work here. While it is true that the way of speaking common in the South is rated as incorrect, it is also rated as pleasant (Hartley 1999). This general tendency can also be seen in other areas of life. While the South is indeed often seen as an undesirable place to live, Southerners are also viewed as warm, friendly and down-to-earth.

The South is not just an area about which residents from states outside the South seem to have very strong opinions, it is also a region that is shrouded in stereotypes, with these two aspects very possibly being interlinked. For US Americans who grew up in a place other than the South, as Lippi-Green (2012) recounts from her own experience, most knowledge about the South stems from books and movies such as *Forrest Gump*, *Sweet Home Alabama*, *Little Miss Sunshine* and the like. This, in turn, means that in the public mind, the US American South is

linked to a fixed and rather limited set of characters that appear over and over in stories about the South, including cowboys, beauty pageant mums or cheerleaders. For women, one common persona is the “Southern belle”, which rose to nation-wide fame in the 1930s thanks to Margaret Mitchell’s book “Gone with the Wind” (cf. Johnstone 2004:204). These iconic personae probably do not only sound all too familiar to US Americans but also to people outside the US. In movies such as the ones listed above, these stereotypical characters often speak in a way that is condescendingly labelled a “twang” or a “drawl”, two classifications with clearly negative connotations.

The stereotypes are rampant and very vivid in the public mind, thereby strongly influencing the perception of the prototypical Southerner, despite a host of successful people from Southern states who do not at all comply with these stereotypes. Bill Clinton, Katie Couric, Matthew McConaughey or Channing Tatum clearly do not spend their days on horseback in search of something to shoot. But when speaking of Southerners, it is still Forrest Gump or the cast of *Beverly Hillbillies* that comes to mind.

The stereotyped Southerner is ignorant, but ignorant in a way that does not necessarily have to do with illiteracy or a lack of education. Still, the Southerners’ type of intelligence, native rather than acquired, is rather one of street smarts, common sense and life experience than one of formal education (cf. Lippi-Green 2012:225). In public discourse, success for Southerners consists in managing to combine Northern “hardness” with Southern “softness” – in braving the ever-present discrepancy of being a businessperson and a good Protestant, an antagonism Northerners stereotypically do not usually face (cf. Johnstone 2004:189). These stereotypes and the negative attitudes towards the Southern way of speaking are closely linked and also explain the “highly incorrect” but “rather pleasant” ratings from before – while the prototypical Southerner might not be the sharpest tool in the shed, he is a good-natured, hard-working, friendly citizen with a homey, familiar way of speaking.

The findings of a 2011 study conducted by Hayley Heaton and Lynne C. Nygaard in which they examined the effect of passage content on likeability and correctness ratings largely overlap with these earlier results. Southern speech was consistently rated as more amusing, friendlier and politer, while speakers of Standard American English were thought to be more intelligent, more educated and to have better English by the 64 participants. However, the results also show that there is considerable interaction between the content of the text presented to the participants and the ratings. Speakers reading passages on “Southern topics” such as hunting and cooking were judged less intelligent and less educated than speakers presenting texts about medicine and investment banking, regardless of their way of speaking. Comparisons

also showed that speakers of Standard American English were rated as more sociable and likeable when they read the Southern passages about hunting and cooking rather than the ones about medicine and investment banking (cf. Heaton & Nygaard 2011:207).

Since the Southern accent is often subject to ridicule, it also fulfills a gatekeeping function. Lippi-Green cites many examples of educated Southerners whose suitability for certain high-profile positions was questioned because of their Southern way of speaking despite their excellent academic and professional credentials (Lippi-Green 2012). In a column intended as humorous, a journalist even rhetorically asked Bill Clinton, after having given an overview of his impressive academic career: “So how come you still talk like a hillbilly?” (Lippi-Green 2012:225).

Southerners themselves are acutely aware of the perceived inferiority of their way of speaking which is why they readily sign up for accent reduction classes sprouting all over the United States. These accent reduction classes are mostly given by Northerners and are most often to be found in places with a large migrant community. Of course, these courses are not primarily or principally targeted at Southerners but rather immigrants who want to acquire native-like pronunciation. Language schools or private tutors offering accent reduction classes, charging a lot of money in the process, may mean well and may have honorable intentions but entice prospective students with false promises and under false pretenses (cf. Lippi-Green 2012:229). The frequent media presence that stories surrounding accent reduction enjoy once again shows how important the topic of accent and its reduction are on a personal, but also a national level. What these classes aim at is not linguistic homogeneity per se, a certain degree of variation is still “allowed”. The unspoken goal, however, is almost always “Midwest, middle-class, and colorless” (Lippi-Green 2012:230).

Of particular interest is the fact that in the case of linguistic discrimination against Southerners, the discrimination is directed at part of a culturally and historically united nation. The arguments usually employed in subordination processes (foreignness or more generally “otherness”, differences of religion, race, etc.) cannot possibly take effect here (cf. Lippi-Green 2012:226). With the South being as spacious as it is and many Southerners not wishing to live anywhere else, the readiness displayed by many Southerners to accept the inferiority of their own accent and the need to acquire Standard American English is surprising. Indeed, some Southerners are proud of their way of speaking and their origins. Most, however, try to hide their “Southernness” in official contexts.

In search of suitable candidates for the study conducted as part of this paper, a rather impromptu but very tangible example of linguistic insecurity in Southerners as well as the hindrance that Southern ways of speaking can present could be witnessed. The following images are screenshots of an online conversation with a speaker from the South of the United States who would have been willing to partake in the study.

Hi Ruth i am from the south with a really good southern drawl.

Maybe what is your time line? And how long will it take? You need to know I try to hide my southern drawl in business. Some people have a hardtime understanding me.

Figure 1: Instances of Lived Linguistic Insecurity

These statements underline everything that has been said of the attitudes surrounding Southern American English so far. The person concerned demonstrates linguistic insecurity by referring to their own way of speaking as a “drawl”, a term with clear negative connotation, but admittedly hedges it by classifying it as “really good”. In this case, “really good” should probably not be understood as a quality rating, though, but rather as a means of expressing that their “drawl” is rather pronounced. They then go on to explain that they try to hide the fact that they are from the South because people sometimes have trouble understanding them. Even though the reason cited here for hiding the accent are not the expected negative reactions to it per se but rather suspected lack of comprehensibility, the results are the same: the person in question attempts to sound “more standard” than they naturally would.

1.3.1. Country Talk

One designation often used in the context of Southern American English is the term “country”, regularly appearing (even in German speaking countries) in phrases such as “country music” or “country style”. A large number of people in the South of the United States identify as speaking “country”. Similarly, residents of the South are often described by speakers from the rest of the United States as having a characteristic “country” way of speaking.

First of all, it needs to be noted that the term “country” is not solely used to refer to the way of *speaking* in the South but also to a myriad of other rural and agrarian practices and customs in the South. These are easily understood by Americans as pertaining to the South, partly because they are often linked to iconic personae native to the South, such as farmers and cowboys (cf. Hall-Lew & Stephens 2012:257). This underlines the point made earlier that the

image of the South within the United States and outside largely depends on stereotypes associated with that region. What is especially interesting about the phenomenon of country talk is the fact that speakers readily identify with this particular way of speaking – it is used to characterize a certain way of speaking also from within, not just from without. In sociolinguistics today, it is common practice to understand “country” as opposed to “city”, or “rural” in contrast with “urban”. In light of what has been argued in chapter 1.2 of this thesis, however, this explanation falls a little short. One common explanation for the emergence of ways of speaking from the Midwest or West as the standard is that speech from the city was perceived as contaminated by outside influence and the speech of the common man from the countryside in turn valued. It would be illogical for ways of speaking from areas just as rural, if not more, from the Southern part of the United States to be denounced and subject to ridicule. There needs to be more to the term “country” than simply its connection to rural life in the countryside.

In their 2012 study, Lauren Hall-Lew and Nora Stephens examined “Texoma” – the border region between Texas and Oklahoma – up close. Texoma is characterized by vast stretches of land dotted with family farms and small towns of up to 30 000 people, mostly united by a shared orientation towards agricultural practices. Their focus on rural ways of living is also highlighted by widespread mistrust of the eponymous large cities of Oklahoma and Texas (cf. Hall-Lew & Stephens 2012:259). In this region, most people identify as “country”, regardless on which side of the border they live, showing that state boundaries are not the defining factor here. Hall-Lew & Stephens analyzed metalinguistic comments from interviews they conducted to show how the community from Texoma construed the identity-generating “country talk” as a mixture of regional dialect variation, cultural practices and ideologically related personae (cf. Hall-Lew & Stephens 2012:257).

The specific phonological features of Southern American English (which largely overlap with those of country talk) will be discussed in chapter 1.4. For now, the focus shall remain on the construction of country identity rather than its phonology. As so often before, the most salient sociolinguistic feature of the way of speaking discussed here is the opposition between city and country, urban and rural, with New York being the emblematic go-to example of “city”. This is relevant for the problem at hand since New York City is the only place in the United States with correctness ratings as low as the South. This mistrust of large metropolitan areas is so strong that according to some interviewees in Lauren Hall-Lew’s and Nora Stephens’ study, residents of Texas City and Oklahoma City cannot claim ownership of a “country” way of speaking (cf. 2012:267). Here a clear difference between “Southern speech” and “country speech” can be observed – even though they may not be “country”, the cities of Texas and

Oklahoma are clearly “Southern”. One participant in Hall-Lew’s and Stephens’ study defined country talk as the opposite of “CNN speak” (2012:267), once again showing that the speech used in broadcast media is taken to be the standard.

As has already been hinted at in the beginning of this chapter, rurality alone does not seem to suffice to qualify as “country”. Another participant in Hall-Lew’s and Stephens’ study recognizes that some communities in the North of the United States may indeed be rural farming communities themselves, but they would still not classify as “country” for her (cf. 2012:268).

Despite the apparent minor differences between Southern ways of speaking and country talk, the two seem to be intricately connected. One important characteristic they share is their standing. Interestingly enough, during the interviews in Hall-Lew’s and Stephens’ study, the highly stigmatized iconic personae of “hick” and “redneck” were often brought up in contrast to speakers of country talk, which participants unanimously classified as positive. While most interviewees agreed that there was no difference between hicks, rednecks and speakers of country talk in linguistic terms, hicks and rednecks were often seen as uneducated or uncivilized speakers of country talk. The difference here is thus social, rather than linguistic.

The aversion to rednecks and the need felt by speakers of Southern American English, whether they identify as “country” or not, to distance themselves from them, is exemplified by an excerpt from an interview conducted by Barbara Johnstone with a Southern woman named Tracy who said of her way of speaking: “I mean, the ugly truth is that I’m becoming more and more educated. How is it possible to read Hemingway and turn around and talk like an inbred backwoods redneck?” (Johnstone 2004:201). This quote does not just show the negative connotations surrounding the word “redneck”, it also underscores once again that Southern ways of speaking and formal education are not easily united in public perception, not even by in-group members.

It is all the more understandable that while many people identify as “country” or as speaking “country”, they are very well aware of the negative attitude towards their way of speaking predominant in the rest of the country. As is the case with Southern American English more generally, the identification as “country” also serves the purpose of forging intra-group ties and signaling resistance to outsiders, mainly “city folk”. Speakers of “country talk” are thus constantly torn between pride of their way of speaking on the one hand and the acute awareness that their way of speaking is frowned upon and often made fun of by outsiders on the other.

1.4. Comparison of Standard and Southern American Phonology

The first few chapters of this thesis were dedicated to sociolinguistic approaches to Southern American English and what is perceived as Standard American English. Since in sociolinguistics, as has been pointed out at various occasions throughout this thesis, the perception of certain ways of speaking is more important than the actual phonological features of these ways of speaking, considering the actual phonology of the two varieties has not been necessary so far. Now the time has come, however, to examine the concrete phonological features of what is commonly perceived as Standard American English in contrast to those pertaining to the South of the United States. In most scientific works on the phonologies of the ways of speaking English found in the United States, it is mostly “deviant” forms that are described, against the backdrop of what are thought to be “normal” ways of speaking. The features of Southern American English authors choose to describe, then, are those which differ from the way they would be pronounced in Standard American English, whereas the ones which are the same (and there are indeed many phonological features that the two share) would find no mention. This approach will also be taken here for lack of a more suitable one. Salient features of Southern American English will be discussed by either explicitly comparing them to the standard way or, in the most striking cases, leaving them uncommented. The discussion will be followed by a recapitulatory table at the end of the chapter.

It needs to be pointed out that the ways of speaking from the South are not just set apart from ways of speaking in other parts of the country by their characteristic phonology. Differences also include varying discursive patterns, different ideas of politeness and strategies for signaling openness and approachability (e.g. Johnstone 2004). Since this is a study of accents, however, priority will be given here to phonological features relating to pronunciation.

One feature thought to be characteristic of the South is the monophthongization of the /ai/ diphthong (Dorrill 2003, Hall-Lew & Stephens 2012, Johnstone 2004, Thomas 1958). Words such as “right” and “rice” end up sounding something like [ra:t] and [ra:s]. The same goes for high-frequency words like “I” and “my”. However, even with a feature like this, which most speakers of Southern American English display, there is regional variation.

Another characteristic typical of Southern ways of speaking is the dropping of /r/ after vowels, also called “postvocalic r” (Dorrill 2003, Sledd 1966). Words in which no “r” can be heard after the vowel include fa: (far) and fa:m (farm) and the like. In some parts of the South, the r is even dropped between vowels within a word, yielding /kæə'lainə/ or /kæ:'lainə/ for “Carolina” (cf. Thomas 1958:197).

Concerning the vowels themselves, not the consonants surrounding them, there are noticeable differences between the South and the rest of the country. In words like “area”, “various” and “Mary” for example, speakers of Southern American English use [e] instead of [ɛ] in the stressed syllable (cf. Thomas 1958:199).

Something readily recognized as Southern is the diphthongization of the so-called “broad A”. In words such as “glass” or “dance”, the monophthong typically turns into a diphthong, resulting in [glæɪs] or [dæɪns] rather than [glæs] and [dæns]. Diphthongization in Southern ways of speaking can also be observed in variants of o. “On” is pronounced [ɒn] or [ɑn] in most of the country. In the South, however, [ɔn] or [ɔʊn] can also be heard. The same goes for words such as “walk”, for which variants such as [wɔʊk] or [wɒk] are common in the South.

Vowels before “l” are a category of their own. While it is customary to pronounce words like “doll” and “solve” [dɒl] in Standard American English, [dɔl] is more common in the South. The letter “l” itself is also subject to considerable variation. In words like “milk”, which would be pronounced [mɪlk] in Standard American English, the South has a [u] instead of the dark [ɪ], [miuk]. In addition, the South makes greater use of [j] than most of the country. “Tune”, “due” and “new” are pronounced [tjun], [dju] and [nju] in the South, but [tun], [dun] and [nu] in Standard American English.

When it comes to vowels preceding r in words like “forest” or “foreign”, the South shows a strong preference for /ɑ/ rather than /ɔ/.

The upgliding of /o/, fronted back vowels as well as certain vowel mergers (especially front vowels before nasals) such as the famous pin-pen merger are other common features of Southern American English (e.g. Dorrill 2003, Hall-Lew & Stephens 2012, Thomas 1958). The highly frequent term “pin-pen merger” refers to the fact that in the South, there is no audible difference between the pronunciation of the words “pin” and “pen”.

Even though in everyday language the way of speaking from the South as a whole is often termed a “drawl”, Dorrill points out that this designation in a linguistic sense means something else entirely. In common language use, “Southern Drawl” refers to the perceived slowness of Southern ways of speaking, often attributed to the laziness of its speakers or the heat in the region (cf. Dorrill 2003:124). The perceived slowness of Southern speech was also one of the features mentioned most often when participants in Lauren Hall-Lew’s and Nora Stephens’ study were asked to enumerate features characteristic of Southern speech (cf. 2012:264). In linguistics on the other hand, the “drawl” consists in the “lengthening of certain vowels and

intrusion of /ə/ between the vowels and following consonant” (Dorrill 2003:123). Another feature often cited is the “breaking” of certain vowels, as a consequence of which words like “steel” are pronounced “stale” and “stale” is pronounced as “style” (ibid.).

While most differences between Southern American English and the perceived standard are to be found with vowels, there is also a reasonable degree of variation when it comes to consonants, especially consonant clusters at the end of words, which are often simplified, including [st], [sk], [sp] or [nd] (ibid.). The most well-known and probably also most widespread feature of this kind (not just in the South) is the shortening of the “-ing” ending to “-in”, which comes up in most studies examining the phonology of the South (e.g. Hall-Lew & Stephens 2012, Lippi-Green 2012).

In some individual words, notable differences to Standard American English can be observed. These include the /s/-/z/ alteration in “greasy” (pronounced with a /z/ in the South) or the characteristic variations of /get/-/git/ and /Miz/-/Misiz/ (Mrs.). (e.g. Dorrill 2003, Johnstone 2004).

Even though not strictly phonological, the use of interjections such as “y’all”, “ain’t”, “fixin’ to” and “howdy” are also worth discussing here. Y’all” is used mostly in Texas but is perceived to be pan-Southern (cf. Johnstone 2004:200).

Other non-phonological features include a certain monotony sometimes ascribed to Southern speech, as well as increased volume and a certain degree of nasality (cf. Hall-Lew & Stephens 2012:264).

The features discussed so far are all summarized in the following table:

Table 1: Comparison of Standard American and Southern American English

Feature	Example	Standard American	Southern American
r between vowels	Carolina	kɜərə'lainə	kæə'lainə / kæ:'lainə /
r at the end of a word	far	fɑr	fɑ:
r before a consonant	farm, fear, fierce	fɔrm, fɪr, fɪrs	fɔ:m, fɪə, fɪəs
vowel before r	area, various	[ɛ] in the stressed syllable	[e] in the stressed syllable
vowel before r + vowel	forest, foreign, hurry, worry	fɔrəst	fəreɪst
broad a	glass, dance	glæs, dæns	glæɪs, dæɪns
vowels before [l]	doll, solve, involve	dɔl, dɒl	dɒl
variants of o	on	ɒn, ɔn	ɔn, ʊn
	walk, dog, laundry	ɔ, ɒ	wɔk, wɒk, wɔuk, wɒuk
u instead of [ʌ]/[ɜ]	milk, help	mɪlk	miuk, hɛ:p
[ɪ]	tune, due, new	tun, du, nu	tjun, dju, nju
[aɪ]	rice, right	raɪt, raɪs	ra:t, ra:s
[ɪŋ]	doing, reading	ɪŋ	ɪn'
pin/pen merger	pin/pen		
nasal			
diphthongization			
monophthongization			
slow			
louder			

In this chapter, sociolinguistic aspects of ways of speaking, standard language, Standard American English and Southern American English were discussed. In the following chapter, the notion of accent will be approached through the prism of interpreting studies. First, language comprehension will be discussed in general, then accent-related studies from the field of interpreting studies will be examined.

2. Language Comprehension and Interpreting

One of the many prerequisites to simultaneous and consecutive interpreting is comprehension of the spoken source text (e.g. Alexieva 1999). What may sound obvious and rather straightforward at first glance, however, turns out to be much more complicated upon closer inspection. There are many obstacles to language comprehension, such as insufficient knowledge of the source language, noise in the room where the text is delivered, or speech considered “accented”. The concept of accents in sociology has been discussed at length in chapter 1, but one essential point needs to be repeated here: there is nothing inherently “easier to understand” about some ways of speaking. What one person perceives as heavily accented might sound “normal” to the next. In chapter 1, it was posited that, despite common belief, scientifically speaking everyone has an accent since the term just refers to a person’s characteristic way of speaking. Also, accents perceived as “heavy” are not necessarily more difficult to understand. The reason why groups of people with similar backgrounds (i.e. interpreting students born and raised monolingually in Austria who learned English at school) tend to perceive the same ways of speaking as difficult to understand (and thus also to interpret), is not that these ways of speaking are inherently less comprehensible than others but because their ears and brain, having had comparable stimuli to go on, are less accustomed to processing them due to lack of exposure. The reason for this, in turn, is at least in part standard language ideology. When second language learners of English consume US American media, it will in all likelihood be what is deemed Standard American English that they hear. The same goes for schooling – US American school children are taught to abide by the rules of Standard American English and so are second language learners. It is before this backdrop that language and accent comprehension in non-natives will be reviewed before moving on to a discussion of accents in interpreting.

2.1. Comprehending Language and Accent

Since language comprehension is one of the major prerequisites to interpreting, the preliminary questions of language and accent comprehension in general need to be dealt with first before the issue of accent comprehension in interpreting can be addressed.

For the purpose of this paper it will be assumed, as is often done in the relevant literature (e.g. McAllister 2000), that studies on language comprehension in highly proficient L2 language learners also apply to interpreters since interpreters are, after all, language learners too.

2.1.1. L1 Language and Accent Comprehension

For decades scientists in the fields of psychology and linguistics have grappled with the question of how it is possible that humans can make sense of the inherently ambiguous and variant string of sounds they perceive and decode them into invariant linguistic units. In a nutshell: the problem of “Perceptual Invariance”. The problem of “Perceptual Invariance” is especially interesting because all languages use a comparatively small phonetic inventory to code a vast range of words. The phonetic inventory of most languages consists of 25 phonemes, while vocabulary size extends into the tens or even hundreds of thousands. This, in turn, means that many words in all languages strongly resemble each other and shorter words are often embedded in longer ones. The challenge every listener in every language faces is thus “[...] sorting out what is intended to be there from a large set of alternatives that are only partially or accidentally there” (Lecumberri, Cooke & Cutler 2010:866). Also, the shape and size of people’s vocal tracts differ quite substantially at times, which leads to the same speech sounds sounding different when uttered by different people. There is, however, evidence that listeners can adjust their phonemic categories to idiosyncratic deviant ways of pronouncing certain words within a matter of seconds.

These observations make for the following conclusion: if there are many similar-sounding speech sounds, language comprehension must be a process in which rival lexical alternatives compete (cf. Lecumberri, Cooke & Cutler 2010:866). Evidence which supports the odds of one lexical alternative then counts as evidence against the other options simultaneously. Context information is, of course, also used extensively in speech recognition. Upon hearing the phrase “The crew mourned their capt-“, for example, “captain” is the much more likely option, even though “captive” also cannot be ruled out (Lecumberri, Cooke & Cutler 2010:867).

Many theories have been advanced to account for the fact that humans manage to decode speech sounds despite these constraining factors but the one which has received most attention stems from Associative Learning Theory. It holds that sounds are associated with experience stored in long-term memory. By comparing and associating the sounds at hand with the abstract representation in memory, sounds are perceived as the invariant stimuli they are (which is quite remarkable since it is impossible to associate specific acoustic cues invariably with specific linguistic units). This abstract representation must be such that most sounds heard in everyday speech can be decoded in this way (cf. McAllister 2000:47). Many linguists have therefore busied themselves with the task of determining the nature of these abstract representations in the mind.

The theory of “Categorical Perception” might provide an answer to this problem. According to this theory, it is not individual sounds that are stored in long-term memory but categories of sounds. Linguistic cues can be recognized (compared with the mental representation of a certain sound, then decoded) as long as “category boundaries” are not infringed upon. An /a/ can then be decoded as one, if enough of the criteria of the mental category “a” are met. If the sound perceived diverges too much from the a-category in memory, it is not heard as /a/.

2.1.2. L2 Language and Accent Comprehension

When listening to and trying to make sense of speech sounds in a language other than one’s L1, the obstacles one faces double – in addition to imperfect input, one’s knowledge of the other language will very probably not be as good as that of the L1. Imperfect signal thus meets imperfect knowledge and this dilemma persists even at high levels of proficiency (cf. Lecumberri, Cooke & Cutler 2010:865). This problem is further aggravated in adverse listening conditions – when perceiving speech in noise, reverberant speech or speech contorted by accents unfamiliar to the listener.

When dealing with L2 language and accent comprehension as opposed to L1 language and accent comprehension, several questions emerge in light of the above. It is unclear whether entirely new categories for the sounds in the new language are created or whether the existing categories are adapted to also accommodate the new sounds. Furthermore, it will have to be explained where these abstract representations come from in L2 language learners, who were not surrounded by a multitude of different ways of pronouncing the same sounds, thereby adapting their mental representation of a given sound to allow for substantial variation, while growing up. The assumption underlying this thesis is that L2 language learners shape their mental

representation of sounds in their L2 from the stimuli they are presented with. If they learned their L2 at school, which will be the case for most learners of English in Austria who did not grow up in a bilingual household, they will mostly have been confronted with English more or less approximating Standard English (“the English worth teaching”), underpinned by easily accessible Anglophone media equally imbued by standard language ideology. If Austrian L2 learners of English do not specifically search for e.g. media from the South of the US, the only instances where they would encounter Southern American English would be in the form of caricatural, stereotyped speakers ever present in the American media, as demonstrated in chapter 1. This in turn not only shapes the perception of speakers of Southern American English but also, following Associative Learning Theory, their abstract mental representations of the sounds of American English.

In the 1950s and 60s, a contrastive approach seemed to provide answers to the questions of mental representation of sounds in L2 learners – Contrastive Analysis Hypothesis, CAH. CAH posits that incoming sounds in a language other than one’s L1 are compared to the L1 sound inventory. This also explains why L2 language learners have more trouble with some phonetic features of the language they are learning than with others – the ones which are more similar to those of their native language as compared to those which differ greatly from them (cf. Lado 1957). Lippi-Green (2012) explains this phenomenon using the metaphor of a “sound house”. According to this metaphor, learning a language (be it as a child or as an adult) compares to building a house. There is one important difference between children and adult language learners, however: children have a whole range of materials and tools at their disposal. They consider the sound houses built around them (by relatives, teachers and friends) and choose materials and tools in order for their house to closely resemble the surrounding sound houses. When an adult learns a new language, they too notice the materials sound houses of this language are usually made of, but these materials and tools are no longer available to them. They therefore reuse materials from their original sound house but soon realize that not all tools used in building the first sound house are apt for building the second one.

This approach has only partly been successful, though. In the 1990s, James Emil Flege pointed out that there seemed to be more to L2 phonology acquisition than comparison to L1 categories since learning difficulties could not be predicted reliably on the basis of comparison between the phonologies (Flege 1991). Rather, a certain restructuring of the phonetic categories from the L1 to the L2 structure seems to be key to L2 proficiency (cf. McAllister 2000).

Lecumberri, Cooke and Cutler (2010:869) also point out that regarding one’s L1 as a “sieve” through which incoming speech sounds are perceived falls short. Nevertheless, they too

concur that L1 influence is one of the determining factors in L2 speech perception and posit that in principle, the same forces are at work in L2 language perception as in L1 language perception. Nonetheless, certain factors render comprehension in a second language more difficult than in a first. Firstly, phonemic perception becomes more inaccurate whenever the phoneme repertoire of the L2 differs from the L1. Secondly, during the “inter-word competition” which takes place during the speech recognition process, the correct candidate might be missing from the L2 vocabulary. Instead, two inadequate candidates might be competing, perhaps even ones a native listener would not even bother with. Another possibility would be that words which do not even exist in the input language (i.e. words from the L2 listeners’ L1) could be competing against words from the input language. All of these potential pitfalls in L2 language perception point to the fact that the competition is much more extensive in L2 hearers (cf. Le-cumberri, Cooke and Cutler 2010:870).

2.1.3. Experimental Studies on Accent Comprehension

As early as 1962, Harlan Lane conducted a study on the effects of foreign accent and speech distortion on language comprehension in native listeners. In his study, he played recordings of lists of 50 English words read out loud by one native speaker of “Standard American English”, one person from then Yugoslavia (identified as a speaker of Serbian at a later point), one person from India (with Punjabi as their L1) and one speaker of Japanese to his test subjects. These recordings were distorted by masking and filtering and the listeners asked to write down the words they heard. The listeners, 12 students from the Midwest, had considerably less trouble recognizing the words read by the US American speaker than by the other three (Lane 1962). This early study already showed that foreign accented speech is more difficult to understand than “native” speech.

The bulk of research on accent comprehension since then has dealt with comprehension of foreign or non-native accents and very little attention has been paid to the implications of native but regional accents. The overarching question in this case is if there are any significant differences between the processing of accents listeners (interpreters included) are unfamiliar with because they are non-native or because they are regional.

At least two reasons point to the fact that there may in fact be differences in the processing of unfamiliar native and unfamiliar non-native accents. First of all, foreign accents display features which do not appear in the native listener’s phonology at all. And secondly, while regional accents do indeed display features not present in the “standard” variety, these deviations tend to be systematic and follow certain patterns, always using phonemes which also exist in the

way of speaking the native listener might be used to (cf. Floccia et al. 2006:1277). For the purposes of the present study (and because the precise neuro- and psycholinguistic differences between the processing of native and non-native accented speech in L1 listeners extend far beyond the scope of this paper) it will be assumed here that comprehension of both types of unfamiliar accents (be they native or non-native) can be equally difficult for L2 listeners.

2.1.4. Length of Exposure and Familiarity

Even though unfamiliar accents (foreign and native alike) can render speech perception and the identification of individual sounds as well as words more difficult, there is substantial evidence that experience with a particular way of speaking facilitates understanding this way of speaking. In all likelihood, the process underlying this is, as mentioned above, the listeners' ability to adapt their phonemic categories to idiosyncrasies.

In recent years, experimental studies have been conducted to prove and refine this observation. Subjectively, many listeners report that comprehension of accented speech is only difficult in the first few moments of exposure but that they "catch on" to the accented way of speaking and comprehension improves (cf. Clarke & Garrett 2004:3648). But while most researchers agree that lengthy exposure to a certain way of speaking helps in decoding it, it remained unclear how much exposure is in fact necessary.

In their 2004 study, Clarke and Garrett determined that exposure of less than one minute sufficed to render comprehension of accented speech less difficult. They tested three stimulus conditions: 16 sentences uttered by a native speaker of Spanish with a "moderate" accent (accent group); 12 sentences uttered by a native speaker of English, followed by four sentences produced by the Spanish-accented speaker (control group) and 16 sentences uttered by a native speaker of English (no accent group). According to their predictions, the accent group would initially be slower in processing the sentences they were presented with, but due to adaptation, the difference in processing speed would decrease as the experiment progressed. The control group, on the one hand, served the purpose of further testing this hypothesis since they were only confronted with the accented speech in the last quarter of the experiment and had no chance of adapting to it. The no accent group, on the other hand, served as a means of comparison to determine whether the accent group managed to attain no accent processing speed towards the end of the experiment (cf. Clarke & Garrett 2004:3649). The participants were 48 undergraduate students from the University of Arizona, all of whom were native speakers of American English not fluent in Spanish. They were randomly assigned to the three groups and then, depending on the group to which they had been assigned, played 16 sentences with unpredictable

final words. They then had to identify whether the last words of the sentence they had just heard matched the word they saw on a screen positioned before them by clicking a “yes” or a “no” button. Their reaction time was measured, and intergroup comparison conducted. A first analysis revealed that reaction times for the accent group decreased as the experiment wore on, which was consistent with the prediction that even brief exposure increases processing efficiency. After only 16 sentences of exposure, the accent group’s processing efficiency even matched the no accent group’s. Listeners in the control group without prior experience when presented with the last four accented sentences were significantly slower than those in the accent group, thereby excluding that the accent group’s result can be explained on the basis of practice effects alone (cf. 2004:3651). As part of this study, two additional experiments were conducted – one in which noise was added to the non-accented sentences to make them more difficult to understand and one in which the Spanish accent from the first experiment was replaced with a Chinese accent, thought to be less readily encountered in Arizona. All three experiments of the study brought to light the same result: initial processing speed is slower for accented speech, but less than one minute of exposure serves to attenuate this deficit (cf. Clarke & Garrett 2004:3656).

In their 2006 study, Floccia et al. conducted a series of similar experiments. They presented French test subjects with test sentences recorded in different French accents, some deemed familiar, others unfamiliar¹. The results of this study revealed that processing times for unfamiliar native accents were indeed slower than for accents the participants were thought to be familiar with. However, when comparing these findings to Clarke & Garrett’s results, it turns out that while the processing with both unfamiliar native and unfamiliar non-native accents does indeed take longer, response times were longer still in the case of foreign accents. The study by Floccia et al. therefore does not support Clarke and Garrett’s findings. Having been exposed to as many as 32 sentences in a certain accent, participants still displayed similar levels of processing difficulty (cf. 2006:1290).

Other studies on accent comprehension, however, have yielded results similar to Clarke and Garrett’s, also showing that exposure to unfamiliar accents renders comprehension less difficult. It turns out, though, that imitation does even more so (cf. Adank, Hagoort & Bekkering 2010). With human beings constantly imitating each other, it has been suggested that imitation

¹ What is highly interesting about this from a sociolinguistic point of view is the choice of “familiar” accent. The Parisian accent was opted for as the familiar accent, the reason being that this is the accent used in most national media and therefore thought to be familiar to all participants. This decision goes to show again how the notions of “Standard Language”, “familiar accent” and “accent used in the media” are often mingled to form one inextricable knot.

makes it easier to predict subsequent actions. Adank, Hagoort and Bekkering then transferred this assumption onto linguistic behavior and applied it to accent comprehension, the underlying theory being that phonetic and phonological variation may be easier to predict due to imitation. To test this hypothesis, a novel accent of Dutch was artificially created by altering the pronunciation of vowels in stressed syllables to ensure that all participants were equally unfamiliar with the accent. The participants were then divided into six groups and each group was asked to undergo different kinds of training before being confronted with the newly created accent. The baseline group received no training whatsoever, while the participants in the other five groups heard 100 sentences spoken in the unfamiliar accent. The listening group was then instructed to only think about the sentences they heard, the repeating group repeated the sentences in their own accent and the transcription group transcribed what they heard. Finally, the imitation group imitated the sentences in the novel accent and the last group, the imitation-plus-noise group, listened to the recording without noise but could not properly hear their own imitations of the accent because they were masked with noise (cf. Adank, Hagoort & Bekkering 2010:1904). After the training phase, which all six groups beside the baseline group underwent, the participants were played sentences in the novel accent they had not heard before with background noise and instructed to repeat as many words as they had heard. Post-test analysis revealed that the imitation and the imitation-plus-noise group scored significantly higher than the other four groups, proving that imitation of the specific pronunciation of an unfamiliar accent improves comprehension even more than mere exposure. This suggests that vocal reproduction, not auditory feedback, is at the core of this dynamic since the imitation group and the imitation-plus-noise group, unable to hear their own renditions of the sentences, did similarly well (cf. Adank, Hagoort & Bekkering 2010:1907). Like in Clarke and Garrett's 2004 study, a relatively short time sufficed to remarkably improve comprehension.

These findings have a whole range of interesting implications for interpreting, interpreter training as well as the scientific discipline of interpreting studies. If difficulties in accent comprehension can be overcome within one minute of exposure to the accent in question, a short conversation with the speaker before the actual speech may help to alleviate some of the problems in the first few minutes in the booth. Similarly, during interpreter training common features of frequently occurring non-native accent patterns could specifically be practiced.

2.1.5. Additional Difficulties

Background noise adds another dimension of difficulty to the process of comprehending unfamiliarly accented speech in native and non-native listeners alike. In recent years, quite a substantial amount of research has been conducted to shed light on the very phenomenon of language comprehension in noise and reverberation in combination with foreign accent. Most studies stem from the educational sciences in an attempt to improve classroom conditions for students attending school, college or university in a language other than their L1, but their findings can also be applied to interpreting studies and are, in fact, highly relevant. A constellation such as a non-native speaker of English teaching university students from a host of different countries in English at an American university can be just as easily imagined as a scientist from a country where English is not the main language giving a talk in English at a conference in Austria and being interpreted by native speakers of German. In a number of studies, non-native listeners have been found to perform worse than native listeners on speech recognition tasks than native listeners in adverse listening conditions, with the notable exception of non-native listeners hearing a speaker with whom the listeners share the same native language. In the latter case, non-native listeners perform even better than when being confronted with a native speaker (cf. Peng & Wang 2016:2773). Using test items recorded by native speakers of US American English and Mandarin Chinese respectively in a range of four listening comprehension exercises completed by university students with various native languages (among which English and Mandarin), Ellen Peng and Lily Wang determined that non-native listeners do in fact tend to perform worse in adverse acoustic environments. However, English proficiency, as expected, turned out to be a covariate not to be neglected for the group hearing Chinese-accented English as well as the group confronted with native accented English. Further analysis revealed that the combination of non-native listener hearing non-native speech in less than ideal acoustic environments (meaning in noise) is least conducive to successful comprehension. For the present thesis, these findings are doubly relevant. First of all, they highlight once again the added strain on non-native listeners confronted with accented speech. Secondly, conclusions could be drawn as to the required maximum noise levels in environments where interpretation is provided, especially with non-natives interpreting non-native speech. The latter, however, is beyond the scope of the paper and will not be pursued any further here.

2.2. Research on Accent in Interpreting Studies

The effect of accent on interpreter performance, along with other commonly examined variables such as speed or intonation, is one of the most frequently studied phenomena in interpreting studies. Due to its ability to explain most of the processes concerned, the Effort Model developed by Daniel Gile (1985, 1999) serves as the theoretical basis in many experimental studies on this topic (e.g. Kurz 2008, Mazzetti 1999, Sabatini 2000). For this reason, the Effort Model will also be used in this study. The model will be presented below, followed by a short summary of accent-related studies to date.

2.2.1. The Effort Model

In a first draft from 1985, Daniel Gile sketches a cognitive model of simultaneous interpreting which departs from the idea that every interpreter has at their disposal a certain mental capacity or total amount of energy (C). The total amount of energy (C) an interpreter has at any given moment depends on a variety of internal and external factors such as fatigue, motivation, level of concentration and so on. During the interpreting process, three so-called efforts need to be expended, which take away from the total amount of energy available. In a first stage, the interpreter listens to and analyzes the speech they hear (Listening and Analysis Effort; L), then they produce speech in their turn (Production Effort; P), all the while remembering what they have heard so far (Memory Effort; M). Ideally, the sum of the energy needed to expend these three efforts is not greater than the capacities at the interpreter's disposal, otherwise output quality may deteriorate. Expressed in a formula, this yields the following equation: $P + L + M < C$ (cf. 1985:45).

If, however, a greater Listening and Analysis Effort is required due to, for example, an unfamiliar accent which impedes comprehension, fewer capacities are left for the other efforts, potentially resulting in lower output quality. The same goes for the other efforts – if the interpreter is struggling with the production of a certain phrase, they might not be able to concentrate on what is being said, also potentially resulting in lower quality.

To account for the fact that P, L and C in this sense sometimes compete for shares of C (“Competition Hypothesis”), Gile later added a fourth effort, the Coordination Effort (C), used for the allocation of capacities between the other three efforts (cf. 1999:156).

In an attempt to explain the high frequency of errors and omission even in highly experienced interpreters, Gile finally introduced the “Tightrope Hypothesis”, which posits that an interpreter's capacity consumption is close to the total available capacity most of the time (cf.

1999:159). In practical terms this means that any increase in processing capacity requirements quickly leads to overload, which then leads to a decrease in output quality (i.e. errors, omissions).

Daniel Gile's Effort Model was met with great enthusiasm in the field because it manages to explain the high frequency of errors even in excellent interpreters and at the same time provides a scientific basis with certain variables which can easily be tested. Unfamiliar accents being one of the features necessitating an increased Listening and Analysis Effort, Daniel Gile's Effort Model readily lends itself as the theoretical basis for accent-related studies in interpreting studies.

2.2.2. Selected Accent-Related Issues in Interpreting Studies

In light of all of the above, it will come as no surprise that the issue of accents has been on the agenda since the early days of interpreting studies. As early as 1982, Cary L. Cooper, Rachel Davies and Rosalie J. Tung identified a number of sources of stress among conference interpreters. They obtained their data from interviews with 33 conference interpreters active in Strasbourg, Brussels and Geneva, work logs the interviewees were asked to keep, as well as documents provided by AIIC. The various sources of stress can vaguely be grouped together to form the categories "physical environmental factors", "task-related factors", "interpersonal factors" and "home/work interface" (1982:97). Speaking with a foreign accent is considered an "inconsideration on the part of the delegates" as part of the "task-related stressors", when the speaker could just as well have spoken their native language (cf. 1982:99). Based on these interviews, a questionnaire of 14 pages with six categories was developed, one of which "perceived stress on the job". In early 1981, this questionnaire was then sent to all members of AIIC with English as one of their working languages. 826 of the 1400 questionnaires sent out were returned by the deadline. Analysis of the questionnaires returned revealed that 65% of interpreters perceived "unfamiliar accents" as a task-related source of stress on the job (cf. 1982:104).

20 years later, AIIC commissioned a study with quite a similar objective entitled "A Study of Workload and Burnout in Simultaneous Interpreting", the interpreting side of which was coordinated by Jennifer Mackintosh. The study set out to map the physiological, psychological and physical parameters of an interpreter's working life. In addition, it looked into determining how less than favorable working conditions such as unsuitable temperature, poor air quality, lack of preparation and speakers judged 'difficult' impacted performance (cf. Mackintosh 2002). In the run-up to the study, relevant literature was reviewed and "non-native speakers" identified as one possible source of occupational stress (cf. 2002:194). This assumption was

confirmed in the second part of the study, when questionnaires were sent out to 1,502 AIIC freelance and staff interpreters. Among other factors such as fast delivery rate, read texts as opposed to freely delivered ones and lack of background materials, “difficult accents” were cited as one of the prime factors for perceived level of stressfulness (cf. 2002:196). What is interesting to note here is that while “non-native speakers” emerged as difficult to interpret from the literature review, respondents cited “difficult accents” more generally as a source of stress. Of course, unusual phonology is not the only aspect which sets non-native speakers apart from native ones, but it is generally something perceived as quite cumbersome. This is also reflected in one of the recommendations made at the end, namely that it would be useful for AIIC to formulate recommendations for speakers “to the effect that they speak their mother tongue wherever possible” (2002:211) – native accents deviating from the perceived standard are not included in this. The term “difficult accents” on the other hand, does not necessarily only refer to non-native speakers but can also be understood as pertaining to native speakers with accents interpreters are less accustomed to. Throughout the rest of the study, stressors relating to delivery (i.e. also accent) were subsumed under “delivery difficulties”, without going into further detail on problems relating to accent per se. Nonetheless, this study clearly shows that accents interpreters are not used to hearing are a source of stress.

In 2000, Robert McAllister conducted an experiment in which he examined what he calls “Perceptual Foreign Accent” in 40 highly proficient L2 learners of Swedish (20 of US American origin, 20 speakers of South American Spanish), who, under normal conditions, performed almost as well as native speakers of Swedish. Using a series of different tests, he established that even highly proficient L2 users have considerably more trouble with speech perception than natives (especially when speech is presented in noise²), which has consequences not just for language learning but by extension certainly also interpreting and interpreter training. Regardless of the theoretical model underlying it, there is no denying that only very few L2 language learners above a certain critical age manage to acquire native-like pronunciation in their L2. And not just that – they also have significant trouble perceiving phonetic contrasts which do not exist in their native language, a phenomenon for which Robert McAllister then introduced the term “Perceptual Foreign Accent” (2000:52).

² “noise” in Robert McAllister’s sense also encompasses foreign accent (cf. 2000:60).

Even though he does not explicitly use the term “Perceptual Foreign Accent”, Andrea Mazzetti conducted a similar study which yielded comparable results. He too focuses on inherently linguistic features (mostly “semantic and prosodic deviations”) (Mazzetti 1999:125). His experiment was designed as follows: 15 interpreting students who had successfully completed their curriculum for German simultaneous interpretation (5 of whom had German as their mother tongue, the rest Italian) were asked to interpret a written German speech simultaneously into Italian. Five of the Italian students were presented with the source text read by a German speaker from South Tyrol, while the other ten students (five with Italian as their L1, five with German) were given the same speech delivered by a Swiss bilingual with French as their strongest language, Italian as their second language and German as a satisfactory C. The text was a speech given by a German minister one year prior and of medium-high register but rather simple in terms of content. The source as well as the target text were analyzed – the former on the segmental and prosodic level, the latter on the semantic (cf. Mazzetti 1999:131). The errors to be found in the version of the text presented by the speaker from Switzerland were classified into subtypes, then counted. 28 of these were chosen and their relevance for meaning misunderstandings and loss of rhetorical effect during the analysis of the interpretations checked. A first overall comparison of the number of incorrect renditions by the three groups yielded the following results: the L1 speakers of Italian in both groups (those interpreting the native speakers as well as those interpreting the non-native) rendered 86.43% and 80.72% of the obstacles chosen for analysis incorrectly. It is interesting to note that the group interpreting the native speaker showed more incorrect renditions than the other. This can probably be attributed to the fact that the speaker from South Tyrol read at a faster pace than the speaker from Switzerland (100 wpm and 90 wpm respectively). The group of German speakers interpreting into Italian, however, only produced 67.14% of incorrect renditions, probably because they are linguistically more sensitive than their colleagues, allowing them to detect deviations and recognize them as what they are supposed to be more readily. A more detailed comparison of the different types of incorrect renditions in the various groups yielded slightly different but nonetheless comparable results. It thus emerges from this study that segmental and prosodic deviations result in less semantically correct simultaneous renditions (cf. Mazzetti 1999:141). Andrea Mazzetti provides a comprehensive explanation of the forces at work here also using Daniel Gile’s Effort Model. It turned out that the interpreters asked to interpret the deviant version of the source text kept a greater time lag (i.e. had to expend a larger listening effort), which left them with fewer resources for production (cf. Mazzetti 1999:143).

Based on Mazzetti's study, a group of Taiwanese interpreting scholars further looked into the issue of the impact of prosodic deviation as a potential obstacle in simultaneous interpreting (Lin, Chang & Kuo 2013). The authors identified, like many others before them, prosody and phonemics as areas from which problems arise if the speech signals received by the interpreter differ from those they are used to. They state, however, that there is substantial disagreement within the field as to which aspect – prosodic or phonemic variation – poses the greater problem. In this particular study, the accent, against which the “deviant” form was judged, is termed “North American English”. This variety was chosen since, according to the authors, it is the way of speaking usually taught in Taiwan. It can safely be assumed that “North American English” will closely resemble what has been called “Standard American English” so far. For speakers of Asian languages, the major pitfalls in the pronunciation of English are the fricatives [θ] and [ð] along with the American retroflex [ɹ], which speakers of Asian languages often find hard to distinguish from [l]. Consonant clusters also pose problems for speakers of Asian languages, because their native languages differ greatly from English in this respect (cf. Lin, Chang & Kuo 2013:32f.). Various features of the “North American” vowel system were also identified as being problematic. Regarding prosody, unusual intonation patterns and unnatural pitch variation as well as problems with stress and rhythm were identified as areas in which L2 users of English with Asian languages as their L1 often produce speech which differs from the “North American norm”. In this study, 37 Taiwanese interpreting students were asked to interpret one of four versions of a text read at the same speed by the same non-native speaker of English. Since the aim of the study was to determine the effect of prosodic and phonemic deviations respectively, the four texts had the following features: Version 1 was prosodically and phonemically deviant, Version 2 only phonemically deviant, Version 3 only prosodically deviant and Version 4 (the control group) neither prosodically nor phonemically deviant. The 37 participants were divided into four groups, each group was played one recording and asked to interpret the speech into their A-language, Chinese. Afterwards, they were played back their own interpretations and asked to fill out a questionnaire about their personal background, their comprehension of the speech and specific difficulties they faced (cf. Lin, Chang & Kuo 2010:34). Additionally, their interpretations were checked for accuracy by two professional interpreters and the resulting data analyzed quantitatively, in order to determine whether phonemic or prosodic variation turned out to be more obstructive to the interpreting process. The statistical evaluation showed that the mean performance of the control group (neither phonemic nor phonetic deviations) was significantly better than the performances of the other three groups. Closer

analysis of the other groups yielded the following results: the average accuracy score with phonemic deviation is significantly lower than that without phonemic deviations, which shows that phonemic deviations have a notable effect on rendition accuracy (cf. Lin, Chang & Kuo 2013:40). The same goes for prosodic deviations. This type of deviation also severely affects interpreting performance in terms of rendition accuracy. When comparing the relative effect of both variables, prosody proved to have a greater impact on rendition accuracy than phonemics (cf. Lin, Chang & Kuo 2013:40). Quite in line with the frequent problems L2 learners of English with Asian languages as their L1 face, [r] was the only sound which caused direct miscomprehension.

The studies described so far all looked into comprehension difficulties in the case of non-native or foreign accents. This is the case for the bulk of studies in the field. Assuming, as has been done throughout this paper, that everybody has an accent, unfamiliar L1 accents can, however, prove just as difficult. A small number of studies have tried to examine the effect of native varieties considered “non-standard” on student interpreters’ interpreting performance.

In her 2000 study, Elisabetta Sabatini asked ten final-year interpreting students with Italian as their L1 to perform three different tasks on the basis of two “non-standard” speeches – one delivered by an Indian speaker with English as their L2, the other given by an American with a strong accent (which type of American accent is not further specified but described as “drawling, nasalized” (Sabatini 2000:29) – two features stereotypically identified as Southern in origin above). The speeches were about 11 minutes long and the students asked to first complete a listening comprehension exercise, then shadowed a part of the speech before they interpreted the remaining few minutes simultaneously. The tasks were thought to be getting increasingly more difficult. Underpinned by Daniel Gile’s Effort Model, Sabatini sets out to prove the hypothesis that these assumed differences in complexity are reflected in the students’ performance. Sabatini shows impressive linguistic awareness in describing her source material. She points out that the term “non-standard” is not supposed to be taken as a quality judgment but rather to be understood as something which is “[...] linguistically very different from what trainee or newly qualified interpreters would probably expect at conferences” (2000:26). These presumed expectations of trainee or newly qualified interpreters – namely that they would not expect someone with a strong American accent or somebody speaking Indian English to give a speech at a conference – once again demonstrate how profoundly standard language ideology pervades everyday life. But, as Sabatini points out, the world of interpreting is full of accents interpreters might at first be unfamiliar with, therefore learning to cope with them can only be

an asset. To test her hypothesis, Sabatini identified examples of pronunciation features the students were thought to be unfamiliar with as well as eight linguistic items or cultural references usually not appearing in Standard English, because they were thought to require additional processing capacity. As was to be expected, participants did best in the listening comprehension task, followed by the shadowing and the interpreting task. However, a differentiated approach is called for. In the case of the Indian speaker, most participants scored better in the shadowing task than the interpreting task. When presented with the American speaker, however, several subjects scored higher in the interpreting than the shadowing task. Overall, the subjects had less trouble fulfilling the tasks on the basis of the speech given by the Indian speaker than the American speaker (cf. Sabatini 2000:42). Those students who scored best also appeared most competent in dealing with the predefined non-standard details, showing that advanced language skills and a good technique are indispensable in coping with difficult speakers.

In a 2008 paper, Ingrid Kurz outlines the difficulties faced by trainee or novice interpreters upon hearing foreign accented English at conferences, which has become ubiquitous in most scientific fields. She too explains her findings on the basis of Daniel Gile's Effort Model, stating that problems when interpreting speakers with pronounced foreign accents arise because of a mismatch of the cognitive resources available and those needed. Interpreting a speaker with a strong foreign accent puts a larger strain on the Listening and Analysis capacities of the interpreter, leaving fewer resources for production. Kurz explains this as follows: "The more the speaker's pronunciation deviates from what the interpreter is used to, the more difficult the task for the interpreter in the first processing phase, i.e. comprehension" (Kurz 2008:183). "What the interpreter is used to" will in all likelihood be Standard American or Standard British English, as Ingrid Kurz herself explains at the beginning of the paper (cf. 2008:180). To prove this point, Kurz goes on to describe a study conducted by one of her graduate students, Dominika Kodrnja, in which two versions of an English source text of 591 words, one of them read by a native speaker of English, the other by a non-native with a strong foreign accent, were played to ten students from the Institute of Translation and Interpreting in Vienna. The students were divided into two groups of five (groups A and B), then each group was asked to interpret both versions of the source text into German. Group A interpreted the native speaker first and the non-native second, for group B the configuration was reverse. The participants' renditions were transcribed, and the subjects asked to fill out a questionnaire upon completing their interpreting task, in which they assessed terminology, speed, accent and pronunciation of the two speakers respectively. Afterwards, the students were asked about their impressions of how they coped with difficulties when interpreting the non-native speaker.

To be able to evaluate the participants' interpreting performance, the text to be interpreted was divided into coherent propositions. This yielded a total of 29 propositions (14 in the first part of the text, 15 in the second). The transcribed interpretations were then compared to the propositions in the source text and evaluated according to faux-sens, contre-sens, omission and nuance (cf. Kurz 2008:186). First, groups A and B were compared to each other. Group A was confronted with the native speaker in propositions 1-14, group B in propositions 15-29, which resulted in a total of 70 propositions interpreted in the first part per group (14 x 5 participants). Students in group A, who interpreted the native speaker in the first part, managed to render 64.3% of the propositions correctly, meaning information was lost in about 36% of cases. Group B, in comparison, only interpreted 30.7% of the propositions correctly, with almost 70% information loss. Group B's performance was thus clearly inferior to group A's (cf. Kurz 2008:186f.).

In part 2, a total of 75 propositions (15 x 5 participants) was to be interpreted. Group A, which interpreted the non-native speaker in this part, only succeeded in rendering 42.1% of the propositions correctly, which in turn means a loss of information of about 60%. Group B scored a mere 36% when it came to information loss, with almost 64% of propositions rendered correctly. Considering interpretation of the native speaker, this means that with 64.3% (group A) and 63.7% (group B) the difference in performance was marginal. It is interesting to note, however, that group A fared far better than group B when it came to interpreting the non-native speaker, with 42.1% and 30.7% of correctly rendered propositions respectively. This difference in performance may be attributed to the order of speakers in so far as group B had no opportunity to "warm up" before having to interpret the non-native speaker (cf. Kurz 2008:188).

A close analysis of the questionnaire handed out after the interpretation task yielded the following results: regarding terminology, the part of the text presented by the native speaker was judged "fairly easy" by both groups, whereas the part read by the non-native was only deemed to be "manageable". The same goes for perceived speaking rate – the native speaker's rate was considered "fairly easy", the non-native speaker's speaking rate only "manageable", even though in the second part the native speaker statistically spoke faster than the non-native speaker. It can safely be assumed that the non-native speaker's accent influenced the students' perception (cf. Kurz 2008:188).

The third part of the study consisted in the analysis of the follow-up interviews. The participants were asked questions about their first intuitive perception of the speaker and coping strategies they developed. Six out of ten students responded that they were shocked by the non-native speaker's pronunciation and two even said they wondered if the language they were

presented with was actually English. Regarding coping mechanisms, three out of ten subjects stated that originally, they were too shocked to even begin to develop a strategy, but in the course of the interview it turned out that these subjects too tried to solve their comprehension difficulties by i.e. turning up the volume, trying to catch individual words and make sense of them, adjusting the time-lag or trying to summarize. The subjective impression of the participants confirmed the assumption that the native speaker would be easier to interpret – their speech was judged simpler, slower and more logical than that of the non-native, even though the two versions only differed in terms of pronunciation (cf. Kurz 2008:190). The more serious loss of information when interpreting the non-native speaker could be traced back to the out-of-balance allocation of cognitive resources, thereby confirming the initial hypothesis. This has important implications for interpreter training – with more and more speakers at international conferences using a language other than their L1, interpreting students need to be exposed to a wide array of different ways of speaking during their studies to prepare them for what lies ahead.

2.2.3. The Rise of ELF and its Implications for Interpreting

With a similar idea in mind, Chia-chien Chang and Michelle Min-chia Wu of the National University of Tawain set out to explore the phenomenon of increased ELF (English as a Lingua Franca) use and its ramifications for simultaneous interpreting (Chang & Wu 2014). In their study, they explored the consequences of ELF use in Taiwan's largely bilingual (Chinese and English) conference interpreting scene. With the exception of Japanese and Korean, interpretation is usually not provided for speakers of languages other than English, leaving them with no choice but to speak English (cf. Chang & Wu 2014:172). This is a cause for concern among the interpreters working at these conferences. The authors of the study discussed here interviewed ten professional Taiwanese conference interpreters with Chinese as their A-language and English as their B, who had all studied interpreting, and had at least two years of experience working as professional conference interpreters, in an attempt to understand how interpreters cope with the experience of having to interpret an increasing number of ELF speakers.

Even though all interpreters interviewed stated that interpreting non-native speakers was a normal part of their professional lives, most did not perceive an increase in the number of ELF speakers at international conferences in Taiwan (cf. Chang & Wu 2014:174). When asked what problems arose from having to interpret non-native speakers of English, accent was cited as a major problem source. To cope with these problems, additional preparation beforehand

was identified as a solution many interpreters turn to, at least in cases where a pronounced foreign accent is probable (because of poor English in the PowerPoint presentations received before the conference, mistakes in the abstract, etc.). Another approach could be to talk to the speaker before the start of the conference to gain an impression of how they speak. Despite the perceived difficulties in interpreting non-native speakers of English, many of the interpreters questioned felt that a few minutes often sufficed to get used to a non-native speaker's way of speaking. These findings overlap with the results of Constance Clarke and Merrill Garrett's 2004 study explained at length above (Clarke and Garrett 2004). Because of this and due to other coping strategies the interpreters readily employ, difficulties created by non-native ways of speaking were in no way unmanageable. Speakers at international conferences are normally professional communicators and often speak more slowly in English, their L2, thus at least partially compensating for the obstacle their accent presents (cf. Chang & Wu 2014:180). One participant in the study pointed out the importance of acquainting oneself with different non-native accents (cf. Chang & Wu 2014:185), once again highlighting the role of familiarity and the necessity of accent training in interpreting schools. This point was also made by most of the interpreters in Chang and Wu's study, who also worked as interpreting trainers – all of them agreed that the rise of ELF should be discussed at school and the students prepared for life as a conference interpreter by familiarizing them with a host of different non-native accents. In the end, one participant pointed out, it is each student's responsibility to expose themselves to as many different accents as possible, because there is only so much that can be taught at school (cf. Chang & Wu 2014:186).

Similarly, Michaela Albl-Mikasa analyzed the ramifications of the increasing number of ELF speakers at conferences (Albl-Mikasa 2012). She based her analysis on a questionnaire survey among 32 professional conference interpreters in the hope of identifying different areas where implications of ELF come into play. Albl-Mikasa too departs from Daniel Gile's Effort Model. Among other factors such as unfamiliar expressions, unorthodox syntactic structures and a lack of pragmatic fluency, all impeding comprehension, she mentions foreign accents as a relevant obstacle (cf. 2012:268). In addition to supplementary difficulties in the comprehension phase, some of the interpreters questioned stated that they felt obligated during the production phase to adapt their speaking style and word choice to their (equally non-native) addressees, which costs time as well as energy. Furthermore, adverse general conditions make the lives of professional conference interpreters working with English increasingly difficult. Since it is often assumed that "everybody speaks English anyway", interpreters are often only asked to interpret at highly technical or complex events where comprehension by people with a basic

grasp of English cannot be expected. In addition, public esteem of interpreters has decreased dramatically – a fact which often prompts the question whether interpretation from English to German or other European languages is in fact still a necessity in this day and age. This in turn means that interpretations of nothing but the highest quality are often viewed as the only chance at survival in a time when English-only events are on the rise (cf. Albl-Mikasa 2012:268). Albl-Mikasa was able to identify three strata for which the increasing presence of ELF speakers at international conferences has serious implications: firstly, the comprehension process when interpreting non-native speakers; secondly, the production process when the need is felt to facilitate comprehension for the non-native audience by adapting word choice and speaking style to their presumed level of English; and thirdly, the change in working conditions.

These observations make for far-reaching consequences for life as a professional conference interpreter as well as interpreter training, since the demands to be met by interpreters seem to be changing along with the profession. This concerns first and foremost the need to be able to understand a wide array of different L2-accent with relative ease – a need which must be tended to in interpreter training as well as in the process of continued education and additional training in the case of practicing interpreters (cf. Albl-Mikasa 2012:269). On a meta-level, the image interpreters have of themselves and their role will in all likelihood (have to) undergo fundamental change as well. Many of the respondents in Albl-Mikasa's study advocated a rather purist view of language change and language as a whole, downright dreading Anglicisms and code-switching practices, ever more present with the rise of ELF or, in contexts such as this, sometimes derogatorily called "bad simple English". These developments could be summed up in their entirety by the regret of seeing language being reduced to a "mere means to an end", along the lines of "as long as everybody understands me" (Albl-Mikasa 2012:270). However, due to the increasing dominance of "language being used as a mere means" and less-than-idiomatic English, the interpreters' approach to and view on non-native English spoken at conferences will have to change. As Albl-Mikasa puts it, they will have to "take the step from language expert to communication facilitator" (2012:269), thereby adopting an "as long as everybody understands me" strategy themselves.

3. Material and Methods

Now that accents have been discussed from the vantage point of sociology as well as interpreting studies, the process of how these two very different approaches were combined to form one single experiment will be described. The experiment designed to test the hypotheses elaborated upon in the first two parts of this thesis closely follows the protocols developed by Sabatini (2000), Kurz and Kodrnja (2001/2008) and Slane (2017). The latter conducted a study similar to this one at the University of Vienna where she compared student interpreter performance when faced with “RP” (Received Pronunciation) and Indian English respectively. Since her experiment design and method for evaluation turned out to be fitting for the topic at hand, a comparable approach was opted for in this study. Relevant aspects from the other studies were extracted and also adapted to the topic at hand.

3.1. Experiment Design

A total of 10 interpreting students, all currently enrolled in the MA program “Translation” at the University of Vienna with a focus on either Conference or Dialogue Interpreting, agreed to take part in the study. They were randomly assigned to two groups – group A and group B. Each group was played a speech of 11:04 minutes to interpret simultaneously. Two audio tracks with a speaker and accent change halfway through had been created beforehand. On track A (played to group A), the first half of the speech was delivered in Southern American English, while the second half was given in an accent approximating Standard American English. On track B (interpreted by group B), the order was reverse. All participants were asked to record their renditions. This experiment design was chosen because it allows for intra- and well as inter-group comparison. The design yielded the following configuration:

Table 2: Speaker Order

	1st half	2nd half
Track / Group A	Standard	Southern
Track / Group B	Southern	Standard

After the interpreting task, the participants were asked to fill out a questionnaire containing questions on their level of familiarity with certain ways of speaking English, their interpreting

experience, their impression of the task they had just completed as well as their sentiments towards the two speakers. The quality of the renditions themselves was then judged according to content accuracy.

The experiment was expected to produce the following results: due to the supposed lack of exposure to and familiarity with speakers of Southern American English (at least partly due to standard language ideology), the parts of the speech given in Standard American English (part 1 for group A, part 2 for group B) would be easier for the participants to understand and therefore rendered more accurately and completely. Participants who had spent a significant amount of time in the South of the United States or had otherwise actively familiarized themselves with Southern American English were expected to constitute an exception to this general rule.

3.2. Material

3.2.1. Source Text

Since the differences between Southern American and Standard American English are not as pronounced as the differences between most other accents tested in comparable studies, choosing audios that displayed all the necessary features of both accents without falling prey to clichés and stereotypes turned out to be quite challenging. All hope of finding suitable audios or videos online was soon abandoned and the decision made to artificially create the necessary conditions.

In the end, a transcript of a speech given in Brussels by Dr. Margaret Chan (Director-General of the World Health Organization) served as the basis. In this speech (see Annex A), she inaugurates the European Medical Corps and speaks of responses to disease outbreaks quite generally. The text was slightly adapted to make it sound more “oral” and less “written”. Moreover, it was split in half and each half artificially turned into a more or less independent segment in its own right to logically allow for a speaker change halfway through. For coherence reasons, the speaker change had to take place before the actual middle of the text. Therefore, the first half was slightly shorter (584 words) than the second (666 words).

This speech was chosen because of its average level of difficulty and because the provision of interpretation into German for a speech of this type was thought to be conceivable, in an attempt to recreate life-like conditions during the experiment.

3.2.2. Speaker(s)

During the first planning phase of the experiment, using two different speakers for the two different accents was considered. Finally, however, a matched-guise approach was opted for. This technique plays on the mere illusion of two different speakers while both units being tested are in fact provided by the same speaker. This technique requires, of course, a speaker proficient in more than one accent.

Since the experiment was to take place in Vienna, Austria, the odds of finding an American, who is not just capable of speaking Standard American English but also capable of producing a believable Southern American English accent, willing to lend their voice for the purpose of this study were thought to be rather slim. Via the Facebook group “US Americans in Vienna”, three potential speakers were found. Two of them, however, did not display enough of the pre-defined features of Southern American English. While they did, in fact, audibly speak Southern American English, the difference when compared to their Standard American English was not pronounced enough. Both of them stated that they had been away from the US for so long that their accents had mellowed, an obstacle not considered before.

In the end, the third speaker turned out to be the ideal candidate: A woman in her mid-20s, having grown up in the Texas region, who moved first to Germany and then to Austria to study. She herself claimed to feel equally at home in both accents and a comparison of her ways of speaking with the predictions made by the relevant literature confirmed this. In addition, she was very interested in the topic of the study and more than willing to help.

Quite in line with the findings of the literature review presented in chapter 1, all three potential speakers mentioned that they tried to disguise their Southern US American origins (mostly by speaking Standard American English whenever possible) because they, firstly, had made the experience that Austrians had trouble understanding them and, secondly, fellow Americans often reacted with mild derision to their “drawl”. Both of these explanations underline the relevance of the present study.

3.2.3. Creation of the Source Audios

Upon request, the speaker was given the source text to read a few days prior to the recording to familiarize herself with it. She invested a lot of time and had already carefully studied the text prior to the recording. During the recording, this careful preparation on her part turned out to be a major pitfall. When asked to deliver (not read) the speech, her rendition was much faster

than the 100-120 words per minute assumed to be a comfortable speed for interpreting (Gerver 2002). Also, because she had so carefully read and reread the text, her rendition sounded almost mechanic, which would supposedly have posed a much greater problem to the participants in the study than the accent(s). After a hard afternoon's work, this first failed attempt was abandoned, and it was agreed to reconvene at a later point with a new approach.

Further research on methods in interpreting studies revealed that in cases like this, shadowing has proven to be a valuable tool. The author thus decided to record herself delivering the speech on her Samsung Galaxy smartphone at just the speed needed with the necessary intonation and pauses to make it sound natural. During the second recording session, the speaker was then given noise-cancelling headphones and asked to shadow the speech recorded by the author as closely as possible and instructed to make her rendition sound as natural as possible, with all segmental and prosodic features necessary. Once more, her meticulous preparation turned out to be a stumbling block because she had memorized the text so thoroughly that all minor adjustments the author had made in an attempt to make the text sound more oral made the speaker stumble in her shadowed version. After a few halting first attempts, however, she had memorized the adjustments as well and was able to deliver two very natural sounding versions (except for a few minor errors in both versions, see 3.4.2) of the same source text – a Standard American one and a Southern American one. The recordings were made using a HP Pro Book, the audio processing application “Audacity” and noise-cancelling “Urbanears” headphones.

Both recordings were cut where the speaker change was to take place and then reassembled to create the tracks as shown in Table 2. The speaker change was not indicated by a beeping sound but by a break of two seconds and a second introductory sentence by the supposed second speaker. The second half of the source text being slightly longer, the two versions of the first half were slightly shorter than the two versions of the second half at 05:07 and 05:55 seconds respectively. Including the break between the two parts, this yielded two speeches of 11:04 seconds each. This precision can be explained by the fact that the source audio used for the shadowing remained consistently long and, being extremely well acquainted with the text, so did the speaker's shadowed versions.

The word count of 584 words delivered in 05:07 in the first part and 666 words delivered in 05:55 in the second part resulted in a delivery speed of a comfortable 115 wpm for the first part and 112 wpm for the second part. While definitely at the higher end of the spectrum, both 115 wpm and 112 wpm have been shown to be manageable delivery speeds for interpreters. The total length of 11:04 was deemed appropriate because it gives the interpreters enough time

to familiarize themselves with the speakers while at the same time being short enough to avoid signs of fatigue.

3.2.4. Lack of Image

Since the success of the experiment (both for the interpreting part and the ensuing questionnaire) largely relied on the participants believing that the speech was given by two different speakers, using video material to support the audio was out of the question. In this case, video material would in all likelihood not have facilitated understanding anyway because the speaker did not use slides or any other visual aids to underline her point. Quite to the contrary, showing a video of the same speaker speaking in two different accents would not just have undermined the purpose of the study but seriously confused everybody involved.

Also, studies have shown that while non-verbal and para-verbal communication do facilitate understanding to a certain degree, there is no substantial evidence that interpreters' performance is worse when the speaker is invisible to them (Rennert 2008). Especially in a case like this, where the downsides of having to deal with the confusion of seeing the same speaker but hearing two distinct accents would certainly have outweighed the benefits of having visual input, the choice of using solely audio material seems well justified.

3.2.5. Post-Experiment Questionnaire

The decision to let the participants fill out a post-experiment questionnaire was taken to have more than one source of information to draw on. By way of the questionnaire, the participants had the opportunity to judge their own performance and express their opinion on what they had just heard as well as state their impression of the speaker(s). The part of the experiment also served the purpose of gathering personal information on the participants themselves, such as their background and lengths of time spent abroad, which could later be linked to their interpreting performance. The questionnaire contained a combination of open-ended questions and questions to be answered by ticking a box and was divided into three segments: Personal Profile, Today's Speeches and Varieties of English.

Under the heading “Personal Profile” participants were asked:

- To indicate their working languages plus other languages they knew but did not work with.
- Whether they had ever lived in a country where they primarily communicated in English.
- How many semesters they had already studied interpreting, whether they had taken part in any simulation conferences and whether they had already gained real-life interpreting experience.

In the sub-section “Today’s Speeches”, the participants were asked to rate the level of difficulty of the subject matter, terminology used, speed of delivery and overall difficulty of the speech in its entirety, followed by questions on the individual parts of the speech / the individual speakers.

The questions used in this segment were:

- In your opinion, how heavy was Speaker X’s³ accent?
 - How difficult to understand was Speaker X’s accent?
 - How pleasant did Speaker X sound to you?
 - How professional did Speaker X sound to you?
 - How intelligent did Speaker X sound to you?
 - Would you say that Speaker X spoke Standard English?
- Please justify your answer in English or German.

Except for the last two questions, which were a yes/no and an open-ended question respectively, all questions were answered using a five-point Likert-scale.

In the third section of the questionnaire, questions on the varieties of English encountered were posed. Participants were asked:

³ Speaker 1 in the first and Speaker 2 in the second part of the questionnaire (Group A: Speaker 1 = Southern, Speaker 2 = Standard; Group B: Speaker 1 = Standard, Speaker 2 = Southern)

- Which variety of English did you learn at school?
- How often were you confronted with an accent like Speaker X's at school (audio material, video material, teaching assistants, teachers, ...)?
- How often have you been confronted with an accent like Speaker X's at university (audio material, video material, lecturers, professors, ...)?
- Take a moment to think about the American media you consume (radio, TV, movies, YouTube, ...). How often do you come across people who sound like Speaker X?

In this section of the questionnaire, all questions were answered using a five-point Likert-scale except the first question, where the options “British English”, “American English” and “Other (please indicate)” were proposed. A copy of the questionnaire can be found in Annex B.

3.3. Participants

Ten interpreting students, all currently enrolled in the MA program “Translation” at the University of Vienna with a focus on either Dialogue Interpreting or Conference Interpreting, kindly agreed to take part in the experiment. Two of the ten had already passed their final exams at the time of the experiment, the other eight ranged from relative beginners to quite advanced. It was assured beforehand, however, that every participant had had at least two semesters of simultaneous interpreting experience, hence none of the participants were beginners.

3.3.1. Eligible Candidates

Since the experiment conducted as part of the study was to shed light on questions resulting from the interplay of sociolinguistics and interpreting studies, a thorough screening of the participants had to take place before the experiment.

The participants had to be native speakers of Austrian German from a monolingual household who had attended school in Austria with English as either B- or C-language in their language combination. Additionally, as explained before, they had to have at least two semesters of simultaneous interpreting experience to assure familiarity with the task. These rather stringent selection criteria were put in place to be able to reliably test not just their interpreting skills when confronted with certain ways of speaking but also to potentially draw conclusions as to

how life and schooling in Austria and language ideology towards Southern American English may have come into play during their interpretation.

Potentially eligible students who had participated in the seminar accompanying this thesis were also excluded. This was a precautionary measure because even though comprehension of unfamiliar accents does not improve simply when being told what way of speaking to expect (cf. Adank, Hagoort & Bekkering 2010), the sociolinguistic side of the experiment was dealt with at length during the seminar and the parameters of the experiment (e.g. matched guise) were explained. This would have resulted in an unintended and unfair head start for students who had attended the seminar.

3.3.2. Selection Process

A poll with two dates to choose from was created on Facebook, detailing what was expected of the candidates. As determined beforehand, they were told that they had to be monolingually raised speakers of Austrian German and had to have attended school in Austria. They were asked, if interested, to indicate on which of the two dates proposed they were free to take part in the experiment and promised a small token of gratitude in exchange for their participation. Most participants were free on both dates proposed, so they were randomly assigned to them. This resulted in two groups of five, group A consisting of participants A1, A2, A3, A4, and A5 and group B consisting of participants B1, B2, B3, B4, and B5. In the end, June 7th was chosen as the date for the experiment in which group A was to participate (using track A, Southern-Standard) and June 11th as the date for the experiment with group B (using track B, Standard-Southern).

3.3.3. Further Information on the Selected Participants

Of the ten participants who agreed to take part in the study, everyone fulfilled the requirements listed above. They all had Austrian German as their mother tongue, went to school in Austria and did not grow up in a bilingual household. They were all enrolled in the MA program “Translation” with a focus on either Dialogue or Conference Interpreting with English as either their B- or their C-language and had been pursuing their respective fields of study for at least two semesters.

Participants A2 and B4, at the end of their second MA semester at the time of the experiment, were the least advanced students, participants A5 and B5 (six semesters) and A1 and B3

(five semesters) the most advanced. The remaining four participants were all either in their third (A4, B1 and B2) or their fourth (A3) semester at the time the experiment was conducted. Relatively experienced and rather inexperienced students were thus spread equally over both groups.

With the exception of participants B3 and B5, who had French and Spanish as their B-languages respectively, all participants had English as one of their active languages. In addition to English, most participants had either French and/or Spanish as their third (and/or fourth) language, except for participants A3 and B2, who both had Russian. Concerning languages they spoke but had not studied at university, the participants covered a wide spectrum. Since it can be assumed that basic knowledge of languages they were not enrolled in and had never interpreted from did not facilitate the participants' comprehension during the experiment, they will not be listed here in detail. Languages listed other than English, French, Spanish and Russian, which have already been mentioned, were Arabic, Czech, Dutch, Italian, Romanian and Thai.

Other than participants A2 and B4, who had spent thirteen months in Boston and three months in Hawaii respectively, none of the participants had spent longer periods of time in countries where they primarily communicated in English. The time participant A2 spent in the US could be of interest for the purposes of the present study because they will in all likelihood have become accustomed to ways of speaking from the East Coast and encountered negative sentiments towards speakers from the South of the US.

Three of the participants (A2, B1 and B4) had not gained any real-life simultaneous interpreting experience, the other seven participants had. Some participants had gained limited experience outside the classroom with 2-3 hours for A1, 5 hours for B2, 2 hours for B3 and 1 hour for B5, others had spent a whole day or more interpreting simultaneously (10-15 hours for A3, 12 hours for A4 and 8 hours for A5). Even though some participants were more experienced than others, none of them had experience to an extent that would seriously boost their interpreting performance (e.g. more than semesters enrolled in the MA program).

3.4. Experiment Protocol

Before the actual experiments on June 7th and 11th, a pre-experiment was conducted on May 28th to eliminate any kinks. Everything worked out according to plan, but the volume on the recordings was adjusted and a few minor mistakes on the post-experiment questionnaire were corrected.

On both experiment days (group A on June 7th and group B on June 11th), the experiment was carried out in the same teaching room no. 1 equipped with simultaneous interpreting booths at the Center for Translation Studies in Vienna. Since both halves of the experiment went very smoothly, without any technical mishaps or other unanticipated incidents on either day, they will not be dealt with separately in this section of the paper. The general parameters remained the same on both dates, “only” the participants and the track played to them differed. Location, volume, length of the track, information given prior to the experiment and questionnaire asked to fill out afterwards did not change.

The participants were not given any information other than that they would simultaneously interpret a speech given by two women on a medical but not too technical subject. The information given was vague on purpose, to limit the possibility of preparation. None of the participants prepared for the speeches in advance.

3.4.1. Information Provided

On the day of the experiment, once all the participants had arrived, the information they had already received was repeated and some additional information provided. The participants were told that:

- They would hear a speech held at the World Health Organization (WHO) and that the diseases of Ebola and Zika would figure prominently in the speech.
- That the speech would be given by two women and that the speaker change would take place in the middle of the speech.
- The speech would take about 11 minutes in total.
- They would first hear an introduction by the author of this thesis to set the scene for the speech to follow.
- They were free to interpret the introduction if they wished (e.g. to warm up) but their rendition of the introduction would not be part of the analysis.
- After the interpretation part of the experiment they would be asked to fill out a questionnaire containing personal information as well as their impression of the speeches they had just heard.

3.4.2. Vocabulary Given

The participants were then given a sheet with a few English terms featuring in the speeches which were thought to be unfamiliar to them. The terms were:

Table 3: List of Terms

The European Medical Corps	das Europäische Medizinische Korps
World Health Assembly	Weltgesundheitsversammlung
Global Health Emergency Workforce	“Global Health Emergency Workforce”; Workforce im Falle globaler Gesundheitsnotfälle

This decision was taken because these highly specific words were thought to have the potential to throw the participants off track. It was assumed that providing them with these terms and their translation (which they would in all likelihood not have come up with on their own, because they are very low-frequency words) would take away some of the stress they experienced, allowing them to focus on the other aspects of their interpretation. Mistakes in connection with these words were not considered errors during the analysis either. For example, many participants kept using the article “der” with “Korps” (“der Korps”), even though it should be “das Korps”.

Despite our best efforts, the speaker who was kind enough to lend her voice for this experiment did struggle with a few words in both recordings (Standard and Southern). Even though the words she had trouble with were perfectly understandable still, the decision was made to point these errors out to the participants before they started interpreting and tell them which word was intended. The reason for this was the same as with the challenging vocabulary – the aim of this study was neither to test the participants’ knowledge of highly specific WHO-related vocabulary nor to examine how slips of the tongue affected their performance. On track A, the speaker says “contributiation” instead of “contribution”, on track B she pronounces “laboratories” “laboratorties” and on both tracks “ill-equipped” sounds like “ill-equippted”. The participants’ attention was drawn to the fact that these words were going to be mispronounced. No apparent difficulties arose from these words, as the analysis showed.

3.4.3. Interpretation and Questionnaire

The participants were then asked to take a seat in a booth of their choice (one person per booth) and instructed to turn on the recording function on the computers in the booths as well as their phones to make sure that their rendition would not go unrecorded. Then, they were given the following introduction, which only one participant chose to interpret:

“Today, on the occasion of the inauguration of the European Medical Corps, you will hear a speech about challenges past and present given by two renowned WHO experts. They will draw a line from Ebola to Zika, explain why the establishment of a European Medical Corps will be an asset in the fight against infectious diseases and which role it will likely play in their prevention. Each speaker will speak for approximately 6 minutes and interpretation into German will be provided.”

After this short introduction, which was made to sound more oral than it seems from the text, the tracks started to play. Both groups interpreted their tracks uninterrupted, saved their recordings after the audio file had stopped playing and sent their recordings to the author of this thesis. They were then given questionnaires to fill out, which they completed.

3.5. Quality in Interpreting

Assessing interpreting performance, or “defining quality” as it could also be phrased, is an extremely challenging endeavor. For many decades high quality meant “good or useful [...] behavior that is sanctioned or expected” (Grbic 2015:333) and low quality was seen as the opposite. In recent years, however, this view of quality has increasingly become contested. Nowadays, it is rather seen as a highly complex entity which often evades statistical evaluation composed of many different elements, themselves often less than clear-cut (ibid.:334). In a discipline like interpreting (studies), which is made up of a whole host of different components ranging from linguistic skills, presentation and vocal elements up to general knowledge, the difficulty in trying to define and measure quality multiplies manifold.

It comes as no surprise, then, that there is no single go-to definition of quality within the field of interpreting studies that applies to every single situation or context. Depending on the parameters of the situation in which an interpretation is provided, the aspects used to define quality differ. Something which might be of the highest importance in one context could be

secondary in another. The transmission of emotion in an interpretation, for example, might be of minor significance when interpreting at a highly technical conference but is primordial when interpreting in a therapy setting, because in this case the emotions are part of the message to be delivered. This ultimately means that quality lies in the eye of the beholder, depending on their individual expectations and needs. Nonetheless, one can attempt to categorize and measure these expectations and needs, as has been done in interpreting studies.

In 1986, Hildegund Bühler was one of the first researchers to try to establish an operational list of quality criteria on the basis of which interpreter performance could be assessed. Her list includes linguistic, semantic and pragmatic factors and is comprised of the following criteria: native accent, pleasant voice, fluency of delivery, logical cohesion of utterance, sense consistency with the original message, completeness of interpretation, correct grammatical usage, use of correct terminology, use of appropriate style, thorough preparation of conference documents, endurance, poise, pleasant appearance, reliability, ability to work in a team and positive feedback from delegates (Bühler 1986).

Generally speaking, approaches to quality in interpreting studies follow two major lines. Quality is measured either on the basis of the interpretation in its own right (intratextual) or by comparing source and target text (intertextual). When following the former, target text comprehensibility and the listeners' impression of the interpreting performance are used to determine quality. When opting for an intertextual approach, source and target text are compared and the target text is checked for content accuracy (cf. Pöchhacker 2001:413). Finally, an interpretation can also be viewed from the vantage point of the speaker. In this case, a high-quality interpretation would be such that it faithfully renders the speakers' intention and recreates the speech's communicative effect. In situations where the communication aspect of interpreting comes to the fore, high quality would be achieved when communication is successful.

Every one of these approaches to quality has been thoroughly researched and is commonly used in interpreting studies. Which definition of or approach to quality is used in which context very much depends on the underlying corresponding model of interpreting itself. If, for example, an interpretation is viewed as a product, quality could be defined in terms of accuracy. If, however, an interpretation is rather seen a service to be performed for people in need of mediation, quality might be defined along the lines of successful communicative interaction. These definitions of quality can all be found along the same continuum, as demonstrated in Figure 2.

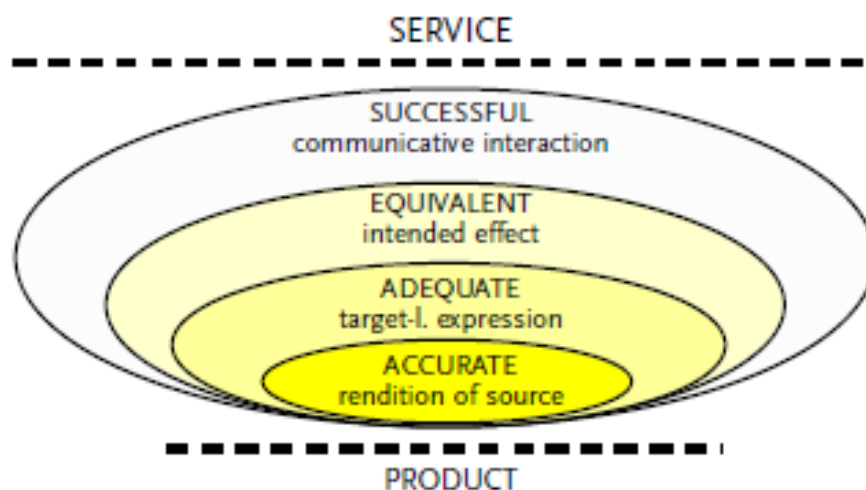


Figure 2: Quality Depending on Definition of Interpreting (Pöchhacker 2001:413)

3.5.1. Assessing Quality in Experimental Studies

While there are many different ways of testing quality depending on the underlying definition of quality (e.g. asking the clients and/or interpreters themselves what they thought of their performance), experimental studies have become a staple in research on quality in simultaneous interpreting. In these experiments, the issue of quality is often not addressed as such but rather dealt with by measuring the effect of certain parameters (speed, accent, etc.) on the outcome along the lines of questions such as “How did the interpreter do under these circumstances?”. In the past, different criteria have been used to determine “how the interpreter did”. These criteria include error counts, informativeness, comprehensibility and many more (cf. Pöchhacker 2001:418).

It is, however, highly disputed whether experiments of this type are able to objectively measure quality at all. By strictly focusing on the textual or content level, many other factors which have been shown to be of importance in the perception of interpretations, such as quality of voice, intonation, pausing etc., are neglected. Moreover, the use of transcripts, indispensable in scientific analyses of interpretations, distorts the multi-faceted and highly complex textual product to be studied (cf. Pöchhacker 2001:420). Texts appear different in writing than they do orally, no matter how hard one tries to faithfully represent what is being said.

3.5.2. Measuring Interpreter Performance in the Present Study

Methods for evaluating interpreter performance in the present study are closely modelled on the studies by Elisabetta Sabatini (2000), Dominika Kodrnja (2001) (under the supervision of Ingrid Kurz) and Lorna Slane (2017).

Since the participants in this study were exclusively students, the decision was taken to focus on content only. For interpreters without extensive experience, the task of getting the intended message across coherently is challenging enough as it is. Being able to concentrate on performance issues such as voice, intonation, fluency of delivery and so on requires relative ease and substantial experience, which the student participants were not expected to have. Therefore, the decision was taken to focus on the content level and ignore errors in the delivery domain.

Following Dominika Kodrnja's example (cf. Kurz 2008:186), the source text was divided into meaningful propositions. For the most part, one proposition consisted of one sentence. In some cases, however, sentences were split in half if they contained two propositions, in others, two sentences were regarded as one proposition when the two sentences were either redundant or formed one single proposition together. This resulted in a total of 29 propositions in the first half of the text (Southern for group A, Standard for group B) and 30 propositions in the second half of the text (Standard for group A, Southern for group B). A point-system was developed to accord full points, half points and quarter points to the solutions the individual interpreters proposed for the target text propositions. Points were allotted on the basis of a slightly altered version of the error categories introduced by Barbara Moser-Mercer, Alexander Künzli and Marina Korac in their 1998 study:

contre-sens — saying exactly the opposite of what the speaker said; faux-sens — saying something different from what the speaker said; nonsense — not making any sense at all; imprecision — not capturing all of the original meaning (leaving out nuances). The scale also contained categories for omissions, additions, hesitations, corrections, grammar mistakes and lexical errors (Moser-Mercer et al. 1998:54).

Following the logic explained above, hesitations, corrections, grammar mistakes and lexical errors were, not considered mistakes in this study. Points were deducted for contre-sens, faux-sens, imprecision, nonsense and omissions only, ranging from a quarter point to a full point depending on the gravity of the mistake. However, a small caveat needs to be added here.

In some cases, lexical or grammar mistakes distorted the message to the point of incomprehensibility. In these cases, points were deducted as well, because the grammar mistake or lexical error had turned the proposition into “nonsense”. Only in cases where lexical errors and grammar mistakes did not impede comprehension were they not considered mistakes. Professional, practicing simultaneous interpreters probably have larger capacities for output control at their disposal, resulting in very few instances where they would struggle to find the right word or make grammar mistakes to an extent where what they were saying would be incomprehensible. This limitation is therefore very likely to be unique to studies using student interpreters.

After the student participants’ performance had been rated, inter- and intra-group comparisons were conducted to see whether the interpretation of the two halves of the speech confirmed the initial hypothesis that the Southern American way of speaking would require a greater listening effort of the participants, leaving them with fewer capacities for production.

4. Results

In the following chapter, the results of the interpreting task will be sketched first from an inter-group, then from an intra-group perspective. The data obtained by way of the post-experiment questionnaire will then be analyzed and possible correlations between answers given on the questionnaire and interpreting performance discussed.

4.1. Accuracy of Proposition Rendition

Before any type of comparison can be attempted, the individual performance of all participants in both groups needs to be analyzed. All participants' recorded interpretations were transcribed (see Annex C), and their renditions checked for proposition accuracy as described in chapter 3.5.2.

4.1.1. Individual Performance in Groups A and B

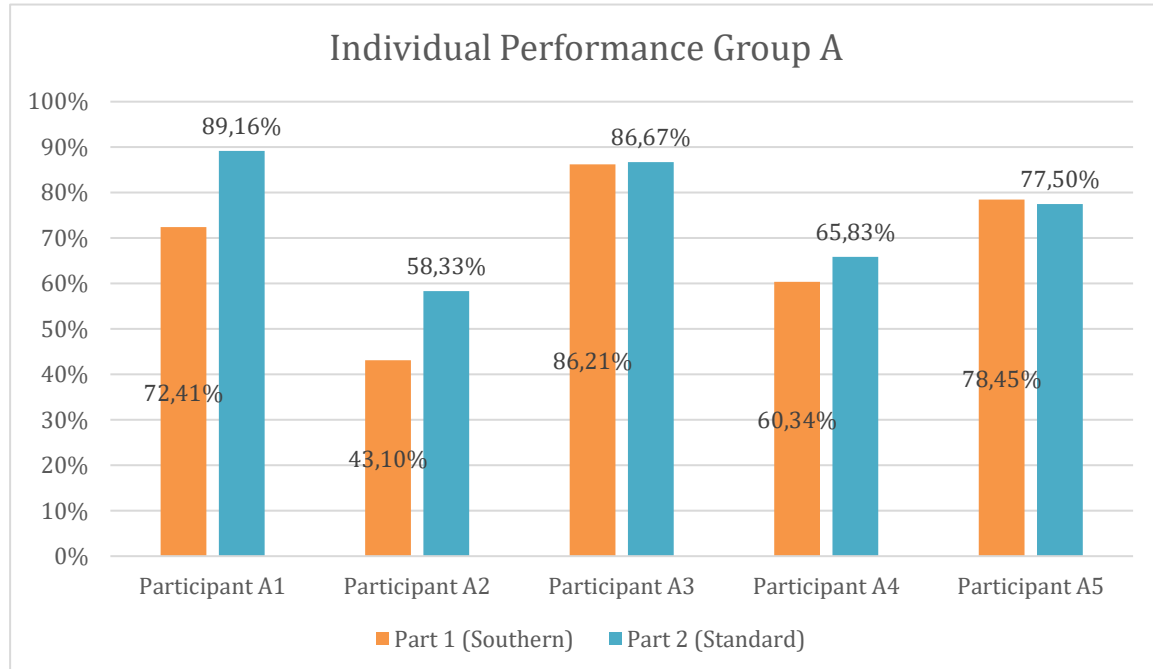


Figure 3: Individual Performance in Group A

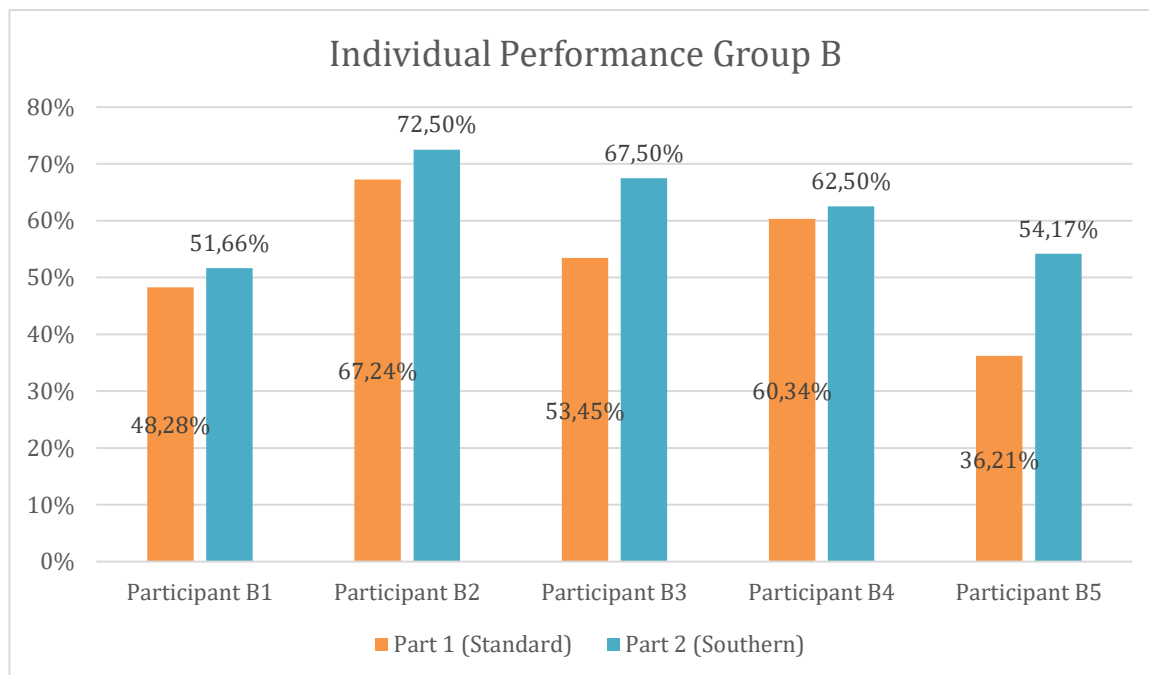


Figure 4: Individual Performance in Group B

Surprisingly, 9 out of 10 participants, regardless of the group they were assigned to, rendered more propositions correctly in the second part of the speech. In the case of the only participant (A5) who did better in part 1, the difference between the two parts is negligible (78.45% versus 77.50%).

4.1.2. Intergroup Comparison

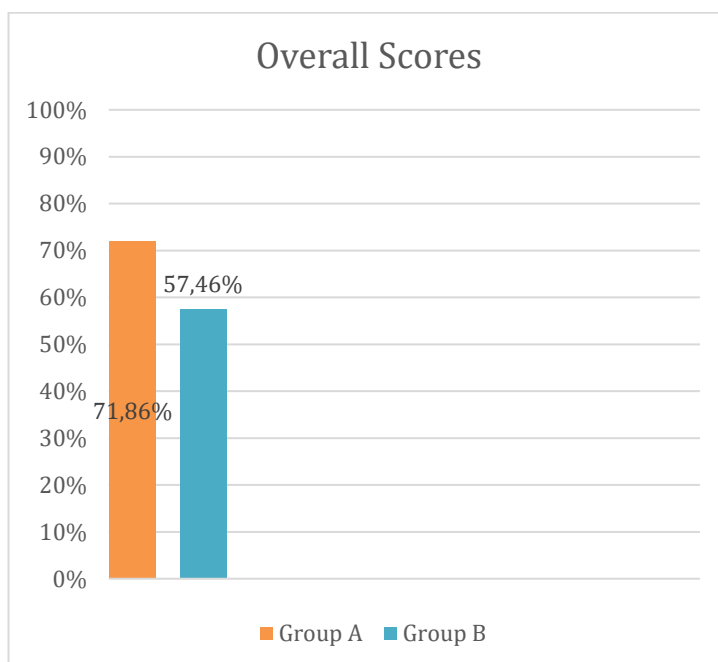


Figure 5: Overall Scores for Both Groups

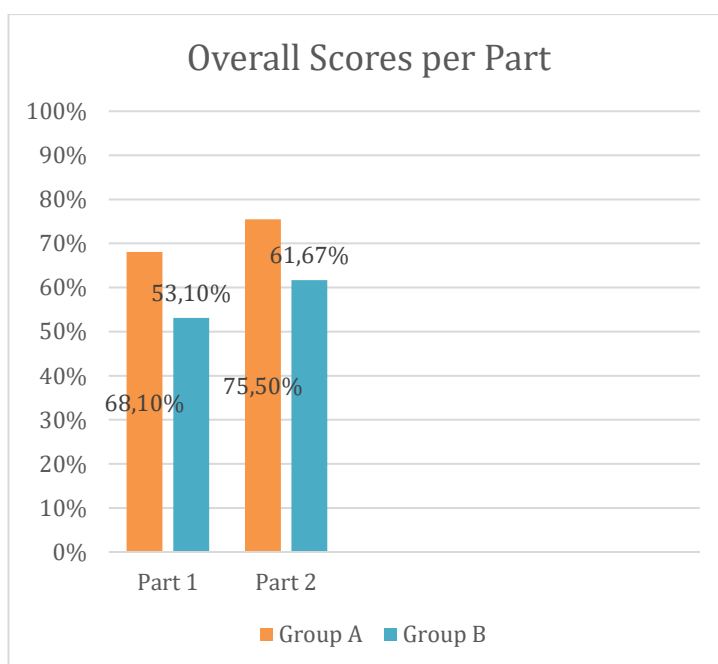


Figure 6: Overall Scores According to Parts

Overall, group A scored considerably higher than group B, the reasons for which are not apparent. In both parts of the speech (regardless of the way of speaking it was presented in), group A rendered almost 15% more propositions correctly than group B did.

4.1.3. Intragroup Comparison

Collectively, group A achieved considerably higher scores than group B. With the exception of participant A2, no participant in group A scored lower than 60% in either part, with the highest-scoring students almost reaching an impressive 90% of correctly rendered propositions. Participants A3, A4 and A5 scored similarly well in both parts, with under 5% of difference between the parts. This, again, shows that the respective ways of speaking had little to no effect on rendition accuracy in this case. In group B, there was more variation between performance in the individual parts of the speech. However, since part 1 seems to have been the more difficult part to interpret (regardless of the way of speaking), no significant conclusions can be drawn directly.

4.2. Phonetic Mishaps

While transcribing and analyzing the data collected, it became quite obvious that measuring interpreting performance (i.e. quality) solely on the basis of correctly rendered propositions fell a little short. This observation is supported by relevant literature in the field (see chapter 3.5). For reasons stated above, the decision was originally taken not to consider grammar mistakes or lexical errors in the analysis for this study. Listening to the audio recordings, however, it turned out that errors originally not considered for analysis might actually give an indication that Southern American English does indeed pose a greater challenge to student interpreters than Standard American English. The list of possible error types to look into is long (e.g. false starts, grammar mistakes, lexical errors, and so forth) but in connection with the speech chosen, one type of error was especially striking, often recurring and relevant to the study at hand: varying pronunciation of the word “Ebola”.

In most varieties of English, including Standard and Southern American, the stress in the word “Ebola” is on the second syllable (“Ebóla”). In German, on the other hand, the correct pronunciation is “Ébola”, with the stress on the first syllable (cf. Duden 2018). The original speech, the source text, contained 10 occurrences of the word “Ebola”, consistently pronounced “Ebóla”. There is, however, an audible difference between pronunciation of the word “Ebola” in Southern and American English. As can be seen in Table 1 on page 36, variants of “o” are one area where Southern and Standard American English audibly differ, with Southern American English showing a marked preference for a diphthong while the monophthong preponderates in Standard American English.

4.2.1. Mistakes in Pronouncing “Ebola”

Mistakes in the pronunciation of Ebola were so frequent and so striking that they could not be ignored or left uncommented.

Even though the word “Ebola” occurred ten times in the source text (4 times in the first part, 6 times in the second), not all participants chose to equally use the word “Ebola” ten times, most used it less often. The following tables show the distribution of “Ebóla” versus “Ébola” for all participants in group A.

Table 4: Individual Scores for Ebóla/Ébola Group A

Participant A1	“Ebóla”	“Ébola”
Part 1 (Southern)	2/4	2/4
Part 2 (Standard)	0/4	4/4

Participant A2	“Ebóla”	“Ébola”
Part 1 (Southern)	1/3	2/3
Part 2 (Standard)	0/5	5/5

Participant A3	“Ebóla”	“Ébola”
Part 1 (Southern)	4/4	0/4
Part 2 (Standard)	4/5	1/5

Participant A4	“Ebóla”	“Ébola”
Part 1 (Southern)	1/3	2/3
Part 2 (Standard)	0/2	2/2

Participant A5	“Ebóla”	“Ébola”
Part 1 (Southern)	3/4	1/4
Part 2 (Standard)	0/4	4/4

Out of a total of 38 occurrences of the word “Ebola” in all five recordings of interpretations delivered by group A, 18 can be found in part 1 (Southern) and 20 in part 2 (Standard).

Table 5: Collectives Scores for Ebóla/Ébola Group A

Group A	“Ebóla”	“Ébola”
Part 1 (Southern)	11/18 = 61,11%	7/18 = 38,89%
Part 2 (Standard)	4/20 = 20%	16/20 = 80%

These results are highly interesting. In part 1 (Southern), group A collectively mispronounced the word “Ebola” in German 11 times (or 61,11%) and only managed to correctly pronounce it “Ébola” in 38,8%. In part 2 (Standard), however, they used the correct form in 80% of the cases, only mispronouncing it “Ebóla” 4 times.

Closer inspection of the individual scores of each participant is similarly telling: all participants used both forms (meaning that none of them chose one option and stuck with it) but with the exception of participant A3, variation between the two forms is limited to part 1 (Southern). If participant A3 was taken out of the equation, there would not be a single occurrence of the incorrect form “Ebóla” in part 2 of the speech presented to group A in Standard American English. Participant A5 is especially interesting in this regard. They incorrectly used “Ebóla” three out of four times in the first part before definitively switching to the correct version “Ébola” as soon as part 2 started.

This could be explained by the fact that group A had almost had a full five minutes and four occurrences of the word “Ebola” to try out both forms and choose the one which sounded correct to them (“Ébola” to the native German ear), with the result that they were relatively firm in their decision to use the form “Ébola” by the time they reached part 2. Nonetheless, it could equally be explained by positing that the slightly different pronunciation of this specific word in Southern American English or alternatively the additional strain of having to decode Southern American English on the whole led them to expend a greater Listening and Analysis Effort and therefore have fewer capacities for production and output control at their disposal, resulting in more instances of “Ebóla” rather than “Ébola”. The latter explanation is supported by the results of group B.

Table 6: Individual Scores for Ebóla/Ébola Group B

Participant B1	“Ebóla”	“Ébola”
Part 1 (Standard)	3/3	0/3
Part 2 (Southern)	6/6	0/6

Participant B2	“Ebóla”	“Ébola”
Part 1 (Standard)	1/4	3/4
Part 2 (Southern)	7/8	1/8

Participant B3	“Ebóla”	“Ébola”
Part 1 (Standard)	3/3	0/3
Part 2 (Southern)	6/6	0/6

Participant B4	“Ebóla”	“Ébola”
Part 1 (Standard)	3/4	1/4
Part 2 (Southern)	1/4	3/4

Participant B5	“Ebóla”	“Ébola”
Part 1 (Standard)	1/4	3/4
Part 2 (Southern)	0/4	4/4

In group B, the word “Ebola” was used slightly more frequently with a total of 46 occurrences. In part 1 (Standard for group B), it was used 18 times, in part 2 28 times. The distribution of “Ebóla” versus “Ébola” can be seen in Table 7.

Table 7: Collective Scores for Ebóla/Ébola Group B

Group B	“Ebóla”	“Ébola”
Part 1 (Standard)	11/18 = 61,11%	7/18 = 38,89%
Part 2 (Southern)	20/28 = 71,43%	8/28 = 28,75%

Even though group B heard Standard American English first and Southern American English second, the scores for occurrences of “Ebóla” in part 2 are higher than those of group A in part 1, which they heard in Southern American English. This contradicts the assumption that the higher number of correct versions of “Ebola” in part 2 of the speech heard by group 1 can be attributed to length of exposure to the speech and familiarization alone. If that were the case, occurrences of the incorrect form “Ebóla” should be much less frequent in group B’s part 2.

Contrary to group A, group B had a general tendency for choosing “Ebóla” over “Ébola” (which could be seen in connection with their lower scores overall), but their use of the correct form “Ébola” is still significantly more frequent in part 1 (Standard). Just like certain members of group A abruptly stopped using the incorrect form as soon as the speaker changed, some group B participants started using the incorrect version “Ebóla” again as soon as part 2 started, even though they had correctly pronounced it “Ébola” in the first part. Participant B2 serves as an especially telling example. The same cannot be said for group A. No group A participant, who had managed to correctly say “Ébola” in the first part, went back to “Ebóla” in the second.

4.3. Evaluation of the Post-Experiment Questionnaire

In the following chapter, a summary of the answers given on the post-experiment questionnaire will be presented. The first part of the questionnaire designed to learn more about the participants’ background has already been analyzed in the chapter on the selected candidates (3.3.3.) and will therefore not be further discussed here unless correlating with experiment results.

The questionnaire was developed to give participants the opportunity to express their feelings about the speeches they had just interpreted and to gain further insight into the varieties of English they were familiar with but also to determine whether processes of (American) standard language ideology have penetrated the Austrian education system to an extent that would impact student interpreters’ perception of certain types of American English. This, again, was precisely the reason why solely monolingually raised Austrians who attended school in Austria were eligible to take part in this study.

4.3.1. Overall Difficulty of the Speech

In the second part of the questionnaire, participants were asked to judge four individual aspects of the speech as a whole, regardless of the ways of speaking in which it was presented to them. These aspects were: difficulty of the subject matter, difficulty of terminology used, overall

speed of delivery and overall difficulty. The questions were answered using a five-point Likert-scale with 1 used in the figures below to represent “extremely easy” or “too slow” respectively and 5 to represent “extremely difficult” and “too fast” (see Annex B for a blank version of the questionnaire with the full questions and answers).

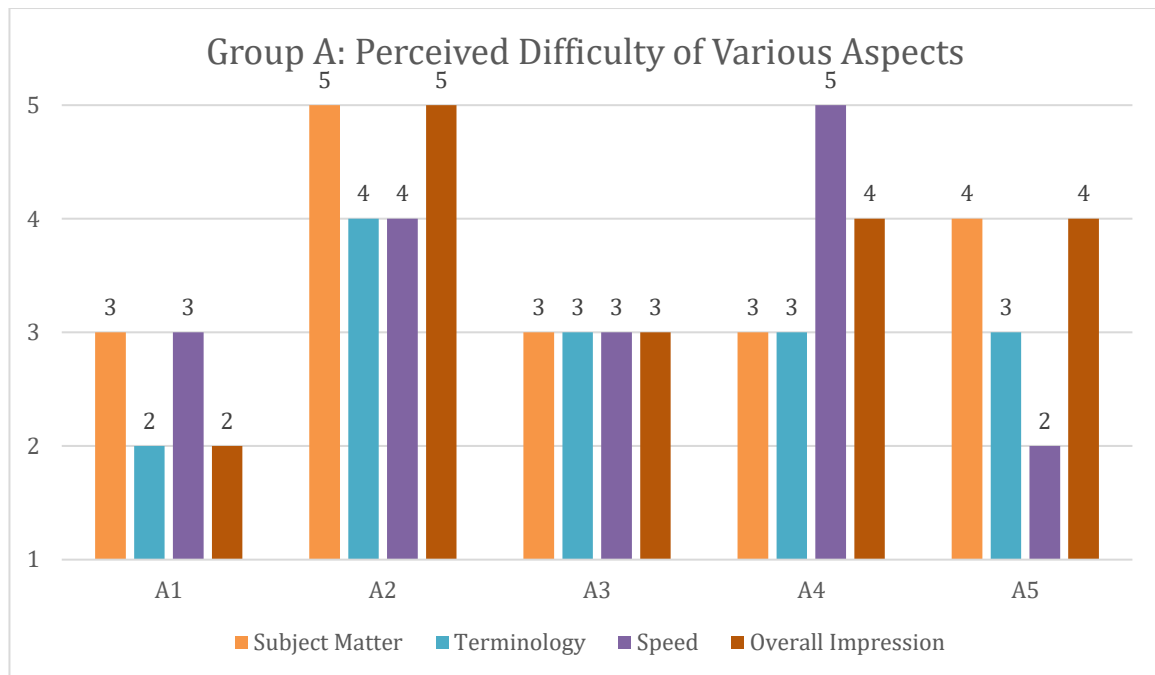


Figure 7: Perceived Difficulty Group A

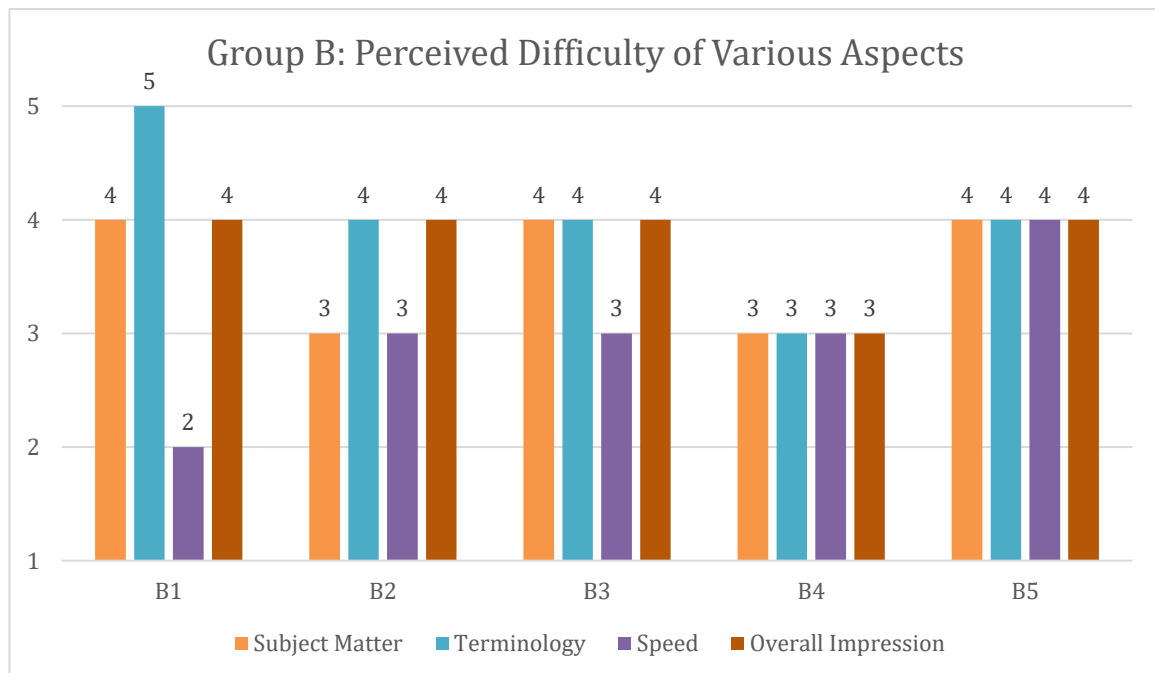


Figure 8: Perceived Difficulty Group B

All participants across the board judged the speech as being relatively difficult on the whole. Only three out of the 10 participants used answers from the lower end of the spectrum. A1 thought that the terminology used was rather easy and the speech rather easy to interpret. A5 and B1 found the speech rather slow. Other than that, all answers are a 3 or above, with even three “extremely difficult” and one “too fast” in the mix.

A1 and A3, who both scored exceptionally high in the interpreting task, are, along with B4, also the ones who rated the speech least difficult overall. Here, their personal impression and proposition accuracy scores overlap.

4.3.2. Perception of Southern American English

In this section of the questionnaire, participants were asked to judge the Southern American way of speaking. This corresponds to speaker 1 for group A and speaker 2 for group B. Participants were asked how heavy and how difficult to interpret they thought the accent to be, how pleasant and professional the speaker sounded to them and how intelligent they thought the speaker sounded. These questions too were answered on a five-point Likert-scale, with 1 representing the lowest, 5 the highest rating.

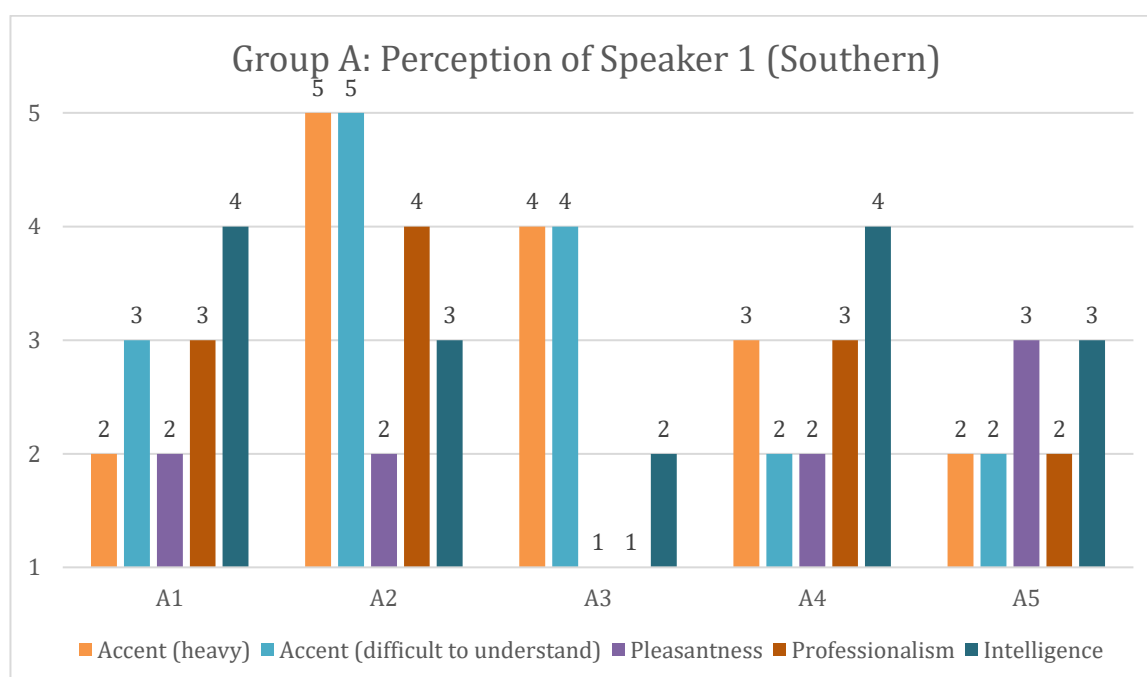


Figure 9: Perception of Southern Speaker Group A

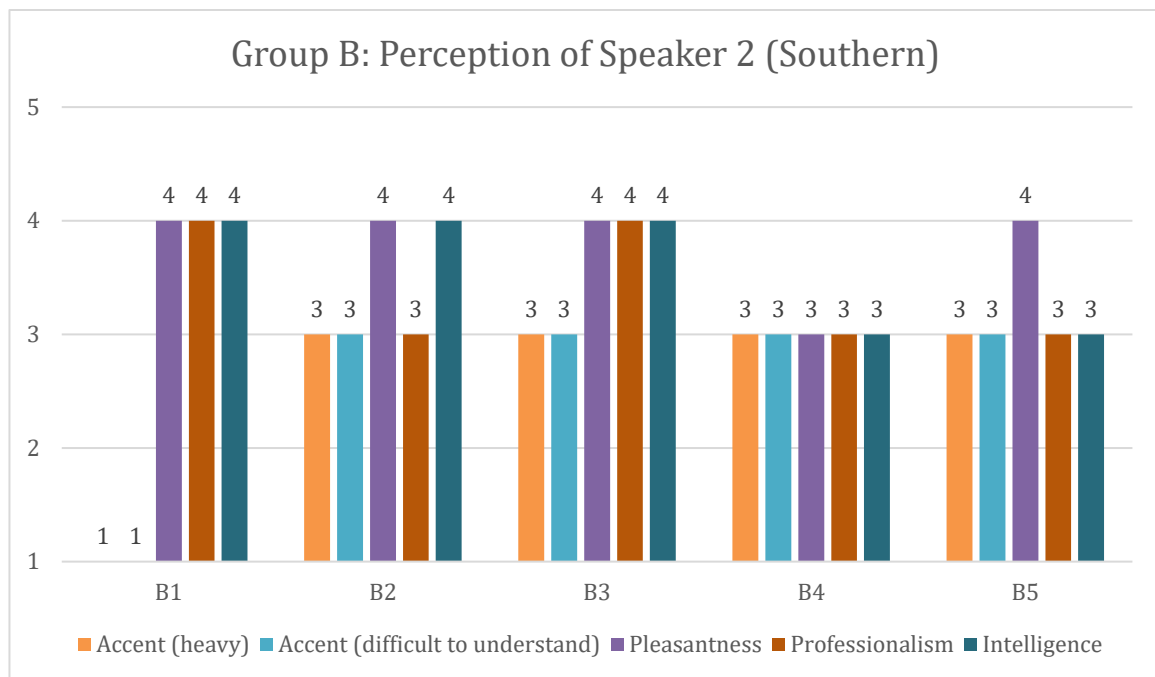


Figure 10: Perception of Southern Speaker Group B

Interestingly, group A seemed to feel much more strongly about the Southern American way of speaking, while group B unanimously chose rather average scores, except for B1, who did not think that the Southern American speaker had a strong accent, nor did they find it difficult to interpret.

Both groups were asked whether they thought that the Southern American speaker spoke Standard English. Their answers are presented in Figure 11:

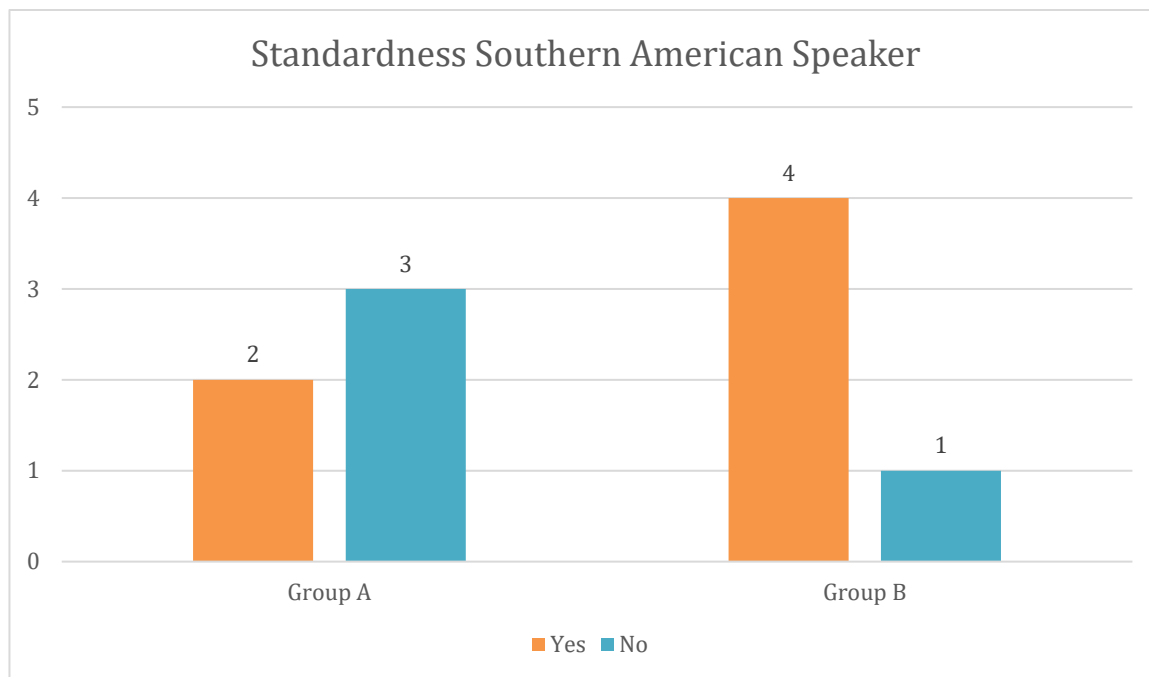


Figure 11: Standardness Ratings for Southern American Speaker

Concerning perceived level of standardness, there is considerable discord between the groups. In this regard, having given the participants the opportunity to justify their Yes/No judgments regarding perceived standardness proved to be a highly valuable source of information. The comments will be discussed below, after the analysis of the rating for the Standard American speaker.

4.3.3. Perception of Standard American English

In this section of the questionnaire, participants were asked to judge the Standard American way of speaking. This corresponds to speaker 2 for group A and speaker 1 for group B. The questions in this section of the questionnaire were the same as in the previous part. Again, participants were asked to judge how heavy and difficult to understand the accent was as well as how pleasant, professional and intelligent the speaker sounded.

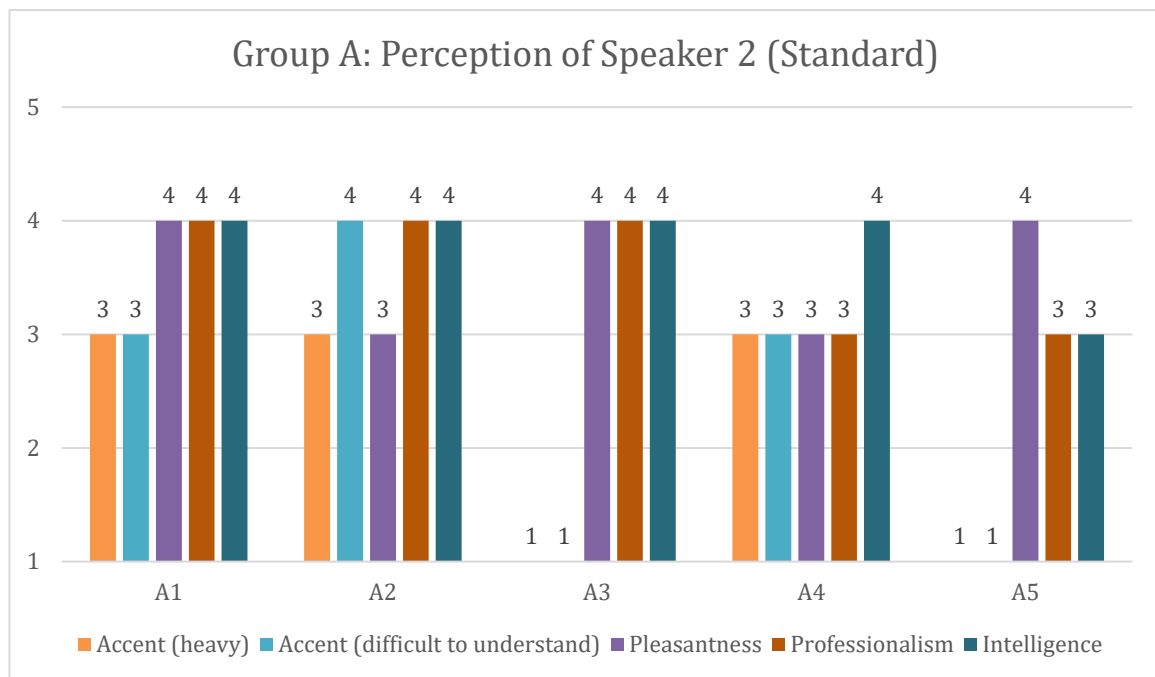


Figure 12: Perception of Standard American Speaker Group A

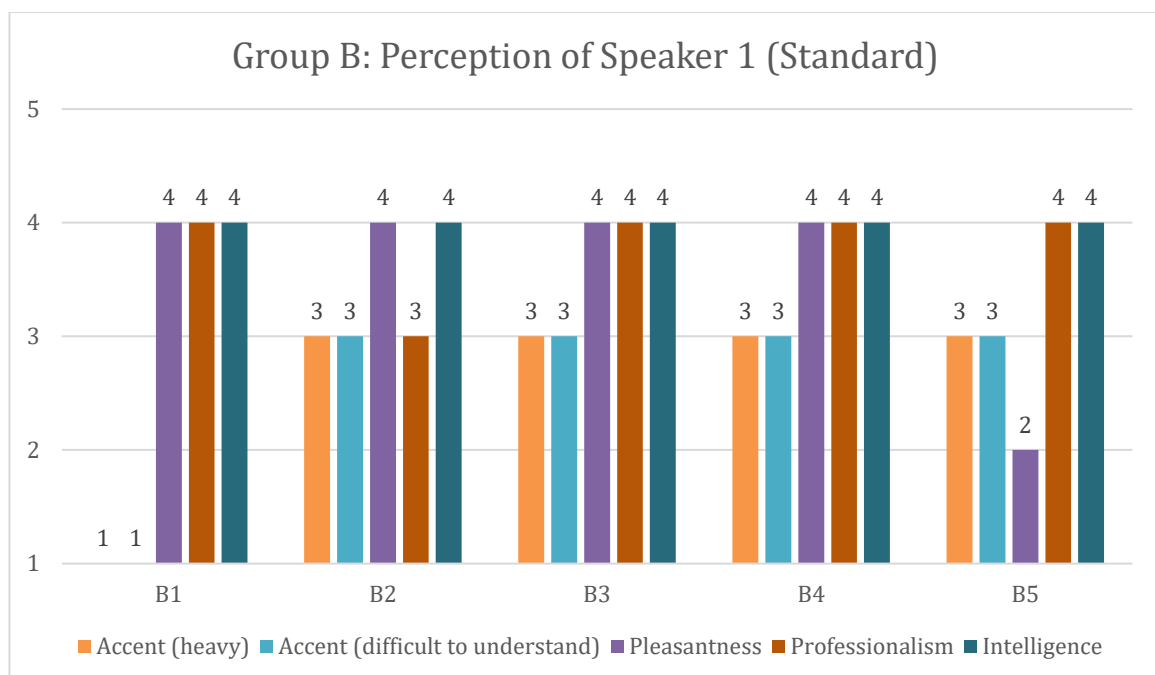


Figure 13: Perception of Standard American Speaker Group B

In group A especially, the Standard American speaker achieved much higher pleasantness, professionalism and intelligence ratings. On average, this speaker's accent was also judged less difficult to understand and less heavy among the participants in group A. Except for participant A1, who thought of the Standard American speaker as having more of an accent, most participants in group A agreed that the Standard American speaker's accent was less heavy and easier

to understand. The difference is especially striking with participant A3, who went from a 4-rating in the Southern American speaker to a 1 regarding how heavy and difficult to understand the accent was. The Standard American speaker was also thought to sound more pleasant, professional and intelligent by most members, with the exception of A1 and A4 who thought that the two sounded equally intelligent.

The difference in the perception of the Standard American speaker is not as pronounced in group B. Judging from the ratings only, participants B1, B2 and B3 did not hear a difference between the two speakers at all. B4 did not think of the Standard American speaker as easier to understand or of their accent as less heavy, but they did give them higher pleasantness, professionalism and intelligence ratings. Interestingly, B5 perceived the Southern American accent as much more pleasant but still thought of the Standard American speaker as more professional and intelligent. This overlaps with findings discussed in chapter 1, which posit that speakers from the South of the US are often thought of as nice and charming but less professional and intelligent than their Standard American speaking counterparts.

When asked whether they felt that the Standard American speaker spoke Standard English, the following answers were given:

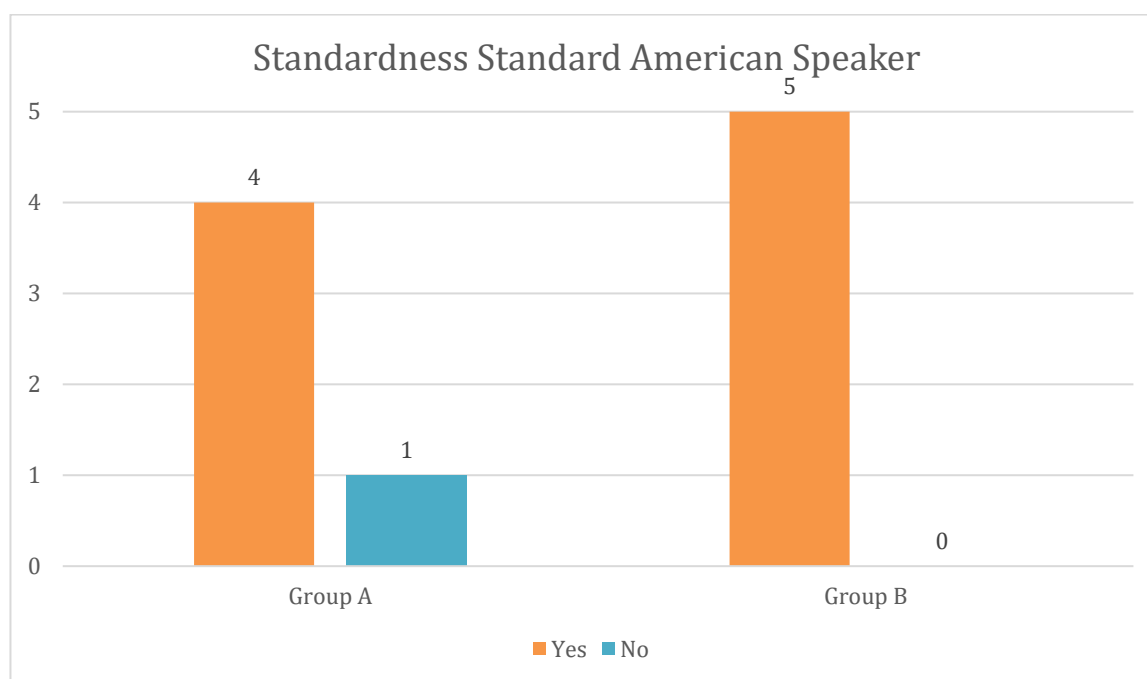


Figure 14: Standardness Ratings for Standard American Speaker

These results clearly show that while the difference in ways of speaking may not have had a direct impact on proposition rendition accuracy, most participants (except for A2) recognized Standard American English as such. Admittedly, six out of ten participants also felt that the Southern American speaker spoke Standard American English, but in comparison to the ratings for the Standard American speaker, the results are nonetheless clear.

These overall impressions are supported by the answers the participants gave when asked to justify their answer to the question on perceived standardness. Participant A2, for example, stated that the Southern American speaker's "[...] Aussprache war teilweise eher ungewöhnlich und der Akzent sehr stark. Es war fast unmöglich etwas zu verstehen". Note the use of the word "ungewöhnlich" ("unusual" in English), as pertaining to what A2, as a German native from Austria, is used to. Even though A2 thought of the Standard American speaker as equally not speaking Standard American English, they said that "Die Aussprache war viel besser und ich habe viel mehr verstanden [...]." This is especially interesting in light of the fact that A2 spent 13 months in Boston where they may have become accustomed to ways of speaking from the East Coast which resemble Standard American English much more than they do Southern. B4, who spent three months in Hawaii, also mentioned that the Standard American speaker was much easier to understand for them and that the Southern American speaker displayed a much stronger accent. A4's answer supports the hypothesis that some members of both groups may have more generally perceived both parts as "American" rather than as "Southern" and "Standard". Concerning the Southern American speaker, A4 posits "She sounded very American". About the Standard American speaker, they say "She sounded American". In the comment section at the end of the questionnaire, A4 wrote: "Speaker 1 + 2 sounded the same for me". Therefore, in all likelihood, no deeper meaning can be ascribed to the use of "very" in one case but not the other, even though one might be tempted to do so. Participant B2 even explained: "Für mich war es schwierig, einen Unterschied zwischen den beiden Sprechern zu hören [...]", as does B3, who states when asked about speaker 2: "I did not hear a difference to speaker 1". B5 equally did not hear a difference between the two speakers. They explain: "For me, there doesn't seem to be any difference in the speakers' accent. Speaker 2 was just a bit slower, therefore more pleasant to interpret". Since it is highly unlikely that B5 picked up on the difference of 3 wpm between the first and the second part, the perceived lower speaking rate in the Southern American speaker is very interesting, especially considering that Southern American English is often described as being "slow" and a "drawl" (considered at length in chapter 1).

The difference in the perception of the speaker(s) by the two groups could possibly be explained by the fact that group A had to interpret the “more difficult speaker” in the “more difficult part” of the speech (as became apparent during the analysis), whereas group B heard the “easier part” delivered by the “difficult speaker” and the “difficult part” by the “easier speaker”. This could explain the more extreme ratings in group A and the rather even ones in group B.

4.3.4. Familiarity with Certain Varieties of English

In this part of the questionnaire, the participants were asked to indicate which variety of English they learned at school and how familiar they were with the ways of speaking they had just heard. The answers given in this section of the questionnaire closely correlate with the answers given in the previous section. Across the board, they all point towards the fact that those participants who had stated they heard no difference between the two speakers had equally frequently come across speakers who sounded like speaker 1 or speaker 2 respectively (in the media, at university, etc.) and that those who had thought of the Standard American speaker as easier to understand had come across speakers from the South of the US less frequently.

Concerning varieties learned at school, all participants ticked “British English” except for B1. B4 and A3 additionally ticked “American English”.

4.3.5. Correlations Personal Information / Performance

Close analysis revealed interesting correlations between the personal information participants provided and their ratings of the two ways of speaking. It is especially interesting to note that the only two participants who had spent longer periods in the US were also the ones for whom the difference between the two ways of speaking was most noticeable.

Based on the questionnaire data, participant B1, the only one who had learned American English at school, was also the only one who did not have any difficulties understanding either accent and did not consider either speaker’s accent heavy.

4.3.6. Correlations Answers / Standard Language Ideology

Concerning beliefs which might be rooted in standard language ideology, the second part of the questionnaire provided some insight in so far as the answers given by both groups second sociolinguistic findings, most notably Denis Preston's (1993, 1996)⁴. All participants who perceived the two ways of speaking as different (i.e. did not give the same ratings to both speakers), considered the Southern American speaker less pleasant to listen to, less professional and less intelligent, regardless of the order they heard the speakers in. It must be pointed out here once more that both parts of both tracks were recorded by the very same speaker, which makes the different pleasantness, professionalism and intelligence ratings all the more telling.

Participant B5 mentioned another feature of Southern American ways of speaking in the questionnaire: slowness. Even though part 2 of the track they listened to was only 3 wpm slower than the first, probably inaudible to the human ear, they perceived speaker 2 as having spoken more slowly and stated that part 2 was therefore easier to interpret.

⁴ For a detailed account, see chapter 1

5. Discussion and Conclusions

It was the aim of the present study to examine differences in student interpreter performance when confronted with two ways of speaking commonly found in the United States of America – Southern and Standard American English. It was underpinned by the hypothesis that student interpreters would have greater difficulty interpreting a speaker of Southern American English. On the one hand, this assumption was based on the idea that monolingually raised Austrians would have been less frequently exposed to Southern American English than to Standard American English often encountered in the media. On the other hand, (American) standard language ideology, which portrays Southern American English as a deviation from the “correct” way of speaking and its speakers consequently as deficient as well, was believed to be a decisive factor.

To this end, the first chapter was devoted to a discussion of standard language ideology in general and American standard language ideology in particular. Its historical origins and spread were traced and current implications described. Then, Southern American English, often thought of as the “least standard” way of speaking American English, was discussed, followed by a phonological comparison of the two.

In the second chapter, the processes underlying language comprehension were explained, including recent studies on language comprehension under adverse listening conditions (among which unfamiliar accent). These findings have, of course, serious implications for the profession of interpreting as well as interpreting studies as a discipline, which is why accent-related studies in interpreting studies were reviewed in the second half of the second chapter.

The third chapter presented the design of the experiment used to test the hypotheses. As it turns out, when solely testing for content-related errors, no significant difference in student interpreter performance can be observed. If other error types such as phonetic mistakes are considered, however, student interpreter performance does decrease. In this study, only instances of correctly and incorrectly pronounced occurrences of “Ebola” were considered, but further analysis of the data used here could potentially yield similar results. In Daniel Gile’s terms, one possible explanation could be that while comprehension of Southern American English (as opposed to Standard American English) does not require an additional Listening and Analysis effort to such an extent that content accuracy should suffer, it does take away enough of the capacities needed for production that more phonetic mishaps occur. One always needs to bear in mind that, while still perfectly audible, the difference between the two ways of speaking tested is not as pronounced as in most other accent-related studies in the field (e.g. Kurz 2008, Mazzetti 1999, Sabatini 2000, Slane 2017).

The fact that the difference between the scores for part A and part B in groups A and B remained constant almost to the percentage point seems to suggest that the way of speaking the individual parts were presented in had no impact on proposition accuracy whatsoever.

Multiple reasons for this are imaginable. Firstly, many of the more difficult terms from the first part were taken up again in the second part. This means that while coming up with a suitable solution to a specific proposition may have been rather difficult in the first part of the speech, re-using this solution in the second part required less effort, resulting in more propositions rendered correctly.

Secondly, as many professional interpreters know from personal experience, it takes a few minutes to “warm up” after having started interpreting. This effect may have come into play here. In the second part, all participants had already had spent a few minutes getting accustomed to the sheer fact that they were now interpreting. The rather technical first few sentences at the very beginning of the first part may have been a contributing factor here too – instead of easing the participants into the speech, the first paragraph rather seems to have startled them.

Thirdly, as shown in chapter 2, it may in fact only take a few instants to get used to an unfamiliar accent. Seeing as the two ways of speaking tested here, while clearly distinct, differed less from each other than most ways of speaking tested in other experimental studies, the time needed to get accustomed to the second way of speaking may have further been reduced. And finally, both accents may have generally been perceived as “American” without further distinction between “Standard American” and “Southern American”. This is supported by a large proportion of the post-experiment questionnaire (as discussed in chapter 4.3) as well as by the following suggestion made by John Wells:

We speak of ‘a Scottish accent’, ‘an Australian accent’, ‘a southern accent’ [...], ‘a Brooklyn accent’, and indeed of ‘an American accent’ (if we are not American) or a ‘British accent’ (if we are not British). [...] To any American, an accent characteristic of the deep south or New York City is immediately recognizable; to an Englishman or an Australian they may or may not be. To any Englishman, an accent characteristic of the north or of the west country is easy to identify as such, and probably most people in England could identify the accents associated with the individual cities of London, Birmingham, Liverpool, and Newcastle-upon-Tyne. But it would be an exceptional American who could do this. (John C. Wells 1982:8,9)

Even though content accuracy is arguably the most important factor in the assessment of the quality of an interpretation (especially in student interpreters), language-related and phonetic

mistakes do influence the way an interpretation is perceived and are not to be taken lightly, as can be seen from the Ebóla-Ébola example in this study.

The Ebóla-Ébola data serve to identify an area in which even minor differences in the way of speaking matter. Closer analysis of other aspects originally discarded as irrelevant for the purposes of the present paper is likely to reveal similar patterns but would be far beyond the scope of this paper. As far as findings from the present study go, it seems as if different ways of speaking which are clearly distinct but nonetheless closely related in many regards do not have an impact on the number of correctly rendered propositions but do affect interpreter performance in a subtler way. A larger Listening and Analysis Effort is indeed required but not to the extent that the content level suffers. Production does not, however, simply consist of “getting the message across” but also of other aspects such as fluency of delivery, grammatical and lexical accuracy (originally discarded as unimportant here) on which unfamiliar accents do seem to take a toll in student interpreters, as shown by the Ébola-Ebóla example here, but others could surely be extracted from the data obtained during the experiment for this study.

Since unfamiliar accents therefore clearly have an impact on (student) interpreter performance, it would be wise to include specific accent-related issues in interpreter training, as is also posited by Robert McAllister:

Finally, perceptual training can be concluded to be an important aspect of learning an L2 phonology, particularly important would be training in natural phonetic variations of the distinctive phonetic categories of the L2. (2000:61).

Since Southern American English is clearly a “natural phonetic variation of the distinctive phonetic categories” of American English, this statement can be taken to also pertain to the accents tested here.

Familiarity with a wide range of different accents is especially important against the backdrop of the rise of English as a Lingua Franca (ELF). With more and more speakers from non-English speaking countries giving their presentations in English rather than their L1 at international conferences, interpreters need to learn to be at ease when interpreting non-native speakers. ELF and Southern American English cannot be directly compared, of course, but one thing holds true for both ways of speaking: they both enjoy relatively low prestige and (young) interpreters will be relatively unfamiliar with them. This again, is an area where processes of standard language ideology are at work. Training institutions will need to recognize this and adapt accordingly. Findings by Clarke & Garrett (2004) and Adank, Hagoort & Bekkering (2010), which show that exposure of even just a few minutes to initially unfamiliar accents significantly

improves comprehension, could prove to be especially relevant in this regard. Their findings could be used in many different ways in interpreter training as well as everyday interpreting practice to facilitate interpretation of unfamiliar accents.

Even though this study was undertaken with scientific verve, the relatively small scale did impose certain limitations. First of all, only ten student interpreters participated, which is by no means representative of the entire population of German-speaking interpreting students from Austria. Due to the small number of participants, no statistical evaluation of the data was carried out.

Secondly, to reliably test the effect of (American) standard language ideology on student interpreter performance, the teaching materials used in Austrian schools and universities would have had to be analyzed in detail. And even then, there would have been no way of knowing whether drops in performance when interpreting Standard American English as opposed to Southern American English are to be attributed to unfamiliarity with this way of speaking in general or to unfamiliarity with this way of speaking *because of standard language ideology*. The answers given in the post-experiment questionnaire point towards the fact that most participants at least heard a difference between the ways of speaking, perceived Southern American English as less pleasant to listen to and thought of the Southern American speaker as less intelligent and less professional. This, certainly, is an effect of standard language ideology.

Whatever the reason (general unfamiliarity or unfamiliarity rooted in standard language ideology), the results of the present study seem to suggest that interpretation of unfamiliar accents, even ones which do not differ greatly from accents participants are used to, requires a greater Listening and Analysis Effort, leaving fewer capacities for production, which in this case became apparent in significantly more mispronounced instances of the word “Ebola” when interpreting the unfamiliar accent.

Considering these limitations, the findings of the present study certainly cannot be generalized, but with recent developments (especially the rise of ELF) in mind, additional studies at the intersection of sociolinguistics and interpreting studies could help disentangle some of the myths surrounding the English that is supposedly right and proper and thereby enrich interpreting as a profession as well as a field of study.

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Annex

Annex A: Source Text

Part 1:

Ladies and Gentlemen,

When I was a young medical doctor I used to deliver babies. The baby we are delivering today is a very healthy baby. The response to the Ebola outbreak in West Africa has likely been the most intense logistical operation against an infectious disease since smallpox was pushed down to its last case in the Horn of Africa in 1979. When the outbreak began more than two years ago, the world and WHO were ill-prepared to mount a response on such a monumental scale. At the start, we had too little of everything, including medical teams. This changed, with support from the European Union playing a decisive role to turn around the Ebola outbreak in West Africa.

Your support was massive. It ranged from the provision of experts and medical teams, to the construction of dedicated treatment centers and bases for operations, from the training of European civil society organizations, to the use of military aircraft and ships that rushed in desperately needed mobile laboratories, motorcycles, and huge quantities of equipment and supplies. The support you provided facilitated the response well beyond the European region. Your work to guarantee medical evacuation and care for responders opened the door for the deployment of emergency medical teams and public health experts from all around the world. The Ebola outbreak was a very brutal wake-up call. The world must never again be caught by surprise, so ill-prepared to cope.

All that can be prepared in advance must be done with the utmost urgency.

As part of this preparedness, delegates at last year's World Health Assembly asked me to create a global health emergency workforce. The inauguration of the European Medical Corps is a groundbreaking milestone in achieving that objective. It is the culmination of joint WHO/EU work over the past year to establish standards for quality assurance, classifying, and registering emergency medical teams. The Corps we are launching today makes a visible and highly effective contribution to the global health emergency workforce. Thank all of you for all you have done. It embodies far more than public health expertise and medical teams.

It includes medical evacuation teams, logistics teams with the skills to rebuild damaged hospitals, incident managers and information managers as well as mobile laboratories and their supplies. I congratulate you on making the first contribution to the global workforce and also on being the model for others to follow. The foundation of a public health system able to respond to outbreaks and emergencies resides at the national level. The European Medical Corps and its "voluntary pool" draw on national capacity for a domestic response that can be offered to others

faced with an emergency. Extremely important not just as a regional response capacity but also when global response is needed.

Emergency responses that augment national capacity with regional capacity are always more timely, predictable, efficient, and appropriate. What the EU and WHO are now jointly doing brings order to a situation that grew chaotic as the number, scale, and severity of health emergencies reached unprecedented levels. The establishment of the European Medical Corps draws on lessons from the Ebola outbreak but also on earlier lessons from the response to sudden onset emergencies, like earthquakes, floods, and tropical storms.

A turning point occurred five years ago, when the earthquake in Haiti brought a massive influx of poorly qualified, uncoordinated, and ill-equipped responders. In the view of many, the Haiti response was a clear case of emergency assistance that did more harm than good.

Part 2:

Ladies and Gentlemen,

To end the chaos, a global system was put in place to assure the quality of emergency medical teams, classify their skills, and register them as part of global preparedness for sudden onset disasters. The system allows a quick and close match of specific teams with specific needs and closes the door to uncoordinated and inappropriate assistance. The system made a night-and-day difference in the responses to typhoon Haiyan in the Philippines, cyclone Pam in Vanuatu, and the earthquake in Nepal, where 98% of the 149 medical teams were registered and jointly coordinated by WHO and the Ministry of Health and Population. These later examples illustrate the power of a global health workforce and the difference it can make.

This is global solidarity. Together, we will never allow another virus to run out of control. We owe it to the more than 11,000 people who died from Ebola to be better prepared. I am fully confident that the European Medical Corps will mark a sea-change in global preparedness for outbreaks and emergencies. Again, this is an achievement with an impact that extends well beyond Europe. Your work is being closely followed by similar efforts in South-East Asia, Latin America and the Caribbean, and the Western Pacific Region. Many of you mentioned Zika as the next global crisis. Ebola and Zika have many differences. Ebola is one of the most lethal pathogens on this planet.

Zika is not known to be a killer. Since Ebola first emerged in 1976, we have learned a lot about this disease. We know very little about Zika and are just beginning to see its tricks. The risk is widespread. Zika is transmitted primarily by mosquitoes of the *Aedes aegypti* species resident in many equatorial and sub-tropical countries. These mosquitoes can breed in very small containers, like a plastic cup or a bottle cap. Responsibility for mosquito control rests with every household. Two-thirds of these mosquitoes reside in households and not outdoors. Every household must help with removing breeding sites. The government cannot do this on its own.

On present knowledge, Zika causes a mild disease in most people, and 80% of those infected show no symptoms. Most recover. We are very worried about pregnant women. If they get infected with the virus, they may give birth to babies with small heads or with other neurological complications. The science is not yet definitive but the evidence is getting stronger and stronger. On 1 February, WHO declared a Public Health Emergency of International Concern because of what we don't know about the disease and the virus and its possible association with birth defects. Can you imagine the stress, the anxiety, and the heart-breaking experience of families who have babies with small heads.

These babies are not easy to raise and they create a heavy burden for the family and the community.

WHO was asked to make this declaration on the advice of experts. WHO's job is to coordinate the world's best talents to develop the science that clarifies the link. Let me mention in particular the case study published last week in the New England Journal of Medicine. This was a series of very sophisticated investigations undertaken by European experts. That study gives us the strongest evidence yet about the possible link between infection during pregnancy and microcephaly. Ebola required massive logistical support and mobilization of teams and tons of supplies. Zika requires massive mobilization of community action.

For now, mosquito control is our most immediate line of defense. We must also give women the information that empowers them to make some difficult decisions. Evidence is now sufficiently strong that we are advising pregnant women to consider delaying travel to countries where the virus is circulating. It is also important that returning travelers do not donate blood. European countries have very good guidelines for keeping the blood supply safe. Zika is not a deadly disease like Ebola, but it is a disease that causes heart-breaking events for families.

Thank you.

Annex B: Post-Experiment Questionnaire

I. Personal Profile

i. Language Combination

Please indicate your working languages:

A-language: _____

B-language: _____

C-language(s): _____

Do you speak any other languages?

If so, please indicate below including your level using the A1-C2 scale.

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

☐ Yes, in:

☐ No

If yes: how long did you live in this country?

ii. Interpreting Experience

How many semesters have you been studying interpreting for?

Have you taken part in any simulation conferences?

Have you gained any real-life simultaneous interpreting experience?

If so, how many hours approximately?

Today's Speeches

How difficult was today's subject matter for you?

- ☐ Extremely easy
- ☐ Rather easy
- ☐ average
- ☐ rather difficult
- ☐ extremely difficult

How difficult would you rate the terminology overall?

- ☐ Extremely easy
- ☐ Rather easy
- ☐ average
- ☐ rather difficult
- ☐ extremely difficult

How would you rate the overall speed of delivery?

- ☐ too slow
- ☐ rather slow
- ☐ just right
- ☐ rather fast
- ☐ too fast

How difficult to interpret was the speech overall?

- ☐ Extremely easy
- ☐ Rather easy
- ☐ average
- ☐ rather difficult
- ☐ extremely difficult

iii. *Speaker 1:*

In your opinion, how heavy was Speaker 1's accent?

- ☐ not heavy at all
- ☐ slightly heavy
- ☐ average
- ☐ rather heavy
- ☐ extremely heavy

How difficult to understand was Speaker 1's accent?

- ☐ not difficult at all
- ☐ slightly difficult
- ☐ average
- ☐ rather difficult
- ☐ extremely difficult

How **pleasant** did Speaker 1 sound to you?

- ☐ extremely unpleasant
- ☐ rather unpleasant
- ☐ average
- ☐ rather pleasant
- ☐ extremely pleasant

How **professional** did Speaker 1 sound to you?

- ☐ extremely unprofessional
- ☐ rather unprofessional
- ☐ average
- ☐ rather professional
- ☐ extremely professional

How **intelligent** did Speaker 1 sound to you?

- ☐ extremely unintelligent
- ☐ rather unintelligent
- ☐ average
- ☐ rather intelligent
- ☐ extremely intelligent

Would you say that Speaker 1 spoke **Standard English**?

- ☐ Yes
- ☐ No

Please justify your answer (in English or German):

iv. *Speaker 2:*

In your opinion, how heavy was Speaker 2's accent?

- ☐ not heavy at all
- ☐ slightly heavy
- ☐ average
- ☐ rather heavy
- ☐ extremely heavy

How difficult to understand was Speaker 2's accent?

- ☐ not difficult at all
- ☐ slightly difficult
- ☐ average
- ☐ rather difficult
- ☐ extremely difficult

How **pleasant** did Speaker 2 sound to you?

- ☐ extremely unpleasant
- ☐ rather unpleasant
- ☐ average
- ☐ rather pleasant
- ☐ extremely pleasant

How **professional** did Speaker 2 sound to you?

- ☐ extremely unprofessional
- ☐ rather unprofessional
- ☐ average
- ☐ rather professional
- ☐ extremely professional

How **intelligent** did Speaker 2 sound to you?

- ☐ extremely unintelligent
- ☐ rather unintelligent
- ☐ average
- ☐ rather intelligent
- ☐ extremely intelligent

Would you say that Speaker 2 spoke **Standard English**?

- ☐ Yes
- ☐ No

Please justify your answer (in English or German):

II. Varieties of English

Please tick the variety of English you learned at school:

- ☐ British English
- ☐ American English
- ☐ Other: _____

How often were you confronted with an accent like **Speaker 1's** at **school** (audio material, video material, teaching assistants, teachers,...)?

- ☐ Never
- ☐ rarely
- ☐ From time to time
- ☐ regularly
- ☐ all the time
- ☐ I don't remember

How often were you confronted with an accent like **Speaker 2's** at **school** (audio material, video material, teaching assistants, teachers,...)?

- ☐ Never
- ☐ rarely
- ☐ From time to time
- ☐ regularly
- ☐ all the time
- ☐ I don't remember

How often have you been confronted with an accent like **Speaker 1's** at **university** (audio material, video material, lecturers, professors,...)?

- ☐ Never
- ☐ rarely
- ☐ From time to time
- ☐ regularly
- ☐ all the time
- ☐ I don't remember

How often have you been confronted with an accent like **Speaker 2's** at **university** (audio material, video material, lecturers, professors,...)?

- ☐ Never
- ☐ rarely
- ☐ From time to time
- ☐ regularly
- ☐ all the time
- ☐ I don't remember

Take a moment to think about the **American media** you consume (radio, TV, movies, Youtube,...).

How often do you come across people who sound like **Speaker 1**?

- ☐ Never
- ☐ Seldom
- ☐ From time to time
- ☐ regularly
- ☐ all the time

How often do you come across people who sound like **Speaker 2**?

- ☐ Never
- ☐ Seldom
- ☐ From time to time
- ☐ regularly
- ☐ all the time

How **familiar** was **Speaker 1**'s accent to you?

- ☐ Extremely unfamiliar
- ☐ Rather unfamiliar
- ☐ Neither familiar nor unfamiliar
- ☐ Rather familiar
- ☐ Extremely familiar

How **familiar** was **Speaker 2**'s accent to you?

- ☐ Extremely unfamiliar
- ☐ Rather unfamiliar
- ☐ Neither familiar nor unfamiliar
- ☐ Rather familiar
- ☐ Extremely familiar

This is the end of the questionnaire.

Thank you for your time 😊

Annex C: Detailed Evaluation of Individual Interpreting Performance

Participant A1:

Source Text	Target Text	Content	Reason
Ladies and Gentlemen,	Sehr geehrte Damen und Herren,	1	
When I was a young medical doctor I used to deliver babies.	als ich eine junge Ärztin war, habe ich Babys auf die Welt gebracht.	1	
The baby we are delivering today is a very healthy baby.	Das Baby, das heute auf die Welt gebracht werden wird, ist ein sehr gesundes.	1	
The response to the Ebola outbreak in West Africa has likely been the most intense logistical operation against an infectious disease since smallpox was pushed down to its last case in the Horn of Africa in 1979.	Die Antwort auf den Ebóla-Ausbruch in Westafrika war wohl die intensivste logistische Operation gegen Inter- / Infektionskrankheiten nachdem [...] Pocken 1979 ausgerottet wurden.	1	largely intact
When the outbreak began more than two years ago, the world and WHO were ill-prepared to mount a response on such a monumental scale.	Als der Ausbruch vor zwei Jahren begann, hat die Welt und die Weltgesundheitsorganisation nicht genug Vorbereitung gehabt und konnte nicht korrekt reagieren.	1	
At the start, we had too little of everything, including medical teams.	[2s.] Zu Beginn mussten wir viele Dinge neuaufstellen, zum Beispiel auch medizinische Teams.	0,5	imprecision

This changed, with support from the European Union playing a decisive role to turn around the Ebola outbreak in West Africa.	Die Unterstützung der EU hatte eine wichtige Rolle, um den Ebóla-Ausbruch / Ébola-Ausbruch in West-Afrika [2s.] zu wenden.	1	
Your support was massive.		0	omission
It ranged from the provision of experts and medical teams, to the construction of dedicated treatment centers and bases for operations, from the training of European civil society organizations, to the use of military aircraft and ships that rushed in desperately needed mobile laboratories, motorcycles, and huge quantities of equipment and supplies.	Es ging hier um den Einsatz von Experten und medizinischen Teams, um Behandlungszentren aufzubauen und Behandlungen anzubieten. [3s.] Da ging es von europäischen Gemeinschaften bis auch zu Militäreinsätzen, um mobile Lab- / Labore einzur-/ einzusetzen und medizinische Mittel zur Verfügung zu stellen.	1	largely intact
The support you provided facilitated the response well beyond the European region.	[3s.] Die Antwort auf diesen Ausbruch ist über europäische Regionen hinausgegangen.	1	
Your work to guarantee medical evacuation and care for responders opened the door for the deployment of emergency medical teams and public health experts from all around the world.	[4s.] medizinische Evakua- / Evakuierung und auch die Behandlung von medizinischem Personal erforderte [3s.] Hilfe von vielen Gemeinschaften.	0	nonsense
The Ebola outbreak was a very brutal wake-up call.	Der Ausbruch war eine / war ein Weckruf.	1	
The world must never again be caught by surprise, so ill-prepared to cope.	und es soll niemals wieder passieren.	0,5	partial ommission

All that can be prepared in advance must be done with the utmost urgency.	Wir sollten vor allem vorbereitet sein. Alles, was wir an Vorbereitung tun können, müssen wir jetzt dringend tun. [5s.]	1	
As part of this preparedness, delegates at last year's World Health Assembly asked me to create a global health emergency workforce.	Auf der Ge- / Weltgesundheitsversammlung letztes Jahr haben mich Experten gebeten, eine Workforce für globale Gesundheitsnotfälle zu gründen,	1	
The inauguration of the European Medical Corps is a groundbreaking milestone in achieving that objective.	um einen / [2s.] um ein Gamechanger in diesem Bereich zu gründen.	0,5	partial omission, intention clear
It is the culmination of joint WHO/EU work over the past year to establish standards for quality assurance, classifying, and registering emergency medical teams.	Und es ist ein gemeinsames Projekt der EU und der Weltgesundheitsorganisation, [2s.] um in den letzten Jahren Qualitätsstandards zu entwickeln und Notfallsteams zu gründen.	1	
The Corps we are launching today makes a visible and highly effective contribution to the global health emergency workforce.	Der Korps, der heute gegründet wird, ist ein wichtiger Beitrag zur Workforce im Falle globaler Gesundheitsnotfälle.	1	
Thank all of you for all you have done.		0	omission
It embodies far more than public health expertise and medical teams. It includes medical evacuation teams, logistics teams with the skills to rebuild damaged hospitals, incident managers and information managers as well as mobile laboratories and their supplies	Und hier geht es noch mehr um Erfahrung im globalen und öffentlichen Gesundheitsbereich. Es geht hier um Evakuierungsteams, Logistikteams und [2s.] auch [2s.] Informationsmanager, mobile Labore und medizinische Hilfsmittel.	1	

I congratulate you on making the first contribution to the global workforce and also on being the model for others to follow.	Ich gratuliere Ihnen dazu, dass Sie damit beitragen [2s.] und ein Vorbild sein können.	1	
The foundation of a public health system able to respond to outbreaks and emergencies resides at the national level.	Wir müssen unsere nationale Kapazität ähm, um zu reagieren, verstärken.	0	faux-sens
The European Medical Corps and its “voluntary pool” draw on national capacity for a domestic response that can be offered to others faced with an emergency.		0	omission
Extremely important not just as a regional response capacity but also when global response is needed.	Im Falle eines Notfalls. Das ist sehr wichtig. Nicht nur, um regional reagieren zu können, sondern auch auf der ganzen Welt. [5s.]	1	
Emergency responses that augment national capacity with regional capacity are always more timely, predictable, efficient, and appropriate.	Reaktion in Notfällen, global und regional, müssen effizienter, passender und zeitnaher werden.	0	faux-sens
What the EU and WHO are now jointly doing brings order to a situation that grew chaotic as the number, scale, and severity of health emergencies reached unprecedented levels.	Die WHO und die EU [3s.] arbeiten hier gemeinsam, um eine Situation in einer Gesund- / in einem Gesundheitsnotfall zu managen.	0,5	partial omission

The establishment of the European Medical Corps draws on lessons from the Ebola outbreak but also on earlier lessons from the response to sudden onset emergencies, like earthquakes, floods, and tropical storms.	Der Einsatz des europäischen medizinischen Korps orientiert sich an den Lehren aus dem Ébola-Ausbruch, aber auch bei Erdbeben oder tropischen Stürmen.	1	
A turning point occurred five years ago, when the earthquake in Haiti brought a massive influx of poorly qualified, uncoordinated, and ill-equipped responders.	Ein Wendepunkt passierte vor fünf Jahren, als das Erdbeben in Haiti ein / einen hohen Einfluss von schlecht ausgem- / ausgerüsteten Medizintams einsetzte und	1	intention clear
In the view of many, the Haiti response was a clear case of emergency assistance that did more harm than good.	[2s.] viel Notfallhilfe hat mehr geschadet, als geholfen.	1	
Ladies and Gentlemen,	Sehr geehrte Damen und Herren,	1	
To end the chaos, a global system was put in place to assure the quality of emergency medical teams, classify their skills, and register them as part of global preparedness for sudden onset disasters.	Um dieses Chaos zu beenden, muss ein globales System eingesetzt werden, so wie es jetzt getan wurde, mit medizinischen Teams. Um ihre Fähigkeiten zu steigern und sie vorzubereiten auf globale Notfälle.	1	
The system allows a quick and close match of specific teams with specific needs and closes the door to uncoordinated and inappropriate assistance	Dieses System erlaubt uns ein / eine / eine genaue Übereinstimmung von Teams zu den ähm [3s.] zu den Notwendigkeiten in den jeweiligen Notfällen.	1	
The system made a night-and-day difference in the responses to typhoon Haiyan in the Philippines, cyclone Pam in Vanuatu, and the earthquake in Nepal, where	[5s.] Dies war als Reaktion auf Tauf- / auf den Taifun in den Philippinen oder / Philippinen / oder auch auf	0,5	imprecision

98% of the 149 medical teams were registered and jointly coordinated by WHO and the Ministry of Health and Population.	das Erdbeben in Népal. 49 medizinische Teams wurden registriert und von der WHO [2s.] und dem Gesundheitsministerium eingesetzt.		
These later examples illustrate the power of a global health workforce and the difference it can make.	Diese Beispiele zeigen eine globale Gesundheitsworkforce.	0,5	partial omission
This is global solidarity. Together, we will never allow another virus to run out of control. We owe it to the more than 11,000 people who died from Ebola to be better prepared.	Und das ist auch eine globale Solidarität. Gemeinsam müssen wir dafür sorgen, dass so ein Virus nie wieder außer Kontrolle gerät. [2s.] Mehr als 11000 Menschen mussten an Ébola sterben, wir müssen besser vorbereitet sein.	1	
I am fully confident that the European Medical Corps will mark a sea-change in global preparedness for outbreaks and emergencies.	Ich bin mir sicher, dass der europäische medizinische Korps uns besser vorbereitet auf globale Gesundheitsnotfälle.	1	
Again, this is an achievement with an impact that extends well beyond Europe. Your work is being closely followed by similar efforts in South-East Asia, Latin America and the Caribbean, and the Western Pacific Region.	Das ist wirklich eine [3s.] / ein Projekt, das weit über Europa hinausgeht. Es geht um Projekte in Südostasien, Lateinamerika, der Karibik und auch der West- / Westpazifischen Region.	1	
Many of you mentioned Zika as the next global crisis.	[3s.] Viele sprechen von Z- / dem Zika-Virus als nächste globale Gesundheitsnotfall.	1	

Ebola and Zika have many differences. Ebola is one of the most lethal pathogens on this planet. Zika is not known to be a killer.	Ébola ist einer der tödlichsten Pathogene auf diesem Planeten. Der Zika-Virus ist nicht tödlich.	1	
Since Ebola first emerged in 1976, we have learned a lot about this disease.	[2s.] Als Ébola zum ersten Mal 1965 aufgetreten ist // ähm bis heute haben wir sehr viel über diese Krankheit gelernt.	0,5	imprecision
We know very little about Zika and are just beginning to see its tricks. The risk is widespread.	Über den Zika-Virus wissen wir noch zu wenig. Aber die Risiken sind sehr hoch,	1	
Zika is transmitted primarily by mosquitoes of the Aedes aegypti species resident in many equatorial and subtropical countries.	weil Zika über Moskitos übertragen werden kann, die in vielen subtropischen und Äquatorländern ansässig sind.	1	
These mosquitoes can breed in very small containers, like a plastic cup or a bottle cap.	Diese Mokitos können in einem Plastikbecher oder auch in dem Verschluss einer Flasche sein. [2s.]	1	
Responsibility for mosquito control rests with every household. Two-thirds of these mosquitoes reside in households and not outdoors. Every household must help with removing breeding sites. The government cannot do this on its own.	Jeder Haushalt sollte aufpassen, dass Moskitos nicht in die Häuser hineinkommen. [3s.] Und deswegen muss jeder Haushalt dabei mithelfen, Brutstätten dieser Moskitos zu entfernen. Das kann nicht nur die Regierung machen.	0,75	partial omission

On present knowledge, Zika causes a mild disease in most people, and 80% of those infected show no symptoms. Most recover.	[5s.] Der Zika-Virus löst eine leichte Krankheit aus und 80% der Infizierten zeigen überhaupt keine Symptome und die meisten werden auch wieder gesund.	1	
We are very worried about pregnant women. If they get infected with the virus, they may give birth to babies with small heads or with other neurological complications.	Aber wir sind besorgt bei schwangeren Frauen. Wenn sie sich mit dem Zika-Virus infizieren, dann werden ihre Babys mit kleinen Köpfen oder anderen neurologischen Problemen geboren.	1	
The science is not yet definitive, but the evidence is getting stronger and stronger.	Wir sind noch nicht ganz sicher, welche Signale der Zika-Virus sendet, aber die Signale werden immer stärker.	0,5	sign =/ science, imprecision
On 1 February, WHO declared a Public Health Emergency of International Concern because of what we don't know about the disease and the virus and its possible association with birth defects.	Die WHO hat den Zika-Virus eine / einen globalen Gesundheitsnotfall erklärt, weil wir noch nicht genug über die Krankheit und den Virus wissen, und der Virus Gesundheitsdefekte auslösen kann.	1	
Can you imagine the stress, the anxiety, and the heart-breaking experience of families who have babies with small heads? These babies are not easy to raise, and they create a heavy burden for the family and the community.	Können Sie sich diesen Stress und diese Angst vorstellen, [2s.] die eine Familie erlebt, die eine / ein Kind mit kleinen Köpfen bekommt? [3s.] Diese Babys sind eine große Last für die Familien.	1	
WHO was asked to make this declaration on the advice of experts.	Die WHO wurde darum gebeten / von / wurde von Experten darum gebeten, diesen Notfall zu erklären.	1	intention clear

WHO's job is to coordinate the world's best talents to develop the science that clarifies the link.	Die Aufgabe der WHO ist, die besten Talente auf dieser Welt zu koordinieren, um die Wissenschaft zu entwickeln, die diese Verbindung herstellt.	1	
Let me mention in particular the case study published last week in the New England Journal of Medicine. This was a series of very sophisticated investigations undertaken by European experts. That study gives us the strongest evidence yet about the possible link between infection during pregnancy and microcephaly.	Ich möchte eine Studie, die letzte Woche publiziert worden ist, erwähnt / erwähnen. Eine Serie von sehr interessanten Untersuchungen. Und in dieser Studie können wir den stärksten Beweis zwischen der Infektion und der Mikrozephalie herstellen.	1	
Ebola required massive logistical support and mobilization of teams and tons of supplies. Zika requires massive mobilization of community action.	Deswegen [2s.] müssen wir Teams mobilisieren, um Hilfsmittel zur Verfügung zu stellen. Die Gemeinschaften müssen auch aktiv werden.	0	Ebola =/ Zika, faux-sens
For now, mosquito control is our most immediate line of defense.	Das heißt [3s.] die Verringerung von Moskitos ist unsere wichtige Aufgabe.	1	
We must also give women the information that empowers them to make some difficult decisions.	Außerdem müssen wir schwangere Frauen informieren, damit sie sehr wichtige Entscheidungen treffen können.	1	
Evidence is now sufficiently strong that we are advising pregnant women to consider delaying travel to countries where the virus is circulating.	[5s.] Schwangeren Frauen wird empfohlen, nicht in diese Länder zu reisen, wo der Virus aktiv ist.	1	

It is also important that returning travelers do not donate blood. European countries have very good guidelines for keeping the blood supply safe.	Beziehungsweise sollten Reisende, die aus diesen Ländern kommen, nicht Blut spenden. Europäische Länder haben sehr gute Richtlinien, um Blutspenden sicher zu machen.	1	
Zika is not a deadly disease like Ebola, but it is a disease that causes heart-breaking events for families.	Zika ist nicht Ébola. Aber es ist eine Krankheit, die wirklich furchtbare [3s.] Dinge für Familien auslösen kann.	1	
Thank you.	Vielen Dank für Ihre Aufmerksamkeit.	1	

Participant A2:

Source Text	Target Text	Content	Reason
Ladies and Gentlemen,	Sehr geehrte Damen und Herren,	1	
When I was a young medical doctor I used to deliver babies.	[2s.] als ich eine junge Ärztin war, habe ich Kinder auf die Welt gebracht.	1	
The baby we are delivering today is a very healthy baby.	Die Kinder, die wir heute auf die Welt bringen, sind sehr gesund.	0	faux-sens
The response to the Ebola outbreak in West Africa has likely been the most intense logistical operation against	Aber als Antwort auf die Ébola-Epidemie in West-Afrika [9s.] ist nach wie vor sehr präsent.	0	nonsense

an infectious disease since smallpox was pushed down to its last case in the Horn of Africa in 1979.			
When the outbreak began more than two years ago, the world and WHO were ill-prepared to mount a response on such a monumental scale.	Als diese Epide-mie begann, mehr als [2s.] zwei Jahre danach [2s.], kann man immer noch sagen, dass die Weltgesundheitsorganis- / -sion schlecht vorbereitet war.	0,5	partially intact, im- precision
At the start, we had too little of everything, including medical teams.	Am Beginn haben wir alles versucht und haben dort auch medizinische Team-s hingeschickt.	0	faux-sens
This changed, with support from the European Union playing a decisive role to turn around the Ebola outbreak in West Africa.	Mit diesem Wandel und mit // der Unterstützung der Europäischen Union haben wir versucht, die E- / Ebóla -Epidemie in Kraft zu bekommen. [3s.]	1	largely intact
Your support was massive.		0	omission
It ranged from the provision of experts and medical teams, to the construction of dedicated treatment centers and bases for operations, from the training of European civil society organizations, to the use of military aircraft and ships that rushed in desperately needed mobile laboratories, motorcycles, and huge quantities of equipment and supplies.	Aber es gab nicht genug Experten und auch die Anweisungen waren nicht ausreichend. [3s.] Mit dem Trainieren von der Zivilbevölkerung und den / dem Militär [4s.] f- / [3s.].	0	nonsense
The support you provided facilitated the response well beyond the European region.	Die Unterstützung, die wir gaben, [6s.]	0	nonsense

Your work to guarantee medical evacuation and care for responders opened the door for the deployment of emergency medical teams and public health experts from all around the world.	Ihre Arbeit ver- / versichern medizinische Versorgung und machen Notfallmedizin möglich. Von überall auf der Welt.	0	nonsense
The Ebola outbreak was a very brutal wake-up call.	Die Ébola-Epidemie war ein sehr brutaler Wach-ruf.	1	
The world must never again be caught by surprise, so ill-prepared to cope.		0	omission
All that can be prepared in advance must be done with the utmost urgency.	[5s.] Alles, das vorbereitet werden konnte im Vorhinein, muss geschehen, [3s.] sofort.	1	
As part of this preparedness, delegates at last year's World Health Assembly asked me to create a global health emergency workforce.	Als Teil davon haben Delegierte von der letzten Weltgesundheitsversammlung mich gefragt, [3s.] zu helfen.	0,5	imprecision, partial omission
The inauguration of the European Medical Corps is a groundbreaking milestone in achieving that objective.	Die Eröffnung des europäischen Meditschinskolps ist sehr wichtig.	0,5	imprecision, partial omission
It is the culmination of joint WHO/EU work over the past year to establish standards for quality assurance, classifying, and registering emergency medical teams.	Es ist eine Kombination aus verschiedenen / also Weltgesundheitsorganisation und der EU. Im letzten Jandart, um Standarte zu etablieren [3s.] und medizinische Teame zu klassifizieren.	1	

The Corps we are launching today makes a visible and highly effective contribution to the global health emergency workforce.		0	omission
Thank all of you for all you have done.	[7s.] Danke an Sie alle für all, was Sie getan haben.	1	
It embodies far more than public health expertise and medical teams. It includes medical evacuation teams, logistics teams with the skills to rebuild damaged hospitals, incident managers and information managers as well as mobile laboratories and their supplies	[3s.] Das inkludiert auch die medizinischen Evakuationssteams, aber auch die Manager, die Informationsmanager [3s.] und die Lager und ihren Inhalt.	0,5	partial omission
I congratulate you on making the first contribution to the global workforce and also on being the model for others to follow.	Ich möchte [2s.] den ersten Beitrag leisten hier [3s.] und hoffe auch, dass das Modell so weiter geht.	0	faux-sens
The foundation of a public health system able to respond to outbreaks and emergencies resides at the national level.		0	omission
The European Medical Corps and its “voluntary pool” draw on national capacity for a domestic response that can be offered to others faced with an emergency.	[5s.] Der / die / das europäische medizinische Korp und ihre freiwilligen Mitarbeiter [4s.] versuchen, stets bereit zu sein. Auch im Notfall.	0,5	partial omission
Extremely important not just as a regional response capacity but also when global response is needed.	Das ist sehr wichtig. Nicht nur auf regionaler Ebene, sondern auch auf globaler Ebene. Und wenn die ganze Welt etwas dafür tun muss.	1	

Emergency responses that augment national capacity with regional capacity are always more timely, predictable, efficient, and appropriate.	Notfallantworten [3s.] und [6s.].	0	nonsense
What the EU and WHO are now jointly doing brings order to a situation that grew chaotic as the number, scale, and severity of health emergencies reached unprecedented levels.	Innerhalb der europäischen Union und der Weltgesundheitsorganisation, was diese zwei gemeinsam machen [3s.], ordnet nun eine Situation, welche zu Beginn sehr chaotisch war.	1	
The establishment of the European Medical Corps draws on lessons from the Ebola outbreak but also on earlier lessons from the response to sudden onset emergencies, like earthquakes, floods, and tropical storms.	[8s.] Was das europäische medizinische Korps reicht / erreicht hat, zeigt [3s.], dass auch in anderen Gebieten, wo es Erdbeben, Stürme und andere Naturkatastrophen gibt, medizinische Versorgung gesucht wird.	0	faux-sens
A turning point occurred five years ago, when the earthquake in Haiti brought a massive influx of poorly qualified, uncoordinated, and ill-equipped responders.		0	omission
In the view of many, the Haiti response was a clear case of emergency assistance that did more harm than good.	[4s.] In der Sicht von vielen Menschen [3s.] ist diese Notfallversorgung oft schlechter, als gar keine zu haben.	1	
Ladies and Gentlemen,	Sehr geehrte Damen und Herren,	1	

To end the chaos, a global system was put in place to assure the quality of emergency medical teams, classify their skills, and register them as part of global preparedness for sudden onset disasters.	um dieses Chaos zu beenden [3s.], ein globales System wurde etabliert von Notfallmedizinern. Um ihr Können zu zeigen und diese zu registrieren, wurde das eingeführt.	1	
The system allows a quick and close match of specific teams with specific needs and closes the door to uncoordinated and inappropriate assistance	Dieses System erlaubt es, [9s.].	0	nonsense
The system made a night-and-day difference in the responses to typhoon Haiyan in the Philippines, cyclone Pam in Vanuatu, and the earthquake in Nepal, where 98% of the 149 medical teams were registered and jointly coordinated by WHO and the Ministry of Health and Population.	Das System macht einen Nacht- und Tag-Unterschied auf den [2s.] Philippinen, wo 98% der medizinischen Teams registriert wurden von der Weltgesundheitsorganisation.	0,25	imprecision
These later examples illustrate the power of a global health workforce and the difference it can make.		0	omission
This is global solidarity. Together, we will never allow another virus to run out of control. We owe it to the more than 11,000 people who died from Ebola to be better prepared.	[3s.] Diese Beispiele zeigen [5s.] das ist globale Solidarität. Gemeinsam werden wir es / werden wir nie einem anderen Virus erlauben, die Kontrolle zu ergreifen. Wir sind es den mehr als 11000 Menschen schuld, die von Ébola / die aufgrund von Ébola gestorben sind.	1	

I am fully confident that the European Medical Corps will mark a sea-change in global preparedness for outbreaks and emergencies.	Ich glaube und ich bin mir sicher, dass das europäische medizinische Korp [2s.] viel hier bewirken kann.	1	
Again, this is an achievement with an impact that extends well beyond Europe. Your work is being closely followed by similar efforts in South-East Asia, Latin America and the Caribbean, and the Western Pacific Region.	Außerdem das ist etwas sehr Wichtiges und das geht weit über Europa hinaus. Die europäische Arbeit wird außerdem genau von anderen verfolgt. Asien, Amerika, der westlichen pazifischen Region und anderen.	1	
Many of you mentioned Zika as the next global crisis.	Vielen glauben, dass es eine weitere globale Krise geben wird mit Ébola.	0	Zika =/ Ebola, faux-sens
Ebola and Zika have many differences. Ebola is one of the most lethal pathogens on this planet. Zika is not known to be a killer.	Ébola auf der einen Seite [2s.] ist eine der weitverbreiteten Krankheiten auf der anderen Welt. Zika auf der anderen Seite ist nicht bekannt als eine lebensbedrohliche Krankheit.	0,5	partial faux-sens
Since Ebola first emerged in 1976, we have learned a lot about this disease.	Zum ersten Mal in 1976 ist diese Krankheit aufgetreten und wir haben das erste Mal etwas darüber gelernt.	0	Zika =/ Ebola
We know very little about Zika and are just beginning to see its tricks. The risk is widespread.	Wir wissen nur sehr wenig darüber und das Risiko ist die Verbreitung.	0	Zika =/ Ebola
Zika is transmitted primarily by mosquitoes of the Aedes aegypti species resident in many equatorial and sub-tropical countries.	Zika wird vor allem von [2s.] Moskitos verbreitet, vor allem in Ländern rund um den Äquator	1	

These mosquitoes can breed in very small containers, like a plastic cup or a bottle cap.	Und diese Moskitos können schon in sehr kleinen Containern vorkommen, zum Beispiel in Plastik-stöpseln.	1	
Responsibility for mosquito control rests with every household. Two-thirds of these mosquitoes reside in households and not outdoors. Every household must help with removing breeding sites. The government cannot do this on its own.	[3s.] 2/3 dieser Moskitos leben in Haushalten und nicht außerhalb. Deswegen muss jeder einzelne Haushalt hier etwas dazu beitragen. Die Regierung kann das nicht alleine tun.	0,5	partial omission
On present knowledge, Zika causes a mild disease in most people, and 80% of those infected show no symptoms. Most recover.	[3s.] Zurzeit wissen wir, dass Zika nur eine milde Krankheit auslöst und viele zeigen nicht einmal Symptome, die meisten erholen sich.	1	80% ~ „viele“
We are very worried about pregnant women. If they get infected with the virus, they may give birth to babies with small heads or with other neurological complications.	Wie auch immer – wir sind trotzdem sehr besorgt um schwangere Frauen, wenn sie / diese infiziert werden, kann es sein, dass bei der K- / Geburt zu Komplikationen kommt.	0,5	partial omission
The science is not yet definitive, but the evidence is getting stronger and stronger.	Es ist noch nicht sicher, aber immer sicherer und sicherer.	0,5	partial omission
On 1 February, WHO declared a Public Health Emergency of International Concern because of what we don't know about the disease and the virus and its possible association with birth defects.	Die Weltgesundheitsorganisation hat einen öffentlichen Notruf gestartet, weil wir nichts über diese Krankheit wissen und über diesen Virus [2s.] und es kann sein, dass dieser an verschiedenen Umständen bei der Geburt schuld ist.	0	nonsense

Can you imagine the stress, the anxiety, and the heart-breaking experience of families who have babies with small heads? These babies are not easy to raise, and they create a heavy burden for the family and the community.	[5s.] Können Sie sich vorstellen, wie es ist, ein Kind mit einem kleinen Kopf zu haben? Diese Kinder sind mit Sicherheit eine Belastung	1	
WHO was asked to make this declaration on the advice of experts.	und die WHO muss versuchen, hier Experten heranzuziehen.	0	faux-sens
WHO's job is to coordinate the world's best talents to develop the science that clarifies the link.	Die Aufgabe der WHO ist es, die Talente weltweit zu koordinieren, um Lösungen zu finden.	0,75	imprecision
Let me mention in particular the case study published last week in the New England Journal of Medicine. This was a series of very sophisticated investigations undertaken by European experts. That study gives us the strongest evidence yet about the possible link between infection during pregnancy and microcephaly.	Lassen Sie mich hier vor allem ein Fallbeispiel von letzter Woche in einem / in einer Zeitschrift erwähnen. [3s.] Es war hier ein sehr wichtiger Fall von europäischen Experten. [4s.] Diese versuchen, eine Verbindung zwischen der Krankheit und Problemen bei der Geburt bzw. bei dem Baby festzustellen.	1	
Ebola required massive logistical support and mobilization of teams and tons of supplies. Zika requires massive mobilization of community action.	Zika benötigt die ganze Komm- / die ganze Gemeinschaft, jeder muss etwas tun. [4s.]	0,5	partial omission
For now, mosquito control is our most immediate line of defense.		0	omission

We must also give women the information that empowers them to make some difficult decisions.	Wir müssen außerdem auch Wumm- / äh Frauen zeigen, wie sie stärker werden und wie sie Entscheidungen treffen können.	0,5	imprecision
Evidence is now sufficiently strong that we are advising pregnant women to consider delaying travel to countries where the virus is circulating.	Es gibt mittlerweile genug Beweise, sodass wir schwangeren Frauen helfen können, und vermeiden versuchen, dass diese in Länder reisen, wo der Virus präsent ist.	1	
It is also important that returning travelers do not donate blood. European countries have very good guidelines for keeping the blood supply safe.	Es ist außerdem wichtig, dass diese Personen kein Blut spenden. Europäische Länder haben sehr gute Richtlinien hier.	0,5	partial omission
Zika is not a deadly disease like Ebola, but it is a disease that causes heart-breaking events for families.	Zika ist keine tödliche Krankheit wie Ébola, aber es ist eine / es ist eine Krankheit, die herzensbrechende Fälle in Familien aufbringt.	1	
Thank you.	Vielen Dank für Ihre Aufmerksamkeit.	1	

Participant A3:

Source Text	Target Text	Content	Reason
Ladies and Gentlemen,	Meine Damen und Herren,	1	
When I was a young medical doctor I used to deliver babies.	als ich eine junge Ärztin war, habe ich Babys entbunden.	1	
The baby we are delivering today is a very healthy baby.	Die Babys, die wir entbinden, sind sehr gesund heute.	0	faux-sens
The response to the Ebola outbreak in West Africa has likely been the most intense logistical operation against an infectious disease since smallpox was pushed down to its last case in the Horn of Africa in 1979.	Die Reaktion auf den Ebóla -Ausbruch in Westafrika war wahrscheinlich ähm die aufwendigste ähm medizinische Operation gegen ähm / gegen eine Krankheit sei- / seit äh 1979 die Aktion gegen Windpocken gestartet / startete.	1	
When the outbreak began more than two years ago, the world and WHO were ill-prepared to mount a response on such a monumental scale.	Vor zwei Jahren hat die Welt und auch die Weltgesundheitsorganisation nicht genügend Mittel gehabt, um auf die Herausforderung zu reagieren.	0,75	imprecision
At the start, we had too little of everything, including medical teams.	Wir hatten ähm ähm zu wenig an Mitteln, auch zu wenig Ärzte.	1	
This changed, with support from the European Union playing a decisive role to turn around the Ebola outbreak in West Africa.	Das hat sich geändert, als die Europäische Union eine entscheidende Rolle spielte, um den Ebóla -Ausbruch zu bekämpfen. In Westafrika.	1	

Your support was massive.	Unterstützung war umfangreich.	1	
It ranged from the provision of experts and medical teams, to the construction of dedicated treatment centers and bases for operations, from the training of European civil society organizations, to the use of military aircraft and ships that rushed in desperately needed mobile laboratories, motorcycles, and huge quantities of equipment and supplies.	Es ging von ähm den Bereitstellung / der Bereitstellung von Experten bis zu der Bereitstellung von Behandlungszentren. [2s.] Die ähm Organisationen ähm ähm von Zivilgesellschaften als auch militärische Schiffe waren involviert. Sowie auch mobile Laboratorien, ähm Motorräder und ähm medizinisches Zubehör.	1	
The support you provided facilitated the response well beyond the European region.	Das [3s.], was geleistet wurde, war ähm // reichte weit über die Region hinaus.	0,5	partial omission
Your work to guarantee medical evacuation and care for responders opened the door for the deployment of emergency medical teams and public health experts from all around the world.	Diese Reaktion ermöglichte [2s.] die ähm Bereitstellung von Gesundheitsexperten aus der ganzen Welt.	1	sense intact
The Ebola outbreak was a very brutal wake-up call.	Der Ebóla -Ausbruch war für uns ein böses Erwachen.	1	
The world must never again be caught by surprise, so ill-prepared to cope.	Die Welt darf sich nie wieder so schlecht gerüstet überraschen lassen.	1	
All that can be prepared in advance must be done with the utmost urgency.	Alles, was im Voraus getan werden kann, muss auch getan werden.	1	

As part of this preparedness, delegates at last year's World Health Assembly asked me to create a global health emergency workforce.	Als Teil dieser Vorbereitung haben die ähm Abgeordneten der Weltgesundheitsversammlung mich gefragt, eine Workforce im Falle globaler Gesundheitsnotfälle zu schaffen.	1	
The inauguration of the European Medical Corps is a groundbreaking milestone in achieving that objective.	Das europäische medizinische Korps ist hier ein Durchbruch bei der Erreichung dieses Ziels.	1	
It is the culmination of joint WHO/EU work over the past year to establish standards for quality assurance, classifying, and registering emergency medical teams.	Es ist die Kombination der gemeinsamen Arbeit der Weltgesundheitsorganisation und der Europäischen Union. In den letzten Jahren haben wir ähm Qualitätsstandards eingeführt und auch bei der Klassifizierung von medizinischen Teams geholfen.	1	
The Corps we are launching today makes a visible and highly effective contribution to the global health emergency workforce.	Das alles ist eine / ein entscheidender Beitrag zum ähm / zu dieser erwähnten Workforce.	0,75	imprecision, partial omission
Thank all of you for all you have done.	Vielen Dank für alle, die hier mitgewirkt haben.	1	
It embodies far more than public health expertise and medical teams. It includes medical evacuation teams, logistics teams with the skills to rebuild damaged hospitals, incident managers and information managers as well as mobile laboratories and their supplies.	Nicht nur die medizinischen Teams, sondern auch die logistischen Teams, die ähm die Fertigkeiten mitbrachten, beschädigte Krankenhäuser zu reparieren / zu reparieren. Aber auch Manager und mobile Laboratorien, die beigetragen haben.	1	

I congratulate you on making the first contribution to the global workforce and also on being the model for others to follow.	Ich möchte Ihnen dazu gratu- / möchte mich bei Ihnen bedanken, dass Sie diese / dass Sie diesen ersten Beitrag geleistet haben. Dem andere / diesem Beispiel werden sicher andere folgen.	1	
The foundation of a public health system able to respond to outbreaks and emergencies resides at the national level.	Ein System, das auf solche [2s.] äh / das also das auf solche Ausbrüche reagieren kann, ist normalerweise auf dem nationalen Level zu finden.	1	
The European Medical Corps and its “voluntary pool” draw on national capacity for a domestic response that can be offered to others faced with an emergency.	Unsere nationale [2s.] ähm Antwort- / Antwortmöglichkeiten, die wir haben, ähm kann auch verwendet werden, um auch auf / ähm zu reagieren.	0	nonsense
Extremely important not just as a regional response capacity but also when global response is needed.	Das ist nicht nur ähm für einen regionalen / ähm regionalen ähm Beitrag entscheidend, sondern auch darüber hinaus.	1	
Emergency responses that augment national capacity with regional capacity are always more timely, predictable, efficient, and appropriate.	Unsere [4s.] // ähm da sie immer zeitlich gerechter angewandt werden können und angemessener sind.	0,5	partial omission
What the EU and WHO are now jointly doing brings order to a situation that grew chaotic as the number, scale, and severity of health emergencies reached unprecedented levels.	Die Europäische Union und die Weltgesundheitsorganisation sorgen nun für Ordnung in ähm gesundheitlichen / gesundheitlichen Notfallsituationen von großem Ausmaß.	1	

The establishment of the European Medical Corps draws on lessons from the Ebola outbreak but also on earlier lessons from the response to sudden onset emergencies, like earthquakes, floods, and tropical storms.	Die / Das europäische medizinische Korps hat gelernt vom Ebóla -Ausbruch, aber auch ähm von früheren ähm Reaktionen auf Erdbeben, oder tropische Stürme zum Beispiel, oder Überschwemmungen.	1	
A turning point occurred five years ago, when the earthquake in Haiti brought a massive influx of poorly qualified, uncoordinated, and ill-equipped responders.	Ein Wendepunkt geschah vor fünf Jahren, als das Erdbeben in Haiti dafür sorgte, dass es zu einem Mangel an Einsatzbereitschaft kam und an Mitteln kam.	0,5	lack of =/ poorly qualified, partial faux-sens
In the view of many, the Haiti response was a clear case of emergency assistance that did more harm than good.	Oft wurde mehr Schaden angerichtet, als geholfen durch die Reaktion.	1	
Ladies and Gentlemen,	Meine Damen und Herren,	1	
To end the chaos, a global system was put in place to assure the quality of emergency medical teams, classify their skills, and register them as part of global preparedness for sudden onset disasters.	um dieses Chaos zu beenden, wurde ein globales System geschaffen, um die Qualität von medizinischen Teams sicherzustellen, um ihre Fertigkeiten zu qualifizieren und sie als eine globale Einsatzgruppe zu erstellen, gegen globale Katastrophen.	1	
The system allows a quick and close match of specific teams with specific needs and closes the door to uncoordinated and inappropriate assistance.	Dieses System erlaubt eine ähm Zusammenstellung von spezifischen Teams, die ähm eine ähm angemessene ähm Einsatzbereitschaft zeigen.	0,5	partial faux-sens
The system made a night-and-day difference in the responses to typhoon Haiyan in the Philippines, cyclone Pam in Vanuatu, and the earthquake in Nepal, where 98% of the 149 medical teams were registered	Die Reaktion auf den Taifun Haiyan in / auf den Philippinen und auch das Erdbeben in Nepal sind Beispiele dafür. Neunundach- / Achtundneunzig Prozent	0,5	partial omission

and jointly coordinated by WHO and the Ministry of Health and Population.	der medizinischen Teams wurden ähm organisiert und ähm von der ähm Weltgesundheitsorganisation.		
These later examples illustrate the power of a global health workforce and the difference it can make.	Diese Beispiele zeigen uns, w- / wie mächtig eine solche Workforce im Falle globaler Gesundheitsnotfälle ist.	1	
This is global solidarity. Together, we will never allow another virus to run out of control. We owe it to the more than 11,000 people who died from Ebola to be better prepared.	Es ist gelebte globale Solidarität. Wir werden es nie wieder erlauben, dass ein Virus außer Kontrolle gerät. Wir schulden es den mehr als 11000 Menschen, die an Ebóla gestorben sind, dass wir besser vorbereitet sind.	1	
I am fully confident that the European Medical Corps will mark a sea-change in global preparedness for outbreaks and emergencies.	Ich bin voll zuversichtlich, dass diese [3s.] ähm Teams einen Wendepunkt darstellen werden gegen die / gegen ähm solche ähm Ausbrüche.	1	
Again, this is an achievement with an impact that extends well beyond Europe. Your work is being closely followed by similar efforts in South-East Asia, Latin America and the Caribbean, and the Western Pacific Region.	Das reicht weit über Europa hinaus. Ihr-e Arbeit wird ähm / wird fortgeführt in Südafrika, in Lateinamerika, in karibischen Inseln.	0,5	partial omission
Many of you mentioned Zika as the next global crisis.	Viele von Ihnen haben den / haben Zika erwähnt als die nächste globale Krise.	1	

Ebola and Zika have many differences. Ebola is one of the most lethal pathogens on this planet. Zika is not known to be a killer.	E éb ola und Zika sind nicht gleich. E éb ola ist eines / einer der tödlichsten Krankheitserreger auf diesem Planeten. Das Zika-Fieber ist nicht als tödliche Krankheit bekannt.	1	
Since Ebola first emerged in 1976, we have learned a lot about this disease.	1976, als É b ola erschien, seit dieser Zeit ähm haben wir viel gelernt über diese Krankheit.	1	
We know very little about Zika and are just beginning to see its tricks. The risk is widespread.	Wir wissen nur sehr wenig über das Zika-Fieber und lernen erst, damit umzugehen.	1	
Zika is transmitted primarily by mosquitoes of the Aedes aegypti species resident in many equatorial and sub-tropical countries.	Zika-Fieber wird vor allem durch Moskitos übertragen, die ähm in vielen ähm äquatorialen Gegen- / Gegenden beheimatet sind.	1	
These mosquitoes can breed in very small containers, like a plastic cup or a bottle cap.	Sie können in kleinen ähm Containern sich vermehren, zum Beispiel in Plastikbechern.	1	
Responsibility for mosquito control rests with every household. Two-thirds of these mosquitoes reside in households and not outdoors. Every household must help with removing breeding sites. The government cannot do this on its own.	Die Verantwortung für die Moskito-Bekämpfung ähm liegt bei jedem ähm / bei jedem Haushalt. 2/3 sind nämlich in Haushalten / Haushalten zu finden. Deswegen muss sich jeder mit der Bekämpfung von Brutstätten ähm beschäftigen, das kann die Regierung nicht allein schaffen.	1	

On present knowledge, Zika causes a mild disease in most people, and 80% of those infected show no symptoms. Most recover.	Wie wir heute wissen, ähm verursacht das Zika-Fieber nur eine / eine leichte Erkrankung, 80% haben überhaupt keine Symptome, die meisten Menschen erholen sich.	1	
We are very worried about pregnant women. If they get infected with the virus, they may give birth to babies with small heads or with other neurological complications.	Wir sind aber sehr besorgt, was Schwangere betrifft. Wenn diese mit dem Virus infiziert werden, so geben sie oft ähm / so entbinden sie oft Babys mit kleinen Köpfen oder anderen / anderen Defekten.	1	
The science is not yet definitive, but the evidence is getting stronger and stronger.	Die wissenschaftliche Basis, die wir haben, wird hier stärker und stärker.	0,5	imprecision
On 1 February, WHO declared a Public Health Emergency of International Concern because of what we don't know about the disease and the virus and its possible association with birth defects.	Die Weltgesundheitsorganisation hat auch einen nationalen / oder internationalen ähm Krisisfall ausgerufen. Denn [3s.] wir haben nun die Verbindung hergestellt zwischen dem Virus und den Geburtsdefekten.	0,5	imprecision
Can you imagine the stress, the anxiety, and the heart-breaking experience of families who have babies with small heads? These babies are not easy to raise, and they create a heavy burden for the family and the community.	Können Sie sich äh den Stress und die Beunruhigung vorstellen und das ähm / und die Angst, die Familien haben, die Babys mit kleinen Köpfen entbinden? Diese stellen für die Gemeinschaft und für die Familie eine große Last dar.	1	
WHO was asked to make this declaration on the advice of experts.	Die Weltgesundheitsorganisation hat diese Deklaration verabschiedet auf den Rat von Experten hin.	1	

WHO's job is to coordinate the world's best talents to develop the science that clarifies the link.	Es geht darum, die ähm besten Talente der Welt zu koordinieren und ähm die wissenschaftlichen Daten herauszustellen, die die Verbindung erschaffen haben / geschaffen haben,	1	
Let me mention in particular the case study published last week in the New England Journal of Medicine. This was a series of very sophisticated investigations undertaken by European experts. That study gives us the strongest evidence yet about the possible link between infection during pregnancy and microcephaly.	zum Beispiel im New England Journal of Medicine. Das war eine Serie von ähm sehr vielen Studien, die von europäischen Experten gemacht wurden. Diese Studie zeigt uns die bisher stärksten ähm Beweise zwischen ähm dem / zwischen der Verbindung zwischen den Schwangerschaften und dem Fieber.	1	
Ebola required massive logistical support and mobilization of teams and tons of supplies. Zika requires massive mobilization of community action.	Ähm Ebóla forderte großen logistischen Aufwand was Teams betraf. Das Zika-Fieber braucht ähm vor allem ein / eine Bewusstseinsbildung in der Zivilgesellschaft.	1	
For now, mosquito control is our most immediate line of defense.	Das ist unsere beste Art der Abwehr.	0	Das = Bewusstseinsbildung, faux-sens
We must also give women the information that empowers them to make some difficult decisions.	Wir müssen den Frauen auch die Informationen geben, die sie ermächtigen, schwierige Entscheidungen zu treffen.	1	

Evidence is now sufficiently strong that we are advising pregnant women to consider delaying travel to countries where the virus is circulating.	Die Beweislage ist nun ähm solid genug, sodass wir schwaren Frauen nicht raten, in Länder zu reisen, wo das Fieber verbreitet ist.	1	
It is also important that returning travelers do not donate blood. European countries have very good guidelines for keeping the blood supply safe.	Es ist auch wichtig, dass sie / dass diese nicht ähm Blut spenden. Die europäischen Länder haben hier gute Richtlinien, was sichere Blutabnahme betrifft.	0,5	Diese = Schwangere, partial faux-sens
Zika is not a deadly disease like Ebola, but it is a disease that causes heart-breaking events for families.	Das Zika-Fieber ist nicht tödlich wie Ebola, aber es ähm verursacht doch Katastrophen für Familien.	1	
Thank you.	Ich danke Ihnen für Ihre Aufmerksamkeit.	1	

Participant A4:

Source Text	Target Text	Content	Reason
Ladies and Gentlemen,	Sehr geehrte Damen und Herren,	1	
When I was a young medical doctor I used to deliver babies.	als ich eine junge Ärztin war, habe ich ähm in der Geburtshilfe gearbeitet.	1	
The baby we are delivering today is a very healthy baby.	Kinder, die heute zu Geb- / zur Welt kommen, sind gesunde Kinder.	0	faux-sens

The response to the Ebola outbreak in West Africa has likely been the most intense logistical operation against an infectious disease since smallpox was pushed down to its last case in the Horn of Africa in 1979.	Die Antwort auf die Ebóla -Epidemie in Westafrika [3s.] war das ähm // war zurückgedrängt worden 1997.	0	nonsense
When the outbreak began more than two years ago, the world and WHO were ill-prepared to mount a response on such a monumental scale.	Als Ébola wieder ausbrach vor zwei Jahren, war die Weltgesundheitsorganisation schlecht be- / vorbereitet.	1	
At the start, we had too little of everything, including medical teams.	Zunächst hätten / hatten wir zu wenig a- / an allem, auch an Ärzten.	1	
This changed, with support from the European Union playing a decisive role to turn around the Ebola outbreak in West Africa.	Und der / die Unterstützung der Europäischen Union war entscheidend, um den Ausbruch einzudämmen.	1	
Your support was massive.	Die Unterstützung war riesengroß.	1	
It ranged from the provision of experts and medical teams, to the construction of dedicated treatment centers and bases for operations, from the training of European civil society organizations, to the use of military aircraft and ships that rushed in desperately needed mobile laboratories, motorcycles, and huge quantities of equipment and supplies.	[3s.] Um // Ob // Also um Behandlungszentren zu schaffen, wurde uns geholfen. Militärflugzeuge und Schiffe wurden uns auch geborgt, die uns Equipment ähm für die Behandlung brachten.	0,5	imprecision

The support you provided facilitated the response well beyond the European region.	Und die ähm Antwort ging weit über Europa hinaus.	1	
Your work to guarantee medical evacuation and care for responders opened the door for the deployment of emergency medical teams and public health experts from all around the world.	[4s.] Und es wurden Gesundheitsexperten aus der ganzen Welt und auch aus Europa zur Hilfe gekommen.	0,5	partial omission
The Ebola outbreak was a very brutal wake-up call.		0	omission
The world must never again be caught by surprise, so ill-prepared to cope.	Die Welt darf nie wieder ähm von so einer ähm Epidemie überrascht werden.	1	
All that can be prepared in advance must be done with the utmost urgency.	Alles, was im Vorhinein ähm [4s.] getan werden kann, muss man vorbereiten.	1	
As part of this preparedness, delegates at last year's World Health Assembly asked me to create a global health emergency workforce.	Und man sollte eine Emergency Workforce im Falle von Gesundheitsnotfällen einsetzen.	0	faux-sens
The inauguration of the European Medical Corps is a groundbreaking milestone in achieving that objective.	Das [2s.] europäische medizinische Korps wird dieses Ziel bald erreichen.	0,5	partial faux-sens
It is the culmination of joint WHO/EU work over the past year to establish standards for quality assurance, classifying, and registering emergency medical teams.	Es ist eine Gesundheitsbehörde in der EU, die die Qualität mhm [3s.] festlegt in Krisenfällen und [3s.]	0	faux-sens

	es wird eine sehr effektive Rolle in der Workforce spielen.		
The Corps we are launching today makes a visible and highly effective contribution to the global health emergency workforce.		0	omission
Thank all of you for all you have done.	Herzlichen Dank [2s.] für das, was Sie gemacht haben.	1	
It embodies far more than public health expertise and medical teams. It includes medical evacuation teams, logistics teams with the skills to rebuild damaged hospitals, incident managers and information managers as well as mobile laboratories and their supplies.	Vor allem die Logistikteams, die medizinischen Teams, all jene, die beschädigte Krankenhäuser aufgebaut haben, und alle, die ähm [3s.] uns mit allem Wichtigen versorgt werden.	0,5	partial omission
I congratulate you on making the first contribution to the global workforce and also on being the model for others to follow.	Und die Workforce sollte ein Modell für alles, was kommen möge, sein.	0	faux-sens
The foundation of a public health system able to respond to outbreaks and emergencies resides at the national level.		0	omission
The European Medical Corps and its “voluntary pool” draw on national capacity for a domestic response that can be offered to others faced with an emergency.	Und wir müssen sehr schnell auf Ausbrüche reagieren. Das europäische medizinische Korps und das	0,5	imprecision

	ähm Helfernetzwerk, das sie aufgebaut haben, können schnell eingreifen.		
Extremely important not just as a regional response capacity but also when global response is needed.	Das ist sehr wichtig. Nicht nur als ähm eine regionale Maßnahme, sondern auch wenn es einen globalen Notfall gibt.	1	
Emergency responses that augment national capacity with regional capacity are always more timely, predictable, efficient, and appropriate.	[3s.] Eine Reaktion auf Notfälle ähm sind immer effizienter, geeigneter und pünktlicher.	0,5	partial omission
What the EU and WHO are now jointly doing brings order to a situation that grew chaotic as the number, scale, and severity of health emergencies reached unprecedented levels.	Die Europäische Union und die WHO bringen [3s.] eine Ordnung in das Chaos. Und // Denn es gab ein Chaos, das noch nie davor dagewesen war.	1	
The establishment of the European Medical Corps draws on lessons from the Ebola outbreak but also on earlier lessons from the response to sudden onset emergencies, like earthquakes, floods, and tropical storms.	Das europäische medizinische Korps ähm lernt aus ähm dem Ébola-Ausbruch und auch von anderen Naturkatastrophen wie Erdbeben zum Beispiel.	1	
A turning point occurred five years ago, when the earthquake in Haiti brought a massive influx of poorly qualified, uncoordinated, and ill-equipped responders.	Der Wendepunkt war das Erdbeben in Haiti und es gab eine schlechte Reaktion	0,5	Imprecision

In the view of many, the Haiti response was a clear case of emergency assistance that did more harm than good.	und das war ein Fall von Not-fallmanagement, der nicht gut gelaufen ist.	1	
Ladies and Gentlemen,	Sehr geehrte Damen und Herren,	1	
To end the chaos, a global system was put in place to assure the quality of emergency medical teams, classify their skills, and register them as part of global preparedness for sudden onset disasters.	um dieses Chaos zu beenden, hat man ein Qualitätsnetzwerk implementiert, um ihre [3s.] / um die Fähigkeiten sicherzustellen,	0,5	partial omission
The system allows a quick and close match of specific teams with specific needs and closes the door to uncoordinated and inappropriate assistance	gab es eine schnelle-s Zusammenspiel von verschiedenen Teams, die ähm der [3s.] unkontrollierten Unterstützung einen Riegel vorschoben.	1	
The system made a night-and-day difference in the responses to typhoon Haiyan in the Philippines, cyclone Pam in Vanuatu, and the earthquake in Nepal, where 98% of the 149 medical teams were registered and jointly coordinated by WHO and the Ministry of Health and Population.	Zum Beispiel auf den Philippinen oder in Vanuatu, wo Naturkatastrophen stattfanden. 409 Teams waren von der WHO registriert und halfen der Bevölkerung.	0,25	imprecision
These later examples illustrate the power of a global health workforce and the difference it can make.	Die letzteren Beispiele zeigen den Unterschied, die diese Workforce machen kann.	1	
This is global solidarity. Together, we will never allow another virus to run out of control. We owe it to the more than 11,000 people who died from Ebola to be better prepared.	Das ist globale Solidalo- / Solidarität. Gemeinsam erlauben wir es nie wieder einem Virus, außer Kontrolle zu geraten. Wir schulden es den 11000 ähm Ébola-Toten.	1	

I am fully confident that the European Medical Corps will mark a sea-change in global preparedness for outbreaks and emergencies.	Ich persönlich ähm denke, dass da ähm europäische medizinische Korps sehr gut für Notfälle und Ausbrüche / Krankheitsausbrüche geeignet ist.	0,5	partial omission
Again, this is an achievement with an impact that extends well beyond Europe. Your work is being closely followed by similar efforts in South-East Asia, Latin America and the Caribbean, and the Western Pacific Region.	Und auch über die Grenzen Europas hinaus. Weil ähnliche Bemühungen gab es in Südostasien, in da west-pazifischen Region, in da Karibik und in Südamerika.	1	
Many of you mentioned Zika as the next global crisis.	Viele haben Zika als ähm zweites Beispiel für globale Krisen angeführt.	1	
Ebola and Zika have many differences. Ebola is one of the most lethal pathogens on this planet. Zika is not known to be a killer.	Ébola ist eine der tödlichsten Krankheiten auf diesem Planeten. Zika ist nicht dafür bekannt ähm, zu töten.	1	
Since Ebola first emerged in 1976, we have learned a lot about this disease.	Als Ébola neunzehnhundertneunund- / sechsendneunzig zum ersten Mal aufgetaucht ist, lernten wir sehr viel davon.	0	contre-sens
We know very little about Zika and are just beginning to see its tricks. The risk is widespread.	Und [2s.] Zika ist eine sehr unbekannte Krankheit.	0,5	partial omission
Zika is transmitted primarily by mosquitoes of the Aedes aegypti species resident in many equatorial and sub-tropical countries.	In subtropischen und tropischen Ländern brüten die Zika-übertragenden Insekten.	0,5	partial omission
These mosquitoes can breed in very small containers, like a plastic cup or a bottle cap.		0	omission

Responsibility for mosquito control rests with every household. Two-thirds of these mosquitoes reside in households and not outdoors. Every household must help with removing breeding sites. The government cannot do this on its own.	Wir müssen Moskitos ähm kontrollieren und das gelingt nur durch ähm die Mithilfe der Haushalte, denn die meisten ähm Ausbrüche werden nicht durch brütende Insekten außerhalb der Haushalte verursacht. Die Regierungen können das nicht alleine machen.	1	
On present knowledge, Zika causes a mild disease in most people, and 80% of those infected show no symptoms. Most recover.	Zika verursacht ähm [3s.] eine Krankheit, die keine Symptome zeigt.	0	imprecision
We are very worried about pregnant women. If they get infected with the virus, they may give birth to babies with small heads or with other neurological complications.	Wir sind aber sehr über schwangere Frauen besorgt, weil, wenn sie infiziert sind, dann kommen oft Babys mit kleinen Köpfen und neurologischen Problemen zur Welt.	1	
The science is not yet definitive, but the evidence is getting stronger and stronger.	Es gibt immer mehr Beweise dafür.	0,5	imprecision
On 1 February, WHO declared a Public Health Emergency of International Concern because of what we don't know about the disease and the virus and its possible association with birth defects.	Am ersten Jänner hat die WHO ähm einen Gesundheitsnotfall ausgerufen, weil wir so wenig über die Krankheit und den Virus wissen.	0,5	partial omission
Can you imagine the stress, the anxiety, and the heart-breaking experience of families who have babies with small heads? These babies are not easy to raise, and they create a heavy burden for the family and the community.	Können Sie sich vorstellen den Stress und die Angst, den die Familien erleiden, die Kinder mit kleinen Köpfen zur Welt bringen. Diese Babys sind nicht einfach aufzuziehen und stellen eine hohe Bürde dar.	1	

WHO was asked to make this declaration on the advice of experts.	Die WHO wurde gebeten, diese Aussage auf der Basis von Expertenmeinung zu ähm machen.	1	
WHO's job is to coordinate the world's best talents to develop the science that clarifies the link.		0	omission
Let me mention in particular the case study published last week in the New England Journal of Medicine. This was a series of very sophisticated investigations undertaken by European experts. That study gives us the strongest evidence yet about the possible link between infection during pregnancy and microcephaly.	Und nun wird die Verbindung klar, denn letzte Woche wurde im New England Journal of Medicine ein Artikel über Zika erstellt. Europäische Experten ga- / haben den größten Beweis über die Infektion während der Schwangerschaft und Enzephalitis hergestellt.	0,5	partial omission
Ebola required massive logistical support and mobilization of teams and tons of supplies. Zika requires massive mobilization of community action.	Und es wurden sehr viele Teams und Material in die Zika-Regionen geschickt.	0	faux-sens
For now, mosquito control is our most immediate line of defense.	Jetzt ist die Mückenkontrolle das Wichtigste für uns.	1	
We must also give women the information that empowers them to make some difficult decisions.	Wir müssen auch Frauen Informationen zulass- / zukommen lassen, die sie ähm ermächtigen, schwierige Entscheidungen zu machen.	1	
Evidence is now sufficiently strong that we are advising pregnant women to consider delaying travel to countries where the virus is circulating.	Und s- / schwangere Frauen sollten nicht ähm in Zika-befallene Länder fahren.	1	
It is also important that returning travelers do not donate blood. European countries have very good guidelines for keeping the blood supply safe.	Und dieses // man sollte auch nicht Blut spenden, wenn man Zika ähm – infiziert ist. In Europa ist das	1	

	ähm nicht möglich, weil wir ein sehr strenges System haben.		
Zika is not a deadly disease like Ebola, but it is a disease that causes heart-breaking events for families.		0	omission
Thank you.	Ich // Vielen Dank für Ihre Aufmerksamkeit.	1	

Participant A5:

Source Text	Target Text	Content	Reason
Ladies and Gentlemen,	Meine Damen und Herren,	1	
When I was a young medical doctor I used to deliver babies.	als ich eine junge Ärztin ware / war, hab ich Babys auf die Welt gebracht.	1	
The baby we are delivering today is a very healthy baby.	Und heute tun wir dasselbe und wir bringen ein sehr gesundes Kind auf die Welt.	1	
The response to the Ebola outbreak in West Africa has likely been the most intense logistical operation against an infectious disease since smallpox was pushed down to its last case in the Horn of Africa in 1979.	Die Antwort zum Ausbruch ähm / zum Ébola-Ausbruch in Afrika [3s.] hat [3s.] war eine der größten Aktionen seit die Pocken in 1979 besiegt wurden.	1	

When the outbreak began more than two years ago, the world and WHO were ill-prepared to mount a response on such a monumental scale.	Als die Krankheit über zwei Jahre / vor über zwei Jahren ausgebrochen ist, war die Weltgesundheitsorganisation nicht darauf vorbereitet, auf so ein / ein Ereignis zu reagieren.	1	
At the start, we had too little of everything, including medical teams.	Es hat // fehlte einfach an allem. Auch an ähm Arbeitskraft.	0,75	partial faux-sens
This changed, with support from the European Union playing a decisive role to turn around the Ebola outbreak in West Africa.	Und die Europäische Union hat eine sehr wichtige Rolle dabei gespielt, den Ebóla -Ausbruch zu bekämpfen.	1	
Your support was massive.	Die Unterstützung war sehr groß.	1	
It ranged from the provision of experts and medical teams, to the construction of dedicated treatment centers and bases for operations, from the training of European civil society organizations, to the use of military aircraft and ships that rushed in desperately needed mobile laboratories, motorcycles, and huge quantities of equipment and supplies.	Es wurden Experten zur Verfügung gestellt, medizinische Teams, es wurden Behandlungszentren aufgebaut und Operationszentren, von denen aus gehandelt werden konnte. [4s.] Es wurden auch ähm // militärische Hilfe wurde ebenso geboten [3s.], genauso wie ähm Maschinen, medizinische ähm Gegenstände	1	
The support you provided facilitated the response well beyond the European region.	und die Unterstützung ging weit über die europäischen Regionen hinaus.	1	

Your work to guarantee medical evacuation and care for responders opened the door for the deployment of emergency medical teams and public health experts from all around the world.	Medizinische Evakuierungen wurden ähm möglich gemacht und medizinische Teams aus der ganzen Welt konnten in die Gegend gebracht werden.	1	
The Ebola outbreak was a very brutal wake-up call.	Der Ausbruch von Ebóla war ein Weckruf, ein sehr brutaler Weckruf.	1	
The world must never again be caught by surprise, so ill-prepared to cope.	Die Welt kann nicht noch einmal so schlecht vorbereitet sein.	1	
All that can be prepared in advance must be done with the utmost urgency.	Alles, was im Vorhinein b- / vorbereitet werden kann, muss vorbereitet werden.	1	
As part of this preparedness, delegates at last year's World Health Assembly asked me to create a global health emergency workforce.	Ein Teil davon [3s.] // Als Teil davon wurde bei der Weltgesundheitsversammlung ähm ich darum gebeten, ein Team zusammenzustellen und Vorbereitungen zu treffen.	0	faux-sens
The inauguration of the European Medical Corps is a groundbreaking milestone in achieving that objective.	Und das ist ein sehr wichtiger Meilenstein dabei, ähm dieses Ziel zu erreichen.	0,5	imprecision
It is the culmination of joint WHO/EU work over the past year to establish standards for quality assurance, classifying, and registering emergency medical teams.	Das soll der Weltgesundheitsorganisation und der EU dabei helfen / oder hat dabei geholfen im letzten Jahr [3s.], ähm [3s.] medizinische Teams zusammenzustellen.	0	faux-sens

The Corps we are launching today makes a visible and highly effective contribution to the global health emergency workforce.	[5s.] Ähm und das leistet einen sehr wichtigen Beitrag für die weltweite ähm Gesundheitslage.	0,5	partial omission
Thank all of you for all you have done.	Vielen Dank dafür, dass Sie ähm Expertise und Teams zur Verfügung gestellt haben.	1	
It embodies far more than public health expertise and medical teams. It includes medical evacuation teams, logistics teams with the skills to rebuild damaged hospitals, incident managers and information managers as well as mobile laboratories and their supplies	Das beinhaltet auch ähm die Arbeitskräfte, um Behandlungszentren wiederherzustellen, mobile Laboren zur Verfügung stellen zu kommen.	1	
I congratulate you on making the first contribution to the global workforce and also on being the model for others to follow.	Ich gratuliere Ihnen, dass Sie eine erste / einen ersten Beitrag dazu geleistet haben, und anderen ein Vorbild waren.	1	
The foundation of a public health system able to respond to outbreaks and emergencies resides at the national level.	Die Grundlage des öffentlichen Gesundheitssystems liegt auf dem nationalen Level. [3s.]	0,5	imprecision
The European Medical Corps and its “voluntary pool” draw on national capacity for a domestic response that can be offered to others faced with an emergency.	Der europäische medizinische Korps ähm hängt ab von nationalen Staaten und kann dadurch auf Notfälle reagieren.	0,5	imprecision

Extremely important not just as a regional response capacity but also when global response is needed.	Das ist besonders wichtig, nicht nur um auf regionale Krisen reagieren zu können, sondern auch in globalen Fällen.	0,5	imprecision
Emergency responses that augment national capacity with regional capacity are always more timely, predictable, efficient, and appropriate.	Die Antwort auf Notfälle [3s.] // Auf regionale Notfälle kann einfacher reagiert werden und schneller reagiert werden.	0	faux-sens
What the EU and WHO are now jointly doing brings order to a situation that grew chaotic as the number, scale, and severity of health emergencies reached unprecedented levels.	Und was nun passiert, bringt Ordnung in eine Situation, die sehr ähm katastrophal war und un- / noch nie zuvor gesehene Ebenen erreicht hat.	0,5	partial omission
The establishment of the European Medical Corps draws on lessons from the Ebola outbreak but also on earlier lessons from the response to sudden onset emergencies, like earthquakes, floods, and tropical storms.	[5s.] Ähm wir haben gelernt aus dem Ausbruch von Ebóla , aber auch aus anderen gesundheitlichen Krisen, zum Beispiel auch bei tropischen Stürmen.	1	
A turning point occurred five years ago, when the earthquake in Haiti brought a massive influx of poorly qualified, uncoordinated, and ill-equipped responders.	Ein Wendepunkt passierte vor fünf Jahren nach dem Erdbeben in Haiti, [3s.] als sehr schlecht auf diese Krise reagiert wurde.	1	
In the view of many, the Haiti response was a clear case of emergency assistance that did more harm than good.	Und für viele Leute [2s.] war ähm das eine Intervention, die mehr Schaden angerichtet hat, als dass sie geholfen hat.	1	

Ladies and Gentlemen,	Meine Damen und Herren,	1	
To end the chaos, a global system was put in place to assure the quality of emergency medical teams, classify their skills, and register them as part of global preparedness for sudden onset disasters.	um dieses Chaos zu beenden, haben wir ein globales System geschaffen, das die Qualität von medizinischen Teams gewährleisten soll. Um sie zu klassifizieren und registrieren zu können, [2s.] ähm im globalen ähm Notsituationen.	1	
The system allows a quick and close match of specific teams with specific needs and closes the door to uncoordinated and inappropriate assistance	Wir brauchen für solche Situationen spezifische/ spezialisierte Teams.	0,5	imprecision
The system made a night-and-day difference in the responses to typhoon Haiyan in the Philippines, cyclone Pam in Vanuatu, and the earthquake in Nepal, where 98% of the 149 medical teams were registered and jointly coordinated by WHO and the Ministry of Health and Population.	Das ist ein Unterschied- / Unterschied wie Tag und Nacht zu ähm Ereignissen wie [3s.] ähm Zyklonen, Erdbeben. 90% der Teams, die in vergangenen Jahren bei einigen solchen Einsätzen eingesetzt wurden, wurden registriert.	0,25	partial omission
These later examples illustrate the power of a global health workforce and the difference it can make.	Diese Beispiele [3s.] unterstreichen die Macht, die eine globale ähm / ein globales Hilfsnetzwerk haben kann.	1	
This is global solidarity. Together, we will never allow another virus to run out of control. We owe it to the more than 11,000 people who died from Ebola to be better prepared.	Zusammen werden wir nie wieder zulassen, dass ein weiteres Virus so außer Kontrolle gerät. Wir schulden	0,5	partial omission

	es diesen mehr als 11000 Menschen, die an Ébola gestorben sind, dass wir besser vorbereitet sind.		
I am fully confident that the European Medical Corps will mark a sea-change in global preparedness for outbreaks and emergencies.	Und ich persönlich bin ähm sehr zuversichtlich, dass der / das europäische medizinische Korps hier einen Wendepunkt darstellen wird.	1	
Again, this is an achievement with an impact that extends well beyond Europe. Your work is being closely followed by similar efforts in South-East Asia, Latin America and the Caribbean, and the Western Pacific Region.	Und noch einmal – das ist eine ähm Errungenschaft, die weit über Europa hinausgeht. [2s.] Denn in Südostasien zum Beispiel, in Lateinamerika, in der Karibik und in der / im westlichen Pazifik werden bereits ähnliche Projekte ähm durchgeführt.	1	
Many of you mentioned Zika as the next global crisis.	Und viele sehen Zika als die nächste Krise.	1	
Ebola and Zika have many differences. Ebola is one of the most lethal pathogens on this planet. Zika is not known to be a killer.	Ébola und Zika sind natürlich sehr verschieden. Ébola, auf der einen Seite, ist eines der tödlichsten ähm Viren auf der Welt. Und Zika, auf der anderen Seite, ist nicht tödlich.	1	
Since Ebola first emerged in 1976, we have learned a lot about this disease.	Seit Ébola das erste Mal in 1976 ausgebrochen ist, haben wir sehr viel über diese Krankheit gelernt	1	
We know very little about Zika and are just beginning to see its tricks. The risk is widespread.	Wir wissen sehr wenig über Zika und sehen / finden erst heraus, was die ähm Probleme dabei sind und warum es sich verbreitet	1	

Zika is transmitted primarily by mosquitoes of the <i>Aedes aegypti</i> species resident in many equatorial and sub-tropical countries.	Es wird vor allem durch ähm Moskitos / durch ähm Mücken verbreitet, die in subtropischen Ländern vorkommen.	1	
These mosquitoes can breed in very small containers, like a plastic cup or a bottle cap.	Diese Mücken können in sehr kleinen ähm Behältnissen sich fortpflanzen wie zum Beispiel in einem Flaschendeckel.	1	
Responsibility for mosquito control rests with every household. Two-thirds of these mosquitoes reside in households and not outdoors. Every household must help with removing breeding sites. The government cannot do this on its own.	Und die Verantwortung, diese Krise zu kontrollieren, liegt in jedem Haushalt. Diese Mücken leben im Haushalt, nicht draußen. Da // Deshalb muss jeder Haushalt dafür sorgen, dass diese Brutstätten entfernt werden. Die Regierung kann das nicht alleine machen.	0,75	partial omission
On present knowledge, Zika causes a mild disease in most people, and 80% of those infected show no symptoms. Most recover.	Zika verursacht eine [3s.] leichte Krankheit in vielen Menschen / bei vielen Menschen. 80% zeigen überhaupt keine Symptome und fast alle werden wieder gesund.	1	
We are very worried about pregnant women. If they get infected with the virus, they may give birth to babies with small heads or with other neurological complications.	Worüber wir uns Sorgen machen, sind schwangere Frauen. Denn wenn diese mit dem Virus ähm infiziert werden, dann können ihre Kinder mit kleinen Köpfen oder anderen neuroleg- / neurologischen Komplikationen auf die Welt kommen.	1	

The science is not yet definitive, but the evidence is getting stronger and stronger.	Wir wissen noch nicht sehr viel darüber, aber die Beweise dafür ähm werden immer häufiger.	1	
On 1 February, WHO declared a Public Health Emergency of International Concern because of what we don't know about the disease and the virus and its possible association with birth defects.	Die Weltgesundheitsorganisation hat einen Notfall-[3s.] / ähm Notfallstand ausgelöst [2s.] betreffend dieses Virusses und seinem möglichen Zusammenhang mit Geburts- / mit Schäden in / Geburtsschäden.	1	
Can you imagine the stress, the anxiety, and the heart-breaking experience of families who have babies with small heads? These babies are not easy to raise, and they create a heavy burden for the family and the community.	Können Sie sich vorstellen, wie schlimm es für eine Familie sein kann, wenn das Baby / wenn ihr Baby mit einem sehr kleinen Kopf geboren wird? Diese Kinder sind sehr schwer zu erziehen und kreieren sehr viele Probleme für die Familie.	1	
WHO was asked to make this declaration on the advice of experts.	Die Weltgesundheitsorganisation hat dieses Statement abgegeben, ähm weil ähm Gesundheitsexperten dazu geraten haben.	1	
WHO's job is to coordinate the world's best talents to develop the science that clarifies the link.	Und wir brauchen nun unsere besten Wissenschaftler, um die Verbindung herzustellen.	1	
Let me mention in particular the case study published last week in the New England Journal of Medicine. This was a series of very sophisticated investigations undertaken by European experts. That study gives us the strongest evidence yet about the possible link between infection during pregnancy and microcephaly.	Ähm lassen Sie mich einen Artikel zitieren, der vor Kurzem im New England Journal of Medicine publiziert wurde. Es wurde durch europäische Experten durchgeführt und diese Studie zeigt sehr deutliche	1	

	Zeichen ähm und Beweise über ähm das Virus und die bereits genannten ähm Folgen davon.		
Ebola required massive logistical support and mobilization of teams and tons of supplies. Zika requires massive mobilization of community action.	[6s.] Wir brauchen also sehr viel gesellschaftliche Handlungen, um Zika zu bekämpfen.	0	faux-sens
For now, mosquito control is our most immediate line of defense.	Wir müssen eine gemeinsame ähm Abwehr aufbauen	0	nonsense
We must also give women the information that empowers them to make some difficult decisions.	und es müssen einige schwierige Entscheidungen getroffen werden.	0	faux-sens
Evidence is now sufficiently strong that we are advising pregnant women to consider delaying travel to countries where the virus is circulating.	Es gibt nun eindeutige Beweise, dass wir ähm schwangeren Frauen davon abraten sollten, in Länder zu fahren, wo das ähm Virus derzeit aktiv ist.	1	
It is also important that returning travelers do not donate blood. European countries have very good guidelines for keeping the blood supply safe.	In europäischen Ländern ähm funktioniert es sehr gut, dass Blutkonserven sehr sicher aufbewahrt werden.	0	omission
Zika is not a deadly disease like Ebola, but it is a disease that causes heart-breaking events for families.	Aber es ist nicht überall so und Zika kann sehr schwerwiegende Folgen für Familien haben.	0,25	partial omission
Thank you.	Vielen Dank.	1	

Participant B1:

Source Text	Target Text	Content	Reason
Ladies and Gentlemen,		0	omission
When I was a young medical doctor I used to deliver babies.		0	omission
The baby we are delivering today is a very healthy baby.	Die Babys, die wir heute auf die Welt bringen, sind sehr gesund.	0	faux-sens
The response to the Ebola outbreak in West Africa has likely been the most intense logistical operation against an infectious disease since smallpox was pushed down to its last case in the Horn of Africa in 1979.	Sie [4s]. Die Ebóla ähm Krankheit in Afrika [4s.] und die ähm [3s.] ähm Windpocken waren 1997 ähm sehr gefährlich.	0	faux-sens
When the outbreak began more than two years ago, the world and WHO were ill-prepared to mount a response on such a monumental scale.	Wenn es / das ähm Ebóla rausgekommen / ausgekommen ist vor zwei Jahren, hat die Weltgesundheitsorganisationen // waren alle sehr schlecht vorbereitet und deswegen auch ähm konnten sie nicht gut vorbereiten.	1	
At the start, we had too little of everything, including medical teams.	Am Anfang mussten wir alles selbst aufbauen. Ähm genauso wie medi- / medizinische Teams.	1	

This changed, with support from the European Union playing a decisive role to turn around the Ebola outbreak in West Africa.	Die europäische Union hat unterstützt und hat eine große Rolle dabei gespielt, die ähm / den Ebóla in Westafrika ähm zu bekämpfen.	1	
Your support was massive.		0	omission
It ranged from the provision of experts and medical teams, to the construction of dedicated treatment centers and bases for operations, from the training of European civil society organizations, to the use of military aircraft and ships that rushed in desperately needed mobile laboratories, motorcycles, and huge quantities of equipment and supplies.	Das hat sehr große ähm [10s.] / sehr große ähm Aufkommen gehabt. [4s.] Es wurden auch militärische ähm Unterstützungen angeboten und auch ähm Schiffe, genauso wie vor Ort La- / Labore und medizinische ähm [4s.] medizinische / medizinisches Equipment.	0,5	partial omission
The support you provided facilitated the response well beyond the European region.		0	omission
Your work to guarantee medical evacuation and care for responders opened the door for the deployment of emergency medical teams and public health experts from all around the world.	[9s.] Ihre Arbeit hat die Türe für die gute Arbeit für die medizinischen Teame / Teams aus der ganzen Welt ähm ermöglicht.	0,5	partial omission
The Ebola outbreak was a very brutal wake-up call.	Das Aufkommen hat // war ein wirklich / wirklicher Auf- / ein / ein Aufschrei,	1	

The world must never again be caught by surprise, so ill-prepared to cope.	sich besser vorzubereiten.	0,5	partial omission
All that can be prepared in advance must be done with the utmost urgency.	[2s.] Alles, was man also im Vorhinein vorbereiten kann, muss dringlich ähm vorbereitet werden.	1	
As part of this preparedness, delegates at last year's World Health Assembly asked me to create a global health emergency workforce.	Denn diese Vorbereitung [5s.] bei der die Gesundheitsversammlung letztes Jahr mich / an mich herangetraten ist, und mich / und mich gebeten hat, dass // eine Taskforce vorzubereiten.	0,5	partial faux-sens
The inauguration of the European Medical Corps is a groundbreaking milestone in achieving that objective.	Das war ein grundlegender Meilenstein.	0,5	imprecision
It is the culmination of joint WHO/EU work over the past year to establish standards for quality assurance, classifying, and registering emergency medical teams.	Es ist eine Kombination aus der Zusammenarbeit der Weltgesundheitsorganisation und der Europäischen Union.	0,5	imprecision
The Corps we are launching today makes a visible and highly effective contribution to the global health emergency workforce.	Die Korpusse, die wir heutzutage erstellen, sind eine große Kor- / ein großer Zu- / [3s.] ein großer Beitrag.	0	nonsense
Thank all of you for all you have done.	und ich / wir danken Ihnen sehr / wir danken Ihnen allen für / dafür, was Sie alles gemacht haben.	1	

It embodies far more than public health expertise and medical teams. It includes medical evacuation teams, logistics teams with the skills to rebuild damaged hospitals, incident managers and information managers as well as mobile laboratories and their supplies	Und auch den medizinischen Equipments, genauso wie den Evakuierungsteams, die auch Teams, die / die Krankenhäuser erstellen. Auch genauso die Manager und die mobilen Laboratorien und auch die unterstützenden Mittel.	1	
I congratulate you on making the first contribution to the global workforce and also on being the model for others to follow.	[8s.] Ich möchte auch danken, dass dieses Modell dazu eins / eins geworden ist, um als Vorbild zu agieren.	0,5	imprecision
The foundation of a public health system able to respond to outbreaks and emergencies resides at the national level.		0	omission
The European Medical Corps and its “voluntary pool” draw on national capacity for a domestic response that can be offered to others faced with an emergency.	[3s.] Und auch auf einem internationalen Level verbreitet werden.	0	nonsense
Extremely important not just as a regional response capacity but also when global response is needed.	[9s.] Das ist sehr wichtig. Nicht nur auf einer regionalen Ebene, sondern auch auf einer internationalen Ebene, wenn internationale Hilfe benötigt wird.	1	
Emergency responses that augment national capacity with regional capacity are always more timely, predictable, efficient, and appropriate.		0	omission

What the EU and WHO are now jointly doing brings order to a situation that grew chaotic as the number, scale, and severity of health emergencies reached unprecedented levels.	[10s.] Was die europäische Union und die Weltgesundheitsorganisation / ähm -organisation machen, ist, Ordnung in eine chaotische Situation zu bringen. [3s.] Und auch die Ernsthaftigkeit hier zu betonen.	0,5	partial faux-sens
The establishment of the European Medical Corps draws on lessons from the Ebola outbreak but also on earlier lessons from the response to sudden onset emergencies, like earthquakes, floods, and tropical storms.	Die Erstellung eines ähm medizinischen Korpus ist sehr wichtig und vor allem die // man hat Lehre aus den letzten Jahren gezogen. Wie zum Beispiel auch von / bei tropischen Stürmen.	0,5	imprecision
A turning point occurred five years ago, when the earthquake in Haiti brought a massive influx of poorly qualified, uncoordinated, and ill-equipped responders.	Ähm vor ein paar / fünf Jahren gab es eine / einen Wendepunkt. [4s.] Als es schlecht vorbereitete Responders gegeben hat	0,5	partial omission
In the view of many, the Haiti response was a clear case of emergency assistance that did more harm than good.	Und das war ähm [3s.] ein guter Beweis dafür, dass viele / dass / dass Vorbereitungen nicht getroffen wurden und sie mehr schlechtere Auswirkungen gehabt haben, als sie eigentlich geholfen konnten / helfen konnten.	1	
Ladies and Gentlemen,		0	omission
To end the chaos, a global system was put in place to assure the quality of emergency medical teams, classify their skills, and register them as part of global preparedness for sudden onset disasters.	[9s.] Viele medizinischen Teams wurden klassifiziert und auch auf die bestimmten Disaster ähm Dinge vorbereitet.	0	nonsense

The system allows a quick and close match of specific teams with specific needs and closes the door to uncoordinated and inappropriate assistance	Um auch an die Bedürfnisse // den Bedürfnissen zum Entsprechen und dementsprechend Systeme zu erschaffen.	0	nonsense
The system made a night-and-day difference in the responses to typhoon Haiyan in the Philippines, cyclone Pam in Vanuatu, and the earthquake in Nepal, where 98% of the 149 medical teams were registered and jointly coordinated by WHO and the Ministry of Health and Population.	Die // das System hat einen großen Unterschied gemacht zum Beispiel auch auf / bei den Philippinen mit dem Zyklon in / auf den Philippinen oder bei / in Nepál / Népal.	0,5	partial omission
These later examples illustrate the power of a global health workforce and the difference it can make.	[11s.] Diese // Das sind alles Beispiele, die / das ein Beispiel dafür sind, ähm wie man gemeinsam zusammenarbeiten kann und welchen Unterschied das machen kann.	1	
This is global solidarity. Together, we will never allow another virus to run out of control. We owe it to the more than 11,000 people who died from Ebola to be better prepared.	Das ist // Wir werden einen Virus / einem Virus nicht mehr erlauben, außer Kontrolle zu geraten. Wir werden nicht mehr 11000 Menschen sterben lassen, einfach weil man schlecht vorbereitet ist.	0,5	partial faux-sens
I am fully confident that the European Medical Corps will mark a sea-change in global preparedness for outbreaks and emergencies.	Das europäische medi- / medizinische / der europäische medizinische Korps [2s.] wird so vorbereitet sein, dass sie auf diese Notwendigkeit reagieren können. Das möchte ich sicherstellen.	1	

Again, this is an achievement with an impact that extends well beyond Europe. Your work is being closely followed by similar efforts in South-East Asia, Latin America and the Caribbean, and the Western Pacific Region.	Ihre Arbeit wird ähnlich in Südostasien, in Ka- / in der Karibik und in der pazifischen Region auch fortgeführt.	0,5	partial omission
Many of you mentioned Zika as the next global crisis.	Den Men- / Viele Menschen sehen die / den Zika-Virus als die nächste Krise.	1	
Ebola and Zika have many differences. Ebola is one of the most lethal pathogens on this planet. Zika is not known to be a killer.	Ebóla und Zika haben verschiedene Unterschiedlichkeiten. [4s.] Ebóla hat die meisten Pathogene auf der ganzen Welt. Ebóla // Zika ist kein ähm [4s.] / ist nicht tödlich.	0,5	partial faux-sens
Since Ebola first emerged in 1976, we have learned a lot about this disease.		0	omission
We know very little about Zika and are just beginning to see its tricks. The risk is widespread.	Wir wissen sehr wenig über Zika und sehen die Auswirkungen.	0,5	partial omission
Zika is transmitted primarily by mosquitoes of the Aedes aegypti species resident in many equatorial and sub-tropical countries.	Zika wird über die Moskitos / über die Gelsen verbreitet. Auf den / entlang des Äquators / in Ländern Äquator / entlang des Äquators	1	
These mosquitoes can breed in very small containers, like a plastic cup or a bottle cap.	und diese Zika-Viren können schon in kleinen Containern sein, wie zum Beispiel in Flaschen.	0	faux-sens
Responsibility for mosquito control rests with every household. Two-thirds of these mosquitoes reside in	[4s.] 2/3 dieser Moskitos sind vor / sind vor dem Haus und deswegen ist // muss jeder Haushalt die Situation	0,5	partial omission

households and not outdoors. Every household must help with removing breeding sites. The government cannot do this on its own.	verbessern und die Regierung kann das nicht alleine machen.		
On present knowledge, Zika causes a mild disease in most people, and 80% of those infected show no symptoms. Most recover.	Zu unserem derzeitigen Wissenstand [7s.] ähm sind // kommen ähm `tschuldigung [4s.]	0	nonsense
We are very worried about pregnant women. If they get infected with the virus, they may give birth to babies with small heads or with other neurological complications.	Der Auswirkung ist, dass die Kinder mit einem kleinen Kopf geboren werden oder anderem.	0,25	imprecision
The science is not yet definitive, but the evidence is getting stronger and stronger.	Die Wissenschaft ist noch nicht genau / nicht fertig, aber die Beweise, die werden immer mehr.	1	
On 1 February, WHO declared a Public Health Emergency of International Concern because of what we don't know about the disease and the virus and its possible association with birth defects.	Die Weltgesundheitsorganisation hat einem Emergency State angekündigt, weil sie noch nicht genau über die Krankheit und über die Auswirkungen ähm viel Bescheid wissen.	1	
Can you imagine the stress, the anxiety, and the heart-breaking experience of families who have babies with small heads? These babies are not easy to raise, and they create a heavy burden for the family and the community.	Können Sie sich den Druck [3s.] und die Angstzustände vorzustellen, wenn man ein Kind mit einem kleinen Kopf gebärt. Diese Kinder sind nicht leicht zu erziehen und sie haben natürlich auch eine Auswirkung auf die Gesellschaft.	1	

WHO was asked to make this declaration on the advice of experts.	Die Weltgesundheitsorganisation wurde gefragt, m- / mit Experten daran zu arbeiten.	0	faux-sens
WHO's job is to coordinate the world's best talents to develop the science that clarifies the link.	Die Arbeit [3s.] daran soll heißen, dass man mit der Wir- / Wissenschaft daran arbeitet.	0	nonsense
Let me mention in particular the case study published last week in the New England Journal of Medicine. This was a series of very sophisticated investigations undertaken by European experts. That study gives us the strongest evidence yet about the possible link between infection during pregnancy and microcephaly.	Das war eine Serie mit ähm / unter sehr genauen Untersuchungen. Diese Studie war sehr wichtig, um die / die Zusammenhänge zwischen Schwanger- / Schwangerschaft und Ebó- / ähm Zika-Virus zu sehen.	0,25	partial omission
Ebola required massive logistical support and mobilization of teams and tons of supplies. Zika requires massive mobilization of community action.	[3s.] Zika [6s.].	0	omission
For now, mosquito control is our most immediate line of defense.	Die M- / Kontrolle der Moskitos ist ein / ist von äußerster Wichtigkeit.	1	
We must also give women the information that empowers them to make some difficult decisions.	Wir müssen auch die Frauen // in den // wir müssen auch den Frauen Informationen geben, um Ihnen auch gewiss / im sie in ihren Entscheidungsfindung zu unterstützen.	1	
Evidence is now sufficiently strong that we are advising pregnant women to consider delaying travel to countries where the virus is circulating.	[4s.] Um zum Beispiel, dass Frauen nicht dorthin verreisen, wo / in / in / also in Länder verreisen, wo der Ebóla- / wo der Zika- / Zi- / Zi- / Zika-Virus ähm zu / gerade ist.	1	

It is also important that returning travelers do not donate blood. European countries have very good guidelines for keeping the blood supply safe.		0	omission
Zika is not a deadly disease like Ebola, but it is a disease that causes heart-breaking events for families.	[4s.] Zika ist keine tödliche Krankheit wie Ebóla , aber es ist eine Krankheit, die die Familien natürlich betrifft.	1	
Thank you.	Ich danke Ihnen herzlich für Ihre Aufmerksamkeit.	1	

Participant B2:

Source Text	Target Text	Content	Reason
Ladies and Gentlemen,	Meine Damen und Herren,	1	
When I was a young medical doctor I used to deliver babies.	als ich eine junge Ärztin war, habe ich Kinder zur Welt gebracht.	1	
The baby we are delivering today is a very healthy baby.	Das Kind, das heute zur Welt gebracht wurde, ist sehr gesund.	1	
The response to the Ebola outbreak in West Africa has likely been the most intense logistical operation against	[3s.] Ébola [2s.] war [4s.] seit langem eine der schlimmsten ähm Krankheiten.	0	faux-sens

an infectious disease since smallpox was pushed down to its last case in the Horn of Africa in 1979.			
When the outbreak began more than two years ago, the world and WHO were ill-prepared to mount a response on such a monumental scale.	Als diese Krankheit ausgebrochen ist, ungefähr vor zwei Jahren, hat die Welt und die Weltgesundheitsorganisation versucht, darauf zu antworten.	0,5	partial omission
At the start, we had too little of everything, including medical teams.	Zu Beginn hatten wir von allem zu wenig. Es gab zu wenig medizinische Versorgung.	1	
This changed, with support from the European Union playing a decisive role to turn around the Ebola outbreak in West Africa.	Das hat sich verändert. Die Unterstützung der EU hat eine wichtige Rolle gespielt und hat dabei geholfen, Ébola im Westen Afrika einzukras- / einzugrenzen.	1	
Your support was massive.	Es gab extrem viel Unterstützung.	1	
It ranged from the provision of experts and medical teams, to the construction of dedicated treatment centers and bases for operations, from the training of European civil society organizations, to the use of military aircraft and ships that rushed in desperately needed mobile laboratories, motorcycles, and huge quantities of equipment and supplies.	Es // Darunter wurden Krankheitszentren gegründet. Die europäische // Von der europäischen Zivil-gesellschaft, es wurden Flugzeuge verwendet und Schiffe, die mobile Labore hingeblich- / hingebraht haben, genauso wie Versorgung, Nahrungsmittel und weitere wichtige Utensilien.	1	

The support you provided facilitated the response well beyond the European region.		0	omission
Your work to guarantee medical evacuation and care for responders opened the door for the deployment of emergency medical teams and public health experts from all around the world.	[3s.] Medizinische Evokation hat geholfen, dass man ein medizinisches Team anstellen konnte und Experten haben teilgenommen.	0,5	partial omission
The Ebola outbreak was a very brutal wake-up call.	Ebóla war ein Warnsignal.	1	
The world must never again be caught by surprise, so ill-prepared to cope.	Nie wieder dürfte die Welt überrascht werden mit / mit solch einer Krankheit und nicht // weil sie damit nicht umgehen konnten.	1	
All that can be prepared in advance must be done with the utmost urgency.	Man hat versucht, alles so schnell wie möglich // dagegen vorzugehen.	0	faux-sens
As part of this preparedness, delegates at last year's World Health Assembly asked me to create a global health emergency workforce.	Delega- / Dele-gaten der Weltgesundheitsversammlung haben mich gebeten, dass ich eine Global Health Emergency Workforce gründen sollte.	1	
The inauguration of the European Medical Corps is a groundbreaking milestone in achieving that objective.	Dass das europäische medizinische Korps nun begonnen hat zu arbeiten, ist etwas sehr Besonderes. Es ist noch / etwas, was noch nie dagewesen war.	0	faux-sens

It is the culmination of joint WHO/EU work over the past year to establish standards for quality assurance, classifying, and registering emergency medical teams.	Die EU und die Weltgesundheitsorganisation haben in den letzten Jahren Qualitätsstandards versucht zu erarbeiten und auch medizinische Teams zu registrieren.	1	
The Corps we are launching today makes a visible and highly effective contribution to the global health emergency workforce.	Das, was wir heute leisten, trägt zur Global Health Emergency Workforce bei.	1	
Thank all of you for all you have done.	und wir danken all jenen, die damit / mitgearbeitet haben.	1	
It embodies far more than public health expertise and medical teams. It includes medical evacuation teams, logistics teams with the skills to rebuild damaged hospitals, incident managers and information managers as well as mobile laboratories and their supplies	Die Arbeit, die diese Teams leisten, sind zum Beispiel / ist zum Beispiel die Evakuierung [3s.] darun- // es gibt es Leute, dies mit / versuchen Aufklärungsarbeit zu leiten und viele anderen Menschen	0,5	partial omission
I congratulate you on making the first contribution to the global workforce and also on being the model for others to follow.	und ich möchte Ihnen allen dafür danken, dass Sie eine der ersten sind, die hier mitarbeiten, und auch ein Modell für all jene sind ähm / für Viele sind und das diese folgen sollen.	1	
The foundation of a public health system able to respond to outbreaks and emergencies resides at the national level.	Dass wir auf solche ähm Ausbrüche von Krankheiten antworten können, ist sehr wichtig.	0	faux-sens

The European Medical Corps and its “voluntary pool” draw on national capacity for a domestic response that can be offered to others faced with an emergency.	Das europäische medizinische Korps [5s.] kann jenen helfen, wenn andere sich in einer selben nationa- / in solch einer selben Situation wiederfinden.	0,5	partial omission
Extremely important not just as a regional response capacity but also when global response is needed.	Wir // Das funktioniert nicht nur auf nationaler Ebene, sondern auch auf globaler Ebene.	0,5	imprecision
Emergency responses that augment national capacity with regional capacity are always more timely, predictable, efficient, and appropriate.	Dass man versucht // Diese // Globale Herausforderung sind natürlich immer herausfordernder.	0	faux-sens
What the EU and WHO are now jointly doing brings order to a situation that grew chaotic as the number, scale, and severity of health emergencies reached unprecedented levels.	Dass die EU und die WHO gemeinsam nun zusammenarbeiten, hilft, Ordnung in eine Situation zu bringen, die sehr chaotisch war in vielerlei Belangen, zum Beispiel Ausmaß und auch ähm Logistik.	1	
The establishment of the European Medical Corps draws on lessons from the Ebola outbreak but also on earlier lessons from the response to sudden onset emergencies, like earthquakes, floods, and tropical storms.	Dass das europäische medizinische Korps begonnen hat zu arbeiten, zeigt auch // es hat dabei geholfen, dass sie mit dem Ébola-Ausbruch ähm zusammenarbeiten können, dass sie dagegen arbeiten können, aber das wird auch für weitere Naturkatastrophen helfen.	0	nonsense
A turning point occurred five years ago, when the earthquake in Haiti brought a massive influx of poorly qualified, uncoordinated, and ill-equipped responders.	Vor fünf Jahren, als das // als es zu einer Fluchtbelegung aufgrund des Erdbeben in Haiti kam, hat man gesehen, dass die Situation sehr chaotisch war und man konnte nicht gut darauf reagieren.	1	

In the view of many, the Haiti response was a clear case of emergency assistance that did more harm than good.	Und es ist vieles passiert, was gar nichts gebracht hat / nicht viel geholfen hat.	1	
Ladies and Gentlemen,	Sehr geehrte Damen und Herren,	1	
To end the chaos, a global system was put in place to assure the quality of emergency medical teams, classify their skills, and register them as part of global preparedness for sudden onset disasters.	um dieses Chaos zu enden / zu beenden, wurde ein internationales System eingeführt, das [2s.] die Helfer / Ersthelfer registriert, und auch Teams, die dort arbeiten einschätzt, was sie können und wie gut sie sind.	1	
The system allows a quick and close match of specific teams with specific needs and closes the door to uncoordinated and inappropriate assistance	Spezielle // Dadurch können spezielle, darauf zugeschnittene Teams zusammengestellt werden, die auf diese ähm Situation reagieren können.	1	
The system made a night-and-day difference in the responses to typhoon Haiyan in the Philippines, cyclone Pam in Vanuatu, and the earthquake in Nepal, where 98% of the 149 medical teams were registered and jointly coordinated by WHO and the Ministry of Health and Population.	Das wurde auch bei dem Taifun in Haiyan in den Philippinen gemacht unter anderem und auch bei einem Erdbeben in Népal, als die meisten dieser medizinischen Teams registriert wurden und von der Weltorganisation / Weltgesundheitsorganisation und weiteren Administrationen organisiert wurden.	0,5	partial omission
These later examples illustrate the power of a global health workforce and the difference it can make.	Das zeigt, wie mächtig eine internationale Global Health Force ist /	1	
This is global solidarity. Together, we will never allow another virus to run out of control. We owe it to	wie wichtig das ist, Solidarität, dass wir zusammenarbeiten ist wichtig und das wird uns dabei helfen, dass	1	

the more than 11,000 people who died from Ebola to be better prepared.	kein Virus wieder außer Kontrolle gerät. Mehr als 11 000 Menschen sind an Ebóla gestorben.		
I am fully confident that the European Medical Corps will mark a sea-change in global preparedness for outbreaks and emergencies.	Ich selbst bin davon überzeugt, dass das europäische medizinische Korps dabei helfen kann, dass Notfälle // dass wir vorbe- / vorgebeugt werden können und dass wir hier sehr viel leisten können.	1	
Again, this is an achievement with an impact that extends well beyond Europe. Your work is being closely followed by similar efforts in South-East Asia, Latin America and the Caribbean, and the Western Pacific Region.	[2s.] Die Arbeit wird von vielen Südostasien, latein-amerikanischen und südpazifischen Regionen ähm verfolgt.	0,25	imprecision
Many of you mentioned Zika as the next global crisis.	Ze- / Zika und Ebóla werden als die nä-/ / Zika wird als die nächste große Epidemie beschrieben,	1	
Ebola and Zika have many differences. Ebola is one of the most lethal pathogens on this planet. Zika is not known to be a killer.	aber es gibt Unterschiede zwischen Ebóla und Zeka. Zeka ist zum Beispiel / ist wahrscheinlich nicht so ein ähm / eine Epidemie / ist nicht so tödlich wie Ébola , wir haben sehr viel bereits darüber gelernt.	0,5	imprecision
Since Ebola first emerged in 1976, we have learned a lot about this disease.	Wir wissen // Wir haben sehr viel über Ebóla bereits gelegt	0,5	partial omission
We know very little about Zika and are just beginning to see its tricks. The risk is widespread.	aber wir wissen sehr wenig über Zeka.	0,5	partial omission

Zika is transmitted primarily by mosquitoes of the <i>Aedes aegypti</i> species resident in many equatorial and sub-tropical countries.	Zeka wird über Moskitos und Gelsen weitergegeben, vor allem in sehr vielen subtropischen und Ländern am Äquator kommt das vor.	1	
These mosquitoes can breed in very small containers, like a plastic cup or a bottle cap.	Diese [2s.] Gelsen / Moskitos können in Containern über die ganze Welt verbracht werden, denn sie sind sehr klein.	0	faux-sens
Responsibility for mosquito control rests with every household. Two-thirds of these mosquitoes reside in households and not outdoors. Every household must help with removing breeding sites. The government cannot do this on its own.	Deswegen muss jeder Hau- / jeder Haushalt versuchen, diese Moskitos zu bekämpfen und sie kommen auch überall vor. Denn in sehr vielen Haushalten gibt es solch kleine Moskitos. Jeder Haushalt sollte deswegen versuchen, Prävention zu leisten, die Regierung allein kann das nicht machen.	0,5	imprecision
On present knowledge, Zika causes a mild disease in most people, and 80% of those infected show no symptoms. Most recover.	[4s.] 80% jener, die an Zeka erkrankt sind, zeigen jedoch keine Symptome. Viele erholen sich von dieser Krankheiten,	1	
We are very worried about pregnant women. If they get infected with the virus, they may give birth to babies with small heads or with other neurological complications.	jedoch sind wir über / sind wir sehr besorgt [3s.] was schwangere Leute / schwangere Frauen betrifft, denn es kann hier zu neurologischen Problemen kommen, und Probleme in der Schwangerschaft.	0,5	imprecision

The science is not yet definitive, but the evidence is getting stronger and stronger.	Es ist noch nicht sicher, dass es hier einen Zusammenhang gibt, aber die Beweise dafür werden immer profunder und solider.	1	
On 1 February, WHO declared a Public Health Emergency of International Concern because of what we don't know about the disease and the virus and its possible association with birth defects.	Die Weltorganisation / Weltglo- / Gesundheitsorganisation hat ausgesprochen, dass diese Krankheit eine / eine Bedrohung darstellt, da wir noch nicht wissen genau, wie sie entstanden ist, und was passiert.	0,5	partial omission
Can you imagine the stress, the anxiety, and the heart-breaking experience of families who have babies with small heads? These babies are not easy to raise, and they create a heavy burden for the family and the community.	Können Sie sich den ganzen Stress, die Angst vorstellen all jener Familien, die kleine Kinder haben und Babys. Es ist nicht einfach, diese Kinder zu erziehen, wenn sie an Zeka erkrankt sind, und auch für die Gemeinschaft ist es schwierig.	0,5	partial faux-sens
WHO was asked to make this declaration on the advice of experts.	Die WH-O wurde deswegen gebeten, dass hier Experten arbeiten / daran arbeiten, die //	0	nonsense
WHO's job is to coordinate the world's best talents to develop the science that clarifies the link.	ihre Aufgabe ist es, dass die besten Talente gefunden werden, um hier Lösungen zu finden.	0,5	imprecision
Let me mention in particular the case study published last week in the New England Journal of Medicine. This was a series of very sophisticated investigations undertaken by European experts. That study gives us the strongest evidence yet about the possible link between infection during pregnancy and microcephaly.	Lassen Sie mich hier vor allem einen Fall besprechen, der in einem Journal / in ner Fachzeitschrift publiziert wurde. Es war eine Untersuchung, die von europäi-	1	

	schen Exp- / diesen europäischen Experten durchgeführt wurde, und es ist bis jetzt der [2s.] größte Beweis dafür, dass es hier einen Zusammenhang gibt.		
Ebola required massive logistical support and mobilization of teams and tons of supplies. Zika requires massive mobilization of community action.	Ebóla // Um Ebóla bekämpf- / zu bekämpfen, brauchen wir sehr viele Teams, die koordiniert arbeiten. Um Zeka zu bekämpfen, brauchen wir auch Hilfe von der Gemeinschaft, das ist sehr wichtig.	1	
For now, mosquito control is our most immediate line of defense.	Zeka-Kontrolle ist heutzutage unheimlich wichtig.	0	faux-sens
We must also give women the information that empowers them to make some difficult decisions.	Wir müssen auch den Frauen die Information geben, dass sie Entscheidungen richtig treffen können.	1	
Evidence is now sufficiently strong that we are advising pregnant women to consider delaying travel to countries where the virus is circulating.	Beweise sind nun ausreichend, dass schwangere Frauen sich nun noch einmal überlegen sollten, ob sie wirklich in ein Land fahren wollten / fahren wollen, wo es Zika gibt.	1	
It is also important that returning travelers do not donate blood. European countries have very good guidelines for keeping the blood supply safe.	Wir sollten auch Reisende daran erinnern, dass sie nicht ähm // Reisende, die in Ländern solchen waren, dass sie kein Blut spenden. Die Europäische Union hat sehr viele Guidelines dafür.	1	

Zika is not a deadly disease like Ebola, but it is a disease that causes heart-breaking events for families.	Zeka ist nicht wie Ebóla tödlich, aber es ist eine Krankheit, die natürlich dazu führen kann, dass die Familien sehr viel Not erleiden müssen.	1	
Thank you.	Vielen Dank für Ihre Aufmerksamkeit.	1	

Participant B3:

Source Text	Target Text	Content	Reason
Ladies and Gentlemen,	Sehr geehrte Damen und Herren,	1	
When I was a young medical doctor I used to deliver babies.	als ich eine jung Ärtzi war, habe ich Kinder auf die Welt gebracht.	1	
The baby we are delivering today is a very healthy baby.	Das Baby, das wir heute auf die Welt bringen werden, ist ein sehr gesundes Baby.	1	
The response to the Ebola outbreak in West Africa has likely been the most intense logistical operation against an infectious disease since smallpox was pushed down to its last case in the Horn of Africa in 1979.	[3s.] Die Antwort auf den Ebóla -Ausbruch in Afrika hat zur größten Organisation geführt, seit der Mumps ähm im 1997 in Afrika.	0	nonsense

When the outbreak began more than two years ago, the world and WHO were ill-prepared to mount a response on such a monumental scale.	Nach dem Ausbruch vor ungefähr zwei Jahren haben die Welt und die Weltgesundheitsorganisation an einer Antwort gearbeitet auf diese Krankheitssituation.	0	faux-sens
At the start, we had too little of everything, including medical teams.	Wir mussten unter anderem medizinische Teams umsetzen / hinsingen.	0	nonsense
This changed, with support from the European Union playing a decisive role to turn around the Ebola outbreak in West Africa.	Mit der Unterstützung der europäischen Union [2s.] konnten wir den Ebóla -Ausbruch [2s.] betreuen.	0,5	partial omission
Your support was massive.		0	omission
It ranged from the provision of experts and medical teams, to the construction of dedicated treatment centers and bases for operations, from the training of European civil society organizations, to the use of military aircraft and ships that rushed in desperately needed mobile laboratories, motorcycles, and huge quantities of equipment and supplies.	Es gab zu Verfügung stellen von medizinischen Teams, sowie den Aufbau von medizinischen Zentren. Es gab auch ähm Trainings für / von verschiedenen Vereinen, sowie haben / wurden Flugzeuge und Schiffe zur Fügung gestellt. In / Womit verschiedenste Ausrüstungen zur Verfügung gestellt werden konnten.	1	
The support you provided facilitated the response well beyond the European region.	Und die Antwort hat viel mehr Menschen außerhalb der europäischen Union erreicht.	0	faux-sens

Your work to guarantee medical evacuation and care for responders opened the door for the deployment of emergency medical teams and public health experts from all around the world.	[2s.] Und viele Menschen öffneten ihre Türen, um die medizinischen Experten und Teams ähm im Empfang zu nehmen.	0	faux-sens
The Ebola outbreak was a very brutal wake-up call.	Der Ebóla -Ausbruch war ein sehr starkes Warnsignal.	1	
The world must never again be caught by surprise, so ill-prepared to cope.	Und wir möchten nie wieder so auf eine Krankheit reagieren.	0,5	partial faux-sens
All that can be prepared in advance must be done with the utmost urgency.	Und alles, was wir tun können, um sowas zu verwin- / -hindern, müssen wir angehen.	0	nonsense
As part of this preparedness, delegates at last year's World Health Assembly asked me to create a global health emergency workforce.	Bei der Weltgesundheitsversammlung wurde ich gefragt / wurde ich beauftragt, eine Workforce im Falle globaler Gesundheitsnotfälle einzust- / anzugehen.	1	
The inauguration of the European Medical Corps is a groundbreaking milestone in achieving that objective.		0	omission
It is the culmination of joint WHO/EU work over the past year to establish standards for quality assurance, classifying, and registering emergency medical teams.	Es geht um die gemeinsame Arbeit von der Weltgesundheitsorganisation und der europäischen Union und es geht darum, Standards ähm / Qualitätsstandards einzuführen.	1	

The Corps we are launching today makes a visible and highly effective contribution to the global health emergency workforce.	Den Korps, den wir diesen Tag / heute an- / beginnen möchten, soll dazu beitragen.	0,5	partial omission
Thank all of you for all you have done.	Wir möchten all Ihnen danken, für das, was Sie getan haben.	1	
It embodies far more than public health expertise and medical teams. It includes medical evacuation teams, logistics teams with the skills to rebuild damaged hospitals, incident managers and information managers as well as mobile laboratories and their supplies.	Und das geht weit über die Menschen hinaus, die medizinische Teams eingeführt haben, sondern auch Evakuierungsteams, Logistikteams, die dabei geholfen haben, zerstörte Krankenhäuser aufzubauen. Es geht auch um verschiedene Manager und die Verfügung zu stellen von Ausrüstung.	1	
I congratulate you on making the first contribution to the global workforce and also on being the model for others to follow.	Ich gratuliere Ihnen, dass Sie den ersten Beitrag gemacht haben zu dieser globalen Workforce und Sie waren ein Vorbild für andere, dem es zu folgen gilt.	1	
The foundation of a public health system able to respond to outbreaks and emergencies resides at the national level.	[3s.] Um auf Ausbrüche von verschiedenen Krankheiten aus- / reagieren zu können, betrifft ähm die gesamte Welt.	0	nonsense
The European Medical Corps and its “voluntary pool” draw on national capacity for a domestic response that can be offered to others faced with an emergency.	[6s.] Und wir müssen auch anderen helfen können, das ist sehr wichtig.	0,25	imprecision

Extremely important not just as a regional response capacity but also when global response is needed.	Nicht nur, um auf regionale / regionaler Ebene reagieren zu können, sondern auch weltweit reagieren zu können. [5s.]	1	
Emergency responses that augment national capacity with regional capacity are always more timely, predictable, efficient, and appropriate.	Und die regionalen Einsätze kann man viel leichter vorhersehen als internationalen / auf internationaler Ebene.	0	faux-sens
What the EU and WHO are now jointly doing brings order to a situation that grew chaotic as the number, scale, and severity of health emergencies reached unprecedented levels.	Die WHO und die EU arbeiten jetzt zusammen, um Institutionen entgegenwirken zu können, die auf verschiedenen Ebenen chaotisches Level erreichen können. Und noch nie vorgeene Situationen hervoroben.	0,5	partial nonsense
The establishment of the European Medical Corps draws on lessons from the Ebola outbreak but also on earlier lessons from the response to sudden onset emergencies, like earthquakes, floods, and tropical storms.	Die Umführung des europäischen / des europäischen Medizinkorps lehrt von voreinginen Situationen und möchte wie Erd-Beben oder Überschwemmungen Entgegenwirkungen können.	0,25	partial nonsense
A turning point occurred five years ago, when the earthquake in Haiti brought a massive influx of poorly qualified, uncoordinated, and ill-equipped responders.	Ein Wendepunkt war vor fünf Jahren, als das Erdbeben in Haiti passiert ist. Und es gab ähm Teams, die darauf reagiert haben, aber die jedoch nicht dafür ausgerüstet und nicht ausgebildet waren.	1	

In the view of many, the Haiti response was a clear case of emergency assistance that did more harm than good.	Das ist ein gutes Beispiel dafür, das mehr Schädliches getan hat, als Gutes.	1	
Ladies and Gentlemen,	Sehr geehrte Damen und Herren,	1	
To end the chaos, a global system was put in place to assure the quality of emergency medical teams, classify their skills, and register them as part of global preparedness for sudden onset disasters.	um dieses Chaos zu beenden, wurde ein globales System umgesetzt, um die Qualität der medizinischen Teams ähm umse- / verbessern zu können. Sie werden als [2s.] ähm als Teams registriert, um auf Situationen reagieren zu können.	1	
The system allows a quick and close match of specific teams with specific needs and closes the door to uncoordinated and inappropriate assistance	Dadurch gibt es spezifische Teams, die auf spezifische Bedürfnisse reagieren können und angepasste Hilfe leisten können.	1	
The system made a night-and-day difference in the responses to typhoon Haiyan in the Philippines, cyclone Pam in Vanuatu, and the earthquake in Nepal, where 98% of the 149 medical teams were registered and jointly coordinated by WHO and the Ministry of Health and Population.	[5s.] Ähm es geht zum Beispiel um den Taifun, der vor Kurzem passiert ist, oder das Erdbeben in Nepal. [3s.] Wo die ähm 90% der Teams registriert waren und / und vom Korps der WHO organisiert word- / wurden.	0,5	partial omission
These later examples illustrate the power of a global health workforce and the difference it can make.	[2s.] Das sind Beispiele, wie diese org- / registrierten Teams eine Differenz machen können	1	
This is global solidarity. Together, we will never allow another virus to run out of control. We owe it to	und das ist eine Globalisidarität.	0,5	partial nonsense

the more than 11,000 people who died from Ebola to be better prepared.	Um wir werden es niemanden / keinem Virus mehr erlauben, dass uns in so ein Chaos zu stir- / zu stürzen. Viele Menschen sind an Ebóla gestorben.		
I am fully confident that the European Medical Corps will mark a sea-change in global preparedness for outbreaks and emergencies.	Ich bin überzeugt davon, dass das europäische medizinische Korps einen Wandel bedeuten kann und in Notfällen gut einspringen kann.	1	
Again, this is an achievement with an impact that extends well beyond Europe. Your work is being closely followed by similar efforts in South-East Asia, Latin America and the Caribbean, and the Western Pacific Region.	Das ist ein Erfolg, den wir gemeinsam geschaffen haben. Ihre Arbeit wird weiterhin verfolgt, wie in Südostasien, Lateinamerika, Karibik und in anderen Regionen.	0,5	imprecision
Many of you mentioned Zika as the next global crisis.	Viele sagen von Ihnen, dass Zika das nächste / die nächste Krise bedeutet.	1	
Ebola and Zika have many differences. Ebola is one of the most lethal pathogens on this planet. Zika is not known to be a killer.	Ebóla und Zika haben viele Unterschiede. [5s.] Ebóla ist sehr / eine sehr tödliche Krankheit. Zika dagegen ist nicht als tödliche Krankheit bekannt oder als tödlicher Virus.	1	
Since Ebola first emerged in 1976, we have learned a lot about this disease.	Ebóla war 1976 zuerst aufgetaucht und seitdem haben wir sehr viel gelernt.	1	

We know very little about Zika and are just beginning to see its tricks. The risk is widespread.	Aber von Zika wissen wir erst sehr wenig [3s.] und die Risiken sind doch weit verbreitet.	0,5	partial omission
Zika is transmitted primarily by mosquitoes of the Aedes aegypti species resident in many equatorial and sub-tropical countries.	Zika wird vor allem von Müss- / Mücken verbreitet [2s.] und dies ist vor allem in tropischen und äqu- / und an Ländern / Regionen am Äquator verbreiten.	1	
These mosquitoes can breed in very small containers, like a plastic cup or a bottle cap.		0	omission
Responsibility for mosquito control rests with every household. Two-thirds of these mosquitoes reside in households and not outdoors. Every household must help with removing breeding sites. The government cannot do this on its own.	[4s.] Die Verantwortung, ähm dies zu kontrollieren und sich gegen Mücken zu verkämpfen, ist natürlich dann den Haushalten über ähm lassen. Jeder einzelne Haushalt muss helfen, dieser Verbreitung entgegenzuwirken.	0,25	partial nonsense
On present knowledge, Zika causes a mild disease in most people, and 80% of those infected show no symptoms. Most recover.	[4s.] Zika [2s.] ähm führt zu verschiedenen Krankheiten, jedoch zeigen 80% der infizierten Menschen keine Symptome und sie erholen sich sehr schnell.	0,5	partial faux-sens
We are very worried about pregnant women. If they get infected with the virus, they may give birth to babies with small heads or with other neurological complications.	Wir sorgen uns aber um schwangere Frauen, denn wenn sie mit Zika infiziert werden, kommen vielleicht Kinder auf die Welt, die einen kleinen Kopf haben oder ähm andere / andere Krankheiten haben	1	
The science is not yet definitive, but the evidence is getting stronger and stronger.	und die Beweise werden immer mehr.	0,5	partial omission

On 1 February, WHO declared a Public Health Emergency of International Concern because of what we don't know about the disease and the virus and its possible association with birth defects.		0	omission
Can you imagine the stress, the anxiety, and the heart-breaking experience of families who have babies with small heads? These babies are not easy to raise, and they create a heavy burden for the family and the community.	Können Sie den Stress sich vorstellen und diese emotionale Erfahrungen für Familien, die ein Kind mit kleinem Kopf haben. Diese Kinder sind nicht leicht aufzu- / aufzuziehen und sie bedeuten eine schwere Last für die Familie und die Gesellschaft.	1	
WHO was asked to make this declaration on the advice of experts.	Die WHWO wurde dazu angehalten, diese Erklärung zu machen nach Ratschlag der Experten.	1	
WHO's job is to coordinate the world's best talents to develop the science that clarifies the link.	Die WHO ähm hat die Verpflichtung, die besten Menschen zusammenzubringen, um über diese Themen zu forschen.	1	
Let me mention in particular the case study published last week in the New England Journal of Medicine. This was a series of very sophisticated investigations undertaken by European experts. That study gives us the strongest evidence yet about the possible link between infection during pregnancy and microcephaly.	Ich möchte dem New England Journal of Medicine // hab ich etwas gelesen, das ich gerne erzählen möchte. Es gab eine Untersuchung von den europäischen Experten und diese Studie hat uns gezeigt die beste ähm / Resultate gezeigt, die bis jetzt bekannt sind.	0,5	partial omission

Ebola required massive logistical support and mobilization of teams and tons of supplies. Zika requires massive mobilization of community action.	[2s.] Ebóla benötigte vor allem viele logistische Anstrengungen und die Zustellung von Ausrüstung. Bei Zika geht es vor allem um die gemeinschaftliche Tätigkeit.	1	
For now, mosquito control is our most immediate line of defense.		0	omission
We must also give women the information that empowers them to make some difficult decisions.	Wir müssen den Frauen die ähm Informationen geben, damit sie gestärkt werden, um sehr schwierige Entscheidungen treffen zu können.	1	
Evidence is now sufficiently strong that we are advising pregnant women to consider delaying travel to countries where the virus is circulating.	Die Beweise sind sehr stark, dass man schwangeren Frauen ähm zum Schwangerschaftsabbruch zu raten, wenn Zika in diesem Land verbreitet ist.	0	faux-sens
It is also important that returning travelers do not donate blood. European countries have very good guidelines for keeping the blood supply safe.	[4s.] Europäische Länder haben sehr gute Richtlinien, um genug Blutversorgung zu erhaben.	0	omission
Zika is not a deadly disease like Ebola, but it is a disease that causes heart-breaking events for families.	Zika ist zwar nicht so eine tödliche Krankheit wie Ebóla , aber es ist eine Krankheit, die viele Länder / viele Familien betrifft.	0,5	imprecision
Thank you.	Vielen Dank für Ihre Aufmerksamkeit.	1	

Participant B4:

Source Text	Target Text	Content	Reason
Ladies and Gentlemen,	Sehr geehrte Damen und Herren,	1	
When I was a young medical doctor I used to deliver babies.	als ich ein junger Doktor war, da habe ich [3s.] bei der Gebärung von Kin- / von Babys geholfen. [4s.]	1	
The baby we are delivering today is a very healthy baby.		0	omission
The response to the Ebola outbreak in West Africa has likely been the most intense logistical operation against an infectious disease since smallpox was pushed down to its last case in the Horn of Africa in 1979.	Der Ausbruch von Ebóla in Westafrika war die komplizierteste Operation [4s.] innerhalb von Afrika in 1979.	0	faux-sens
When the outbreak began more than two years ago, the world and WHO were ill-prepared to mount a response on such a monumental scale.	[2s.] Der Ausbruch begann vor ungefähr zwei Jahren, als die Weltgesundheitsorganisation in so einem großen Ausmaß nicht möglich war, darauf zu reagieren.	1	
At the start, we had too little of everything, including medical teams.	Und somit muss ihnen verschiedene meditschinische Versorgungun zur Verfügung gestellt werden,	0	faux-sens
This changed, with support from the European Union playing a decisive role to turn around the Ebola outbreak in West Africa.	was von der Europäischen Union unterstützt wurde, um mit diesem Ebóla -Ausbruch in Westafrika zurecht zu kommen.	0,5	imprecision
Your support was massive.	Die Unterstützung war sehr groß.	1	

It ranged from the provision of experts and medical teams, to the construction of dedicated treatment centers and bases for operations, from the training of European civil society organizations, to the use of military aircraft and ships that rushed in desperately needed mobile laboratories, motorcycles, and huge quantities of equipment and supplies.	Das waren sowohl Experten, um Behandlungszentren aufzubauen und Operationen zu gewährleisten, bis hin zu der Ausbildung von Menschen und auch militärischen Truppen, wie auch Schiffen, die zur Not kamen und halfen und große Mengen an Equipment und Versorgung brachten.	1	
The support you provided facilitated the response well beyond the European region.	Diese Unterstützung half in der Europäischen Union,	0	nonsense
Your work to guarantee medical evacuation and care for responders opened the door for the deployment of emergency medical teams and public health experts from all around the world.	um die medizinische Versorgung zu gewährleisten und das öffnete die Tür für Notfalls ähm / medizinische Versorgung um die ganze Welt.	0,5	partial faux-sens
The Ebola outbreak was a very brutal wake-up call.	Der Ausbruch von Ébola war wie ein Weckruf.	1	
The world must never again be caught by surprise, so ill-prepared to cope.	Es sollte nie wieder passieren, dass so etwas Schlimmes passiert, gegen das man nicht gewappnet ist.	1	
All that can be prepared in advance must be done with the utmost urgency.	Alles Mögliche sollte im Vorhinein getan werden.	1	
As part of this preparedness, delegates at last year's World Health Assembly asked me to create a global health emergency workforce.	Teil dieser Vorbereitung ist die Weltgesundheitsversammlung, bei der besprochen wird, welche Notfallmaßnahmen vorgenommen werden können.	0	faux-sens

The inauguration of the European Medical Corps is a groundbreaking milestone in achieving that objective.	Das europäische medizinische Korps ist in dieser Hinsicht ein wichtiger Meilenstein	1	
It is the culmination of joint WHO/EU work over the past year to establish standards for quality assurance, classifying, and registering emergency medical teams.	und es ist eine Kombination aus einer gemeinsamen Arbeit der Weltgesundheitsorganisation und der Europäischen Union in den letzten Jahren. Um Standards für die Gesundheit / das Gesundheitswesen aufzubauen und verschiedene medizinische Teams.	1	
The Corps we are launching today makes a visible and highly effective contribution to the global health emergency workforce.	Das europäische medizinische Korps macht heute einen großen Teil aus der Arbeit.	0	nonsense
Thank all of you for all you have done.	Wir danken Ihnen allen für Alles, was Sie getan haben [2s.]	1	
It embodies far more than public health expertise and medical teams. It includes medical evacuation teams, logistics teams with the skills to rebuild damaged hospitals, incident managers and information managers as well as mobile laboratories and their supplies.	hinsichtlich der medizinischen Entwicklung. Die medizinischen Teams mit den Fähigkeiten, um Spitäler aufzubauen, aber auch Informationsmanagement, sowie mobile Lab- / Labors sind wichtig.	0,5	partial omission
I congratulate you on making the first contribution to the global workforce and also on being the model for others to follow.	Ich danke Ihnen für die / den ersten Beitrag zu dem globalen Erfolg und ich hoffe, dass noch viele weitere folgen werden.	1	

The foundation of a public health system able to respond to outbreaks and emergencies resides at the national level.	Die Gründung dieser Institutionen beginnt auf einem nationalen Level.	0	faux-sens
The European Medical Corps and its “voluntary pool” draw on national capacity for a domestic response that can be offered to others faced with an emergency.	Das europäische medizinische Korps hat nationale Ressourcen genutzt, um solche Fälle zu behandeln.	0,5	imprecision
Extremely important not just as a regional response capacity but also when global response is needed.	Das ist sehr wichtig, und zwar nicht nur als eine regionale / regionale Reaktion, aber auch auf einem globalen Level.	1	
Emergency responses that augment national capacity with regional capacity are always more timely, predictable, efficient, and appropriate.	[3s.] Reaktionen auf globalen Level mit regionaler Hilfe sind immer wichtig, nützlich und effizient.	1	
What the EU and WHO are now jointly doing brings order to a situation that grew chaotic as the number, scale, and severity of health emergencies reached unprecedented levels.	Was die Europäische Union und die Weltgesundheitsorganisation nun gemeinsam tun, hilft bei einer Situation in einem großen Ausmaß und in einer großen Schwierigkeit, um in diesen Regionen ähnlichen Fortschritte zu machen.	0,5	partial faux-sens
The establishment of the European Medical Corps draws on lessons from the Ebola outbreak but also on earlier lessons from the response to sudden onset emergencies, like earthquakes, floods, and tropical storms.	Die Gründung des europäischen medizinischen / medizinischen Korps hilft, gegen Ebola zu kämpfen [2s.], aber es hilft auch für andere Katastrophen wie zum Beispiel ähnlichen Erdbeben.	0	faux-sens

A turning point occurred five years ago, when the earthquake in Haiti brought a massive influx of poorly qualified, uncoordinated, and ill-equipped responders.	Ein Wendepunkt fand nun statt. Vor fünf Jahren, als das Erdbeben in Haiti ausbrach, [4s.] waren viele Menschen nicht ausgerüstet	1	
In the view of many, the Haiti response was a clear case of emergency assistance that did more harm than good.	und es war ein großer Notfall, wo Notfallsmaßnahmen getan werden mussten.	0	nonsense
Ladies and Gentlemen,	Sehr geehrte Damen und Herren,	1	
To end the chaos, a global system was put in place to assure the quality of emergency medical teams, classify their skills, and register them as part of global preparedness for sudden onset disasters.	um dieses Chaos zu beenden, wurde ein globales System aufgestellt, um die Qualität der medizinischen Teams zu garantieren, um auch ihre Fähigkeiten zu garantieren und um auch global vorbereitet sein auf solche / vorbereitet zu sein auf solche Katastrophen.	1	
The system allows a quick and close match of specific teams with specific needs and closes the door to uncoordinated and inappropriate assistance	Und dies geschieht mit spezifischen Teams für spezifische Bedürfnisse und koordinierte Systeme.	1	
The system made a night-and-day difference in the responses to typhoon Haiyan in the Philippines, cyclone Pam in Vanuatu, and the earthquake in Nepal, where 98% of the 149 medical teams were registered and jointly coordinated by WHO and the Ministry of Health and Population.	[3s.] Das System hat für viele Veränderungen gebracht, zum Beispiel auch hinsichtlich des Taifuns und dem Erdbeben in Népal, wo 89% der 49 medizinischen Teams registriert waren und gemeinsam koordiniert wurden von der Weltgesundheitsorganisation sowie des Ministeriums für Gesundheit.	0,5	partial faux-sens

These later examples illustrate the power of a global health workforce and the difference it can make.	Diese Beispiele zeigen die Macht eines globalen Systems für die Gesundheit.	0,5	partial faux-sens
This is global solidarity. Together, we will never allow another virus to run out of control. We owe it to the more than 11,000 people who died from Ebola to be better prepared.	Und das ist auch globale Solidarität, zusammenzuarbeiten. Wir dürfen es nie wieder erlauben, dass ein weiterer Virus so außer Kontrolle gerät. Mehr als 11000 Menschen starben an Ébola und das soll nicht mehr geschehen.	1	
I am fully confident that the European Medical Corps will mark a sea-change in global preparedness for outbreaks and emergencies.	Ich bin zuversichtlich, dass das europäische medizinische Korps hier eine große Hilfe sein wird, damit so etwas nicht mehr ausbricht.	0	faux-sens
Again, this is an achievement with an impact that extends well beyond Europe. Your work is being closely followed by similar efforts in South-East Asia, Latin America and the Caribbean, and the Western Pacific Region.	Das ist ein Erfolg mit einer Auswirkung, die über Europa hinausgeht. [3s.] Diese Arbeit wird gefolgt von mehreren Arbeiten in Lateinamerika, der Karibik und der westpazifischen Region.	1	
Many of you mentioned Zika as the next global crisis.	Viele von Ihnen haben Zika als das / als nächste globale Krise betont.	1	
Ebola and Zika have many differences. Ebola is one of the most lethal pathogens on this planet. Zika is not known to be a killer.	Aber hier gibt es viele Unterschiede. Ébola ist auf der einen Seite einer der größten Viren auf diesem Pappel- / Planeten, Zika ist aber nicht ähm tödlich.	1	
Since Ebola first emerged in 1976, we have learned a lot about this disease.	Als Ebóla 1976 zum ersten Mal auftrat, haben wir viel über diese Krankheit gelernt.	0	faux-sens

We know very little about Zika and are just beginning to see its tricks. The risk is widespread.	Wir wissen sehr wenig über Zika und wir sehen erst jetzt die Auswirkungen und die Risiken.	1	
Zika is transmitted primarily by mosquitoes of the <i>Aedes aegypti</i> species resident in many equatorial and sub-tropical countries.	Zika wird übertragen durch Moskitos / einer / einer Art aus den 80er Jahren, die in tropischen Ländern auftritt.	0,5	partial faux-sens
These mosquitoes can breed in very small containers, like a plastic cup or a bottle cap.	Diese Moskitos können in sehr kleinen Behältern wie in / in ähm Plastiktaschen leben.	0,5	partial faux-sens
Responsibility for mosquito control rests with every household. Two-thirds of these mosquitoes reside in households and not outdoors. Every household must help with removing breeding sites. The government cannot do this on its own.	Und Moskitos können in jedem Haushalt auftreten. 2/3 dieser Moskitos sind in Haushalten und nicht außerhalb von Haushalten. Daher muss jeder Haushalt [2s.] aufpassen, dass das nicht passiert. Und das Govern- / die Regierung kann das nicht alleine machen.	1	
On present knowledge, Zika causes a mild disease in most people, and 80% of those infected show no symptoms. Most recover.	Zu unserem jetzigen Wissen können Moskitos [2s.] bei 80% der Menschen Sympto- / keine Symptome auslösen.	0,25	partial omission, imprecision
We are very worried about pregnant women. If they get infected with the virus, they may give birth to babies with small heads or with other neurological complications.	Wir sind jedoch hinsichtlich Schwangeren besorgt. Denn wenn diese angesteckt werden, dann könnten sie Babys gebären, die kleine Köpfe haben oder andere neurologische Probleme.	1	

The science is not yet definitive, but the evidence is getting stronger and stronger.	Die Symptome sind noch nicht voll ausgearbeitet, aber der Beweis wird immer stärker.	0,5	partial faux-sens
On 1 February, WHO declared a Public Health Emergency of International Concern because of what we don't know about the disease and the virus and its possible association with birth defects.	Am ersten Februar hat die Weltgesundheitsorganisationen einen / ein großes Problem ausgerufen darüber, was wir nicht über diesen Virus wissen und die Auswirkungen für die Geburt.	0,5	partial faux-sens
Can you imagine the stress, the anxiety, and the heart-breaking experience of families who have babies with small heads? These babies are not easy to raise, and they create a heavy burden for the family and the community.	Können Sie sich den Stress vorstellen und die Angst dieser Erfahrung der Menschen, die Kinder gebären mit kleinen Köpfen? Sie sind nicht einfach aufzuziehen und sie werden zu einer Last für die Familie und auch für die Gesellschaft.	1	
WHO was asked to make this declaration on the advice of experts.	Die Weltgesundheitsorganisation hat hier / wurde hier gebeten, einzugreifen.	0	faux-sens
WHO's job is to coordinate the world's best talents to develop the science that clarifies the link.	Die Arbeit der Weltgesundheitsorganisation ist hier, die Talente der Welt zu organisieren, um die Wissenschaft nach vorne zu bringen und Fortschritte zu machen.	1	
Let me mention in particular the case study published last week in the New England Journal of Medicine. This was a series of very sophisticated investigations undertaken by European experts. That study gives us the strongest evidence yet about the possible link between infection during pregnancy and microcephaly.	Ich möchte hier den Fall erwähnen, der vorige Woche veröffentlicht wurde. [3s.] Hier gab es verschiedene Forschungen, die von europäischen Experten durch-	0	nonsense

	geführt wurden. Diese Studie zeigt uns über die möglichen Verbindungen zwischen den Schwangeren, die infiziert wurden.		
Ebola required massive logistical support and mobilization of teams and tons of supplies. Zika requires massive mobilization of community action.	Ébola erforderte viel medizinische Unterstützung, während Zika viel Aktionen in der Gesellschaft braucht.	0,5	partial faux-sens
For now, mosquito control is our most immediate line of defense.		0	omission
We must also give women the information that empowers them to make some difficult decisions.	Wir müssen den Frauen die Informationen geben, die ihnen / es ihnen ermöglichen, schwere Entscheidungen zu treffen.	1	
Evidence is now sufficiently strong that we are advising pregnant women to consider delaying travel to countries where the virus is circulating.	Der Bew- / Die Beweise sind nun gut genug, um den Schwangeren und den Menschen zu zeigen, dass sich dieser Virus bereits verbreitet	0	nonsense
It is also important that returning travelers do not donate blood. European countries have very good guidelines for keeping the blood supply safe.	und auch den Reisenden dies nahelegen. In den europäischen Ländern gibt es hier viele gute Informationen	0	faux-sens
Zika is not a deadly disease like Ebola, but it is a disease that causes heart-breaking events for families.	Zika ist nicht tödlich, wie es Eb- / Ébola ist, aber es ist [2s.] / aber es ist eine / eine Krankheit, die schlimme Folgen für Familien hat.	1	

Thank you.	Ich danke für Ihre Aufmerksamkeit.	1	
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Participant B5:

Source Text	Target Text	Content	Reason
Ladies and Gentlemen,	Sehr geehrte Damen und Herren,	1	
When I was a young medical doctor I used to deliver babies.		0	omission
The baby we are delivering today is a very healthy baby.	[7s.] das Baby, was wir heute liefern, ist ein sehr [2s.] gesundes	1	
The response to the Ebola outbreak in West Africa has likely been the most intense logistical operation against an infectious disease since smallpox was pushed down to its last case in the Horn of Africa in 1979.	denn [3s.] die // in Afrika war die / war der Kampf gegen infektiöse Krankheiten sehr erfolgreich bis jetzt. Und 1979 [2s.] war ein wichtiges Datum.	0	faux-sens
When the outbreak began more than two years ago, the world and WHO were ill-prepared to mount a response on such a monumental scale.	Als der Krankheitsausbruch begann, war es wichtig, schnell zu handeln. [2s.]	0	faux-sens
At the start, we had too little of everything, including medical teams.	Und wir hatten schon bereits am Anfang Gesundheits-teams vor Ort	0	contre-sens

This changed, with support from the European Union playing a decisive role to turn around the Ebola outbreak in West Africa.	und diese Veränderung wurde von der Europäischen Union unterstützt, um diesen Ébola-Ausbruch in Westafrika Einhalt zu gebieten.	1	
Your support was massive.		0	omission
It ranged from the provision of experts and medical teams, to the construction of dedicated treatment centers and bases for operations, from the training of European civil society organizations, to the use of military aircraft and ships that rushed in desperately needed mobile laboratories, motorcycles, and huge quantities of equipment and supplies.	Und von dem Verfügung stellen von Gesundheitsteams bis Behandlungszentren und Experten, Trainings von europäischen // von der europäischen Gesellschaft genauso wie mobile Labors, die von Schiffen zur Verfügung gestellt wurden und so weiter reichte die Unterstützung.	1	
The support you provided facilitated the response well beyond the European region.	[2s.] Das heißt die Unterstützung re- / reichte weiter als nur über die europäischen Grenzen.	1	
Your work to guarantee medical evacuation and care for responders opened the door for the deployment of emergency medical teams and public health experts from all around the world.	[4s.] Und öffentliche Gesundheitsexperten haben von der ganzen Welt her hier mitgeholfen.	0,25	imprecision
The Ebola outbreak was a very brutal wake-up call.	Und der Ausbruch des / der Ébola / des Ébola-Virus war ein Wach-ruf.	1	

The world must never again be caught by surprise, so ill-prepared to cope.		0	omission
All that can be prepared in advance must be done with the utmost urgency.	Wie können wir vorbereitet sein, jedenfalls muss das im Vorhinein passieren.	0,5	partial omission
As part of this preparedness, delegates at last year's World Health Assembly asked me to create a global health emergency workforce.	Abgeordnete der 1a- / letztjährigen Weltgesundheitsversammlung haben hier auch Fragen gestellt und bei der Eröffnung des europäischen medizinischen Korps wurde hier / wurden wichtige Fragen diskutiert.	0	faux-sens
The inauguration of the European Medical Corps is a groundbreaking milestone in achieving that objective.		0	omission
It is the culmination of joint WHO/EU work over the past year to establish standards for quality assurance, classifying, and registering emergency medical teams.	[4s.] Und es war innerhalb der letzten Jahre ein wichtiges Ziel, gewisse Qualitätsstandards in der Gesundheitsversorgung zu fixieren.	0,5	partial faux-sens
The Corps we are launching today makes a visible and highly effective contribution to the global health emergency workforce.	Und den Korps, den wir heute haben, trägt ganz offensichtlich und wichtig zu der Verbesserung der Gesundheitsstandards weltweit bei.	0	faux-sens
Thank all of you for all you have done.		0	omission
It embodies far more than public health expertise and medical teams. It includes medical evacuation teams, lo-	Die Expertise der öffentlichen Gesundheit und Experten ist hier wichtig. In diesem Zusammenhang [2s.] sind hier vor allem Manager für Informationen, aber	0,5	partial omission

gistics teams with the skills to rebuild damaged hospitals, incident managers and information managers as well as mobile laboratories and their supplies.	auch für Notfälle genauso wie Experten aus verschiedensten Bereichen wichtig.		
I congratulate you on making the first contribution to the global workforce and also on being the model for others to follow.	Ich kann Ihnen nur empfehlen, ein Modell / ein Vorbild für andere zu sein, und beim European Medical Corps dazu beizutragen.	0	faux-sens
The foundation of a public health system able to respond to outbreaks and emergencies resides at the national level.	Notfälle sind nicht nur auf nationaler Ebene relevant	0	nonsense
The European Medical Corps and its “voluntary pool” draw on national capacity for a domestic response that can be offered to others faced with an emergency.	und das europäische medizinische Korps versucht, die nationale Kapazität zu verbessern, aber eben auch, um anderen im Falle von Notfällen zu unterstützen.	0,5	partial omission
Extremely important not just as a regional response capacity but also when global response is needed.	Und das ist wichtig, aber vor allem auch, wenn eine globale Antwort vonnöten ist.	1	
Emergency responses that augment national capacity with regional capacity are always more timely, predictable, efficient, and appropriate.	Die nationalen Kapazitäten sollten kombiniert werden mit den regionalen. Kapazitäten sind jedoch nicht zwangsläufig ausreichend.	0,25	partial omission
What the EU and WHO are now jointly doing brings order to a situation that grew chaotic as the number, scale, and severity of health emergencies reached unprecedented levels.	Die Weltgesundheitsorganisation der Europäischen // und die europäische Union versuchen nun zusammen, [2s.] die Gesundheitsnotfälle mit Entschlossenheit zu bekämpfen.	0,5	partial faux-sens

The establishment of the European Medical Corps draws on lessons from the Ebola outbreak but also on earlier lessons from the response to sudden onset emergencies, like earthquakes, floods, and tropical storms.	Das Establishment des Europäischen Medizinischen Korps stammt vor allem von dem Zeitpunkt des Ebóla -Ausbruchs, aber auch im Fall von anderen Katastrophen wie Hochwasser oder Erdbeben.	0	nonsense
A turning point occurred five years ago, when the earthquake in Haiti brought a massive influx of poorly qualified, uncoordinated, and ill-equipped responders.	Ein Wendepunkt fand statt vor fünf Jahren bei / zu Zeiten des Erdbebens in Haiti [3s.]	0,5	partial omission
In the view of many, the Haiti response was a clear case of emergency assistance that did more harm than good.	und [2s] die Antwort, die es von internationaler Seite gab, war eine Antwort auf diese Katastrophe.	0	nonsense
Ladies and Gentlemen,	Sehr geehrte Damen und Herren,	1	
To end the chaos, a global system was put in place to assure the quality of emergency medical teams, classify their skills, and register them as part of global preparedness for sudden onset disasters.	um dieses Chaos nun zu beenden, braucht es ein globales System, um ein / um die Qualität auf Gesundheitsebene weltweit zu garantieren und dafür braucht es auch ein medizinisches Team.	0	faux-sens
The system allows a quick and close match of specific teams with specific needs and closes the door to uncoordinated and inappropriate assistance	Und dieses System [4s.] ermöglicht es, spezifisch angepasst an die Anforderungen das passende / die passende Unterstützung zur Verfügung zu stellen.	1	
The system made a night-and-day difference in the responses to typhoon Haiyan in the Philippines, cyclone Pam in Vanuatu, and the earthquake in Nepal, where 98% of the 149 medical teams were registered	In den [2s.] Philippinen, aber auch nach dem Erbeben in Népal [2s.] war die Unterstützung jedenfalls sehr	0	faux-sens

and jointly coordinated by WHO and the Ministry of Health and Population.	stark. Und das Gesundheitsministerium hat hier die Zahlen veröffentlicht.		
These later examples illustrate the power of a global health workforce and the difference it can make.	Diese Beispiele unterstreichen die globale Workforce, die wir in diesem Zusammenhang haben	1	
This is global solidarity. Together, we will never allow another virus to run out of control. We owe it to the more than 11,000 people who died from Ebola to be better prepared.	und Solidarität ist ganz wichtig. Denn wir möchten zusammen sicherstellen, dass kein weiterer Virus mehr ausbrechen kann. 11000 Menschen sind an Ébola verstorben und wir möchten ganz wichtig versuchen, dass das nicht wieder passiert.	0,5	partial faux-sens
I am fully confident that the European Medical Corps will mark a sea-change in global preparedness for outbreaks and emergencies.		0	omission
Again, this is an achievement with an impact that extends well beyond Europe. Your work is being closely followed by similar efforts in South-East Asia, Latin America and the Caribbean, and the Western Pacific Region.	[4s.] Und nochmals: das ist ein Erfolg und diese / dieser Erfolg reicht weiter über die europäischen Grenzen hinaus. Südostasien, Lateinamerika und in der Karibik, genauso wie im Westpazifik [3s.]. Hier gab es eben auch Krankheitsausbrüche	1	
Many of you mentioned Zika as the next global crisis.	und hier werden viele von Ihnen an Zeka denken.	1	

Ebola and Zika have many differences. Ebola is one of the most lethal pathogens on this planet. Zika is not known to be a killer.	Sowohl Ébola als auch Zeka sind ganz wichtige Beispiele, die hier zu nennen sind. Ébola ist beispielsweise ein tödliches Virus und das / über die ganze Welt bekannt. Zeka hingegen ist eigentlich nicht als tödliche Krankheit bekannt.	1	
Since Ebola first emerged in 1976, we have learned a lot about this disease.	1976, als die Krankheit das erste Mal auftrat, wussten wir noch sehr wenig über dieses Virus	0	Ebola =/ Zika, faux-sens
We know very little about Zika and are just beginning to see its tricks. The risk is widespread.		0	omission
Zika is transmitted primarily by mosquitoes of the Aedes aegypti species resident in many equatorial and sub-tropical countries.	und vor allem wird Zeka über Moskitos übertragen. Und somit in / ist der Virus vor allem in subtropischen und äquatorialen Ländern stark vertreten	1	
These mosquitoes can breed in very small containers, like a plastic cup or a bottle cap.	und kann leicht auch aufgrund von Plastikbechern etwa übertragen werden.	0	faux-sens
Responsibility for mosquito control rests with every household. Two-thirds of these mosquitoes reside in households and not outdoors. Every household must help with removing breeding sites. The government cannot do this on its own.	2/3 von all den Stechmücken sind potenzielle Krankheitsüberträger. Dementsprechend muss jeder einzelne Haushalt das passende Equipment dagegen haben.	0	faux-sens

On present knowledge, Zika causes a mild disease in most people, and 80% of those infected show no symptoms. Most recover.	Nach aktuellen Wissensstand ist Zika [3s.] eine Krankheit, die nicht in allen Fällen auch wirklich Auswirkungen zeigt, denn 80% der Betroffenen zeigen gar keine Reaktionen auf den Virus.	0,75	partial omission
We are very worried about pregnant women. If they get infected with the virus, they may give birth to babies with small heads or with other neurological complications.	Aber wenn Schwangere etwa von dem Virus betroffen sind, dann könnten Kinder mit zu kleinen Köpfen geboren werden, aber auch andere Konsequenzen sind möglich.	1	
The science is not yet definitive, but the evidence is getting stronger and stronger.	Und der / die Beweislage diesbezüglich wird immer stärker.	0,5	partial omission
On 1 February, WHO declared a Public Health Emergency of International Concern because of what we don't know about the disease and the virus and its possible association with birth defects.	Am ersten Februar hat die Weltgesundheitsorganisation einen Ges- / globalen Gesundheitsnotfall ausgerufen, denn wir wissen noch nicht genügend über das Virus und die möglichen Auswirkungen und Folgeerscheinungen.	1	
Can you imagine the stress, the anxiety, and the heart-breaking experience of families who have babies with small heads? These babies are not easy to raise, and they create a heavy burden for the family and the community.	Können Sie sich den Stress vorstellen, vielleicht sogar die Angstzustände, die Familien von Kindern mit zu kleinen Köpfen haben? Diese Kinder sind nicht einfach aufzuziehen und können sogar ein / [2s.] gewisse	1	

	Schwierigkeiten aufbringen für Familien und die ganze Gesellschaft.		
WHO was asked to make this declaration on the advice of experts.		0	omission
WHO's job is to coordinate the world's best talents to develop the science that clarifies the link.	Und es ist nun die Aufgabe der Weltgesundheitsorganisation, dass diese / dieser fehlende Informationsstand verbessert wird.	1	
Let me mention in particular the case study published last week in the New England Journal of Medicine. This was a series of very sophisticated investigations undertaken by European experts. That study gives us the strongest evidence yet about the possible link between infection during pregnancy and microcephaly.	Und ich möchte nun etwas von letzter Woche, was in den Medien verbreitet wurde, erklären. Untersuchungen, die von europäischen Unter- / europäischen Experten durchgeführt wurden, wurden hier publiziert und Mikrozephalie, also diese Krankheit, wurde in Zusammenhang gebracht mit Schwangeren, die von Zika-Virus betroffen sind.	1	
Ebola required massive logistical support and mobilization of teams and tons of supplies. Zika requires massive mobilization of community action.	Und da Zika eine ganze starke Mobilisierung von [2s.] verschiedenen Bestandteilen des Immunsystems verlangt, kann es hier zu dieser Krankheit kommen.	0	nonsense
For now, mosquito control is our most immediate line of defense.		0	omission
We must also give women the information that empowers them to make some difficult decisions.		0	omission

Evidence is now sufficiently strong that we are advising pregnant women to consider delaying travel to countries where the virus is circulating.	Und die Beweislage ist nun ausreichend genug, um hier einen Konnex zu schließen mit Ländern, wo das Virus zirkuliert.	0,5	partial omission
It is also important that returning travelers do not donate blood. European countries have very good guidelines for keeping the blood supply safe.	[3s.] Europäische Länder haben hier sehr gute Guidelines, um ihre Bewohner zu schützen.	0	faux-sens
Zika is not a deadly disease like Ebola, but it is a disease that causes heart-breaking events for families.	Und Zeka ist nicht genauso gefährlich wie ähm / wie Ébola, kann jedoch ganz weitreichende Folgen ebenfalls haben.	1	
Thank you.	Ich bedanke mich für Ihre Aufmerksamkeit.	1	

Abstract

Against the backdrop of standard language ideology, this master's thesis investigates whether student interpreter performance decreases when student interpreters are confronted with an accent they are unfamiliar with. Southern American English was chosen as the unfamiliar accent in this study and compared to what is commonly called Standard American English, the variety of American English the students were thought to be familiar with. To answer this question, an experiment was carried out by the author.

The first chapter is dedicated to a discussion of Standard and Southern American English from the vantage point of sociolinguistics. In the second chapter unfamiliar accents are regarded through the prism of interpreting studies. Chapters three and four present the design of the experiment used to test the hypothesis and its results respectively, before they are discussed and conclusions drawn in the fifth and final chapter.

The results of the experiment point to the fact that when solely checking for content-related errors, no significant differences in student interpreter performance can be observed. When also checking for other error types, such as errors related to pronunciation, student interpreter performance does decrease when interpreting the unfamiliar accent. In this study, this is explained by processes of standard language ideology.

Kurzfassung

Vor dem Hintergrund der Standardsprachideologie wird in dieser Masterarbeit der Frage nachgegangen, ob die Dolmetschleistung Dolmetschstudierender nachlässt, wenn diese gebeten werden, eine Rede mit einem Akzent zu dolmetschen, mit dem sie wenig bis gar keine Erfahrung haben. Southern American English wurde in dieser Studie als ungewohnter Akzent gewählt und mit dem, was gemeinhin Standard American English genannt wird, verglichen. Von Letzterem wurde angenommen, dass er den Studierenden vertrauter ist. Um diese Frage zu beantworten, wurde von der Autorin ein Experiment durchgeführt.

Im ersten Kapitel werden Standard und Southern American English von der Warte der Soziolinguistik aus besprochen, bevor im zweiten Kapitel Akzente aus der Sicht der Dolmetschwissenschaft beleuchtet werden. In den Kapiteln drei und vier werden das zur Überprüfung der Hypothesen durchgeführte Experiment beschrieben und relevante Ergebnisse vorgestellt. Im fünften und letzten Kapitel werden die Ergebnisse besprochen und Schlussfolgerungen gezogen.

Es stellt sich heraus, dass die Studierenden beim Dolmetschen beider Akzente in etwa gleich viele inhaltliche Fehler machten. Werden jedoch auch andere Fehlertypen, wie Fehler in der Aussprache, in Betracht gezogen, so nimmt die Dolmetschleistung der Studierenden tatsächlich ab. In dieser Arbeit wird dieses Phänomen anhand von Prozessen, die mit Standardsprachideologie in Zusammenhang stehen, erklärt.