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APPLICATION OF MNEMONIC TECHNIQUES IN CONSECUTIVE INTERPRETING

MNEMONIKAS PAŅĒMIENU PIELIETOJUMS SECĪGAJĀ TULKOŠANĀ

MASTER THESIS

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ANOTĀCIJA

Piezīmju veikšana ir tradicionāli pieņemts atmiņas atbalsts secīgajā tulkošanā; tomēr tai piemīt vairāki trūkumi. Tādēļ šī maģistra darba mērķis ir izpētīt mnemonikas paņēmienu pielietojuma iespējas secīgajā tulkošanā kā alternatīvu piezīmju veikšanai. Pētījuma dati tika iegūti, veicot regulārus tulkošanas testus un saņemot tulka atgriezenisko saiti. Rezultāti liecina, ka gan piezīmju veikšana, gan mnemonikas paņēmieni uzlabo informācijas atsaukšanu secīgajā tulkošanā; tomēr starp abiem atmiņas atbalsta veidiem tika konstatētas vairākas atšķirības. Tika secināts, ka mnemonikas paņēmienu pielietojumam secīgajā tulkošanā ir potence, jo tika iegūti labas kvalitātes tulkojumi. Tomēr vidēji piezīmju veikšana nodrošina augstākas kvalitātes secīgos tulkojumus.

Atslēgvārdi: *secīgā tulkošana, īstermiņa atmiņas uzlabošana, piezīmju veikšana, mnemonika, mnemonikas paņēmieni, loci metode, kvalitātes novērtējums*

ABSTRACT

Note-taking is the traditionally accepted aid to memory in consecutive interpreting; however, it has several possible drawbacks. Thus, the present MA thesis aims to investigate the possibility to apply mnemonic techniques in consecutive interpreting as an alternative for note-taking. The research data were obtained through regular interpreting tests and the interpreter's provided feedback. The results show that both note-taking and mnemonic techniques improve the recall of information in consecutive interpreting; however, various differences between both aids to memory were observed. It was concluded that mnemonic techniques show potential for application in consecutive interpreting as good quality interpretations were provided; however, on overage note-taking provides higher quality interpretations.

Key words: *consecutive interpreting, short-term memory enhancement, note-taking, mnemonics, mnemonic techniques, method of loci, quality assessment*

CONTENTS

INTRODUCTION

The profession of an interpreter has existed for more than 5000 years and over this long period of time interpreting has never lost its importance. In fact, with the increased global business ties and political tensions in the world today, interpreting might be even more important than ever before. The rise of multinational organizations and institutions has propelled the popularity of simultaneous interpreting to being the number one choice in all events were more than one foreign languages are used. However, consecutive interpreting, being one of the oldest modes of interpreting still remains relevant as it is much more suitable for bilateral meetings and small events and requires no special and expensive equipment.

Over the last two decades, the majority of interpreters associate consecutive interpreting with note-taking as it is a traditionally accepted aid to interpreter's memory. Moreover, Roderick Jones (1998) has pointed out that only 'exceptional interpreters can be expected' to 'analyse and memorize speeches of up to five minutes without any real assistance from notes' (Jones, 1998:43). However, there exist also other aids to memory, which interpreters can apply in the process of consecutive interpreting. Furthermore, these aids do not require writing down anything; instead they rely purely on cerebral capabilities of the individual. What is even more interesting is that one does not have to be an exceptional interpreter to use these aids to memory, but one might appear exceptional to others if he / she practices to successfully apply these aids. These above aids to memory are mnemonic techniques, which have existed for more than 2000 years. In fact, the use of mnemonic techniques has been observed also in consecutive interpreting. The book 'The Birth of a Profession: 60 years of AIIC' includes an interview with a legendary interpreter André Kaminker (1887 – 1961), who was asked about his remarkable memory. In response to the question Kaminker explained that he assigned all speeches to a specific district in Antwerp, which he remembered in detail from his childhood (AIIC, 2013:100). Kaminker assigned each separate idea to a shop; thus, mentally walking down the streets of his younger days he was able to re-express the speech in its entirety and in perfect order (ibid.).

The above highlights the potential of the application of mnemonic techniques in consecutive interpreting. However, mnemonic techniques are not included in the curriculum of interpreting schools as most of the schools prefer the more commonly accepted aid to memory of note-taking. Still, mnemonic techniques have been tested in classrooms in relation to language learning and have been proven to increase the recall of the individual. Therefore, the author of the present paper examines the possibility of substituting note-taking in consecutive interpreting with the use of mnemonic techniques.

The **goal** of the present Master Thesis is to analyse and compare the quality of interpretations provided in Latvian when using the traditional aid to memory of note-taking and when using mnemonic techniques.

The **hypothesis** of the present Master Thesis is: The application of mnemonic techniques in consecutive interpreting provides interpretations of higher quality than those achieved by using note-taking.

In order to achieve the research goal, the following **enabling objectives** have been set:

1. to select and review theoretical sources on consecutive interpreting, memory, and mnemonics;
2. to apply the theoretical findings in the process of consecutive interpreting of randomly selected speeches from the European Commission's Speech Repository.
3. to develop constructive criteria for evaluating the quality of the re-expressed speeches in the target language.
4. to analyse the obtained data and draw relevant conclusions.

Both **theoretical** and **empirical methods of research** have been employed in the present Master Thesis.

The **theoretical research methods** of the present Master Thesis include the literature review on consecutive interpreting, memory, and note-taking advanced by such authors as Obst (1993), Gile (1995), Jones (1998), Paneth (2002), Zhong (2003), Rozan (2002), Gillies (2005), Veisbergs (2005; 2009), Dukāte (2009), Çurum (2010) Kriston (2011), Nolan (2005), al-Zahran (2007), Viaggio (2002), Chen (2016) Mattysek (1989), Baddeley (1999), Kurz (1993), Mastin (2010), etc. and theoretical materials on mnemonic techniques provided by Bellezza (1987), Dewey (2007), Çurum (2010), Worthern and Hunt (2011), Jarowski, Jarowska, and Krzeczkowska (2015), Thomas (2017), Foer (2011), Kotler-Cope and Camp (1990), Goldentouch (2015), and others. In addition, a number of online sources have been used.

The **empirical research method** used in the present paper is a case study. The present research employs such **research data collection tools** as preliminary tests, follow-up tests, and the subject's feedback. Furthermore, the collected research data are analysed using **data analysis tools and guidelines** devised by the author of the present paper, on the basis of the examined theoretical sources.

The data of the present paper is obtained by listening to speeches available on the European Commission's Speech Repository, providing consecutive interpreting of the speeches by using either note-taking or mnemonic techniques, writing transcripts of both the original speeches and the provided interpretations, and analysing and comparing the overall quality of the provided interpreting outcomes when using note-taking and when using mnemonic techniques.

The present thesis consists of four chapters**: the first chapter** comprises a review of literature on consecutive interpreting and its elements as well as the role of memory in consecutive interpreting; **the second chapter** reviews possibilities to improve short-term memory through note-taking and the application of mnemonic techniques; **the third chapter** introduces methodology used in the empirical part of the present Master Thesis; and the **fourth chapter** contains an analysis of selected interpretations provided within the framework of the present study, as well as presents the general findings, trends and issues observed regarding the quality of consecutive interpretation when provided by using either note-taking or mnemonic techniques.

1 SIGNIFICANT ASPECTS OF CONSECUTIVE INTERPRETING

1.1 Peculiarities and challenges of consecutive interpreting

When looking at the political world map, one could imagine that people in different parts of the world live differently, look differently, and speak different languages. Yet the majority of people do not anticipate the extent of the number of different languages found in the world. According to Gary F. Simons and Charles D. Fenning (2017), the latest edition of *Ethnologue: Languages of the World* 'lists a total of 7,099 living languages worldwide' (Simons, Fenning 2017:na). Taking into consideration that there are 195 countries in the world, such number might seem incomprehensible. Obviously, a regular person is very unlikely to encounter even a 1/100 of all the languages found in the world. However, unless completely isolated from the society, one is bound to encounter at least a few of the major languages such as English, Spanish, French, Chinese, Russian, etc., in addition to one's mother tongue, during the duration of his / her lifetime.

All of the above-mentioned gives way to an issue, which occurs when people speaking different languages have to communicate with each other and even though English has become a lingua franca in international communication it does not mean that all people are sufficiently proficient to feel free in their communication and interaction. Therefore, people are required to find a way to facilitate the communication. This is where the services of an interpreter come in handy. From the very beginnings of the profession, the main objective of interpreting has been to facilitate the interaction between speakers of two different languages. The early history of the profession of an interpreter is very unclear. For example, Holly Mikkelson (2000) points out that 'no one really knows when interpreting began, but it surely dates back further than recorded history' (Mikkelson, 2000:4). Olgierda Furmanek and Heidi Achenbach (2004) explain that 'interpreting has been in existence ever since man has used the spoken word", while "the first written proof of interpreting dates back to 3000 BC, at which time the Ancient Egyptians had a hieroglyphic signifying "interpreter"' (Furmanek, Heidi 2004:1). More than 5000 years have passed since 3000 BC, yet the objective of interpreting remains the same and in the modern world interpreting might be more important than ever.

Even though, the objective of interpreting has remained the same, the types and modes of interpreting have changed and evolved over the course of time. The number of various types and modes of conference interpreting differ depending on the source of information. However, the majority of sources and authors (e.g. Obst (1993), Jones (1998), Paneth (2002) Veisbergs (2007), etc.) agree that currently the market is dominated by simultaneous and consecutive interpreting. While the focus of the present paper is consecutive interpreting, a short review on simultaneous interpreting will be provided for the sake of comparison. Therefore, the following paragraphs will look at simultaneous interpreting, consecutive interpreting, and the interpreting process.

According to Robin Setton and Andrew Dawrant (2016), in ***Simultaneous Interpreting*** (hereinafter – *SI*) 'interpreters render speeches in real time, with a lag of just a few seconds, from soundproof booths, using microphones, headphones and a multi-channel *SI* installation' (Setton, Dawrant, 2016:16). Similarly, Aiga Dukāte (2009) explains that *SI* 'involves the interpreter sitting in the booth and listening through the head-set to what is going on in the meeting room and simultaneously interpreting into a microphone what the delegates are saying in their microphones' (Dukāte, 2009:37). In addition, Eva Paneth (2002) points out that the most distinct feature of *SI* is that 'the audience can hear a translation of a speech while it is being delivered' (Paneth, 2002:32). However, Paneth (2002) also emphasizes that 'the interpreter does not say what he hears, but what he has heard' (ibid.). In other words, in *SI* the interpreter transfers the message from source language into target language with a delay of a few seconds. In addition, in order to provide *SI*, special equipment is required. In comparison to other modes of interpreting, *SI* is relatively new. Andrejs Veisbergs (2009) states that the first instance of the use of *SI* occurred in 1924 in the US (Veisbergs, 2009:57). However, *SI* became better known after the Nuremberg trials, which took place after World War II as it was the first time when *SI* was used 'on a large scale' (Bowen, Bowen, 1985:77). Since then, *SI* has continuously gained its importance in the interpreting market and has become 'the most frequently used mode of interpreting in conference settings' (Dukāte, 2009:37).

In contrast to *SI*, in ***Consecutive Interpreting*** (hereinafter – *CI*) 'the interpreter waits until the speaker has finished before rendering [the] speech into another language' (Erickson, 2006:1). Similarly, Dukāte (2009) states that *CI* 'proceeds in conference-like setting and involves the interpreter listening to a segment of speech, taking down notes, and reproducing the message in the target language after the original speaker has finished speaking' (Dukāte, 2009:37). In general, the interpreting process is divided into two phases. The first phase includes *listening and analysis, note-taking, short term memory operation,* and *coordination*, while the second phase includes *remembering, note-reading,* and *production* (Gile, 1995:179). In addition, James Nolan (2005) explains that 'depending on the length of the speech, [...] [the transfer into target language] may be done all at one go or in several segments' (Nolan, 2005:3). Veisbergs (2005) adds that *CI* can be split into *short* and *long CI* (Veisbergs, 2005:29). According to Aladdin al-Zahran (2007), *short CI* 'involves rendering the original information on a sentence-by-sentence basis and without notes' (al-Zahran, 2007:96). Similarly, Veisbergs (2007) indicates that *short CI* consists of 2 to 3 sentences (Veisbergs, 2007:41). However, many researchers do not view *short CI* as a *true CI* (Gile, 2001:41). In comparison to *short CI*, in *long CI* speech fragments are at least 5 minutes long, can even last up to 20 minutes (Veisbergs, 2007:41), and *long CI* 'involves a constant use of notes' (see Sub-chapter 2.1) (al-Zahran, 2007:96). Furthermore, several authors point out that in *long CI* the rendition into target language should always be compressed. For example, Veisbergs (2007) states that the rendition should take approximately 2/3 of the time taken by the original speech (Veisbergs, 2007:46), while Sergio Viaggio (2002) emphasizes that 'good consecutive interpretation ought to be much shorter than the original' and advises shortening of the rendition to up to 50% (Viaggio, 2002:243). However, the author believes that shortening by up to 50% is excessive and may result in a loss of information. Still, Veisbergs (2007) explains that the rendition can be shortened, among other ways, by avoiding verbosity and repetitions and / or by simply speaking faster (Veisbergs, 2007:46). Finally, taking into account that *SI* is mostly used in multilingual conference settings, *CI* often finds its place in 'question and answer session[s], [...] press conference[s] or [...] after dinner speech[es]' or at other small or medium-sized events (Phelan, 2001:9).

SI and *CI* share a lot of common features, yet both also possess several rather distinct features specific only to that particular mode of interpreting. In both *SI* and *CI*, the interpreter 'is fulfilling the same function as a conduit for communication' (Jones, 1998:71). Moreover, in both *SI* and *CI* 'the interpreter is indulging in the same intellectual activities', i.e. 'listening, understanding, analysing, and re-expressing' (ibid.). Hence, we may conclude that the general process and outcome of *SI* and *CI* is almost identical. Nevertheless, when compared in detail, several distinctions can be observed. Three of the main distinctions will be discussed within the frame of the present Master Thesis. First, as already mentioned above, *SI* requires special equipment, which can be quite expensive (Veisbergs, 2007:57). Similarly, Harry Obst (1993) points out that the required equipment creates '[an] element of uncertainty, which is the tremendous cost of providing simultaneous interpreting' (Obst, 1993:8). The abovementioned is especially true, if the interpreting has to be provided in several languages (ibid.). At the same time, *CI* requires no special equipment at all. All that the interpreter needs in *CI* are a notepad and a pen (Veisbergs, 2007:49). In fact, even these are not always required. Secondly, *SI* and *CI* have acoustic differences – in *CI* 'the interpreter listens first, [and] then speaks', while in *SI* 'the interpreter has to speak and listen at the same time' (Jones, 1998:72). Therefore, acoustically, *SI* is much more complicated as humans are not used to speaking and listening at the same time (Jones, 1998:72; Veisbergs, 2007:59). The last distinction covered in the present paper, is an *intellectual distinction*, i.e. in *CI* 'when the interpreter opens their mouth they have heard the whole speech and should know where they are going', while in *SI* 'the interpreter has no such luxury' (Jones, 1998:72). As a result, in *SI* 'the message in the target language [...] [is not] as complete and conceptually accurate [...] and also not as well phrased' as in *CI* (Obst, 1993:2). Yet, this also means that *CI* is much more time-consuming and relies a lot on the interpreter's memory. Nevertheless, taking into account the above-mentioned, it appears that *CI* is far superior than *SI* as it does not require any special equipment and gives the interpreter more time to process the information; thus, ensuring a higher quality output. Yet, despite all of *CI's* virtues, it has one major disadvantage, i.e. 'it is not a practical method of interpretation when more than two languages are involved' (ibid.:3). This has led many teachers and interpreters to believe that *SI* is the future of interpreting in a multilingual world. Moreover, nowadays many interpreters practice only *SI* and *CI* has been removed from the curricula of several interpreting schools (ibid.). However, Obst (1993) points out that

> *'Despite the spectacular conquest of a large segment of the interpreting territory by the fashionable and currently much needed technique of simultaneous interpreting, the profession is entering the twenty-first century with the consecutive mode of interpreting dominating most areas of application with the notable exception of large multilingual organizations and gatherings, where most of the high interpreting fees and salaries are now being earned.'* (ibid.:7).

In conclusion, *CI* requires no special equipment, is less costly, and gives more time for the interpreter to process information; thus, allowing to better transfer the message into the target language. On the other hand, *SI* takes less time and is the best mode of interpreting in multilingual settings. Obviously, both modes of interpreting have their advantages and disadvantages and it is hard to declare that one mode is better than the other. However, the aim of the comparison is not to highlight the better of the two, but to show that despite the rise in popularity of *SI*, *CI* is still relevant in the modern world. The author of the present paper believes that the comparison shows that *CI* will retain its place as the go-to mode of interpreting in bilateral meetings and small and medium-sized events. Consequently, interpreting schools should include and / or keep *CI* in their curricula to supply the market with qualified and professional consecutive interpreters. Finally, high-quality consecutive interpretation cannot be provided, if the interpreter has not undergone a proper training and does not have a strong memory to recall information. Taking into consideration the aforementioned, the following sub-chapters take a closer look at the role of memory in consecutive interpreting as well as the assessment of quality in consecutive interpreting.

1.2 Role of memory in consecutive interpreting

Memory plays an important role in *CI*. In fact, Gile (1995) includes memory processes in both phases of *CI* (Gile, 1995:179). Moreover, Kambiz Mahmoodzadeh (1992) stresses that professional interpreters are required and expected to 'have a powerful memory' (1992:233). In addition, Phelan (2001) points out that 'the interpreter needs a good short-term memory to retain what he or she has just heard and a good long-term memory to put the information into context' (Phelan, 2001:4-5). Taking into account the importance of memory and memory training in *CI*, the present sub-chapter considers various types of memory and their roles in *CI*.

In general, authors (e.g. Zhong (2003), Duong (2006), Kriston (2012, etc.) agree that the two main subgroups of memory are *short-term memory* (hereinafter -STM) and *long-term memory* (hereinafter – LTM).

According to Weihe Zhong (2003), ***STM*** represents the idea 'that you are retaining information for a short period of time without creating the neural mechanisms for later recall' (Zhong, 2003:1). Similarly, Andrea Kriston (2012) explains that *STM* 'is able to retain and recall the information for just a brief period of time because it does not create the neural mechanisms that would be needed for a subsequent storage' (Kriston, 2012:80). In addition, Luke Mastin (2010) explains that 'the term *working memory* is often used interchangeably with *short-term memory*' (Mastin, 2010:1). However, for the purposes of the present paper, the author of the present paper sticks to the term *STM*. Even though, the majority of authors agree on the functions of *STM*, opinions on the duration of *STM* vary. For example, Peterson and Peterson (1959) point out that *STM* lasts for 6 to 12 seconds. Similarly, Veisbergs (2007) affirms that *STM* lasts from 2 to 10 seconds (Veisbergs, 2007:32). However, it should be noted that Veisbergs (2007) also mentions working memory, which lasts approximately 30 seconds (ibid.). At the same time, Zhong (2003), Duong (2006) and Kriston (2012) state that *STM* lasts up to 30 seconds (Zhong, 2003:1; Duong, 2006:4; Kriston, 2012:80). In conclusion, we can assume that *STM* lasts for approximately 30 seconds.

In contrast to *STM*, ***LTM*** *'*occurs when you have created neural pathways for storing ideas and information which can then be recalled weeks, months, or even years later*'* (Zhong, 2003:1). However, Carolin Hopper (2010) emphasizes that long-term by no means mean permanent (Hopper, 2010: 102). In addition, Hopper (2010) explains that *LTM* 'is the neural pathways and synaptic connections that have stabilized through repeated use' (ibid.). In other words, phrases and/or sentences that we have heard only once most likely are not stored in our *LTM*. However, *LTM* can still be beneficial in *CI* as it stores factual information, which is of great importance for the interpreter's background knowledge (Veisbergs, 2007:32). Therefore, we can conclude that *LTM* is not actively involved in the interpreting process; however, *LTM* helps the interpreter to analyse the speech if the interpreter has prior knowledge regarding the particular subject matter.

Despite the fact that both *STM* and *LTM* are beneficial in *CI*, the majority of authors (Jones (1998), Zhong (2003), Duong (2006), Veisbergs (2007), Kriston (2012), etc.) suggest that interpreters should improve their *STM* as 'memory in interpreting only lasts for a short time' (Jones, 1998:33; Zhong, 2003:1; Duong, 2006:4; Veisbergs, 2007:32-33; Kriston, 2012:80). The aforementioned means that the interpreter forgets the majority of obtained information as soon as the re-expression of the speech has been delivered. Therefore, further on the author of the present paper focuses on the role of *STM* in *CI*.

1.3 Short-term memory in consecutive interpreting

Sub-chapter 1.2 reviewed general definitions of *STM* and the differences between *STM* and *LTM*. However, in order to better understand how *STM* functions, the elements which characterize *STM* should be examined. According to Zhong (2003), there are five such elements, i.e. *input of information, capacity, modality*, *information loss*, and *retrieval*.

The first element is the way how information enters our *STM* or what Zhong (2003) describes as the ***input of information***. Zhong (2003) explains that it is a general belief 'that information enters the *STM* as a result of applying attention to the stimulus, which is about a quarter of a second' long (Zhong, 2003:1). In contrast, McKay (1973) believes that information can enter *STM* also without applying attention to the stimulus (McKay, 1973, in Radford and Govier, 1991: 382). Therefore, theoretically, the interpreter could input information into his/her *STM* even if he/she did not pay attention to the speaker. Obviously, such behaviour is not advised; in fact, Veisbergs (2007) points out that it is essential for the interpreter to learn to concentrate (Veisbergs, 2007:33). Otherwise, important information could be lost.

The second element discussed is the ***capacity*** of *STM*. As discussed in Sub-chapter 1.2., 'the capacity of STM is limited' (Zhong, 2003:1). As explained by George A. Miller (1956), the capacity of *STM* is seven 'chunks' of information (plus or minus two, depending on each particular individual) (Miller, 1956:81-97). Similarly, Richard Atkinson and Richard Shiffrin (1968) state that the capacity of *STM* is from five to nine items (Atkinson, Shiffrin, 1968:173). However, Mastin (2010) points out that Miller based his number on tests made on students and that 'modern estimates are typically lower, of the order of just 4 or 5 items'

(Mastin, 2010:1). Here it should be noted that a chunk or an item can be either one unit of information or several units of information. For instance, the following number sequence – *27051996*, could be stored as eight chunks of information (e.g. 2, 7, 0, 5, 1, 9, 9, and 6 representing a phone number) or as three chunks of information (e.g. 27, 05, and 1996 representing 27 May 1996). In conclusion, unless we process the obtained information, in about 30 seconds the information is lost.

The third element reviewed is ***modality*** or the way information is encoded into our *STM*. According to Kriston (2012), information is encoded into our *STM* 'through three modalities: acoustic, visual and semantic' (Kriston, 2012:82). Zhong (2003) explains that ***acoustic coding*** is 'rehearsing through sub-vocal sound' (Zhong, 2003:1). Moreover, Kriston (2012) adds that acoustic coding 'relates closely to what we hear (words, sentences, sounds), without placing the emphasis on the meaning of sentences/words' (Kriston, 2012:82). The aforementioned is confirmed by Alan Baddeley (1999)), who states that 'experiments […] suggest that material in our short-term memory is processed largely in terms of speech sounds, whereas our long-term memory depends primarily on meaning' (Baddeley, 1999:36). Furthermore, Mastin (2010) explains that acoustic coding acts 'as a kind of "inner voice" that repeats word sounds to keep them in mind' (Mastin, 2010:1). Therefore, it can be concluded that the interpreter pays a lot of attention to what he/she hears as often the fast pace of the speech does not allow enough time for analysing the meaning of the words. In contrast to acoustic coding, ***visual coding*** stores 'information as pictures rather than sounds' (Zhong, 2003:1). Furthermore, Kriston (2012) states that visual coding is 'linked to the pictures or images we mentally create when we hear a discourse' (Kriston, 2012:82) Similarly, Çurum (2010) states that instead of 'relying on verbal memory, the use of visual […] [coding] combines the verbal and non-verbal representations and [is] assumed to play a facilitating role on recall due to creating a double memory trace' (Çurum, 2010:27). In addition, Kriston (2012) explains that these images or representations 'may be either a Power Point presentation, some diagrams and charts, or it may come under the form of visual representations a person creates in his/her own mind' (ibid.). Moreover, Zhong (2003) adds that also 'notes in interpreting […] [are used] to assist in such visual coding of information' (Zhong, 2003:1). The last modality is ***semantic coding***, which is the application of 'meaning to information [and] relating it to something abstract' (ibid.). In other words, semantic coding 'talks about the actual meaning of words' (Kriston, 2012:82). While *LTM* has been known to largely depend on meaning (Baddeley, 1999:36), studies by Kellogg (2003) declare that semantic coding plays a role also in *STM* as individuals are able to comprehend the meaning of pairs of words or short phrases heard in the speech (Kellogg, 2003:135).

The fourth element is ***information loss***. As established before, we quickly forget the information from our *STM*. Zhong (2003) explains that there are three main ‘theories as to why we forget [information] from our STM’; these are *displacement, decay,* and *interference* (Zhong, 2003:1). Christopher L. Heffner (2001) explains that ***displacement*** means that ‘when our short term memory is full and another bit of information enters, the new information will push out part of the old information’ (Heffner, 2001:1). At the same time, ***decay*** ‘is the automatic decay or fading of the memory trace.’ (McLeod, 2008:1). The theory of decay ‘suggests [that] short term memory can only hold information for between 15 and 30 seconds unless it is rehearsed’(ibid.). Lastly, ***interference*** occurs when ‘other information present in the storage at the same time distorts the original information’ (Zhong, 2013:1). In addition, Saul A. McLeod (2008) explains that interference can be observed as either ‘old memories disrupting new memories’ (known as *proactive interference*) or as ‘new memories disrupting old memories’ (known as *retrospective interference*) (McLeod, 2008:1). However, McLeod (2008) relates interference more to loss of information from *LTM* (ibid.). In addition, Veisbergs (2007) points out that loss of information can occur also due to use of medication, fatigue, and other factors (Veisbergs, 2007:33).

The last element of *STM* reviewed in the present paper is **retrieval** of information from *STM*. As explained by Zhong (2003), information in *STM* can be retrieved either by *serial search* or by *activation* (Zhong, 2003:1). According to Richard Henson (1996), ***serial search*** is the ability to recall units of information in the order they were heard (Henson, 1996:13-14). The same as Henson (1996), Robert J. Sternberg and Karin Sternberg (2012) state that serial search means that ‘you recall items in the exact order in which they were presented’ (Sternberg, Sternberg, 2012:177). For example, if the interpreter would be given ‘a list of words to remember, and then asked to recall the fourth word on the list, […] [the interpreter would] go through the list in the order they heard it in order to retrieve the information’ (McLeod, 2007:1). In contrast to serial search, ***activation*** is ‘dependence on activation of the particular item reaching a critical point’ (Zhong, 2003:1).

To sum up, information is able to enter our *STM* both intentionally and unintentionally. However, our *STM* has a limited capacity; i.e. we can store only a limited number of items for a limited period of time. Still, despite the fact that we are able to encode information into our *STM* through sounds, images, and meaning, the loss of the encoded information due to displacement, decay, and/or interference is almost inevitable. Therefore, the information has to be processed, in order to facilitate later recall during the re-expression of the speech. As a result, when the time to recall the information arrives, we are able to do so through either serial search or activation. Even though the above-mentioned appears to set limitations to the functionality of *STM*, the use of *STM* in consecutive interpreting can be enhanced. Therefore, the present paper reviews possibilities of enhancing *STM* in Chapter 2 of the present paper.

1.4 Assessment of quality in consecutive interpreting

Before possibilities for *STM* enhancement are reviewed, it is important to look at another significant aspect of consecutive interpreting, which plays a major role in the present research. The aforementioned significant aspect is assessment of quality in consecutive interpreting.

Unfortunately, there is no one universal answer to the question – how exactly the quality of *CI* is measured. In fact, it is difficult to define the term quality itself. For example, Oxford Dictionaries define quality as 'the standard of something as measured against other things of a similar kind; the degree of excellence of something' (Online 1). Proceeding from the above definition, we can assume that quality in *CI* is assessed by comparing the performance to some previously set criteria. However, there are no unified criteria in *CI* as the criteria are usually set by each particular client. Nevertheless, several studies and client surveys have been carried out, in order to define, which are the criteria that are valued the most in *CI*.

First of all, it should be pointed out that interpreting will never be as qualitative as a good written translation (Veisbergs, 2007:17). In addition, Veisbergs (2007) explains that the quality of interpreting is affected by the limited time given to the interpreter (ibid.). In interpreting, the interpreter has to start speaking soon after the original speaker has finished speaking. In contrast, in written translation, the translator can consult professional dictionaries, turn to the specialists of the particular field or the author of the text, as well as think over and edit the translation for several hours, days, or even weeks.

Furthermore, Veisbergs (2007) explains that it is difficult to set unified criteria as interpreters, source materials, and work conditions can vary a lot (ibid.:18). Taking into consideration that no clients are involved in the present study, the author of the present paper turns to the findings of other authors regarding the most common criteria deemed important by both clients and other interpreters. However, it should be taken into account that the majority of quality assessment studies have focused on *SI*. Still, parallels can be drawn with *CI* as usually the only difference is that in *SI* the client values synchronicity (Veisbergs, 2007:24).

As stated by Eduardo Kahane (2000), one of the first ever studies on the quality of interpreting was conducted by Hildegund Bühler in 1986 (Kahane, 2000:1). In her study, Bühler (1986) determined the most important criteria of quality by surveying professional interpreters. As a result, approximately 16 criteria were outlined (Kahane, 2000:1), the most notable of which, in accordance with the interpreters' evaluation, were *sense consistency with original message, logical cohesion of utterance, correct terminology, completeness of, interpretation, fluency of delivery, correct grammatical usage, native accent,* and *pleasant voice* (Bühler, 1986:231-235). According to Bühler (1986), *sense consistency with original message* is viewed as important by 96% of the correspondents, while the least important of the above eight criteria is *native accent*, which is viewed as important by only 23% of the correspondents (ibid.). Ingrid Kurz (1993) took the criteria determined by Bühler (1986) and surveyed actual participants of various user groups (Kurz, 1993:13-19). Kurz's (1993) findings demonstrate very similar trends; however, Kurz (1993) states that different user groups have different expectations (ibid.). In addition, Kahane (2000) points out that the two aforementioned studies show that users have lower expectations than the interpreters (Kahane, 2000:1).

A similar study was carried out in 2008 by Franz Pöchhacker and Cornelia Zwischenberger (2010). The same as in Bühler's (1986) study, 'the criterion of sense consistency with the original received the highest ratings [...] [as it] was considered very important by 88.3% of respondents' (Pöchhacker, Zwischenberger, 2010:1). Similar trends were observed also regarding the remaining criteria. Therefore, we can assume that the above-mentioned eight criteria can be considered as the most important in the assessment of quality in *CI*.

To sum up, the concept of quality in *CI* is hard to determine. However, several studies on the criteria of quality assessment in *CI* have been carried out. Moreover, all of the studies agree that *sense consistency with original message* is the most important criterion. Other criteria include *logical cohesion of utterance, correct terminology, completeness of interpretation, fluency of delivery, correct grammatical usage, native accent,* and *pleasant voice* (Bühler, 1986:231-235). Taking into consideration that there is no methodological framework for the assessment of quality in *CI*, the author of the present paper uses the aforementioned criteria to create his own methodology (see Chapter 3), is used to assess the quality of the interpretations analysed in the empirical part of the present paper (see Chapter 4).

1.5 Summary

The profession of an interpreter is approximately 5000 years old. During this long period of time, interpreting has developed and nowadays there are various modes and types of interpreting. The most notable of these modes are *SI* and *CI.* The main difference between these two modes is that in *SI* the interpreter speaks at the same time as the original speaker, while in *CI* the interpreter speaks only after the original speaker has finished speaking. In addition to the aforementioned difference, *SI* requires rather complicated and expensive equipment. In contrast, in *CI* the interpreter requires only a notebook and a pen. In fact, depending on whether *short* or *long CI* is, even these resources might be unnecessary. Nowadays, *SI* dominates multilingual conferences, while *CI* is used during bilateral meetings, press conferences, and other small and medium-sized events (see Chapter 1).

In order to interpret at a high quality, the interpreter is required to have a good *LTM* and *STM*. *LTM* stores the interpreter's background knowledge, which allows the interpreter to assign meaning to what he/she hears from the original speaker. In contrast, *STM* is very important during the actual process of interpreting as it temporarily (i.e. up to 30 seconds) stores the information heard (see Sub-chapter 1.2.). Therefore, interpreters should work on improving both *STM* and *LTM*. However, more attention should be allocated to the improvement of *STM* as it is the primary source on which the interpreter is dependent during *CI*.

However, *STM* is capable of storing only approximately 5 chunks of information at the same time. Therefore, information has to be processed in order to facilitate later recall. Furthermore, there are several ways of how information can be encoded into our *STM*. The interpreter mostly encodes information through acoustic modality; however, the information could also be encoded through visual and semantic modalities. Nevertheless, no matter which modality is used to encode the information into *STM*, unless the information is processed, the interpreter will not be able to avoid loss of information, which occurs due to interference, decay, and displacement (see Sub-chapter 1.3).

As regards the assessment of quality in consecutive interpretation, it should be taken into account that the final word on the quality of interpreting belongs to the client and not the interpreter. While quality standards of various clients might differ, studies show that the majority of clients value that the main idea of the speech is maintained, the speech is coherent, correct terminology is used, there are no major omissions, and the speech is fluent and pleasant to the ear (see Sub-chapter 1.4.). In addition, in *CI* the re-expressed speech should be considerably shorter than the original (see Chapter 1). If we assume that the interpreter delivers a speech which corresponds with the above-mentioned standards, majority of clients should be satisfied with the services received.

Taking into account the importance of *STM* in *CI,* the next chapter introduces ways of enhancing *STM* in *CI,* in order to improve the overall quality of interpretations provided.

2 ENHANCEMENT OF SHORT-TERM MEMORY IN CONSECUTIVE INTERPRETING

In view of the relevance of *STM* in *CI*, ways should be found to improve *STM* and subsequently to improve the overall quality of interpreting. Yet, it should be taken into consideration that each individual has different cognitive abilities. However, Kriston points out that 'specialists declare that just like you can train your body, or work out your muscles, you can achieve better performances with your memory' (Kriston, 2012:83). Furthermore, different authors have different approaches on how *STM* could be improved.

In general, there are two ways how to improve the overall quality of *STM* in *CI*. The interpreter can either eliminate negative elements, which decrease the capacity of his / her *STM* beforehand, or the interpreter can find ways to aid his / her *STM* during interpreting.

The negative elements are mainly related to the interpreter's lifestyle choices. The aforementioned statement is confirmed by Kriston (2012) who points out that 'healthy lifestyle is also an ally for you in improving memory' (Kriston, 2012:85). In fact, Bartosz Czekala (2015) states that the causes of decreased capacity of *STM* are *lack of sleep, lack of exercise, improper nutrition, stress,* and *multitasking* (Czekala, 2015:1). The majority of these causes can be easily prevented by simply going for a run, eating plenty of fruits and vegetables, and getting a good night's sleep. However, multitasking is a big part of interpreting as the interpreter has to be able to perform several activities at once. Even though, we cannot completely abstain from multitasking in *CI*, there are ways to decrease the load put on our cognitive abilities. For example, Veisbergs (2007) points out that it is useful to prepare before interpreting by rehearsing information regarding the particular domain discussed in the speech to be interpreted (Veisbergs, 2007:33). As a result, when interpreting, the interpreter is able to base the words he/she hears on what he/she already knows (i.e. *LTM*); thus, allowing paying more attention to the speaker and analysing new information (ibid.). To sum up, by improving our *LTM* and making better life choices we are able to reduce the stress we put ourselves under and to better concentrate during interpreting.

On the other hand, there are also various ways of how to aid *STM* during *CI*. For example, a widely accepted way of aiding memory in the interpreting community is note-taking. Therefore, note-taking and its advantages and disadvantages are discussed in Sub-chapter 2.1. On the other hand, such authors as Zhong (2003), Çurum (2010), Kriston (2012), Czekala (2015), and others advise an alternative aid to memory – mnemonic techniques, which are discussed in Sub-chapter 2.2 of the present paper.

2.1 Note-taking in consecutive interpreting

The first aid to memory reviewed in the present paper is note-taking. Depending on whether *short CI* or *long CI* is used, interpreters might choose to take notes in order to better recall information. While note-taking in redundant in *short CI* as only a few sentences are interpreted at a time, in *long CI*, where the interpreted segments are at least 5 minutes long, it can be of great importance. The aforementioned is especially true for interpreters, who do not possess a highly efficient memory. In fact, Roderick Jones (1998) emphasizes that only 'exceptional interpreters can be expected' to 'analyse and memorize speeches of up to five minutes without any real assistance from notes' (Jones, 1998:43). In addition, Duygu Çurum (2010) points out that note-taking is 'one of the most popular and most controversial memory aids in' *CI* (Çurum, 2010:18). Moreover, note-taking does not require any special equipment; all that is needed are a notebook and a pen (Veisbergs, 2007:49). Thus, note-taking can be considered as a favourable aid to memory.

As mentioned before, note-taking is 'a distinctive feature of' *CI* (Chen, 2016:151), which can be 'a very effective device for an interpreter to use as a reminder for the information presented' (Çurum, 2010:18). However, there are no specific instructions on how to take notes in *CI*. Moreover, Veisbergs (2007) points out that note-taking is rather individual and differs from an interpreter to interpreter (Veisbergs, 2007:49). Similarly, Aleksandra Święcicka (2015) emphasizes that it is very important 'to establish your own best practice, as everyone has completely different personalities and ways of acquiring and retrieving something from memory' (Święcicka, 2015:1). In other words, the interpreter has to determine by oneself what type of note-taking works best for his/her particular needs. Nevertheless, many authors offer their versions of various note-taking systems and techniques. Sijia Chen (2016) explains that 'more often than not, [..] [these] prescriptions [..] are based on the author's experience as professional interpreters and/or teachers' (Chen, 2016:153). The above-mentioned is confirmed by the fact that in the introduction part of one of his books, Jean François Rozan (2002) [written in 1956] mentions that his described note-taking system is 'the product of 10 years as a practising interpreter and 4 years teaching the profession' (Rozan, 2002:10).

In the following sub-chapters, Rozan's principles of note-taking, other elements of note-taking, as well as possible drawbacks, which the interpreter could encounter when dealing with note-taking, are investigated.

2.1.1 Seven principles of note-taking

As regards note-taking, Rozan has been very influential in the interpreting community. Furthermore, one could argue that the note-taking systems offered by other authors are just variations of Rozan's system. Therefore, the author of the present paper reviews the principles of note-taking put forward by Rozan. These principles are *noting the idea and not the word, the rules of abbreviation, links, negation, emphasis, verticality,* and *shift* (Rozan, 2002:15).

Firstly, Rozan (2002) points out that the interpreter 'must be free of the often misleading constraints that words represent' (ibid.). Therefore, when taking notes, the interpreter should ***note the main ideas*** instead of the actual words he/she hears (Veisbergs, 2007:51; Jones, 1998:45; Rozan, 2002:16). In addition, Veisbergs (2007) explains that, in the notes, the ideas could be represented by keywords (Veisbergs, 2007:1). Such keywords are not intended to be 'a record of each idea', but rather 'as a prompt to cue the interpreter as they finish one idea and wish to start the next one' (Rozan, 1998:45). This means that the interpreter has already analysed the text before he/she writes anything down.

Secondly, 'unless a word is short (4-5 letters) the interpreter should note it in an abbreviated form' (Rozan, 2002:16). The use of ***abbreviations*** is beneficial because it helps to 'save time in taking notes, thus adding to the efficiency of note-taking' (Jones, 1998:54). The issue of how to abbreviate words is up to each particular interpreter. However, several authors (Matyssek (1989), Rozan (2002), Gillies (2005), and Veisbergs (2007)) advise to abbreviate words by using only the first and last letters of the words, e.g. *cd* for *could, de^{nt}* for *development, int^{al}* for *international,* etc. (Matyssek, 1989:115; Rozan, 2002:16; Gillies, 2005:130; Veisbergs, 2007:54). In contrast, Becker (1972) advises interpreters to use only the first letters, e.g. *devel*. for *development*, *inter*. for *international*, etc. (Becker, 1972:30). In addition to the aforementioned, authors also advise to use abbreviations in order to indicate the gender and tense of the words, to abbreviate registers (Rozan, 2002:17), as well as to use already existing abbreviations of various organizations (e.g. NATO, UN, EU, etc.), countries (LV, LT, GB, etc.), cities (e.g. NY, LA, BRUX, etc.), etc. (Veisbergs, 2007:53-54).

Thirdly, Jean Herbert (1956) points out that 'the part of any speech that is the most important and the most difficult to note is the sequence of ideas and the ***links*** between them' (Herbert, 1956:47). The same as Herbert (1956), Rozan (2002) emphasizes that 'an idea can be distorted completely if its relation to the previous idea is not clearly indicated' (Rozan, 2002:18). In other words, a missing or a misrepresented link could entirely change the meaning of the text. Jones (1998) and Rozan (2002) advise to select separate short linking words to represent all linking words and phrases in a particular *linking family*, e.g. *as* to represent reason, *but* to represent contrast, *so* to represent result, etc. (Jones, 1998:58; Rozan, 2002:18). In addition, Rozan (2002) proposes the use of three symbols to carry out similar functions, i.e. = to represent equality or comparison, ≠ to represent contrast, and *in+* to represent addition or sequence (Rozan, 2002:18). The use of the aforementioned links would allow interpreters to save time and to pay more attention to listening to the speaker and analysing the speech.

Fourthly and fifthly, ***negation*** and ***emphasis*** are very important components of every speech; therefore, the interpreter should find a clear way of how to represent these components in his/her notes. For example, negation can be represented by crossing out a word (e.g. ~~developed)~~ (Rozan, 2002:19; Gillies, 2005:106) or by writing the word *no* 'before the word to be negated' (e.g. *no* developed) (Rozan, 2002:19). Similarly, authors advise to underline words in order to express emphasis (ibid.; Gillies, 2005:106; Jones, 1998:61). Moreover, 'extremely important [words could be represented by] using double underlining' (e.g. developed) (Jones, 1998:61), while not so important words 'can be noted with a dotted line' (e.g. developed) (Rozan, 2002:19).

Rozan's (2002) sixth principle is ***verticality***, which means 'taking notes from top to bottom rather than from left to right' (ibid.:20). The above ensures that 'the units of meaning are easy to identify when reading back notes' (Chen, 2016:155). In order to ensure verticality of notes, Rozan (2002) advises to use stacking and brackets (Rozan, 2002:20-21). Stacking represents the notion of 'placing different elements of the text above or below one another', while brackets are used to 'clarify an idea or to highlight a particular point [...], [which is] not integral to the speaker's train of thought' (ibid.).

The last principle mentioned by Rozan (2002) is ***shift***, which means that words are written 'in the place on a lower line where they would have appeared had the text on the line above been repeated' (ibid.:22). In contrast to Rozan (2002), Jones (1998) views Rozan's last two principles as one, i.e. as 'diagonal lay-out' (Jones, 1998:49).

In conclusion, not only Rozan (2002) but also other authors (Jones (1998), Gillies (2005), Veisbergs (2007), Chen (2016)) believe that the aforementioned seven principles are very crucial for successful note-taking. Verticality and shift ensure that the structure of the speech is maintained. Links ensure cohesion and coherence between various segments of the speech. Writing down ideas and using abbreviations allow to save time and to pay more attention to the speaker and to analyse what the interpreter hears. Finally, negation and emphasis allow the interpreter to correctly represent the most important words and/or phrases of the speech. Consequently, we can assume that by adopting these seven principles, interpreters will be able to construct such notes, which will aid their memory when reproducing the speech in the target language.

2.1.2 Other elements of note-taking

While Rozan's (2002) seven principles of note-taking are very helpful for developing a comprehensible note-taking system, there are other elements of note-taking, which can complement Rozan's principles and improve the overall quality of one's notes. Therefore, the author of the present paper reviews five additional elements of note-taking. However, it should be noted that each interpreter should personally evaluate and decide whether and how to use the elements discussed below.

A very popular element of note-taking among interpreters is ***symbols***. According to Jones (1998), symbols 'represent the idea, rather than the word or words, and the interpreter, seeing the symbol in their notes, is more liable to think in terms of the idea rather than of words' (Jones, 1998:54). Such approach allows to avoid the influence of the source language (Gillies, 2005:99) and very well complements Rozan's principle of noting ideas instead of words (see Sub-chapter 2.1.1). In addition, Veisbergs (2007) points out that there are several advantages in using symbols, e.g. symbols are easier to write down and to read back when re-expressing the text (Veisbergs, 2007:55). Moreover, symbols can be a good alternative for abbreviations, which sometimes can be unreadable (ibid.). Despite the fact that symbols are very popular among authors and interpreters, different authors argue about the number of symbols that interpreters should use. The biggest contrast exists between the approaches offered by Rozan (2002) and Matyssek (1989). Rozan (2002) advises to use no more than 20 symbols (Rozan, 2002:25); while Matyssek (1989) advises a note-taking system which is mostly based only on the use of symbols (Matyssek, 1989:224-229). Each of the approaches has its supporters and critics. However, the majority of authors fall in the middle of both approaches – recommending a balanced system of text and symbols (Jones, 1998:54-55; Chen, 2016:155; Veisbergs, 2007:55; Ahrens, 2005:13). Therefore, the interpreter should use the number of symbols, which works best for them or to avoid the use of symbols at all.

Other elements very similar to symbols are ***arrows and curves*****.** In fact, Jones (1998) describes them as a sub-group of symbols (Jones, 1998:61). Nevertheless, arrows and curves are 'useful tools in a graphic system of note-taking' (ibid.). Moreover, arrows can be used to represent movement, continuity, growth, etc. (e.g. ↑-increase, ↓ - decrease, → - continuation), while curves can be used to link different ideas (Jones, 1998:61-62; Veisbergs, 2007:52).

In addition to the above elements, Jones (1998) proposes the use of a ***left-hand margin,*** which allows ‘to make sure that links are easy to find, and to avoid any confusion with the subject of the sentence a link introduces’ (Jones, 1998:51). Such margin should be 1 to 2 centimetres wide and should appear on the left side of each page (ibid.). The primary function of the margin is to highlight such links discussed in Sub-chapter 2.1.1 as *so, as, but,* etc. However, the left-hand margin can be used not only to highlight links but also to highlight other important components of the speech. For example, Gillies (2005) advises to use the left-hand margin to highlight *opinions, structural elements (e.g. numbering, digressions,* and *questions), dates,* and anything else deemed *important* (Gillies, 2005:137). Same as Gillies (2005), Veisbergs (2007) and Jones (1998) emphasize the importance of noting numbers (Jones, 1998:64), dates, titles, and proper names (Veisbergs, 2007:51). In conclusion, the use of *left-hand margin* can facilitate the interpreter’s ability to read back notes and to maintain the structure of the speech.

Another element of note-taking often mentioned by authors (e.g. Veisbergs (2007), Jones (1998), and Gillies (2005)) is ***lists***. Jones (1998) advises to exclude lists from the principles of verticality and shift (or diagonal lay-out); instead lists should be represented vertically with each item written below the previous (Jones, 1998:53). Such approach is applied because all of ‘the elements in a list have the same value’. As a result, the use of verticality as regards lists informs the interpreter that all of the elements are of equal importance. At the same time, such approach also makes the list stand out from the rest of the notes.

The last element of note-taking discussed in the present sub-chapter is ***the language in which to write down the information***. In fact, the aforementioned element is something the interpreter should decide even before he/she starts taking notes. The interpreter can choose to use the source language, the target language, or another third language (uncommon practice) (Jones, 1998:66-67; Veisbergs, 2007:51). Depending on the choice of language, analysis and translation is performed at different times of interpreting, i.e. if source language is used, the text is translated during re-expression of the speech, while if target language is used, the text is translated before note-taking (Jones, 1998:66-67). Nonetheless, Chen (2016) points out that studies show that ‘students opt for source language notes to avoid saturation during the first phase of interpreting’ (Chen, 2016:162). Taking into consideration that the re-expression phase of interpreting ‘is self-paced, the students have extra time and processing capacity to deal with the translation’ (ibid.). Even though, usually interpreters choose between the source and target languages, Veisbergs (2007) points out that in cases when symbol-based note-taking systems are used, the issue of the language might be non-existent (Veisbergs, 2007:51).

Additionally, Veisbergs (2007) explains that in cases when the interpreter forgets a word or a phrase in one of the languages, the other language can be used; thus, giving oneself more time to recall the particular word (ibid.). Similarly, as with the previous elements, the choice of language is up to the interpreter. However, it is important to be consistent; otherwise the mixture of different languages could create confusion when it comes to the re-expression of the speech.

If used properly, all of the above-mentioned elements along with Rozan's seven principles of note-taking (see Sub-chapter 2.1.1.) can aid the interpreter's memory and facilitate the re-expression of text in the target language. However, even if all of the above-mentioned elements are applied, the interpreter still runs the risk that note-taking could negatively affect the outcome of the re-expression of the speech in target language. Similarly, the interpreter could experience situations when note-taking simply is not possible. Therefore, in the next sub-chapter, the author of the present paper lists possible shortcomings of note-taking.

2.1.3 Potential drawbacks of note-taking

If done correctly, notes can be interpreters' best friend. On the other hand, incoherent notes can affect the interpreter's ability to deliver a high-quality interpretation. Moreover, situations can occur, when note-taking could be hindered by various elements outside the interpreter's control.

Note-taking can be risky. Gile (1995) explains that note-taking 'entails a high cost in time and processing capacity, which increases the risk of losing other items of information that come before or after those written down' (Gile, 1995:195). Furthermore, Carla Gaspar (2016) emphasizes that note-taking 'cannot be a mechanical process [; as] the more mechanical the interpreter's notes, the lower the quality of the interpretation' (Gaspar, 2016:1). From the aforementioned, we can conclude that the interpreter could fail to hear or comprehend something, if he/she pays to much attention to note-taking. In addition, Veisbergs (2007) states that if the interpreter is experiencing trouble comprehending the speech while taking notes, he/she should stop taking notes altogether and allocate all his/her attention to listening and comprehending (Veisbergs, 2007:52). Otherwise, incomprehensible notes could lead to omissions, additions, changes in meaning, and other problems (ibid.:88-91).

While in the case discussed above the interpreter can allocate his/her attention to either note-taking and/or listening, the interpreter might also face situations over which he/she has little or no control. For example, Veisbergs (2007) points out that sometimes during *CI*, the interpreter is standing, which can create difficulties to take notes (ibid.:49). Even more problematic are situations when the interpreter also has to hold a microphone (ibid.:49-50). In such cases, the interpreter should request a microphone stand or someone to hold the microphone, while the interpreter is taking notes (ibid.:50). Obviously, not always these requests will be satisfied; thus, leaving the interpreter to cope with the situation on his/her own.

Other possible shortcomings include running out of paper and malfunctioning pens. (ibid.:49-52). Such problems can be avoided by equipping oneself with a notepad with plenty of clean pages and back-up pens. Moreover, Gaspar (2016) suggests replacing pens altogether with pencils (Gaspar, 2016:1). Yet another, rather uncommon, shortcoming can occur in the rare occasions when the interpreter might have to interpret outside buildings. This is especially problematic during the seasons with low air temperatures; as the interpreter, might be forced to wear gloves and the low temperature could affect the functionality of the pens (ibid.). In such situations, there is very little the interpreter can do. However, the aforementioned situations are very unlikely and the majority of interpreters may never experience such problems all through their professional careers.

In conclusion, there are several issues the interpreter might encounter during *CI* as regards note-taking. Moreover, some of these issues might be outside the interpreter's control. Therefore, it is important to ensure that one is well prepared for note-taking. At the same time, one has to remember that sometimes the situation can be outside one's control and he/she might be simply required to push through. Finally, if the use of note-taking is not possible, the interpreter should entertain the idea of employing others aids to memory.

2.2 Possibilities of applying mnemonics and mnemonic techniques in consecutive interpreting

As already stated above, nowadays, the most commonly accepted aid to memory in *CI* is note-taking (see Sub-chapter 2.1.). However, the aim of the present paper is to find an aid to memory, which would allow substituting the customary notebook and pen, which have become an integral part on many interpreters' tools of trade. As mentioned before in Chapter 2, one of the best methods to improve retention of information in *STM* and later recall of the original speech is the use of mnemonics. Therefore, in the present sub-chapter, the history of mnemonics, types of mnemonics, memory cues, various mnemonic techniques and their application in *CI* are reviewed.

In order to better understand how mnemonic techniques can be used to improve retention and recall of information, the very concept of mnemonics needs to be defined. Simply put, ***mnemonics*** are ‘a group of memory aids, or mental “slights of hand” that facilitate the quick and easy assimilation of information of all kinds’ (D’Arcy, 2011:3). Similarly, Duong (2006) explains that mnemonics are ‘methods for remembering information that is otherwise quite difficult to recall’ (Duong, 2006:40). In contrast to Duong (2006) and D’Arcy (2011), Francis S. Bellezza (1987) provides a much shorter and simpler definition stating that mnemonics are ‘techniques for memorizing’ (Belleza, 1987:34). In addition, Zhong (2003) explains that ‘the basic principle of Mnemonics is to use as many of the best functions of the human brain as possible to encode information’ (Zhong, 2003:1). Taking into account the aforementioned, we can conclude that, by using mnemonics, any individual could easily recall various numbers, facts, names, places, faces and other elements he/she has encountered.

Similarly as with interpreting, no one really knows an exact date when the use of mnemonics first occurred. However, most authors (e.g. Pressley, Borkovski, and Johnson (1987), Dewey (2007), Iacovoni (2009), Çurum (2010), Foer (2011), Thomas (2017)), when talking about the origin of mnemonics, refer to one particular event in 500 B.C. later described by Cicero. According to Nigel J. T. Thomas (2017), the legend retold by Cicero tells about

> *‘A Greek poet and sophos (wise man) Simonides (c.556-c.468 B.C.E.) […], who attended [a banquet in Thessaly] in order to present a lyric poem written in praise of the host. Simonides was called outside shortly after his performance, and during his absence the roof of the banqueting hall suddenly collapsed, crushing the other diners, and mangling many of their corpses beyond recognition. Simonides, however, found he was able to identify the bodies (important for proper burial) by consulting his visual memory image of the people sitting around the banqueting table, which enabled him to identify the corpses according to where they were found’* (Thomas, 2014:1).

The above mentioned event describes the birth of one of the most well-known mnemonic techniques – *the method of Loci*. However, according to the authors reviewed in the present paper, there are reasons to believe that other mnemonic techniques were used even earlier in the history. While the specific dates when mnemonics were first used are of little importance to the present paper, the author of the present paper believes that the fact that mnemonics have been around for more than 2000 years is an indicator of how useful mnemonic techniques can be in various fields of our daily lives, including interpreting.

Before the invention of the printed text, the use of mnemonics was highly popular and even necessary for the recall and passing on of information. However, nowadays, when everything can be written down or typed into all types of electronic devices, it appears that the use of mnemonics might have become redundant. In fact, Bellezza (1987) points out that 'Mnemonic devices have been considered by some psychologists to represent a form of "unnatural learning"' (Bellezza, 1987:34). However, Belleza (1987) also adds that mnemonics 'through experience over the centuries have been shown to be effective' (ibid.). Taking into account the above-mentioned, one might wonder why the use of mnemonics is not wide-spread today. According the Bellezza (1987), there are two main reasons for this phenomenon. Firstly, nowadays, in modern societies, the most important facts and figures can be found in books and printer articles; therefore, there is no particular need to store such information in one's memory (ibid.:35). In addition, with the rise of the Internet, information has become even more easily available and most facts and figures are only a few clicks away. Secondly, in order to be able to encode and later recall large amounts of information, one is required to forego 'a good deal of practice' (ibid.). The above-mentioned is particularly true for individuals who use mnemonics to memorize extremely large amounts of information, e.g. practitioners of particular religions memorizing entire religious books or professional competitors of memory sports. However, as regards interpreters, during the interpreting process the interpreter does not have access or the time to consult books or the Internet. Moreover, interpreters work with relatively short passages of text and focus on the retelling of the main ideas of the original speech, not word-for-word translations. Therefore, the practice required to master mnemonic techniques in order to aid one's memory during *CI* would be much less demanding.

To sum up, mnemonics are techniques or devices which use all brain power to allow one to memorize information, which would be hard to memorize through traditional learning processes. Thus, allowing one to memorize facts, numbers, stories, etc. Moreover, mnemonics have been used for more than 2000 years; however, with the availability of printed books and the Internet, the use of mnemonics has lost its popularity in the twenty-first century. Still, the use of mnemonics can be highly beneficial in *CI*, especially in situations when the use of the traditional memory aid – note-taking, is not possible. Therefore, the following sub-chapters look at types of mnemonics, memory cues, various mnemonic techniques and their application in *CI*.

2.2.1 Classification of mnemonics

Various authors offer different classifications of mnemonic techniques. For example, Higbee (1987) proposes a division into *process* and *fact mnemonics* (Higbee, 1987:407). Thompson (1987) splits mnemonics into five method groups; these are *visual*, *spatial*, *linguistic*, *physical* *response*, and *verbal methods*. Furthermore, Susan Kotler-Cope and Cameron J. Camp (1990) state that the most common 'method for classifying mnemonics is in terms of internal and external mediators' (Kotler-Cope, Camp, 1990:234). Yet another classification is offered by Baddeley (1999), who explains that mnemonics can be split into *verbal strategies* and *visual imagery strategies.* However, the author of the present paper prefers the classification offered by Bellezza (1987), who classifies mnemonics into organizational and encoding mnemonics (Bellezza, 1987:35). The author of the present paper believes that Bellezza's (1987) offered classification is the most comprehensive of those listed above; therefore, the most applicable for the purposes of the present paper. Taking into account the above mentioned, the next two sub-chapters examine the characteristics and differences of organizational and encoding mnemonics. In addition, the last sub-chapter presents important criteria of mental cues to be observed in relation to encoding and organizational mnemonics.

2.2.1.1 Organizational mnemonics

The first group of mnemonics is ***organizational mnemonics***. According to Belleza (1987), organizational mnemonics 'organize and interrelate new information in memory so that it can be later recalled' (Belleza, 1987:35). James B. Worthen and R. Reed Hunt (2011) agree with Belleza (1987), stating that 'the purpose of organizational mnemonics is to organize to-be-remembered information in a way that facilitates remembering' (Worthen, Hunt, 2011:n/a). Therefore, we can assume that in *CI* organizational mnemonics allow to organize various segments of the original speech; thus, allowing to maintain the original structure of the speech during re-expression. However, Bellezza (1996) adds that in separate types of organizational mnemonics the individual must 'first memorize a set of mental cues, which then becomes a part of […] [his/her] repertory of memory locations to be used as needed' (Belleza, 1996:347). Afterwards, the individual can relate newly obtained information to the previously memorized cues; thus, facilitating remembering (ibid.). Furthermore, Kamil Jarowski, Anna Jarowska, and Malgorzata Krzeczkowska (2015) point out that organizational mnemonics can be further split into two main types; these are *intrinsic cuing mnemonics* also known as 'the chain-type mnemonics' and *extrinsic cuing mnemonics* also known as 'the peg-type mnemonics' (Jarowski, Jarowska, Krzeczkowska, 2015:13).

When using ***intrinsic cuing mnemonics***, 'a recall is based on cues which themselves are part of the list to be remembered' (ibid.). This means that one is not obliged to memorize a set of cues in advance, which could be considered as an advantage. Some examples of intrinsic cuing mnemonic techniques are *rhymes and rhythm*, *story mnemonics technique*, and *link mnemonics technique* (ibid.; Duong, 2006:41).

The main idea of the use of mnemonic ***rhymes and rhythm*** is that the information that one is trying to memorize has to be turned into a rhyme (Jarowski, et al: 2015:13). Moreover, Duong (2006) adds that 'rhythm, repetition, melody, and rhyme can all aid memory, that is, help short - term memory users to be familiar with what has been said before' (Duong, 2006:41). The most popular mnemonic rhyme referred to by many authors (Pressley, et al (1987), Duong (2006), and Jarowski, et al (2015)) is used to remember the exact number of days in each of the months of the year (i.e. 'Thirty days hath September, April, June, and November [...]') (Pressley, et al, 1987:277; Duong, 2006:42; Jarowski, et al, 2015:13).

In contrast to rhymes, when using ***story mnemonic technique***, one uses the presented items to create a narrative, while maintaining the original sequence of the items listed (ibid.). Moreover, an advantage of the use of story mnemonic technique is that one normally experiences 'little difficulty […] in distinguishing what words were the words presented and what words were added to make up the story' (ibid.). Thus, during the recall, the individual retells the made up story in his/her own head and can easily distinguish and name the items listed in the original list or speech. However, Worthen and Hunt (2011) emphasize that some lists can be too complicated to be memorized using the story mnemonic technique alone (Worthen, Hunt, 2011:n/a). Still, story mnemonic technique has 'potential to be very effective for learning relatively common information in serial order' (ibid.).

The last example of intrinsic cuing mnemonics discussed in the present paper is ***link mnemonics method***. Kriston (2012) advises the use of link mnemonics method in situations when 'you hear in a row a large number of things or objects with no apparent link to you (especially if the domain of translation is not your cup of tea)' (Kriston, 2012:83). When using the link mnemonics method, a separate different link has to be created between each pair of items (Jarowski, et al, 2015:14). Thus, if a list or a speech contains, for example, ten items, then a separate link has to be created between the 1^{st} and the 2^{nd} item, the 2^{nd} and the 3^{rd} item, the 3^{rd} and the 4^{th}, and so forth. Furthermore, Kriston (2012) explains that vivid, exaggerated, unfamiliar, and even ridiculous images should be used when linking various items, because 'if the images your mind creates are too common, your *STM* will not be able to recall them' (Kriston, 2012:83). While the link mnemonics method can be very useful for memorizing lists of unrelated items in the order they were presented, the use of this method can also be risky. Importantly, 'the chain is only as strong as its weakest link, so if any link in the chain of images is forgotten, then it may not be possible to recall any of the words following in the chain' (Jarowski, et al, 2015:14).

In contrast to intrinsic cuing mnemonics, in ***extrinsic cuing mnemonics***, 'a recall is based on cues extrinsic to the information being recalled' (ibid.). Thus, new information is pegged to previously memorized cues. Examples of extrinsic cuing mnemonics include *first-letter recoding technique, the method of loci,* and *peg-word mnemonics technique* (ibid.:14-16; Duong, 2006:41; Worthen, Hunt, 2011:n/a; Kriston, 2012:83-85).

When using ***first-letter recoding*** (sometimes referred to as acronym mnemonics), 'words are remembered by arranging their first letters either in alphabetical order or so that they form a word' (Jarowski, et al, 2015:14). Similarly, David Berry (2010) explains that first-letter mnemonics 'are a simple yet effective strategy that uses the first letter of words to be remembered to form a word, or wordlike, unit' (Berry, 2010:92). For example, items *algae, infection,* and *respiratory system* could be recoded into the acronym – *AIR*. Thus, later *AIR* would function as a cue to recall all of the aforementioned items.

As already mentioned in Sub-chapter 2.2, ***the method of loci*** is one of the oldest if not the oldest mnemonic technique. Moreover, Dewey (2007) explains that 'a "locus" is a location [and] "loci" is the plural' (Dewey, 2007:1). In order to retrieve information, the method of loci (also known as memory palace) uses mental maps of well-known locations or paths (Duong, 2006: 41; Çurum, 2010:41; Thomas, 2014:1; Jarowski, et al, 2015:15). Furthermore, to use the method of loci one has to create a mental map of a familiar route. Afterwards, new information is attached to such elements in the mental map as buildings, streets, statues, or anything else that grabs one's attention (ibid.). However, 'if the part of information to be memorized is not a list of words, but e.g. text, it must be reduced to a sequence of essential words that represents the outline of the text' (Jarowski, et al, 2015:15). The above-mentioned corresponds with one of Rozan's principles of noting down only ideas (see Sub-chapter 2.1.1). Therefore, we could consider that the method of loci is a form of mental note-taking. Next, to retrieve the information 'you mentally "stroll down memory lane" and visualize the same locations' (Dewey, 2007:1). In addition, Dewey (2007) explains that 'to be effective, one must usually visualize an object "doing something" or interacting in some way with the objects at a particular location' (ibid.). As a result of the use of the method of loci, one is able to recall all of the items listed in the original speech in the correct order. One of the advantages of the method of loci is that the same *loci* can be used repeatedly for various speeches (Jarowski, et al, 2015:15). However, repeated use of the same *loci* can result in retroactive interference (see Sub-chapter 1.3) (ibid.). In order to avoid interference, Foer (2011) advises cleaning one's loci before future speeches. The above-mentioned can be done by traveling down one's *loci* and mentally removing all remaining images.

The third and last type of extrinsic cuing mnemonics reviewed in the present paper is ***peg-word mnemonics method***. In order to use the peg-word mnemonics method, one first has to memorize specific mental cues to later be used as 'imagery "hooks" or "pegs"' (Çurum, 2010:41). In contrast to the method of loci, 'rather than using images of physical locations as mental cues, images of familiar objects are used as cues in […] [the peg-word mnemonics method]' (Jarowski, et al, 2015:15-16). The most popular example of the peg-word method is the rhyme 'one is a bun, two is a shoe, three is a tree, four is a door [...]' (ibid.:16; Mastiopieri, Scruggs, Levin, 1987:365).

To sum up, organizational mnemonics allow organizing and linking new information for later recall. Furthermore, organizational mnemonics can be split into intrinsic and extrinsic cuing mnemonics. Intrinsic cuing mnemonics are based on cues, which are a part of the new information itself, while extrinsic cuing mnemonics function by assigning new information to previously memorized mental cues. Even though there are several techniques of both intrinsic and extrinsic cuing mnemonics (such as rhymes, story technique, link technique, first-letter technique, the method of loci, and peg-word technique), the method of loci has the most potential to be applicable in *CI*.

2.2.1.2 Encoding mnemonics

The second subgroup of mnemonics is ***encoding mnemonics***. In contrast to organizational mnemonics, encoding mnemonics are used 'to transform low-imagery, abstract material into more memorable form' (Bellezza, 1987:35). Jarowski, et al (2015) add that 'the main function of an encoding mnemonics is to recode new information' (Jarowski, et al, 2015:16). Moreover, the use of encoding mnemonics is important to ensure correct functioning of organizational mnemonics as they function as mental symbols (Bellezza, 1987:35-36). Unless encoding mnemonics are used to transform words or items, which otherwise would be hard to remember, one might not be able to peg the information to store it in one's memory. Finally, Jarowski, et al (2015) distinguish three separate techniques of encoding mnemonics; these are *concrete word encoding technique, abstract word encoding technique,* and *number encoding technique* (Jarowski, et al, 2015:16-17).

The simplest of the aforementioned techniques is ***concrete word encoding technique***. When using this technique, one has to create a mental image for each particular word or item one is trying to memorize (ibid.; Bellezza, 1987:36). The mental image can represent a person, an object, or a place and is directly related to the use of organizational mnemonics (ibid.). For instance, if one had to remember the word 'tomato', one would create a vivid image of an actual tomato and organize it in one's memory using organizational mnemonics (e.g. the method of loci).

While visualizing concrete words is a rather simple process, one could face hinders when trying to visualize abstract words or ideas. This is where ***abstract word encoding technique*** comes in handy. Bellezza (1987) explains that abstract word encoding technique 'can be used to transform abstract words into high-imagery substitutes so that they can be stored more easily in memory' (Bellezza, 1987:35). Furthermore, Jarowski, et al (2015) agree with Bellezza (1987) that abstract words are much harder to visualize and likewise advise transforming an abstract item 'into a visual image or another word that is higher in imagery value than is the original word' (Jarowski, et al, 2015:16-17). For example, such abstract word as 'love' could be substituted by a semantically similar word 'heart'. Afterwards the word 'heart' can be visualized as the heart symbol - ♥, which is often considered to represent the notion of love. Theoretically, one can also visualize a biologically correct representation of a heart; however, such mental image might be misleading. After the abstract word has been transformed into a concrete word and a mental image has been created, one can organize the mental image using organizational mnemonics. For instance, if one is using the method of loci, one can imagine a heart-shaped balloon and place it at one of the locations of his/her *loci*. Next, when retracing the route in one's mind, the heart-shaped balloon will act as a cue for the abstract word 'love'.

The final technique of encoding mnemonics discussed in the present paper is used to facilitate the encoding of numbers. Jarowski, et al (2015) explain that ***number encoding technique*** is very simple 'due to the fact that forming visual images of digits or to form sentences using numbers are not sophisticated' (Jarowski, et al, 2015:17). Moreover, Jarowski et al (2015) advise 'encoding the numbers into words by translating each digit into a predetermined consonant sound' (ibid.). Afterwards, during the recall, each particular consonant sound can be reverted back to the original number. A more sophisticated technique for encoding numbers is person-action-object (hereinafter – PAO) system. A traditional PAO system consists of a predetermined list of numbers from '00' to '99' (Goldentouch, 2015:1). Each of the numbers is assigned a person, an action, and an object. Moreover, it is important than none of the persons, actions, or objects repeat (ibid.). For example, '06' could be represented by Elvis Pressley (person) kicking (action) a chair (object), '12' by Michael Jordan jumping over a car, '89' by Madonna dancing around a bonfire, and so on. Afterwards such mental representations of numbers can be organized in one's memory using, for example, the method of loci. According to Foer (2010) the benefit of the PAO system is that it allows combining series of three separate numbers by using one element of each number. For instance, the 6th of December, 1989 (i.e. 06.12.89) could be visualized as Elvis Pressley (06) jumping over (12) a bonfire (89). The PAO system is very useful if large series of numbers have to be encoded into *STM*; however, one has to previously memorize the system and be able to jump from number to number without hesitation (Goldentouch, 2015:1).

In summary, encoding mnemonics create mental symbols, which can be then used to facilitate organizational mnemonics. Moreover, encoding mnemonics can be used for encoding concrete words, abstract words, as well as numbers. It can be done both by using simple techniques of visualization or by applying a more sophisticated method such as the PAO system. Finally, encoding mnemonics are essential cues during the recall of information and the lack of such cues can result in an incomplete interpretation of the original idea.

2.2.1.3 Important criteria of mental cues

Both organizational and encoding mnemonics use mental cues during the encoding and recall of information. However, in order to recall the information, these mental cues have to possess several criteria; as bad mental cues can do more harm than good. Bellezza (1987) suggests four criteria which should be observed in order to form strong mental cues; these criteria are *constructability, associability, discriminability,* and *invertibility* (Bellezza, 1987:36-38). In addition, Jarowski, et al (2015) explains that the criteria that should be considered as regards organizational mnemonics are constructability, associability, and discriminability; at the same time, when using encoding mnemonics, one should mainly focus on associability and invertibility (Jarowski, et al, 2015:12).

Constructability refers to the idea that for mental cues 'to be effective, […] they must be generated easily and reliably both during learning (to become associated with new information) and at recall (to be used to cue the new information previously associated with them)' (ibid.:37). The above-mentioned means, that, such mnemonic techniques as the method of loci and the PAO system will not function well if their components previously are not well-memorized (ibid.).

In addition to constructability, mental cues should also be associable. ***Associability*** implies that memory cues 'must be easily associated with the information […] [one] wants to retain' (ibid.). Moreover, Jarowski, et al (2015) add that the 'degree of associability' is 'the major criterion for evaluating any cuing structure created by an encoding mnemonics' (Jarowski, et al, 2015:16). In other words, the memory cues used must have a clear link with the information they represent.

Yet another important criterion is ***discriminability***. The main idea of discriminability is that mental cues 'must not be confused with one another' (Bellezza, 1987:37). The aforementioned means that each mental cue has to be distinct and should not resemble any of the other cues used at that particular time.

The last criterion suggested by Bellezza (1987) is ***invertibility***, which implies 'the existence of a bidirectional association between a mental cue and the new information associated with it' (ibid.:38). The aforementioned, especially, refers to the encoding of abstract information. If we return to the example mentioned in Sub-chapter 2.2.1.2, the word 'love' can be substituted with the word 'heart'; thus the association during the acquisition of the information is 'love → heart'. In order for information to be successfully recalled, such memory cue has to be easily reverted; meaning that the word 'heart' immediately creates an association with the word 'love' (i.e. heart → love).

In conclusion, in order to facilitate learning and recall of new information, the memory cues used have to be constructible, associable, discriminable, and invertible. If all the criteria for memory cues specific to each particular group of mnemonics are observed, one should not experience any problems during the recall of information.

2.3 Summary

Individuals have different cognitive abilities and capacity of *STM*. However, memory can be trained and improved the same way as our muscles. In order to do so, firstly, the interpreter has to eliminate all lifestyle elements negatively affecting the capacity of his / her *STM* and, secondly, the interpreter has to learn how to take advantage of traditional aids to memory like note-taking, as well as untraditional aids to memory like mnemonic techniques.

Off all the memory aids available to interpreters, note-taking is the most popular and is often advised by professional interpreters. However, note-taking is a very individual process and, if examined, notes of two interpreters could look completely different (see Sub-chapter 2.1). Nevertheless, there are several commonly accepted principles, which should be taken into account when taking notes during *CI*. For example, the interpreter should note down the main ideas he/she hears and avoid writing down every single word. Moreover, the interpreter should use abbreviations and links to reduce the time allocated for note-taking and to ensure coherence and cohesion of the speech. In addition, the interpreter should cross out and underline words to express negation and emphasis. Finally, all notes should be structured diagonally (see Sub-chapter 2.1.1.). The aforementioned principles can be complemented by the use of symbols, arrows, left-hand margin, and other elements (see Sub-chapter 2.1.2.). For example, Figure 2.3.1 (see Appendix 23) demonstrates how well-constructed notes should look in accordance with such authors as Jones (1998), Rozan (2002), Veisbergs (2007), etc. However, it should be taken into consideration that the example tries to incorporate all of the principles and elements of note-taking discussed in Sub-chapter 2.1; thus, in reality, the notes provided as an example in Figure 2.3.1 might be too saturated. Nevertheless, such notes would make the re-expression process into the target language much easier; therefore, interpreters are advised to develop or adjust their own note-taking systems in order to improve the quality of their provided services.

However, it is not always only rainbows and butterflies with note-taking. The interpreter should never rely on his/her notes too much, as note-taking consumes a lot of time and processing capacity; thus, it could reduce the overall quality of the re-expressed speech. Furthermore, the interpreter could also encounter various other problems, like the necessity to take notes while standing and/or holding a microphone, as well as malfunctioning pens (see Sub-chapter 2.1.3). Thus, it is not a bad idea for interpreters to entertain the thought of using other memory aids, which would not suffer in the aforementioned situations.

An example of such aids to memory is mnemonics. The same as interpreting, mnemonics have a very long history. First used by the Ancient Greeks, over the time mnemonics have lost their popularity and relevance in the modern society. However, the benefits of the use of mnemonics have not been completely forgotten as many authors point out the advantages of the use of mnemonics in language learning and interpreting.

The main benefit of the use of mnemonics is that they allow to easily memorize information, which otherwise would be hard to remember through the use of the two types of mnemonics – encoding mnemonics and organizational mnemonics. Encoding mnemonics allow us to transform abstract and hard-to-remember information into much more memorable visual or verbal cues. At the same time, organizational mnemonics allow to organize newly obtained information in a way, which facilitates later recall. By combining both of the abovementioned types of mnemonics, one possesses a powerful tool for improving one's short-term memory and memory in general.

Each of the above types includes several mnemonic techniques such as rhymes, story-telling, linking, peg-words, the method of loci (organizational mnemonics), concrete word encoding, abstract-word encoding, PAO system (encoding mnemonics), and others. However, taking into account the processes of the techniques described in Sub-chapter 2.2.1.1 and Sub-chapter 2.2.1.2, only some of the mnemonic techniques will be employed in the empirical part of the present paper. The author will use all of the encoding mnemonic techniques discussed in the present paper, except the system of PAO. While the application of the system of PAO would be beneficial, it is too complicated to be successfully implemented during the short period of time designated for the empirical research. In addition to encoding mnemonics, the method of loci is selected as it functions as mental note-taking; therefore, the method of loci has the most potential of producing successful results.

Finally, in order for both encoding and organizational mnemonics to properly function, they have to be based on strong memory cues. The aforementioned can be achieved by observing the four criteria of memory cues – constructability, associability, discriminability, and invertibility.

In conclusion, in order to improve *STM* in *CI*, the interpreter needs to eliminate lifestyle choices, which negatively affect the capacity of his/her *STM*. In addition, the interpreter must employ either note-taking or mnemonic techniques to improve the storage and recall of information during the re-expression of the original speech. Finally, if the use of the traditionally accepted note-taking is not feasible, mnemonics have the potential to produce the same, if not better, results. Taking into account all of the above-mentioned, the produced output in *CI* when note-taking is used and the produced output when mnemonics are used will be compared in the present paper. Therefore, the next chapter introduces the methodology used in the empirical part of the present paper.

3 METHODOLOGY

The present chapter is devoted to the methodology used in the empirical research of the application of note-taking and mnemonic techniques in *CI*. Therefore, the present chapter provides information on the subject, research method and data collection tools, and data analysis techniques, as well as the procedure of the empirical research.

3.1 Subject

The subject of the empirical research is the author of the present paper – a second-year student of the professional master program ‘Conference Interpreting’ at the University of Latvia. The subject has been taught the principles of note-taking as a part of the general curriculum of the aforementioned study program. In contrast, until the present research, the subject has not used mnemonics in *CI*. The individual-subject approach is taken because the existing circumstances do not allow a broader research. Such research would include two groups of first-year students (one using note-taking, the other using mnemonics) without any prior knowledge in note-taking or mnemonics. However, due to the fact that the professional master program ‘Conference Interpreting’ enrols students only every other year, the above-mentioned research is not possible. As a result, the present research focuses on the performance by the same individual using two different techniques.

3.2 Research method and data collection tools

The empirical research method utilized in the present MA thesis is a case study. In accordance with Yin (2009), a case study is the preferable research method when ‘individual, group, organizational, social, political and related phenomenon’ is being examined (Yin, 2009:4). Similarly, Merriam-Webster dictionary defines case study as ‘an intensive analysis of an individual unit (such as a person or community) stressing developmental factors in relation to environment’ (Merriam-Webster, Online 2).

The two main groups of data collection tools used in the present research are: (1) ***preliminary tests*** used to determine the control indicators of the subject’s performance in *CI* using note-taking and relying purely on the subject’s memory (without using mnemonics); and (2) ***follow-up tests*** used to determine the subject’s performance after the introduction of mnemonic techniques and to demonstrate how it compares to the traditional technique of note-taking. In both groups of tests, the subject provides *CI* from English into Latvian of speeches available on the European Commission's Speech Repository (hereinafter – EC SR). All speeches are of the same difficulty level (i.e. intermediate), of the same type (i.e. pedagogical material) and of similar duration (i.e. ~5 minutes). In addition, the two speeches used for each of the tests are of the same domain(s). The subject's performance is recorded and transcribed for later analysis. The transcriptions of interpretations also include information on the observed unnatural pauses, long pauses, silences, fillers (e.g. *um*), and false starts presented in bold. For the purposes of the present study a pause lasts 1 second, a long pause lasts 1 to 3 seconds, and a silence lasts more than 3 seconds. Finally, after each test the subject provides short feedback on the difficulties encountered during the process of *CI*.

3.3 Data analysis tools and data analysis process

As no methodological framework for the assessment of interpreting quality exists, the author offers his own criteria and point system based on the theoretical materials reviewed in Sub-chapter 1.4 and compression discussed in Chapter 1. These criteria are *sense consistency with the original message*, *logical cohesion of utterance, correct terminology, completeness of interpretation, fluency of delivery, correct grammatical usage,* and *compression*.

However, the maximum points awarded for each criterion are determined in accordance with the results of the studies by Bühler (1986) and Kurz (1989) and each criterion's relevance to the present research. For example, such criteria as *sense consistency with original message* and *logical cohesion of utterance* are viewed as the most important (awarded the maximum amount of 3 and 2 points, respectively), while such criteria as *native accent* and *pleasant voice* are completely omitted as these are individual characteristics, which are not affected by the used aid to memory. The rest of the criteria discussed in both Bühler (1986) and Kurz's (1989) studies were deemed as very important by less than 50% of the respondents. Therefore, the maximum weight of each of the remaining criteria in the present paper is set at 1 point. In addition to the criteria discussed in the aforementioned studies, the present paper also includes *compression* as a separate criterion as it is deemed as important by such authors as Jones (1998), Viaggio (2002), and Veisbergs (2007).

In order to calculate the amount of points obtained, first, interpretation quality assessment form (see Appendix 1) is used in order to evaluate the quality of each separate criterion. Each criterion is evaluated on a scale from 0 to 10 points, in accordance with the following guidelines set by the author of the present paper prior assessment:

1) *Sense consistency with the original message* is assigned the maximum score of 10 points, if the message of the interpretation is completely consistent with the message of the original speech. Each contradiction and / or discrepancy, depending on the gravity, lowers the score. Omission of low importance details and / or repetitions is not taken into consideration.
2) *Logical cohesion of utterance* is assigned the maximum score of 10 points, if the various utterances and segments of the speech are well-linked and form a cohesive story. The score is reduced in case of changes in order of the segments, if such changes change the perception or comprehensibility of the speech. In addition, points can be reduced, if the used links are weak or repetitive.
3) *Correct terminology* is assigned the maximum score of 10 points, if all terminology is correctly transferred into the target language. Special attention is paid to the terms listed under each speech on the EC SR. Each term interpreted incorrectly or explained incorrectly reduces the number of points awarded.
4) *Completeness of the interpretation* is assigned the maximum score of 10 points, if the interpreter omits only repetitions and redundant information, which have no effect on the overall completeness of the speech. Depending of the gravity of the omission, the score is reduced for each omitted segment, utterance, and / or detail.
5) *Fluency of delivery* is assigned the maximum score of 10 points, if the interpretation contains only few or no disruptions, which do not affect the overall fluency of the speech. The score is reduced by 0.1 points for each pause, filler, and false start, by 0.3 points for each long pause, and by 1 point for each silence observed in the interpretation. The final score is rounded up, in accordance with the general rules of mathematics.
6) *Correct grammatical usage* is assigned the maximum score of 10 points, if no incorrect grammatical structures are used or the incorrect grammatical structures do not affect the comprehensibility of the utterance. For the purposes of the present paper grammar is assessed in general terms and in-depth grammatical aspects of the Latvian language are not taken into consideration.
7) *Compression* is assigned the maximum score of 10 points, if the interpretation is at least 20 per cent shorter than the original speech. The score is reduced 2 times, if the completeness of the speech is below 5 points and 3 times, if the completeness is assessed with 3 points or less. The initial score is determined in accordance with the following formula, where *a* is the duration of the original speech in seconds and *b* is the duration of the interpretation in seconds:

$$\frac{a - b}{a * 0.2/10}$$

Next, depending on the criterion, a multiplier is applied in order to obtain the final number of points assigned to each particular criterion. The points for *sense consistency with the original message* are multiplied by 0.3; the points for *logical cohesion of utterance* are multiplied by 0.2, while the points for each of the remaining criteria are multiplied by 0.1. For example, if the criterion of logical cohesion of utterance in the interpretation quality assessment form is assessed with 8 points, the final number of points assigned to the particular criterion after the application of the multiplier 0.2 is 1.6 points.

3.4 Research Procedure

In order to complete the present research, several measures were taken:

(a) In order to provide the subject with information on the practices of note-taking and the use of mnemonic techniques, a review of theoretical materials was carried out. While the subject was aware of the existence of mnemonic techniques, the subject had little knowledge on the application of such techniques in *CI*. The review of theoretical materials allowed selecting those mnemonic techniques, which have the most potential for application in *CI*.

(b) Before theoretical materials on mnemonic techniques were reviewed, a preliminary test was administered in order to determine the control indicators of the research. The preliminary test consisted of two speeches from the EC SR. The subject was required to provide *CI* of one of the speeches by using note-taking and *CI* of the other speech relying only on his memory. All speeches were interpreted from English into Latvian.

(c) After the preliminary test, the subject had a week's time to develop his own *loci* (see Sub-chapter 2.2.1.1), which would be complemented with additional encoding mnemonic techniques during the follow-up tests in the upcoming weeks.

(d) Afterwards, a follow-up test was administered every week for 9 weeks. Each follow-up test consisted of two speeches from the EC SR. The subject was required to provide *CI* of one of the speeches by using note-taking and *CI* of the other speech by using the selected mnemonic techniques.

(e) All provided interpretations, both in the preliminary test and the follow-up tests, were recorded and transcribed for later analysis. The transcriptions of the speeches also include information on the observed unnatural pauses, silences, fillers, and false starts presented in bold (e.g. **[aaam]).** In addition, all details such as omissions, additions, discrepancies, incorrect terminology, etc. which could, possibly, affect the quality of the interpretation are underlined both in the transcriptions of the original speeches and the interpretations for later assessment.

(f) In-between the follow-up tests, the subject practiced the use of note-taking and mnemonic techniques by interpreting speeches unrelated to the present research. The practiced speeches were used only for training purposes and were not recorded and analysed.

(g) Finally, after the tests, the transcribed speeches were analysed in accordance with the provisions of Sub-chapter 3.3.

The findings of the analysis of the tests are presented and discussed in detail in the next chapter of the present paper.

4 COMPARISON OF THE USE OF NOTE-TAKING AND MNEMONIC TECHNIQUES IN CONSECUTIVE INTERPRETING

The empirical part of the present MA thesis offers a detailed analysis of the use of mnemonic techniques in *CI* and compares the effectiveness of mnemonic techniques and note-taking in *CI*. The research data was collected by administering preliminary and follow-up interpretation tests, writing the transcript of both the original speeches and interpretations under study, and analysing the transcripts in order to assess and compare the quality of interpretations provided using note-taking and interpretations provided using mnemonic techniques. The testing took place over a period of ten weeks. Each week the subject of the present research interpreted one speech using note-taking and another speech using mnemonic techniques. In addition, the analysis tools and methodology used to evaluate the transcriptions of the provided interpretations have been described in Chapter 3 of the present paper. The present chapter presents the findings and assessment of selected interpretations at the beginning, middle, and end of the ten-week period under study, as well as the general trends and correlations observed during the present research.

4.1 Analysis of preliminary tests

During the first week of the research, the subject was required to complete preliminary tests in order to determine control indicators of the study. Within the framework of the preliminary tests, one speech was interpreted by using note-taking, while the other was interpreted without using any memory aids at all. The above mentioned was carried out in order to determine the subject's information recall when relying purely on his memory. The following sub-chapters provide assessments of the subject's interpretations as regards of each of the criteria set out in Sub-chapter 3.3.

4.1.1 Note-taking (Week 1)

Table 4.1.1.1. **Quality assessment of the interpretation provided using note-taking (Week 1)**

Criterion	**1.**	**2.**	**3.**	**4.**	**5.**	**6.**	**7.**	**Total**
Maximum points	*3*	*2*	*1*	*1*	*1*	*1*	*1*	*10*
Points obtained	2.7	2	1	0.8	0.8	1	0.3	**8.6**

During the first preliminary test, the subject was required to do a *CI* of a speech titled 'Mother's milk' by using note-taking (see Appendix 2). The present sub-chapter provides a quality assessment of the said interpretation.

According to Bühler (1986) and Kurz (1989) ***sense consistency with the original message*** (hereinafter – Criterion 1) is the most important characteristic of a qualitative interpretation (see Chapter 1.4). The aforementioned criterion is well-observed in the first of the preliminary tests using note-taking. The interpretation is consistent with the message of the original speech. However, the interpretation does contain a few minor discrepancies:

Example 1:

<u>Original speech:</u> 'The WHO puts that the number of women who have physical problems with breast feeding <u>is less than</u> 1%'.

<u>Interpretation:</u> 'Tomēr Pasaules veselības organizācija norāda to, ka fiziskas problēmas, kuras neatļautu barot zīdaiņus ar krūti pasaulē pastāv <u>tikai</u> 1% sieviešu'.

Example 2:

<u>Original speech:</u> 'Probably, highest in the world – still at 90% <u>at 6 months</u>. And that country is Norway'.

<u>Interpretation:</u> 'Piemēram, 90% kā tas šobrīd ir Norvēģijā.'

Both Example 1 and Example 2 demonstrate small deviations from the original message. Still, the overall message of the speech is maintained. Taking into account the above mentioned, Criterion 1 is assigned 2.7 out of 3 points. The aforementioned examples also apply to the ***completeness of interpretation*** (hereinafter - Criterion 4), which due to these and other small omissions is awarded 0.8 out of 1 points.

The next criterion assessed is ***logical cohesion of utterance*** (hereinafter - Criterion 2). The same as the previous criteria, logical cohesion has been observed in the present interpretation. In fact, the interpretation is coherent and well-linked. However, the variety of linking words used could be more diverse. Still, taking into account that the majority of the links used correspond to those used in the original speech, Criterion 2 is awarded the maximum points.

The same as Criterion 2, ***correct terminology*** (hereinafter – Criterion 3) and ***correct grammatical usage*** (hereinafter – Criterion 6) are awarded the maximum number of points as all terms are correctly transferred into the target language (e.g. 'infant mortality' – 'zīdaiņu mirstība'; 'WHO' – 'Pasaules veselības organizācija', etc.) and sentences are presented in grammatically sound manner.

As regards the ***fluency of delivery*** (hereinafter – Criterion 5), the interpretation contains 3 pauses, 2 long pauses, 6 fillers, and 8 false starts, which, in accordance with the formula provided in Sub-chapter 3.3, gives Criterion 5 the assessment of 0.8 points.

The duration of the original speech is 5 minutes and 3 seconds, while the duration of the interpretation is 4 minutes and 46 seconds. In other words, the interpretation is 17 seconds shorter than the original speech. In accordance with the formula described in Sub-chapter 3.3, ***compression*** (hereinafter – Criterion 7) of 17 seconds is equal to 0.3 points.

To sum up, the interpretation is consistent with the original speech, with the exception of some minor details. However, the interpretation contains several pauses, fillers, and false starts all of which affect the fluency of the re-expressed speech. In addition, the interpretation is shorter than the original; yet it falls short to the compression standards set by Viaggio (2002) and Veisbergs (2007) (see Chapter 1). As a result of the above mentioned, the overall quality of the present interpretation is assessed at 8.6 out of 10 points, which is a high control indicator. However, it should be taken into consideration that the subject has had previous training in doing *CI* by using note-taking.

4.1.2 Memory (Week 1)

Table 4.1.2.2. **Quality assessment of the interpretation provided without using any aids to memory (Week 1)**

Criterion	1.	2.	3.	4.	5.	6.	7.	Total
Maximum points	*3*	*2*	*1*	*1*	*1*	*1*	*1*	*10*
Points obtained	1.8	1.4	1	0.1	0.7	1	0.3	**6.3**

During the other preliminary test the subject was required to provide *CI* of a speech titled ‘Life expectancy’ without using any aids to memory at all (see Appendix 3).

As regards, ***Criterion 1,*** the provided interpretation omits several passages from the original speech (see Example 1 and Example 2 below), which are rather important to the overall sense of the speech. In addition to the omissions, in one instance the subject makes an addition (see Example 3), in which he refers to respiratory and pulmonary diseases which are never mentioned in the original speech.

Example 1:

Original speech: *‘Let me start by throwing another figure at you. I don’t know if you knew this, but around the world each year some 50 million people die. 50 million people every year.’*

Example 2:

Original speech: *‘And then, finally, the study talks about diet and exercise or rather poor diet and lack of exercise, lack of physical activity. These two combined were responsible for 4.8 million deaths in 2012, according to the study.’*

Example 3:

Interpretation: *‘Tas var novest pie dažādām elpvadu un plaušu saslimšanām.’*

As a result of the omitted passages and details the interpretation is not entirely consistent with the original speech. Therefore, Criterion 1 is assessed with 1.8 out of 3 points.

The above-mentioned sets out a chain reaction as the missing details affect the logical cohesion of the speech. However, the existing passages are linked rather satisfactorily. Therefore, ***Criterion 2*** is assigned 1.4 out of the maximum 2 points.

Another criterion directly affected by the omissions is ***Criterion 4*** or the completeness of the interpretation. In addition to the above-mentioned examples when whole passages are omitted, the interpretation also lacks several smaller details. For example, on several occasions the subject fails to mention the year referred in the original speech (see Example 4 and Example 5 below).

Example 4:

Original speech: *'Heart disease and stroke were responsible for 12.9 million deaths in 2012.'*

Interpretation: *'[…] visbiežākais nāves cēlonis pasaulē ir sirds slimības* un in... *insults [eee], kas sastāda aptuveni div.. 12.9 miljonus nāves gadījumu katru gadu.'*

Example 5:

Original speech: *'Then we have alcohol. Alcohol led to 5 million deaths in 2012.'*

Interpretation: *'Tai seko alkohola lietošana uzturā, kas ir vainojama pie 5 miljoniem nāves gadījumu.'*

Taking into account the omitted passages and details; Criterion 4 is assigned 0.1 points.

Despite the omissions and slight lack of cohesion, the interpreter observes correct terminology (e.g. 'stroke' – 'insults'; 'cancer of oesophagus' – 'barības vada vēzis', etc.) and comprehensible grammatical structures. Thus, both ***Criterion 3*** and ***Criterion 6*** are assigned the maximum number of points – 1.

As regards ***Criterion 5,*** the interpretation is rather fluent. However, in one instance the interpreter is silent for approximately 7 seconds, which disrupts the flow of the interpretation. In addition to the silence, 1 pause, 3 long pauses, 6 fillers, and 8 false starts were observed. Nonetheless, Criterion 5 is assigned 0.7 points.

Finally, the original speech is 5 minutes and 14 seconds long, while the interpretation is 4 minutes and 2 seconds long. In other words, the interpretation is more than 20% shorter than the original speech. In accordance with the formula provided in Sub-chapter 3.3, the above-mentioned would give ***Criterion 7*** the maximum number of points. However, the interpretation is shorter, mainly, due to the numerous omissions discussed above. As a result, the obtained points are reduced to 0.3.

In conclusion, the interpreter omits several passages of text, thus, lowering the overall completeness and quality of the interpretation. Still, despite the omissions, the interpretation is comprehensible, as well as all important terms are transferred into the target language. As a result of the above-mentioned, the overall quality is assessed at 6.3 points, which is 2.3 points less than the interpretation provided using note-taking (see Sub-chapter 4.1.1).

4.2 Analysis of follow-up tests

After the preliminary tests, each week for nine weeks follow-up tests were administered. During the follow-up tests the subject was required to provide one interpretation by using note-taking and another interpretation by using mnemonic techniques. The following sub-chapters provide analysis and quality assessment of the interpretations provided in week 5 and the final week of the study, while the assessment of the remaining interpretations is provided in the form of findings at the end of the present chapter.

4.2.1 Note-taking (Week 5)

Table 4.2.1.3. **Quality assessment of the interpretation provided using note-taking (Week 5)**

Criterion	**1.**	**2.**	**3.**	**4.**	**5.**	**6.**	**7.**	**Total**
Maximum points	*3*	*2*	*1*	*1*	*1*	*1*	*1*	*10*
Points obtained	2.7	1.8	1	0.9	0.8	0.9	0.6	**8.7**

In week 5, during one of the follow-up tests, the subject was required to provide consecutive interpretation of a speech titled 'The psychology of food' (see Appendix 10).

First of all, the interpretation is consistent with the original speech. Still, on rare occasions the interpreter omits small details. For instance, in Example 1 (see below), the interpreter omits the speaker's input to the speech, which is aimed at involving and complementing the listeners. In addition, Example 2 (see below) demonstrates a sentence, which the original speaker uses to refer to previous segments of the speech; however, the interpreter completely omits the aforementioned reference in his interpretation.

Example 1:

<u>Original speech:</u> *'I'm sure you know that there are many factors that influence how much we eat and how the food tastes.'*
<u>Interpretation:</u> *'Pastāv dažādi faktori, kuri ietekmē to, cik daudz mēs ēdam un to, kā ēdiens garšo.'*

Example 2:

<u>Original speech:</u> *'This is all to do with your brains expectations, as I said earlier.'*

Nevertheless, in general, the above-mentioned omissions have a very little impact on the overall sense of the interpretation. Therefore, ***Criterion 1*** is assigned 2.7 points.

Second of all, the interpreter maintains the coherence and cohesion of the original speech. Nonetheless, the variety of the linking words used could be larger. Taking into account the above-mentioned, ***Criterion 2*** is assigned 1.8 points.

The next criterion under assessment is ***Criterion 3.*** The original speech contains very few specific terms. Nevertheless, all specific terms included in the original speech are transferred into the target language (e.g. ‘cutlery’ – ‘galda piederumi’, ‘obesity’ – ‘aptaukošanās’, etc.). In addition, the interpreter explains the term ‘dieter’ as a person willing to lose weight (i.e. ‘[…] *cilvēki, kuri vēlas atbrīvoties no liekā svara […]’*). As a result, Criterion 3 is assigned the maximum number of points.

As regards ***Criterion 4,*** apart from the omissions described above, the interpreter omits very little details. In general, the interpreter, mostly, omits only repetitions and redundant information, which has no effect on the overall completeness of the speech. Hence, Criterion 4 is assigned 0.9 points.

Furthermore, in general, the interpreter observes comprehensible grammatical structures. However, on one occasion (see Example 3 below), the interpreter describes a condition in present tense and provides the result in future tense, while both the condition and the result should be described in the same tense. Otherwise, the utterance is unclear and confusing.

Example 3:

Interpretation: *‘Ja mēs ēdam sieru pa tiešo no naža, nevis ar dakšiņu vai zobu bakstāmo, tad šis siets garšotu sāļāk.’*

Taking into account the above instance, ***Criterion 6*** is assigned 0.9 points.

Another criterion assessed is the fluency of the interpretation. The interpretation is fluent; however, it includes several pauses, fillers, and false starts, as well as one relatively short silence. In total, 1 pause, 3 fillers, 4 false starts, and 1 silence were observed. Consequently, in accordance with the formula described in Sub-chapter 3.3, ***Criterion 5*** is assigned 0.8 points.

Lastly, the compression of the speech is assessed. The duration of the original speech is 5 minutes and 39 seconds, while the interpretation is 4 minutes and 59 seconds longs. Taking into account that the interpretation is 40 seconds shorter than the original speech, ***Criterion 7*** is assigned 0.6 points.

To sum up, the interpretation is rather fluent and cohesive. Moreover, the interpretation is consistent and transfers the majority of important details of the original speech into the target language. However, the interpretation, still, could be improved as it could be compressed even more by ridding it of unnecessary details. Nevertheless, the interpretation is assigned a very high assessment of 8.7 points.

4.2.2 Mnemonic techniques (Week 5)

Table 4.2.2.4. **Quality assessment of the interpretation provided using mnemonic techniques (Week 5)**

Criterion	**1.**	**2.**	**3.**	**4.**	**5.**	**6.**	**7.**	**Total**
Maximum points	*3*	*2*	*1*	*1*	*1*	*1*	*1*	*10*
Points obtained	2.1	1.8	0.9	0.6	0.8	1	0.6	**7.8**

During the second follow-up test of week 5, the interpreter was required to provide a consecutive interpretation of a speech titled 'Sunspots and climate' by using mnemonic techniques (see Appendix 11).

Firstly, on several occasions the interpretation omits various details included in the originals speech (e.g. Example 1). In addition, to omissions of details, in one instance the interpretation contradicts the original speech (see Example 2). The aforementioned example changes the position of the current solar cycle and affects the next segment in the speech; therefore, it alters the sense of the particular and the following segment. However, the impact on the overall sense of the speech is rather limited.

Example 1:

<u>Original speech:</u> *And, of course, for shortwave radio enthusiasts and for CB radio enthusiasts, <u>in other words, the few that remain, because in these days of omnipresent internet and satellite communication, there are very few shortwave radio listeners left anymore</u>, obviously, for those this is quite bad news [...]*
<u>Interpretation:</u> *Bet visiem īsviļņu radio un CB radio cienītājiem tas norāda tikai uz problēmām [...]*

Example 2:

<u>Original speech:</u> *'And this activity occurs in a cycle, which lasts about 11 years. So, <u>you move from the maximum number of sunspots to a minimum number of sunspots back to a maximum</u>.'*
<u>Interpretation:</u> *'[...] šis cilks izpaužas tā, ka tie ir aptuveni 11 gadi <u>no vismazākā saules plankumu daudzuma līdz lielākajam saules plankumu daudzumam un atpakaļ līdz mazākajam</u>.'*

In other words, the interpretation delivers the same message as the original speech. However, some side notes are lost. Taking into account the contradiction and lack of precision, ***Criterion 1*** is assigned 2.1 points.

Disregarding the omissions in the interpretation, the interpretation itself is cohesive and well-linked. Yet, in one instance, the interpreter makes small changes to the order of the original speech. However, despite the small changes, the interpretation remains coherent. As a result, ***Criterion 2*** is assigned 1.8 points.

While the overall message of the interpretation is consistent with the original speech and the segments of the interpretation are cohesive, the interpretation does omit several details and the speaker's insights into the subject of the speech (see Example 1 above). While the importance of separate details could be argued, in general, the omissions decrease the overall quality of the interpretation. Therefore, ***Criterion 4*** is assigned 0.6 points.

As regards ***Criterion 3***, the interpreter successfully transfers the majority of terms used into the target language (e.g. 'shortwave radio' – 'īsviļņu radio', 'sunspots' – 'saules plankumi', and 'airwaves' – 'radioviļņi'). Nonetheless, the interpretation includes two terms which the interpreter fails to transfer into the target language (see Example 3 and Example 4 below).

Example 3:

Original speech: 'In my younger days I was a CB radio enthusiast. CB is Citizen's band, of course.'

Interpretation: 'Savās jaunības dienās es ļoti entuziastiski klausījos CB radio jeb Citizen's Band radio [...]'

Example 4:

Original speech: 'Well, scientists wouldn't go this far, they remain rather coy. They point out, first of all, that it's not really possible to predict how long this solar anaemia, if you like, will last.'

Interpretation: 'Tomēr zinātnieki ir diezgan atturīgi, jo viņi norāda uz to, ka īsti nav iespējams paredzēt, cik ilgi šāda saules aktivitāte turpināsies.'

In Example 3, instead of translating the terms 'CB radio' and 'Citizen's band' into Latvian, the interpreter keeps the English terms. In contrast, in Example 4, the interpreter generalises the term 'solar anaemia' to 'saules aktivitāte'. While the terms are not correctly transferred into the target language, the strategies used by the interpreter allow the utterances to maintain the same message as it is intended in the original speech. Thus, Criterion 3 is assigned 0.9 points.

Another criterion assessed in the present sub-chapter is the fluency of the interpretation. First of all, the interpretation does not contain any prolonged silences, which have the most potential of disrupting the flow of the speech. However, 4 pauses, 3 long pauses, 5 fillers, and 6 false starts were observed in the present interpretation. While the above mentioned elements do affect the fluency of separate segments, the overall flow of the interpretation remains comparatively fluent. Thus ***Criterion 5*** is awarded 0.8 points.

As regards the use of correct grammatical structures, generally, the grammatical structures used by the interpreter are comprehensible. While the word order of separate utterances could be chosen better, the structures used do not detriment the comprehensibility of the interpretation. Consequently, ***Criterion 6*** is awarded the maximum points.

Last of all, the present sub-chapter reviews the compression of the interpretation or ***Criterion 7***, if compared to the duration of the original speech. The duration of the interpretation is 4 minutes and 45 seconds, while the original speech is 38 seconds longer – 5 minutes and 23 seconds. According to the compression formula, compression of 38 seconds results as 0.6 points.

To sum up, on the one hand, the interpreter does a good job of ensuring that the interpretation is cohesive and fluent, as well as uses correct terminology and grammatical structures. On the other hand, the interpretation lacks completeness. In addition, the sense consistency with the original message is weak in separate segments of the interpretation. Yet, all in all, the overall sense consistency with the original message as well as the overall quality of the interpretation is assessed relatively high at 7.8 points.

4.2.3 Note-taking (Week 10)

Table 4.2.3.5. **Quality assessment of the interpretation provided using note-taking (Week 10)**

Criterion	**1.**	**2.**	**3.**	**4.**	**5.**	**6.**	**7.**	**Total**
Maximum points	*3*	*2*	*1*	*1*	*1*	*1*	*1*	*10*
Points obtained	2.4	2	1	0.8	0.7	1	0.1	**8**

During the first follow-up test in week 10, the subject was required to provide a consecutive interpretation of a speech titled ‘Interpreter’s job’ by using note-taking (see Appendix 20).

First of all, the interpreter manages to maintain the main sense and idea of the original speech. Still, in one instance the interpretation contradicts the original speech (see Example 1). However, in this particular case, the contradiction has almost no effect on the overall sense of the speech, because the next segment in the interpretation neutralizes the contradiction by providing additional details. In addition to the above-mentioned contradiction, the interpretation includes one instance, in which the original message is generalised (see Example 2 below), as well as several instances, in which the interpreter omits the original speaker’s references to separate listeners (see Example 3 below). In other words, the original speech is mainly addressed towards interpreting students; however, the speaker states that the message is useful also to other university graduates. During the speech, the original speaker several times refers also to non-interpreters; however, these addresses are omitted in the interpretation. While the above-mentioned does affect the sense consistency with the original message, the main ideas of the speech are not affected. Therefore, ***Criterion 1*** is assigned 2.4 points.

Example 1:

Original speech: *‘And you think that technique is everything. <u>And you’re not wrong</u>.’*
Interpretation: *‘[...] jūs visticamāk uzskatāt, ka vissvarīgākā ir tehnika. <u>Bet tas tā nav</u>.’*

Example 2:

Original speech: *'So, not only foreign languages but also your mother tongue <u>has lots of variations, lots of variants</u> and you will need to know how to use them.'*
Interpretation: *'Tas nozīmē, ka jums ir jāpārvalda ne tikai [aam] svešvalodas, bet arī jūsu dzimtā valoda.'*

Example 3:
Original speech: *'You also have to know you speaker, in the case of an interpreter, because he's an intermediary. <u>But, this also applies to everyone else too</u>.'*
Interpretation: *'Un tulka gadījuma jums ir jāpazīst arī runātājs, jo jūs šijā komunikācijas procesā esat starpnieks.'*

Even though the interpretation lacks sense consistency with the original message in separate segments of the interpretation, several quality aspects are executed at a high level. The interpretation is coherent and well-linked, all terms are correctly transferred into Latvian, and correct grammatical structures are used. As a result, ***Criterion 2***, ***Criterion 3***, and ***Criterion 6*** are assessed with the maximum amount of points.

While the above-mentioned criterions are executed very well, ***Criterion 4*** has some room for improvement. The lack of completeness in the interpretation is partly reflected by Example 2 and Example 3 above. Moreover, in addition to the above examples, on several occasions the interpreter omits some details provided by the original speaker (e.g. see Example 4 and Example 5 below). While the importance of the details could be argued, the omissions have an effect on the overall completeness of the interpretation. However, when looking at the interpretation as a whole, the omissions are not that noticeable and hardly alter the message. Thus, Criterion 4 is assigned 0.8 points.

Example 4:
Original speech: *'[...], if you are a finance minister, <u>a dustman</u>, an agricultural expert, an IT expert.'*
Interpretation: *'[...] vai jūs būsiet finanšu ministrs vai lauksaimniecības eksperts, vai informācijas tehnoloģiju eksperts.'*

Example 5:
Original speech: *'You never work in a vacuum; you always work for an audience. <u>So, make sure you have an audience and you do your best</u>.'*
Interpretation: *'Jums nevajadzētu tulkot vakuuma, jums vienmēr ir jātulko auditorijai.'*

Furthermore, the interpretation is relatively fluent. Nevertheless, the author of the present paper observed 5 pauses, 2 long pauses, 8 fillers, 4 false starts, and 1 silence. As a result of the above-mentioned disruptors of flow, ***Criterion 5*** is assigned 0.7 points.

Whereas Criterion 5 scores relatively high, ***Criterion 7*** is the criterion assigned the least amount of points – 0.1. The assigned points are so low, because the interpretation (5 minutes and 1 second) is only 5 seconds shorter than the original speech (5 minutes and 6 seconds). The lack of compression could be affected by the aforementioned pauses and silences or some other factors such as fast speaking rate discussed in Sub-chapter 2.1.3.

In conclusion, the majority of the quality aspects are well-executed. However, the overall quality is mostly affected by few inconsistencies with the original message, as well as lack of compression. As a result, the overall quality of the interpretation is assessed at 8 points, which is a drop in quality in comparison with the majority of interpretations provided by using note-taking.

4.2.4 Mnemonic techniques (Week 10)

During the final follow-up test, the interpreter was required to provide a consecutive interpretation of a speech titled 'Of nerds and interpreters' by using mnemonic techniques (see Appendix 21).

Table 4.2.4.6. **Quality assessment of the interpretation provided using mnemonic techniques (Week 10)**

Criterion	1.	2.	3.	4.	5.	6.	7.	Total
Maximum points	*3*	*2*	*1*	*1*	*1*	*1*	*1*	*10*
Points obtained	2.4	1.8	1	0.8	0.7	1	0.5	**8.2**

First of all, as regards the sense consistency with the original message, the present interpretation demonstrates similar tendencies as the interpretation discussed in Sub-chapter 4.2.3. In general, the interpretation reflects the ideas expressed in the original message. However, the interpretation includes several instances, in which the interpreter leaves out details, which add depth to the discussed subject matter (e.g. see Example 1 below). Another sense consistency error is reflected in Example 2 (see below). In Example 2, the interpreter omits a sentence, which in the original speech is used to add a humorous tone to the particular segment. As a result, the humour is not reflected in the interpretation. The interpretation includes also other small deviations from the original message. Nevertheless, the interpreter correctly transfers all of the major ideas of the original speech. Still, the amount of points awarded to ***Criterion 1*** is reduced due to the above mentioned deviations from the original message. As a result, the above criterion is awarded 2.4 points.

Example 1:

Original speech: *'Particularly, if you have to interpret nerdy English into another language, in which the terms may not even exist. In that case, you are very often obliged to leave them in English. But it's not, of course, just the individual items of vocabulary, it's also the way of how they're put together.'*
Interpretation: *'[...] nūģu lietotā angļu valoda bieži vien nav pārtulkojama [pause] citā valodā, jo šādi termini šajā valodā nemaz neeksistē. Līdz ar to šos terminus nākas atstāt angļu valodā.'*

Example 2:

Original speech: *'Bill Gates, for one, is a little bit nerdy to say the least. He also has round thick-rimmed glasses by the way. I don't know whether he wears them deliberately.'*

Interpretation: *'Piemēram, Bils Geits ir visai nūģīgs un arī viņam ir apaļas brilles ar biezu rāmi.'*

As regards ***Criterion 2***, the interpretation is cohesive. Moreover, the linking of segments is consistent with the original message. Nonetheless, the interpreter uses a rather limited range of linking words, i.e. many of the segments are introduced by 'and' or 'but'. Yet, it should be noted that the original speaker too introduces many segments using the same links. Thus, Criterion 2 is assessed at 1.8 points.

The same as in the previous interpretation discussed, the interpreter copes well with the transfer of terms into target language and the use of correct grammatical structures. However, one should bear in mind that the original speech contains very few specific terms. The most important term in the original speech is the slang 'nerd', which is successfully transferred into Latvian as 'nūģis'. Taking into account the above mentioned, ***Criterion 3*** and ***Criterion 6*** are awarded the maximum points.

While the effect of Example 1 and Example 2 (see above) on the sense consistency with the original message is limited, the above examples also contribute to the lack of completeness of the interpretation. In addition to the above examples, on several occasions, the interpreter omits additional comments made by the original speaker (e.g. see Example 3). However, it should be noted that many of the omissions, are, arguably, rather unimportant and should be omitted for the sake of compression. Thus, due to the fact that not all of the omissions have the same impact of the completeness of the interpretation, ***Criterion 4*** is assigned 0.8 points.

Example 3

Original speech: *'[...] there are aspects of the English language and areas of the English language, which are today virtually impossible to interpret into any other language <u>and into simpler English</u>. <u>The only way of understanding them is to spend years studying the subject</u>.'*

Interpretation: *'[...] pastāv vairāki angļu valodas aspekti un jomas, kuras ir pilnībā neiespējami pārtulkot citās valodās.'*

In contrast to the previous interpretation discussed, the present interpretation does not include any silences. Still, the interpretation does include 5 pauses, 3 long pauses, 11 fillers, and 5 false starts. Despite the abundance of fillers and pauses, the interpretation does not appear fragmented. Still, separate segments of the interpretations lack fluency. As a result, ***Criterion 5*** is awarded 0.7 points.

Finally, the present sub-chapter looks at the compression of the original speech. The original speech is 5 minutes and 48 seconds long, while the interpretation is 35 seconds shorter (i.e. 5 minutes and 13 seconds). In other words, the interpretation is approximately 10% shorter than the original speech, which awards ***Criterion 7*** with 0.5 points.

In summary, similarly as with the previous interpretation, the interpreter struggles to successfully compress the interpretation. In addition, the omission of additional comments by the speaker reduces the quality of sense consistency with the original message as well as the completeness of the interpretation. Despite the above-mentioned, the interpreter demonstrates a good control of grammatical structures and successfully transfers terms from the original speech into the target language. As a consequence of the above, the overall quality of the present interpretation is assessed at 8.2 points, which is a considerable increase in comparison with the preliminary test in week 1 (see Sub-chapter 4.1.2.).

4.3 Subject's feedback

During the 10-week period, after each provided interpretation the subject was asked to give a short feedback on his own performance and the issues that he faced (see Appendix 22). The feedback was not taken into consideration during the assessment of the quality of the interpretations. However, the feedback provides an insight into the issues, which might have impacted the outcome. The present sub-chapter does not look at the issues affecting separate speeches, but instead reflects the general trend of issues encountered when providing *CI* by using either note-taking or mnemonic techniques.

As regards the ***problems encountered when interpreting using note-taking***, the subject mentions two main problems. The first problem encountered is the speaking rate of the person delivering the original speech. According to the subject's feedback, the pace of some of the original speeches (e.g. the speeches in Week 9 and Week 10) was quite fast. The above-mentioned complicated the division of attention between listening and note-taking. The other problem encountered by the subject is the density of information provided in the original speech (e.g. the speeches in Week 2 and Week 9). If the speech contains much factual information, the interpreter might be inclined to note down as much as possible. As a result, insufficient attention could be allocated to listening; thus, some details might be lost. If the original speech is both fast-paced and dense with information, the interpreter could experience even more problems recalling all of the information. In such cases, the interpreter should allocate all of his/her attention to listening and comprehending (Veisbergs, 2007:52). Furthermore, if the interpreter fails to reallocate his/her attention, the quality of the interpretation could be seriously affected.

On the other hand, as regards the ***problems encountered when interpreting using mnemonic techniques***, the subject does not mention the issues of pace and density of information. In contrast, the subject mostly refers to separate elements of the original speeches, which were hard to encode into his *loci*. The above-mentioned elements are abstract words and phrases (e.g. in speeches in Week 2, Week 4, and Week 8) and numbers (e.g. in the speech in Week 7). If the elements are not properly encoded, it is almost impossible to recall abstract ideas; thus, the quality of the interpretation could be negatively affected. From the above-mentioned it can be concluded that on several occasions the subject failed to correctly utilize some the encoding techniques described in Sub-chapter 2.2.1.2. However, while abstract ideas and numbers caused the subject problems, the subject experienced no problems encoding speeches, which included many visual descriptions (e.g. speeches in Week 9 and Week 10). Thus, the subject has successfully applied at least one of the encoding techniques described in Sub-chapter 2.2.1.2.

In conclusion, the most commonly encountered issues when using note-taking were information-dense speeches and speeches, in which the speaker talks fast. At the same time, when using mnemonic techniques the most common issues are related to the application of encoding mnemonics. All of the above-mentioned issues can negatively impact the quality of the interpretation. However, the issues could also be overcome by allocating more attention to listening, in the case of note-taking, and improving the application of abstract word and number encoding techniques, in the case of mnemonic techniques.

4.4 Findings and discussion

In total, the author of the present MA thesis has analysed 20 consecutive interpretations provided by the subject of the present study. 10 of the interpretations were delivered by using note-taking, while 9 of the interpretations were delivered by using mnemonic techniques. In addition, 1 interpretation delivered during the preliminary test was provided without the use of any aids to memory. In Sub-chapters 4.1 and 4.2, the author of the present paper provided the analysis of selected interpretations delivered at the beginning, the middle, and the end of the period of time under study. In contrast, the present sub-chapter looks at the whole period of time under study as a whole and presents the findings and trends observed during the present study.

Firstly, the present sub-chapter looks at the ***overall quality*** of all of the consecutive interpretations analysed. Generally, the overall quality of consecutive interpreting is higher when the aid to memory of note-taking is used (see Figure 4.4.2 below). Exceptions are week 2, when the quality of the interpretation provided by using note-taking is the same (i.e. 6.6) as the quality of the interpretation provided by using mnemonic techniques and in weeks 7, 9, and 10, when the quality of the interpretations provided by using note-taking is inferior to that of the interpretations provided by using mnemonic techniques. However, it should be noted that the above occurs because of the drop in quality of interpretations provided by using note-taking during those particular weeks and not because of higher quality interpretations provided by using mnemonic techniques. In addition, the plunge in quality by 2 points from week 1 to week 2, possibly, could be affected by some external factors such as tiredness or illness. As discussed in Sub-chapter 1.3, loss of information can occur also due to use of medication, fatigue, and other factors (Veisbergs, 2007:33).

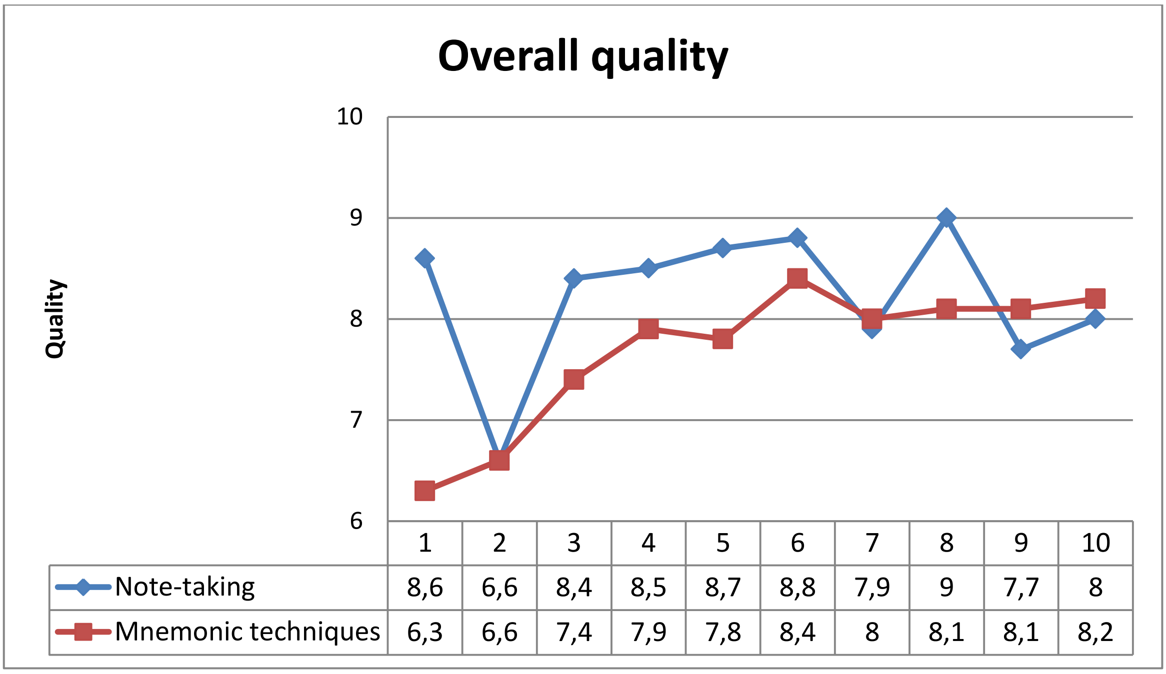


Figure 4.4.2. **Overall quality of consecutive interpretations provided by using either note-taking or mnemonic techniques**

Interestingly, though, the lowered quality of the above-mentioned consecutive interpretations corresponds with the original speeches, which the subject of the present study described as fast-paced and factually dense (see Appendix 22). Therefore, the speaking rates of all original speeches were calculated (see Table 4.4.7 in Appendix 23). As a result, it was determined that the speaking rates of the aforementioned original speeches, indeed, are considerably higher (i.e. 2.74 words per second in week 2, 2.63 words per second in week 9, and 3 words per second in week 10) than the average speaking rate of all of the speeches – 2.37 words per second. Moreover, it should be noted that the average speaking rate is increased by the above speeches. Therefore, the gap between the speaking rates of these particular speeches and the rest of the speeches is even wider. On the other hand, the only speech interpreted by using mnemonic techniques with a comparatively high speaking rate (i.e. 2.81 words per second) occurs in week 9. However, the overall quality of the interpretation of the said speech is not lower than the average quality of interpretations provided by using mnemonic techniques (see Table 4.4.8 in Appendix 23). Thus, while the sample size of the aforementioned trend is limited, it could be considered as an indication that mnemonic techniques is the preferable aid to memory when interpreting speeches with higher speaking rates.

Even though, in general, the quality of interpretations provided by using note-taking is higher than the quality of interpretations provided by using mnemonic techniques, the quality of the interpretations provided by using mnemonic techniques demonstrates an increasing trend (see Figure 4.4.2 above). In other words, the longer the subject of the present study had practiced the application of mnemonic techniques, the better the quality of the interpretation became. The largest growth can be observed during the period between weeks 2 and 4, when the quality rises by 1.3 points. Furthermore, the quality score peaks in week 6 at 8.4 points. However, the quality score declines in the following weeks; therefore, the score registered in week 6 should be considered as an exception. Moreover, in the period from week 7 to week 10, the quality score remains rather constant, showing a total growth of 0.2 points. Hence, it can be assumed that moving forward the progress and improvement of quality of interpretations provided by using mnemonic techniques would be much slower. Yet, it is safe to assume that the quality of interpretations provided by using mnemonic techniques has not reached its ceiling and, still, has some room for improvement.

Despite the fact that the overall quality of interpretations provided by using mnemonic techniques increases by more than 1.5 points in the period from week 2 to week 10, the average quality of the interpretations provided by using mnemonic techniques (see Table 4.4.8 in Appendix 23) is lower than the average quality of the interpretations provided by using note-taking (see Table 4.4.9 in Appendix 23). The average quality of the former is 7.83 points, while the average quality of the latter is 8.22 points out of 10. Thus, the average quality of the interpretations provided by using note-taking is 0.39 points higher than the average quality of the interpretations provided by using mnemonic techniques. At the same time, the average quality of the interpretations provided by using mnemonic techniques is 1.53 points higher than the quality of the interpretation observed in week 1, which was provided without using any aids to memory. In conclusion, the application of mnemonic techniques considerably improves the quality of consecutive interpretations. However, the use of note-taking, still, prevails as the aid to memory which ensures a better overall quality of *CI*.

The above paragraphs describe the general trends and differences between the overall quality of interpretations provided by using note-taking and the overall quality of interpretations provided by using mnemonic techniques. However, in order to better understand the aforementioned trends and differences, it is important to look at each of the criteria forming the overall quality. Therefore, the following paragraphs present the findings regarding each of the seven criteria used in assessing the overall quality of the interpretations under study.

The first criterion discussed is ***sense consistency with the original message***. According to the studies by Bühler (1986) and Kurz (1989), the above criterion is viewed as the most important aspect of a qualitative interpretation both by interpreters and meeting participants. Therefore, in the present study, the criterion has the most impact on the overall quality of interpretation (i.e. approximately 1/3 of the overall quality).

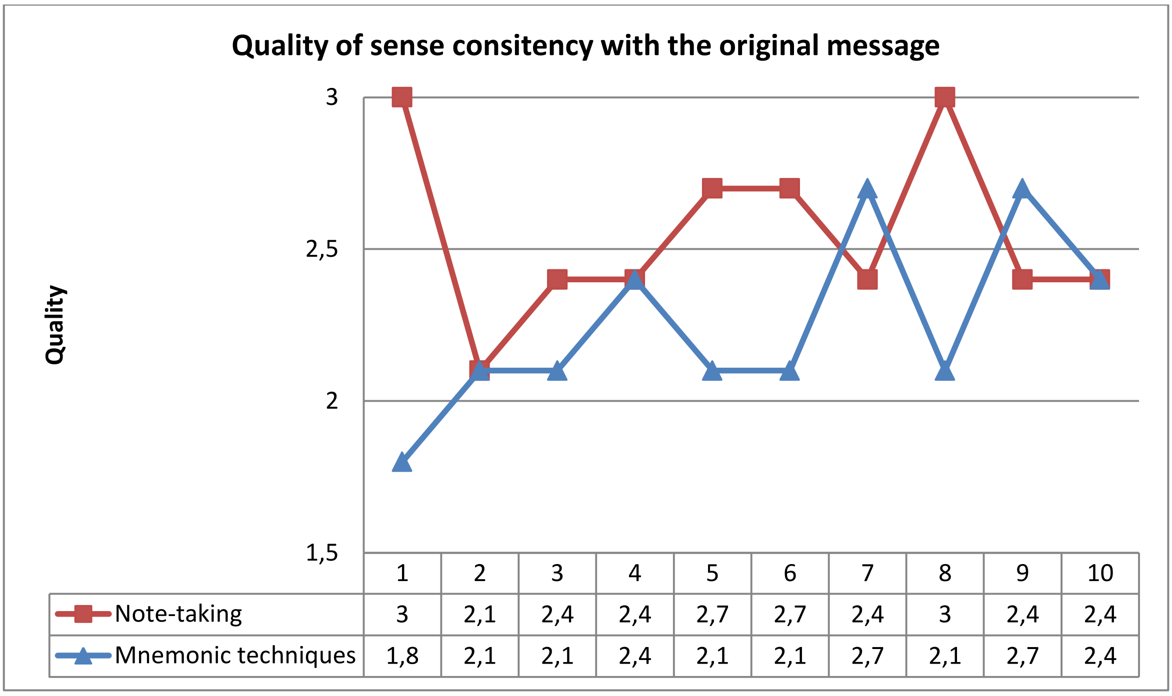
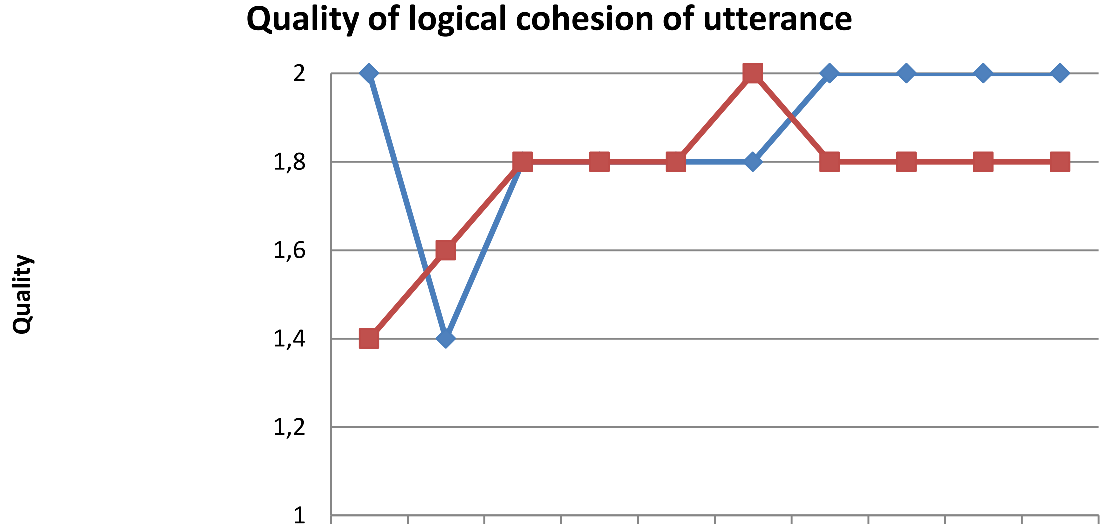


Figure 4.4.3. **Quality of sense consistency with the original message in consecutive interpretations provided by using either note-taking or mnemonic techniques**

In contrast to the overall quality of the interpretations, the quality of sense consistency with the original message does not demonstrate stable rise or fall of quality. Instead the quality of the said criterion shows a lot of fluctuations without any consistent trends (see Figure 4.4.3 above). The lowest sense consistency with the original message of 1.8 was recorder in relation to the interpretation which was provided without using any aids to memory during week 1 of the period under study. However, in general, the majority of the scores fall between 2.1 and 2.7 points. Two exceptions are the interpretations provided by using note-taking in weeks 1 and 8, when the criterion under discussion was assessed with the maximum amount of points – 3. Importantly, in weeks 1 and 8, the subject of the study interpreted two speeches with the lowest speaking rates, respectively, 1.93 words per second and 1.73 words per second (see Table 4.4.7 in Appendix 23). In comparison, no such correlations were observed between the speaking rate of the original speech and the quality of sense consistency with the original message of the interpretations provided by using mnemonic techniques.

Despite the fact that the quality of sense consistency with the original message does not demonstrate any consistent trends, some insight into the differences between both aids to memory under study can be obtained by looking at the average quality of the above criterion recorded in the interpretations provided by using either note-taking or mnemonic techniques. Namely, the average quality of sense consistency with the original message in the interpretations provided by using note-taking is 2.52 (see Table 4.4.9 in Appendix 23), while the average quality of same criterion of the interpretations provided by using mnemonic techniques is 2.3 (see Table 4.4.8 in Appendix 23). Thus, the gap between both aids to memory in relation to sense consistency with the original message is 0.22 points, which is more than a half of the gap between the overall quality of the interpretations provided by using note-taking and the overall quality of the interpretations provided by using mnemonic techniques.

Next, the present sub-chapter looks at the second most important criterion discussed in the present study – ***logical cohesion of utterance***. While the quality of sense consistency with the original message demonstrates a lot of fluctuations, the quality of logical cohesion of utterance mostly remains stable (see Figure 4.4.4 below).



	1	2	3	4	5	6	7	8	9	10
Note-taking	2	1,4	1,8	1,8	1,8	1,8	2	2	2	2
Mnemonic techniques	1,4	1,6	1,8	1,8	1,8	2	1,8	1,8	1,8	1,8

Figure 4.4.4. **Quality of logical cohesion of utterance in consecutive interpretations provided by using either note-taking or mnemonic techniques**

During the majority of the weeks, the quality of logical cohesion of utterance in the interpretations provided by using note-taking is assessed with either 1.8 points or 2 points. The only exception is the quality of logical cohesion of utterance recorded in week 2, when the criterion is assessed with 1.4 points. Taking into account that the above-mentioned is the only instance of such a low score, it is very unlikely that the quality of the criterion is affected by the speaking rate of the original speech. Otherwise, similar tendencies would also be observed in weeks 9 and 10. Thus, the aforementioned reinforces the presumption made in paragraph 2 of the present sub-chapter that the quality of the interpretation in week 2 was affected by some external factors.

Furthermore, the quality of logical cohesion of utterance in the interpretations provided by using mnemonic techniques is consistent for the majority of weeks. The lowest recorded score occurs in week 2, which was the first week when the subject under study used mnemonic techniques. In contrast, the highest score was recorded in week 6 as regards the interpretation of the speech, which the subject under study described as *really easy to follow* (see Appendix 22).

Lastly, the average quality score of logical cohesion of utterance in the interpretations provided by using mnemonic techniques is 1.8 points (see Table 4.4.8 in Appendix 23). At the same time, the average quality score of the same criterion in the interpretations provided by using note-taking is 1.86 points (see Table 4.4.9 in Appendix 23). As a result, the gap between the quality of the above criterion in the interpretations provided by using note-taking and the interpretations provided by using mnemonic techniques is 0.06 points. The above could be explained by the use of a left-hand margin in note-taking as discussed in Sub-chapter 2.1.2 of the present paper.

Another factor affecting the overall quality of the interpretations is the use of ***correct terminology***. Taking into account that the vast majority of terms were successfully transferred into Latvian in all of the interpretations, the results show very little changes over the 10 week period of time under study. In fact, the quality of terminology in the interpretations provided by using note-taking is assessed with the maximum number of points in all of the weeks (see Figure 4.4.5 in Appendix 23). At the same time, the quality of terminology in the interpretations provided by using mnemonic techniques fluctuates between 0.9 and 1 point. Therefore, the average quality of terminology of the interpretations provided by using note-taking is 1, while the average quality of terminology of the interpretations provided by using mnemonic techniques is 0.96. The above could be explained by the fact that note-taking allows the interpreter to write down a word he/she does not understand, with the hope that the meaning will be revealed through the context of the original speech. Whereas when the interpretation is provided by using mnemonic techniques, unknown words create problems. If the interpreter does not know the meaning of the particular term, he/she will not be able to encode the necessary mental cues required for later recall.

The next factor under discussion is ***completeness of interpretation***. The above criterion highlights the most noticeable difference between the interpretation provided without using any aids to memory in week 1 and the interpretations provided by using mnemonic techniques in the following weeks (see Figure 4.4.6 below). In general, the quality of completeness of the interpretations provided by using mnemonic techniques shows a growing tendency. However, towards the end of the period of time under study the quality of completeness starts to stagnate. The lowest quality scores occur in weeks 2, 4, and 5, while the best performance in terms of completeness occurs in week 9. The subject under study states that the original speeches in weeks 2, 4, and 5 contained a lot of abstract words and ideas (see Appendix 22). At the same time, the original speech in week 9 is described as easy to visualize. Thus, it can be concluded that the quality of completeness of an interpretation provided by using mnemonic techniques is directly linked to the amount of abstract words and ideas in the original speech.

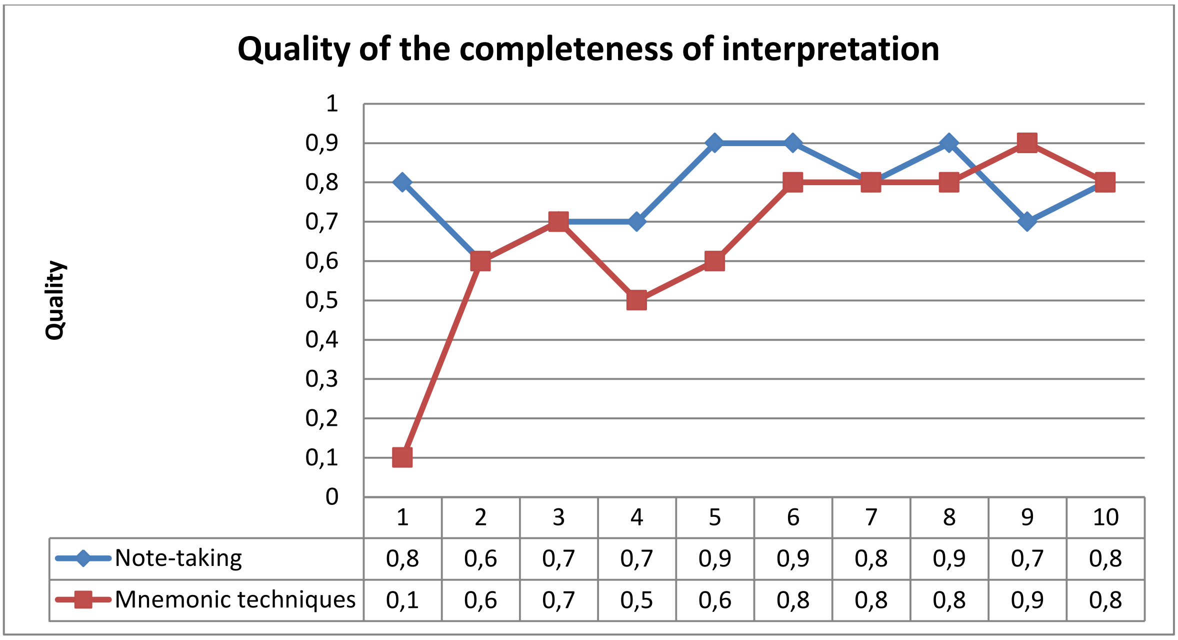


Figure 4.4.6. **Quality of completeness of consecutive interpretations provided by using either note-taking or mnemonic techniques**

In contrast, the quality of completeness of the interpretations provided by using note-taking demonstrates many oscillations. Still, during the majority of weeks, the quality of completeness of the interpretations provided by using note-taking is equal to or higher than the quality of completeness of the interpretations provided by using mnemonics. The only exception can be observed in week 9. Moreover, once again the drops in quality correspond with the original speeches with fast speaking rates (see Table 4.4.7 in Appendix 23).

Finally, the gap in quality between the completeness of the interpretations provided by using note-taking and the interpretations provided using mnemonic techniques is 0.06 (see Table 4.4.8 and Table 4.4.9 in Appendix 23).

Yet another criterion discussed is ***fluency of delivery*** (see Figure 4.4.7 in Appendix). The above is the only criterion the average quality of which is higher in respect of the interpretations provided by using mnemonic techniques (see Table 4.4.8 and Table 4.4.9 in Appendix). In other words, the quality of fluency of the interpretations provided by using mnemonic techniques is 0.1 points higher than the quality of fluency of the interpretations provided by using note-taking. Possibly, the aforementioned is caused by the fact that sometimes the interpreter is not able to decipher his / her own notes, which can cause confusion; which, in turn, manifests itself into pauses and silences (see Sub-chapter 2.1.3). Furthermore, in total, in all of the interpretations provided by using note-taking 35 pauses, 28 long pauses, 8 silences, 74 fillers, and 57 false starts were recorded (see Table 4.4.10 in Appendix 23). In comparison, the total numbers in reference to the interpretations provided by using mnemonic techniques are 25 pauses, 25 long pauses, 8 silences, 64 fillers, and 47 false starts (see Table 4.4.11 in Appendix 23). From the above, it can be concluded that fillers and false starts are the most commonly occurring disruptors of flow in the consecutive interpretations under study regardless of the aid to memory employed. Still, the flow of delivery is affected the most by the presence of long pauses and silences.

The second to last criterion discussed is ***correct grammatical usage***. In both the interpretations provided by using note-taking and interpretations provided by using mnemonic techniques the quality of grammar falls into the range from 0.8 to 1 point during the 10 week period under study (see Figure 4.4.8 in Appendix 23). In fact, the quality scores do not highlight any consistent trends, as well as no correlations can be drawn with the other criteria. However, the average quality of the grammatical usage in the interpretations provided using note-taking is 0.1 higher than the average quality of the grammatical usage in the interpretations provided using mnemonic techniques (see Table 4.4.8 and Table 4.4.9 in Appendix). Finally, it should be noted that in the present study grammatical usage is evaluated in general terms of comprehensibility of utterance. Thus, if an in-depth analysis of the grammatical usage in the interpretations would be carried out, it would most likely differ from the results obtained during the present study.

The last aspect affecting the overall quality of the interpretations discussed in the present sub-chapter is ***compression.*** The average quality of compression of the interpretations provided by using note-taking is 0.44, while the average quality of compression of the interpretations provided by using mnemonic techniques is 0.43. However, it appears that, in general, the aid to memory used during interpreting does not affect the quality of compression of the interpretation. However, the quality of compression correlates with the speaking rates and densities of the original speeches (see Figure 4.4.9 and Table 4.4.7 in Appendix 23). In other words, the speeches which are delivered in a fast speaking rate and contain a lot of factual information cannot be sufficiently compressed. The only exceptions are all the interpretations provided in week 1, week 2 and week 7, which might have been affected by some other, possibly, external factors.

To sum up, in general, the present study shows that note-taking provides better quality consecutive interpretations than the use of mnemonic techniques. The largest differences between both aids to memory can be observed in reference to the criteria of sense consistency with the original message, logical cohesion of utterance, completeness of interpretation, and correct terminology. At the same time, the remaining criteria of fluency of delivery, correct grammatical usage, and compression present very limited distinctions between both of the above aids to memory. Furthermore, when using note-taking several of the criteria (i.e. sense consistency with the original message, completeness of interpretation, and compression) appear to have a direct correlation with the speaking rate of the original speech. In other words, if the speaking rate is fast (at least 2.5 words per seconds), it negatively affects the quality of the three aforementioned criteria. Similarly, the speaking rate of the original speech also affects the quality of compression of the interpretations provided by using mnemonic techniques. However, in the case of the interpretations provided by using mnemonic techniques, the speaking rate has a very little or no influence on the sense consistency with the original message and the completeness of the interpretation. Thus, it can be assumed that mnemonic techniques are the more preferable aid to memory when interpreting speeches with fast speaking rates. Finally, even though the average overall quality of the interpretations provided by using note-taking is 0.39 points higher, the continuous increase in quality of the interpretations provided by using mnemonic techniques, observed during the 10-week period under study, verifies that mnemonic techniques have a good application potential in *CI*. Finally, it is very likely that with continuous and systematic practice the quality of interpretations provided by using mnemonic techniques could be improved even further.

CONCLUSIONS

The **goal** of the present Master Thesis was to analyse and compare the quality of interpretations provided in Latvian when using the traditional aid to memory of note-taking and when using mnemonic techniques.

In order to reach the above mentioned goal, the author of the MA thesis considered the literature advanced by such authors as Obst (1993), Gile (1995), Jones (1998), , Zhong (2003), Rozan (2002), Gillies (2005), Veisbergs (2005; 2009), Dukāte (2009), Çurum (2010) Kriston (2011), Bellezza (1987), Dewey (2007), Çurum (2010), Worthern and Hunt (2011), Jarowski, Jarowska, and Krzeczkowska (2015), Thomas (2017), and others and provided a summary on selected aspects of consecutive interpreting, memory, and mnemonic techniques. Furthermore, the author analysed the quality of twenty interpretations of speeches selected on the European Commission's Speech Repository and compared the quality of the interpretations provided by using note-taking and the interpretations provided by using mnemonic techniques.

The analysis of the above theories has revealed that while nowadays simultaneous interpreting is used more often than consecutive interpreting, consecutive interpreting still plays a very important role in bilateral meetings and in small and medium-sized events. Thus, it is safe to assume that in the coming future consecutive interpreting will maintain a stable market share in the interpreting market. Therefore, one should look for ways to improve the quality of one's provided consecutive interpretations; thus, improving one's position in the consecutive interpreting market.

A good interpreter needs a powerful memory. More specifically, **as the duration of memory in consecutive interpreting is very short one must have a powerful short-term memory**. Furthermore, in order to ensure a better recall of information in short-term memory, attention should be paid to such elements of short-term memory in consecutive interpreting as the input of information, capacity, modality of how information is encoded, information loss, and retrieval. With the regard to reducing information loss and improving the rest of the elements, short-term memory can be enhanced. Firstly, the interpreter has to eliminate such negative elements as lack of sleep, stress, insufficient nutrition, and lack of physical activity from his / her lifestyle. Secondly, the interpreter must employ aids to memory during the process of interpreting.

The most commonly accepted aid to memory in consecutive interpreting is note-taking, which can be very effective in facilitating later recall. In order to take goods notes, one should observe Rozan's (2002) seven principles of note-taking (see Sub-chapter 2.1.1) along with other note-worthy elements of note-taking advanced in Sub-chapter 2.1.2. However, note-taking is a very individual aid to memory, meaning that notes made by one interpreter could be incomprehensible to other interpreters. Moreover, even if all of the above elements of note-taking are observed, it does not guarantee a better quality interpretation. Because sometimes the interpreter might face factors outside his / her control; such factors include fast speaking rate of the original speech, the necessity to interpret while standing, problems with paper and pens, and others.

Another possible aid to memory in consecutive interpreting is the application of mnemonic techniques. Such techniques can be split into two groups, i.e. encoding mnemonics and organizational mnemonics. Encoding techniques are used to transfer low-imagery information into more memorable mental images. In turn, these mental images are used as memory cues within the organizational mnemonics, which, in turn, allows the organization and recall of information in the correct order. In addition, the interpreter has to take into consideration that the memory cues used in mnemonic techniques have to be easily constructible, associable with the information one musts recall, distinct from the other memory cues, and invertible.

Lastly, the revised theories also highlighted the most important factors of interpretation quality assessment; these are sense consistency with the original message, logical cohesion of utterance, correct terminology, completeness of interpretation, fluency of delivery, correct grammatical usage, and compression.

The results of the empirical research have revealed that both note-taking and mnemonic techniques provide a stimulus for later recall of information. However, on average note-taking provides higher quality interpretations than the application of mnemonic techniques in consecutive interpreting. Moreover, the largest distinctions in quality between the interpretations provided using note-taking and the interpretations provided using mnemonic techniques occur in relation to the quality criterion of sense consistency with the original message followed by the criteria of logical cohesion of utterance, completeness of interpretation, and correct terminology. The author believes that the difference in quality of terminology occurs because words which are unknown to the interpreter can be noted down with the hope that, during recall, the context of the speech will reveal the meaning of the particular word. In contrast, when using mnemonic techniques, it is very complicated to encode unknown words as it is very difficult to create associations with the word. Furthermore, the only criterion in which mnemonic techniques prevail over note-taking is fluency. The above can be explained by the fact that incomprehensible notes can cause confusion during the recall of information. As a result, various elements disrupting (e.g.

pauses, silences, fillers, etc.) the flow of the interpretation may occur. The most commonly registered elements disrupting the flow of the interpretation were fillers and false starts. Nevertheless, correct grammatical usage is the only criterion which does not appear to be affected by the choice of the aid to memory. Instead, it appears that all distinctions between the quality of grammar in the interpretations provided using note-taking and the interpretations provided using mnemonic technique are purely circumstantial.

Furthermore, as regards interpretations provided by using note-taking, correlations can be drawn between the quality of the criteria of sense consistency with the original message, completeness of interpretation, and compression, as well as the overall quality and the speaking rate of the original speech. In turn, as regards the interpretations provided by using mnemonic techniques, such correlation can be observed only between the criterion of compression and the speaking rate of the original speech. In other words, when a consecutive interpretation is provided by using note-taking, the quality of the said interpretation is affected by the speaking rate of the original speech. Generally, a faster speaking rate of the original speech indicates a lower quality of the above criteria. The issue that such correlations occur mostly in relation to interpretations provided by using note-taking can be explained by the fact that note-taking requires the interpreter to split his / her attention between listening and taking notes. If insufficient attention is allocated to listening, the quality of the interpretation is likely to be negatively affected. In turn, when mnemonic techniques are used, in general, the majority of attention is allocated to listening in the first place. Thus, mnemonics is the preferable aid to memory when dealing with speeches with fast speaking rates. At the same time, note-taking prevails when the original speech contains more abstract words and ideas.

Finally, even though on average note-taking provides higher quality interpretations than the application of mnemonic techniques, it should be taken into consideration that the subject under study has undergone training in note-taking, while the application of mnemonic techniques in consecutive interpreting had not been practiced before the commencement of the study. Furthermore, during the period of time under study, the quality of the interpretations provided using mnemonic techniques continuously improved. Therefore, an assumption can be made that with continuous practice of the application of mnemonic techniques in consecutive interpreting, the same or better quality level of interpreting as observed in relation to note-taking could be achieved.

In conclusion, all of the obtained data is valuable as it allows evaluation of the advantages and disadvantages of including the application of mnemonic techniques in consecutive interpreting in the training curricula of interpreting students.

However, **the research has not validated the hypothesis set at the beginning of the research.**

Nonetheless, several limitations of the present research should be taken into consideration. First of all, the study presents only the results achieved by one individual, as a more extensive study was not possible due to time constraints and organizational difficulties (see Sub-chapter 3.1). Furthermore, the assessment of some of the criteria used to calculate the quality of the interpretations under study can be quite subjective. Therefore, each interpretation should be assessed by a number of people to ensure higher objectivity. In addition, more comprehensible results could be obtained if the period of the study was longer, as the ten-week period under study illustrates only basic trends instead of long-term results. Therefore, the author of the present paper believes that to obtain more detailed and reliable results, a research period of at least six months is required.

Finally, the present paper has a practical application for educating interpreting students interested in improving their note-taking skills and / or learning about the role of memory and the application of mnemonic techniques in consecutive interpreting. In addition, the present research paper can be used as a pilot study for future studies on the subject matter of application of mnemonic techniques in consecutive interpreting.

THESES

1. While simultaneous interpreting is the dominant mode of interpreting in the 21st century, the demand for consecutive interpreting will maintain its position in the interpreting market as the go-to mode of interpreting in bilateral meetings and small-sized events.
2. Both long-term and short-term memories are important during the interpreting process. However, short-term memory is more important as memory in interpreting does not last for a long time.
3. Short-term memory in consecutive interpreting can be improved both by eliminating negative lifestyle elements (e.g. lack of sleep, malnutrition, lack of exercise, etc.) and by employing such aids to memory as note-taking and mnemonic techniques.
4. For note-taking to provide the most complete recall of information, the interpreter has to note ideas instead of words, create strong links between various segments of the speech, use abbreviations, highlight negation and emphasis, and display the notes in a diagonal manner. Additionally, the interpreter may employ symbols, arrows and curves, and a left-hand margin.
5. Mnemonics can be split into encoding and organizational mnemonics. Encoding mnemonics are used to transfer low-imagery information into memorable mental images, while organizational mnemonics are used to organize the mental images in the correct order for later recall.
6. The main factors in assessing the quality of consecutive interpretation are sense consistency with the original message, logical cohesion of utterance, correct terminology, completeness of interpretation, fluency of delivery, correct grammatical usage, and compression.
7. The faster is the speaking rate of the original speech, the lower is the quality of the interpretation provided by using note-taking; thus, mnemonics is the preferable aid to memory in consecutive interpreting when dealing with speeches with fast speaking rates.
8. Note-taking provides better results when numbers, abstract words and ideas, and unknown words have to be remembered as it is complicated to encode such elements by using mnemonic techniques.
9. The most commonly observed detriments to fluency of interpretation are fillers and false starts. However, long pauses and silences affect the flow of the interpretation the most.
10. The choice of aid to memory in consecutive interpreting does not affect correct grammatical usage in the target language.
11. On average, the quality of the interpretations provided by using note-taking is higher than the quality of the interpretations provided by using mnemonic techniques.

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APPENDICES

Appendix 1: Interpretation quality assessment form

Please mark the most corresponding assessment of each criterion with 'X'.

Criterion 1: Sense consistency with the original message (x 0.3)

0	1	2	3	4	5	6	7	8	9	10	Notes

Criterion 2: Logical cohesion of utterance (x 0.2)

0	1	2	3	4	5	6	7	8	9	10	Notes

Criterion 3: Correct terminology (x 0.1)

0	1	2	3	4	5	6	7	8	9	10	Notes

Criterion 4: Completeness of interpretation (x 0.1)

0	1	2	3	4	5	6	7	8	9	10	Notes

Criterion 5: Fluency of delivery (x 0.1)

0	1	2	3	4	5	6	7	8	9	10	Notes

Criterion 6: Correct grammatical usage (x 0.1)

0	1	2	3	4	5	6	7	8	9	10	Notes

Criterion 7: Compression (x 0.1)

0	1	2	3	4	5	6	7	8	9	10	Notes

Appendix 2: Preliminary test: Note-taking (Week 1)

Title: Mother's milk

Domains: General, Health

Available at: https://webgate.ec.europa.eu/sr/speech/mothers-milk

Memory aid used: Note-taking

Duration of the original speech: 05:03

Duration of the interpretation: 04:46

Original	Interpretation
Imagine if scientists were to discover a drug, which could reduce infant mortality around the world by, let's say, 15%. And imagine, further, that this drug would also make your infant more intelligent. And at the same time, as your child grew up, the drug would dramatically reduce the likelihood of your child developing heart disease, diabetes, asthma or obesity. And then, finally, if you will imagine that this wonder drug was available free of charge.	Iedomājieties, ka zinātnieki varētu izgudrot medikamentu, kurš varētu samazināt zīdaiņu mirstību par teiksim 15%. Tāpat iedomājieties, ka šis pats medikaments varētu jūsu zīdaini padarīt inteliģentāku <u>un tā zīdainim</u> pieaugot samazinātos risks, ka viņam varētu attīstīties kādas sirds slimības, diabēts, astmas vai korpulence. Tālāk iedomājieties, ka šis medikaments <u>varētu būt pilnīgi bez maksas.</u>
Well actually, this drug, and it's not a drug, already exists. It's called breast milk or mother's milk. And yet, breast feeding is not popular today. Neither in the so called developed world, nor in developing countries. And the west women who breastfeed their babies are often seen as rather peculiar or a bit alternative. In the developing world, of course, the problem is the multinational corporations, who persuade mothers that their own natural milk is not as good as the product that the corporations can offer – the baby formulae.	Patiesībā šāds medikaments, kurš gluži nav medikaments, jau eksistē un tas ir **krūts..** krūts piens jeb mātes piens. Tomēr mātes piens nav pārāk populārs **[pause] [eee]** zīdaiņu barošanā nedz rietumvalstīs nedz attīstības valstīs. Attīstītajās valstīs to uzskata par tādu kā alternatīvu, bet attīstības valstīs multinacionālie uzņēmumi **[pause]** mēģina jaunajām mātēm ieskaidrot, ka zīdaiņu ēdiens jeb zīdaiņu formula ir labāka par mātes pienu.
But in fact breast-feeding is simply the best thing that a mother can do for her baby and, it's also beneficial to the mother herself. If a mother [....] to breastfeed her child, that can significan..sorry, significantly reduce the mother's risk of osteoporosis or even cancer.	Protams, ka pats labākais tomēr zīdainim ir tieši mātes piens. Un **tas ir.. [pause] [aammm]** tas var palīdzēt arī pašai mātei, jo **[eemm]** ir pierādīts, ka tas var samazināt osteoporozes vai pat vēža risku.
And yet as I say, breastfeeding is frowned upon. If we take the country where I come from – Britain, it has the worst record in the developed world, 2nd only to Belgium, in fact, as far as breastfeeding goes. Some 24% of British babies never taste breast milk at all. And by 6 months a majority of them have shifted entirely to baby formula.	Tomēr **cilvēki..** apkārtējie cilvēki nedaudz kritizē barošanu ar krūti. Piemēram, Lielbritānija ir otrā šajā ziņā, uzreiz aiz Beļģijas, un Lielbritānijā 24% no jaunajām mātēm nebaro ar krūti vispār. Bet vēl lielāka daļa pārstāj to darīt, kad zīdainis sasniedz 6 mēnešu vecumu un šajā brīdī tiek pāriets uz barošanu ar zīdaiņu ēdienu. **[long pause]**

Why is this? <u>Why are we neglecting baby's health and mother's health in this way?</u> Well, some people say that breastfeeding is actually physically difficult for many women, even impossible. That is simply not true. The WHO puts the number of women who have physical problems with breastfeeding <u>is less than</u> 1%.	Tad **kādēļ.. [mmm]** kādēļ šie zīdaiņi netiek baroti ar krūti? Daži norāda uz to, ka daudzām sievietēm barošana ar krūti ir sarežģīta vai pat vispār nav iespējama. Tomēr **[emm]** Pasaules veselības organizācija norāda to, ka fiziskas problēmas, kuras neatļautu barot zīdaiņus ar krūti, pasaulē <u>pastāv tikai 1% sieviešu.</u>
Other people argue that nowadays women prefer the so called liberation of the bottle. It makes them freer. Well, in the UK, the Department of Health actually asked women about this. They carried out a survey and it turns out that 90% of mothers, who stopped breastfeeding at 6 weeks, said that they would've liked to carry on. And 40% of those who stopped at 6 months said the same. In fact, the biggest reason given by most women for stopping breastfeeding and putting their baby on the bottle is their need to return to work.	Vēl kāds iemesls ir tas, ka šī barošana no pudelītes dod sievietēm brīvību. Bet Lielbritānijas Veselības dienesta veiktā aptauja norāda uz to, ka 90% no mātēm, kuras pārtrauc barošanu ar krūti pēc tam, kad zīdaiņi bija sasnieguši 6 nedēļu vecumu, **labprāt to..** labprāt būtu turpinājušas barot zīdaiņus ar krūti. Un 40% no sievietēm, kuras pārtrauc zīdaiņus barot ar krūti, kad tie sasniedz 6 mēnešu vecumu apgalvoja tieši to pašu. Galvenais iemesls kādēļ sievietes pārstāj **[eeee]** barot bērnus ar mātes pienu ir tas, ka viņām ir jāatgriežas savā darba vietā. **[long pause]**
So, what can be done about that? Well, for an answer to that question, we might look at the country where breastfeeding rates are extremely high. Probably, the highest in the world – still at 90% <u>at 6 months</u>. And that country is Norway.	Un, ko mēs šajā sakarā varētu darīt? Es domāju, ka būtu jāpaskatās uz valstīm, kurās māšu skaits, kuras zīdaini baro ar krūti ir ļoti augsts. Piemēram, 90% kā tas šobrīd ir Norvēģijā.
What do the Norwegians do? Well, they give their mothers a year of work on 80% pay. And when state employees return to work they are allowed breastfeeding breaks.	Tātad, ko tieši dara norvēģi? Viņi jaunajām mātēm piešķir 1 gadu ilgu atvaļinājumu, **kurā..** kura laikā viņas saņem 80% no savas mēnešalgas. Tāpat arī atgriežoties darbā viņām tiek doti speciāli pārtraukumi, kurus veltīt zīdaiņu barošanai ar krūti.
Of course, this costs some money up-front. But the Norwegians say that it saves much more money further down the line. Because in the end what you end up with... you end up with a more intelligent, a healthier <u>workforce</u> that pays more tax and that puts less pressure <u>on the health service.</u>	Protams, norvēģi norāda, ka tam ir izmaksas, **kuras ir..** kuras rodas šādu sistēmu ieviešot. Tomēr, nākotnē tas atmaksājas, jo **ir..** rodas daudz inteliģentāki bērni, viņi ir arī veselīgāki , viņi maksā vairāk nodokļus un neuzliek slogu <u>Nacionālajam veselības dienestam</u>.
And it has been estimated, that if British babies, for example, were breastfed at Norwegian rates for just 3 months, that could save <u>the National Health Service</u> hundreds of millions of pounds a year.	<u>Un kādā pētījumā tika noskaidrots,</u> ka ja Lielbritānija šādu sistēmu izmantotu kaut vai tikai uz 3 mēnešiem, tas radītu vairāku simtu miljonu mārciņu ietaupījumu gadā. Paldies!

Appendix 3: Preliminary test: Memory (Week 1)

Title: Life expectancy

Domains: Health, General

Available at: https://webgate.ec.europa.eu/sr/speech/life-expectancy

Memory aid used: None

Duration of the original speech: 05:14

Duration of the interpretation: 04:02

Original	Interpretation
People are living longer than they did 40 years ago. Quite dramatically so, in fact. Life expectancy for men has gone up by 11 years since 1970. And for women, the figure is even higher – it's 12 years.	Paredzamais dzīves ilgums pēdējo 40 gadu laikā ir pieaudzis. Jāsaka, ka tas ir pieaudzis diezgan dramatiski. **[eee]** Vīriešu paredzamais dzīves ilgums kopš 1970.gada ir pieaudzis par 11 gadiem, bet sievietēm tas ir pieaudzis vēl vairāk – par 12 gadiem.
That's the good news to emerge from a study of the world's health. The biggest study of its kind ever carried out. <u>And the study has just been completed; I'll say more about it in a moment.</u>	Un **šis..** šie ir atzinumi no nesen **veiktās..** veiktā pētījuma par veselību pasaulē. Un šodien es gribētu **[pause]** pievērsties šim pētījumam, jo šis ir pirmais tāda apmēra pētījums, un pievērst uzmanību tam no kā cilvēki pasaulē mirst un arī par dažādiem riska faktoriem, kas noved pie šiem nāves cēloņiem.
<u>But the bad news that has emerged from the same study is that with increased longevity come increased mental and physical health problems.</u>	
<u>So, I want to look, briefly, at the findings of this study</u>. As I say, it was the biggest such study ever conducted. It was carried out over a period of more than 5 years. Involving over 500 researchers around the world, in countries like the U.S., many European countries, but also <u>Japan</u>, China, and countries in Latin America.	Šis pētījums bija lielākais, kāds līdz šim ir bijis. Tas tika veikts aptuveni 5 gadu garumā un to veica vairāk nekā 500 pētnieki dažādās valstīs. Tādās valstīs kā Amerikas savienotās valstis, arī vairākās Eiropas valstīs, bet tāpat arī tādās valstīs kā Ķīna un Dienvidamerikas valstis. **[long pause]**
<u>And I want, in particular, to look at the main causes of death, which were identified in this study, and more particularly at the significant risk factors, which lead to the problems from which people are dying.</u>	
<u>Let me start by throwing another figure at you. I don't know if you knew this, but around the world each year some 50 million people die. 50 million people every year.</u>	
<u>What are we dying from apart from old age</u>	Un šis pētījums norādīja uz to, ka visbiežākais nāves

and natural causes? Well, the study I’ve been referring to points out that the number one cause of death around the world is now heart disease and stroke. Heart disease and stroke were responsible for 12.9 million deaths in 2012. That’s about a quarter of the total number of deaths worldwide. What about the risk factors leading to heart disease and stroke? Well, the study puts high blood pressure at the very top of the list. High blood pressure was responsible for 9.4 million deaths per year. And high blood pressure, of course, can be caused by various things. It can be cause or certainly made worse by poor diet. For example, people eating too much	cēlonis pasaulē ir sirds slimības un **in...** insults **[eee],** kas sastāda aptuveni **div..** 12.9 miljonus nāves gadījumus katru gadu, kas ir aptuveni 25% procenti no visiem nāves gadījumiem. **[eem][long pause]** Šīs sirds slimības un insults bieži vien rodas dēļ dažādiem riska faktoriem. Visbiežākais riska faktors ir augsts asinsspiediens, kas ir vainojams pie vairāk nekā 9 miljoniem **no šīm..** no šiem nāves cēloņiem. Tāpat vainojams arī uzturs. Ja, piemēram, cilvēki uzturā lieto pārāk lielu sāls daudzumu.
salt – that can lead to high blood pressure. It also seams from the study that some people in certain countries have what you might call a genetic predisposition to high blood pressure. This is the case, apparently, in India. In Europe and in North America, lots of people, of course, take pills in order to try to bring their blood pressure down, because they know that high blood pressure is a significant risk factor for strokes. And as I say, strokes and heart disease is, according to this study, the No.1 cause of death around the world.	Tāpat atsevišķās valstīs eksistē arī ģenētiskā predispozīcija, kas **[ehh]** norāda uz to, ka cilvēkiem vienkārši ir lielāks risks, ka viņiem varētu būt augsts asinsspiediens. Attīstītajās valstīs, piemēram, Eiropas valstīs cilvēki apzinoties šo risku lieto uzturā dažādus medikamentus, lai to novērstu. **[long pause] [eem]**
Next, on the list of risk factors comes smoking. You probably won’t be surprised to hear that. Smoking leads to 6.3 million deaths around the world each year. And by smoking I mean both active and passive smoking.	Augstajam asinsspiedienam seko aktīvā un pasīvā smēķēšana, kas ir vainojama pie aptuveni 6.4 miljoniem nāves gadījumu katru gadu. Tas var novest pie dažādām elpvadu un plaušu saslimšanām.
Then we have alcohol. Alcohol led to 5 million deaths in 2012. Drinking can cause, as we know, liver cancer or cirrhosis of the liver. But it also plays a significant role in other diseases, things like cancer of the oesophagus, for example. And of course when people drink too much, they may end up being involved in some kind of violent incident or in an accident, which can be another significant cause of death. So alcohol is a significant risk factor worldwide, leading to 5 million deaths.	Tai seko alkohola lietošana uzturā, kas ir vainojama pie 5 miljoniem nāves gadījumu. Jo pārlieku liela alkohola lietošana var novest pie aknu vēža vai aknu cirozes, bet tāpat tā var novest arī pie barības vada vēža. **[silence, 7s]**
And then, finally, the study talks about diet and exercise or rather poor diet and lack of exercise, lack of physical activity. These two combined were responsible for 4.8 million deaths in 2012, according to the study.	
So, the message is clear. If we want to live longer but also live more healthily, then we	Tātad, kas mums būtu jādara lai mēs novērstu **šādu..** šo saslimšanu un **pail..** paildzinātu sava mūža

need to watch our blood pressure, we need to eat less salt, we need to stop smoking, if we are smokers, we need to limit the amount of alcohol we drink, and we need to take more exercise. Thank you!	kvalitāti. Pirmkārt, mums būtu jālieto veselīgs uzturs, lai samazinātu savu asinsspiedienu, mums būtu jāpārstāj smēķēt, būtu jāsamazina **[eeh]** alkohola **uzņem..** lietošana uzturā un tāpat būtu jānodarbojas ar fiziskām aktivitātēm, jo ir pierādīts, ka arī fizisko aktivitāšu trūkums var ietekmēt šos riska faktorus. Paldies!

Appendix 4: Follow-up test: Note-taking (Week 2)

Title: Time Zones

Domains: General

Available at: https://webgate.ec.europa.eu/sr/speech/time-zones

Memory aid used: Note-taking

Duration of the original speech: 05:44

Duration of the interpretation: 06:00

Original	Interpretation
Mr Chairman,	Priekšsēdētāja kungs,
Nothing is more natural than getting of a high-speed train or a long-distance flight and adjusting your watch to the now local time zone.	Tas ir ļoti ierasti, ka izkāpjot no vilciena vai lidmašīnas pēc gara lidojuma mēs pārregulējam savu pulksteni, lai tas atbilstu vietējai laika zonai.
I did it myself <u>this weekend</u> when I went to <u>London on the Eurostar</u> to see the tennis at Wimbledon. I had to put my back watch back 1 hour, when I arrived in London and I put it forward an hour when I arrived back in Brussels.	<u>Es pats to nesen darīju, ierodoties</u> Vimbldonā uz tenisa maču, kad man bija jāpagriež pulksteni par 1 stundu atpakaļ pēc Londonas laika, bet atgriežoties Briselē man tas bija jāpagriež par 1 stundu uz priekšu
If you fly to New York, your watch has to go back 6 hours, and in Sydney in Australia it goes forward 10 hours.	Ceļojot uz Ņujorku, pulksteni jāpagriež par 6 stundām atpakaļ, bet lidojot uz Sidneju par 10 stundām uz priekšu. **[long pause]**
But this is all relatively new. Anyone traveling to Sydney in the 19th century, for example, <u>from Britain</u>, would've been a convict and wouldn't have been interested really in the time. Also, time-keeping was so erratic back then and the conditions such that ships, which was the only method of long-distance transport, of course, could only leave only when the wind and the tide allowed them to do so. Not at 9:27, <u>as they do on the new accurate time-tables in the 21st century.</u>	Bet **tas tā..** ne vienmēr tas tā ir bijis. Piemēram, 19. gadsimtā visi cilvēki, kas devās uz Austrāliju visticamāk bija noziedznieki un viņi nepavisam neuztraucās par to, cik konkrētajā brīdī ir pulkstenis. Un arī kuģi tajā laikā atstāja ostu brīdī, kad tam bija piemēroti laika apstākļi<u>, nevis kādā noteiktā laikā kā 9:27 vai kādā citā noteiktā laikā kā tas notiek tagad.</u> **[silence]**
<u>But, in fact, curiously enough the problem at local level wasn't that there weren't any time zones, it was that were too many.</u> Time was determined individually by each town and village. It was basically a man who was appointed and he would go outside at noon, stare in the air, and when the sun was directly overhead that would be 12 o'clock.	Un šajā laikā katrā ciemata laiku regulēja viens noteikts cilvēks, kurš pusdienlaikā devās ārā un brīdī, kad saule bija tieši virs galvas paziņoja, ka pulkstenis ir 12:00 dienā.
What this meant was that every town and city in the country, <u>I'm using my own country Britain as an example</u>, had a slightly different time. The city	Un arī katrā pilsētā bija citādāka laika zona. **[pause]** Piemēram, Bristolē pulkstenis bija par 10 minūtēm uz atpakaļ, ja salīdzina to ar Londonas

of Bristol, for example, was 10 minutes behind the capital – London. So anybody who traveled from London to Bristol would have to adjust his or her watch, presuming they had a watch, on arrival.	laiku. Līdz ar to ceļotājiem bija nepārtraukti jāpielāgo savus pulksteņus.
This didn't really cause any problems until there were two things that happened at more or less the same time. First of all, the invention of a more accurate way of keeping time as watches became more and more precise. And secondly, the development of a mass, rapid and long-distance transport system. I'm talking, of course, about the railways, which began to come in the UK in about the 3rd, the 1st/3rd of the 19th century – around 1830.	Bet **[pause]** vēlāk **[emm]** līdz ar attīstību transporta jomā un **[long pause] [eem]** ar dažādiem transporta veidiem, kas spēja veikt lielus attālumus, ar to es domāju dzelzceļu 1830.gadā **[eee],**
Every single station along the railway line had different time, a different time zone, for the reasons I've already explained. And railway companies became alarmed of the near misses and sometimes accidents which occurred. It became clear that something had to be done.	Radās situācija, ka katrā stacijā bija cits laiks. Līdz ar to radās **[eee]** dažādas problēmas – bieži vien tika nokavēti braucieni vai notika kādi negadījumi.
And so, what the railways did was standardize the time. And, by 1845 all railway companies would use what was known as London time. There was a lot of local opposition to this.	Līdz ar to **dzelzceļ..** dzelzceļa administrācija nolēma ieviest standartizētu laiku un tas notika 1845.gadā. Un tika nolemts, ka visas stacijas darbosies pēc Londonas laika. Un pret šo iebilda vietējie iedzīvotāji, kuri ar to īsti nebija apmierināti.
Railway companies controlled the time that used on the railways, of course, but they had no influence on what time was used once the passengers had left the station. And so you would often see a railway station clock with one time and if the traveler left the station and went out into the square he would see on, lets say on the church tower, a clock saying a different time.	Tātad visas stacijas darbojās pēc Londonas laika, bet neviens īsti nezināja, kas notika pēc tam, kad pasažieri pameta dzelzceļa staciju. Un bieži vien **[pause]** varēja gadīties, ka dzelzceļa stacijā pulkstenis rāda vienu, bet izejot uz ielas, pilsētā baznīcas pulkstenis rādīja citu laiku.
And, in fact, in the city of Bristol, which I referred to earlier, there's a clock with two minute hands – one set to local Bristol time and the other one set to London time.	Piemēram, tādēļ Bristolē bija pulkstenis, kuram bija divi minūšu rādītāji – viens rādīja Bristoles laiku, bet otrs Londonas laiku.
Eventually, the parliament legislated that in Britain we would have only one time zone and that London time would be the time for the whole of the country. This happened in 1880.	Tas tā turpinājās līdz 1880.gadam, bet šajā gadā Lielbritānijas valdība nolēma, ka visa valsts pāries uz vienu laika zonu un darbosies pēc Londonas laika. **[eemm]**
The United States is a lot bigger than Britain and developed railways at more or less the same time. So, of course, it faced exactly the same problem, but on a larger scale. Illinois, for example, had 27 different time zones and Wisconsin – 38.	Salīdzinot ar Lielbritāniju, Amerikas savienotās valstis ir daudz **[pause]** lielākas un dzelzceļu **viņas..** Amerikas savienotās valstis ieviesa aptuveni tajā pašā laikā. Bet problēmas, kas saistītas ar laika zonām bija vēl lielākas. Piemēram, Ilionojā bija 27 laika zonas, bet

	Viskonsinas štatā – 38.
The railways knew, therefore, that the time had to be standardized. And each company came up with its own standard railway time. A big country, a big city, I beg your pardon – like Chicago would have 6 large clocks each indicating the time used by the railway company operating there.	Līdz ar to arī tur dzelzceļa administrācija nolēma ieviest standartizētu laiku. **[pause]** Līdz ar to **[eee],** piemēram, **[emm]** katrā no stacijām, piemēram, Čikāgā, bija 6 lieli pulksteņi, kuri rādīja [aaaam] attiecīgo laiku pēc kura darbojās katra konkrētā dzelzceļa kompānija.
Eventually, they went the same way as Britain and the U.S. was divided into five time zones. And this was made the national legal system by Congress in 1918.	Ar laiku arī **[eem]** arī Amerikas savienotās valstis nolēma pāriet uz piecām laika zonām. Un tas notika 1918.gadā.
And a Canadian railway engineer decided that it would be a good idea if the whole world would be covered in the same way. And in 1884, delegates from 27 countries met in Washington D.C. and signed an agreement, bringing the time zone system, which is more or less similar to the one, which we have today.	Vēlāk kāds kanādiešu dzelzceļa darbinieks nolēma **[pause], ka vajadzētu pāriet uz.. [eeee] [pause]**, ka varbūt būtu lietderīgi visai pasaulei pāriet uz vienotām laika zonām. Līdz ar to 1844.gadā Vašingtonā notika tikšanās un tika iepazīstināta jauna sistēma **[long pause]** pēc kuras darbotos visa pasaule.
The System, as I said, is international, it's agreed upon, but it's not mandatory. Countries are free to choose their own time zone. China, for example, is the 3rd largest country in the World and is entitled, so to speak, to have 5 time zones. And indeed, it did have 5 until 1949. But now the whole country runs on Beijing time. India could have 3 time zones, but it too prefers to have just one.	**[eee]** Šī sistēma tika pieņemta kā starptautiska, bet nebija obligāta. Piemēram, Ķīna ir pasaules trešā lielākā valsts un tai pienācās 5 dažādas laika zonas, bet viņi nolēma darboties pēc vienas laika zonas – pēc **Bei..** pēc Pekinas laika. **[eeem]** Un tas notika 1949.gadā. Indijai pienācās 2 laika zonas, bet arī Indija izlēma iztikt ar vienu. **[long pause]**
You may remember that back in 2007, the then president of Venezuela – Hugo Chavez, decided that the whole country would move back 15 minutes. He claimed that it would be more productive if people woke up in daylight. His political opponent said that he simply wanted to have a time system in Venezuela that was different to that of the United States.	Vēl kāds piemērs ir 2007.gadā, kad Venecuēlas prezidents Hugo Čavezs nolēma pulksteni pagriezt par 15 minūtēm uz atpakaļu, jo viņš ticēja, ka darbiniekiem būtu lietderīgi celties līdz ar dienasgaismu. Bet viņa pretinieki norādīja, ka viņš vienkārši nevēlējās būt tādā pašā laika zonā kā Amerikas savienotās valstis.
But, since we are talking about time, I have just realized that my time is about up, so I'll end this speech there.	Un šobrīd, kad mēs runājam par laiku, es saprotu, ka es savu laiku jau esmu iztērējis. Līdz ar to es arī beigšu savu runu.
Thank you very much!	Liels paldies!

Appendix 5: Follow-up test: Mnemonic techniques (Week 2)

Title: China and Wine

Domains: General

Available at: https://webgate.ec.europa.eu/sr/speech/china-and-wine

Memory aid used: Mnemonic techniques

Duration of the original speech: 05:13

Duration of the interpretation: 05:37

Original	Interpretation
Ladies and Gentlemen,	Dāmas un kungi,
You may remember that in 2013 the European Union decided to impose anti-dumping duties on solar panels from China, that were being imported into the EU. China responded by threatening to investigate complaints from Chinese wine producers, that European producers were dumping their products on to the Chinese market.	Varbūt jūs atceraties, ka 2013.gadā Eiropas savienība nolēma ieviest antidempinga nodevas pret no Ķīnas importētiem saules paneļiem. Un kā atbildes reakciju uz šo lēmumu **[eee]** Ķīna nolēma izmeklēt, iespējams, Eiropas piekopto dempinga praksi saistībā ar Ķīnas vīna tirgu. **[long pause]**
Now, it came as a surprise to many people that the Chinese <u>even import European wine</u>. It was even more of a surprise to many to learn that China actually produces wine. <u>But this turns out to be true.</u>	Lielākajai daļai cilvēku tas varētu būt pārsteigums, <u>ka ķīnieši vispār dzer vīnu</u> un vēl vairāk par to, ka viņi to arī ražo.
In fact, China is <u>now the world's largest market for red wine</u>. In 2013, Chinese consumers bought nearly 2 billion bottles of red wine. And that's an increase of 136% over the past 5 years.	Izrādās, ka Ķīnā <u>vīna patēriņš ir diezgan liels.</u> Piemēram, 2013.gadā tika patērēti divi miljardi sarkanvīna pudeļu. Un tas ir 136% procentu pieaugums pēdējo 5 gadu laikā.
Now, why have the Chinese began drinking more wine? And why do they like red wine, in particular? Only a few years ago, red wines were usually drunk only by wealthy business people at banquets, perhaps, to celebrate sealing an important business deal. <u>Now, however, there's a new group of consumers, who are discovering European wines</u>. <u>Younger, prosperous peopl</u>e in China's growing cities are drinking wine and serving it to their friends to demonstrate their sophistication. <u>And this is all part of a broader trend towards the westernization of Chinese culture.</u>	Bet kādēļ ir pieaudzis šis vīna patēriņš Ķīnā? <u>Un kādēļ tieši viņi izvēlas dzert tieši sarkanvīnu</u>. Lielākā daļa no vīna, kas tiek eksportēts uz Ķīnu nāk no Francijas – tie ir 48% procenti. Un lielākā daļa no tā ir sarkanvīns no Bordo reģiona. **Šobrīd.. [eem]** Agrāk sarkanvīnu dzēra **[eeem]** biznesmeņi , kuri sarkanvīnu dzēra banketu laikā, lai nosvinētu kādu veiksmīgi noslēgtu darījumu. Bet **[eem]** mūsdienās **[emm]** vīna lietošana ir <u>kļuvusi populāra arī starp jaunākiem cilvēkiem, kuri ir nedaudz veiksmīgi</u>. Un līdz ar to, lietojot šo vīnu un cienājot savus viesus, viņi cenšas parādīt savu stāvokli sabiedrībā.
Wines from France make up 48% of wine imports into China. And red wine from Bordeaux is currently the most fashionable drink among China's elites. Wine tasting courses have become	Līdz ar to Ķīnā ir parādījušies arī dažādi vīna degustēšanas kursi. <u>Šobrīd vīna patēriņš Ķīnā nav tik liels.</u> <u>Tā ir viena pudele uz cilvēku gadā</u>. Bet, tomēr, ņemot vērā milzīgo **[emm]** Ķīnas

very popular. Currently, wine consumption in China is only about 1 bottle per person per year. But given the country's huge population, the potential for growth is enormous. One French study predicted that the Chinese will increase their wine-drinking by 40% between 2012 and 2016.	iedzīvotāju skaitu **[eee]**, tiek paredzēts, ka šis apjoms varētu strauji pieaugt. Piemēram, kāds Francijā veikts pētījums **[eem]** norāda, ka no 2012.gada līdz 2016.gadam šis apjoms varētu pieaugt par 40%. **[eee]**
As for why the Chinese prefer red wine, red is, of course, the color of the Chinese flag. It's considered a lucky color in China. It's the color of power and wealth. White, meanwhile, is associated with death and mourning. And this makes plain why white wines are less popular in China. <u>But, as I said, China not only imports wines, it also has its own vintages. The quality of Chinese wines varies widely, however. And, at the moment, there are very few Chinese wines that can compete</u> with European wines in terms of quality. In the 1990s, Chinese wines were often compared to cough syrups or color thinners. But they are improving. And in 2011, a Chinese wine even one a competition for Bordeaux wines. Such wines are still the exception, however. It's simply not easy to make good wine in China. One of the problems is shortage of high-quality wine grapes. The grapes available are simply not sweet enough to produce interesting wine flavors. Therefore, most of the wine that's produced in China is insubstantial in flavor and dry rather than sweet. <u>China's geography is also an obstacle</u>. China is such a large company that..country rather, that we might assume that it must have some areas that are ideal for growing wine. Unfortunately for China, this isn't the case. The grapes from which red wine are made require dry growing conditions. Too much moisture causes them to develop mold and diseases. China does have dry regions, but they are also very cold in the winter. So cold that wine growers must burry their wines so that they survive through the winter. And this makes growing expensive <u>and shortens the life of the plants.</u> China is, nonetheless, now the world's No.5 wine	Tālāk rodas jautājums, kādēļ ķīnieši izvēlas tieši sarkanvīnu. <u>Pirmkārt, tā ir krāsa kādā ir viņu karogs.</u> Un **[aaa]** Ķīnā sarkanā tiek uzskatīta par ļoti veiksmīgu krāsu. Tā demonstrē varu un bagātību. Turpretim, baltā krāsa **simboliz..** simbolizē nāvi. Līdz ar to tas nav **īpaši iec.. [eem]** īpaši **[aam]** iecienīts vīna paveids Ķīnā. **[silence]** Šobrīd Ķīnā nav pārāk daudz vīna darītavu <u>un ļoti daudzas spēj spēkoties</u> ar Eiropas vīniem. Piemēram, 1990. gados Ķīnā ražotie vīni tika salīdzināti ar klepus sīrupu un krāsas šķīdinātāju. Bet **[eee]** Ķīnā tiek ražoti arī **[eem]** pāris salīdzinoši labi vīni. Piemēram, 2011.gadā kādas vīna <u>darinātavas</u> vīns ieguva balvu kā labākais Bordo šķirnes vīns pasaulē. **[long pause]** Bet kopumā Ķīnas vīns nav tik labs, jo **[pause] [eem]** vienkārši Ķīnā audzētās vīnogas nav pietiekami saldas. Tās..no tām ražotais vīns ir drīzāk sauss nevis salds. **[long pause]** Un tas arī bojā šī vīna garšu. Ņemot vērā, ka Ķīna ir ļoti liela valsts **[eem]** varētu likties, ka Ķīnā noteikti ir kāds reģions, kurš varētu būt ļoti piemērots **vī..** vīnogu audzēšanai. Tomēr, tā gluži nav, jo **[long pause]** vīnogām ir nepieciešama sausa augsne, lai tās labi augtu un būtu saldas. Turpretim, **[pause]** ja tām piekļūst mitrums var veidoties pelējuma sēnīte un dažādas slimības. **Lai gan..** Lai gan arī Ķīnā ir vairāki reģioni, **kur ir..** kur pastāv sauss klimats, tomēr, šajos reģionos ir ļoti aukstas ziemas. Līdz ar to bieži vien vīnogas nespēj pārziemot ziemas un bieži vien zemnieki tās aprok, lai savā veidā saglabātu siltumu. Un līdz ar to viss šis process ir **[eeem]** salīdzinoši dārgs. **[Emm]** Par spīti visam iepriekš minētajam, jau

producer. And its production is expected to double within 5 years.	šobrīd Ķīna ir piektā lielākā vīna ražotāja pasaulē. Un tiek paredzēts, ka tās saražotais vīna apjoms pieaugs **vēl par piec..** vēl divas reizes nākamo piecu gadu laikā.
Now, I'd like to go on and tell you a bit more about the French reaction to China's increased wine production, but I'll stop here and leave that for another day.	Tālāk es <u>varbūt</u> gribētu pievērsties tam, kāda ir Francijas reakcija uz pieaugošo Ķīnas ražoto vīnu apjomu, <u>bet to es atstāšu citai reizei.</u>
Thank you very much!	Paldies!

Appendix 6: Follow-up test: Note-taking (Week 3)

Title: Weights and measures

Domains: General

Available at: https://webgate.ec.europa.eu/sr/speech/weights-and-measures

Memory aid used: Note-taking

Duration of the original speech: 05:43

Duration of the interpretation: 04:51

Original	Interpretation
Ladies and gentlemen,	Dāmas un kungi,
I come from the United Kingdom and, of course, I'm sure you know there are many things which differentiate United Kingdom from the other <u>Member States of the European Union.</u>	Es esmu no Apvienotās Karalistes un es domāju, ka visticamāk, ka jūs zināt vairākas atšķirības, kas atšķir Apvienoto Karalisti no pārējām <u>Eiropas valstīm.</u>
First of all, there's the simple geographical fact, the physical fact of separation, if you like. There is a channel between the UK and Ireland, of course as well, and the rest of continental Europe.	Pirmkārt jau ģeogrāfiskais novietojums. Kā mēs zinām **[emm]** Lielbritāniju un arī Īriju no pārējās kontinentālās Eiropas atdala kanāls.
There are other differences too. If you happen to drive through the new channel tunnel, <u>which is, of course, designed to bring Europe and Britain closer togethe</u>r, if you drive through that tunnel, on the other end you'll discover that people in the UK still drive on the left-hand side of the road. You have to be very careful sometimes when you're coming out the other end of the tunnel not to have an accident.	Tāpat pastāv arī citas atšķirības. Piemēram, ja jūs braucat caur šī kanāla tuneli, jums ir jābūt ļoti uzmanīgiem, jo Apvienotajā Karalistē cilvēki joprojām brauc pa kreiso ceļa pusi. Tādēļ izbraucot no tuneļa jums ir jābūt uzmanīgiem, lai neiekļūtu kādā negadījumā.
<u>There are many other differences that I have not got time to list now</u>, but one other thing that has always distinguished Britain from Continental Europe is the system of weights and measures that is used in Britain.	Un **[pause]** visbeidzot un viena no vislielākajām atšķirībām ir svara un garuma mērvienību sistēma, kuru izmanto Apvienotajā Karalistē. Kā zināms Apvienotajā Karalistē tiek izmantota imperiālā sistēma, kamēr pārējā kontinentālajā Eiropā tiek izmantota metriskā sistēma. **[silence, 5s]**
Because Britain has always had its own imperial system of weights and measures, as opposed to the continental metric system, which means that, for example, if you've gone through the tunnel,	Piemēram, ja jūs iepirktos kādā Lielbritānijas veikalā un vēlētos nopirkt ābolus vai banānus, tad tie tiktu pārdoti nevis kilogramos un gramos, bet gan marciņās un uncēs, kā tie tiek svērti pēc

you’ve arrived in the UK and you stop at a shop and you want to buy, I don’t know, some.. some fruit, let’s say some apples or bananas. You would always have found that those apples or bananas would be weighed and sold not in kilograms and grams, but in pounds and ounces – under, as I say, the imperial system of weights and measures.	**[pause]** imperiālās sistēmas.
All that was true until very recently. <u>Because, of course, Britain is a member of the European Union, even though some people in Britain sometimes forget that.</u>	Un tas viss tā notika vēl pat ļoti nesen.
<u>European integration is proceeding at pace</u> and recently some European directives came into force which now require that things like apples and pears and bananas be weighed and sold not under the imperial system, not in pounds and ounces any longer, but using the metric system – in kilograms and grams.	Bet nesen spēkā stājās Eiropas savienības direktīva, kura **[eem]** Lielbritānijai uzliek pienākumu gan ābolus, gan banānus, gan visu citu **pārdot..** svērt un pārdot, izmantojot metrisko sistēmu.
Now, I have to say that a lot of people in Britain don’t like this. They feel that here is yet another example of nasty old Europe, of nasty old bureaucrats in Brussels, sticking their nose into <u>their ordinary affairs of their daily life</u>, their customs and traditions, <u>which give them their British identity.</u>	**Un ļoti daudziem cilvēkiem..** Ļoti daudzi cilvēki ar to nav apmierināti. Viņi uzskata, ka vienkārši nejaukie birokrāti no Briseles bāž savu degunu viņu **[long pause]** paražās un tradīcijās.
And, so, many people in Britain have decided that they will not accept the new European rules on weights and measures. They have actually formed an associated to defend and uphold the imperial system, the good, old British system.	Un vairāki cilvēki ir atteikušies izmantot šo **[eeem]** metrisko sistēmu. Un ir pat izveidota īpaša asociācija, kura iestājas par imperiālās sistēmas izmantošanas saglabāšanu. **[long pause]**
And earlier this year this association found a "cause célèbre", if I can put it like that, to champion. The "cause célèbre" was in a form of one particular British shop-keeper - a man who rejoices in the name of Mr Thorburn <u>from, I think, near Middlesbrough in the North-East of England.</u>	Un nesen šī asociācija atrada arī kādu indivīdu, kuru īpaši aizstāvēt un šis indivīds bija Torbērnsa kungs no Midlsbro, kurš ir **[eeem]** dārzeņu un augļu tirgotājs **[long pause]** un kurš tika apsūdzēts par šīs Direktīvas neievērošanu.
Mr Thorburn is a green-grocer. And he, earlier this year, <u>was actually prosecuted by the British trading standards authority</u> for the heinous crime of selling an old woman two pounds of bananas. Because under the new European rules, that have	Torbērnsa kungs pārdeva 2 mārciņas banānu kādai **[pause]** kundzei gados. Bet saskaņā ar Direktīvu, ne tikai iepriekš iepakotajiem produktiem, bet arī uz svaru nopērkamiem augļiem un dārzeņiem ir jātiek svērtiem un

now come into force in the UK, not only pre-packaged goods must be sold .. weighed and sold under the metric system using kilograms and grams, but also loose goods, bulk goods..loose goods now must also be weighed and sold in kilograms and grams.	pārdotiem kilogramos un **gad..** gramos. Līdz ar to viņš šādi rīkojoties pārkāpa likumu.
But Mr Thorburn, he says, in his defence, that customers don't want that and he is only meeting customer demand in continuing to sell his fruit and vegetables in pounds and ounces.	Bet Torbērnsa kungs norāda uz to, ka viņa klienti nevēlas iegādāties produktus kilogramos un gramos un tāpēc viņš nepārstās tos svērt mārciņās un uncēs.
A lot of customers have rallied to his support. They have all sent in donations to this association, that I mentioned earlier, which is championing Mr Thorburn's cause and which is helping him defray the costs of his recent court fine. He was fined 5000 pounds by the court for selling these bananas in a two-pound bag.	Un ļoti daudzi klienti atbalsta Torbērnsa kungu un viņi ir ziedojuši diezgan lielas naudas summas šij jau iepriekš minētajai asociācijai, kura aizstāv Torbērnsa kunga mērķi un ir segusi pēdējās **[eeem]** tiesas uzliktās soda naudas izmaksas. Pēdējā tiesa Torbērnsa kungam uzlika 5000 britu mārciņu lielu sodu.
And, as I say, there is a general groundswell of support among many members of the Great British public against, <u>what they feel, is this kind of unnecessary interference from</u> .. from Brussels.	Kā es jau iepriekš minēju, liela daļa britu iebilst **pret šīs metriskās sistēmas.. [long pause]** pret šo iejaukšanos no Briseles.
And Mr Thorburn and this association have vied to take the case, if necessary, to the highest appeal court in the land – the House of Lords, in order to seek what they feel is only justice.	Un gan Torbērnsa kungs, gan minētā asociācija ir gatava šo lietu novest līdz pat augstākajai apelācijas tiesai jeb Augšpalātai. Un viņi to darīs, lai nonāktu pie, viņuprāt, taisnīga sprieduma.
Thank you!	Paldies!

Appendix 7: Follow-up test: Mnemonic techniques (Week 3)

Title: Robbery as a sideline

Domains: General

Available at: https://webgate.ec.europa.eu/sr/speech/robbery-sideline

Memory aid used: Mnemonic techniques

Duration of the original speech: 05:38

Duration of the interpretation: 05:16

Original	Interpretation
Ladies and gentlemen,	Dāmas un kungi,
Whether or not you currently have a job or are still studying, the fact remains that times are hard. Prices are still rising, despite what they say. Food and drink is becoming more expensive. Living costs, generally. Our wages are not keeping up. Sometimes our wages are being cut.	Neskatoties uz to, vai jūs šobrīd strādājat vai nē vai turpināt savas mācības, ir jāatzīst, ka laiki ir visai grūti. Cenas turpina pieaugt, jo īpaši pārtikai un dzērieniem. Un visticamāk, ka pieaug arī jūsu sadzīves izmaksas. Bet tajā pašā laikā mūsu algas nemainās vai dažkārt tās pat tiek samazinātas.
And many of us feel the need to seek out additional forms of revenue. <u>Some kind of a part-time job, perhaps.</u> Our own bailout, our own personal rescue package, if you will. Some of us might be tempted to play the stock markets. Others might explore their talents as a writer, a musician – they might dream of Hollywood.	Līdz ar to bieži vien cilvēki meklē kādus papildu ieņēmumu iespējas un cenšas atrast sava veida glābšanas paku. Tādēļ daudzi pievēršas akciju tirgum, citi varbūt cenšas izsapņot savu Holivudas sapni kļūt par rakstnieku vai mūziķi.
<u>However, for you more immediate needs I'd like to explore one possibility and that is bank robbery.</u> Let me stress right away that this is not a recommendation. As a law-abiding citizen far be it for me to incite anyone to engage in illegal activity.	Bet ir arī citi cilvēki, kuri pievēršas nelegālām aktivitātēm, piemēram, banku laupīšanai. Šeit man uzreiz jāmin, ka es nekādā ziņā nerekomendēju banku laupīšanu. **Es kā cilvēks..** Man kā cilvēkam, kurš pakļaujas likumiem to darīt būtu neadekvāti.
And here the sad fact is quite apart from the ethical considerations robbing banks is much less lucrative than you might think. And this fact has been borne out recently by a study carried out by the universities of Sussex <u>and Surrey.</u>	Jums varētu šķist, ka banku laupīšana ir diezgan ienesīgs process, tomēr, tas ne vienmēr tā ir. Un <u>to ir pierādījis kāds pētījums, kuru veica Saseksas Universitāte.</u>
What they did is they got hold of some data from <u>the British Bankers Association,</u> which allowed them to quantify the rather precarious financial situation of the average bank robber.	Saseksas Universitāte ieguva informāciju no <u>lielākajām Lielbritānijas finanšu institūcijām un bankām.</u>

So, let me give you some figures. In the United Kingdom, the average robbery brings in about 25000 EUR. However, in 1/3 of all attempts the total take is 0. And, of course, you've got to remember that each operation involves several co-workers. So the per capita take is even less. In fact, it's well below the minimum wage.	Apkopotā informācija norāda uz to, ka vidēji vienas bankas laupīšanas laikā Lielbritānijā tiek iegūti 25000 EUR. Bet, tomēr, ir jāņem vērā arī tas, ka katra trešā laupīšana izgāžas. Tāpat jāņem vērā, ka laupīšana parasti piedalās vairāki cilvēki. Līdz ar to ienākumi uz vienu cilvēku ir vēl zemāki un bieži vien tie ir zemāki par minimālo algu. **[long pause].**
And in the United States, they are even more poorly paid. The average take there is only 3500 EUR. And in neither of these cases have I taken into account the professional expenses or overheads such as masks, guns, getaway cars.	**Info..** <u>Iegūtā informācija no Amerikas bankām</u> norāda uz to, ka tur šie ieņēmumi ir vēl mazāki – 3500 dolāri. Un šajos skaitļos vēl pat netiek ņemti vērā dažādi papildu izdevumi, kuri rodas laupītājiem, piemēram, seju masku iegāde, ieroču iegāde un arī automašīnas iegāde.
Now, part of the blame for the poor revenue situation lies with the bank robbers themselves. The authors of the study were astounded, in particular, by the lack of professionalism of the practitioners, which expresses itself in 3 ways – 3 occupational errors, if you like.	Kādēļ tas tā notiek? Kādēļ šis šķietami ienesīgais bizness nav nemaz tik ienesīgs? Pētījuma veicēji norāda uz to, ka tā visbiežāk ir pašu laupītāju vaina un viņu profesionalitātes trūkums. Viņi savus mērķus izvēlas diezgan muļķīgi. Un tam ir 3 iemesli.
First of all, a poor choice of target. They give very little consideration to the size of the financial establishment they intend to visit. Secondly, they don't they account of the proximity of the nearest police station. Thirdly, they pay scant regard to the security system in place in the bank. <u>In fact, it would seem that the choice of target in most cases is pretty arbitrary.</u>	Pirmkārt, laupītāji neapdomīgi izvēlas savu laupīšanas mērķi, viņi neizvērtē katras finanšu institūcijas izmēru. Otrais iemesls ir tāds, ka laupītāji neizvērtē to, cik netāli atrodas tuvākais policijas iecirknis no laupīšanas mērķa. Un visbeidzot laupītāji neņem vērā jau pastāvošo drošības sistēmu, kura ir ieviesta konkrētajā bankā.
And yet things could be different. There is hope, there are ways of improving things. The study of econometrics tells us this. Econometrics involves, basically, using maths and statistics to solve problems of this type.	Bet šo visu procesu, tomēr varētu uzlabot. Un kā to paveikt mums vēsta ekonometrija, kas ir **[aaaa]** tāda kā analīze izmantojot matemātiku un statistiku.
And there are two main ways in which the situation could be improved. First of all, a better division of labour. Having several gang members is a sure fire way of increasing the takings. Although, of course, the price of these increased liability is that there are more to people to share out the takings among.	Un ekonometrija norāda uz to, ka ir divi galvenie **[mmm] [long pause]** piegājieni vai veidi, kā varētu uzlabot ieņēmumus. Pirmais ir pareiza darbu sadale, jo zinām, ka **laupīšana..** laupīšana ir veiksmīgāka, ja tajā piedalās vairāk cilvēku. Tomēr jāņem vērā, **ka tas arī radīs..** arī to, ka iegūtā nauda būs jādala starp vairākiem cilvēkiem.
Secondly, it's important to make sound	**Un otra..** otrs veids ir gudri ieguldījumi.

investments. Purchasing a firearm is, statistically speaking, worthwhile. The presentation of a gun at a bank counter raises the take per raid by about 12700 EUR.	Piemēram, tiek norādīts uz to, ka, iegādājoties ieroci, Jūs palielināsiet savu ieņēmumu apjomu par aptuveni 12700 EUR. **[silence]**
However, the problem is, and this is the dilemma for the profession, to make it big in this profession you would inevitably have to exercise it more frequently. And that brings me to the risk factor, because on average 4 robberies tend to be followed by a stint in the cooler.	Bet par visiem uzlabojumiem ir jāņem vērā, ka, lai jūs patiešām būtu veiksmīgi banku laupītāji, jums to ir jādara visai bieži. Bet diemžēl **[mmm]** ir izpētīts, ka pēc 4 veiksmīgām laupīšanām, visbiežāk piektajā jūs tiksiet pieķerti.
Now, it seems that in many cases, the criminals have come to this realization, which is why robbing banks is, in fact, no longer the modern criminal's activity of choice.	Tādēļ galu gala šī ir visai riskanta blakus nodarbe. **[silence, ~7s].**
So, what do we conclude from all of this? I was going to say that honesty is the best policy, but I think that would be criminally naïve, especially, in the light of the recent events in the world of finance.	Tātad, ko es varētu teikt noslēgumā? Es varētu protams teikt, ka godīgums ir labākā politika, bet, ņemot vērā to, kas šobrīd notiek finanšu un akciju tirgū, tas īsti nebūtu pareizi.
I've been talking here about members of the public stealing money from banks. But, now, that we're witnessing massive bailouts in favour of private banks, bailouts involving public money, my conclusion has to take a form of a question – who's robbing whom?	Ņemot vērā arī to, ka šobrīd tiek izsniegtas glābšanas paketes privātbankām un citām institūcijām, varbūt pareizāk būtu noslēgt manu runu ar jautājumu – kurš tad kuru aplaupa?
Thank you!	Paldies!

Appendix 8: Follow-up test: Note-taking (Week 4)

Title: Non-justified demonstration against GM crops?

Domains: Agriculture, Research and Innovation

Available at: https://webgate.ec.europa.eu/sr/speech/non-justified-demonstration-against-gm-crops

Memory aid used: Note-taking

Duration of the original speech: 05:27

Duration of the interpretation: 04:18

Original	Interpretation
Perhaps you can imagine a warm summer's day and a field out in the countryside of the UK, somewhere along the south coast, in fact. Along this nice warm summer's day, a crowd appeared and moved into the field, but with a particular purpose in mind, not just to wonder around.	Varbūt jūs varat iedomāties siltu vasaras dienu un kādu lauku Lielbritānijas lauku reģionā, visticamāk dienvidu krastā. Un pēkšņi parādās kāds cilvēku pūlis un viņi iebrien šajā laukā. Un viņi to dara ar mērķi.
Now, these were 200 people. <u>That's quite a big crowd.</u> And they were there to protest, protest about GM – genetically modified crops. Actually, they had gone to this particular field with a very specific mission – to decontaminate a test crop growing in that field. A crop of GM, genetically modified wheat. Now, that is another way of saying that they had gone into the field in order to destroy the crop.	Tie ir **2000..** 200 cilvēku, kuri ir ieradušies, lai protestētu pret ģenētiski modificētiem kultūraugiem. Un viņi šeit ir ieradušies ar konkrētu mērķi – atsārņot **[eee] testa kultūru..** ģenētiski modificētu kviešu testa kultūru. Citiem vārdiem, viņi vēlas šos augus iznīcināt. **[long pause]**
But the police was called out and negotiation took place, a discussion between the police and the protesters, who were mainly farmers. And in the end everybody agreed that they should calm down. And so they all decided to have a picnic together with the police included.So, that was a relatively happy or anyway peaceful end to that particular scene.	Pēc kāda laika ierodas policija, sākas sarunas starp policiju un protestētājiem, kas lielākoties ir zemnieki. Un drīz vien protestētāji nomierinās un visbeidzot viņi nolemj sarīkot pikniku, kurā piedalās arī policija. Šajā gadījumā viss beidzās mierīgi.
Shall we look at why the protesters had gone there and what they had in mind? Well, the field is owned by a research company - <u>Rotherham research.</u> And this company is testing a particular strain of wheat.	Bet kāds ir iemesls, kādēļ šie protestētāji ieradās iznīcināt šos augus? Šis lauks pieder **kādai pētījumu..** <u>kādam pētījumu uzņēmumam</u>, **[long pause]** kurš cenšas izveidot **[eeee]** kādu kviešu cilti, kas būtu ģenētiski modificēta tā, lai **[pause]** **[eem]** tā atvairītu laputu uzbrukumus.
Now, they're carrying out these tests on genetically modified crops, in order to find one, which would repel aphids. <u>Now, aphids do destroy crops. So, the idea here is to find a way of repelling these creatures.</u>	

What they do in their research work is they add a synthetic gene to the crop. And the effect is that the plants give of a substance – a pheromone, which will warn off those aphids. Keep them at bay, in other words.	Tātad šij kviešu ciltij tiek pievienots sintētisks gēns, kurš šiem augiem ļautu izdalīt feromonus, kuri **[pause]** atbaida laputis.
Some plants, in fact, have this naturally built-in. They have this gene already. Peppermint is a good example.	Jāsaka, ka dažiem augiem šāds feromons jau **[eem]** ir dabīgi. Piemēram, lielisks piemērs ir piparmētra. **[long pause]**
So what we're talking about here is a serious experiment, a scientific experiment. If crops are less damaged – this is the reasoning -, then they will probably need less pesticide. To lower use of pesticides, <u>which is usually coceived as a good thing.</u> And they would also produce greater yields. Another advantage.	Tātad tiek veikti zinātniski pētījumi un, ja šis mērķis tiks **satikt..** sasniegts **[pause],** tas nozīmētu, ka augi tiktu mazāk bojāti. Līdz ar to būtu nepieciešams mazāks daudzums pesticīdu un galu galā augi dotu arī lielāku ražu.
So, on the whole, the result would be positive for the environment and, indeed, positive for humanity.	Līdz ar to rezultāts ir pozitīvs gan dabai, gan cilvēkiem. **[silence]**
Oh, but the argument goes, these are protesters, who are actually destroying all this work of the scientific research. So aren't they just a crowd of vandals?	Tātad varētu uzskatīt, ka šī cilvēku grupa **vie..** bija vienkārši vandāļi. Daži saka, ka tā ir, bet daži to noliedz.
Some say yes and some say no. Those, who say no, say that these are mostly farmers and they've come to protest because they are genuinely worried about this experiment, <u>so-called open field experiment</u>. Because it could contaminate the other fields around. Plus we know that most Europeans are not in favor of genetically modified crops. And GM hasn't actually achieved much either.	Tie, kuri saka, ka šiem cilvēkiem bija pamats protestēt, norāda uz to, ka šie cilvēki, tomēr, bija zemnieki , kuri patiešām ir satraukti par to, ka šie pētījumi varētu **piesārķ..** piesārņot apkārtējos laukus. Jāņem vērā arī, ka lielākā daļa Eiropiešu ir pret ģenētiski modificētu pārtiku un līdz šim ģenētiski modificētie augi nav pārāk daudz sasnieguši.
Well is it just all a storm in a tea cup, <u>perhaps?</u>	Bet varētu teikt, ka šī tomēr bija tāda vētra tējas krūzē.
<u>Fundamentally, it is probably perfectly alright and acceptable to opose genetically modified substances, crops, wheat and alike.</u>	
But in this particular case, it would do the protesters well to find out what it's all about and to get their facts straight first. Wheat is self-pollenating. There is no wind-borne pollen. <u>So, hardly any risk at all from contamination</u>. <u>Plus, a lot of security measures.</u>	Bet šijā gadījumā jāsaka, ka protesti īsti nebija pamatoti, jo kvieši pašapputeksnējas un **putekšņi..** ziedputekšņi netiek transportēti ar vēja palīdzību. Līdz ar to <u>nav pilnīgi nekāda riska</u>, ka tie varētu radīt kādu kaitējumu apkārtējiem laukiem.
The research company is a non-profit making one. It's a government funded research station, in fact. All it's doing is working at improving plant types.	Jāņem vērā arī to, ka pētījumu veic bezpeļņas organizācija, kuru finansē **[eee]** valdība.

The results of the research are to be made available to anyone, who wants to, free of charge. They won't be patented. So, please, let us allow this scientific research to be carried out. And, please, let us stop people from going and trampling all over it. It seems to me that the protesters in this particular case, really didn't have a case at all. Thank you!	**Līdz ar to..** Un arī šo pētījumu rezultāti būtu visiem brīvi pieejami, bez maksas. Tātad šie rezultāti netiktu patentēti. Tādēļ es uzskatu, ka būtu jāatļauj šiem zinātniekiem pabeigt savu pētījumu un nevajadzētu pūļiem ierasties un censties to apturēt. Jo, manuprāt, šajā gadījumā protestētājiem nebija ne mazākā iemesla protestēt. Paldies!

Appendix 9: Follow-up test: Mnemonic techniques (Week 4)

Title: Food aid in Ethiopia

Domains: Agriculture, External Relations

Available at: https://webgate.ec.europa.eu/sr/speech/food-aid-ethiopia

Memory aid used: Mnemonic techniques

Duration of the original speech: 05:25

Duration of the interpretation: 04:44

Original	Interpretation
Ladies and gentlemen,	Dāmas un kungi,
I would like to talk about the sometimes harmful effects of food aid.	Es gribētu runāt par pārtikas atbalsta dažkārt radītājām negatīvajām sekām.
Let’s think back to the mid-1980s. Those of you who are in the same age group as myself, will, perhaps, remember the major Band Aid charity event, which was organized by a compatriot of mine, a fellow Irishman called Bob Geldof, who organized a major musical event to come to the aid to the starving people of Ethiopia. And that was a very worthy cause, of course. And it did, indeed, save, no doubt saved millions of lives.	Es domāju, ka daudzi no jums, iespējams, atceras 1980. gadu vidū rīkoto Band Aid **[eem]** labdarības pasākumu, kuru rīkoja mans tautietis – īrs Bobs Geldofs. Un viņš sarīkoja milzīgu koncertu, lai savāktu finansējumu **[aaam]**, lai ziedotu pārtiku Etiopijas iedzīvotājiem, kuri tajā brīdī cieta no bada. Un, protams, ka tas bija ļoti cēls pasākums un palīdzēja miljoniem cilvēku.
And there is, however, a slight drawback. And that is that ever since Ethiopia has remained dependent on foreign food aid.	Tomēr, kopš šī koncerta Etiopija vienmēr ir bijusi atkarīga no ārvalstu pārtikas atbalsta. Iespējams, tā ir kļuvusi pārāk atkarīga. **[eemmm]**
The country, of course, does have some objective reasons for depending on food aid. It is an inherently poor country with an enormous population and relatively limited natural and land resources. It also suffers from difficult natural conditions at times – drought, for example.	
But despite these contributory factors, there is reason to believe that the country has become too dependent on food aid. And that it has become, in a sense, an intrical part of how the economy and, indeed the country as a whole, works.	
Since 1985, Ethiopia on average has received some 700 000 tons of food aid every year. This represents about 10% of overall national food production. Which is perhaps not an enormous figure. But it represents about 30% of the food that is actually marketed rather t..as opposed to purely subsistence farming, where farmers..small	Kopš 1985.gada, katru gadu Etiopijai pārtikas atbalstā ietvaros tiek ziedotas 700 000 tonnas ēdiena, kas sastāda 10% no visas Etiopijā saražotās pārtikas. Bet, kas ir vēl satraucošāks, ir tas, ka šīs 700 000 tonnas sastāda 30% no visas pārtikas, kas cirkulē Etiopijas pārtikas tirgū. Tātad, **[aaa]** izņemot visu ēdienu, kas tiek

farmers produce the food that they then eat themselves. So, we are talking about close to 1/3 of the food marketed is actually provided free of charge in the form of food aid.	saražots pašnodrošinājuma saimniecībās un nenonāk tirgū, 30% procenti no visas pārtikas Etiopijas tirgū, tai tiek noziedoti par velti.
Increasingly this is being criticized. And not just criticized by <u>Western governments</u> and taxpayers and citizens, <u>who complain about the cost and perhaps the inefficiency of providing such food aid.</u> But it is also being criticized by many in Ethiopia itself.	Šis pārtikas atbalsts ir saņēmis diezgan lielu kritiku no rietumvalstu nodokļu maksātājiem un iedzīvotājiem. Turklāt, to kritizē arī daļa etiopiešu. **[silence, 7s]**
Now, I was saying earlier that Ethiopia is, for the most part, a poor country and is unavoidably poor. But the fact of the matter is that there are major regional differences. Now, some parts of the country, many parts of the country are not capable of feeding themselves, but others are. There are fertile regions within Ethiopia, which can produce surplus food.	**Problēma ir arī tāda, ka..** Protams ir jāņem vērā, ka Etiopija patiešām ir ļoti nabadzīga valsts un tajā ir ļoti milzīgs iedzīvotāju skaits. Tā nevar nodrošināt visu nepieciešamo pārtikas daudzumu. Bet, tomēr, ir jāņem vērā arī tas, ka **[eee]** Etiopijā ir dažādi reģioni ar dažādām situācijām. Dažos reģionos tiešām nav iespējams saražot nepieciešamo pārtikas daudzumu, lai pabarotu reģiona iedzīvotājus. Bet atsevišķi reģioni ir pietiekami ražīgi, lai saražotu pārtiku saviem iedzīvotājiem un patiesību, sakot būtu, spējīgi saražot pārtiku arī ar pārpalikumu, <u>ko varētu tālāk pārdot iekšējā tirgū.</u>
The problem they have is that there is a lack..a serious lack of incentives to produce such food, because why should people in areas with food shortages..why should they pay for food, which is produced in surplus areas, when they can get it free of charge?	Tomēr šajos reģionos trūkst stimula to darīt, jo cilvēki citos reģionos neredz iemeslu maksāt naudu par vietēji saražoto pārtiku, ja viņi var saņemt pārtiku bez maksas no ārvalstīm.**[pause]**
This reduces, in fact, removes the incentives for these surplus production areas to produce surplus food, which could be marketed. It also means that since they don't obtain the necessary income from selling their food, they can't afford to invest and re-invest in developing agriculture.	Līdz ar to šie bagātākie reģioni nav ieinteresēti **[eeee]** pārtikas ražošanā ar pārpalikumu. Līdz ar to zemniekiem nav līdzekļu, kurus investēt lauksaimniecības attīstībā.
So the idea now, a new..there is a new idea in the air. And that is that rather than buying food in Europe or the United States at high cost, because we are high-cost food producers, and then shipping it or flying it to Ethiopia at huge expense, and quite often the transport costs of the food aid provided exceed the actual value of the food itself, that can't really make any sense..and then undermining the incentives of investment in food production within Ethiopia..why not..would it not be much more efficient to actually use the financial resources in question to buy food within Ethiopia, thereby, encouraging production and <u>providing the necessary financial resources for investment.</u>	Un tas ir daudz ticis kritizēts, kā jau es minēju, no nodokļu maksātāju un valdību puses. Un tādēļ, <u>es domāju,</u> ka varbūt būtu jāpārdomā šī sistēma, kā mēs sniedzam palīdzību Etiopijai. Šobrīd, jau tā dārgā pārtika no Eiropas savienības un Amerikas savienotajām valstīm tiek transportēta uz Etiopiju ar kuģiem vai ar lidmašīnām. Un bieži vien šīs transportēšanas izmaksas ir lielākas **nekā..** **[pause]** nekā pašas pārtikas vērtība. Tas manuprāt ir absurdi. Varbūt daudz lietderīgāk būtu ieguldīt šos līdzekļus nevis, lai piegādātu pārtiku no ārvalstīm, bet gan, lai iegādātos pārtiku Etiopijas iekšzemē. Tādejādi stimulējot **[eee]** spējīgos reģionus ražot vairāk pārtikas.

<u>So, this is the policy, which the European Union is now trying to put into practice</u>. And, I think, we can be quite hopeful that it will not just reduce the burden on European budgets and European taxpayers, <u>particularly at this very difficult time, that would certainly be welcome</u>. <u>It should not, though, come at the expense at those in Ethiopia who need our help.</u> What we should do is try to ensure that the help we give can be provided more efficiently and can be of ever a greater benefit to the recipients. Thank you for your attention!	Un es domāju, ka šādā veidā **[long pause]** tas dos lielāku ieguldījumu Etiopijai, tas samazinās slogu Eiropas savienības budžetam un nodokļu maksātājiem un kopumā padarīs Etiopijai sniegto pārtikas atbalstu daudz efektīvāku. Paldies!

Appendix 10: Follow-up test: Note-taking (Week 5)

Title: The psychology of food

Domains: General

Available at: https://webgate.ec.europa.eu/sr/speech/psychology-food

Memory aid used: Note-taking

Duration of the original speech: 05:39

Duration of the interpretation: 04:59

Original	Interpretation
Ladies and gentlemen,	Dāmas un kungi,
Today I'd like to talk to you about the psychology of food. I'm sure you know that there are many factors that influence how much we eat and how the food tastes. And I'm going to talk about some of them today.	Šodien es runāšu par ēdiena psiholoģiju. Pastāv dažādi faktori, kuri ietekmē to, cik daudz mēs ēdam un to, kā ēdiens garšo. Un šodien es gribētu pievērsties dažiem no šiem faktoriem.
The first one that I want to talk about is color. This is most noticeable when you look at the logos and colors used in fast food restaurants. For example, McDonalds, it's yellow, it's red, it's orange. And this is because these are colors that stimulate appetite. They make you eat more and they also make you eat faster, which is precisely what fast food joints want to achieve. They don't want you hanging around taking up seating space. Instead they want you to eat quickly and then go.	Pirmais no šiem faktoriem ir krāsa. Ja mēs pievēršam uzmanību dažādu un uzņēmumu jeb ātrās ēdināšanas restorānu logo un krāsām, tad mēs redzam, ka McDonalds izmanto sarkano, dzelteno un oranžo krāsu. Un tam ir arī lielisks pamatojums, jo visas šīs krāsas uzlabo apetīti un liek cilvēkiem ēst vairāk un ātrāk. Un tas ir tieši tas, ko vēlas šie ātrās ēdināšanas restorāni. Jo viņi vēlas, lai jūs ēstu ātri un pamestu restorānu, lai dotu vietu citiem. Viņi nevēlas, lai jūs tur sēdētu visu dienu.
Another factor that influences how much you eat is portion size. Interestingly, if you have a very large bowl containing some pasta, you are likely to serve yourself more on your plate than if the serving bowl is smaller.	Vēl kāds faktors ir porcijas izmērs. Ja jūs ēdīsiet pastu no lielas bļodas, tad jūs visticamāk apēdīsiet vairāk nekā, ja jūs to ēstu no mazas bļodas.
If you have a large plate in front of you, you are likely to eat more and underestimate how much you're eating.	Tāpat arī ēdot no liela šķīvja jūs neaprēķināsiet to, cik daudz ēdiena jūs grasāties apēst.
But the factor that I particularly want to talk about today is cutlery and how the kind of cutlery you're using can influence the taste of food.	Bet šodien es vairāk uzmanības gribētu pievērst galda piederumiem un **to..** tam, kā galda piederumi ietekmē mūsu attieksmi pret ēdienu.
This is all based on a study recently carried out by a team at the University of Oxford. They looked at the behavior of more than hundred students and they reported the results in an article in the journal called Flavor.	Nesen Oksfordas Universitāte veica pētījumu, kurā viņi izpētīja vairāk nekā 100 studentu uzvedību saistībā ar galda piederumu izmantošanu. Un šī pētījuma rezultāti tika publicēti žurnālā „Flavor".

The conclusions that they reached following this study are basically that the brain makes judgments about the food that you eat before you've even put the food in your mouth.	Un šī pētījuma secinājumi norādīja uz to, ka mūsu smadzenes izdara spriedumu par ēdienu vēl pirms tas ir nonācis mūsu mutēs.
Let me give you one example. When the weight of the cutlery that you use is what you expected, this has an impact on taste. Food tastes sweeter on the small spoons that are traditionally used to eat desserts than if you use a bigger spoon.	Piemēram, kad galda piederumu svars atbilst tam, kā mēs to esam iedomājušies – ēdiens garšo labāk. Piemēram, ja mēs saldo ēdienu ēdam ar īpašu tam paredzētu deserta karoti, tas garšo saldāk nekā, ja mēs izmantotu lielāku karoti. **[Eeem]**
Let me tell you now about another example of how cutlery can affect taste. It's to do with color contrast. White yoghurt eaten of a white spoon tastes sweeter than white yoghurt eaten of a black spoon.	Ļaujiet man pievērsties arī krāsu kontrastam. Piemēram, **[pause]** ja mēs ēdam baltu jogurtu ar baltu karoti tas garšo saldāk nekā, ja mēs ēstu baltu jogurtu ar melnu karoti.
And a final example, this one has to do with cheese. If you eat a piece of cheese of a knife, instead of eating it of a fork or a spoon, or a toothpick, then that piece of cheese will taste saltier.	<u>**Un visb..** Visbeidzot vēl viens piemērs. Ja mēs sieru ēdam pa taisno no naža nevis ar dakšiņu vai zobu bakstāmo, tad šis siers garšotu sāļāk.</u> **[silence]**
<u>This is all to do with your brains expectations, as I said earlier.</u>	
Now, you might think to yourself – so what, who cares whether a little piece of cheese tastes saltier or the yoghurt tastes sweeter. What's the point of this sort of research?	Tagad daudzi no jums varētu domāt – Nu un, kāda starpība, ka siers garšo nedaudz sāļāk vai jogurts garšo nedaudz saldāk? Kāda jēga vispār šim pētījumam?
Well, the purpose of this research, according to the team running it at the University of Oxford, is partly that it could help dieters. You know that obesity is<u> a big public health problem.</u>	Un **[eee]** šī pētījuma veicēji norāda uz to, ka šī pētījuma rezultāti varētu **parād..** palīdzēt cilvēkiem, kuri vēlas atbrīvoties no liekā svara un ievēro diētas, jo kā mēs zinām pasaulē ir diezgan liela aptaukošanās problēma.
And if we understood more about people's behavior, what makes them overeat, then we could help dieters to acquire better habits.	Ja mēs labāk izprastu mūsu smadzeņu darbību un to, kā mēs izvērtējam ēdienu, mēs varētu labāk pielāgot dažādus diētu paradumus **[eeem]**.
The team at Oxford also talk about improving the gastronomic experience of diners in restaurants thanks to this research.	Un tāpat, izmantojot šī pētījumu rezultātus, varētu uzlabot cilvēku gastronomisko pieredzi dažādos restorānos.
And, indeed, if you know anything about the famous chef Heston Blumenthal, who runs a 3-star Michelin restaurant called The Fat Duck, you will know that this is precisely the sort of manipulations that he engages in.	Un tas ir tieši tas, ko dara pasaulslavenais šefpavārs Hestons Blūmentāls, kuram pieder restorāns The Fat Duck, kurš ir saņēmis 3 Michellin zvaigžņu vērtējumu.
For example, he serves his diners a plate of food that looks like the sea,. It has fish and seafood on it.	Viņš savā restorānā **veic..** veic dažādas manipulācijas ar ēdienu un saviem klientiem.

It also has something that looks like sand, but that is actually edible. And he gives you an iPod and you listed to the sound of the sea while you're eating. <u>And all of this, clearly, has an impact on how you perceive the food itself.</u>	Viņam ir kāds ēdiens, kurš uz šķīvja izskatās pēc jūras. Šis šķīvis satur zivis un dažādus jūras ēdienus, bet uz šķīvja ir arī kaut kas, kas izskatās pēc smiltīm, bet patiesībā ir ēdams. Pa virsu tam, ēšanas laikā šefpavārs klientiem pasniedz iPod, kurā viņi klausās dažādas jūras skaņas. Un tas viss uzlabo šo ēšanas pieredzi.
But digressions about famous chefs aside. If you are trying to eat healthily <u>or perhaps even to lose weight,</u> the advice is – eat of a small plate, eat of a blue plate, if possible, and eat away from distractions like watching television. All of these factors will influence how much you eat.	Visbeidzot, ja jūs vēlaties mēģināt ēst mazāk un ēst veselīgāk, jums vajadzētu ēst no maza šķīvja un, ja tas ir iespējams, no zila šķīvja. Un tāpat, lai neapēstu vairāk nekā jums ir nepieciešams, jums būtu jāizvairās no dažādiem uzmanības novērsējiem kā, piemēram, televizora, jo tādejādi jūs nepievērsīsiet pietiekami daudz uzmanības ēšanai un visticamāk apēdīsiet vairāk nekā vēlaties.
And above all, if you really want to be put off your food, then reduce your appetite – color it blue. The evidence shows that even if it's your favorite food, if you've made a delicious cupcake, if you add blue food coloring to it, you will be completely put off. Thank you!	Un visbeidzot, ja jūs tiešām vēlaties sevi ierobežot, mēģiniet iekrāsot visu ēdienu zilu. Pat, ja jūs pagatavosiet savu mīļāko kūciņu, ja jūs tai pievienosiet pārtikas krāsvielu un nokrāsosiet to zilu, jūs pilnībā zaudēsiet apetīti. Paldies!

Appendix 11: Follow-up test: Mnemonic techniques (Week 5)

Title: Sunspots and climate

Domains: General, environment

Available at: https://webgate.ec.europa.eu/sr/speech/sunspots-and-climate

Memory aid used: Mnemonic techniques

Duration of the original speech: 05:23

Duration of the interpretation: 04:45

Original	Interpretation
Ladies and gentlemen,	Dāmas un kungi,
In my younger days I was a CB radio enthusiast. CB is Citizen's band, of course. And I was also interested in shortwave radio, which is pretty similar in some ways.	Savās jaunības dienās es ļoti entuziastiski klausījos CB radio jeb Citizen's Band radio un arī **[eeem]** īsviļņu radio stacijas.
Now, my interest in CB radio and shortwave radio allowed me to gain snippets of information, among other things, about the sun and in particular of the solar cycle.	Un **šajās..** klausoties šīs stacijas es ieguvu tādus kā informācijas izvilkumus par dažādām tēmām, tostarp par sauli un **[pause]** saules cikliem.
I want to talk for a few minutes about the solar cycle and describe its consequences for our lives on Earth.	Tādēļ šodien es gribētu veltīt pāris minūtes, **lai runātu..** lai pastāstītu jums par saules ciklu iedarbību uz mūsu dzīvi uz zemes.
It is all about solar activity. Now, solar activity usually manifests itself as the number of sunspots on the surface of the Sun.	Tātad **[pause]** saules cikli ir balstīti uz saules aktivitāti. Un saules aktivitāte izpaužas pēc saules plankumu daudzuma uz saules virsmas.
And this activity occurs in a cycle, which lasts about 11 years. <u>So, you move from the maximum number of sunspots to a minimum number of sunspots back to a maximum.</u> That cycle takes about 11 years.	Un **[aaam]** tātad šis cikls izpaužas tā, ka <u>tie ir aptuveni 11 gadi no vismazākā saules plankumu daudzuma līdz lielākajam saules plankumu daudzumam un atpakaļ līdz mazākajam</u>. Un šis cikls, kā jau es teicu, ilgst aptuveni 11 gadus.
The last minimum was about 2006, 2007. The most recent maximum was probably around the end of 2013.	**Bet astronomi norāda..** Pēdējā reize, ka tika novērots vismazākais plankumu daudzums bija 2006. vai 2007.gads un laiks ar vislielāko saules plankumu daudzumu bija 2013.gada beigās.
Now, the problem with this most recent maximum is that astronomers have <u>found very little activity of the surface of sun.. of the Sun</u>. There aren't nearly as many sunspots as usually. In other words, the Sun is just not producing the goods.	Bet problēma ar šo pēdējo saules ciklu ir tāda, ka astronomi norāda, ka saules plankumu daudzums ir diezgan zems.

Let me just say a few words about sunspots. Sunspots, as you may know, are darker areas on the surface of the sun. Some of them are as big as the Earth. They usually last a few days.	Pāris vārdos par to, kas ir šie saules plankumi. Daudzi no jums jau iespējams zina, ka saules plankumi ir tumšākas zonas uz saules virsmas un tie ir tādi kā traucējumi saules magnētiskajā laukā. **[long pause]**
And, in fact, they are cooler than the surrounding parts of the Sun. Sunspots are about 4000C compared to the rest of the surface of the sun, which is the temperature of about 5500 degrees Celsius. In fact, sunspots are an indication of a certain amount of disturbance in the Sun's magnetic field. Now, as I said, they seem to be somewhat of an endangered species recently, because the cycle has not really got off the ground. Some people feel that the..the rhythm of the 11-year cycle is becoming unhitched. And there is other evidence to support this.	Un jāsaka, ka šie saules plankumi patiesībā ir vēsāki par pārējo saules virsmu. Tie ir aptuveni 4000C karsti, kamēr pārējā ir virsma ir 5500C karsta.
At this point you may ask – So what? I mean, what interest is that to me what happens on the surface of the Sun? Well, solar activity does affect our activities here on Earth. First if all, a high level of solar activity of solar activity improves the propagation of radio waves over long distances. It improves the ways shortwave radios can communicate and the same applies to Citizen's Band radios. So that's good news for radio enthusiasts.	Daudzi no jums varētu domāt – **[long pause]** Nu un tad, ka šī saules aktivitāte ir samazinājusies? Kā tas mani vispār ietekmē? Saules aktivitāte ietekmē mūsu dzīvi uz zemes. Pirmkārt lielāka saules aktivitāte **[eee]** uzlabo CB radio un īsviļņu radio viļņu pārraidīšanas iespējas. Līdz ar to, ja saules aktivitāte ir maza, var gadīties, ka signāls nav pietiekami stiprs. **[pause]**
But that's not the main point. The fact is the Sun's activity also affects the climate. Now here, there's been a lot of speculation, but a certain number of facts have been established. It appears, for example, that a low level of sunspot activity has a significant cooling effect on the Earth's climate. And there is a historical precedent for this and that's what's known as the Maunder minimum.	**Bet arī tiem, kuri neinteresējas par šīm īsviļņu radio stacijām..** Saules aktivitāte ietekmē arī zemes klimatu. Līdz ar to, ja saules aktivitāte ir zema un ir **maz..** mazāk šo plankumu, tas nozīmē, ka **[pause] [aaam]** klimats uz zemes varētu atdzist. Un tas jau ir noticis iepriekš – to sauca par Maundera minimumu.
Now, the Maunder minimum is in fact a period of time ranging from about 1645 to 1715, so a long time ago. During this period, there was almost no sunspot activity. So the cycle was more or less flat. And..Especially in Europe, the result was very long winters and very cool summers.	Tas bija laika periods no 1645.gada līdz 1715.gadam, kad **[eeem]** gaisa temperatūra bija kritusies, jo īpaši Eiropā, kur bija ļoti garas ziemas un ļoti vēsas vasaras.
So, does that mean that with the flattening of solar cycle, we're looking at the end of climate change or global warming?	Varbūt tas nozīmē, ka mēs varam uzskatīt, ka varbūt ir pienācis gals globālajai sasilšanai?
Well, scientists wouldn't go this far, they remain	Tomēr zinātnieki ir diezgan atturīgi, jo viņi

rather coy. They point out, first of all, that it's not really possible to predict how long this <u>solar anemae, if you like</u>, will last. It might last for couple of cycle, it could last for a hundred years and more. <u>Nobody really knows.</u>	norāda uz to, ka īsti nav iespējams paredzēt, cik ilgi šāda saules aktivitāte turpināsies. Tas varētu notikt pāris ciklus, bet tikpat labi tas varētu notikt vairāk nekā simts gadu garumā. **[long pause]**
But, I think, for the environmental alarmists, in any case, a longer period of solar inactivity could only be good news in that it might at least help to offset some of the expected global warming.	Katrā ziņā, dažādiem dabas aktīvistiem šīs varētu būt labas ziņas, jo tas nozīmē to, ka šī saules aktivitātes samazināšanās varētu uz brīdi apturēt globālo sasilšanu un samazināt temperatūras kāpumu uz zemes.
And, of course, for shortwave radio enthusiasts and for CB radio enthusiasts, in other words, <u>the few that remain, because in these days of omnipresent internet and satellite communication, there are very few shortwave radio listeners left anymore..</u>obviously for those this is quite bad news because it means that for them the airwaves might be faced with a somewhat longer periods of silence.	Bet visiem īsviļņu radio un CB radio cienītājiem tas norāda tikai uz problēmām, jo, kā jau es teicu **[emm]** maza saules aktivitāte traucē signāla pārraidīšanai. Un šiem cilvēkiem ir jārēķinās, ka radioviļņos **varētu būt sastopami..** arvien biežāk varētu būt sastopami ilgāki klusuma periodi.
Thank you!	Paldies!

Appendix 12: Follow-up test: Note-taking (Week 6)

Title: Perception of risk in the modern world

Domains: General

Available at: https://webgate.ec.europa.eu/sr/speech/perception-risk-modern-world

Memory aid used: Note-taking

Duration of the original speech: 05:51

Duration of the interpretation: 05:01

Original	Interpretation
Ladies and gentlemen,	Dāmas un kungi,
I would like to talk to you about the issue of risk, our perception of risk in the modern-day world.	Šodien es gribētu ar jums apspriest riska jautājumu jeb **mūsu uztveri..[pause]** to kā mēs uztveram risku mūsdienās.
If you..if you follow the news on television or read the newspaper, you sometimes, quite often in fact, get the impression that we live in a very dangerous world.	Ja jūs skatāties televīziju vai lasāt avīzes, jums varētu šķist, ka mēs dzīvojam ļoti bīstamā pasaulē.
The news is full of disastrous stories of all kinds, of scares of all kinds, food scares and so on and so forth and health scares. It's not surprising that people feel that they live in a very dangerous and precarious world.	Ļoti bieži ir novērojami dažādi pārtikas izbīļi vai veselības izbīļi un tas liek domāt, ka šī pasaule tiešām ir riskanta.
But we have to keep a hold on reality. If we compare the dangers that we face now, they are as nothing compared to how dangerous the world used to be in the past. People died like flies <u>of all sorts of diseases and accidents and wars, and so forth.</u>	Tomēr, mums būtu jādzīvo realitātē un jāsaprot, ka **[pause]** šobrīd pasaule ir daudz, daudz drošāka nekā tā bija pagātnē, jo agrāk cilvēki krita kā mušas.
And, indeed, that is still unfortunately all too true in many parts of the world – in the 3rd world. But it's not true by large in our part of the world.	Protams, ka tā joprojām ir problēma daudzās pasaules valstīs, tās ir galvenokārt trešās pasaules valstis. Bet pasaules daļās, kurās dzīvojam mēs situācijas ir daudz, daudz labāka un drošāka.
It seems to me that we have lost a sense of proportion, when it comes to the dangerousness of our world. Our world is actually very safe. Now, you wouldn't..you wouldn't think that following the various food scares, for example, mad cow disease otherwise known as BSE, dioxin, hormones in meat. One really got the expression that this was a serious risk to people's health and even lives.	Tādēļ mēs varam justies ļoti droši un mums nevajadzētu uztraukties par dažādiem pārtikas izbīļiem, govju trakumsērgu, dioksīnu un hormoniem gaļā. Jo tie patiesībā nerada nopietnu risku mūsu veselībai un dzīvībai.

But the reality is that the worst of these scares – mad cow disease only killed, in inverted commas, about a 100 people all told in all of Europe over a 10-year period.	Jau iepriekš pieminētā govju trakumsērga Eiropā 10 gadu laikā nogalināja nedaudz vairāk kā 100 cilvēku.
Now, that is..of course it's very very sad, very unfortunate for the people concerned and their loved ones. But in the European Union of 500 million people, 100 people over 10 years is not a very serious danger, statistically speaking.	Tas, protams, ir skumji visiem iesaistītajiem un viņu ģimenēm. Tomēr, uz Eiropas Savienības fona, kurā dzīvo vairāk nekā 500 miljoni iedzīvotāji, 100 cilvēki 10 gadu laikā ir ļoti zems skaits.
We also worry enormously about violent crime. People are, understandably perhaps, scared. Frightened that they may fall victim to mugging, to robbery, or even to..to murder.	Tāpat daudzi cilvēki uztraucas par dažādiem noziegumiem – ka viņi varētu tikt aplaupīti, kāds varētu ielauzties viņu mājās vai viņi varētu tikt nogalināti.
But again, it is very important to keep a sense of proportion. Very few people are actually injured or killed in such violent crime instance. Now, it is true, there is a lot of petty crime, of course, but that is..that is a different matter.	Bet jāmin, ka arī šeit **ļoti maz..** salīdzinoši ir ļoti maz cilvēku, kuri tiek ievainoti vai nogalināti. Protams, pastāv ļoti daudz maznozīmīgu noziegumu, bet tas jau ir kaut kas pavisam cits. **[long pause].**
So, on the one hand, we have these rather irrational fears. Irrational in that they are blown out of all proportion. But, on the other hand, it seems to me, that we don't worry enough about things we really should worry about.	Līdz ar to mums ir šīs iracionālās bailes no riskiem, kuri mūs īsti neietekmē, bet tajā pašā laikā mēs neuztraucamies par dažādām lietām, kas tiešām atstāj iespaidu uz mūsu dzīvēm.
Now, we all know, of course, about smoking. That is a very fashionable scare. And understandably so – it is a very dangerous activity.	Piemēram, visi zina, ka smēķēšana ir ļoti bīstama un tā kaitē jūsu veselībai.
But we don't seem to pay half as much or even.. even 1/10 as much attention to the dangerous, for example, of obesity. Obesity is a massive killer. Hundreds of thousands of people are direct.. directly have their lives shortened by obesity.	Bet, tajā pašā laikā, pat ne puse vai pat ne 10% no cilvēkiem uztraucas par aptaukošanos un tai vispār nepievērš uzmanību. <u>Kaut arī mēs zinām, ka vairāki **[emmm]** simtiem tūkstošu cilvēku saīsina savas dzīves ilgumu.</u>
Of course, one thing about being obese is that you only harm yourself. You don't really.. except for very rare instance, and I can't even imagine any, to be honest, of hand. You will very rarely injure other people.	<u>Ja runājam par aptaukošanos, šajā gadījumā cilvēks nodara kaitējumu tikai sev pašam un ir ļoti maz gadījumu, kad viņi kaitē kādam apkārtējam.</u> Man pat šobrīd ir ļoti grūti sniegt jums kādu piemēru.
But that is not true of alcohol. Alcohol is a massive killer. It does enormous amounts of damage and injury in our societies. And not just to those who consume alcohol, but those who fall victim to crime, alcohol related crime, to abuse within families, to road accidents.	Bet, ja mēs runājam par alkoholu, tad situācija ir tieši pretēja. No alkohola cieš ne tikai tā patērētājs, bet arī citi apkārtējie cilvēki. Alkohols var būt iesaistīts dažādu noziegumu **[eeem]** veikšanā, tas var būt saistīts ar vardarbību ģimenē vai dažādiem negadījumiem uz autoceļiem.
<u>And that brings me to another example of a risk which is greatly underestimated</u>. That is the risk of violent death or injury on the roads, which kills tens of thousands <u>of Europeans</u> every year.	Un tieši dažādi vardarbīgi auto negadījumi ir atbildīgi par vairāk nekā desmitiem tūkstošu dzīvību zaudēšanu katru gadu.

So, how can we explain this discrepancy between what people actually seam to worry about, which are statistically very often almost negligible causes of death and injury, and then they neglect the real causes.	Tātad, kā lai mēs izskaidrojam to, ka mēs uztraucamies par dažādiem riskiem, kas mūs īpaši neietekmē, bet tajā pašā laikā nepievēršam uzmanību patiesajiem apdraudējumiem.
There's another one that I forgot to mention. Precisely, and I think that's rather significant. People very often forget about it – it is domestic accidents. Domestic accidents kill tens of thousands <u>of Europeans</u> every year. In banal, mundane, run-of-the-mill accidents that nobody ever seems to think about. <u>So, I think it is very useful putting this to a test and getting a sense of proportion.</u>	Un te jāmin vēl viens patiess apdraudējums, kuru es iepriekš piemirsu pieminēt, kurš ir sadzīves negadījumi. Tie ir dažādi banāli, ierasti **[emm]** negadījumi , kas arī katru gadu laupa vairāk nekā desmitiem tūkstošu cilvēku dzīvību.
Ask yourself the following question – How many people do you know personally, directly or indirectly.. so friends or family or friends of friends or friends of family and so on.. people that you know more or less directly.. who have fallen victim to mad cow disease, to hormones in meat, or to violent crime? I think the answer will be – very few.	Tagad es gribētu, lai jūs iedomājieties par visiem cilvēkiem, ko jūs pazīstat. Tie ir jūsu draugi, jūsu ģimene, jūsu ģimenes draugi un tā tālāk. Un atbildiet, cik no šiem cilvēkiem ir cietuši no govju trakumsērgas vai hormoniem gaļā vai cietuši no kādiem vardarbīgiem noziegumiem? Un es domāju, ka atbildot uz šo jautājumu, jūs sapratīsiet, ka šādu cilvēku ir ļoti maz.
And then ask yourselves the other question – How many people, again in the same category, do you know who have suffered the harmful effects of obesity, of alcohol, of road accidents, and of domestic accidents?	Tajā pašā laikā, iedomājieties to pašu cilvēku grupu un atbildiet, cik **[pause]** daudzi no šiem cilvēkiem cieš no aptaukošanās, no alkohola lietošanas, ir cietuši satiksmes negadījumos vai sadzīves negadījumos?
And I am sure you fill find that far more people fall into the latter category that the former category.	Un es domāju, ka jūs ievērosiet, ka zināt daudz vairāk cilvēku, kas ietilpst pēdējā no šīm abām kategorijām.
Thank you for your attention!	Paldies par jūsu uzmanību!

Appendix 13: Follow-up test: Mnemonic techniques (Week 6)

Title: Weapons of Mass Destruction

Domains: General

Available at: https://webgate.ec.europa.eu/sr/speech/weapons-mass-destruction

Memory aid used: Mnemonic techniques

Duration of the original speech: 06:15

Duration of the interpretation: 05:17

Original	Interpretation
Ladies and gentlemen,	Dāmas un kungi,
I don't know about you, but I don't have a very good head for dates. I'm particularly not very good at remembering when various wars started or finished.	Es nezinu par jums, bet es ne pārāk labi atceros dažādus datumus, jo īpaši, ja šie datumi ir saistīti ar dažādu karu sākumu un beigām.
However, there is one war, which I remember very very clearly when it started. This is because it started 5 days before my first son was born back in March 2013. And I was waiting for him to be born and watching a lot of television and reading a lot of newspapers. So, I remember very clearly that it was the 20th of March, 2003 when American troops invaded Iraq.	Bet ir kāds karš, kura sākumu es atceros ļoti labi. Un tas tā ir tāpēc, ka tas sākās 5 dienas pirms mana pirmā dēla dzimšanas. Es atceros, ka es gulēju slimnīcā, gaidīju, kad nāks pasaulē mans pirmais dēls un skatījos ļoti daudz televīziju un lasīju ļoti daudz ziņu. Līdz ar to es atceros, ka 2003.gada 20.martā Amerika iebruka Irākā. **[long pause]**
It's now.. almost March 2009 now. That means that the war has been going on for more than six years. Although, now with the new president, with president Obama, hopefully, that war will be coming to an end.	Un šobrīd tuvojas jau 2009.gada marts, kas nozīmē, ka šis karš turpinās jau vairāk nekā 6 gadus. Tomēr, cerams, ka līdz ar prezidenta Obamas nākšanu pie varas šim karam drīzuma varētu tikt pielikts punkts. **[long pause]**
Over the last six years we've heard an awful lot about Iraq and I think that sometimes it's easy to lose sight of the original reason why Iraq was invaded in the first place.	**Tātad, kādēļ šis karš..** Šo gadu laikā ir daudz runāts par Irāku, bet daudzi cilvēki ir aizmirsuši, kāpēc šis karš vispār tika uzsākts.
It was invaded because president Bush believed that Sadam Hussein was storing weapons if mass destruction or WMDs. Of course, as we all know, these weapons of mass destruction were, ultimately, never found.	Šis karš tika uzsākts, jo prezidents Bušs uzskatīja, ka Sadams Huseins uzglabā masu iznīcināšanas ieročus. Vēlāk gan, pēc iebrukšanas Irākā, šādus masas iznīcināšanas ieročus neizdevās atrast.
And this dented very seriously the credibility of both president Bush and Tony Blair, the prime minister of the UK, who had joined him in this war on terror.	Līdz ar to tas iedragāja cilvēku uzticību gan **[eem]** Džordžam Bušam, gan Lielbritānijas premjerministram Tonijam Blēram.
But I think that sometimes it is also easy to	Es gan uzskatu, **ka tajā brīdī..** ka pirms

overlook the fact that at the time, I believe certainly, Tony Blair, at least, believed that there were weapons of mass destruction. Even if he was later proved wrong. I believe that he believed that they did exist and that there was a very real fear <u>about the damage that these weapons of mass destruction could cause.</u> Weapons of mass destruction or WMDs tend to be weapons which are either chemical or biological. Now, this fear of chemical and biological weapons is not new. It's something that governments have been fearful of for a long time and which militaries have been fascinated by. They're fascinated and scared at the same time of the power of these chemical and biological weapons. Going back a long way in history, you will see that this was the case even in Roman times. Roman armies were specialists in similar sabotage. They, for example, used to poison the water supply of their enemies. So, they would kill their enemies through biological means by spreading diseases like cholera, leprosy and the plague. The aim being to spread the diseases throughout the people; thereby, weakening their defenses and their ability to put up resistance to the Roman armies. In <u>the 18th and 19th centuries</u> when Europe colonized the New World, so the American continent, they also brought with them, <u>although possibly unwittingly,</u> various diseases which had the same affects. These diseases such as syphilis, typhus, and small pox also decimated the indigenous populations of the American continent. <u>And so whether purposeful or not, these biological diseases were more effective than any weapons could have been.</u> In the 1st World War chemical weapons were used and in the 2nd World War biological weapons were used. In 1940, Japan used these biological weapons for the first time in history. Japan used them in their war against <u>Korea</u> and Manchuria. They bombed <u>11 Chinese cities</u> with bombs which contained the plague and typhoid. It's still unknown today how many deaths those bombs caused in the civilian population<u>. But we do know that it was the first</u>	iebrukuma Tonijs Blērs tiešām uzskatīja, ka Irākas rīcībā bija masu iznīcināšanas ieroči, kaut arī vēlāk tika pierādīts pretējais. Es domāju, ka viņš uzskatīja, ka Irākai šādi ieroči ir un tas radīja **[pause]** bailes. Masu iznīcināšanas ieroči var būt gan ķīmiski, gan bioloģiski un tie jau izseni ir radījuši bailes dažādu valstu valdībām. Tajā pašā laikā, masu iznīcināšanas ieroči gan fascinē, gan biedē dažādu valstu militāros spēkus. Masu iznicināšanas ieroču izmantošana ir novērojama jau senā vēsturē. To, piemēram, darīja senie romieši. Viņi, bieži vien, pirms uzbrukuma saviem ienaidniekiem, saindēja viņu ūdens resursus. Viņi saindēja ūdeni tā, lai tas izplatītu dažādas slimības kā holēru, lepru vai mēri. Līdz ar to uzbrukuma brīdī pretinieks bija novājināts un daudz vieglāk uzveicams. Tāpat arī, kad eiropieši ieradās jaunajā pasaulē jeb Amerikas kontinentā, viņi sev līdzi aizveda arī dažādas slimības kā sifilisu, tīfu un bakas. Līdz ar to arī vietēji iedzīvotāji tika iznīcināti lielos apmēros un to paveica tieši šīs slimības. **[silence]** Masu iznīcināšanas ieroči tika izmantoti 1.Pasaules karā, kad tika izmantoti ķīmiskie ieroči un bioloģiskie masu iznīcināšanas ieroči tika izmantoti 2.Pasaules kara laikā. Pirmie bioloģiskos ieročus 1940.gadā izmantoja Japāņi, kuri kara laikā ar <u>Ķīnu</u> un Mandžūriju nometa vairākas bioloģiskās bumbas, kuras izplatīja **[eeem]** mēri un vēdertīfu. **[Long pause]** <u>Ir zināms, ka no šī uzbrukuma cieta ļoti daudz cilvēki</u>, bet precīzs mirušo skaits nav zināms.

time biological weapons on that scale were used in history.	
The Japanese also, in their prisoner of war camps, infected prisoners with diseases. About 3000 people died through being infected by.. with these diseases from all sorts of different countries. So, that was the 2nd World War.	Tāpat arī Japānas kara noziedznieku nometnēs ieslodzītie tika inficēti ar dažādām slimībām. Un ir aprēķināts, ka aptuveni 3000 cilvēku gāja bojā.
The in the 50s and 60s, the second.. after the 2nd World War, the American government set up a laboratory to investigate the development and use of biological weapons.	Pēc 2.Pasaules kara beigām piecdesmitajos un sešdesmitajos gados ASV uzsāka savus pētījumus par masu iznīcināšanas ieroču izmantošanu un iedarbību.
But in 1970 president Nixon declared his government to be against the development of these biological weapons.	Bet 1970.gadā, kad pie varas bija prezidents Niksons, viņš stingri iestājās pret masu iznīcināšanas ieroči izmantošanu.
And two years later, in April 1972, after talks between London, Moscow and Washington, an international agreement was signed banning the development, the use, and the storage of biological weapons for military purposes. And 130 countries went on to sign that agreement.	Un 1972.gadā, pēc sarunām starp Vašingtonu, Londonu un Maskavu, tika panākta vienošanās, kura aizliedza **masas..** masu iznīcināšanas ieroču ražošanu, izmantošanu un uzglabāšanu. Un pēcāk šo vienošanos parakstīja vēl 130 valstis.
The hope was at the time that that would mark the end of the threat of biological warfare, but as the Iraq war has proved, actually, that couldn't be farther from the truth.	Tomēr, ja aplūkojam šī brīža situāciju Irākā, tad ir skaidrs, ka masu iznīcināšanas ieroči joprojām tiek izmantoti.
Thank you!	Paldies!

Appendix 14: Follow-up test: Note-taking (Week 7)

Title: Polio in Pakistan

Domains: Health

Available at: https://webgate.ec.europa.eu/sr/speech/polio-pakistan

Memory aid used: Note-taking

Duration of the original speech: 06:06

Duration of the interpretation: 05:51

Original	Interpretation
Good afternoon!	Labdien!
This afternoon I would like to talk to you, briefly, about Pakistan's push against polio.	Šodien es īsumā gribētu pastāstīt par Pakistānas centieniem cīņā pret polio.
In fact, Polio is nearing eradication. In fact, most parts of the world have eradicated it. But Pakistan is, sadly, still grappling with this disease.	Un **[long pause]** jāsaka, ka polio ir gandrīz pilnībā izskausta un tā tas ir jau lielākajā daļā **Pak..** pasaules daļu. Tomēr, Pakistānā tas joprojām sagādā grūtības.
In 2015, Pakistan had 51 cases of polio. Now, while that might not seem like many cases, it is the lion share of the world's pol.. cases of polio. In 2015, 70 cases were reported around the world, 51 of which were in Pakistan.	**[Emmm]** Pagājušajā gadā Pakistānā tika konstatēts 51 polio gadījums, kas varētu nešķist nemaz tik daudz. Tomēr, tā ir lielākā daļa no visiem polio gadījumiem pasaulē. 2015.gadā **[eem]** pasaulē tika konstatēti 70 polio gadījumi un, kā jau es minēju, 51 no tiem tika konstatēti Pakistānā.
Despite that discouraging statistic, if you will, there has been a huge improvement compared to 2014. In fact, as I said, in 2015 there were 51 reported cases of polio and in 2014 there were 294. So, I think that you will agree that this marks a major improvement.	Par spīti **šīm..** šij ne pārāk pozitīvajai statistikai, jāatdzīst, ka tas ir milzīgs uzlabojums salīdzinājumā ar 2014.gadu, kad tika konstatēti 294 polio gadījumi Pakistānā. Tātad varam šo uzskatīt par milzīgu uzlabojumu.
There are many reasons for this improvement and <u>I'd like to discuss them now.</u> The army and smartphones have contributed greatly to Pakistan's campaign to eradicate polio.	Un šiem uzlabojumiem ir vairāki iemesli. Divi galvenie iemesli ir armijas un mobilo aplikāciju iesaistīšana.
Dealing with this disease is nothing new for the country. In 1978, Pakistan established a program for door-to-door vaccination against polio.	Pakistāna savu cīņu pret polio uzsāka jau 1978.gadā, kad tika ieviesta programma, kuras ietvaros vakcinētāji devas no mājas uz māju, lai veiktu šīs polio vakcinācijas.

There are many challenges to the effectiveness of this campaign, however. For one, the vaccine that was used was not the most targeted. And, secondly, the door-to-door campaign run into obstacles as the vaccinators did not always get where they needed to go.	Tomēr, viņi saskārās ar vairākiem izaicinājumiem. Pirmkārt, izmantotā vakcīna nebija tā pati labākā. **[pause]** Un bieži vien paši vakcinētāji nevarēja nokļūt uz visām vietām, kurās viņiem bija jāveic vakcinācijas.
And that is where the major changes come into play. First of all, there is going to be a switch campaign, as it's referred to, in which they will do a massive switch of vaccine from the old vaccine that has been commonly used to a better and more targeted injection vaccine, <u>without getting into the details of the difference in those vaccines</u>. This is based on WHO recommendations.	Bet šobrīd tiek veikti dažādi uzlabojumi. Tiek veikta vakcīnas nomaiņa. Vairs netiek izmantota vecā vakcīna, bet tās vietā tiek izmantota labāka un iedarbīgāka vakcīna, kuru ieteica Pasaules veselības organizācija.
And, a second important move was that the government has now supplied motorcycles to vaccinators. This is of great importance for them to be able to reach the rural and more far afield areas of the country.	Tāpat valdība ir iegādājusies **moto..** motociklus ar kuriem tiek apgādāti šie vakcinētāji, lai viņi varētu nokļūt dažādos lauku reģionos un citos nepieejamākos reģionos.
Furthermore, an additional barrier to vaccination campaigns has been removed as Britain's Fund for International Development has committed to paying for all of the fuel of those motorcycles.	Un vēl jo vairāk **jāatdzī..** jāizceļ tas, ka Lielbritānijas Starptautiskās attīstības fonds ir piekritis apmaksāt šo motociklu degvielas izmaksas.
Indeed, for many years the vaccinators would state that they did not have enough money to fuel their vehicles and, therefore, could not reach the areas they had to reach in order to vaccinate the population. They no longer will have that excuse.	Jo iepriekš, bieži vien vakcinētāji sūdzējās par to, ka viņiem vienkārši nepietiek naudas, lai nokļūtu uz dažādām attālākām vietām. Un šobrīd viņiem vairs **tāda..** šādas atrunas nebūs. **[long pause]**
But that.. those aren't the only problems that the polio vaccination campaign faced. There also was the very grave issue of violence.	Bet **tās nebija..** nokļūšanas problēma nebija vienīgā problēma, jo tāpat pastāvēja arī vardarbības problēmas.
In fact, in Pales.. in Pakistan, the Taliban have carried out a disinformation campaign, but not only misinformation, unfortunately. The Taliban spread the word, erroneously of course, that the vaccination campaign was a Western plot to sterilize the Pashtun.	**[Emm]** <u>Piemēram</u>, Pakistānā **[eee]** Talibans veica dažādas dezinformācijas kampaņas. Un viņi ne tikai izplatīja nepatiesu informāciju, bet **[eee]** centās ietekmēt cilvēkus arī citos veidos. <u>Piemēram</u>, Talibans **[mmm]** izplatīja informāciju, ka šī **[pause]** pote jeb vakcīna ir veids, kādā Rietumvalstis cenšas sterilizēt puštunu cilvēkus.
<u>And, as if that weren't enough, they then threatened to kill parents who did indeed decide</u>	**Un arī..** <u>Vēl kāds veids, kā viņi iebiedēja cilvēkus – viņi nogalināja to bērnu vecākus, kuri</u>

to vaccinate their children. They’ve carried out numerous attacks in the country against vaccinators and other areas, where these types of policies are being implemented. This brings me back to the point I made previously about the importance of army intervention. In fact, the Pakistan’s army got behind the vaccination campaign by visibly guarding all of those who are assisting in carrying out this very important vaccination campaign. That has actually helped. In fact, we have seen concrete proof that this was an important and effective measure. This also brings me back to the importance of the smartphones that I mentioned earlier. A new smartphone app was also introduced and provided to those who have.. who are participating in the vaccination campaign, the vaccinators more specifically. And it assists them in keeping tabs on who has been vaccinated, when.. and this is a side note but they also decided to move away from the door-to-door campaign that I mentioned earlier and established centres, where they could centralize people for vaccination, making it easier. These two facts, the smartphone application and centres have increased vaccination rates from 21% to 95% . So the vaccinators are now meeting their mark better. The app also send the vaccinators messages to remind families that they will be needing a booster shot in a near future and when that shot will take place. This is of great importance, of course, to the effectiveness of the vaccination. The World Bank and the government have committed to a plan to buy 10000 more of these smartphones and smartphone applications, so that they can continue these great improvements.	izlēma vakcinēt savus bērnus. Un tāpat ir veikti vairāki uzbrukumi vakcinētājiem. Un šis mani noved pie manis iepriekš minētā punkta par armijas iesaisti, jo šobrīd **Pakit..** Pakistānas armija ir iesaistījusi savus cilvēkus, kuri redzami aizsargā šos vakcinētājus. Līdz ar to **[eeem]** tas vakcinētājiem ir ļoti būtiski un atvieglo veikt viņu darbu šīs vakcīnu kampaņas ietvaros. **[silence, 7s]** Šis ir izrādījies ļoti svarīgs un efektīvs pasākums, kuru ieviesusi Pakistānas valdība. Tāpat tas mani noved pie punkta par viedtelefonu aplikācijām, jo šobrīd katram vakcinētājam ir pieejama **[emmm]** aplikācija, kura palīdz viņu darbā. Šī aplikācija parāda kuri cilvēki jau ir vakcinēti, kurus vēl jāvakcinē un kur šie cilvēki atrodas. Tas ir palīdzējis arī tam, ka vairs netiek veikts tik daudz vakcināciju dodoties pie pacienta uz mājām. Šobrīd daudz vairāk cilvēku dodas uz vakcināciju centriem. Rezultātā, vakcinēto cilvēku skaits ir palielinājies no 21% līdz 95%, kas ir ļoti liels pieaugums. Tāpat tiek saņemti **[pause]** paziņojumi viedtelefonos par to, ka bērniem ir vajadzīga revakcinācija un **[eem]** norāda arī datumu, kurā tā būtu jāveic. Pasaules banka un Pakistānas valdība ir apņēmušās ieguldīt naudu vēl 10000 viedtelefonu un aplikāciju iegādei, lai turpinātu šos iesāktos pasākumus.

So, considering all of these new measures, there is real reason to believe that, perhaps, Pakistan will finally put an end to the scourge of polio and move the world closer to global eradication. Thank you very much for your kind attention!	**Un..** Jācer, ka šie pasākumi palīdzēs Pakistānai pielikt punktu polio izplatībai un palīdzēs arī pasaulei spert vienu soli tālāk, lai pilnībā izskaustu polio eksistenci. Paldies par uzmanību!

Appendix 15: Follow-up test: Mnemonic techniques (Week 7)

Title: Recruitment of South African nurses to work in the British National Health Service

Domains: Heatlh

Available at: https://webgate.ec.europa.eu/sr/speech/recruitment-south-african-nurses-work-british-national-health-service

Memory aid used: Mnemonic techniques

Duration of the original speech: 05:01

Duration of the interpretation: 04:47

Original	Interpretation
Ladies and gentlemen,	Dāmas un kungi,
If you follow political debate in the United Kingdom, I'm sure you'll know that one of the biggest and most controversial issues is the state of our National Health Service.	Ja jūs sekojat politiskajām debatēm Lielbritānijā, jūs visticamāk esat ievērojis, ka viena no lielākajām un strīdīgākajām problēmām ir šī brīža situācija Lielbritānijas Nacionālajā veselības dienestā. **[long pause]**
And, I think, if you look at the progress made by the last Labor government in the United Kingdom, you would have to conclude that they have actually done a very good job.	Un, ja **mēs pavēr.. pavērojam..** pievēršam uzmanību Leiboristu valdības paveiktajam, jums būtu jāatdzīst, ka Leiboristu valdība paveica diezgan labu darbu,
Because they set a number of very ambitious objectives in terms of waiting times for operations, in terms of how easily you can get access to your local doctor. And they were surprisingly successful in meeting those objectives.	Jo viņi bija uzstādījuši diezgan ambiciozus mērķus un lielu daļu no tiem arī sasniedza. Šie mērķi **[aaam]** iekļāva tādus mērķus kā rindu samazināšu uz operācijām vai piekļuvi ārstiem jūsu **[aaam]** lokālajos reģionos. **[long pause]**
One of those objectives was to increase substantially the number of nurses available in British hospitals. But in order to do that, they quickly discovered that it would not be possible just to train more British nurses or even recruit more nurses from the other Member States of the European Union.	Un tāpat, kā vienu no galvenajiem mērķiem šī valdība uzstādīja paaugstināt medmāsu pieejamību Lielbritānijas slimnīcās. Bet drīz vien valdība saprata, ka to nav iespējams izdarīt no pieejamajiem cilvēkresursiem Lielbritānijā vai pat no citām **savienī..** Eiropas savienības dalībvalstīm.
Rather they would have to look farther afield; they would have to look to third countries, particularly English-speaking third countries.	Līdz ar to valdībai bija jāskatās tālāk uz trešajām valstīm un jo īpaši uz angliski runājošajām trešajām valstīm.
And a few years back now, the Labor government launched a projected specifically designed at encouraging nurses to come and work in the United Kingdom from South Africa.	Līdz ar to valdība uzsāka programmu, kuras ietvaros viņi centās pārvilināt medmāsas no Dienvidāfrikas, lai viņas strādātu Lielbritānijas slimnīcās. **[silence, 4s]**

They were offered financial incentives and above all the many formalities, which make it often so difficult for people to come to work in the United Kingdom, were eased drastically.	Šīm medmāsām tika **piedāvāts..** piedāvāts finansiāls stimuls un tāpat tika atvieglotas vairākas formalitātes, kuras ierasti ir jānokārto, lai strādātu Lielbritānijā.
Now, this was a very popular measure in the United Kingdom, but, unfortunately, it caused massive discontent in South Africa, because, of course, every South African nurse who came to work in British hospitals was no longer available to work back home in South Africa.	Un **[eee] [pause]** šis projekts saņēma diezgan lielu atbalstu Lielbritānijā, bet tas tika kritizēts **[eeem]** Dienvidāfrikā, jo katra medmāsa, kas devās strādāt uz Lielbritāniju vairs nebija pieejama Dienvidāfrikas slimnīcās.
And yet South Africa is country which has enormous need for trained medical staff. It's obviously a relatively poor country when compared with the United Kingdom. But above all, the health situation in the country has been, quite frankly, appalling over the years, with one of the highest incidences of AIDS of any country in the world.	Bet arī Dienvidāfrikā šī veselības sistēmas situācija ir diezgan smaga. Un salīdzinot ar Lielbritāniju, Dienvidāfrika ir visai nabadzīga valsts. Un **[eee]** jāsaka, ka veselības situācija tur ir diezgan katastrofāla, jo Dienvidāfrika ir viena no valstīm, kurās ir vislielākais ar AIDS inficēto pacientu skaits.
As a result of that, when the South African foreign minister paid a visit to the United Kingdom, it must've been 3 or 4 years ago now, the main thing he was looking for was a promise from the UK that they would terminate this program and stop trying to tempt skilled professionals from South Africa into the United Kingdom.	Un pirms kādiem 3 vai 4 gadiem, kad Dienvidāfrikas ārlietu ministrs viesojās Lielbritānijā, viņa vienīgais mērķis bija panākt, lai Lielbritānijas valdība izbeigtu šo projektu un pārtrauktu censties pārvilināt Dienvidāfrikas medmāsas uz Lielbritāniju.
Now, this did cause the government a number of headaches, because, basically, the government was trying to attain two objectives which were largely irreconcilable.	Un tas Lielbritānijas valdībai radīja galvassāpes, jo viņiem bija **[pause]** jāsavieno divi pilnīgi nesavienojami mērķi.
On the one hand, to increase the number of nurses available in Britain to improve the state of the National Health Service, but at the same time the United Kingdom has an excellent record when it comes to development assistance and development cooperation.	Viens no tiem bija palielināt pieejamo medmāsu skaitu un **otrs bija..** attiecās uz to, ka Lielbritānija ir vienmēr bijusi izcila attīstības palīdzībā un attīstības sadarbībā. **[silence, 5s]**
And I think it's to the credit of the British government, that in the end they decided to allow this second objective to take priority. In other words, they decided to terminate this special scheme almost overnight.	Tomēr, galu galā Leiboristu valdība **nol..** nolēma priekšroku dot otrajam no mērķiem un teju vienas dienas laikā pārtrauca šo projektu. Tātad pārstāja pārvilināt šīs medmāsas no Dienvidāfrikas.
And, not only did they do that, but they also provided a package of support to help the South African Health Service.	Un tajā pašā laikā viņi sniedza Dienvidāfrikai arī palīdzības paketi, lai palīdzētu viņu Veselības dienestam.
And I've given the example of South Africa, but you can probably imagine that there were a number of other countries, where the same sort of scheme had been set up and where the	Un savā piemērā es izmantoju Dienvidāfriku, bet, protams, jūs varat iedomāties, ka bija arī citas trešās valstis, kuru reakcija bija tieši tāda pati. Un līdz ar to arī šajās valstīs šie projekti tika atcelti.

government decided to roll that back. Now, it's quite possible that this decision may have cost votes. It may have lost Labor support in areas, where suddenly people had fewer nurses to look after them; where they had to wait longer for hospital care. And I don't think many people vote in elections on issues related to development policy. But it was nice to see that for once, a government decided to do something not because they thought it would win them votes, but because they thought that in moral terms it was the right thing to do. Thank you very much!	 Tas, protams, radīja **[eem]** visticamāk problēmas Leiboristu valdībai. Viņi visticamāk zaudēju ļoti daudz vēlētāju balsu, jo, iespējams, ka vairākos reģionos vēlētājiem nebija vairs tik laba piekļuve ārsta pakalpojumiem. Un **[pause]** vēlētāji ne pārāk interesējas par attīstības politiku. Bet, tomēr, man bija prieks redzēt, ka šajā gadījumā **[pause]** valdība **[pause]** izvēlējās rīkoties nevis tā, lai iegūtu vairāk vēlētāju balsu, bet izvēlējās rīkoties ētiski pareizi. Paldies!

Appendix 16: Follow-up test: Note-taking (Week 8)

Title: Populism in Europe

Domains: General

Available at: https://webgate.ec.europa.eu/sr/speech/perception-risk-modern-world

Memory aid used: Note-taking

Duration of the original speech: 06:02

Duration of the interpretation: 05:11

Original	Interpretation
The economic crisis hit us all in 2008. There was much alarm and despondency all around. But not really panic. In fact, people – the voters decided that they wanted reassurance in those difficult times. They wanted a safe pair of hands. And, so, they stuck to mainstream political parties.	2008.gadā mūs visus satrieca ekonomiskā krīze un visapkārt bija jūtama trauksme un izmisums, tomēr, nebija novērojama panika. **[Eee]** Iedzīvotāji jeb balsotāji meklēja mierinājumu un nolēma **uzticēt varu..** atstāt varu drošās rokās. Līdz ar to viņi turpināja uzticēties vairākuma partijām.
In the United Kingdom we had a labor government and then subsequently a conservative government – mainstream. In France, the conservatives were put out of office and the socialists came in. Again – mainstream parties.	Piemēram, Lielbritānijā Leiboristu valdību nomainīja **[long pause]** konservatīvistu valdība. Abas no tām bija vairākuma partijas. Un Francijā konservatīvistus nomainīja sociālisti, arī abas vairākuma partijas. **[long pause]**
Now, six years on, the crisis goes on. And it's not just an economic crisis either. But now, people are starting to panic.	Bet krīze turpinās jau 6 gadus. Šobrīd tā vairs nav tikai ekonomiska. Un šobrīd **[eee]** cilvēki sāk arī panikot. **[long pause]**
The mainstream parties on the left and on the right of the political spectrum are seen as failures. Particularly, obviously, in France, where president Hollande has a popularity rating – the lowest ever recorded – around 16%.	Gan labējās, gan kreisās **[emm]** vairākuma partijas ir izgāzušās. **[Emm]** Jo īpaši ir jāmin Francijas gadījums, kur prezidenta Olānsa valdībai ir zemākais jebkad reģistrētais iedzīvotāju novērtējums un tas ir 16%.
But the same applies in other countries too. Therefore, we see the rise of what? Of populists.	Un līdzīga situācija ir arī citās valstīs. Rezultātā mēs redzam **[eee]** populisma popularitātes pieaugumu.
We might look at few scenarios, where populists will certainly be rising and perhaps be coming to power. I'm going to take one scenario that is unlikely, impossible even, and a few that just could be.	Un es gribētu jūs iepazīstināt ar vairākiem scenārijiem. Viens no tiem, es uzskatu, ir ļoti neticams vai teju neiespējams un daži tādi, kuri varētu notikt. **[long pause]**
Let's look at the impossible first – the rise of neo-Nazis or a communist takeover. Most unlikely. We see an extreme right wing party in Greece – the Golden Dawn, but it will never get the	Un es sākšu ar neiespējamo. **[Eee]** Tātad šis neiespējamais ir neonacistu vai komunistu nākšana pie varas **[eee].** Tas ir teju neiespējami, ka kāda ekstrēmi labējā partija nāktu pie varas, piemēram, Grieķijas Zelta rītausma. Gan es, gan

massive support needed, at least not in my view and that of most experts.	dažādi eksperti uzskata, ka viņi nekad neiegūs pietiekami lielu atbalstu, lai [aaam] būtu pie varas.
Another scenario – a more likely one. The populists come into power in some form or other and they turn out to be just as useless as all the rest.	**[Aaam]** Otrs, ticamāks variants, ir, ka populisti nāk pie varas, bet īpaši neizmaina situāciju.
We have an example of this in the Netherlands – the LPF party, which was in a coalition in the Netherlands in 2002. They pledged to do all sorts of things – to throw out the immigrants and to stop traffic jams. All of which proved a little difficult and <u>so that was their downfall</u>. They promised too much and disappointed people.	Tā, piemēram, jau notika Nīderlandē, kad 2002.gadā koalīcija atradās LPF partija. **[Emm]** Viņi bija solījuši patriekt no valsts visus imigrantus un pārtraukt satiksmes sastrēgumus, bet drīz vien viņi atklāja, ka tas nav nemaz tik vienkārši un viņiem nācās pievilt savus vēlētājus.
Another scenario – mainstream parties decide to revise their policies and compete with those populists. So, they don't imitate the populist tactic, of bashing immigrants, for instance, but rather offer people some useful alternatives, some answers to their difficulties and ills. Offering for example higher minimum wages or better benefits, social housing and the like.	**[Eee]** Nākamā iespēja ir<u>, ka vairākuma partijas</u> varētu no jauna izstrādāt savu politiku <u>un viņi varētu</u> cīnīties ar populismu nevis to imitējot, bet piedāvājot cilvēkiem dažādas alternatīvas. Piemēram, piedāvājot paaugstinātu minimālo algu, piedāvājot dažādus pabalstus un **[eee]** sociālo māju nodrošinājumu. **[Long pause]**
A century ago, the big mainstream parties in power created welfare states in order to prevent misery of working class people. As Karl Marx had then predicted. The point is that if you reduce people's suffering – the populists are bound to lose. <u>They will lose their *raison d'être*.</u>	**Pirms [long pause]..** Pagājušajā gadsimtā vairākuma partijas bieži vien izvēlējās izveidot labklājības valstis **[pause]** un **[amm]** tādejādi samazināja iedzīvotāju ciešanas. Gluži kā to bija paredzējis Karls Marks. Un līdz ar iedzīvotāju ciešanu samazināšanos<u>, populisti zaudēja savu popularitāti.</u>
We'll look at another scenario. The populists decide that they will become mainstream, because once you're in office, realities will set in, difficulties will arise, and perhaps attitudes will have to change. If you look at Syriza in Greece right now, there we see too that that party and its leader are beginning to understand realities. Life is quite difficult once you're in power as they are foreseeing.	Vēl kāds variants ir, ka populisti nolemj kļūt par vairākumu partiju, kā, piemēram, tas notika ir Sirizu Grieķijā, kura ātri vien sastapās ar dzīves realitātēm un dažādām problēmām, ar kurām sastopas partijas nākot pie varas. **[silence]**
And then, perhaps too, we look at the last scenario, where the populists do rather well, because they come into power as the economic cycle starts to pick up. That's what has happened also in South America. Take Argentina as a good example and the Kirchners in power there. Just lucky timing, in other words.	Un, visbeidzot, pēdējais **[pause] [eee]** scenārijs – populisti nāk pie varas tieši tajā brīdī, kad ekonomiskais cikls sāk savu augšupeju. Tā tas, piemēram, notika Dienvidamerikā, Argentīnā, kur Kirhneri vienkārši atradās īstajā vietā īstajā laikā.
So, what now then for Europe? Are we looking at a future of populists in power? <u>Will we be</u>	Tātad, kas notiks ar mums nākotnē? Vai tiešām **[eem]** populisti nāks pie varas un <u>mūsu valstis</u>

governed by the likes of Niger Farage or Marine Le Pen, or, indeed, Mr Tsipras? It seams to me that if those things happen, then we really should start worrying and that I believe is when people, honestly, will start to panic. So, lets hope it does not come that. Thank you!	vadīs tādi cilvēki kā Naidžels Farāžs, Marina Lepena vai pat Ciprasa kungs? **[long pause]** Un es domāju, ja šīs lietas tiešām notiks, tad cilvēkiem tiešām būtu jāsāk uztraukties un visticamāk tad arī sāksies panika. Tādēļ cerēsim, ka mēs līdz tam nenonāksim. Paldies!

Appendix 17: Follow-up test: Mnemonic techniques (Week 8)

Title: Predicting the future

Domains: General

Available at: https://webgate.ec.europa.eu/sr/speech/predicting-future

Memory aid used: Mnemonic techniques

Duration of the original speech: 05:12

Duration of the interpretation: 04:24

Original	Interpretation
Ladies and gentlemen,	Dāmas un kungi,
Let me begin with a quote 'It will take until the year of 2033 for unemployment in Spain to fall to 6.8%.' And that's not a joke. This is a serious forecast, <u>which was contained in a serious economics article </u>and that was produced by a respected consultant.	Es gribētu sākt ar kādu citātu – „Spānijas bezdarba līmenis nokritīsies līdz 6.8% tikai 2033.gadā". Un šī ir nopietna prognoze, kuru izteicis kāds ekonomikas eksperts.
If you think about this seriously, it goes beyond absurd, it borders on the insane to me to make a forecast of this type. I mean, even if you have an unshakable belief in crystal balls and fortune tellers, you cannot possibly believe that anyone could have the vaguest idea of what the world will be like in the year 2033, let alone the unemployment situation in Spain <u>or anywhere else.</u>	Man šķiet, ka tā ir **absur..diezgan absu..** absurda vai pat neiespējama prognoze. Un pat, ja jūs ticat kristāla bumbām un dažādiem pareģiem, ir grūti iedomāties, ka kāds varētu skaidri pateikt, kas notiks mūsu pasaulē 2033.gadā. Vēl jo vairāk to, kāds būs bezdarba līmenis Spānijā. **[long pause]**
Yet we all take experts seriously. We all have faith in economic forecasts. Why?	Tomēr, mēs vēršamies pie šiem ekspertiem un mēs viņiem uzticamies. Kādēļ tas tā ir?
Well, I think it's to do with the desire to know the future. This is a desire which has been a constant feature of all civilization and all cultures.	Es domāju, ka tas tā ir tādēļ, ka mēs vienmēr vēlamies zināt to, kas notiks nākotnē **[pause]** un mēs baidāmies no neskaidrības. Tā tas ir bijis jau senās civilizācijas un kultūrās. **[long pause]**
Psychologically, I think, we can explain this by our natural aversion to uncertainty. We want answers and we want certainty. And..<u>So much so, that we end up deceiving ourselves.</u> We see patterns where there are none. We treat random results as if they were meaningful.	Arī psiholoģiski mēs vēlamies zināt, kas notiks nākotnē. <u>Līdz ar to mēs uztveram nejaušas tendences par vispār pieņemamām vai nejaušus rezultātus uztveram pārāk nopietni.</u>
<u>Even worse, we have faith in so-called experts. We assume that they know more than we do and that they can see somehow into the future.</u>	Un, kas pie tā ir vainojams?

Often, to the extent, this is the fault of the experts themselves. They're usually supremely confident in making their forecasts, which is understandable, because they've got to justify somehow the trust that we place in them.	Bieži vien pie tā ir vainojamo paši eksperti, kuri sevi uztver ļoti nopietni un viņiem ir ļoti augsts pašvērtējums. Viņi uzskata, ka viņi nekad nekļūdās.
But at this point of my presentation – let me cut to the chase. The message I want to make here today is very simple – predictions by so called experts are very common, failed predictions by these experts are also very common. Experts who agree that their predictions have failed are exceedingly rare.	**[eem]** Protams, ka ir eksperti, kuru izdarītās prognozes ir piepildījušās un bijušas ļoti precīzas, bet tāpat ir bijušas prognozes, kuras ir bijušas absolūti nepareizas.
So, how do they wriggle out of it, when things go wrong? Let me describe a number of dodges they use. A typical dodge is to say, for example, 'well, I was almost right'.	Un šādos gadījumos, šie eksperti cenšas kaut kādā veidā izlocīties un novelt vainu uz ko citu. Un tas, ko viņi bieži vien dara ir – norāda uz to, ka viņu prognoze gandrīz piepildījās.
Failing that, they usually fall back on the following excuse – 'well, my forecast would've been correct, if it hadn't been knocked, of course, by some unforeseen incident or event'.	**Ka..**Vai arī, ka viņu prognoze būtu piepildījusies, ja vien to nebūtu izjaucis kāds iepriekš neparedzams notikums.
And then you've got the so-called self-negating prophecy. What this means is that the forecaster will say 'okay, well, as a result of my forecast, action was taken by the government, the authorities, and, as a result of that action, the negative consequences I predicted did not happen'.	Un vēl **[eee]** trešais veids ir tāda kā **sevi neitral..** sevi neitralizējošs pareģojums. Un tas nozīmē to, ka šīs prognozes izdarītājs norāda uz to, ka tādēļ, ka viņš izdarīja savu prognozi, valstu valdības vai kāds cits ir veicis kādus attiecīgus pasākumos, lai novērstu prognozes realizāciju. Līdz ar to **[eeem]** šī prognoze nepiepildījās. **[long pause]**
Another trick, of course, is to couch your prediction in very vague terms. This makes it very easy to backtrack or to alternate. And it makes it very difficult ultimately to state categorically whether the prediction has come true or not.	**[Eeem]** Tāpat eksperti mēdz izdarīt ļoti neskaidras prognozes, tādas, kuras pēc tam var pamainīt, lai pielāgotos notikumiem.
And, of course, the master of fuzzy predictions was the famous Nostradamus, the well-known 16th-century French bluffer.	Un vislielākais meistars šajā bija Nostradamus, 16.gadsimta franču blefotājs. **[silence]**
So, what about predictions which are bang-on. And there are some of these. Do they prove the ability of some wise individuals to see into the future? Well, not really. The problem is that we, or rather more presently the media, tend naturally to focus on those predictions which seem to have been vindicated by events and, in doing so, they ignore the thousands of predictions which, of course, were completely wrong.	Jūs, iespējams, domājat par to, kādai vajadzētu būt mūsu attieksmei pret prognozēm un pareģojumiem, kuri trāpa tieši mērķī. Daži tādi, protams, ir. Bet problēma ir tāda, ka mēdiji bieži vien atspoguļo tieši šīs prognozes, kas ir savā veidā diezgan precīzas, bet nepievērš uzmanību desmitiem un simtiem prognožu, kuras ir pilnīgi greizas.

One example of this is an expert called Avory Lovin, who in 1981 made the following prediction, he said – ‘sometime between 1995 and 2005, the world will see the effective collapse of the Soviet Union, from internal political stress’. That sounds very impressive, because he was right. But, of course, we’re conveniently ignoring the dozens of other predictions he made, which were totally wrong. <u>And in my next speech I will give a few more examples to prove my case, but that’s all for today.</u> Thank you for listening!	Un lielisks piemērs tam ir Eivorijs Lavins, kurš 1981.gadā izteica **[pause]** apgalvojumu, ka laika posmā no 1995.gada līdz 2005.gadam Padomju savienība sabruks iekšēju politisko nesaskaņu dēļ. Un, protams, viņam bija taisnība. **Un tas..** tā bija ļoti iespaidīga prognoze, bet tajā pašā laikā mēs nepievēršam uzmanību vairākiem desmitiem viņa prognožu, kuras izrādījās pilnīgi aplamas. Paldies!

Appendix 18: Follow-up test: Note-taking (Week 9)

Title: Multilingualism

Domains: Multilingualism, Education, Training, Youth

Available at: https://webgate.ec.europa.eu/sr/speech/multilingualism-2

Memory aid used: Note-taking

Duration of the original speech: 06:12

Duration of the interpretation: 06:17

<table>
<tr><th>Original</th><th>Interpretation</th></tr>
<tr><td>I’d like to talk to you about languages, the languages of Europe, the languages of the world, and the world of languages. Basically multilingualism</td><td>Es runāšu par valodām, par valodām Eiropā, par valodām pasaulē un par [pause] valodu pasauli. Precīzāk, es runāšu par daudzvalodību.</td></tr>
<tr><td>Multilingualism is concept that we use in Brussels, but most people don’t really understand what multilingualism is. <u>What they’re interested in is their own language and that it should be spoken</u>. And we very much agree to that and we’re trying to make sure <u>that Europe</u> speaks your language.</td><td>Tas ir termins, kuru mēs izmantojam Briselē, bet daudzi cilvēki bieži vien šo terminu nezin vai nesaprot. Cilvēki visbiežāk interesējas tikai par savu valodu un vēlas<u>, lai visi tajā runātu</u>. Un tas ir tieši tas, ko mēs cenšamies panākt – lai <u>cilvēki</u> runātu arī jūsu valodā.</td></tr>
<tr><td>First of all, <u>we try to make sure </u>not only that your language is spoken, but we try to encourage all citizens to speak their mother tongue, of course, but also two other languages.</td><td><u>Eiropas Komisijas valodu</u> politika vēlas, lai jūs māc.. prastu ne tikai savu dzimto valodu, bet arī vēl divas citas valodas.</td></tr>
<tr><td>This is the objective <u>of the language policy of the European Commission</u>. And, well, some people thing that that’s ridiculously ambitious, some people think it’s far too easy. It depends where you come from. It depends where you live.

<u>In a frontier region, speaking two languages is nothing special. In the world, in general, multilingualism is the rule, not the exception.</u></td><td>[Emm] Daudzi cilvēki to uzskata par pārāk ambiciozu mērķi, kamēr citi uzskata, ka tas ir pārāk vienkārši. Un tas ir atkarīgs no tā [amm], kur jūs dzīvojat, [pause] jo dažādās valstīs šī situācija atšķiras.</td></tr>
<tr><td>In Papua New Guinea they have over 800 languages and dialects. In Iceland they have 1 language, but one-language countries are definitely the exception. So is Papua New Guinea, but most countries have more than one language, that’s the point I’m trying to make.</td><td>Piemēram, Papua-Jaungvinejā ir 800 dažādas valodas un dialekti. Tajā pašā laikā Islandei ir tikai viena off.. viena valoda. Bet šādi gadījumi, kad valstij ir tikai viena valoda ir ļoti reti.</td></tr>
<tr><td>Even in the United States, whose motto is e pluribus unum, that’s Latin, of course. Means from several into one. It’s no longer just English. In fact, there was no legislation in the United</td><td>Pat Amerikas savienotajās valstīs, kuru moto ir ‘no vairākiem vienā’ [eee] nav likumdošana, kura norādītu, ka valstij ir tikai viena oficiālā valoda, jo [long pause] [emm] sākotnēji viņiem šāda</td></tr>
</table>

States to say that English was the official language, because there was never the need. It was just taken for granted.	likumdošana nebija nepieciešama, jo pilnīgi visi runāja tikai un vienīgi angliski.
Except, the situation has changed. There are more and more people, who speak Spanish. And more and more states are either legislating to say that English is the official language or that English and Spanish are the official languages.	Bet šobrīd ar vien vairāk cilvēki runā spāņu valodā. Tāpat arī dažādi <u>štati jeb pavalstis</u> pieņem likumdošanu, kurā atzīst angļu valodu par savu oficiālo valodu vai gan angļu, gan spāņu valodu.
<u>There's also a kind of backlash, if you like</u>, from the Spanish speakers, who say 'no, we don't want Spanish-only schools or Spanish only universe, because our sons, our children must learn English properly; otherwise their future will be very limited.<u>' Which is very wise when you think about it.</u>	<u>Daudzi no spāniski runājošajiem norāda uz to</u>, ka viņi nevēlas, lai pastāvētu tikai spāniski runājošās skolas. Viņi vēlas , lai viņu bērni mācītos arī angļu valodā, **[pause]** jo citādāk tas **ietekmē viņu nākot..** uzliek limitu viņu nākotnes iespējām.
So, multilingualism is something that is very useful and very common. <u>And the exception is not to be multilingualism.</u>	Daudzvalodība ir ļoti noderīga un daudzās valstīs tā ir ļoti ierasta.
Look at Africa! In Africa it is quite commonplace to speak 4 or 5 languages every day, <u>as the matter of course in your daily business, not just to show off or to do something special</u>. And it is a very valuable bonding process to speak someone else's language. The relationship with someone else changes radically, if you speak their language.	Piemēram, Āfrikā ir ļoti ierasts dienas laikā runāt 5 līdz 6 valodās. Un tas ir ļoti labs veids, kā satuvināties ar cilvēkiem. Jo, ja jūs pārzināt otra cilvēka valodu, jūs daudz labāk spēsiet komunicēt un uztversiet viens otru.
When Ms Thatcher met Mr. Gorbachov, all those years ago. She came back with a very welcome message, which she intended to be very constructive - 'We speak the same language, we can do business together'. It was, of course, figurative, but, nonetheless, it's a very revealing phrase.	Piemēram, Margarita Tečere tiekoties ar Gorbačova kungu un atgriežoties Lielbritānijā **[eem]** paziņoja, ka 'Mēs runājam vienā valodā, tātad mēs varam sadarboties'. Viņa, protams, to teica pārnestā nozīmē, bet tas tomēr ļoti labi atspoguļoja situāciju.
All together in the world experts estimate there are around 6300 languages. Something like that. Some are dying out. Some only have some speakers left.	Kopumā pasaulē ir aptuveni 6300 **val..** valodas. Dažas no tām izmirst. Dažās ir vairs tikai pāris runātāji.
<u>One, I read of the other day whose name escapes me,</u> only had one speaker left and she was busy relating her language to a linguistic anthropologist so that some trace of it could be left. That sounds remarkably sad. But, I hope she finishes before she dies.	Un ir pat viena valoda, kurā šobrīd runā tikai viens cilvēks. Un šī sieviete pavada visu savu laiku nododot savas zināšanas kāda antropologam, lai vismaz saglabātu kādas pēdas par šīs valodas eksistenci. Tas ir ļoti skumji un es ceru, ka viņai izdosies pabeigt šo informācijas **no..** nodošanu pirms **[eeee]** savas nāves.
But the point is that on average 1 language is <u>dying every fortnight</u>, it is estimated. <u>I'm repeating figures given by language experts, here.</u> Other people also say that it's going to accelerate much more and that in 50 years' time we will	**[long pause]** Bet ir aprēķināts, ka viena valoda izmirst <u>ik pēc pāris dienām</u>. Un **dau..** daži pat norāda uz to, ka šis ātrums palielināsies un pēc 50 gadiem vairs eksistēs tikai 100 dažādas valodas.

have only 100 languages left.	
I find that one particularly hard to.. to believe, to be honest. I can understand that certain outlying languages may disappear as the tribes come into more and more contact with civilization. Or as the state, whichever state it is, imposes or necessitates a single language, but I don't think that we'll be going as far down as 100 languages yet.	Bet man tam ir ļoti grūti noticēt. **[pause]** Protams, es saprotu, ka dažādas mazās ciltis, kuras arvien vairāk integrējas modernajā sabiedrībā varētu zaudēt savu valodu un tās varētu izzust vai arī, ka kāda valsts varētu pieņemt, ka tai būs tikai viena oficiālā valoda, kurā sazināties. Bet es nedomāju, ka šis valodu sarukums notiks tik strauji. **[silence]**
On the other hand, I was absolutely flabbergasted to read that only 200 languages are or have a written form. That too, I find hard to believe. <u>But the experts are the experts</u> and the point that I'm trying to make is that speaking your mother tongue and two more languages is nothing special.	Vēl kaut kas, kas mani patiešām pārsteidza ir tas, ka tikai 200 valodām ir arī rakstiskā forma. Tam ir ļoti grūti noticēt. Bet kopumā 3 valodu pārzināšana nav nekas īpašs.
In fact, Commissioner Reding, who used to be in charge of education and language learning said at the end of one of her presentations – 'Even the little Luxembourgers speak 3 or 4 languages, as a matter of course. Why should anybody else have more difficulty?'. Which was a very telling comment.	Piemēram, komisāre Redinga, kura agrāk bija atbildīga par izglītību izteicās, ka 'Pat mazie luksemburgieši pārvalda 3 līdz 4 valodas, tādēļ arī visiem pārējiem **nevajadzētu nek..** nevajadzētu rasties nekādām grūtībām apgūt **[ee]** jaunas valodas'. Un es domāju, ka tas ir visai patiess komentārs.
What I think is important is that we should understand that the language is much more than means of communication or means of expression. <u>There are two sides to it</u>. One is expression and the other is self-expression. In other words, identity and language are very intertwined. It's virtually impossible to separate them out.	Tas, ko cilvēki bieži vien aizmirst ir tas, ka valoda nav tikai veids, kā mēs sazināmies vai izpausmes veids, bet **tas ir, tā ir..** tas ir arī pašizpausmes veids, jo identitāte un valoda bieži vien ir neatdalāmas.
And this is why in a globalizing world; more and more people are concerned about keeping their language or about officialising their language.	Līdz ar to **mūsdienās..** mūsdienu globalizācijas laikā ar vien vairāk cilvēku cenšas **[pause]** paturēt savu valodu un padarīt to par oficiālu.
We just had 2 completely contradictory developments, for example, in the European Union. A couple.. two years ago we adopted the possibility of speakers in Catalan, in Basque, Galician, which are not official languages, but which could be spoken given an advance warning at times <u>when ministers of that language were present.</u>	Un šeit es varu minēt 2 pilnīgi pretējus notikumus Eiropas Savienībā. **Divus gadus..** Pirms diviem gadiem **[eem]** Eiropas Komisija pieņēma iespēju, ka runātāji **[eee]** sanāksmēs var runāt basku, katalāņu un gallu valodās, kuras nav oficiālas Eiropas savienības valodas. Tomēr, ja iepriekš tiek dots brīdinājums, tad šajās valodās ir atļauts uzstāties.
On the other hand, in France <u>the decision has been taken</u> now not to accept regional languages or not to give them official recognition.	Turpretim Francijā nesen <u>tika pieņemts likums</u>, kurš **[em]** neatzīst reģionālās valodas.
So, there is no single cure, there is no single answer. Each answer will be found by the particular country of languages concerned. There is no one-size-fits-all solution to this.	Galu galā mums ir jāņem vērā tas, ka nav vienas **univers..** universālas atbildes **[long pause]** un katrai valstij ir jāmeklē savi risinājumi.

On the other hand, it would be a shame, if these languages were lost, since they are also containers of tradition, of identity, and culture. Thank you!	Protams, ir žēl, ka šīs valodas varētu tikt zaudētas, jo tās, tomēr, atspoguļo mūsu tradīcijas, mūsu identitāti un kultūru. Paldies!

Appendix 19: Follow-up test: Mnemonic techniques (Week 9)

Title: Multilingualism

Domains: Multilingualism, Education, Training, Youth

Available at: https://webgate.ec.europa.eu/sr/speech/multilingualism-1

Memory aid used: Mnemonic techniques

Duration of the original speech: 05:20

Duration of the interpretation: 05:13

Original	Interpretation
I'd like to talk to you about multilingualism. If you're watching this, then you're probably very interested in languages and I congratulate you on your excellent taste.	Es gribētu runāt ar jums par daudzvalodību. Un, ja jūs šo skatāties, tad jūs visticamāk esat ieinteresēts valodās un par to es gribētu uzslavēt jūsu gaumi.
The European Commission's policy is that everybody should be multilingual. We would like all European citizens to have their mother tongue plus two languages.	Eiropas Komisija vēlas, lai katrs Eiropas iedzīvotājs zinātu 3 valodas – savu **mātes..** savu dzimto valodu un vēl divas valodas.
Generally speaking, what we're saying is one international language, one major language, if you like, and then one other language. <u>And the group of intellectuals and</u> Amin Maalouf suggested that this should be a free choice. That everybody should choose a language with which they have the greatest affinity or with which they have a particular love affair, or whatever. And, I think that's a very sound advice.	Un plāns ir tāds, ka katram būtu jāzina vienu starptautisko valodu jeb plaši izmantoto valodu un vēl vienu papildus valodu. **[long pause]** Un Amins Malufs norāda, ka šij otras valodas izvēlei būtu jābūt pilnīgi brīvai. Katrs var izvēlēties, kura valoda viņam šķiet tuvāka vai interesantāka. Un es domāju, ka tas ir ļoti labs padoms.
To some people, of course, it may seem very easy, <u>because they already speak 3 languages</u>. If you come from Luxembourg, for example, then you already have 3 languages at least.	Dažiem cilvēkiem iemācīties 3 valodas būtu ļoti vienkārši. Piemēram, Luksemburgā jau tradicionāli visi cilvēki pārzina vismaz 3 valodas.
To others, my fellow countrymen, for example, it may seem absolutely tremendous adventure and rather ambitious. <u>I mean by that, in English understatement</u>, there's no way that anybody's going to be able to do that.	Bet citās valstīs, piemēram, maniem tautiešiem, šis varētu šķist ļoti ambiciozs piedzīvojums vai pat pilnībā neiespējams.
Now, it's not true. It's really not true. <u>Unfortunately</u>, in the UK, there is the idea that everybody speaks English and, therefore, why bother to learn other languages.	Bet tas nepavisam tā nav. **[Eeem]** Lielbritānijā **cilvēki norāda uz to..** cilvēki bieži vien uzskata, ka visi runā angļu valodā, tādēļ viņiem nav nekādas vajadzības mācīties citas valodas.
<u>And that is reinforced on one side by the other half of the pincer movemen</u>t, which says <u>'well, anyway we're not actually any good at learning languages, so, you know if don't have to, if there's no point and we're not good at it, then</u>	Un ir arī vēl otra grupa cilvēku, kura norāda uz to, ka viņiem vienkārši nepadodas valodu apguve. Līdz ar to viņi pat necenšas apgūt citas valodas un **[pause]** tādēļ **[eee]** šie cilvēki arī ļoti daudz ko zaudē.

<u>why bother at all. Anyway, everybody speaks English and, anyway, we're not good at it.</u>' So, what happens? Well, you miss out on a lot, if you don't learn another language.	
I think that, really, learning a language is something that is quite unique. Why is that? Well, if you learn physics, for example – <u>I'm going to be in trouble with the scientists on this</u>. If you learn physics, you learn facts, you learn explanations, but you only learn one way of seeing the world. It does not modify the way you currently see the world, you just see it in greater depth.	Es domāju, ka valodu apguve sniedz ļoti neierastu pieredzi. Piemēram, ja jūs **māc..** apgūstat fiziku, jūs iemācaties dažādus faktus un izskaidrojumus, bet tas nemaina jūsu skatījumu uz pasauli, tas to tikai padara detalizētāku.
If you learn another language, you learn to see the world in a completely different way. You realise that there is not just one way and that is the right way or your way. You learn that other people see things differently and, perhaps, they're not wrong either.	Bet **[eee]**, iemācoties jaunu valodu, jūs saprotat, ka nepastāv tikai viens pareizs skatījums uz pasauli **[pause]** un to, ka citi cilvēki pasauli redz citādāk. Un, ka arī viņiem var būt taisnība.
<u>There was a famous consultant and specialist in multicultural affairs</u>, who devised a very simple test. He said, ok you're in a car with your best friend and he's driving a bit fast. You are a bit nervous, in fact, your knuckles are white and hanging on to the car seat, because you find he's going a bit too fast. And, suddenly, a pedestrian emerges and <u>'bang'</u> he's knocked over and, unfortunately, he's killed.	Un šo lieliski attēloja kāds **[eee] Fons..** Fonsa Trompenāra izstrādāts tests, kurš apraksta šādu situāciju: Jūs un jūsu labākais braucat ar mašīnu un jūsu draugs brauc nedaudz par ātru. Jums ir nedaudz bail, jūs esat **ieķēr..** ieķēries automašīnas sēdeklī. Un te pēkšņi uz ielas iznāk gājējs, <u>notiek sadursme</u> un diemžēl šis gājējs iet bojā.
<u>2 months later,</u> you are called into a court room and the judge says to you – 'You are the only witness. Will you tell me – was it the pedestrians fault or was the driver going to fast?'	<u>Tad 2 nedēļas vēlāk jūs</u> atrodaties tiesas zālē un **[long pause]** tiesnesis jums **[pause]** saka: **[eee]** 'Jūs esat vienīgais liecinieks, tādēļ lūdzu sakiet, kurš bija vainīgs pie šīs sadursmes? Vai tas bija automašīnas vadītājs vai gājējs?'
Now, I'm summarizing from memory, the figures aren't exactly right, but 90% of people from the North of Europe said 'My friend was driving to fast, it was his fault'. 90% from the South Europe said 'It was the pedestrians fault'.	Es šo visu saku no atmiņas, tādēļ skaitļi varētu nebūt pilnībā precīzi, bet **[eee]** tests parādīja to, ka 90% no Ziemeļvalstīs dzīvojošajiem apgalvoja, ka vainojams bija vadītājs, bet 90% no Dienvidu valstīs dzīvojošajiem norādīja, ka vainīgs bija gājējs. **[long pause]**
Now, there's logic to both of those. One, the Northerners see their duty as a citizen to tell the truth, to support the values of their society. If somebody's wrong, he's wrong – it's as simple as that. And they should not have been doing that. <u>And because of that somebody has died.</u>	Un abiem šiem lēmumiem ir labs pamatojums. Ziemeļnieki varbūt izjūt pienākumu teikt patiesību un **[pause]** atbalstīt savas sabiedrības vērtības. Un, ja kaut kas ir izdarīts nepareizi, par to arī būtu jāsaņem attiecīgs sods.
The people from the South would see it very differently, according to Trompenaars's.. Fons Trompenaars's questionnaire. They would say – 'Well, look, this pedestrian is dead, <u>nothing can</u>	Tajā pašā laikā dienvidnieki varētu norādīt uz to, ka šis cilvēks jau ir miris un, ko gan mainīs tas, ja viņa draugs tagad dosies uz cietumu, jo esot cietumā, viņš tāpat neko nevarēs mainīt.

<u>change that.</u> Why should my friend go to prison because of that? He can't change anything anyway.' So, there are two different ways of seeing that.	
And another example. You may find yourself at a cathedral and you have arranged to meet a friend at this cathedral. And your friend rings you up and says 'Where are you? I've been waiting here for 10 minutes'. And you say 'I'm at the front of cathedral, I've been waiting for 10 minutes too'. 'Oh, well, describe what you see?'. And you describe the front of the cathedral. In fact, he's at the other side of the cathedral and he describes the same cathedral, but he sees something different. But it's the same cathedral. So, this is an illustration of what we mean when we say that there are different ways of seeing things.	Un vēl kāds cits piemērs. Pieņemsim, ka jūs stāvat pie kādas baznīcas un jūs esat norunājis pie šīs baznīcas satikties ar savu draugu. Pēc kāda laika jūs saņemat telefona zvanu un jūsu draugs saka „Es esmu pie baznīcas jau 10 minūtes. Kur tu esi?". Uz ko jūs atbildat „Es arī esmu pie baznīcas, es tevi neredzu". Viņš jums lūdz aprakstīt **tas , ko jūs redzat..** to, ko jūs redzat un **[eee]** jūs to izdarāt. Viņš, savukārt, apraksta to, ko viņš redz un tas izklausās pavisam citādāk. Bet kā izrādās viņš vienkārši atrodas baznīcas otrajā pusē. Tātad jūsu skatījums bija pavisam citādāks, bet baznīca bija tā pati un tāpat tas ir arī ar valodām.
In employer's adverts you will often see a reference for 'a need for an international outlook' in candidates that they wish to employ. This international outlook means that you have to accept that there's not just one way of <u>seeing reality</u>, <u>there's not just one solution which is right</u>. And I think this is something which languages give you, which can transform you and your life completely.	**[Eeem]** Bieži vien arī darba piedāvājumos **tiek uzsk..** kā viena no nepieciešamajām prasmēm ir uzskaitīts 'starptautisks skatījums'. Tas nozīmē, ka jums ir jāspēj uz pasauli lūkoties no vairākiem skatu punktiem un piedāvāt vairākus risinājumus. Es domāju, ka tas ir tieši tas, ko sniedz valodu apguve.
If you wait 5 years and you pay 200000 dollars, Richard Branson will give you a trip of 5 minutes through Virgin Galactica <u>into inner space</u> and weightlessness.	**[long pause]** Ja jūs esat gatavi gaidīt 5 gadus, par 200000 dolāriem Ričards Brensons ar Virgin Galactica jums piedāvās pavadīt 5 minūtes bezsvara **stāv..** <u>stāvoklī ārpus zemes atmosfēras</u>.
For much less money and slightly less time you could learn a new language, which would open up a whole new world forever.	Bet par daudz mazāku naudu un īsākā laikā jūs varat apgūt jaunu valodu un tas uz visu mūžu izmainīs jūsu skatījumu uz pasauli.
Thank you!	Paldies!

Appendix 20: Follow-up test: Note-taking (Week 10)

Title: Interpreter's Job

Domains: Multilingualism, Education, Training, Youth

Available at: https://webgate.ec.europa.eu/sr/speech/interpreters-job

Memory aid used: Note-taking

Duration of the original speech: 05:06

Duration of the interpretation: 05:01

Original	Interpretation
Hello, to everyone who's listening to this. I presume you are student interpreters, but not all. And, what I'm going to be saying is, mainly, addressed to student interpreters, but I think any person coming out of university will find it very useful.	Labdien, visiem, kuri klausās. Es domāju, ka lielākā daļa no jums ir tulkošanas studenti, bet mana runa būs noderīga arī jebkuram citam, kurš beidz universitāti. **[long pause]**
So, what I wanted to say to you was – your training as interpreters <u>or your training to graduate, the lessons will be the same</u>. And you think that technique is everything. <u>And you're not wrong.</u>	Ja runājam par tulku trenēšanu vai apmācībām, tad jūs visticamāk uzskatāt, ka vissvarīgākā ir tehnika. <u>Bet tas tā nav.</u>
But there is more than everything. Technique is not enough. You have to have the technique to get through our recruitment test, for example, or <u>our</u> accreditation test. But the technique in itself is not enough. You'll need lots of other skills too. You need lots more knowledge as well.	<u>Tā tas nebūt nav</u>. Protams, tehnika ir nepieciešama, lai pārvarētu dažādus iestājeksāmenus vai akreditācijas testus. **[pause]** Tomēr **[pause]** ar tehniku vien nepietiek. Ir nepieciešamas arī daudzas citas **[pause]** prasmes un zināšanas.
<u>I think that one of the things that people misunderstand</u> is that you practice your consecutive, you practice your simultaneous, and that's it.	Cilvēki bieži vien domā, ka vienkārši ir jātrenē secīgā tulkošana, ir jātrenē sinhronā tulkošana un tas arī ir viss.
Well, I'm afraid there's a lot of background things to be doing. It really is a full-time job. It's not just when you're in a booth, you're doing it all the time. <u>And that applies from now.</u>	Bet daudzi, diemžēl, neapzinās to, ka ļoti daudz kas tiek veikts arī fonā un tulka darbs patiešām ir pilna laika darbs.
So, what does an employer look for? Well first of all, if you're an interpreter, of course, the technique I mentioned. <u>But also much more than that, as I said.</u>	Tātad, kas ir tas, ko meklē darba devējs? Pirmkārt, viņš **[eeem]**, protams, pievērš uzmanību jau iepriekš minētajai tehnikai.
One is communication. In other words, you're making a speech and making the speech, you are becoming the speaker. And that changes a lot.	Bet tāpat tiek aplūkotas **[eee]** arī saziņas prasmes. Citiem vārdiem sakot, kad jūs tulkojat, jūs veidojat runu. Līdz ar to jūs kļūstat par runātāju.
First of all, who are you, who is the speaker. Who	Un jums ir jāņem vērā, kas ir runas veicējs, jo jūs

you are determines how you speak to a large extent. You will not use the same form of address <u>or the same form of language</u>, if you are a finance minister, a <u>dustman</u>, an agricultural expert, an IT expert. All sorts of things like that.	visus cilvēkus neuzrunāsiet vienādi. Uzruna mainīsies, piemēram, no tā vai jūs būsiet finanšu ministrs vai lauksaimniecības eksperts, vai informācijas tehnoloģiju eksperts.
So, the first point I want to make is register. You need to analyse. <u>A Shakespearean actor will not use the same script or the same turn of phrase as somebody in the very latest neo-modernist play. And there's a good reason for it.</u>	Tātad pirmā lieta ir runas reģistrs. Jums ir vienmēr jāspēj **an..** veikt runas analīzi. Jo, piemēram, **aktie..** <u>aktieris Šekspīra lugā neizmantos tādu pašu valodu un frāzes kā aktieris kāda neomodernisma lugā. Un tam ir arī ļoti labs iemesls.</u>
So, not only foreign languages but also your <u>mother tongue has lots of variations</u>, <u>lots of variants</u> and you will need to know how to use them.	Tas nozīmē, ka jums ir jāpārvalda ne tikai **[aam]** svešvalodas, bet arī jūsu dzimtā valoda.
It's a bit like a musical instrument. You don't just play one string. It may be your favourite string, but there's lots of other strings and you have to play those too.	Jums ir jāprot to izmantot gluži kā mūziķi izmanto mūzikas instrumentus, jo jūs nevarat spēlēt tikai uz vienas stīgas. Tā varbūt ir jūsu mīļākā stīga, bet jums ir jāprot spēlēt arī uz pārējām.
So, that's the first point. You need to know how to use your mother tongue just like a musician uses his instrument. All sorts of different registers, all sorts of different situations.	Tātad pirmais punkts – jums ir jāspēj izmantot savu dzimto valodu kā mūzikas instrumentu, izmantojot dažādus reģistrus dažādās situācijās.
Because, at least in most people's experience of interpreting, you won't have a single client <u>with a monochord performance.</u> You will have to adjust, adapt, and assimilate what your client is saying and who you are telling it to as well.	Jo jums ir jāņem vērā, ka jūsu karjeras laikā jums nebūs tikai viens vienīgs klients. Jums būs jāspēj pielāgoties dažādiem klientiem, dažādiem runas veidiem, tam, ko viņi saka un kam viņi to saka.
This is nothing new. This is.. I think Aristotle described this several thousand years ago, 2000 and something years ago – 'know your audience'. You also have to know you speaker, in the case of an interpreter, because he's an intermediary. <u>But, this also applies to everyone else too.</u>	Un tas nav nekas jauns. Jau vairāk nekā pirms 2000 gadiem Aristotelis norādīja uz to, ka jums ir **[eeem]** 'jāpazīst sava auditorija'. Un tulka gadījuma jums ir jāpazīst arī runātājs, jo jūs šijā komunikācijas procesā esat starpnieks.
What else? Well, of course, consecutive is the foundation of interpretation. And why is it the foundation of interpretation? This is a question we're often asked. We don't do very much consecutive, that's true. Most of it is simultaneous. And, yet, very frequently you will find that consecutive is the first test that you will have to sit and also, in many cases, it is eliminatory.	Kas vēl, protams, ir jāatceras, ka secīgā tulkošana ir visas tulkošanas pamats. **[eem]** Kādēļ tas tā ir? Jo tā ir taisnība, ka mēs pārāk daudz neizmantojam secīgo tulkošanu. Bet bieži vien **jūs.. [eee]** secīgās tulkošanas testi būs pirmais, ar ko jūs sastapsieties un bieži vien tie arī būs noteicošie lēmuma pieņemšanā.
And that is why.. That is because as a consecutive interpreter you know very well where the speaker wants to be at the end of his speech and the route he's taken to be there.	Un tas tā ir, jo secīgās tulkošanas gadījumos jūs **[eeem]** pirms tulkošanas jau zināt, kāds ir runātāja mērķis un kā viņš līdz tam nonāca.

And you must follow that route. In other words, you must show that you've analysed the intention of the speaker, the philosophy and the reasoning of the speaker, and you come to the same conclusion as the speaker.	Līdz ar to jums ir jāseko tam pašam plānam un jāsniedz tieši tā pati **[pause]** doma. Jums ir jāparāda, ka jūs analizējat runu, ka jūs saprotat runātāja filozofiju un ka, sekojot pa to pašu ceļu, jūs spējat nonākt pie tiem pašiem secinājumiem.
In simultaneous it is all too easy to get it wrong, but to think that you've done a very good job, because you don't know where you're going. You are following the speaker. <u>Very closely.</u>	**[umm]** Sinhronajā tulkošanā tas ir pavisam citādāk. Jūs vienkārši sekojat runātājam un jums nav ne jausmas, kas sekos tālāk. **[silence]**
<u>In consecutive, you have the advance notice on where the speaker wants to be at his final destination and the route he's taking. And you must show that you can analyse that and show the route to arrive at the same conclusion. Logical, really.</u>	
Having said that, there is also practical use for consecutive as well. It is done. In fact the more languages we have, the more useful consecutive is. A paradox, <u>but only the first of many.</u>	Secīgajai tulkošanai ir arī praktisks pielietojums, tā tiek izmantota. Jo vairāk valodu, jo secīgā tulkošana ir noderīgāka, kas ir sava veida paradokss.
<u>Simultaneous is what we do most of.</u> But there too you have to be very careful. Don't practice on your own; always have somebody listening to you. You never work in a vacuum; you always work for an audience. <u>So, make sure you have an audience and you do your best.</u>	Bet, runājot par sinhrono tulkošanu, jums nekad nevajadzētu to praktizēt vienatnē. Jums vienmēr ir nepieciešams klausītājs. **[long pause]** Jums nevajadzētu tulkot vakuuma, jums vienmēr ir jātulko auditorijai.
And, thirdly, communication. Don't just listen to what he says – the speaker. <u>Listen also to how it's being done, how he engages with the audience, the tone.</u>	Visbeidzot trešais **[pause]** punkts ir komunikācija. Jums ir jāpievērš uzmanību **tikai..** ne tikai tam<u>, ko jūs sakāt, bet arī tam, kā jūs to sakāt. Jums ir jāpievērš uzmanību, piemēram, tonim.</u>
If Khrushchev in the United Nations was banging his shoe on the table out of sheer rage and frustration and you say 'I'm not sure I entirely subscribe to that point of view, chairmen', maybe the message will not, exactly, be the same. And maybe your client will take his headphones of and give up in disgust.	Ja Hruščovs Apvienoto nāciju organizācijā aiz dusmām dauza ar kurpi pa galdu un jūs sakāt 'Priekšsēdētāja kungs, es līdz galam nepiekrītu šim viedoklim', tad visticamāk, ka ziņa netiks pareizi nodota klientam. Līdz ar to, iespējams, ka jūsu klients vīlies noņems savas austiņas.
Make sure it doesn't happen!	Tāpēc pārliecinieties, lai tā nenotiktu.
Thank you!	Paldies!

Appendix 21: Follow-up test: Mnemonic techniques (Week 10)

Title: Of nerds and interpreters

Domains: Multilingualism

Available at: https://webgate.ec.europa.eu/sr/speech/nerds-and-interpreters

Memory aid used: Mnemonic techniques

Duration of the original speech: 05:48

Duration of the interpretation: 05:13

Original	Interpretation
I'm going to begin this speech with a reference to a man called Nicholas Mary Butler, who was the president of Columbia University in the beginning of the 20th century.	Es gribētu savu runu sākt atsaucoties uz Nikolasu Marī Batleru, kurš 20.gadsimta sākumā bija Kolumbijas Universitātes prezidents un arī pazīstams filozofs.
And he was quite a renowned philosopher. He was well known, for example, for his address in the New York Times to the American people every Christmas.	Viņš bija īpaši slavens ar savām ikgadējām Ziemassvētku uzrunām amerikāņu tautai, kuras tika publicētas New York Times laikrakstā.
<u>But he came out with a saying, which I find very appropriate. About experts which is the real subject of my contribution.</u>	<u>Bet es viņu labāk zinu viņa vārda 'eksperts' definīcijas dēļ.</u>
He said that an expert is a man who knows more and more about less and less. And I find that a very appropriate description.	Viņš norādīja uz to, ka eksperts ir cilvēks, kurš zina arvien vairāk un vairāk par arvien šaurāku un šaurāku tēmu. Un es domāju, ka tas ir visai piemērots apraksts.
<u>It's worth bearing in mind, for example, that there's a dynamic element in this description</u>. In other words, the position of the expert becomes better <u>or potentially worse over time</u>, because he knows more and more about less and less.	**[Long pause]** Tātad, jo eksperts kļūst profesionālāks, viņš zina arvien vairāk par arvien šaurāku **[emm]** tematu.
And, if that was the case in the first half of the 20th century, in the.. at the beginning of the 21st century, an expert is a man who knows, by now, even more about even less.	Un, ja tāda bija eksperta definīcija 20.gadsimtā, tad 21.gadsimta sakumā eksperts ir cilvēks, kurš zina pat vēl vairāk par vēl šaurāku jomu.
And the direction in which we're moving is that in the end, moving towards the mathematical limit of this equation, people.. experts will know all there is to know about virtually nothing.	Un, ja tas tā turpināsies līdz **[eee]** matemātiski iespējamajam **[eeeem]** limitam, tad galu galā, eksperts būs cilvēks, kas zinās pilnīgi visu par neko.
When you know all there is to know about virtually nothing you become a nerd, <u>in the English expression</u>. It's a slang term. I leave it up to the interpreting student to know exactly how this will have to be interpreted into whatever	Kad jūs zināt pilnīgi visu par neko, tad jūs kļūstat par nūģi. Tas ir slengs un **es atstāšu savu..** es atstāšu jauno tulku ziņā izlemt, kā šo terminu pārnest jūsu valodā.

language you happen to be working into.	
But a nerd is a very Anglo-Saxon term, which is the sort of expert who knows.. who really deals with everything other than particularly abstruse subject matter.	Bet nūģis katrā ziņā ir anglosakšu termins **[pause]** un tas attiecas uz **[pause]** ekspertu, kas zina ļoti daudz informācijas par vienu noteiktu tēmu.
It's a person who wears thick-rimmed round glasses and braces, and has a bowtie and solves computer puzzles <u>and that sort of thing</u> in.. in Hollywood films.	Un bieži vien nūģis **[em]** ir cilvēks, kuram ir brilles ar biezu rāmi un breketes, kurš valkā **[eem]** tauriņu un risina dažādas datorproblēmas. Vismaz tā tas tiek attēlots Holivudas filmās.
The nerd is very much a phenomenon of the 21st century. Some nerds, of course, have become very famous. Bill Gates, for one, is a little bit nerdy to say the least. He also has round thick-rimmed glasses by the way<u>. I don't know whether he wears them deliberately.</u>	Bet jāsaka, ka nūģis ir 21.gadsimta fenomens. Protams, ir arī daži plaši pazīstami nūģi. Piemēram, Bils Geits ir visai nūģīgs un arī viņam ir apaļas brilles ar biezu rāmi.
But, of course, he is a man who has a very specialised knowledge of computers and the computer industry. And as a qualified nerd, I take my hat off to him, because he has made a fortune, of course, <u>much more money than anyone else could ever dream of, out of his nerdy knowledge</u>.	**[Long pause]** Un Bilam Geitsam ir ļoti padziļinātas zināšanas par datoriem un datoru industriju. Un es kā kvalificēts nūģis viņa priekšā noņemu cepuri, jo viņš pateicoties savām nūģiskajām zināšanām ir kļuvis ļoti bagāts.
Apparently, in Spain, they now celebrate a Nerd Pride Day. This is the English translation I found of the day, which is celebrated once a year – has been since 2006, I believe. <u>It has a particular Spanish term for it,</u> but it celebrates the glory of being a nerd.	Un izrādās, ka Spānijā tiek svinēta arī **[eeem] [long pause]** <u>nūģu goda diena</u>, vismaz tāds **[pause]** tāds bija manis atrastais tulkojums, un viņi to atzīmē jau, ja nemaldos, sākot no 2006.gada. Šajā dienā viņi atzīmē to, **[eee]** cik labi ir būt nūģim.
But, of course, nerds are the bane of interpreters. Being a nerd is in many ways the opposite of being an interpreter.	Bet jāsaka, ka nūģi ir tulku posts, jo nūģis daudzos veidos ir tiešs pretstats tulkam.
An interpreter is someone who has to know a lot.. who has to know very little about very many things. And if you take that to its limit, it means that you know nothing about almost everything. <u>That is what an interpreter has to be. Very far from the idea of being a nerd.</u>	Tulkiem ir jāzina ļoti maz informācijas par ļoti daudzām lietām. Tātad galu galā mēs nezinām neko par visu.
So, what happens when you have to interpret nerds, as very often happens? Nerds are very happy, usually, to communicate among themselves. Very often they communicate in English, which is a language that lends itself very well to nerdiness.	Tātad, kas notiek, kad tulkam ir jātulko kāds nūģis? **[Eeem]** Nūģiem parasti ļoti patīk **[emm] sazināties..** komunicēt savā starpā. Un viņi to bieži dara angļu valodā, kas ir ļoti pateicīga valoda šādām sarunām.
But, they are very often invited by politicians to come <u>explain their point of view</u> and give their expert opinion on particular subjects, <u>in order to advise on particular policy line.</u>	Bet bieži vien politiķi ielūdz nūģus uz sanāksmēm, lai viņi sniegtu savu ieskatu par kādu noteiktu tēmu.

And this, of course, poses a serious problem for the interpreter, who's working in the booth. Particularly, if you have to interpret nerdy English into another language, in which the terms may not even exist. In that case, you are very often obliged to leave them in English. But it's not, of course, just the individual items of vocabulary, it's also the way of how they're put together.	Un tas **tulkiem rada..** tulkiem kabīnēs rada milzīgas problēmas, jo **[pause]** nūģu lietotā angļu valoda bieži vien nav pārtulkojama **[pause]** citā valodā, jo šādi termini šajā valodā nemaz neeksistē. Līdz ar to šos terminus nākas atstāt angļu valodā.
One would spend a lifetime trying to penetrate the details of a particularly nerdy subject. And, of course, it is just not possible for an interpreter preparing a meeting to do that. So, the interpreter has to do.. has to make do with the very limited knowledge that he has of the subject and will very often be very hard put to make something of.. of the subject.	Cilvēks var pavadīt visu mūžu apgūstot vienu **[eee]** precīzu, sīku tēmu, bet tulks to nevar **pateikt..** paveikt sagatavošanās laikā. Līdz ar to **[eem]** katram tulkam ir jāiztiek ar ierobežotajām zināšanām par konkrēto tēmu.
Do I have any solution to this situation? Unfortunately, not. I have to leave you on that very pessimistic note, because I believe that there are aspects of the English language and areas of the English language, which are today virtually impossible to interpret into any other language and into simpler English. The only way of understanding them is to spend years studying the subject.	Vai man ir risinājums šai problēmai? Diemžēl, nē. **Bet..** Un es beigšu savu runu uz šīs pesimistiskās nots, jo es uzskatu, ka pastāv vairāki angļu valodas aspekti un jomas, kuras ir pilnībā neiespējami pārtulkot citās valodās.
But I would be quite happy, if I were faced with a speech like that, to leave it to a younger colleague.	Bet, ja es saskartos ar šādu runu, es būtu ļoti priecīgs nodot stafeti kādam savam jaunākam kolēģim.
Thank you!	Paldies!

Appendix 22: Subject's feedback

Week 1:

Note-taking: The original speech was very well-structured and easy to follow. I did not experience any problems.

Memory: The original speech contained a lot of numbers and facts. I feel that I got some of the numbers wrong.

Week 2:

Note-taking: The original speech was very dense with facts. On several occasions it was hard to keep up with the speaker.

Mnemonic techniques: I think that I got most, if not all, of the numbers correctly. I failed to encode separate abstract words and phrases.

Week 3:

Note-taking: The original speaker mentioned many additional details, which I failed to note down. However, the structure of the original speech was easy to follow.

Mnemonic techniques: It was hard to encode some of the speaker's personal opinions. So, the interpretation could include some omissions. Some of the memory cues were not strong enough to recall information.

Week 4:

Note-taking: The original speech was comprehensible and easy to note down. I had very few problems with the recall of information.

Mnemonic techniques: The original speech included many abstract words, which were hard to encode. Some details might be lost in the interpretation.

Week 5:

Note-taking: The speech was very well structured and the speaker spoke rather slowly. So, it was very easy to note down the main ideas.

Mnemonic techniques: The speech was easy to follow. However, I was forced to leave some terms in English. In addition, I failed to encode some of the facts about airwaves and short-distance radio. Otherwise, I believe I did quite well.

Week 6:

Note-taking: I had no problems with noting down the ideas from the original speech. Yet, some words choices could have been better.

Mnemonic techniques: It was really easy to follow the original speech. Therefore, I think that I got the structure right. However, there were some place names and numbers, which I failed to encode into my loci and afterwards I was not able to recall some of the details.

Week 7:

Note-taking: The original speech felt a bit fragmented, so, at times it was hard to follow. However, I think that I got all of the facts and numbers provided by the original speaker.

Mnemonic techniques: The structure of the original speech was very easy to follow. The speech included very few numbers, which made the encoding process easier.

Week 8:

Note-taking: The original speech was well-paced and structured. I knew all of the political figures discussed in the original speech, which allowed paying more attention to other details of the speech.

Mnemonic techniques: The original speech included a lot of abstract words, which were hard to encode. As a result, some details could be lost.

Week 9:

Note-taking: The speech was fast-paced and rather dense with information. At times it was hard to follow and to divide attention between listening and note-taking. I might have omitted some details.

Mnemonic techniques: The original speaker talked rather fast. However, the speech included several situations, which were very easy to visualize and to encode into my loci. I would like to think that I interpreted all of the main ideas and important details.

Week 10:

Note-taking: The original speech was rather fast. The original speaker repeated some ideas several times; therefore, at times it was hard to distinguish which information is important and which was already explained.

Mnemonic techniques: The speech was slow-paced and easy to follow. The majority of the speech was very easy to encode as it contained many visual descriptions. However, two of my memory cues were not strong enough to allow me to remember all of the information.

Appendix 23: Tables and figures

Tables

Table 4.4.7. **Durations, number of words, and speaking rates of the original speeches**

	Words	**Duration (in seconds)**	**Speed (words/second)**
Note-taking (Week 1)	584	303	1.93
Mnemonic techniques (Week 1)	669	314	2.13
Note-taking (Week 2)	943	344	2.74
Mnemonic techniques (Week 2)	631	313	2.02
Note-taking (Week 3)	742	343	2.16
Mnemonic techniques (Week 3)	728	338	2.15
Note-taking (Week 4)	644	327	1.97
Mnemonic techniques (Week 4)	695	325	2.14
Note-taking (Week 5)	745	339	2.2
Mnemonic techniques (Week 5)	715	323	2.21
Note-taking (Week 6)	832	351	2.37
Mnemonic techniques (Week 6)	758	375	2.02
Note-taking (Week 7)	792	366	2.16
Mnemonic techniques (Week 7)	654	301	2.17
Note-taking (Week 8)	626	362	1.73
Mnemonic techniques (Week 8)	654	312	2.1
Note-taking (Week 9)	980	372	2.63
Mnemonic techniques (Week 9)	899	320	2.81
Note-taking (Week 10)	918	306	3
Mnemonic techniques (Week 10)	838	348	2.41
Average			**2.37**

Table 4.4.8. **Overall quality of consecutive interpretations provided by using mnemonic techniques**

Criterion/Week	**1***	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**Avg.**
Sense consistency with the original message	1.8	2.1	2.1	2.4	2.1	2.1	2.7	2.1	2.7	2.4	**2.3**
Logical cohesion of utterance	1.4	1.6	1.8	1.8	1.8	2	1.8	1.8	1.8	1.8	**1.8**
Correct terminology	1	0.9	0.9	1	0.9	1	1	1	0.9	1	**0.96**
Completeness of interpretation	0.1	0.6	0.7	0.5	0.6	0.8	0.8	0.8	0.9	0.8	**0.72**
Fluency of delivery	0.7	0.5	0.7	0.8	0.8	0.8	0.6	0.7	0.7	0.7	**0.7**
Correct grammatica usage	1	0.9	0.9	0.8	1	0.9	0.9	0.9	1	1	**0.92**
Compression	0.3	0	0.3	0.6	0.6	0.8	0.2	0.8	0.1	0.5	**0.43**
Total	6.3	6.6	7.4	7.9	7.8	8.4	8	8.1	8.1	8.2	**7.83**

**During the first week mnemonic techniques were not used. Therefore, the first week is not taken into consideration when calculating the average values of each criterion.*

Table 4.4.9. **Overall quality of consecutive interpretations provided by using note-taking**

Criterion/Week	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**Avg.**
Sense consistency with the original message	2.7	2.1	2.4	2.4	2.7	2.7	2.4	3	2.4	2.4	**2.52**
Logical cohesion of utterance	2	1.4	1.8	1.8	1.8	1.8	2	2	2	2	**1.86**
Correct terminology	1	1	1	1	1	1	1	1	1	1	**1**
Completeness of interpretation	0.8	0.6	0.7	0.7	0.9	0.9	0.8	0.9	0.7	0.8	**0.78**
Fluency of delivery	0.8	0.6	0.7	0.7	0.8	0.9	0.6	0.5	0.6	0.7	**0.69**
Correct grammatica usage	1	0.9	1	0.9	0.9	0.8	0.9	0.9	1	1	**0.93**
Compression	0.3	0	0.8	1	0.6	0.7	0.2	0.7	0	0.1	**0.44**
Total	8.6	6.6	8.4	8.5	8.7	8.8	7.9	9	7.7	8	**8.22**

Table 4.4.10. **Pauses, long pauses, silences, fillers, and false starts observed in the consecutive interpretations provided by using note-taking**

	Pauses	**Long pauses**	**Silences**	**Fillers**	**False starts**
Week 1	3	2	0	6	8
Week 2	7	4	1	11	5
Week 3	3	4	1	5	4
Week 4	3	3	1	5	8
Week 5	1	0	1	3	4
Week 6	3	1	0	3	2
Week 7	3	2	1	9	9
Week 8	2	7	1	14	2
Week 9	5	3	1	10	11
Week 10	5	2	1	8	4
Total	**35**	**28**	**8**	**74**	**57**

Table 4.4.11. **Pauses, long pauses, silences, fillers, and false starts observed in the consecutive interpretations provided by using mnemonic techniques**

	Pauses	Long pauses	Silences	Fillers	False starts
Week 1*	1	3	1	6	8
Week 2	2	4	1	18	8
Week 3	0	2	2	3	4
Week 4	2	1	1	7	2
Week 5	4	3	0	5	6
Week 6	1	3	1	2	3
Week 7	5	2	2	6	6
Week 8	2	3	1	4	5
Week 9	4	4	0	8	8
Week 10	5	3	0	11	5
Total	**25**	**25**	**8**	**64**	**47**

**During the first week mnemonic techniques were not used. Therefore, the first week is not taken into consideration when calculating the total numbers of pauses, long pauses, silences, fillers, and false starts.*

Figures

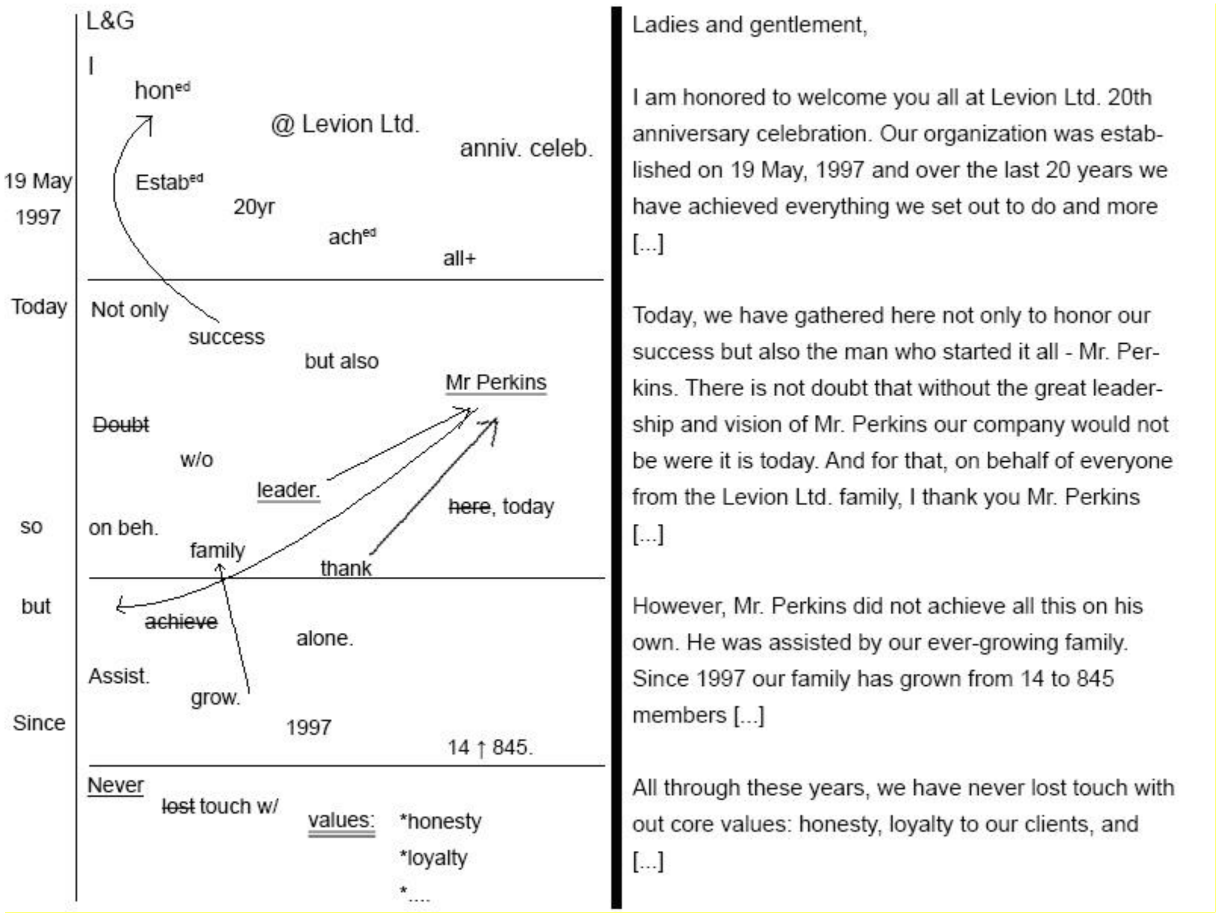
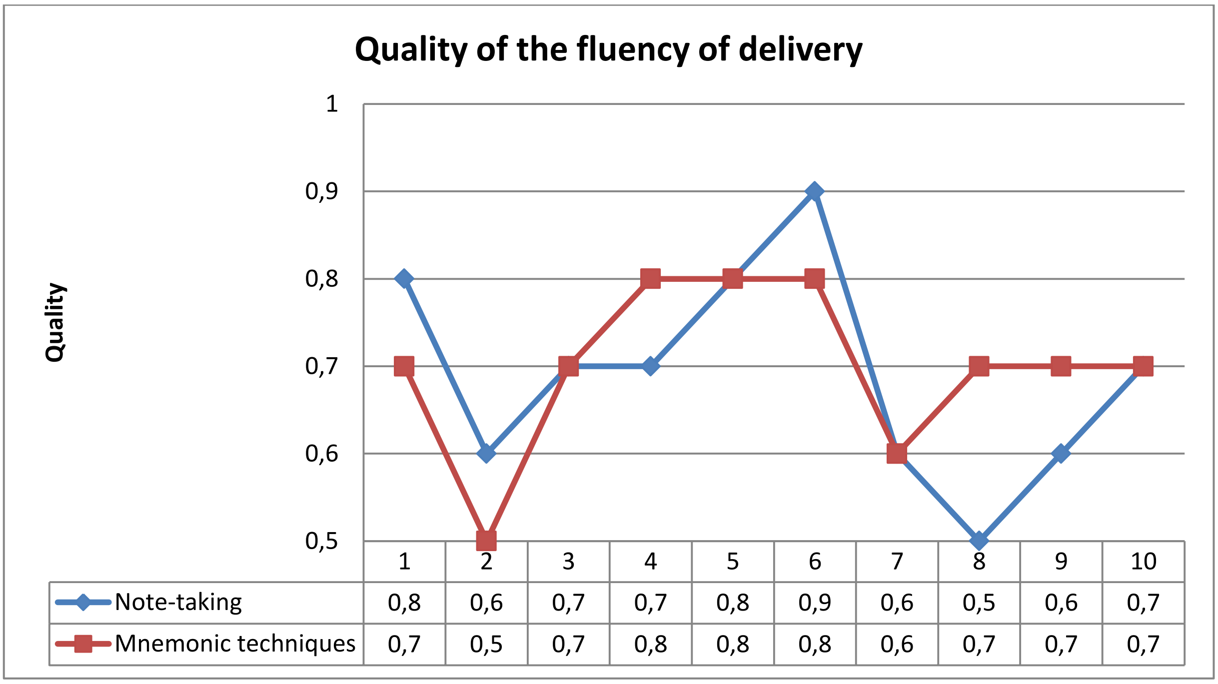
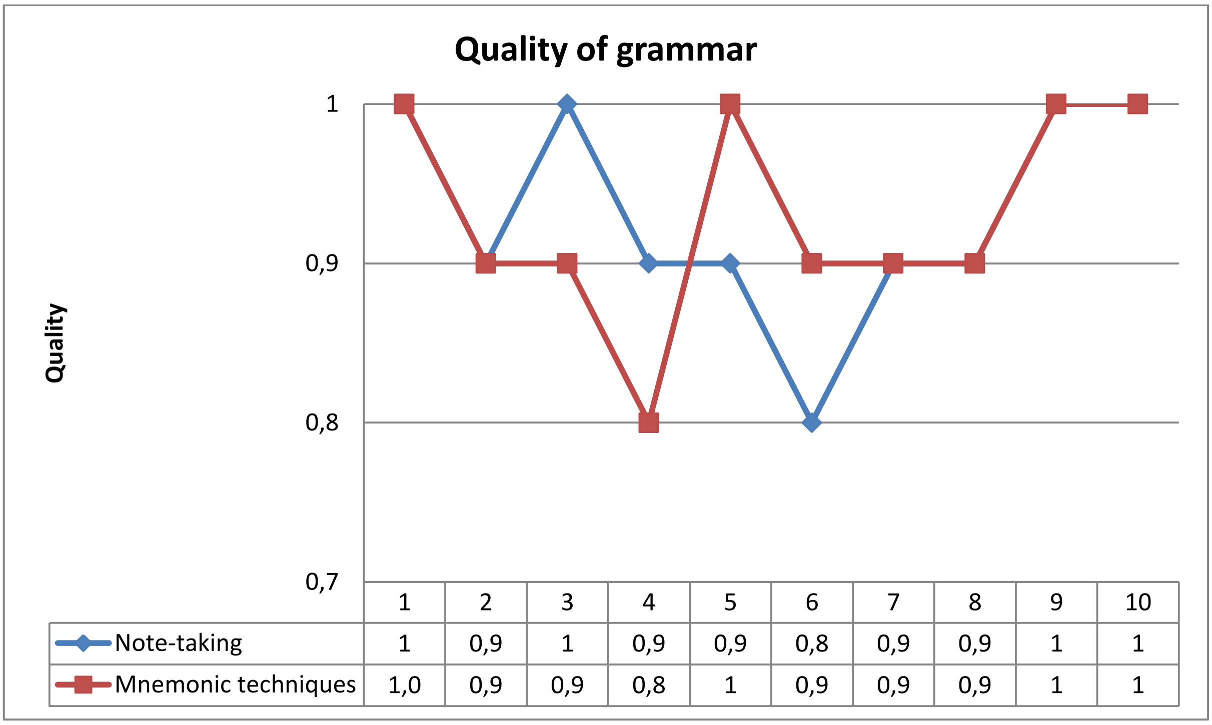


Figure 2.3.1 **The author's example of notes, if Rozan's seven principles and other elements of note-taking are observed**



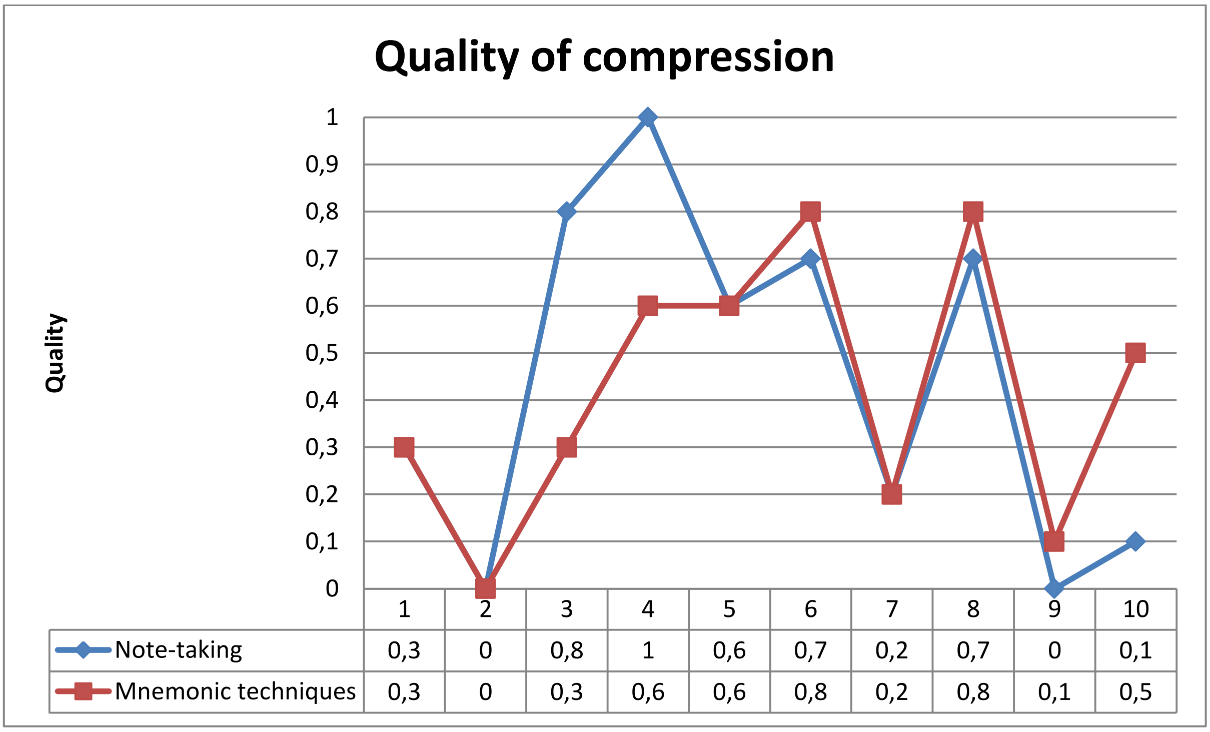
	1	2	3	4	5	6	7	8	9	10
Note-taking	0,8	0,6	0,7	0,7	0,8	0,9	0,6	0,5	0,6	0,7
Mnemonic techniques	0,7	0,5	0,7	0,8	0,8	0,8	0,6	0,7	0,7	0,7

Figure 4.4.7. **Quality of fluency of delivery of interpretations provided by using either note-taking or mnemonic techniques**



	1	2	3	4	5	6	7	8	9	10
Note-taking	1	0,9	1	0,9	0,9	0,8	0,9	0,9	1	1
Mnemonic techniques	1,0	0,9	0,9	0,8	1	0,9	0,9	0,9	1	1

Figure 4.4.8. **Quality of grammar in interpretations provided by using either note-taking or mnemonic techniques**



	1	2	3	4	5	6	7	8	9	10
Note-taking	0,3	0	0,8	1	0,6	0,7	0,2	0,7	0	0,1
Mnemonic techniques	0,3	0	0,3	0,6	0,6	0,8	0,2	0,8	0,1	0,5

Figure 4.4.9. **Quality of compression of interpretations provided using either note-taking or mnemonic techniques**

Dokumentārā lapa

Maģistra darbs „Application of Mnemonic Techniques in Consecutive Interpreting" (Mnemonikas paņēmienu pielietojums secīgajā tulkošanā) izstrādāts LU Humanitāro zinātņu fakultātē.

Ar savu parakstu apliecinu, ka pētījums veikts patstāvīgi, izmantoti tikai tajā norādītie informācijas avoti un iesniegtā darba elektroniskā kopija atbilst izdrukai.

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Darbs iesniegts Anglistikas/Sastatāmās valodniecības un tulkošanas nodaļā 02.06.2017

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