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Interpreting studies:
Quality Assessment in Consecutive Interpreting
Usmeno prevođenje:
Ocjena kvaliteta u konsekutivnom prevođenju

Završni magistarski rad

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Abstract

The objective of this paper is to demonstrate the importance of training in note-taking to achieve quality. The paper will present all the most important aspects of consecutive interpreting, with a focus on defining what quality in the context of consecutive interpreting is, and how to achieve it. Utilizing an experiment conducted with six beginner interpreters, where half of the subjects have went through interpreting training, and the other half did not. The corpus used in the experiment is taken from the source of European Commission, and it presents an ordinary topic that does not require any expertise of the interpreter in the field that is discussed in the corpus. The experiment relies on segmented parts of speech that present ideas, which the six interpreters are asked to consecutively interpret under controlled conditions, without outside interference of any kind. The strategies used by the interpreters, mistakes that were made, inconsistencies, and overall success of the interpreting is analyzed, the differences between interpreters with interpreting training and without are pointed out and discussed in order to emphasize the importance of interpreting training.

Keywords: consecutive interpreting, quality assessment, note-taking, experiment.

Apstrakt

Cilj rada je pokazati važnost obuke u pravljenju bilješki u svrhu postizanja visoke kvalitete usmenog prevoda. U radu će biti prikazani sve najvažnije karakteristike konsektivnog prevođenja, sa fokusom na definisanju šta je kvalitet u kontekstu konsektivnog prevođenja i kako ga postići. Uz pomoć eksperimenta provedenog sa šest prevodilaca početnika, gdje je polovina ispitanika prošla obuku u pravljenju bilješki, a druga polovina nije. Korpus koji se koristi u eksperimentu preuzet je iz izvora Evropske komisije i predstavlja svakodnevnu temu koja ne zahtjeva stručnost tumača u oblasti o kojoj se u korpusu govori. Eksperiment je segmentiran na dijelove govora koji predstavljaju ideje, a od šest prevodilaca se traži da konsektivno prevode pod kontroliranim uslovima, bez bilo kakvih vanjskih faktora. Analiziraju se strategije koje tumači koriste, greške koje su napravljene, nedosljednosti i ukupna uspješnost prevođenja, kroz analizu se ističu razlike između tumača sa i bez obuke kako bi se naglasila važnost obuke u pravljenju bilješki.

Ključne riječi: konsektivno prevođenje, ocjena kvaliteta, pravljenje bilješki, eksperiment.

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1. Introduction

The job of an interpreter is made up of several layers. Initially, the interpreter needs to understand. This task is rather complex, as it encompasses understanding not only of words, but concepts, cultures, traditions, customs, etc. Realizing that interpreting is not merely translating is very well defined as conveying understanding. (Nolan, 2) This is where the differences between translation and interpretation start. Namely, one of the first things we can notice when talking about translating, is that the material is reproduced into written form from one language into the other, after it has been subjected to thorough examination by the translator. As for interpreting, the time allotted for the action of examining the material is close to none, as the material has to be rendered orally, be that consecutively or simultaneously in the target language. This is exactly what makes consecutive interpreting, as well as simultaneous very challenging for many. The main challenge in interpreting is, actually, being the right person for it. The main thing that may help would be, of course, a good command of language. It is not necessary to have academic experience that involves the study of language, but it surely is beneficial. A very beneficial quality would be being interested in just about anything. Should one be intrigued by a wide variety of topics, they ought to have good general knowledge on areas spanning from science, history, politics, law, etc. On top of that, a very good quality would be to be "knowledgeable about and interested in current affairs." (Gillies, 9) Also, Gillies (2019) notes that being professional is essential in this line of work, adhering to the core task of delivering the information to the recipient as it was intended to be portrayed by the speaker, no matter what the topic might be. Finally, a great interpreter is one who always strives to learn. One of the best things about pursuing a career in interpreting is the fact that one will be expected to know a substantial amount of

information regarding a number of different topics, areas, and interests. Constant growth and learning go hand-in-hand with being an interpreter, and that might just be what makes it worthwhile. Apart from this, the fact that the interpreter is the one who bridges the gap between two or more individuals, cultures, or even nations, is a gift in itself. Should we put all this in one sentence, it would go as "By bridging the gap between languages, the interpreter helps speakers to discharge their duty to make themselves understood and helps listeners to satisfy their need to understand what is being said." (Gillies, 9)

1.1 Aim and methodology

The aim of this paper is to show the importance of quality assessment in consecutive interpreting. For the purpose of this paper, an experiment will be conducted with six subjects, where three have undergone interpreting and note-taking training, while the other three subjects have not. All six subjects will be presented with a task of consecutively interpreting an utterance three minutes in length. The topic discussed in the utterance is in the field of health, without any terminology that would demand the interpreter to have good knowledge of the field. The quality of the interpreter's work will be assessed by analyzing the output they provide. The length of all the interpreter's work will be taken into account and compared to the source, as well as if all the pieces of information and meaning have been interpreted correctly. Furthermore, the words used will differ between interpreters, so an analysis of wording will be used to determine the best way of tackling every part of the source.

Alongside that, lexical, semantical, and grammatical mistakes will be pointed out. The aim of the experiment is to demonstrate the importance and results of having note-taking training and the connection between it and achieving quality in consecutive interpreting, which is shown in the results of the experiment.

2. How does the process of translation differ from interpreting?

A translator often has the gift of time to thoroughly study the written material in its source language, make sure to fully understand what is written, the register and its terminology, as well as the needs of the target language, before reproducing it in the target language. On the other hand, an interpreter works consecutively or simultaneously. This implies the presence of immediacy. It is absolutely necessary that both the translator and the interpreter need to have a strong active command of the source language or languages they deal with in addition to a comprehensive command of the target language. To generate the most accurate and understandable translation possible, the translator primarily depends on extensive study using background materials and dictionaries. While the translator does that, the interpreter indeed has time to prepare for situations presented at time of interpreting. When the interpreter has prepared well, the issue of immediacy and all other issues that come along with that should not present a hindrance in the process of conveying understanding. An amazing way of looking at the difference states that "The translator's activity is more like that of a writer, while the interpreter's performance is more like that of an actor." (Nolan, 3) A competent interpreter should quickly produce an adequate way of paraphrasing or a rough equivalent; a good translator will take their time perusing materials in order to find the appropriate technical term. Now, this does not, under no circumstance, mean that an interpreter would not use specific technical terms. It is a trait of truly masterful interpreters to use highly technical terms, area-specific phrases and terminologies while interpreting. It goes without mention that translating and interpreting may go together, or for some, may be worlds apart. The truth is, it is very subjective, whether one wants to pursue both, or just one for the sake of their own preference. A great translator does not have to be a skilled interpreter, and vice versa;

but what is a usual trend is that "...some experience as a translator provides a good foundation for becoming an interpreter." (Nolan, 3)

3. Usage of consecutive and simultaneous interpreting in relation to quality

In any debate of how to accomplish the most accurate translation in a manner that is efficient for all participants in the interpreted event, the choice of using consecutive or simultaneous interpreting is a crucial one. It is crucial for everyone involved, including interpreters who use both signed and spoken languages, students studying interpreting, educators of interpreters. We should start off by clarifying what consecutive interpreting entails. There seems to be a variety of perspectives that interpreters have regarding consecutive interpreting. To make things simpler, as well as setting the definition for the rest of the research presented, two definitions, very concisely set by Deb Russell will be used:

For simultaneous interpretation:

"...simultaneous interpretation is defined as the process of interpreting into the target language at the same time as the source language is being delivered." (Russell, 3)

And for consecutive interpreting:

"Consecutive interpretation is defined as the process of interpreting after the speaker or signer has completed one or more ideas in the source language and pauses while the interpreter transmits that information."(Russell, 3)

As previously mentioned, interpreting, be that consecutive or simultaneous, is a very complex cognitive process. Just to name a few things that are carried out at the same time, "...language perception, comprehension, translation and production operations..."(Russell, 3). Adding the pressure of time in simultaneous interpreting, we realize how accuracy and quality may decline under the immense cognitive pressure.

Looking at the complex process of interpreting, we may dissect the standard parts of the process. It is important to note that every situation is resolved ad hoc, as there is, as per usual, a discrepancy between theory and practice. Truly, the best way to learn interpreting is by doing it actively, following the theoretical background that guides the interpreter through common situations that present themselves. Still, one needs to understand that the following process is the best-case scenario, where everything works as intended, where the interpreter has enough time to focus on every step, and where the interpreter has no technical issues throughout the process.

The steps go as follows:

- "a) The interpreter takes in the source utterance;
- b) lexical and semantic units are strung together and held until the interpreter has sufficient units to determine the meaning of what is being said or signed;
- c) a string of lexical and semantic units (referred to as a chunk) is analyzed to identify the speaker's or signer's intent and communication goal(s), explicit and implicit ideas, and a multitude of sociolinguistic features that impact upon the meaning of the source utterance. This could include gender, power distance between the speakers, setting, and

contextual factor such as the impact or significance of the message on the receiver;

d) cultural and linguistic equivalents are sought, observing cultural norms and the cultural overlays of meaning;

e) a search is made of the target language to identify the lexical and semantic units and communication behaviors that can be used to produce an utterance in the target language with an equivalent meaning;

f) the interpretation is expressed in the target language; and

g) the interpreter monitors internal and external feedback to check for errors or needed corrections." (Humphrey and Alcorn, 1995, as cited in Russell, 2005)

Going back to what precedes this process, we come to education of interpreters, the means they are taught to use during their line of work, as well as the strategies that are crucial in providing quality results.

4. Education of interpreters

Interpreting can be seen as a set of skills and knowledge of many fields, registers, as well as happenings. Should it happen that an interpreter does not possess one of those, usually results may be on the lower end of the quality scale. That being said, no knowledge is too obscure for an interpreter. Being curious, easily investing oneself into fields that are completely out of your academic life is key to mastering the art of interpreting, as Gillies(2019) notes.

The way educational programs and institutions tackle the education of interpreters varies, as some emphasize the informational approach, while others focus on "the need for students to

gain a solid understanding of the cognitive processes involved in interpreting by acquiring text analysis skills and then to use these to build towards consecutive interpreting exercises."(Russell, 4)

Russell (2005) also notes that informational approach has certain flaws; in the case of the informational approach, the way interpreting is taught is through theory, with not as much time given to practicing practical skills that are the foundation of work for any interpreter. This approach can often be found in online courses that teach the basics of interpreting, such as *Udemy*¹ and *DPSIOnline*². Theory is surely a good way to initiate the contact between someone who wants to be an interpreter and the world of interpreting, but staying solely on that usually does not give good results.

(Russell, 2005) further states that this approach has flaws that make it less desirable in the education process, as the goal of enabling a student to become an interpreter is seriously hard to accomplish because of the errors in the approach. Firstly, students will look at the process of interpreting as an transcoding activity, leaving the deeper meanings untouched, as they will surely only be striving to have grammatically and semantically correct utterances. Of course, grammatical and semantical correctness is one of the main goals in any line of work that includes languages, linguistics, or literature; but seeing them as the only priority leaves a world of meaning unexplored. Conveying a message correctly is always desired, but making that extra step is what distinguishes a skillful interpreter from someone who merely does it for the sake of it.

Regarding the topic of simultaneous and consecutive interpreting, Russell (2005) further states how it is very common that students prefer simultaneous interpreting to consecutive, as

¹ Udemy. (2020, December). Udemy.com. Retrieved September 2, 2023, from https://www.udemy.com/course/interpreting-skills-for-beginners/?utm_source=adwords&utm_medium=udemyads&utm_campaign=DSA_Catchall_Ja.EN_cc.ROW&utm_content=deal4584&utm_term=._ag_88010211481._ad_535397282061._kw._.de_c._dm._.pl._.ti_dsa-41250778272._li_9298294._.pd._.&matchtype=&gclid=Cj0KCQjwl8anBhCFARIsAKbbpyTyh_Ws3aX03tel9Xf05jxr2xVr-fjNKTvNqTARhZoV7o1r6FainkAaAh5VEALw_wcB

² Interpreting Courses - DPSI online. (2023, August 4). DPSI Online. <https://dpsionline.co.uk/interpreting-courses/>

it seems to be easier at first glance, making them feel like they need not think as much as they do while doing consecutive. It is absolutely true that, in consecutive interpreting, the interpreter has the extra step of taking notes, going through them while conveying the utterance, as well as the expectation of an even higher level of quality. The reason why many of the best academic models of interpreting studies put mastering consecutive before simultaneous is that students learn a lot more about the cognitive processes during interpreting than they would, should they tackle simultaneous interpreting first. One of the main things that students who immediately start with simultaneous interpreting get wrong is "...not recognizing the relationship between the use of processing time and the number of errors produced in the interpretation." (Russell, 4) When interpreters lack the foundation of consecutive interpreting, what often happens is that during simultaneous work, the conveyed message is only good on a lexical level, lacking the cognitive models that round up the interpreted message as a whole. This, furthermore, leads to the situation that the consumers must make an extra effort to decode the message themselves. One may think of it as a half-translated, half-jargon message result after interpreting of an utterance is done.

5. Note-taking

One great thing that happens during consecutive interpreting is note-taking. That is the skill which takes longer than expected to master, but provides almost all of the necessary skills an interpreter must possess. While taking notes, interpreter does a great number of things that are invisible to the consumer. Decision-making is surely a crucial part of note-taking, knowing what not to waste time on, what to note down, and, most importantly, how to note it down. Of course, note-taking might be a hurdle some interpreters do not want to overcome, as it may present itself as a very hard skill to acquire and master; but only those with note-

taking skills may consider themselves closer to mastering interpreting, be that consecutive and/or simultaneous.

The importance of note-taking was best portrayed by Pöchhacker who stated:

"Thus note-taking for consecutive interpreting is as much a matter of attentional resource management ('short-term processing') as of long-term storage, and relatively little is known to date about the complex cognitive mechanisms involved."(Pöchhacker, 124)

Additionally, Nolan (2005) states how note-taking is the most important to a consecutive interpreter, as consecutive interpretation relies on long-term memory. While taking notes, it is far easier to grasp ideas, because if the interpreter structures their notes according to the ideas of the speaker, the interpretation becomes far better, since the form is far easier to follow.

It is crucial to understand the relationship between interpreting, cognitive processes such as attentional resource management, and note-taking. That is why it is crucial to develop a special style of note-taking for yourself, customizing it and tailoring to you own needs.

Interpreters must be aware of what is worthy of a note, and what can be omitted.

"An interpreter must not try to write down word for word everything the speaker says because a hundred words may contain only one idea, while one word may imply several ideas." (Nolan, 294)

Furthermore, Nolan (2005) mentions many methods and ways interpreters can use to make note-taking easier. It is stated that one must use their own system of note-taking that suits them and their handwriting, alongside that, knowing that it is practically impossible to write out the entire speech will make every interpreter develop ways of shortening their notes, using pictorial or graphic devices. Furthermore, using conventional abbreviations or even coining new ones may help interpreters shorten the note-taking process. Optimizing the process of

note-taking also can entail methods such as omitting vowels or double consonants from words, as every second counts, and interpreters often do not have time to spare. A good example may be the word "airplane" that can be written down as "arpln", and it would be very easy for the interpreter to know exactly what lies behind the abbreviation.

In addition, a great way to shorten notes is presented by Nolan (2005), who mentions adding a specific meaning to a symbol or letter. Namely, Nolan (2005) notes that the letter "x" can be used instead of the word "time". If used, a note that reads "100x" will mean "a hundred times", and the note "xly" would mean "timely".

Another important thing that must be taken into account is in which language should one take notes? Gillies (2019) sums it up by saying that the interpreter must make their own decision, while keeping in mind what is their source and target language. Namely, it is wiser to take notes in a target language that has shorter words and possible pictograms, like English; but should the target language have longer, more complex words, such as Hungarian, it is far better to opt for taking notes in the other language, even if it is the source language. Gillies (2019) further states that, again, it is acceptable to take notes in both the source and target languages, but if the interpreter chooses to take notes in the source language, more work is left to be done in the phase where actual interpreting takes place.

5.1 Note-taking is important, but that cannot be all there is to interpreting

A good interpreter knows that there is a number of things that make up the mastery level of interpreting. Gillies (2019) named two very crucial aspects of any interpreter's presentation of a conveyed utterance, those being posture and delivery.

5.2 Posture

Here, your speaking stance will be the main area of focus. A lot of this is also true for listening posture. Gillies (2019) thoroughly analyzes this topic, and states how any stance you adopt should be chosen to portray professionalism, make interpreting easier, and increase audience trust in the work you do. To do that, you must be able to read your notes, look up at your listeners while you talk, mask your nervousness by avoiding unintentional body language, and get rid of physical tics. Both standing and sitting situations are equally important as you may be requested to perform consecutive seated or standing. The position of your feet is the most important aspect of your standing posture that you can modify. Although it may seem somewhat less important, where your feet are placed can really have a significant impact on how well you perform. Some people have a tendency to stand with their feet together, yet doing so makes them more unstable and shaky. Gillies (2019) gives us the complete picture on this topic by explaining how when we lift our arms up and forward while holding a notebook in them, this instability is even worse. Additionally, it could make you feel more anxious when interpreting, which might affect how effectively you interpret. We want to stay away from that since it will undoubtedly erode the audience's trust in you. Spreading your legs and having a more natural stance will surely help while interpreting, as it will appear more natural, calm, and professional, as well as give you some comfort while doing a tedious task of consecutive interpreting. When it comes to the arms, many have issues with what to do with them in pictures, standing or sitting, they can absolutely be a nuisance at times. It is acceptable to make occasional hand gestures to support your points, but avoid constantly flailing your hands around. Avoid placing your hands on your hips or in your pockets. Keep your arms straight in front of you; or just keep the notebook in your hands when using one. Should the interpreter be sitting, it is of utmost importance that they

must "...be able to read our notes, breathe and look up at the audience, so how we sit should promote this." (Gillies, 19)

The things previously mentioned still stand, being professional and looking engaged in whatever is going on, but using the situation to your advantage is also necessary to do the work that you have to. Gillies (2019) notes how it is inevitable that you will lean on the table in front of you and your notebook while taking notes during the listening phase. During this portion, the audience is not focused on you. Your posture will need to shift a little during the speaking portion to reflect the fact that you are finished with your notes, and now you are reading them, projecting your voice, and you must make eye contact with your audience. The goal is to provide a clear message, interact with your audience, and avoid unnecessary or unintentional gestures. Gillies (2019) concludes by saying how, while sitting, one should be as comfortable as they can, while being alert, not slouched or hunched, leaning too far back or forward. As long as it is natural and professional, it is acceptable. Slouching or being too laid-back would be a clear sign of disrespect and a lack of formality, which is, obviously, something we must not do.

5.3 Delivery

Gillies (2019) points out many things regarding delivery, such as making eye contact with the audience is crucial while speaking in front of an audience, which also applies to consecutive interpreting. Looking at your audience lets them know that you are conversing with them and not just talking to yourself. Additionally, making eye contact allows the speaker or interpreter to get a quick sense of how the audience is responding to what they are hearing. Speakers who are timid by nature often fixate on the ground. Some people may look about above the

audience's heads. If one does not find it comfortable to look their audience in the eyes, a great trick is to focus on the space on their foreheads, just above the eyes. It will appear as if the speaker is looking at them quite naturally, but will make it easier for the speaker.

What Pöchhacker (2001) and Gillies (2019) also as a very important thing for every interpreter is the way one speaks and projects. Everyone in the room should be able to clearly hear you when you speak. This will be simpler if you are seated as previously indicated and looking at your audience, since your lips will direct your speech upwards at them rather than below. To talk to bigger crowds when necessary, practice speaking loudly without yelling. Learn to adjust your voice volume to the environment and the size of the audience you are speaking to. Be mindful of how listeners will perceive your voice. Some individuals yell or speak excessively loudly. A monotonous tone may be present in some individuals. Some people speak with a higher voice. All of these may get tiresome for listeners after extended use. In that setting, you will not need to project your voice very much. Gillies (2019) gives us a good example here, as it is good to mention that, often, as interpreting students work in smaller groups, they might get used to a certain tone and volume of their voice as they are interpreting within a smaller group, say 5-10 people. In contrast, you are more likely to work in bigger settings with bigger teams, 5–40 people in the real world. You could even be working in a noisy surrounding or outside where there is ambient noise. It is wise to sometimes practice speaking in larger settings, including the outdoors, to improve your ability to talk louder, without yelling of course, when necessary. Also, Gillies (2019) provides the guideline for delivery when saying how you should speak with natural and fluid intonation and your listeners will feel more confident in you as an interpreter as a result. Avoid sounding anxious and unsure, since this will have the opposite impact. Being a good communicator and liking communicating are key components of this ability. Think about a

genuine conversation you would have with someone who is interested in what you have to say. Your voice will quickly become of a different caliber.

Gillies (2019) advises not to be afraid to take a pause. It is crucial to pause at the appropriate points so that both you and your audience can grasp the structure of the speech. We do not pause to ponder; rather, we pause to bring a concept or a sentence to a close and signal that we have moved on to something else. It is not a good idea to speak quickly without pausing.

Finally, it is perfectly understandable that one might feel very nervous or anxious while delivering a speech or interpreting, but it is crucial to remember the training you had as an interpreter, and that you are there for a good reason. Usually, as soon as the interpreting starts, and you get into the flow, most of the anxiety disappears. A great way to get yourself going is proposed by Gillies (2019), who stated that set phrases such as “Ladies and gentlemen, thank you for having me today. I’d like to talk to you for a moment about a subject of interest and importance” (Gillies, 26) may be just the thing an interpreter needs to get into the rhythm. Should it happen that the interpreter freezes up and loses the rhythm, there is also a great strategy, once again, proposed by Gillies (2019): “You could use a rescue strategy to gain a few seconds’ thinking time – try saying, “Ladies and gentlemen, the next point that I would like to touch upon is ...” very slowly. This will give you some time to remember what you need to and carry on.” (Gillies, 26)

6. What does quality assurance for interpreting entail?

Interpreters, interpreter trainees, users, and researchers all face significant challenges related to the quality of interpreting. As Pöchhacker (2001) and Kalina (2005) portray the idea of Quality Assurance for Interpreting, it is understood that the quality of colleagues or trainees, in the opinion of interpreters and trainers, may be intuitively assessed based on experience

and competence, but it may be difficult to articulate their subjective judgments using objectively measured standards. Users are unable to have faith in translators since they have no influence over how they interpret utterances. In regards to conference interpreting—or any other kind of interpreting, for that matter—researchers have not been able to come to an agreement on an all-encompassing, widely acknowledged quality model. Regarding written translation, as observed by Kalina (2005), certain ISO standards such as ISO 9002 may be followed, but as we are tackling interpreting, we tackle a whole different set of issues and possibilities.

As quality assurance calls on an objective and transparent system of evaluating quality, it would seem that these problems make it really hard to implement quality assurance for interpreting. A few views that Pöchhacker (2001) and Kalina (2005) share are that, due to the high time constraints involved in interpreting, interpreters are forced to find answers to as many issues as they can before they begin to interpret, as well as solving things while conveying utterances into the target language. Also, because these stages may have a big influence on the output of the interpreter, QA also has to address what occurs before and after the actual interpreting act. Interpreting is only one of many services whose quality is crucial and must be ensured in the modern era of quality management, which makes use of many forms of continuous evaluation and quality control. Conference interpreters are entitled to fair compensation, and those who pay for their services have a legitimate expectation in receiving excellent service. Due to the short-term nature of their work, interpreters cannot afford to refuse to have it subjected to quality assurance. Instead, it is in their own best interests for QA to be a reliable tool for ensuring that both good and bad interpreting quality can be distinguished.

As Kalina (2005) finds, the nature of conferences has evolved, and topics have gotten considerably more complicated and specialized, from the era of just consecutive interpreting

to the numerous simultaneous multilingual meetings held on a daily basis in today's world. Furthermore, Kalina (2005) notes how the quality of the original on which interpretation is based has also become a crucial factor for the indicators of the quality of the interpreter's output due to the widespread use of English as a lingua franca by non-native speakers whose languages are not among those offered for conference communication and whose English is not always such that they can expect their ideas to be understood by those listening. Issues, as it was already mentioned are always present. They are sometimes very simple and easy to solve; but more often do they come in shapes and sizes that completely make the interpreter second-guess themselves, or even worse, completely freeze during the process of conveying utterances. In regard to assessing quality of an interpreter's work, we must take into consideration issues that are very common.

Kalina (2005) portrays a few of these issues that may occur, such as when the speaker quotes a complex text passage or reads out figures, names, or acronyms that have yet to be made available to interpreters, or the speaker's language is dense, and implicit in character, while the target language can be considered to be redundant and explicit. When a speaker employs vocabulary that would be considered inappropriate in the listener's culture. Also, sometimes the speaker commits a speech error, for example, mixing up words such as *instigate* and *investigate*, or *content* and *contempt*. Kalina (2005) continues by mentioning how speakers can often also be very vague with what they talk about, not having a specific point they are building up to, making the interpreter's work difficult, as they cannot predict what is going to be said next, as well as where the whole utterance is going. Being vague often goes together with the speaker losing their thread, going too far away from the subject of their utterance, again, making the work of the interpreter quite a lot harder. A big blunder often happens, that is definitely not the fault of the interpreters, and that is the situation that the speakers, hosts,

or moderators completely forget that interpreters are consecutively working, and they need time after the end of an utterance to deliver the message to their end users.

7. What is high-quality interpreting?

Individual interpreters, team leaders, and conference planners all need to do quality management in order to ensure interpreting quality. Pöchhacker (2001) reminds us that, regarding the function of interpreters, consideration must be given to the needs and expectations of all parties participating in a communication act. These standards cover both interpreter output and its consequences as well as structures, procedures, and circumstances that indirectly affect the output but are likely to affect the level the interpreting is on. When assessing the quality of interpreting, Kalina (2005) focuses on two levels of factor, those being macro- and micro-level. The former includes perspectives such as contextual and situational and the main variables like the speaker, interpreter, setting, and norms. These variables include many factors, the most important one being the speaker's "...status, intention, attitude towards listeners" (Kalina, 11), listener's "attitude towards speaker, his/her message" (Kalina, 11), and interpreter's "skills, judgments, attitudes, strategies and message, its form and illocutionary force" (Kalina, 11). It is very curious that the interpreter has the highest number of these factors, despite just being the interlocutor who provides a service. This indicates the true fact that interpreters are very often subject to thorough examination of their work, often by individuals who are either incompetent, or just rather subjective with their opinions. This makes quality assessment of interpreters that much harder, as their work is presented to a wide variety of clients, listeners, and users to examine and give opinion on. On the other side, Kalina (2005) states that quality assurance also has to rely on a microtextual analysis, comparing the target text to a particular source text to determine how similar or equivalent it is, detecting and naming strategies, language competency, and finding

solutions to translation-specific issues. What is, perhaps, one of the most important ways of achieving quality as an interpreter is preparation. Pöchhacker (2001) finds that the level of preparation that interpreters put into their jobs is thus one of the elements that need to be determined in this regard. There are not many who can show up at a meeting, learn about the conference's theme and topic, and then get to work successfully. Most of the time, using this method would lead to poor quality, a lack of understanding of register at hand and technical phrases, and a failure to mentally represent incoming text using prior knowledge. What we observe is that, as important as the terminological subsequent follow-up or self-evaluation is after the event, preparation is essential beforehand, and this is something Pöchhacker (2001) and Kalina (2005) agree on. Like a translator would use all their have at their disposal to use the perfect terminology for a written translation project, interpreters are also expected to have the know-how and the terminology when they start conveying utterances.

If we were to put the process of interpreting into phrases that embody the best way of achieving quality, it would look something like Kalina (2005) portrayed, consisting of four parts:

"(1) a pre-process phase that includes trained interpreting skills and competences, information

retrieval and preparation as well as coordination or cooperation with other members of a team,

(2) a **peri-process** framework which includes the conditions in which the interpreting act takes place (data on participants, working languages, team composition, possible relay requirements, documents made available in-conference, time schedules, technical equipment),

(3) in-process requirements to be met by interpreters, speakers, listeners, technical staff, etc. and

(4) post-process activities" (Kalina, 12)

The parts of the process described above summarize all the aforementioned elements and factors, while putting them in the phase of the work they belong. It is worth mentioning that, as with everything that relates to interpreting, this probably is not everything. Additional technical difficulties and/or situations often present themselves, as well as different factors from the surrounding, setting, etc.

7.1 How to tackle the issue of memorization while interpreting?

Your ability to retain information depends on how effectively you can arrange what you have heard by identifying patterns. As Gillies (2019) notes, your short-term memory is typically restricted to between five and nine units of information. You must be able to keep the sequence in your short-term memory in order to accomplish remembering small bits of information, but be careful! Very simple things and exercises, such as reading newspapers or magazines might help develop analytical skills that an interpreter uses when dissecting information, moving the less important bits of unimportant information aside, while focusing on the core meaning of the utterance. Of course, managing to put everything you hear back into an interpreted message is a great feat, but that takes quite a lot of skill and mastery.

Furthermore, Gillies (2019) states that the way most interpreters tackle the issue of memorization is by improving their notes. It is perfectly acceptable to remember a trivial intro when beginning a speech, but anything more than that is just impossible. Therefore, an effective note-taking strategy for consecutive interpretation requires a way to transform concepts from words into symbols that may later be conveyed in another language. Nolan (2005) reminds us that a translator should not strive to capture every word the speaker says

verbatim because one word might indicate many meanings whereas a hundred words may just express one. A great way of approaching note-taking is using the utterances that need to be interpreted as ideas, portraying them with symbols, words, and doodles that make sense when the interpreting time comes. That way, the interpreter need not be the fastest writer in the room, just the most creative one when it comes to marking ideas on a piece of paper. Having fun with abbreviations, coining new ones that best suit your needs is what makes interpreting more engaging and ever-changing.

Very well put by Nolan (2005.), who sums up the essence of not merely writing down utterances word for word, but being creative and quick at the same time: "Use pictorial or graphic devices like circles and squares or lines and arrows. You are not "writing out the speech"; you are "drawing a picture for yourself" of the speech." (Nolan, 295)

8. Experiment and results analysis in regard to quality assessment

In the conducted experiment, a total of six individuals were asked to consecutively interpret an utterance of three minutes. The goal of the experiment is to portray the difference in quality and how it is connected to note-taking training. All of the subjects were individuals who are linguistically capable to do interpreting, have academic knowledge in the field of English language and literature, and have previously done translation. The difference between the six individuals is that interpreters 1,2, and 3 (I1, I2, I3) did not learn about the techniques of note-taking, what high-quality interpreting entails, along with strategies that interpreters use in specific situations. On the other hand, interpreters 4, 5, and 6 (I4, I5, I6) have undergone interpreting training, learned about note-taking, and studied the strategies of successful and high-quality interpreting. These two groups have been formed in such a way to show the differences in output that they will provide during the experiment, which will show why note-taking training is so important.

The source text was chosen specifically not to be too technical, not have too many highly technical terms, as well as sound natural and as close as possible to a real life scenario an interpreter would face. The source talks about the topic of life expectancy, a topic that is very present in everyday speech. Due to the text not demanding a high level of technical knowledge of a register to interpret, the speed at which it is uttered is moderate, once again reinforcing the fact that the element of natural flow of speech is present. The utterance is three minutes long, which is an intermediate level of the interpreting standard. Due to the controlled environment in which the experiment was held, the expectations and needs of the source being on an intermediate level, the six interpreters would only be differentiated by the fact that half do have interpreting training, and half do not. Quality will be assessed on the basis of the output provided by the interpreters. The main parameters that will be analyzed are the length of all the interpreter's work which will be compared to the source, as well as if all the pieces of information and meaning have been interpreted correctly. Alongside that, the words that the interpreters opt for will vary, so an analysis of wording will be used to determine the best way of tackling every part of the source. In addition to that, all lexical, semantical, and grammatical mistakes will be pointed out. Taking all this into consideration, with an added analysis of the interpreter's delivery and posture, quality, or the lack of, will be clearly portrayed. According to this, it is expected that discrepancies will occur, be that in the meaning of the interpretation, the sentence structure, or the overall quality. Firstly, the source will be separated into parts that will be analyzed with the according interpretations done by the six interpreters; after the entire source and according interpretations were analyzed, then the other aspect that was previously discussed, such as posture, delivery, and note-taking will be commented on.

8.1 Excerpt 1:

Source text	<p>Hello, ladies and gentlemen.</p> <p>I'm going to be talking today about life expectancy.</p> <p>And I'll be looking at some of the most significant causes of death around the world, and some of the risk factors contributing to those causes.</p> <p>People are living longer than they did 40 years ago, quite dramatically.</p>
I1	<p>Zdravo, dame i gospodo.</p> <p>Danas ću govoriti o dužini života i osvrnuti ću se na neke od najznačajnijih uzroka smrti u svijetu, kao i na neke od faktora rizika koji doprinose ovim uzrocima.</p> <p>Ljudi danas duže žive nego prije 40 godina.</p>
I2	<p>Zdravo, dame i gospodo.</p> <p>Danas ću govoriti o očekivanjima dužine života, kao i o nekim od najbitnijih uzroka smrti u svijetu.</p> <p>Također, govorit ću i o nekim od riziko faktora koji direktno doprinose ovim uzrocima.</p> <p>Danas, ljudi žive duže nego prije 40 godina.</p>
I3	<p>Dobar dan svima.</p> <p>Danas ću govoriti o dužini života.</p> <p>Isto ću govoriti o nekim posebnim uzrocima smrti u svijetu i rizike koji pridonose uzrocima.</p> <p>Ljudi sada žive duže nego prije 40 godina.</p>
I4	<p>Zdravo, dame i gospodo.</p> <p>Danas ću govoriti o životnom vijeku i o nekim od najbitnijih uzroka smrti u svijetu, kao i faktorima rizika koji doprinose ovim uzrocima.</p> <p>Ljudi danas drastično duže žive nego prije 40 godina.</p>
I5	<p>Zdravo, dame i gospodo.</p> <p>Danas ću Vam govoriti o životnom vijeku i nekim od najbitnijih uzroka smrti u svijetu.</p> <p>Također, govorit ću o faktorima rizika koji doprinose uzrocima danas, kada ljudi žive duže nego prije 40 godina.</p>
I6	<p>Zdravo, dame i gospodo.</p> <p>Danas ću govoriti o dužini života i životnom vijeku.</p> <p>Govorit ću i o nekim od najbitnijih uzorka smrti u svijetu, kao i faktorima rizika koji doprinose ovim uzrocima.</p> <p>Ljudi danas žive duže nego prije 40 godina.</p>

Firstly, comparing the sentences one by one, we see that there is even a difference in the initial greeting sentence, where I3 completely changed the initial message to be more formal in the interpretation. Of course, it is not a huge mistake, but may lead to a potential

misunderstanding. The second sentence of source text was, in some cases, merged with the third sentence, as it sounds even more natural like that. It is interesting to note that two out of three interpreters without interpreting training did merge these two sentences together, while only one of the three individuals with interpreting training did this. Keeping the structure of the source is often commendable, but it is definitely even better if the interpreter spots and uses the opportunity to enhance any utterance and make the flow of speech even better. In this sentence, the choice of wording is different; the translation for the word *life expectancy* is given as *dužina života* and *životni vijek*. I6 gives *dužina života* before saying *životni vijek*, as if they understood at the moment of uttering that there is a better solution for this word. Therefore, we may conclude that an interpreter may correct themselves at the moment if they think of a better or more correct solution, as long as they avoid redundancy. The final sentence does not provide much for analysis, except the fact that I4 was the only interpreter that held onto conveying the word *drastically* as it is. Aside from that, the only difference was the way *Today* was translated. Most opted for *Danas*, which is a direct translation, while I3 decided to go for *sada*, which directly corresponds to *now*, and it is very similar to "Today" in that matter.

8.2 Excerpt 2:

Source text	<p>So in fact, life expectancy for men has gone up by eleven years since 1970. And for women the figure is even higher. It's twelve years. That's the good news to emerge from a study of the world's health, the biggest study of its kind ever carried out, and the study has just been completed. I'll say more about it in a moment.</p>
I1	<p>Zapravo, dužina života za muškarce je porasla za 11 godina od sedamdesetih, a za žene je porasla za još više, to jeste 12 godina. To su dobre vijesti koje imamo iz ove studije, koja je najveća provedena ikad. Više o njoj ću govoriti uskoro.</p>
I2	<p>Ustvari, dužina života je veća za muškarce za 11 godina. Za žene 12 godina. To je dobra strana vijesti iz ove studije o svjetskom zdravlju, koja je najveća ikad provedena. Više o njoj ću reći uskoro.</p>
I3	<p>Zapravo, dužina života za muškarce je veća za 11 godina od 1970. Za žene je ta brojka još veća, 12 godina. To su dobre vijesti iz ove studije zdravlja, koja je najveća ikad. Još ću reći o njoj uskoro.</p>
I4	<p>Zapravo, životni vijek muškaraca je porastao za 11 godina od 1970, a za žene je ta brojka čak veća, 12 godina. To su dobre vijesti koje dolaze iz ove studije svjetskog zdravlja, koja je najveća provedena ikad. Više ću reći o njoj uskoro.</p>
I5	<p>Zapravo, životni vijek muškarca je porastao za 11 godina, a žene za čak 12, u odnosu na 1970. To su dobre novosti koje nam dolaze iz ove studije svjetskog zdravlja, najveće provedene ikad. Više o njoj ću reći uskoro.</p>
I6	<p>Zapravo, životni vijek muškarca je veći za 11 godina od 1970. Za žene je taj broj još veći, 12 godina. To su dobre vijesti koje dolaze iz ove studije zdravlja u svijetu, najvećoj ikad provedenoj. Više o njoj ću reći ubrzo.</p>

In this excerpt, the first sentence is, as seen with a similar situation in excerpt 1, merged with the second sentence; furthermore, I1, I4, I5, and I6 have all merged the first three sentences into one, making the flow of speech that much more natural and easier to follow. This is a strategy that the individuals who went through interpreting training know about, and, as

observed, use regularly. In the case of I2, we see that a piece of the original source is missing, as the interpreter completely omitted the aspect *since 1970*. These mistakes may happen for the lack of experience, anxiety, or just subpar note-taking. The second part of the text, beginning with *That's the good news...* does not give a lot to discuss, as all interpreters opted for a relative sentence to convey the meaning of the source. The final sentence of the excerpt also does not leave a lot to be discussed, except the synonyms *ubrzo* and *uskoro*.

8.3 Excerpt 3:

Source text	<p>But the bad news that has emerged from the same study is that with increased longevity come increased mental and physical health problems. So I want to look briefly at the findings of this study. As I say, it was the biggest such study ever conducted. It was carried out over a period of more than five years involving over 500 researchers around the world, in countries like the US, many European countries, but also Japan, China, and countries in Latin America.</p>
I1	<p>Ali loše vijesti koje su se pojavile iz studije kažu da postoje dodatni problemi po zdravlje. Želim nakratko pogledati zaključke studije. Kao što sam rekao, to je najveća studija te vrste ikad provedena. Uključivala je preko 500 istraživača diljem svijeta, u državama kao što su SAD, mnoge europske države, ali i Japan, Kina i Južna Amerika.</p>
I2	<p>Ali loše vijesti koje dolaze iz studije pokazuju da postoje dodatni zdravstveni problemi koji su povezani sa dugovječnošću. Zato želim dodatno pogledati rezultate studije. Kao što sam rekao, ovo je najveća studija ikad provedena. U njoj su učestvovali mnogi istraživači, u više godina, i diljem svijeta, u državama kao što su SAD, Japan, Kina, neke države iz Europe i Južna Amerika.</p>
I3	<p>Ipak, loše vijesti su se pojavile iz studije i kažu da postoje dodatni zdravstveni problemi zbog dugog života. Zato ću dodatno pogledati rezultate najveće studije ikad provedene. U studiji je učestvovalo preko 500 istraživača diljem svijeta u trajanju od pet godina, u državama kao što su SAD, neke europske države, Japan, Kina i Južna Amerika.</p>
I4	<p>Ipak, postoje i loše vijesti koje proizilaze iz ovog istraživanja su ta da uslijed dugovječnosti, dolaze i povećanja mentalnih i fizičkih zdravstvenih problema. Tako da želim kratko proći kroz rezultate istraživanja, koje je najveće ikad na ovu temu. Trajalo je pet godina i u njemu je učestvovalo preko 500 istraživača diljem svijeta, od SAD i mnogih europskih zemalja, do Japana, Kine i Južne Amerike.</p>
I5	<p>Također, imaju i loše vijesti koje proizilaze iz ove studije. Zbog dugovječnosti, dolaze i povećanja mentalnih i fizičkih problema. Proći ću kroz rezultate najveće studije ovog tipa. Trajalo je punih pet godina i učestvovalo je preko 500 istraživača iz svih dijelova svijeta, kao što su SAD, Europa, Japan, Kina i Južna Amerika.</p>
I6	<p>Također, postoje i loše vijest iz rezultata ovog istraživanja. Naime, kao posljedica dugovječnosti se pojavljuju zdravstveni problemi, fizički i psihički. Ovo je najveća studija ovog tipa i proći ćemo kroz njene rezultate u toku pet godina koliko je trajala. Učestvovalo je preko 500 istraživača diljem svijeta, iz SAD, Europe, Kine i Japana, kao i Južne Amerike.</p>

In this excerpt, the first sentence paints a great picture of the difference in quality that the interpreters have. Firstly, *emerged* is translated as *pojavile*, which is usually a very awkward collocation with the word *vijest* in this context. Then, the part *that with increased longevity* is completely missing in the work of I1. In the utterances of I4, I5, and I6, the first sentence is sometimes even split into two separate sentences, to help with clarity, and no parts of the utterance are missing. Additionally, we see the word *emerged* was interpreted as *proizilaze* in the work of I4 and I5, while I6 opted for *postoje*, all of which are more than acceptable choices for this register and context, as well as for the collocation. In the following sentences, which talk about the conducted study, we can see that I1 is missing one part of the interpretation; namely, the fact that the study took 5 years is completely missing. Also, I2 and I3 did include the amount of time the study took to be completed, but I2 did not specify the exact number, rather just saying that it took a number of years: *u više godina*. On the other hand, I4, I5, and I6 have successfully conveyed the message fully, all while making interesting sentence transformations as observed with I6: *Ovo je najveća studija ovog tipa i proći ćemo kroz njene rezultate u toku pet godina koliko je trajala*. It is also important to note that I1, I2, and I3 always refer to *the study* as *studija*, while I4, I5, and I6 more often opt for *istraživanje*, both of which may pass as correct, although it would be the best to check the study itself, which would help the interpreters better wrap their head around the (more) correct terminology. Finally, the final sentence is mostly the same for all, but what we can observe is that I2 and I3 interpreted *many* as *neke*, which is equivalent to the word *some*, and *some* does not necessarily equal *many*. For I4, I5, and I6, this issue does not occur, as two of them opted for a more general way, just naming *Europe*, while I4 directly interpreted the source.

8.4 Excerpt 4:

Source text	<p>And I want in particular to look at the main causes of death which were identified in the study, and more particularly at the significant risk factors which lead to the problems from which people are dying.</p> <p>Let me start by throwing another figure at you.</p> <p>I don't know if you knew this, but around the world each year some 50 million people die.</p> <p>50 million people every year.</p> <p>What are we dying from, apart from old age and natural causes?</p>
I1	<p>Posebno želim pogledati glavne uzročnike smrti koji su identifikovani u studiji, i još posebno šta to vodi do problema zbog kojih ljudi umiru.</p> <p>Ne znam da li ste znali, ali svake godine oko 50 miliona ljudi umre.</p> <p>50 miliona svake godine.</p> <p>Od čega mi umiremo, zapravo?</p>
I2	<p>Želim se osvrnuti na razloge smrti koje je studija identifikovala, kao i dodatne faktore koji vode do problema zbog kojih ljudi umiru.</p> <p>Sad ću vam dati još jednu brojku.</p> <p>U svijetu svake godine umre 50 miliona ljudi.</p> <p>Od čega mi umiremo osim starosti i prirodne smrti?</p>
I3	<p>Osvrnuti ću se na glavne uzroke smrti koji su identifikovani u studiji, kao i faktore koji vode do problema od kojih ljudi umiru.</p> <p>Oko 50 miliona ljudi svake godine umre.</p> <p>Od čega oni umiru, ako to nije starost?</p>
I4	<p>Posebnu pažnju želim obratiti na glavne uzroke smrti na koje ukazuje ovo istraživanje, kao i faktore koji vode zdravstvenim problemima zbog kojih ljudi umiru.</p> <p>Još jedna brojka za vas, ukoliko niste znali broj ljudi koji umire svake godine, to je 50 miliona.</p> <p>Čak 50 miliona godišnje.</p> <p>Koji je razlog njihove smrti, ako to nije starost i prirodna smrt?</p>
I5	<p>I želim posebno obratiti pažnju na glavne uzroke smrti na koje ukazuje istraživanje, kao i faktore rizika koji vode problemima zbog kojih ljudi umiru.</p> <p>Evo još jedna brojka za vas.</p> <p>Nisam siguran da li ste znali, ali svake godine umre nekih 50 miliona ljudi.</p> <p>Cijelih 50 miliona godišnje.</p> <p>Od čega oni umiru, osim starosti i prirodne smrti?</p>
I6	<p>Također ću se osvrnuti na glavne uzroke smrti koje navodi ovo istraživanje, ali i neke važnije faktore rizika koji su uzrok problemima od kojih ljudi umiru.</p> <p>Još jedna brojka za vas.</p> <p>Da li ste znali da svake godine umre oko 50 miliona ljudi?</p> <p>Čak 50?</p> <p>Od čega oni umiru, pored starosti i prirodne smrti?</p>

Within this excerpt, I believe that I4, I5, and I6 started gaining a lot of ground regarding the accuracy of interpretation compared to I1, I2, and I3. Observing the first three of the six interpreters, we may see that all of their interpreted utterances lack a part of the source, some lack a smaller part, some lack whole sentences. Especially intriguing were the sentence constructions I4, I5, and I6 presented, as they managed to make the source text sound much more natural, flow even better as a speech, and make their job easier as interpreters. Out of all six interpreters, I6 played the most with the source, completely transforming the second part into more questions than the source had, but managed to make the source much more engaging, thus seemingly doing the speaker a favor. This excerpt is the turning point in the whole experiment, as we will be able to see during the next excerpt, while I1, I2, and I3 struggled to finish their interpreting, I4, I5, and I6 continued the task successfully.

8.5 Excerpt 5:

Source text	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.
I1	Najveći uzrok smrti u svijetu su srčani problemi i srčani udar.
I2	Čak četvrtina smrti u svijetu dolazi kao posljedica moždanog udara i srčanih problema.
I3	Studija nam kaže da najveći uzrok smrti u svijetu moždani udar i srčani problemi. Oni su razlog za oko četvrtinu smrti u 2012. godini.
I4	Istraživanje o kojem sam govorio nam ukazuje na to da su srčani problemi i moždani udar najveći uzročnici smrti sa 12.9 miliona smrti u 2012. godini, što čini četvrtinu ukupnog broja smrti u toj godini.
I5	Istraživanje na koje se pozivam ukazuje da su najveći uzročnici smrti diljem svijeta srčani problemi i moždani udar. Ova sva uzroka su bili razlog za 12.9 miliona smrti u 2012. To je oko četvrtine ukupnog broja smrti u svijetu te godine.
I6	Istraživanje o kom govorim kaže da su dva najveća uzroka smrti srčani problemi i moždani udar. Oni su zaslužni za 12.9 miliona smrti u 2012. godini, što je oko četvrtina ukupnog broja. Ljudi danas žive duže nego prije 40 godina.

As previously mentioned, the turning point happened during this part of the interpreting session. At around two minutes of speech, interpreters I1, I2, and I3 began having issues with following the speaker. I1 and I2 completely shortened this part of the source, only delivering main information partially, while I3 did a little better, giving some more information. Furthermore, the translation of *stroke* was completely false for I1. Surely, they know what a stroke is, but under the pressure of the situation, note-taking, and falling behind the speaker, these mistakes do happen. On the other hand, we can see that I4, I5, and I6 completely conveyed the source, even not dropping out the numbers. A very intriguing take on the source was provided by I4, who put the whole utterance of three sentences into one, while making it sound natural and seamlessly blending the three source sentences to form one, longer one that proves to be a very solid interpreting solution. In the final excerpt, the first three interpreters almost completely lost the thread of interpreting. Issues were overall noticeable, but will be commented upon after the analysis of the final excerpt.

8.6 Excerpt 6:

Source text	<p>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 caused or certainly made worse by poor diet. For example, people eating too much salt. That can lead to high blood pressure.</p>
I1	Također, govori se i o visokom tlaku.
I2	Visok krvni pritisak je isto uzrok mnogih smrti svake godine.
I3	...
I4	<p>A kada govorimo o faktorima rizika koji vode ka srčanim oboljenima i moždanom udaru? Ovo istraživanje predstavlja visok krvni pritisak kao prvi na listi uzroka. On je razlog za 9.4 miliona smrti godišnje. Uzrok mogu biti različite stvari. Loša ishrana ne samo da može uzrok, ali i pogoršati krvni pritisak. Kada jedete previše soli, to može voditi ka visokom krvnom pritisku.</p>
I5	<p>A šta je sa faktorima rizika koji vode srčanim oboljenjima i moždanom udaru? Ovo istraživanje stavlja visok krvni pritisak kao glavni uzrok. On je zaslužan za čak 9.4 miliona smrti godišnje, a njega može izazvati različite stvari, kao što je loša ishrana koja može i pogoršati. Naprimjer, ljudi koji jedu previše soli, mogu biti podložniji visokom krvnom pritisku.</p>
I6	<p>A kada govorimo o rizičnim faktorima koji vode srčanim oboljenima i moždanom udaru? Spomenuta studija stavlja visok krvni pritisak na sami vrh liste ovih faktora. On je razlog za 9.4 miliona smrti svake godine. Njega može izazvati veliki broj stvari, kao što je loša ishrana, koja može i pogoršati. Naprimjer, oni koji jedu previše soli mogu lako imati visok krvni pritisak.</p>

Finally, coming to the final excerpt that is presented as a part of the experiment, it is clear who managed to brave the storm of consecutive interpreting. The utterance, three minutes in length, proved to be too much for I1 and I2, who only provided minimal information in the final part, and I3, who has not managed to fully catch the parts from Excerpt 4 and 5, so Excerpt 6 completely disappeared. In regard to the work done by I4, I5, and I6, we may

conclude that they have successfully completed the task fully. At first, it was immediately evident that there are some differences in the style and approach to the interpreting process, but the gap kept getting widened, as more information was given by the speaker.

8.7 Analysis of the interpreters during the experiment

During the experiment, each interpreter was monitored closely for their posture, delivery, as well as note-taking and body language. As it was discussed earlier, certain things are recommended and prescribed by professionals in the field of consecutive interpreting, and these recommendations will be taken as reference throughout describing the monitored aspects of the interpreters.

Talking about I1, they appeared to be somewhat anxious about the task at hand. It is natural to feel a bit of nervousness before the start, but as it gets going, it usually gives way to more confidence. This tiny bit of anxiety was felt throughout the task. It also was observable on the posture during the delivery of the interpretation. The interpreter was a bit hunched in their chair, legs crossed, while only looking at the notes on their paper. This did not help with clarity of their voice and their projection capability, which was somewhat hindered too. The notes that I1 used during the experiment can be described as word-for-word written-down statements. It is obvious why after excerpt 4, the interpreter had lost the thread of the speaker, completely losing the control over the utterances given for interpreting.

In the case of I2, a similar situation occurred. They were definitely much better than I1 when it comes to their body language, which helped them deliver their work better, more clearly and louder. The issue arose, once again, with the notes. The note-taking was not done accordingly, as the interpreter mostly used abbreviations that they made up on the spot for themselves. This is, surely, a good strategy for interpreters that want to shorten their notes;

but the issue was that the interpreter had no clue what some of them mean after the speaker finished their utterance. Finally, the whole situation became too complex after excerpt 4, where the interpreter got almost no new pieces of information out of their notes, despite having them completed for the entire speech.

The last of the first group, I3 had a slight problem with posture, as they were slouched back in their chair, giving off the impression of informality, which is, as mentioned before, usually not acceptable. Also, this position did not compliment the delivery of the interpreter, giving every sentence a false laid-back tone, which is not according to the speech. The note-taking I3 did was not bad, but they opted for writing as much information as they can, leaving them stranded after excerpt 4, because they could not keep up with the speed of the speaker.

For the second group of interpreters, starting from I4 who did not struggle with note-taking, using a good mix of symbols, abbreviations, and full sentences, carefully picking out less important pieces of information in the speech, and not including them for the sake of brevity. They held a good posture, which complemented their delivery, projection capabilities, as well as confidence.

A lot of the same could be said for I5 and I6, who only had different styles of note-taking, all valid according to the recommendations. Namely, I5 opted not to use any symbols, but divided their paper into segments that constituted semantical parts of the speech. Using this with abbreviations and full/half sentences, the interpreter did a great job conveying pretty much everything from the source.

Finally, I6 is only different as they did not segment their notebook, and used mostly symbols, lines, and strikes to visualize the source. This gave them a literal picture that they can read out, coloring it along the way.

9. Conclusion

Quality assessment is something that must be present in all fields that include practical work.

With the help of the experiment conducted, it is clear how having note-taking training is directly connected to quality in the world of interpreting. As the experiment shows, the subjects who previously had note-taking training have shown a lot more confidence in their work, they did not make mistakes, and the output they provided was superb in comparison to their counterparts without note-taking training. While the subjects with note-taking training saw the experiment as a very easy one, the subjects without the training had issues for the most of it, as they tried to write everything down, instead of utilizing strategies that were previously mentioned, which allow the interpreter to successfully and fully complete their task. The paper, as well as the experiment, clearly shows the importance of note-taking, and that note-taking training is invaluable to all interpreters, should they strive to achieve quality. Interpreting is somewhat different, as there is no definite way of labeling *good* and *bad* interpreting, as it is often very subjective if we look beyond the main parameters such as length, delivery, no pieces of information missing, etc. Therefore, the parameters presented may serve as a good guideline for forming an opinion on what can be seen as satisfactory and quality interpreting. The thing that makes interpreting fascinating is that it is ever-changing. Many interpreters know so many topics, and embody the persona of the jack of all trades, but usually, as it goes, interpreters are masters of none. Despite this, the exception is always interpreting. The field that connects other fields, and the field that has such a high skill cap that, no matter what, one has space to improve and become better by every utterance one tackles.

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Appendix

Source text:

Hello, ladies and gentlemen. I'm going to be talking today about life expectancy. And I'll be looking at some of the most significant causes of death around the world, and some of the risk factors contributing to those causes. People are living longer than they did 40 years ago, quite dramatically. So in fact, life expectancy for men has gone up by eleven years since 1970. And for women the figure is even higher. It's twelve years. That's the good news to emerge from a study of the world's health, the biggest study of its kind ever carried out, and the study has just been completed. I'll say more about it in a moment.

But the bad news that has emerged from the same study is that with increased longevity come increased mental and physical health problems. So I want to look briefly at the findings of this study. As I say, it was the biggest such study ever conducted. It was carried out over a period of more than five years involving over 500 researchers around the world, in countries like the US, many European countries, but also Japan, China, and countries in Latin America. And I want in particular to look at the main causes of death which were identified in the study, and more particularly at the significant risk factors which lead to the problems from which people are dying. 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. What are we dying from, apart from old age 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 caused or certainly made worse by poor diet. For example, people eating too much salt. That can lead to high blood pressure.

Interpreter 1:

Zdravo, dame i gospodo. Danas ću govoriti o dužini života i osvrnuti ću se na neke od najznačajnijih uzroka smrti u svijetu, kao i na neke od faktora rizika koji doprinose ovim uzrocima. Ljudi danas duže žive nego prije 40 godina.

Zapravo, dužina života za muškarce je porasla za 11 godina od sedamdesetih, a za žene je porasla za još više, to jeste 12 godina. To su dobre vijesti koje imamo iz ove studije, koja je najveća provedena ikad. Više o njoj ću govoriti uskoro.

Ali loše vijesti koje su se pojavile iz studije kažu da postoje dodatni problemi po zdravlje. Želim nakratko pogledati zaključke studije. Kao što sam rekao, to je najveća studija te vrste

ikad provedena. Uključivala je preko 500 istraživača diljem svijeta, u državama kao što su SAD, mnoge europske države, ali i Japan, Kina i Južna Amerika.

Posebno želim pogledati glavne uzročnike smrti koji su identifikovani u studiji, i još posebno šta to vodi do problema zbog kojih ljudi umiru. Ne znam da li ste znali, ali svake godine oko 50 miliona ljudi umre. 50 miliona svake godine. Od čega mi umiremo, zapravo?

Najveći uzrok smrti u svijetu su srčani problemi i srčani udar.

Također, govori se i o visokom tlaku.

Interpreter 2:

Zdravo, dame i gospodo. Danas ću govoriti o očekivanjima dužine života, kao i o nekim od najbitnijih uzroka smrti u svijetu. Također, govorit ću i o nekim od riziko faktora koji direktno doprinose ovim uzrocima. Danas, ljudi žive duže nego prije 40 godina.

Ustvari, dužina života je veća za muškarce za 11 godina. Za žene 12 godina. To je dobra strana vijesti iz ove studije o svjetskom zdravlju, koja je najveća ikad provedena. Više o njoj ću reći uskoro.

Ali loše vijesti koje dolaze iz studije pokazuju da postoje dodatni zdravstveni problemi koji su povezani sa dugovječnošću. Zato želim dodatno pogledati rezultate studije. Kao što sam rekao, ovo je najveća studija ikad provedena. U njoj su učestvovali mnogi istraživači, u više godina, i diljem svijeta, u državama kao što su SAD, Japan, Kina, neke države iz Europe i Južna Amerika.

Želim se osvrnuti na razloge smrti koje je studija identifikovala, kao i dodatne faktore koji vode do problema zbog kojih ljudi umiru. Sad ću vam dati još jednu brojku. U svijetu svake godine umre 50 miliona ljudi. Od čega mi umiremo osim starosti i prirodne smrti?

Čak četvrtina smrti u svijetu dolazi kao posljedica moždanog udara i srčanih problema.

Visok krvni pritisak je isto uzrok mnogih smrti svake godine.

Interpreter 3:

Dobar dan svima. Danas ću govoriti o dužini života. Isto ću govoriti o nekim posebnim uzrocima smrti u svijetu i rizike koji pridonose uzrocima. Ljudi sada žive duže nego prije 40 godina.

Zapravo, dužina života za muškarce je veća za 11 godina od 1970. Za žene je ta brojka još veća, 12 godina. To su dobre vijesti iz ove studije zdravlja, koja je najveća ikad. Još ću reći o njoj uskoro.

Ipak, loše vijesti su se pojavile iz studije i kažu da postoje dodatni zdravstveni problemi zbog dugog života. Zato ću dodatno pogledati rezultate najveće studije ikad provedene. U studiji je učestvovalo preko 500 istraživača diljem svijeta u trajanju od pet godina, u državama kao što su SAD, neke europske države, Japan, Kina i Južna Amerika.

Osvrnuti ću se na glavne uzroke smrti koji su identifikovani u studiji, kao i faktore koji vode do problema od kojih ljudi umiru. Oko 50 miliona ljudi svake godine umre. Od čega oni umiru, ako to nije starost?

Studija nam kaže da najveći uzrok smrti u svijetu moždani udar i srčani problemi. Oni su razlog za oko četvrtinu smrti u 2012. godini.

Interpreter 4:

Zdravo, dame i gospodo. Danas ću govoriti o životnom vijeku i o nekim od najbitnijih uzroka smrti u svijetu, kao i faktorima rizika koji doprinose ovim uzrocima. Ljudi danas drastično duže žive nego prije 40 godina.

Ipak, postoje i loše vijesti koje proizilaze iz ovog istraživanja su ta da uslijed dugovječnosti, dolaze i povećanja mentalnih i fizičkih zdravstvenih problema. Tako da želim kratko proći kroz rezultate istraživanja, koje je najveće ikad na ovu temu. Trajalo je pet godina i u njemu je učestvovalo preko 500 istraživača diljem svijeta, od SAD i mnogih europskih zemalja, do Japana, Kine i Južne Amerike.

Posebnu pažnju želim obratiti na glavne uzroke smrti na koje ukazuje ovo istraživanje, kao i faktore koji vode zdravstvenim problemima zbog kojih ljudi umiru. Još jedna brojka za vas, ukoliko niste znali broj ljudi koji umire svake godine, to je 50 miliona. Čak 50 miliona godišnje. Koji je razlog njihove smrti, ako to nije starost i prirodna smrt?

Istraživanje o kojem sam govorio nam ukazuje na to da su srčani problemi i moždani udar najveći uzročnici smrti sa 12.9 miliona smrti u 2012. godini, što čini četvrtinu ukupnog broja smrti u toj godini.

A kada govorimo o faktorima rizika koji vode ka srčanim oboljenima i moždanom udaru? Ovo istraživanje predstavlja visok krvni pritisak kao prvi na listi uzroka. On je razlog za 9.4 miliona smrti godišnje. Uzrok mogu biti različite stvari. Loša ishrana ne samo da može uzrok, ali i pogoršati krvni pritisak. Kada jedete previše soli, to može voditi ka visokom krvnom pritisku.

Interpreter 5:

Zdravo, dame i gospodo. Danas ću Vam govoriti o životnom vijeku i nekim od najbitnijih uzroka smrti u svijetu. Također, govorit ću o faktorima rizika koji doprinose uzrocima danas, kada ljudi žive duže nego prije 40 godina.

Zapravo, životni vijek muškarca je porastao za 11 godina, a žene za čak 12, u odnosu na 1970. To su dobre novosti koje nam dolaze iz ove studije svjetskog zdravlja, najveće provedene ikad. Više o njoj ću reći uskoro.

Također, imaju i loše vijesti koje proizilaze iz ove studije. Zbog dugovječnosti, dolaze i povećanja mentalnih i fizičkih problema. Proći ću kroz rezultate najveće studije ovog tipa. Trajalo je punih pet godina i učestvovalo je preko 500 istraživača iz svih dijelova svijeta, kao što su SAD, Europa, Japan, Kina i Južna Amerika.

I želim posebno obratiti pažnju na glavne uzroke smrti na koje ukazuje istraživanje, kao i faktore rizika koji vode problemima zbog kojih ljudi umiru. Evo još jedna brojka za vas.

Nisam siguran da li ste znali, ali svake godine umre nekih 50 miliona ljudi. Cijelih 50 miliona godišnje. Od čega oni umiru, osim starosti i prirodne smrti?

Istraživanje na koje se pozivam ukazuje da su najveći uzročnici smrti diljem svijeta srčani problemi i moždani udar. Ova sva uzroka su bili razlog za 12.9 miliona smrti u 2012. To je oko četvrtine ukupnog broja smrti u svijetu te godine.

A šta je sa faktorima rizika koji vode srčanim oboljenjima i moždanom udaru? Ovo istraživanje stavlja visok krvni pritisak kao glavni uzrok. On je zaslužan za čak 9.4 miliona smrti godišnje, a njega može izazvati različite stvari, kao što je loša ishrana koja može i pogoršati. Naprimjer, ljudi koji jedu previše soli, mogu biti podložniji visokom krvnom pritisku.

Interpreter 6:

Zdravo, dame i gospodo. Danas ću govoriti o dužini života i životnom vijeku. Govorit ću i o nekim od najbitnijih uzorka smrti u svijetu, kao i faktorima rizika koji doprinose ovim uzrocima. Ljudi danas žive duže nego prije 40 godina.

Zapravo, životni vijek muškarca je veći za 11 godina od 1970. Za žene je taj broj još veći, 12 godina. To su dobre vijesti koje dolaze iz ove studije zdravlja u svijetu, najvećoj ikad provedenoj. Više o njoj ću reći ubrzo.

Također ću se osvrnuti na glavne uzroke smrti koje navodi ovo istraživanje, ali i neke važnije faktore rizika koji su uzrok problemima od kojih ljudi umiru. Još jedna brojka za vas. Da li ste znali da svake godine umre oko 50 miliona ljudi? Čak 50? Od čega oni umiru, pored starosti i prirodne smrti?

Istraživanje o kom govorim kaže da su dva najveća uzroka smrti srčani problemi i moždani udar. Oni su zaslužni za 12.9 miliona smrti u 2012. godini, što je oko četvrtina ukupnog broja.

A kada govorimo o rizičnim faktorima koji vode srčanim oboljenjima i moždanom udaru? Spomenuta studija stavlja visok krvni pritisak na sami vrh liste ovih faktora. On je razlog za 9.4 miliona smrti svake godine. Njega može izazvati veliki broj stvari, kao što je loša ishrana, koja može i pogoršati. Naprimjer, oni koji jedu previše soli mogu lako imati visok krvni pritisak.