

Introduction

- Scientific and pedagogical sources (Jones 1998, Liu e.a. 2004) state long and complex source sentences face interpreters with challenges.
- Empirical data confirming this correlation is scarce.
- An experiment (part of a PhD project on determinants of interpretability in student interpreters' exercises) was carried out in order to measure the impact of longer sentences on student interpreters' performances.

Method

- **Measuring interpreting quality** (accuracy/acceptability) of the transcribed and manually checked recordings based on :
 - > **Omissions** (lost content words)
 - > **Filled pauses**
 - > **Long-term errors**: unfinished sentences, referencing errors, subject-verb agreement errors
 - > **Short-term errors**: article errors, preposition errors

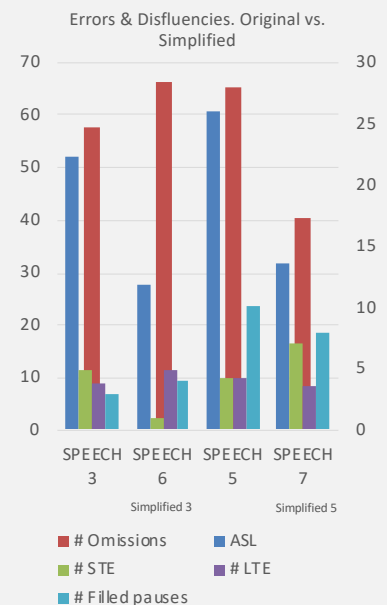
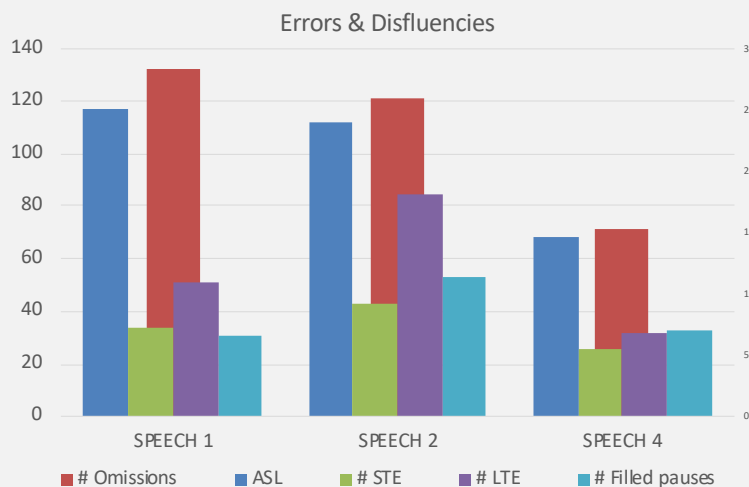
Data

- **Selection of 5 French source speeches** (SCIC Speech Repository/SpeechPool) to be re-spoken and interpreted into Dutch
- **Quantitative approach**: analysis of the 5 speeches regarding sentence length: long ASL in 1, 2, 3 and 5 (range 22.35-26.02 w/s); short ASL in 4 (14.67 w/s)
- **Qualitative approach**: adaptation of speeches 3 & 5 (splitting long sentences, changing subordinate into coordinate clauses, adding anaphors); 2 'simplified' speeches were added (speeches 6 & 7)
- **7 students** Postgraduate Programme in Conference Interpreting Ghent University interpreted speeches 1, 2 & 4; 4 students interpreted speeches 3 & 5; 3 students interpreted speeches 6 & 7.
- **35 recordings**.

Research question

Do long(er) sentences have an impact on student interpreters' performances in simultaneous ?

Results



Conclusions

- Longer sentences are not significantly associated with filled pauses or short-term errors (multivariate general linear regression: resp. $p > 0.19$ and $p > 0.40$)
- Longer sentences are significantly associated with omissions and long-term errors (multivariate general linear regression: resp. $p < 0.001$ and $p < 0.05$)
- None of the aforementioned tendencies can be observed when comparing original and simplified versions of the same speech: limitations of text adaptation ?
- Speech 4 (on 'interpreting') triggers fewer errors (but not fewer disfluencies): influence of topical knowledge ?

Contact

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